EDUCATION POLICY FOR TELANGANA

2026

VISION
FOR INCLUSIVE
EXCELLENCE

Telangana Education Commission
Hyderabad

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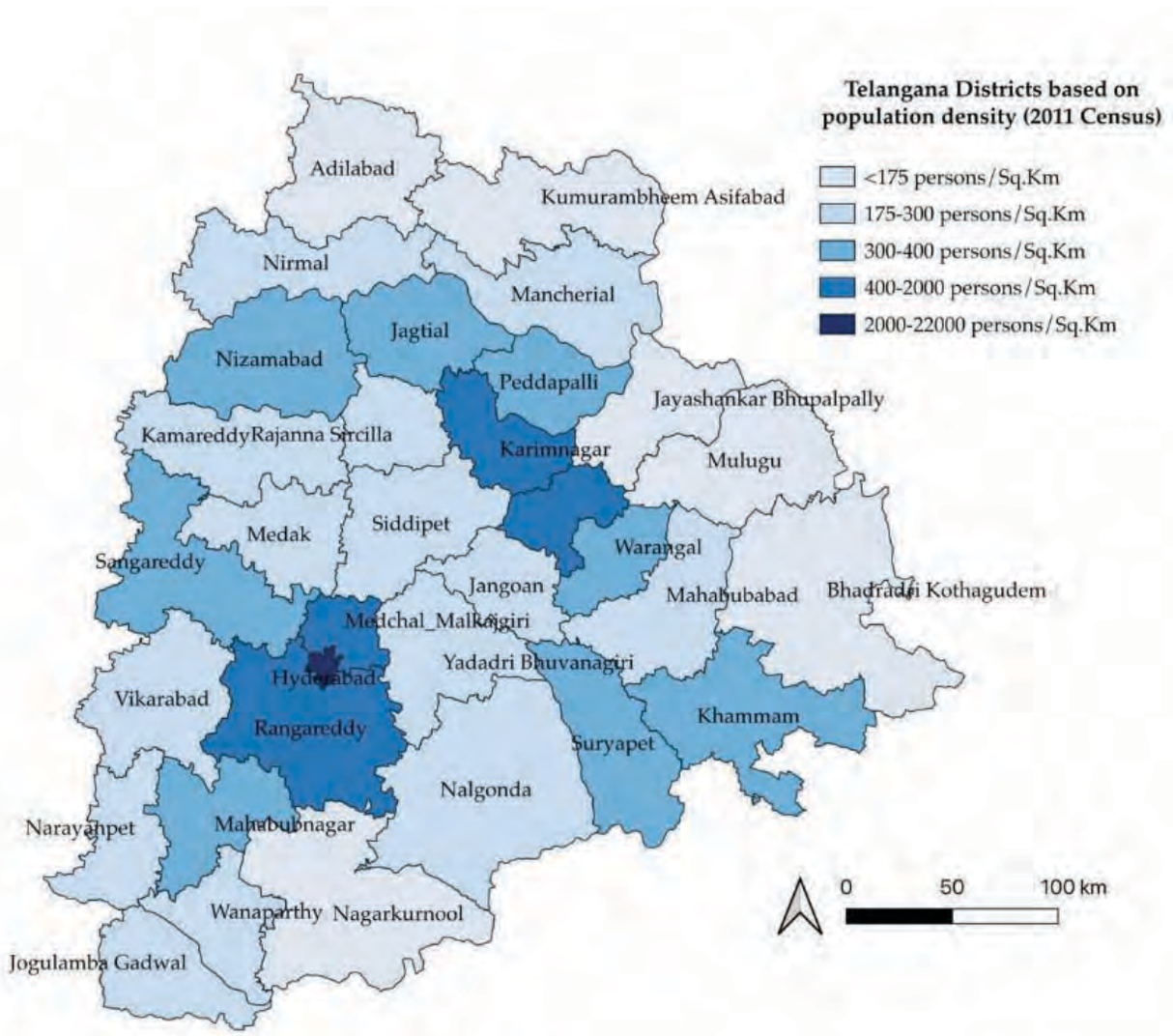
INDIA MAP

Ladakh
Jammu and Kashmir
Himachal Pradesh
Punjab
Chandigarh
Uttarakhand
Haryana
Arunachal Pradesh
Sikkim
Uttar Pradesh
Rajasthan
Assam
Nagaland
Bihar
Meghalaya
Manipur
West Bengal
Madhya Pradesh
Jharkhand
Tripura
Mizoram
Gujarat
Chhattishgarh
Daman and Diu and Dadra and Nagar Haveli
Odisha
Maharashtra
Telangana
Puducherry
Andhra Pradesh
Goa
Karnataka
Andaman & Nicobar
Kerala
Tamilnadu
Puducherry
Lakshadweep
0
500
1,000 km

TELANGANA MAP



TELANGANA EDUCATION COMMISSION

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12th January 2026

Dear Sir,

Sub: Telangana Education Commission - Submission of final comprehensive report on Education Policy for Telangana State - Reg

@@@

At the outset, we, the Members of the Commission, express our sincere gratitude to you for constituting the Telangana Education Commission and for entrusting us with the opportunity to work in this significant social sector to study, formulate, and recommend a comprehensive policy framework for reforming and strengthening education in Telangana.

The Commission has prepared this policy document covering all levels of education- from pre-primary to universities based on extensive field visits to government and private educational institutions within the State, as well as in other States and countries. In addition, we conducted public hearings, brainstorming sessions with educationists, civil society organisations, and teachers' unions, and organised a series of meetings, seminars, and focused group discussions. The Commission also examined various education policy reports and analysed relevant data.

We hereby submit this comprehensive policy report, distilled from our wide-ranging consultations and in-depth study of the education sector at all levels. We sincerely hope that its recommendations will be implemented in Telangana to transform the education landscape of the State and to secure a strong and sustainable future for the youth of Telangana.

Yours Sincerely,

Prof. PL. Vishweshwar Rao
(Member)

Dr. Charakonda Venkatesh
(Member)

Ms. Jyothsna Shiva Reddy
(Member)

Akunuri Murali, IAS (Retd.)
Chairperson

To
Shri. A. Revanth Reddy
Chief Minister of Telangana
Hyderabad

FOREWORD

The Telangana Education Commission deems the opportunity **to draft a comprehensive education policy** for the state as an honour and would like to thank the Honourable Chief Minister, Shri Anumula Revanth Reddy for this. A quality, accessible education system that is globally competitive remains **the most vital building block for a dynamic, democratic society.**

Education – arising out of the **Constitutional commitment to equality, justice, liberty, and fraternity** – has been viewed as a powerful instrument for overall development of an individual, and collective advancement of a society. This policy document is rooted in this constitutional vision and seeks to **reaffirm education as a public good** essential to a just and democratic society. The suggested policy gives **importance to student-centred education** that respects diversity in abilities, interests, and socio-cultural contexts while ensuring access, quality, sustainability, inclusion, and accountability.

As part of my journey in the Commission, we visited hundreds of rural and urban educational institutions in the state, and in other countries. I interacted with hundreds of teachers, educationists, civil society organisations, parents, and public representatives. The parents, both poor and rich, are generally not satisfied with their children's education either in government or in private educational institutions in the State.

It is clear that a lot needs to be done in the State to improve the **education sector. High quality education that gives dignity, imparts values and life skills** must be made accessible to all children, more so for the vulnerable and the poor. To achieve this, the four pillars of education – teachers, curriculum and pedagogy, infrastructure, and parental involvement – must be strengthened simultaneously, which is a significant challenge for both the government and educators.

The Commission focuses on the central objective that every child in Telangana shall get access to **free, quality education in a dignified environment.** Every recommendation made in this policy is aimed at ensuring a confident, prosperous future for Telangana State and its youth.

The Commission's recommendations may seem unaffordable at first glance, but my experience with large nationally replicated, pioneering programmes tells me that the expenditure framework proposed in **this policy is both doable and result driven.** With adequate financial and political support, significant progress can be made within the next five years if the recommendations are implemented.

The Telangana Education Commission shares this vision with the Hon'ble Chief Minister and wants to see all the educational institutions flourish with an engaging learning environment, mandatory extra-curricular and co-curricular activities. The children of Telangana deserve high-quality education in schools, colleges, and universities, well within the resources available in the state.

I am grateful for the dedication of the Commission members, commitment of the NGO partners, and support of the office staff in preparing this report and its recommendations.

We hope Telangana becomes an exemplary turn-around story in the country by re- centring education at the heart of social and economic transformation.

Akunuri Murali IAS (Retd)
Chairman
Telangana Education Commission

Genesis and Role of Telangana Education Commission

Government of Telangana constituted the Telangana Education Commission vide GO Ms No 27, Dated 3rd September 2024 to prepare a comprehensive education policy covering all levels of education, from pre-primary to university education, including technical education.

Following his appointment as Chairman by the Government of Telangana, Shri Akunuri Murali, IAS (Retd.), assumed charge on 10 September 2024. The Commission consists of three other members: Prof. P. L. Vishweshwar Rao, Dr. Charakonda Venkatesh, and Smt. Jyotsna Shiva Reddy.

Objectives of the Commission are:

1. To advise on policy formulation and function as a think tank in the field of education for the Government of Telangana, taking due cognizance of the evolving and dynamic educational landscape.
2. Through brainstorming, ideation, pilot studies, consultations for developing policy notes, guidelines, rules, as well as facilitating exposure visits and related initiatives, evolve holistic policy perspectives.

The Commission was mandated to study the following and make appropriate recommendations to:

1. Universalize Early Childhood Education through inclusion of pre-primary classes in all schools.
2. Ensure that students are equipped with foundational skills from primary through higher education.
3. Impart quality education in schools focused on holistic development of the students.
4. Improve the value of higher education by integrating apprenticeships and employability skills.
5. Prepare students to become responsible and conscientious global citizens through egalitarian, value-based education.
6. Examine any other matters relating to education that may be referred to by the Government from time to time.

The Telangana Education Commission has convened numerous meetings and held deliberations with a broad spectrum of stakeholders, including parents' associations, mothers' associations, private school management associations, associations of high-end elite schools, non-governmental organizations, civil society organizations, student unions, educationists, child rights activists, unions of government school teachers and private teachers, Heads of Departments in education, secretaries of various Gurukulam societies, academicians, mandal- and district-level administrators, vice chancellors and registrars of universities, as well as global experts, international organizations, and UN agencies.

Over a period of 14 months, the Commission visited more than 305 educational institutions - including schools, junior colleges, residential educational institutions, colleges of education, degree colleges, and universities - across all 33 districts of Telangana State. In addition, it convened 54 meetings at the Commission's office and organized 10 seminars.

The Commission undertook inter-state study visits to government schools in Punjab, Haryana, Andhra Pradesh, Kerala, and Karnataka, and international study visits to government schools in Malaysia, Vietnam, and the United States of America.

It also conducted public hearings in seven state universities, and at the offices of District Collectors in four districts, along with several other forms of public interaction. The Commission has constituted the following nine working groups comprising experienced and eminent academicians, practitioners and civil society organizations to deliberate on various subject areas:

A. Education of students belonging to backward classes
B. Spoken English initiatives in Telangana government schools
C. Open and distance learning and online education
D. Quality of school education
E. Implementation of right to education and assessment of NEP
F. School leadership development
G. Teacher education and professional development of teachers
H. Values and well-being curriculum for early childhood
I. Pre-primary education

The working group reports, in-depth study of earlier policy documents on education, and the extensive interactions with the wide spectrum of stakeholders have helped to identify key issues across various sectors of education in Telangana. The present policy document is the result of the insights and perspectives gathered from these consultations and field visits.

Acknowledgements

The Telangana Education Commission firstly extends its gratitude to the Honourable Chief Minister of Telangana, Shri Anumula Revanth Reddy garu and his Government for establishing the Telangana Education Commission and providing us the opportunity to be a part of this transformative journey towards achieving equitable and quality education in the state.

We convey our special thanks to Shri Vem Narender Reddy, Advisor to the government of Telangana. The Commission also extends its sincere gratitude to the Department of School Education for their consistent support in identifying the issues and shaping the recommendations.

Gratitude to all individuals and organisations who contributed their valuable time, insights, and expertise in shaping this report. The process of identifying key challenges and formulating meaningful recommendations was made possible through the collective efforts of educational institutions, civil society organisations, government agencies, and education experts.

We appreciate the participation of all the schools and colleges which welcomed us and provided us with a comprehensive first hand understanding of the current educational landscape. This has been instrumental in identifying improvement opportunities.

We also acknowledge the invaluable inputs from non-governmental organisations, unions of school teachers, degree college and university faculty, and experts at World Bank and UNICEF, and the State Governments which facilitated our visits, all of which have enriched our perspective on educational challenges at the grassroots, informed us of best practices, and influenced us in our approach.

Additionally, we wholeheartedly recognize the voice of parents, teachers, and students who actively participated in discussions and shared their aspirations for a stronger education system. Their feedback and ideas have shaped our recommendations to address real and pressing concerns.

Finally, we express our appreciation to all those who contributed to this effort, directly, or indirectly: NGOs, other agencies - CEGIS Foundation, SDF, CSF, MVF, Dream a Dream, ALOKIT, Global Center for the Development of the Whole Child, Youngistan, APF, NIRMAN, Teach For India, TISS, Bharat Dekho, Room to Read, Joy of Reading, Mantra for Change, Pratham, UNICEF; individuals who assisted the Commission: and members of all working groups. The Commission extends gratitude to Secretary, Education, Telangana; Mr. B Ajit Reddy, IDES, CMO; Mr. EV Narasimha Reddy, IAS; Mr. Naveen Nicolas IAS, Director School Education; Mr S Krishna Aditya, IAS, Director, Intermediate Education, Secretary, TGSWREIS; Mr B Saidulu, IFS, Secretary, MJPTBCWREIS; Mrs K Seethalakshmi, IAS, Secretary, TGTWREIS; Mr B Shafiullah, IFS, Secretary, TMREIS; Mr Ch Ramana Kumar, Secretary, TREIS; Ms. K Sandhya Rani, IPoS rtd, Director, CRISP, Mr. R Subrahmanyam IAS rtd, Prof. Karthik Muralidharan, University of California, San Diego, Prof. D. Narasimha Reddy, Professor rtd, University of Hyderabad, Prof S Jeelani, University of Hyderabad, Prof Mythili Sastry, Mahindra University, Hyderabad. Special thanks to the Telangana Education Commission Advisory Committee members Prof K. Murali Manohar, Professor rtd, Kakatiya University, Prof Sujatha Surepalli, Satavahana University, Shri K. M. Sheshagiri, UNICEF, Hyderabad, and Shri. R. Venkat Reddy, Mamidipudi Venkatrangayya Foundation.

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III. LIST OF ABBREVIATIONS

Abbreviation	Full Form
AAPCs	Amma Adarsha Patashala Committees
ACB	Anti-Corruption Bureau
ACoA	Additional Controller of Affiliation
ADHD	Attention-Deficit/Hyperactivity Disorder
AEDPs	Apprenticeship Embedded Degree Programmes
AI	Artificial Intelligence
AICTE	All India Council for Technical Education
AIIMs	All India Institute of Medical Science
AISHE	All India Survey on Higher Education
AO	Administrative Officer
APAAR	Automated Permanent Academic Account Registry
APO	Academic Program Officer
ASER	Annual Status of Education Report
ASSOCHAM	Associated Chamber of Commerce and Industry of india
ATC	Advanced Technology Centres
ATM	Automated teller machine
AWCs	Anganwadi Centres
B.A	Bachelor of Arts
B.Com	Bachelor of Commerce
B.ED	Bachelor of Education
B.Sc	Bachelor of Science
BBA	Bachelor of Business Administration
BC	Backward Classes
BIE	Board of Intermediate Education
BPL	Below Poverty Line
BRAOU	Dr.B.R.Ambedkar Open University
CAAs	California alternate Assessments
CAASPP	California Assessment of Student Performance and Progress
CAAT	Career Awareness and Aptitude Training
CABE	Central Advisory Board of Education
CAS	Career Advancement Scheme
CAST	California Science Test
CBCS	Choice Based Credit System
CBSE	Central Board of Secondary Education
CCE	Continuous and Comprehensive Evaluation
CCMB	Centre for Cellular and Molecular Biology
CCTV	Closed-Circuit Television
CDFD	Centre for DNA Fingerprinting and Diagnostics
CII	Confederation of Indian Industry
CIIL	Central Institute of Indian Languages
CLAT	Common Law Admission Test
CLT	Communicative Language Teaching
CoA	Controller of Affiliation
CODE	Consortium of Distance Education
COE	Controller of Examinations
COP	Community of Practice
CPD	Continuous Professional Development
CPRHE	Centre for Policy Research in Higher Education

CPWD	Central Public Works Department
CRIDA	Central Research Institute of Dryland Agriculture
CROs	Classroom Observations
CRT	Campus Recruitment Training
CS	Computer Science
CSA	California Spanish Assessments
CSE	Computer Science Engineering
CTE	College of Teacher Education
CTET	Central Teacher Eligibility Test
CWS	Current Weekly Status
CWSN	Children with Special Needs
D.El.Ed	Diploma in Elementary Education
DCoA	Deputy Controller of Affiliation
DD	Demand Draft
DEO	District Education Officer
DFRC	District Fee Regulatory Committee
DGT	Directorate General of Training
DIKSHA	Digital Infrastructure for Knowledge Sharing
DIET	District Institute of Education and Training
DoHE	Department of Higher Education
DoSEL	Department of School Education and Literacy
DOST	Degree Online Services, Telangana
DR	Direct Recruitment
DRDO	Defence Research and Development Organisation
DSC	District Selection Committee
DTE	Directorate of Technical Education
EAMCET	Engineering, Agriculture, and Pharmacy Common Entrance Test
EC	Executive Council
ECCE	Early Childhood Care and Education
EFLU	English and Foreign Languages University
ELA	English Language arts
ET	Educational Technology
FA	Formative Assessment
FICCI	Federation of Indian Chambers of Commerce and Industry
FINEEC	Finnish Education Evaluation Centre
FLN	Foundational Literacy and Numeracy
FRS	Facial Recognition System
FSSAI	Food Safety and Standards Authority of India
GDCs	Government Degree Colleges
GDs	Group Discussions
GER	Gross Enrolment Ratio
GHMC	Greater Hyderabad Municipal Corporation
GJC	Government Junior College
GOI	Government of India
GP	Governance Processes
GPI	Gender Parity Index
GPS	Global Positioning System
HECI	Higher Education Commission of India
I-LABS	Institute for Learning and Brain Science
IAS	Indian Administrative Services
IASE	Institute of Advanced Studies in Education

IB	Intelligence Bureau
ICPCs	Industry Connect and Placement Cells
ICRISAT	International Crops Research Institute of the Semi-Arid Tropics
ICSE	Indian Certificate of Secondary Education
ICSSR	Indian Council for Social Science Research (ICSSR)
ICT	Information and Communication Technology
IEPPC	Industry Engagement, Placement and Patent Cell
IES	Institute of Education Sciences
IFPs	Interactive Flat Panels
IGCSE	International General Certificate of Secondary Education
IGNOU	Indira Gandhi National Open University
IGNOU	Indira Gandhi National Open University
IICT	Indian Institute of Chemical Technology
IIMR	Indian Institute of Millets Research
IIOR	Indian Institutes of Oilseeds Research
IIT	Indian Institutes of Technology
ILMS	Integrated Library Management System
INCOIS	Indian National Centre for Ocean Information Services
INSTE	In-service teacher education
IPE	Intermediate Public Examination
IQAC	Internal Quality Assurance Cell
IRRI	International Rice Research Institute
ISC	Indian School Certificate
ISLE	Indian Society of Labour Economics
IT	Information Technology
ITDA	Integrated Tribal Development Agency
ITEC	Information Technology Electronics and Communications
ITEP	Integrated Teacher Education Programme
ITI	Industrial Training Institutes
IVRS	Interactive Voice Response System
JEE	Joint Entrance Examination
JNAFAU	Jawaharlal Nehru Architecture and Fine Arts University
JNTU	Jawaharlal Nehru Technological University
JRF	Junior Research Fellowship
KGBV	Kasturba Gandhi Balika Vidyalaya
KU	Kakathiya University
KVS	Kendriya Vidyalaya Sangathan
LIP	Learning Improvement Programme
LKG	Lower Kindergarten
LMS	learning management system
LSS	Learner Support Services
M.A	Master of Arts
M.Com	Master of Commerce
M.Sc	Master of Science
MANUU	Maulana Azad National Urdu University
MBA	Master of Business Administration
MCA	Master of Computer Applications
MD	Managing Director
MEO	Mandal Education Officer
MGNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
MGU	Mahatma Gandhi University

MHRD	Ministry of Human Resource Development
MIS	Management Information System
MJPTBCWREIS	Mahatma Jyothiba Phule Backward Classes Welfare Residential Educational Institutions Society
MLT	Medical Laboratory Technology
MOOC	Massive Open Online Course
MPHW	Muiti-Purpose Health Workers
MPUPS	Mandal Parishad Upper Primary Schools
MSDE	Ministry of Skill Development and Entrepreneurship
MSMEs	Ministry of Micro, Small and Medium Enterprises
NAAC	National Assessment and Accreditation Council
NAARM	National Academy of Agricultural Research Management
NAS	National Achievement Survey
NASSCOM	National Association of Software and Service Companies
NBA	National Board of Accreditation
NCC	National Cadet Corps
NCEERA	National Centre for Education Evaluation and Regional Assistance
NCER	National Centre for Educational Research
NCERT	National Council of Educational Research and Training
NCES	National Centre for Educational Statistics
NCF	National Curriculum Framework
NCPCR	National Commission for Protection of Child Rights
NCSER	National Centre for Special Education Research
NCVET	National Council for Vocational Education and Training
NDLI	National Digital Library of India
NEET	National Eligibility cum Entrance Test
NEFT	National Electronic Funds Transfer
NEP	National Educational Policy
NET	National Eligibility Test
NETF	National Education Technology Forum
NFHS	National Family Health Survey
NGRI	National Geophysical Research Institute
NHERC	National Higher Education Resource Centre
NICMAR	National Institute of Construction Management and Research
NIDM	National Institute of Disaster Management
NIEPA	National Institute of Educational Planning and Administration
NIFT	National Institute of Fashion Technology
NIN	National Institute of Nutrition
NIOS	National Institute of Open Schooling
NIOS	National Institute of Open Schooling
NIPER	National Institute of Pharmaceutical Education and Research
NIRD	National Institute of Rural Development
NIRF	National Institutional Ranking Framework
NISHTHA	National Initiative School Heads' and Teachers' Holistic Advancement
NIT	National Institute of Technology
NITHM	National Institute of Tourism and Hospitality Management
NITI AAYOG	National Institution for Transforming India
NLU	National Law University (NLU)
NOCs	No Objection Certificate
NPTEL	National Programme on Technology Enhanced Learning
NRI	Non-Resident Indian

NSQF	National Skills Qualifications Framework
NSS	National service Scheme
OBE	Outcome-Based Education
ODL	Open Distance Learning
OE	Online Education
OECD	Organisation for Economic Co-operation and Development
OMR	Optical Mark Recognition
OU	Osmania University
PAL	Personalized Adaptive Learning
PARAKH	Performance Assessment, Review, and Analysis of Knowledge for Holistic Development
PCC	Production and Consultancy Cell
PCK	Pedagogical Content Knowledge
PDs	Physical Directors
PDTI	Public Digital Technology Infrastructure
PETs	Physical Education Teachers
PG	Post Graduate
PGECET	Post Graduate Engineering Common Entrance Test
PGI	Performance Grading Index
PGT	Post Graduate Teacher
Ph.D.	Doctor of Philosophy
PHDCCI	PHD Chamber of Commerce and Industry
PIs	Personal Interviews
PLCs	Professional Learning Communities
PLE	Physical Learning Environment
PLFS	Periodic Labour Force Survey
POCSO	Protection of Children from Sexual Offences Act
POSH	Prevention Sexual Harassment
PPP	Private- Public Partnerships
PRC	Pay Revision Commission
PSTE	Pre-Service Teacher Education
PSUs	Public Sector Undertakings
PT	Physical Training
PTM	Parent Teacher Meeting
PTs	Polytechnic colleges
PTU	Pottisreeramulu Telugu University
PU	Palamuru University
PWDVA	Protection of Women from Domestic Violence Act
QR	Quick Response
QS	Quacquarelli Symonds
RGKUT	Rajiv Gandhi University of Knowledge Technologies
RIR	Regional Internet Registry
RTE	Right to Education
RTGS	Real Time Gross Settlement
RTO	Regional Transport Office
RUSA	Rashtriya Uchchatar Shiksha Abhiyan
SA	Summative Assessments
SA	School Assistant
SBTE	State Board for Teacher Education
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training

SDG	Sustainable Development Goals
SDMC	School Development and Management Committee
SEL	Socio-Emotional Learning
SEQI	School Education Quality Index
SET	State Eligibility Test
SHG	Self Help Groups
SIHECs	Skill Integrated Higher Education Cells
SMC	School Management Committee
SOP	Standards Operating Procedures
SQAAF	School Quality Assessment and Assurance Framework
SSA	Sarva Shiksha Abhiyan
SSAAT	Society for Social Audit, Accountability and Transparency
SSC	Secondary School Certificate
SSSA	State School Standards Authority
ST	Scheduled Tribes
SWAYAM	Study Webs of Active-Learning for Young Aspiring Minds
T-Hub	Technology Hub
T-SAT	Telangana Skills Academic and Training
TAFRC	Telangana Admission and Fee Regulatory Committee
TALIS	Teaching and Learning International Survey
TASK	Telangana Academy for Skill and Knowledge
TE and T	Teacher Education and Training
TEC	Telangana Education Commission
TEI	Teacher Education Institute
TEQIP	Technical Education Quality Improvement Programme
TESA	Telangana Education Standards Authority
TET	Teacher Eligibility test
TGEWIDC	Telangana Education Welfare Infrastructural development Corporation
TGMS	Telangana Model schools
TGPSC	Telangana Public Service Commission
TGSWREIS	Telangana Social Welfare Residential Educational Institutions Society
TGTRB	Telangana State Teacher Recruitment Board
TGTWREIS	Te langana Tribal Welfare Residential Educational Institutions Society
THE	Times Higher Education
TLM	Teaching Learning Material
TMREIS	Telangana Minority Residential Educational Institutions Society
TNA	Training needs assessment
TOEFL	Test of English as a Foreign Language
TOSS	Telangana Open School Society
TPD	Teacher Professional Development
TPS	Telangana public school
TREIS	Telangana Residential Educational Institutions Society
TRL	Teaching at the Right Level
TSCHE	Telangana State Council of Higher Education
TSCPGET	Telangana State Common Post Graduate Entrance Test
TSICET	Telangana State Integrated Common Entrance Test
UCL	University College of London
UDISE+	Unified District Information System for Education
UDL	Universal Design for Learning
UGC	University Grants Commission

UKG	Upper Kindergarten
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UoH	University of Hyderabad
URS	Urban Residential Schools
UW	University of Washington
VC	Vice-Chancellor
VSK	Vidya Samiksha Kendra
WDCW	Women Development and Child Welfare
WNET	Wheebox National Employability Test
ZPHS	Zilla Parishad High Schools

IV. A PHILOSOPHICAL APPROACH TO EDUCATIONAL REFORM

The question, "What is education for?", has endured since time immemorial. Classical thinkers such as Aristotle and Confucius believed that the purpose of education was fundamentally to develop virtues and achieve human fulfilment. These virtues could range from benevolence, righteousness, propriety, and wisdom. They treated education and learning as inseparable, believing that education is a lifelong process of character building and self-improvement.

As societies industrialized, the Human Capital Theory displaced the earlier moral conception with more instrumental concerns. The pioneers of Human Capital Theory underscore that education is an investment that increases individuals' human capital (such as knowledge, skills, and mobility), thereby promoting national development. This stress on economic considerations has had a significant global impact, as governments frequently link investment in education to its role in promoting GDP growth. Such an economic perspective reduces education to a 'positional good' that gives relative advantage over others to the possessor of skills to achieve personal goals, as opposed to the perspective of education as a 'social good' that benefits larger society.

Though Human Capital Theory has significantly shaped global policy, for countries like India coping with extreme inequities, its framing is insufficient without adequate emphasis on the social, egalitarian, and relational dimensions of learning. The narrow economic perspective of Human Capital Theory, and its limited instrumental goals, sidelined aspects of equity and dignity, prompting a strong intellectual pushback from the Schools of Capability and Critical Pedagogy.

The Capability Approach (Amartya Sen, Martha Nussbaum) reoriented the purpose of education to the holistic enhancement of individuals' capabilities and freedoms, through critical reflection, creative engagement, and respect for diversity. Amartya Sen's conception of entitlements sees education as foundational to access other entitlements such as economic opportunities, health, political and social participation, self-respect and freedom.

The School of Critical Pedagogy sees education as a dialogic process that instils critical consciousness among the learners based on their lived experiences. This approach sees education not as a one-way process but as a dialogic process that critically engages with social phenomena. The Critical Pedagogy approach sees education as transformatory, and not as passive acquisition of knowledge for reproducing the existing structures of unequal societies.

John Dewey's progressive education movement has enriched these approaches further by introducing the ideas of experiential learning, child-centric pedagogy that sees the teacher as a facilitator, problem-based learning and interdisciplinarity.

Beyond the multilateral agencies such as UNESCO and UNDP, some of these elements have been adopted by the Finnish National Curriculum 2016, which is ranked globally as the finest for its focus on equality and student-centred approach.

The emphasis on centring education in social realities to achieve freedoms, and human development finds deep echoes in India's historical and philosophical traditions. Thinkers like the Buddha, Tagore, Gandhi, and Ambedkar called for an education that is grounded in human dignity, justice and equality. India's Constitutional vision embodies these philosophical traditions, which resonate with the universal human values articulated in both the Capability Approach and Critical Pedagogy.

Ambedkar, who had experienced the degradations of caste apartheid, saw education as a way to undo centuries of inequity. He considered education as a critical precondition in the struggle for rights, as the key to challenging discrimination, for annihilating caste, and for achieving social equality.

The Constituent Assembly, headed by Babu Rajendra Prasad, placed education within a multi-dimensional framework of rights, and social justice in consonance with the Indian social realities. Article 46 of the Indian Constitution, where the State is mandated to "promote with special care the educational interests of the weaker sections, in particular the Scheduled Castes and Scheduled Tribes, and to protect them from social injustice", speaks to one such concern for justice and social equality. Article 21A reinforces the idea of education as a core responsibility of the State by making the Right to Education a fundamental right, while Articles 29 and 30 broaden the educational, linguistic and cultural rights further.

Drawing upon these fundamental principles of the Indian Constitution, the Telangana Education Commission maintains that the overarching aim of education should be to ensure India's transformation into an egalitarian and equitable society. To assist in implementing the vision of the Telangana State of ensuring universal access to high quality education to all its citizens, the Commission envisages a policy template that fosters a humanistic and empathetic community, while ensuring global competitiveness and productivity.

The Commission believes that the education policy framework by the State must be constructed with the child/student at the centre, with their academic/professional excellence as the primary goal. The Commission's proposed education policy strategies, and reforms, are aimed at promoting equity by ensuring affordable access to high-quality educational opportunities that equip students with essential life skills. If these recommendations are carried out with commitment, they will help future generations of Telangana youth achieve lives of dignity by increasing their employment prospects. The compulsions of administration and employee convenience should be subordinated to the main goal: securing the future of children and students.

The present Chief Minister of Telangana, Shri A. Revanth Reddy, believes that quality education is the best poverty alleviation programme any progressive, democratic state can offer.

V. BACKGROUND OF THE REPORT

The Telangana Education Commission, constituted on 3rd September 2024, is mandated "to prepare a comprehensive education policy that covers education imparted from pre-primary to university education, including technical education". The policy will address current challenges and set a practical, implementable course to meet future needs.

Education touches more than half of 4 crore residents of Telangana. Since the state's formation in 2014 – amid deep concern over limited opportunities for its aspirational youth – education has remained at the heart of public discourse. With Telangana ranking near the bottom in literacy in the country over the past decade, it is time for a rigorous assessment of shortcomings and gaps across the continuum from pre-primary to postgraduate education.

A. Education as a fundamental right

Education was made a Fundamental Right under the Indian Constitution through the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The Act ensures that every child aged 6 to 14 years receives free and compulsory education of equitable quality. The responsibility to provide this education rests with both the Central and State governments.

While the Right to Education (RTE) Act, 2009 widened access – reflected in higher enrolment and stronger participation among marginalised communities – learning outcomes have not improved. The 2024 PARAKH report of the Government of India highlights major gaps, noting that around 60% of Class IX students do not show adequate proficiency in core subjects such as mathematics, science, and social science. These deficits stem from deeper structural problems shaped by social realities – lack of choice, diminished dignity, and limited empathy – which together weaken a child's ability to learn. The implementation of the Act did not meet expectations.

B. Education as a driver of equity

The education sector accounts for an estimated 6% of global GDP, valued at nearly $7.6 trillion[1]. While global competitiveness is important, the commercialisation of education in India, in the absence of a coherent regulatory framework, has weakened the educational prospects of millions of children from most communities. In Telangana, the majority of students are leaving state-run institutions and enrolling in privately managed schools, colleges, and universities.

Over the past decade, the state's withdrawal from providing quality public education has contributed to a sharp rise in aspirational parents choosing private schools. U-DISE data shows that in Telangana, private school enrolment increased from about 40% in 2013–14 to more than 60% in the current year. Over the same period, government school enrolment fell by more than 40%, and declined further to 26% in 2024–25 in first grade enrolment. The budget allocated to education went down from 10.9% in 2014-15 to 5.9% in 2021-22. Since then, it has risen gradually to 7.55% by 2024-25. The exodus from state-run schools is directly proportional to the decline in budget allocations and declining priority for education in the governments over the last decade.

The private school market spans a wide spectrum – from low-cost budget schools to institutions offering international-standard education – and serves students from varied socio-economic backgrounds. Even the poorest communities increasingly view education as a key route to come out of poverty and are willing to invest in their children's schooling. Notably, in the referred study, among bottom dalit parents who opt for private schools, around 70% have monthly incomes of less than ₹10,000[2].

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[1] *HolonIQ (2025).*
[2] *Harinath S Gundemeda (2021).*

The belief that private schools provide better-quality education is a major driver of demand for the private sector. However, barring a small number of schools of international standard, a few missionary schools and universities, most private institutions offer education comparable to that of under-resourced government educational institutions while charging parents exorbitant fees. Legally, non-state educational institutions are meant to operate on a not-for-profit basis and employ appropriately qualified teachers.

Yet, weak oversight of both management practices and academic standards has produced a system that imposes a crippling financial burden on parents while delivering poor outcomes for students.

The ASER 2024 findings for rural Telangana show only a small gap in learning-outcomes between government and private schools. In Standard V, just 29.3% of children in government schools and 35.6% in private schools can read a Standard II–level text; the overall average is only 31.5%[3].

The move toward private schools appears to be driven more by perceptions of quality arising out of English as a medium of instruction, and structural conveniences such as reliable transportation, good infrastructure and extra-curricular activities, safety and security of children at school than by meaningful differences in actual learning outcomes.

A significant factor contributing to the preference for private educational institutions begins with early childhood education. As of 2025, most government schools in Telangana start at grade 1, which means that pre-primary education – specifically Nursery, LKG, and UKG – is offered by private schools. This situation leads to two major issues. Firstly, it allows private education to enter the landscape at an early stage, bringing with it the problems of high costs. Secondly, children who cannot afford private pre-primary education face a lasting disadvantage, as they miss out on a solid foundation in languages and basic mathematics that can affect them throughout their lives.

C. Education as a means to dignity and status

Private education is increasingly seen as a means for social mobility, dignity, and status, at the collegiate and university levels as well. Systemic short-comings that affect the school sector – deteriorating infrastructure, inadequate classroom furniture, insufficient sanitation and potable water, campus safety gaps, absence of libraries, labs and sports facilities, and shortages of qualified teachers – are also severely impacting the quality of higher education.

Colleges and universities in Telangana face persistent fiscal constraints: funding allocations have declined in real terms, faculty recruitment has been frozen, and operating budgets are narrowly calibrated to meet the salaries of a shrinking workforce, leaving minimal capital outlay for infrastructure, maintenance, or academic resources. These conditions collectively constitute a sector-wide crisis in higher education in Telangana, with implications for access, equity, quality, and long-term development.

While governments nurture ambitions of making the education system globally competitive, even the best among the Indian institutions like the IITs and Indian Institute of Science, Bangalore, are relegated to global ranks beyond 200, with none of the Indian higher education institutions ranking among the top 100 in QS World University Rankings, Academic Ranking of World Universities (ARWU), or in Times Higher Education World University Rankings.

For a higher education institution to receive global recognition, doctoral tracks with research infrastructure, open science practices, high-impact output through co-creation with industries, participation in global research consortia must be built consistently. Governance reforms to attract and retain talented faculty are required. The prolonged freeze on recruitment in higher education institutions has led to a shortage of high-competence teachers capable of leading research efforts. Routine PhD programmes have also been handicapped by shortage of eligible guides, disrupting the research possibilities created by doctoral tracks.

[3] *ASER Centre. (2024).*

D. Education in social sciences and humanities

In the 1990s, social science and humanities education experienced the significant impact of globalization and privatization. Many government degree colleges saw a decline in enrolments in these fields as the focus shifted towards technical education, marked by the establishment of numerous engineering colleges. Traditional departments such as political science, sociology, history, and public administration began to close, cutting the flow of scholarship essential for postgraduate and research programs in social sciences. This trend also flowed back into school education, where the emphasis transitioned from a balanced general education up to grade 10 to a noticeable neglect of languages and social sciences. Schools began to privilege mathematics and physical sciences from grade 6 onward, regardless of syllabus requirements.

Telangana had a rich tradition of government-aided undergraduate colleges established by philanthropists. The 43 colleges that offered strong social science and humanities courses are now struggling to survive as they are no longer financially viable after the cut-back of government support and dwindling demand for courses offered.

E. Education for future-readiness

The technological advances ushered in by the Industrial Revolution shaped the education system of the 20th Century. The new millennium has seen radical new paths being defined by quantum theory and the development of Artificial Intelligence. These advances have redefined what constitutes learning. The traditional courses offered in technical education institutions are facing natural extinction.

The integration of AI in education shifts the focus from traditional skills (like memorization) to skills that are more relevant in an AI-driven world, such as critical thinking, problem-solving, creativity, and digital literacy. AI encourages a curriculum that prepares students for future challenges and opportunities. AI promotes the concept of lifelong learning by providing continuous access to educational resources. As the job market evolves rapidly due to technological advancements, the need for ongoing skill development becomes critical. AI tools often emphasize collaborative learning experiences, where students can interact with peers and educators in dynamic ways. Here, AI fosters a culture of continuous education and adaptability.

The conventional educational institutions and the pedagogical practices that dominated the pre-AI era need to be over-hauled to restructure classrooms as collaborative, creative spaces where critical thinking is instilled. Marshall McLuhan, the prophetic predictor of impact of technologies on human history, said that technologies are extensions of human sensoria. The invention of the wheel extended human mobility, radio extended human hearing and television, human vision. He says such extension results in "amputation" of those abilities. The invention of computers, and now Artificial Intelligence are extensions of human consciousness.

In this context, scholars are cautioning that human consciousness must not be outsourced to machines entirely. Excessive dependence on AI can lead to "amputation" of the ability of human societies to think independently for their own survival needs.

Technologies like Artificial Intelligence in the classroom convey that discovery of newer possibilities is more important than retention of old knowledge through rote memory. The new classrooms must use technology to bridge the needs of the students who are left out because of the digital divide and unequal access to new technologies.

There is a need to take stock of the nature of skills required for the rapidly transforming needs of societies, to address both employability and meeting societal requirements when designing policies.

F. Compounding factors

While the crumbling infrastructure and fiscal distress have had an adverse impact on the schools and institutions of higher learning in Telangana they collectively failed in building a transformatory learning environment that is inclusive and creative.

The inherited cultural prejudices of the teachers and privileged students influence who is worthy of having access to education in schools, colleges or universities, and who deserves exclusion. To an extent, girls/women students have been able to break the gender barrier and now outnumber boys/men.

Caste and community prejudices, however, persist in educational institutions leading to distress and psychological trauma for many first-generation students. It is clear that mere social legislation is not enough but investment in infrastructure, special support in bridging academic gaps must be an essential part of the policy to restore equity and dignity to the various segments of the student population.

In this context, merely having qualified teaching staff is insufficient; it is crucial to reorient them to engage with students and their parents empathetically and respectfully and to deliver the expected outcomes. This approach is essential for unlocking the transformative potential of educational institutions. Teaching and learning are fundamental to a democratic, equitable, and empowered society, but current outcomes fall short of expectations. Governments have been hesitant to insist on such dedication from the teaching community due to its significant political influence.

Governments too sometimes view education merely as another department to manage, rather than recognizing its special role in building a vibrant society. Government decisions are often shaped by one or two administrative officers who opt for quick administrative fixes for complex academic problems, sometimes causing lasting harm to educational institutions and society. Short tenures of important decision-makers in the bureaucracy also impact the sector adversely. Establishment of a diverse range of schools under the control of different departments, influenced by political or bureaucratic whims, has resulted in a tangled web of administrative confusion and inefficiencies.

This policy document aims to tackle various challenges affecting the performance of educational institutions run by the Telangana state government. Its goal is to outline a long-term strategy that encourages a strong tradition of scientific, creative, and democratic education throughout the state, supporting Telangana's growth in the decades to come.

This policy document is organised into twelve chapters. Several chapters are devoted to distinct segments of education, including pre-primary, school, intermediate, technical, college, university, and residential education. The remaining chapters address cross-cutting issues such as teacher education, the proposed Telangana Public Schools model, the safety of mid-day meals, and new governance mechanisms, including the proposed Telangana Education Standards Authority.

VI. EXECUTIVE SUMMARY

Background

Education is the most powerful instrument for social transformation, economic development, and democratic strengthening. For the State of Telangana, education is not merely a sectoral responsibility but a foundational public good that shapes the quality of citizenship, equity of opportunity, productivity of the workforce, and cohesion of society. A robust, inclusive, and future-ready education system is essential for realizing Telangana's aspirations of sustainable growth, social justice, innovation, and human dignity.

For Telangana, a young state with a dynamic population and diverse socio-economic contexts, education is central to addressing historical inequities and regional disparities. Access to quality education – across early childhood, school education, higher education, and skill development – must be ensured irrespective of gender, caste, class, location, language, or disability. An equitable education system is essential to break intergenerational cycles of disadvantage and to ensure that every child and youth can realize their full potential.

Education also serves as a key driver of economic growth and innovation. Aligning education with contemporary societal needs – without compromising its broader humanistic purpose – is critical for preparing responsible citizenship.

The Government of Telangana has entrusted the Telangana Education Commission with a historic mandate to examine the various sectors of education in the state and to recommend comprehensive reforms to strengthen the system and prepare it for a dynamic future. The mandate of the Commission is **"to prepare a comprehensive education policy that covers education imparted from pre-primary to university education, including technical education".**

The following presents the sector-wise executive summary distilled from field visits to educational institutions, extensive consultations with experts and academicians, deliberations within working groups, and discussions held through public hearings, seminars, and other stakeholder forums across the state. The summary outlines the prevailing context, identifies key challenges, and sets out the principal recommendations of the Commission.

held through public hearings, seminars, and other stakeholder forums across the state. The summary outlines the prevailing context, identifies key challenges, and sets out the principal policy recommendations of the Commission.

1. Pre-primary Education

Telangana faces a persistent and structural challenge in educational outcomes, reflected in its low literacy indicators and declining enrolment in government schools. The Telangana Education Commission (TEC) identifies the neglect of pre-primary education as a critical factor contributing to this crisis and argues that meaningful reform must begin at the foundational stage of schooling. Evidence from neuroscience and child development research underscores that the period from birth to six years is decisive for cognitive, social, emotional, and language development, making quality pre-primary education indispensable for long-term educational and social outcomes.

At present, pre-primary education in Telangana remains largely outside the formal schooling system. What exists is predominantly delivered through Anganwadi Centres, where education is only one component of a broader welfare mandate. These centres operate with severe infrastructural constraints, limited space, mixed-age classrooms, and inadequately trained personnel, resulting in suboptimal early learning environments. The absence of high-quality, state-run pre-primary schools has pushed families – particularly after children turn four – towards private pre-schools at significant cost. This shift has directly impacted enrolment in government schools, with admissions to Class I falling sharply, and has reinforced long-term dependence on private schooling.

The Commission emphasises that pre-school education is not a downward extension of formal schooling but a specialised, developmentally sensitive programme aimed at building foundational competencies. These include language acquisition, cognitive skills, social and emotional development, self-expression, and self-care.

TEC recommends that decisions regarding the institutional location of pre-primary education – whether within Anganwadi Centres or schools – must be guided solely by the best interests of the child, rather than administrative or institutional convenience.

The Commission sets out a clear long-term vision of providing globally benchmarked pre-primary education that is equitable, accessible, and inclusive across rural, urban, and marginalised communities. It seeks to ensure uniform standards of infrastructure, trained personnel, and curricula, while embedding values such as empathy, gender equality, civic responsibility, scientific temper, and emotional resilience from the earliest years. In parallel, it calls for the regulation of all private pre-schools to safeguard child safety and parental interests.

In the short term, the Commission recommends that the pre-primary schools should be formally integrated with the primary schools under the School Education Department, supported by a dedicated cell responsible for coordination, supervision, and monitoring of the pre-school segment. The immediate integration of pre-primary sections within all state-run schools should be followed by the appointment of qualified, trained pre-school teachers and child-care assistants. The Commission proposes the establishment of enforceable standards for infrastructure, class size, safety, curriculum, and teacher qualifications across both public and private sectors.

To operationalise this vision, the Commission details comprehensive norms covering administration, age-appropriate admissions, safety protocols, infrastructure specifications, teacher qualifications, and curriculum design aligned with global best practices. It advocates play-based, experiential learning with no formal testing or homework, prioritising holistic development over premature academic outcomes. The Commission concludes that embedding high-quality pre-primary education within the formal school system is essential not only for improving learning outcomes but also for reversing enrolment decline, restoring confidence in government schools, and laying a robust foundation for Telangana's future human development.

2. School Education

The primary and secondary education in Telangana needs a set of systemic, actionable recommendations to address persistent challenges in quality, equity, governance, and public trust. While access to schooling has largely been achieved, the education system continues to face deep structural issues - manifested in small and under-resourced schools, declining enrolment in government schools, weak foundational and grade-level learning outcomes, poor English proficiency, fragmented management structures, and inadequate monitoring and accountability mechanisms.

The analysis highlights that learning gaps emerge early, widen through upper primary grades, and persist into secondary education, as evidenced by national assessment results and low Performance Grading Index (PGI) scores. Parental preference for private schools – driven by perceptions of better English-medium instruction, school ambience, safety, and accountability – has further eroded confidence in government schooling. These challenges are compounded by an overburdened and insufficiently supported teacher workforce, outdated recruitment and deployment practices, and excessive administrative demands that reduce effective teaching time.

In response, the Commission proposes a comprehensive reform agenda centred on quality improvement, system standardisation, teacher empowerment, and stronger governance, with the child placed firmly at the core of all interventions. All the recommendations are proposed keeping the child/student in the center irrespective of other considerations.

2.1 Key recommendations include

A. Reforming teacher recruitment and human resource management by introducing more responsive, needs-based recruitment processes, rational teacher deployment, and stronger accountability mechanisms. The chapter emphasises that recruitment must prioritise subject competence, pedagogical skills, and language proficiency - particularly in English - while also creating incentives and support systems for high performance.

B. Strengthening English-medium education and spoken English proficiency across primary and secondary levels. Recognising English as a key driver of parental trust and student future-readiness,it is recommended to have early and sustained exposure to spoken English, improved teacher capacity in communicative English, integration of listening and speaking into daily classroom practices, and systematic monitoring of language outcomes.

C. Standardising school infrastructure, academic processes, and service delivery norms across the diverse and fragmented management structures operating in the State. The TEC calls for clear minimum standards for school size, staffing, classrooms, laboratories, libraries, digital facilities, and safety, ensuring that every child—regardless of location or management—has access to comfortable and joyous learning conditions.

D. Shifting curriculum and pedagogy away from rote learning towards competency-based, experiential education, aligned with the National Curriculum Framework. The recommendations emphasise strong foundational literacy and numeracy in early grades, conceptual understanding in upper primary, and higher-order thinking, problem-solving, and real-world application in secondary education.

E. Embedding co-curricular and extra-curricular activities as integral to schooling, not as add-ons. Sports, arts, cultural activities, life skills, and socio-emotional learning are positioned as essential for holistic development, student engagement, confidence-building, and retention—especially in government schools competing with private institutions.

F. Rationalising assessments and strengthening monitoring systems, including simplified, standardised assessments, greater use of competency-based evaluation, and the introduction of external or third-party validation. Robust school-level and district-level monitoring frameworks are recommended to shift oversight from compliance-driven inspections to academic support and continuous improvement.

G. Improving governance and decentralised decision-making, with clearer roles, filled supervisory positions, better use of data, and stronger school leadership. The TEC stresses that effective monitoring, academic mentoring, and accountability at the school and cluster level are critical to translating reforms into classroom-level impact.

H. The Commission strongly recommends that the State of Telangana implement Section 12(1) (c) of the Right to Education Act, which mandates that unaided private schools allocate 25 per cent of their seats for students from marginalised communities.

It is reiterated that restoring learning outcomes and public confidence in government schools requires coordinated reforms across recruitment, curriculum, English instruction, infrastructure standardisation, co-curricular enrichment, and monitoring. By moving from fragmented, input-focused approaches to a coherent, child-centred, comprehensive and outcome-driven system, Telangana can significantly strengthen the quality and credibility of its primary and secondary education system.

3. Intermediate Education

Intermediate education, encompassing Classes XI and XII, represents a critical transition in the educational journey of young people in Telangana. It is a stage marked by heightened academic expectations, emotional vulnerability, and far-reaching implications for higher education and career choices. Each year, nearly 10 to 11 lakh students enrol in intermediate education in the state, with close to two-thirds studying in privately managed junior colleges. The way this sector is structured and governed therefore has profound consequences for educational quality, social equity, student well-being, and the future direction of higher education in Telangana.

Analysis of enrolment and performance data reveals several patterns that challenge prevailing assumptions. Despite the widespread belief that private colleges deliver superior outcomes, government residential junior colleges and Kasturba Gandhi Balika Vidyalayas consistently record the highest pass percentages in intermediate public examinations. Girls outperform boys across districts and management types, and significant inter-district disparities persist, with several districts recording pass percentages below 50 per cent. Students from Scheduled Castes, Scheduled Tribes, and Backward Classes rely significantly on government institutions for intermediate education, underscoring the indispensable role of the public sector in advancing equity and social mobility. The system is also marked by a high degree of course concentration. Nearly ninety-five per cent of students are enrolled in just three streams-MPC, BPC, and CEC – while a large number of other general courses attract negligible enrolment, raising questions about the relevance and viability of the existing course basket. Vocational education, though potentially valuable, remains limited in scale, heavily concentrated in a few courses, and yields only modest academic outcomes.

The dominance of the private sector has brought with it a range of systemic concerns. Many private and corporate junior colleges function with inadequate infrastructure, including the absence of functional science and computer laboratories, limited libraries, and virtually no space or time for sports and co-curricular activities. Hostel conditions for students migrating from rural areas are frequently substandard. Fees charged by corporate colleges, particularly for integrated coaching programmes for competitive examinations such as IIT-JEE and NEET, are extremely high and impose severe financial stress on families, often forcing parents into debt.

Pedagogically, intermediate education has become excessively oriented towards competitive entrance examinations. Teaching practices prioritise speed, pattern recognition, and rote strategies aimed at "cracking" exams rather than developing conceptual understanding or intellectual depth. The state curriculum is often marginalised and hurriedly covered just before board examinations, while standard textbooks are replaced by proprietary coaching material. Misleading advertisements exaggerating success rates, opaque claims about student outcomes, batch segregation practices, early "foundation courses" introduced at the school level, and coercive practices such as withholding original certificates further point to deep regulatory failure in this sector.

Government junior colleges, which cater primarily to students from rural and marginalised backgrounds, face a different but equally serious set of challenges. Many operate from dilapidated buildings and lack basic facilities such as adequate classrooms, laboratories, libraries, and sanitation.

Lecturers are burdened with administrative and non-teaching responsibilities due to staff shortages. Psycho-social counselling and structured career guidance mechanisms are largely absent, even though academic pressure during this phase is intense and student vulnerability is high. Teacher qualification norms are weak, opportunities for continuous professional development are limited, and the integration of educational technology remains minimal. Attendance monitoring and remedial academic support are also persistent concerns.

In response to these challenges, the Telangana Education Commission proposes a comprehensive reform agenda. It calls for strong statutory regulation of private coaching centres and hostels, including control over fees, infrastructure standards, faculty qualifications, mental health safeguards, and advertising practices. Competitive examination coaching must be institutionally separated from junior colleges, and transparent disclosure of outcomes, fees, and staffing must be mandated. At the systemic level, the chapter recommends reducing the overwhelming influence of competitive examinations by discontinuing EAPCET and using strengthened Intermediate public examination marks as the basis for undergraduate admissions, while advocating nationally for similar reforms in medical admissions.

Substantial strengthening of government junior colleges is also emphasised, including upgrading infrastructure, providing mid-day meals, ensuring access to counselling and career guidance, reducing non-teaching burdens on lecturers, and instituting robust systems of continuous professional development. Vocational courses offered under intermediate education are proposed to be shifted to ITIs and polytechnics better equipped for skill training.

Finally, the Commission strongly proposes a fundamental structural reform by integrating intermediate education into the schooling system. Merging the SSC Board and the Board of Intermediate Education, discontinuing public examinations for intermediate first year, creating a dedicated teacher cadre for Classes IX to XII, and aligning teacher qualification norms with national standards are seen as essential steps. Such integration would enable a smoother academic transition from secondary to senior secondary education, reduce administrative duplication, and provide students with a more holistic and supportive learning environment.

The analysis of available information illustrates that public institutions show stronger potential to deliver equitable and high-quality outcomes, while unchecked commercialisation and weak regulation in the private sector have distorted educational priorities and harmed student well-being. The Commission therefore calls for decisive state action to reclaim intermediate education as a public good, centred on learning, equity, and the long-term interests of students and society.

4. Telangana Public Schools

The TEC presents the Telangana Public Schools (TPS) model as a flagship structural reform to transform the quality, equity, and credibility of government school education in the State.

The TPS initiative is proposed as a response to long-standing systemic challenges - fragmented school networks, under-enrolled and under-resourced small schools, uneven infrastructure, teacher shortages, weak English-medium delivery, limited co-curricular exposure, and declining parental trust in public education.

Rather than relying on school closures or forced mergers - which have often reduced access and generated community resistance - the TPS model adopts a constructive, aspirational, and child-centred approach. Selected existing government schools are upgraded into high-quality, fully integrated campuses offering education from pre-primary to secondary or higher secondary levels, supported by modern infrastructure, adequate staffing, digital facilities, and safe transportation. The objective is to create public schools that are free of cost yet superior in quality to most private schools, thereby restoring confidence in the government education system.

The Concept of TPS outlines a cluster-based planning framework, under which each mandal is divided into two to five clusters based on population norms, with at least one TPS established per cluster. This ensures rational school distribution, optimal utilisation of resources, and universal access without compromising safety or dignity. TPS campuses are designed to cater to approximately 1,500 students, enabling economies of scale, subject-specialised teachers, and a vibrant academic and co-curricular environment.

4.1 Key features of the Telangana Public Schools include

A. Standardised, high-quality infrastructure and learning environments, with well-equipped classrooms, science and computer laboratories, libraries, playgrounds, inclusive spaces for Children with Special Needs, and digital learning facilities.

B. Strengthened human resource deployment, through reallocation of existing government teachers complemented by targeted contractual recruitment of pre-primary educators, remedial instructors, subject tutors, librarians, and essential non-teaching staff from local communities. This addresses long-standing gaps in teacher availability, specialisation, and academic support.

C. Strong emphasis on English-medium instruction, foundational literacy and numeracy, and remedial education, ensuring early-grade learning recovery, smoother academic progression, and improved student confidence.

D. Integration of co-curricular, cultural, sports, and life-skills education as a core component of schooling, supporting holistic child development, improved student engagement, and reduced dropout rates.

E. Reliable and safe transportation systems, supported through a public-community partnership model, to ensure equitable access across clusters. Affordable transportation costs are designed to make the system sustainable.

F. Enhanced school-level governance and accountability, with School Management Committees playing a central role in establishment and oversight, promoting transparency, local ownership, and sustained quality.

The TEC also proposes a phased implementation and financial plan, with statewide coverage proposed over two phases beginning in 2026. When fully scaled across all mandals, the TPS network-along with Telangana Foundational Schools-is projected to benefit approximately 35 lakh students, significantly reduce household expenditure on private schooling, and generate substantial long-term social and economic returns.

Overall, the Telangana Public Schools initiative represents a paradigm shift from fragmented, low-capacity schooling to integrated, standardised, and aspirational public education systems. By combining academic excellence with equity, access, strong governance, and holistic development, TPS lays the foundation for a Common School System that can rebuild trust in government schools and deliver high-quality education to every child in Telangana, regardless of socio-economic or geographic background.

5. Teacher Education

Teacher education is a foundational determinant of the quality, equity, and effectiveness of school education. Recognising this, the Telangana Education Commission (TEC) identifies reform of teacher education as a central priority for improving learning outcomes across the State. Teacher education in Telangana is being seen across three interlinked domains here: Pre-Service Teacher Education (PSTE), In-Service Teacher Education (INSTE), and governance and regulatory frameworks, and a set of comprehensive reform-oriented recommendations are proposed.

5.1 Pre-Service Teacher Education (PSTE)

Telangana has a large and predominantly private teacher education sector, with an overwhelming majority of admissions occurring in private Teacher Education Institutions (TEIs). Empirical evidence, including Teacher Eligibility Test (TET) performance, indicates that public-funded institutions such as DIETs, Colleges of Teacher Education (CTEs), IASEs, and university departments consistently outperform private TEIs on quality, equity, and efficiency parameters. Despite this, public institutions remain under-capacitated and marginal in scale.

PSTE in the State suffers from outdated curricula, weak practicum components, poor regulatory oversight, and widespread academic and administrative malpractices, particularly in private TEIs. Serious gaps exist in preparation for pre-primary teaching, even as the State expands pre-primary schooling. The proposed NCTE Regulations 2025 and the Integrated Teacher Education Programme (ITEP) raise additional concerns around excessive specialisation, reduced flexibility for student-teachers, and erosion of university autonomy. The TEC concurs with the Parliamentary Standing Committee in recommending that ITEP should not be mandated.

Key PSTE recommendations include discontinuing diploma-level entry (D.El.Ed.), restructuring B.Ed. programmes into stage-specific degrees (Primary and Secondary), strengthening and repurposing DIETs to offer B.Ed. programmes, revitalising practicum through extended, supervised school-based training, enhancing entry qualifications for teachers in line with global best practices, developing a robust pre-primary teacher education ecosystem, prohibiting distance/online B.Ed. programmes, and halting the establishment of new private TEIs. Adequate, ring-fenced public funding for PSTE is emphasised as critical.

5.2 In-Service Teacher Education (INSTE)

INSTE in Telangana is characterised by fragmented, sporadic, and largely compliance-driven training, with limited linkage to classroom practice. Vacancies in SCERT and DIETs, absence of a structured training calendar, weak induction programmes, ineffective online training, and lack of mentoring and academic scaffolding undermine professional development. Pre-primary teachers face acute challenges due to the absence of structured continuing professional development (CPD) and career pathways.

To address this, TEC recommends the development of a comprehensive Teacher Competency Framework (TCF) to define professional standards, guide training, and support developmental performance evaluation. Systematic training needs assessment, multi-year Teacher Professional Development (TPD) frameworks, extended induction programmes, blended and need-based ongoing training, periodic teacher certification, professional learning communities, reflective platforms, and an integrated Learning Management System are proposed to institutionalise continuous professional learning while safeguarding teacher autonomy.

5.3 Governance and Regulation of Teacher Education

Teacher education governance in Telangana is severely constrained by acute faculty shortages (over 90% vacancies in DIETs and 70% in SCERT), unresolved cadre and recruitment issues post-bifurcation of the state, weak incentives for teacher educators, and systemic regulatory failure of private TEIs. There is no unified authority responsible for ensuring compliance with NCTE norms while simultaneously monitoring academic quality. Data gaps on private school teachers' qualifications and training further weaken system oversight.

Telangana Education Commission recommends strengthening governance through the Telangana Education Standards Authority (TESA) to regulate and audit TEIs, oversee quality, and rank institutions; clarifying roles of SCERT, TAFRC, and TGPSC; expediting recruitment and reform of teacher educator cadres; restructuring SCERT leadership and upgrading DIETs as Centres of Excellence; rationalising fee regulation; and providing dedicated administrative support to schools and TEIs to reduce non-academic burdens on teachers.

Overall, the Commission argues for a decisive shift towards strengthening public teacher education institutions, raising professional standards, restoring academic rigour and autonomy, and establishing coherent governance and regulatory mechanisms. These reforms are essential to building a competent, motivated, and professionally supported teacher workforce capable of delivering high-quality and equitable education across Telangana.

6. Telangana Education Standards Authority (TESA)

The quality of education in Telangana, across both school and higher education, is constrained by the absence of a coherent, independent, and credible system for assessing student learning outcomes and institutional standards. While global and national best practices demonstrate the centrality of rigorous standards frameworks, transparent assessments, and autonomous evaluation bodies, Telangana currently relies on fragmented data systems, largely internal assessments, and weak monitoring mechanisms. As a result, neither the state nor the public has an accurate, granular, or trustworthy picture of school quality, teaching effectiveness, student learning, or the academic health of higher education institutions.

In school education, although multiple national frameworks such as Shaala Siddhi, PGI, and CBSE's quality assurance mechanisms exist, their implementation in Telangana has been inconsistent and largely superficial. Infrastructure and resource data collected through UDISE provide only aggregate and often misleading information, masking qualitative deficiencies such as non-functional libraries, dysfunctional computer labs, and unsafe or poorly maintained buildings. There is also a significant gap in understanding the quality of teaching, as learning outcomes are often conflated with teaching effectiveness without accounting for contextual factors such as socio-economic disadvantage, teacher availability, and multi-grade classrooms. Teacher professional development remains episodic and compliance-driven, with little linkage to classroom practice or sustained professional learning communities.

Assessment practices in government schools suffer from deeper structural flaws. Internal assessments have increasingly become perfunctory and performative, driven by administrative pressure to demonstrate short-term numerical gains rather than genuine learning.

The complete control of assessments by the same stakeholders whose performance is judged on student results creates a systemic conflict of interest, incentivising the inflation of scores and, in some cases, malpractice. Existing third-party assessments such as NAS and ASER, while valuable, are infrequent, sample-based, and limited in scope, and therefore insufficient to guide continuous academic improvement.

In higher education, despite the presence of multiple statutory regulators and accreditation frameworks, the sector is characterised by declining academic standards, poor infrastructure, chronic faculty shortages in public institutions, and serious quality concerns in much of the private unaided sector, which accounts for the majority of enrolment. Regulatory oversight is largely confined to the point of initial approval or affiliation renewal, making continuous monitoring impractical and ineffective. Voluntary accreditation and ranking mechanisms further weaken accountability, resulting in a system that often fails to deliver meaningful educational value to students.

To address these systemic weaknesses, the Commission recommends the establishment of a statutory, autonomous body - the Telangana Education Standards Authority (TESA). TESA is envisaged as the apex, independent authority responsible for setting, assessing, and publicly reporting on standards across school and higher education. Its core mandate would include conducting credible third-party student assessments, evaluating schools and higher education institutions against clearly defined institutional, infrastructural, and academic standards, undertaking diagnostic and action research, and generating robust evidence to inform policy and practice.

In school education, TESA would conduct independent summative assessments for Classes 2 to 12 (excluding Classes 10 and 12), with a strong focus on foundational literacy and numeracy in the early grades and on conceptual understanding and application in higher grades. These assessments would be designed and administered with stringent safeguards to ensure integrity, anonymity, and transparency, and would generate detailed, disaggregated analytics to support targeted academic interventions. Importantly, assessments and reviews would be low-stakes and longitudinal, recognising the learning trajectories of first-generation learners and students from marginalised communities.

In higher education, TESA would undertake baseline assessments of incoming students to identify foundational gaps, as well as endline assessments of graduating students to evaluate learning outcomes and institutional value addition. It would also develop and implement a comprehensive framework for ranking and grading schools and higher education institutions, drawing on national and international best practices and covering dimensions such as resources, teaching quality, faculty availability, pedagogy, inclusivity, leadership, and student outcomes. By placing such information in the public domain, TESA would enhance transparency and enable students and families to make informed choices.

Beyond assessments and rankings, TESA would function as a knowledge and research hub, conducting action research on priority educational challenges, evaluating policy interventions, facilitating knowledge exchange, and collaborating with national and international institutions. Its governance structure would be designed to ensure independence, credibility, and professional integrity, with a distinguished governing board, fixed tenures, transparent appointment processes, and statutory protection from undue interference.

Overall, the creation of TESA represents a foundational reform aimed at shifting Telangana's education system away from compliance-driven processes and performative metrics towards evidence-based accountability, continuous improvement, and a sustained focus on meaningful learning and institutional quality.

7. Residential Educational Institutions

Telangana has built one of the largest state-led residential education systems in India, originating in 1971 with the explicit mandate of providing quality, fully residential education to children from socially and economically marginalised communities. Over five decades, this welfare-oriented model – rooted in the vision of integrating education with nutrition, accommodation, and care – has evolved into a vast network of 1,855 residential institutions enrolling over 7.45 lakh students and employing more than 36,000 teachers across multiple welfare societies. These institutions have consistently demonstrated strong academic outcomes and have emerged as important vehicles of social mobility.

However, the system has reached a critical inflection point. Rapid post-2014 expansion, undertaken without commensurate investment in permanent infrastructure and modern governance systems, has resulted in deep structural and administrative weaknesses. Nearly 40 percent of residential institutions continue to function from rented or makeshift premises, many lacking basic safety features, adequate classrooms, laboratories, sanitation facilities, and secure residential spaces. This infrastructure deficit has directly affected student dignity, health, and learning outcomes, particularly for adolescent girls and students in residential colleges.

Governance fragmentation across multiple welfare societies – organised along caste and community lines – has led to duplication of administrative functions, inefficient resource utilisation, and the reinforcement of social segregation rather than integration. Manual procurement, payment, and record-keeping systems have further undermined transparency, accountability, and operational efficiency, contributing to recurring crises such as food safety failures and delayed vendor payments. Weak oversight mechanisms have exposed students to serious risks, including incidents of food poisoning, inadequate campus security, and insufficient emergency preparedness.

Student welfare concerns are particularly acute. Substandard living conditions, poor nutrition monitoring, lack of mental health professionals, and weak parent–school communication systems have created a fragile residential environment. Reports of student distress and suicides highlight the absence of structured psychosocial support and the over-reliance on untrained teaching staff to manage complex emotional and residential responsibilities. At the academic level, delays in textbook supply, inadequate laboratory facilities, and limited career guidance constrain the full potential of otherwise high-performing student cohorts.

Human resource deployment within the system is also misaligned. Teachers and lecturers are routinely burdened with hostel management and administrative duties, diverting specialised academic talent away from teaching and mentoring. In residential degree colleges, particularly under the BC Welfare Society, severe under-enrolment has resulted in inefficient utilisation of physical infrastructure and faculty, raising fundamental questions about the viability of the residential model at the undergraduate level.

In response to these systemic challenges, the Commission recommends a comprehensive restructuring of Telangana's residential education ecosystem. Central to this reform is the integration of all residential institutions under a unified Telangana State Residential Education Society, while safeguarding existing reservation proportions and continuing exclusive residential schools for tribal students in agency areas. This unified governance framework is intended to eliminate fragmentation, standardise quality, improve fiscal discipline, and promote social integration.

Key recommendations of the Commission also include a transition to digital, end-to-end governance systems for procurement, payments, and admissions; stringent food safety and nutrition oversight; clearly codified standard operating procedures; and mandatory minimum infrastructure and safety standards aligned with national and global best practices. The Commission calls for the decentralisation of admissions to prioritise local access, the phased elimination of high-stakes entrance examinations in favour of equitable admission mechanisms, and full transparency in vacancy management. The commission recommended limiting the strength1000 students in a residential school.

Equally important are reforms focused on student well-being and academic excellence: improved living-learning environments, comprehensive WASH standards, dedicated mental health professionals, structured competitive exam coaching, reliable parent-child communication, and the clear separation of academic and residential management roles. Finally, the Commission recommends discontinuing the residential model for undergraduate degree colleges and reorienting students towards quality local institutions better integrated with employment ecosystems.

Taken together, these measures aim to restore the original egalitarian vision of Telangana's residential education system – transforming it from a fragmented, infrastructure-deficient welfare apparatus into a unified, dignified, and future-ready public education model that delivers equity, excellence, and holistic development at scale. The Commission strongly recommends a gradual transition towards well-equipped neighbourhood schools, rather than further expansion of the residential school system, so that children can grow up within their natural cultural contexts and under the care of their parents and communities. Residential schools may continue to be provided for children without parents or guardians, and for those living in conditions of extreme poverty.

8. Collegiate Education

Telangana's collegiate education system has achieved strong gains in access and participation, outperforming national averages in Gross Enrolment Ratio, transition rates, gender parity, and college density. With a GER of 40% and a Gender Parity Index of 1.8, the state demonstrates inclusive outreach, particularly for women. However, these quantitative achievements mask deep structural weaknesses that threaten academic quality, employability, and long-term global competitiveness.

The undergraduate landscape is dominated by private unaided colleges, which account for nearly three-fourths of institutions and 65% of enrolments. This heavy privatization, combined with weak regulatory oversight, has resulted in uneven quality, fee-related stress, and declining public confidence. Government Degree Colleges (GDCs), despite renewed student preference in recent years, face a severe crisis of infrastructure and human resources. Over 60% of sanctioned faculty positions are vacant, with no regular recruitment since 2013, forcing excessive reliance on guest faculty and causing instructional delays and diluted academic standards.

Infrastructure deficits are acute. Many GDCs operate from temporary and dilapidated buildings, lack laboratories, libraries, digital connectivity, and even basic classroom capacity. Student absenteeism, driven by poverty, delayed scholarships, inadequate hostels, and urban migration, has reached alarming levels, undermining learning outcomes. Accreditation performance remains weak, with low NAAC coverage among colleges and zero representation in the top 100 NIRF rankings.

The system also suffers from misaligned academic calendars, delayed admissions, zero-enrolment colleges, rural underutilization alongside urban overcrowding, and a widening disconnect between curriculum and industry needs. Career guidance, apprenticeships, and placement mechanisms are largely non-functional, limiting employability despite rising enrolments.

The report recommends a decisive shift from quantitative expansion to qualitative consolidation. Key reforms include: enforcing statutory infrastructure standards; urgent filling of faculty vacancies; decentralization and strengthening of rural and semi urban colleges; curriculum restructuring aligned with market demand; expansion

of Apprenticeship Embedded Degree Programmes; restoration of the aided college sector's public character; improved governance and monitoring through a state standards authority; timely scholarships and financial support; and establishment of a unified academic calendar and transparent assessment systems.

Clear, time-bound quality improvement targets are proposed across infrastructure, faculty recruitment, accreditation, digital learning, employability, and governance. The overarching goal is to build a transparent, accountable, skill-integrated collegiate ecosystem that ensures quality education, student dignity, and sustainable human capital development, positioning Telangana as a national and global talent hub.

9. Technical Education

9.1 Engineering Colleges

Telangana has developed one of the largest engineering education systems relative to its population. As of 2024–25, Telangana has 175 engineering colleges, of which over 90% are private unaided institutions, predominantly affiliated with the Jawaharlal Nehru Technological University, Hyderabad (JNTUH). While the overall number of colleges has reduced from earlier peaks, the system continues to operate with a high sanctioned intake of over 1.2 lakh seats annually.

The technical education system has supported higher participation and access to engineering education. However, the system has now reached a point where structural weaknesses, such as the poor quality of curriculum, institutional capacity, and labour-market alignment, are placing Telangana's broader economic and technological ambitions at risk. One such feature is that 60% of engineering colleges, and an even larger share of intake, are concentrated in the 3 districts of the urban zone of Hyderabad–Rangareddy–Medchal, while several districts in northern Telangana have no engineering colleges. The bottom 90% of districts together account for only about one-fifth of total engineering intake. Seat utilisation remains persistently low, particularly in private engineering colleges, suggesting an oversupply. In 2025–26 alone, more than 22,000 engineering seats remained vacant. Also, districts such as Mahbubnagar, Mancherial, Peddapalli, and Sangareddy have seat utilisation rates below 30%. This spatial imbalance has implications for equitable access, student mobility and regional skill development.

Second, there is a prevalence of small colleges, with an average enrolment of 611 students per college, and a small number of large colleges, indicating demand concentrated in a few engineering colleges. Additionally, small colleges face inherent constraints in maintaining laboratories, investing in digital infrastructure, and sustaining adequate faculty strength. These constraints translate directly into lower NAAC outcomes, weaker NBA participation, and limited academic depth, particularly in private-affiliated colleges.

Third, discipline-wise trends over the last 5 years highlight a sharp structural shift decisively toward Computer Science and Allied branches, which now account for over 60% of total enrolment. Core engineering disciplines such as Civil, Mechanical, and Electrical Engineering have experienced steep declines in intake and enrolment . However, expansion in CSE has not been matched by proportionate investments in faculty availability, laboratory readiness, software infrastructure, or bandwidth capacity.

Last but crucial, Faculty capacity remains a binding constraint, especially in public universities and constituent colleges. Large proportions of sanctioned teaching posts remain vacant, resulting in heavy reliance on contract faculty and weakening continuity in curriculum delivery, mentoring, and research supervision.

These systemic gaps in engineering colleges have limited national and negligible global visibility, with very low participation in NIRF and no representation in major international ranking frameworks. The gaps are further reinforced by current governance arrangements, in which the affiliating capacity of state universities, particularly JNTUH, is overstretched, with limited staff, analytical capacity and absence of an integrated, interoperable data system.

Overall, Telangana's engineering education system is characterised by high participation but weak differentiation, oversupply with low utilisation, uneven quality assurance, and weak institutional capacity. The Commission therefore calls for a shift away from procedural expansion toward performance-linked institutional differentiation, outcome-based curriculum and accreditation alignment, strengthened governance of affiliations, embedded experiential learning, and targeted public investment in faculty and infrastructure. Without such reforms, engineering education risks becoming a quantity-driven system with diminishing returns for students, industry, and the state.

9.2 Polytechnic Colleges

Polytechnic colleges occupy a critical but increasingly weak position within Telangana's technical education ecosystem. Historically, polytechnics were designed to serve as the supervisory and execution layer between technicians and degree engineers. The state has 128 polytechnic colleges, with a similar composition of both government and private unaided institutions. They have significantly wider geographic coverage than engineering colleges, with a presence in 32 of 33 districts. Compared with universities, polytechnics mainly serve students from low-income backgrounds, as reflected in their deliberately low fee structures and modest hostel reimbursements. However, this inclusive mandate is increasingly undermined by structural capacity constraints and weakened institutional purpose.

The government polytechnics face severe faculty and staff shortages, with vacancy levels 25% in sanctioned teaching posts. Additionally, the seat utilisation patterns reveal persistent stress, especially in private polytechnics, where vacancy rates are nearly double those of government institutions and have remained high across multiple academic cycles. Polytechnics face a severe challenge to their foundational purpose within technical education due to the overuse of the structural lateral entry pathways into engineering. Initially designed for easy mobility into higher education, lateral entry, in its current form, has effectively repositioned polytechnics as feeder institutions rather than providers of employment-oriented qualifications. For instance, the polytechnic curricula have increasingly aligned with the first-year engineering syllabus and aligned with ECET. This has shifted its curriculum alignment away from the industrial and production needs.

Structurally, this has often led employers to perceive polytechnic graduates as lacking industry readiness, both in technical competencies and in essential life skills, including communication. It has eroded the professional identity and dignity of diploma qualifications, reinforcing the perception of polytechnics as secondary or purely transitional career pathways. Overall, the current position of polytechnics within the technical education ecosystem remains significantly weak.

Further, the technical skill ecosystem in the state has Polytechnics, ITIs, TASK, and the Skill University, which operate under different departments with limited coordination on apprenticeship, faculty exposure, and industry engagement. Globally, international systems in China, Vietnam, and Germany have tight integration of polytechnics, vocational and applied institutions into regional production systems. From a governance perspective, there is a lack of a unified affiliation, curriculum standards, certification, and quality assurance framework across polytechnics and ITIs in the state.

The Commission, therefore, calls for a reemphasis on polytechnic education to return to its original mandate of producing industry-ready diploma engineers with strong practical, workshop, and supervisory skills. This requires structural realignment through affiliation with the Telangana Skill University, stronger integration with ITIs and industry, restoration of faculty capacity, curriculum redesign focused on applied learning and region-responsive skills, and sustained public investment in laboratories, equipment renewal, and maintenance. In the absence of these reforms, polytechnics risk further marginalisation within the technical education pipeline, weakening Telangana's capacity to build a balanced and resilient technical workforce.

10. University Education

Telangana's public universities are currently confronting an unprecedented crisis that threatens their academic integrity, governance structures, and long-term sustainability. Although the region has a distinguished legacy in higher education - beginning with the establishment of Osmania University in 1917 - state-run higher education institutions have experienced a steady decline, particularly since the early 2000s, due to reduced government investment and inadequate regulatory oversight. The formation of Telangana as a separate state in 2014 was expected to revitalize higher education; however, it instead coincided with further deterioration of established universities.

The principal challenges include prolonged delays in appointing Vice-Chancellors, the dissolution or truncation of key decision-making bodies such as Executive Councils and Academic Councils, and an extended freeze on recruitment of regular faculty and support staff. As a result, many departments are functioning with minimal or no qualified faculty, relying heavily on temporary appointments that often do not meet University Grants Commission (UGC) standards. These shortages have led to disrupted academic calendars, diluted assessment processes, weakened research output, poor attendance enforcement, and the closure of several advanced study centers funded by the UGC.

Universities in the state are governed by the Telangana Universities Act of 1991, whose provisions are vague and overly bureaucratic in composition. Excessive representation of serving IAS officers and ex-officio government members has effectively placed universities under government control, undermining institutional autonomy. Operational inefficiencies are further compounded by inadequate examination administration, lack of trained technical assistants, and poorly maintained libraries, laboratories, and hostel facilities.

Research administration has also been severely affected. The lack of eligible supervisors restricts Ph.D. admissions, complicates guideship allocation, and reduces opportunities for students who qualify for national fellowships such as JRF/JRF-NET. Additionally, the central government's withdrawal of fellowships for SC and minority students and chronic delays in fee reimbursements have made doctoral education increasingly inaccessible.

Infrastructure deficiencies remain a major concern. Universities require modernization of libraries with digital access, additional classrooms and laboratories, improved hostel accommodations, nutrition upgrades, campus safety lighting, health centers, and inclusive facilities for students with special needs. At present, these foundational supports are insufficient or inconsistently managed. To address these issues, the Telangana Education Commission proposes a comprehensive set of reforms. Key recommendations include establishing a transparent and conflict-free process for recruiting Vice-Chancellors, immediately filling all teaching and support staff vacancies in strict conformity with UGC norms, and ensuring timely implementation of CAS promotions. The Commission also advocates transitioning self-financed courses into regular streams, redesigning curricula to strengthen interdisciplinary learning and industry linkages, adopting a common academic almanac across universities, and reinstating democratically conducted student elections.

Further structural proposals involve creating an independent Telangana Education Standards Authority (TESA) for quality audits of higher education and establishing a dedicated Office of the Controller of Affiliation within each university. Detailed guidelines are outlined for upgrading academic, research, cultural, sports, and residential infrastructure so that Telangana universities can function as modern, democratic, and globally competitive institutions.

These coordinated measures aim to restore leadership, rebuild academic culture, safeguard autonomy, and revitalize Telangana's public universities as credible centers of higher learning.

11. Mid-Day Meal and Food Safety

Over the past decade, repeated incidents related to food quality and safety under the Mid-Day Meal Scheme (MDMS) and in residential schools and hostels across Telangana have raised serious concerns regarding student health, nutrition, and institutional accountability. In response, the Telangana Education Commission conducted extensive field visits across all 33 districts, covering government day schools, residential schools, hostels, KGBVs, model schools, and Anganwadi centres. The Commission engaged with a wide range of stakeholders – including students, parents, teachers, cooks, SHG members, administrators, and district officials – to obtain a comprehensive, ground-level understanding of the operational and systemic challenges affecting food provision.

The study finds that the Mid-Day Meal Scheme, while well-intentioned, is operating under conditions that no longer align with current nutritional requirements, students and parents aspirations, or administrative complexities. Inadequate unit costs, which are significantly lower than prevailing market prices, combined with prolonged delays in bill reimbursements, have placed severe financial strain on Self-Help Group (SHG) cooks. This has directly affected adherence to prescribed menus and compromised food quality. Many schools lack basic kitchen infrastructure, forcing food preparation in unhygienic and unsafe environments, thereby increasing the risk of contamination and food-borne illnesses. The Commission identified multiple food safety risks, including poor storage facilities, rodent infestation, inconsistent rice quality, use of damaged and rusted utensils, lack of potable water for cooking, and weak hygiene practices.

Menu monotony, diluted curries, and minimal vegetable content have resulted in poor nutritional outcomes and declining student interest in meals. Alternative arrangements in many schools such as centralized kitchens have also proven ineffective due to issues related to food freshness, taste, and acceptability. Further, the absence of formal grievance redressal and feedback mechanisms has left students and parents without avenues to report concerns. Residential schools and hostels show relatively better performance due to higher mess charges and improved infrastructure; however, emerging risks related to delayed supplier payments, decentralized procurement, and lack of standardized menus threaten sustainability and quality in the long term.

To address these systemic deficiencies, the Commission recommends a comprehensive reform framework. Key proposals include introducing a revised, standardized, and nutritionally balanced menu with regular inclusion of vegetables, dal, eggs, and fruits; substantially revising unit costs to reflect actual expenses; and extending the Mid-Day Meal Scheme to Intermediate students. These measures would require an additional annual financial outlay of approximately ₹200 crore, which the Commission considers a critical investment in student health and educational outcomes. Food safety and hygiene form the core of the recommendations. Mandatory use of potable drinking water, replacement of firewood with gas, adoption of SS 304 stainless steel utensils, proper storage systems, scientifically designed kitchens, and strict personal hygiene protocols for cooks are emphasized. The Commission strongly advocates the development and state wide implementation of detailed Standard Operating Procedures (SOPs), supported by printed manuals, regular training, and visual aids such as animation films.

A major structural reform proposed is the complete digital transformation of the payment system. The current paper-based, multi-tiered payment process is identified as a critical bottleneck. The Commission recommends an end-to-end, transaction-based software system with weekly billing, centralized accounts, integration with facial recognition–based attendance, real-time MIS reporting, and transparent tracking of payments. Partnering with an experienced public-sector technology provider such as TCS is suggested to ensure efficiency, scalability, and accountability.

For residential schools and hostels, the Commission recommends a standardized menu across all institutions, centralized procurement through TGEWIDC or a dedicated new corporation, uniform food safety standards, and robust financial tracking systems. Additional recommendations address water and sanitation, dormitory infrastructure, student kits, menstrual hygiene, and campus safety. Finally, the Commission underscores the importance of accountability through robust grievance redressal and feedback mechanisms, including dedicated grievance channels, regular reviews, and third-party feedback collection from parents and communities. Overall, the recommendations mandate a comprehensive and actionable roadmap to ensure safe, nutritious, and dignified food for students in government and residential educational institutions in Telangana. The recommendations balance immediate corrective actions with long-term systemic reforms aimed at restoring public confidence, safeguarding student well-being, and strengthening the educational ecosystem.

12. Open and Distance Learning (ODL) and Online Education

Telangana occupies a distinctive position in the national landscape of Open and Distance Learning (ODL), having pioneered the movement with the establishment of Dr B.R. Ambedkar Open University and subsequently hosting a robust ecosystem of open schools, open universities, dual-mode universities, and national institutions. ODL and online education have historically enabled the state to "reach the unreached," providing second-chance and alternative learning pathways to school dropouts, working adults, women, rural youth, marginalised communities, and other disadvantaged groups. Institutions such as the Telangana Open School Society (TOSS), NIOS, BRAOU, IGNOU, and several dual-mode universities have collectively expanded access to secondary and higher education at scale.

Despite this strong legacy and clear social relevance, the ODL and online education system in Telangana is currently constrained by significant structural, academic, technological, and administrative challenges. Open schooling and distance higher education largely function through ad hoc, deputation-based arrangements, with limited full-time academic staff, weak institutional autonomy, bureaucratic functioning, and inadequate infrastructure at study centres. Curriculum design remains insufficiently adapted to ODL pedagogy, learner support services are weak, assessment and feedback mechanisms are irregular, and student engagement is low, contributing to high dropout rates and modest learning outcomes. The digital divide – manifested in poor access to devices, connectivity, computer labs, and digital literacy – further undermines equity and effectiveness, particularly for rural and marginalised learners.

At the same time, national policy developments such as NEP 2020, UGC regulations on ODL and online education, and the availability of high-quality national digital platforms (SWAYAM, DIKSHA, NDLI, NPTEL, e-PG Pathshala) provide a strong enabling framework. Telangana's strengths as an IT-enabled state position it well to leverage online and blended learning models, integrate emerging technologies such as AI, virtual labs, and learning management systems, and align education more closely with industry and employability needs. The Telangana Education Commission argues that ODL and online education must be treated as a strategic, mainstream component of Telangana's education system rather than as a peripheral or residual mode. This requires comprehensive institutional reform, academic renewal, and coordinated state-level policy action.

Key recommendations of the Commission include strengthening the organisational and academic structure of TOSS and other ODL institutions through regular, trained staff; undertaking curriculum reform tailored to ODL learners with integration of vocational skills; improving learner support, assessment, and grievance redressal systems; bridging the digital divide through infrastructure investment and free access to digital resources; and enhancing awareness and community partnerships to improve enrolment and retention.

The Commission further recommends closer integration of open schooling examinations with regular state boards, fee concessions for economically weaker ODL learners, targeted outreach to special groups such as prisoners, and systematic monitoring through a state-level coordination mechanism. At the higher education level, it proposes faculty and technical staff appointments in line with UGC norms, large-scale faculty development, shared e-content development through T-SAT, creation of a state-level open education portal, and establishment of a consortium of ODL and online education institutions (CODE-T) to promote collaboration, quality assurance, credit transfer, and innovation.

The Commission's assessment concludes that ODL and online education are indispensable for achieving Telangana's goals of access, equity, and increased gross enrolment across school and higher education. With focused reforms, adequate public investment, and effective coordination, Telangana can reclaim its leadership role and build a resilient, inclusive, and high-quality ODL and online education ecosystem aligned with its social and economic priorities.

VII. General Recommendations

The Telangana Education Commission undertook a comprehensive review of the education landscape in the state, excluding the agriculture and medical education sectors. As part of this exercise, the Commission examined data relating to admissions, administrative processes, infrastructure, personnel, prevailing best practices, challenges, systemic shortcomings, and identified key bottlenecks contributing to inefficiencies.

In the context of an increasingly digitised environment, the review identified significant opportunities to rationalise systems and reorganise administrative processes to achieve improved outcomes. Through this effort, the Commission has sought to present the Government of Telangana with a holistic, 360-degree assessment of the complex challenges involved in strengthening the education sector and enhancing its long-term global competitiveness.

The reforms proposed for each segment of education in the preceding chapters, along with these cross-cutting recommendations applicable to all institutions proposed here, have been formulated on the basis of a careful examination of the systemic and structural impediments that undermine the quality of education delivery. These recommendations below suggest system-wide actions that will improve outcomes for the entire sector of education.

1. Governance

A. The state of Telangana must aim for a Common School System to ensure equitable access to quality education for all rural, tribal and urban, children and youth across all segments of society, enabling them to enter the education system with dignity to develop their skills and to realise their full potential.

B. The government must allocate available government land in rural and urban areas for future establishment and expansion of educational institutions.

C. The outcomes of reform initiatives, operational changes, and institutional stabilisation in the education sector take considerable time to materialise. It is therefore essential to ensure bureaucratic stability to carry these changes through to fruition. Indian Administrative Service officers posted as Secretary to the government , Heads of Department in the Education Department should be retained for a minimum tenure of five years to provide continuity and to effectively nurture the sector.

D. The Commission sees education as a transformatory process that democratizes by inclusion. The bureaucracy leading the education department must possess the empathy and vision necessary to facilitate this transformation. IAS officers with a demonstrated aptitude and attitude for the education sector should therefore be appointed to these positions, rather than officers whose orientation is predominantly regulatory or compliance driven.

E. The Education Department must deploy sophisticated software already being used in government to build a comprehensive, across segment, database for all aspects of education in the Telangana State. Most administrative operations like registration of admissions in schools, data of personnel are digitized already. The department should deploy interoperable Enterprise Resource Planning (ERP) – End to End – software to streamline operations and cut down inefficiencies.

F. All authenticated data of the education sector generated from all segments of the government through citizen friendly reports must be in the public domain.

G. The Telangana Education Commission strongly recommends that English be adopted as the medium of instruction across all levels of education in the State, from Nursery to Postgraduate studies. Where necessary, teachers may use the mother tongue solely as a support for explanation at the primary level to facilitate student comprehension.

H. It is observed that the salaries of permanent teachers, faculty, and non-teaching employees are relatively very high when compared with prevailing market benchmarks. In future staff recruitments, it may be prudent to review and rationalize these structures so that adequate budgetary space is available for non-salary expenditures, which are essential for improving the quality of education and enhancing student well-being. The state's overall fiscal capacity necessitates a balanced approach to manage expenditures on salaries, allowances, and pensions of government employees, including those in the education sector. If left unaddressed, existing cost structures could pose constraints on the future expansion and strengthening of public education.

I. Many national and global non-governmental organisations (NGOs), including UN agencies, are active in the education sector bringing innovative ideas and practices for educational excellence. As agencies, they have uncertain relationship with the state governments, often dependent on ad hoc responses of the bureaucrats of the time. This needs to be streamlined by setting up a nodal body within the Education Departments of the governments to facilitate their interventions in schools. Participation of NGOs should be encouraged by fostering partnerships.

J. Caste categories of SC and ST shall not be mentioned in attendance registers or in any other publicly displayed documents.

K. Biometric attendance must be introduced for all students, teachers, faculty, non-teaching, permanent and temporary staff. Salaries, and leave management must be linked to the attendance.

L. All permanent, contractual, outsourced employees should be paid salaries on the first of every month.

M. Computer skills shall be made compulsory across all stages of education, from primary schooling to post-graduate programmes.

N. The government educational institutions including schools in N. Telangana must not display in any offices or public spaces, photographs, statues, or likenesses of living or legendary figures of the past or present related to any field including religious figures or symbols.

O. The government educational institutions including schools in the state must sing only the national anthem and the state anthem during official events including in school assemblies.

II. Budget

The government must allocate a budget for each segment of the education sector after a rational assessment of annual needs for upgradation and maintenance of infrastructure, and not merely to meet the salary and pension expenditure of the personnel in the sector.

A. The government should consider the education sector as a mission rather than as a department and allocate at least 18% of the state budget to the education sector, on par with the national average.

B. Out of the 18 % education budget, 5 % should be allocated to higher education.

C. The government should insulate the state-run education sector from private investment such as Foreign Direct Investment (FDI), International investments and Public Private Partnership (PPP) that essentially operate on for-profit mode. However, this need not prevent the government from borrowing long-term loans from bilateral and multilateral funding agencies like the UN and World bank.

III. Quality Assurance

A. All educational institutions, from pre-schools to universities, should have the same standards of infrastructure, personnel, and systems across the entire state, spanning rural, urban and tribal areas.

B. All educational institutions including schools, colleges and universities will be graded/ranked by Telangana Educational Standards Authority.

C. The accreditation shall be done for departments also based on scientific grading/ranking instead of an entire university.

D. Fee reimbursements shall be suspended for private educational institutions that continuously underperform for two consecutive academic years.

E. Some budget private schools and colleges violate the existing norms for attendance of students, qualifications for teachers, and infrastructure requirements with impunity. Affiliation/recognition of such institutions shall be re-examined and appropriate action initiated.

IV. Expansion to New Rural and Urban Extensions and Habitations

Urban and rural areas of some districts in the state, including the densely populated urban conglomerations like Medchal-Malkajgiri district, do not have state-run higher education institutions. Special focus must be given to such under-served geographies when new institutions are planned in the state sector.

V. Protection of Assets

Many schools, colleges, and universities in both urban and rural areas are endowed with substantial tracts of land that were originally allocated by their founders with future expansion in mind. Land belonging to schools and other educational institutions should not be leased, transferred, or allotted to any other entities, including private sector organisations, other government departments, government agencies, or social and community organisations, even when such bodies are engaged in scientific research or educational activities. Alienation of institutional land constrains long-term growth and limits the scope for future expansion.

VI. Legislative Strengthening

Where required, suitable amendments to existing legislation, as well as the enactment of new legislation, will be necessary to enable effective implementation of the recommendations set out in this policy document.

A. The Right to Education Act should be extended to cover all children from 3 to 18 years of age, free and compulsory education encompassing education from nursery through Class XII, thereby expanding the existing mandate that applies only to children aged 6 to 14 years.

B. Municipal Acts and other legislations must be amended to mandate and ensure that adequate public land is made available for establishment of schools, colleges, universities as per the needs of the population.

VII. Protection From Caste And Gender Discrimination

There is no place in education for communalism, majoritarianism or any form of hegemony based on religion, class, caste, gender, region, language, race. There is no place either for negation, dilution or distortion of India's rich diversity.

A. Appropriate legislation should be enacted to prevent discrimination against students from marginalised communities and minority groups in educational institutions, and its strict enforcement must be ensured through clear policy mechanisms.

B. From the secondary school stage onwards, gender education should be introduced. Students and faculty must be made aware of relevant laws such as the POCSO Act, the Prevention of Sexual Harassment at the Workplace Act, the Child Marriage Act, the Anti-Dowry Act, and the legal consequences of violations of these laws.

VIII. Budgeted Posts

Universities in the state were assigned budgeted posts several decades ago based on then-prevailing student enrolment and faculty structures. Nearly three decades later, in 2025, student enrolment has expanded manifold and the academic landscape has diversified with new faculties, disciplines, and areas of study, yet the number of sanctioned posts has remained unchanged. These posts must therefore be comprehensively reassessed and increased to meet current academic and institutional requirements.

IX. National Education Policy 2020

The National Education Policy (NEP 2020) was examined through internal deliberations, and the Telangana Education Commission constituted a Working Group of experts to study the document and present its views. Following detailed discussions, the Commission concluded that certain proposals – such as the strengthening of pre-school education – may be adopted to reinforce the education system in Telangana. The Commission is of the view that any recommended policy initiative should be adopted only if it is consistent with the democratic, secular ethos and Constitutional values of the country.

X. Alumni

All educational institutions should develop robust systems for alumni tracking and sustained engagement to support and strengthen their overall institutional development.

XI. Resource Mobilisation through a Public Portal

A. A common portal for the Education Department shall be established and registered as a society, with all requisite legal compliances – including FCRA registration and applicable tax exemption – to enable the receipt of donor funds from domestic and international contributors for any government-run educational institution in the state.

B. The portal will host a comprehensive dashboard capturing the needs of educational institutions across the state. Donors may select the specific requirements they wish to support, determine the extent of their contribution, and choose the location, institution, or geographic area for which the funding is to be directed.

C. Each donor shall receive a formally signed acknowledgement of the donation from the Chief Minister's Office, along with the applicable tax exemption certification. Details of fund utilisation, along with photographs from project locations, shall be placed in the public domain to enable donors and other stakeholders to track progress and outcomes.

XII. Overview of Recommended Structural and Functional Changes

Telangana's education system is currently governed through different bodies, mandates and overlapping authorities, which weaken accountability and effect decision-making on crucial aspects of quality, curriculum relevance, affiliation oversight, and industry alignment.

To address this, the TEC has recommended governance related suggestions to enable a single, more efficient system that can deliver quality outcomes and align education with Telangana's economic growth priorities.

This section consists of a snapshot through Table GR.1 and Table GR.2 that brings together the report's structural/functional restructuring recommendations, such as strengthening and reorienting existing bodies like SBTET and Directorate of Affiliation under the state universities.

It also captures key functional realignments, including the proposed shift of ITIs from the Department of Employment to the Technical Education department. These tables also cover essential restructuring recommendations from school to universities.

The section also details new bodies being recommended such as the Telangana Education Standards Authority (TESA), envisaged to be the state-level apex body to scrutinize the maintenance of quality standards in schools as well as higher educational institutions.

Table GR.1 *Structural/functional changes recommended for existing authorities*

The table below provides an overview of structural and functional changes recommended in relation to selected existing education authorities, as outlined across various chapters of the report.

No.	Name of the authority	Statutory/ non-statutory	Existing Key Functions	Recommended structural/functional changes relating to the Authority
1	Board of Secondary Education (SSC)	Statutory under Telangana Education Act, 1982 (adopted from AP Education Act, 1982)	Advise the Government on the co-ordinated development of secondary education in the State, including the conduct of examinations, conforming to the minimum standards as may be prescribed and the award of certificates.	Proposed to merge Board of Intermediate Education and Board of Secondary Education. The new combined Board may be called the Telangana School Education Board (TSEB). TSEB is to carry out the cumulative functions of both the boards (i.e. SSC Board and BIE) as prescribed under the respective legislations. Recommended to discontinue conducting public examination for class 11 (i.e. 1st year of intermediate education).
2	Telangana State Board of Intermediate Education	Statutory under Telangana State Board of Intermediate Education Act, 1971	Regulating, supervising, and developing intermediate education in the state. The Board prescribes courses of study, conducts examinations, grants recognition to colleges, and awards certificates.	
3	Commissioner and Director of School Education (DSE)	Statutory under Telangana Education Act, 1982	Administers, supervises, and controls school education in the state. The authority implements government policies, enforces the Act and rules, and oversees functioning of schools and educational officers.	None
4	State Council of Educational Research and Training (SCERT)	Non-statutory. Registered under Society Registration Act, 1860	Curriculum development, textbooks, teacher training, and educational research for school education.	None
5	State Institute of Education Technology (SIET)	Non-statutory	(1) to assist the Department of School Education in Implementation of Educational Policies and Programs both in Formal and Non-formal sectors and (2) to undertake all activities which may seem appropriate for furtherance of above objective.	Recommended for merger with SCERT. Under the new structure, SIET must be transformed into an edtech production hub - for curation and creation of digital open educational resources (OER) for school education.

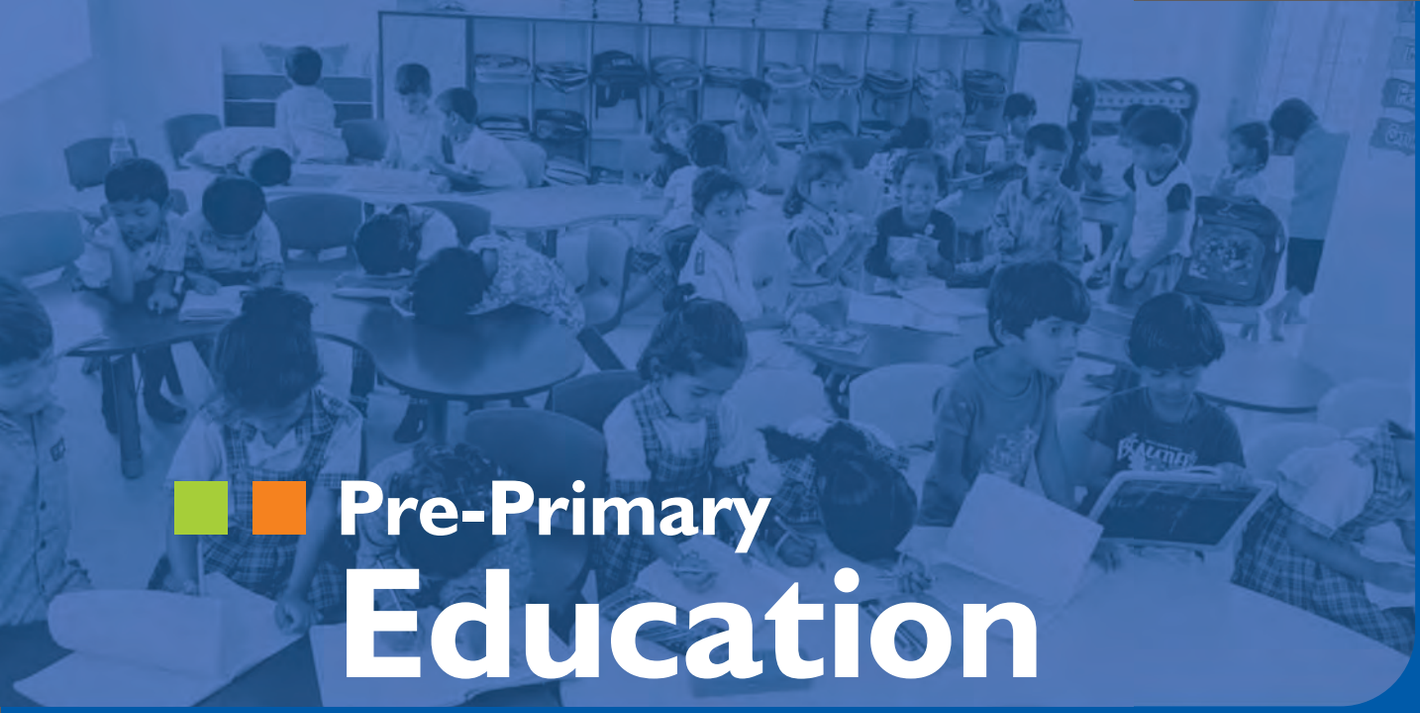
6	Director and Commissioner of Intermediate Education		Administrative HoD for intermediate education in Telangana and, as an ex-officio member of the BIE, enforces provisions of Telangana Intermediate Education Act.	Vocational courses under the Intermediate Department are being recommended to be shifted to ITIs/Polytechnics.
7	Telangana Open School Society (TOSS)	Non-statutory, established vide G.O. Ms. No. 50 Edn. (SSE-2) Department, dated 8.2.1991 (Society Registration Act, 1860)	1. Open and distance learning for SSC and Intermediate education. 2. Conduct examinations for open schooling	• Separate 10th and intermediate education exams for students enrolled under TOSS must be discontinued with. • Students enrolled under TOSS must appear for the same public examinations for class 10 and intermediate education as the students attending regular schools.
8	Convenor, EAPCET	Statutory - EAPCET is governed by Sec. 3(1) of TG Educational Institutions (Regulation of admissions and prohibition of capitation fee) Act, 1983.	Conduct of EAPCET and matters related and incidental to it	• Recommended to discontinue the conduct of EAPCET. • Admission to Engineering, Agriculture, Pharmacy courses to be based on 12th class marks.
9	Department of Employment and Training, Government of Telangana	Statutory	Key functions in relation to ITIs: Administers government ITIs, including admissions, staffing, and training under the Craftsmen Training Scheme; also ensures alignment with national vocational training standards and industry-linked skill development initiatives.	• The Technical Education Department, with its experience of managing polytechnics, is better suited to govern ITIs. Recommended to shift ITIs to the Technical Education Department. • ITIs must be affiliated to Young India Skills University (YISU). Assessments and certification by YISU.
10	State Board of Technical Education and Training (SBTET), Hyderabad	Statutory under Telangana Education Act, 1982	Formulates technical education policies, prescribes and updates syllabi, supervises teaching, conducts exams, awards certificates, affiliates institutions, develops industry linkages, and provides teacher training and learning materials.	• Polytechnics to be affiliated to YISU • Recommended to transfer all functions of the SBTET to YISU. • The Department of Technical Education must administer polytechnic colleges and ITIs and YISU must take up curriculum, affiliation of Polytechnics and related matters.

10	State Board of Technical Education and Training (SBTET), Hyderabad	Statutory under Telangana Education Act, 1982	Formulates technical education policies, prescribes and updates syllabi, supervises teaching, conducts exams, awards certificates, affiliates institutions, develops industry linkages, and provides teacher training and learning materials.	• Polytechnics to be affiliated to YISU • Recommended to transfer all functions of the SBTET to YISU. • The Department of Technical Education must administer polytechnic colleges and ITIs and YISU must take up curriculum, affiliation of Polytechnics and related matters.
11	Commissioner of Collegiate Education (CCE)	Non-statutory - executive authority under Telangana Education Act, 1982	Oversees administration, policy implementation, and academic supervision of government degree colleges (GDC) in the state.	District collectors must chair Governing Bodies of GDCs instead of Commissioner, Collegiate Education.
12	Young India Skills University Telangana	Statutory, established under Act No. 13 of 2024 by the Government of Telangana	Provides industry-aligned education and training to enhance youth employability in Telangana	Recommended affiliating authority for ITIs and polytechnics, including conducting assessments and awarding certification.

Table GR.2: *New authorities being recommended*

The table below presents details of the new authorities recommended across various sections of this report.

No.	Name of the Authority	Proposed Functions
1	Telangana Education Standard Authority (TESA)	• Independent statutory body for education standards in schools and higher education. • Covers: school summative assessments (classes 2-12, except 10th and 12th public exams); baseline and endline student assessments in higher education; grading/ranking schools and HEIs (Collegiate, University, and Technical); action research and advisory.
2	Telangana School Education Board	TSEB is the recommended common board for Class X and Intermediate education. It must therefore carry out the cumulative functions of SSC Board and Board of Intermediate Education as prescribed under the respective legislations.
3	School District board	Headed by District Collector, the board is to oversee academic and operational standards, teacher management, infrastructure, and school improvement across public and private schools in the district, while advising the state on policy and implementing district-level education interventions in line with TESA guidelines
4	Office of the Controller of Affiliation (CoA) in all State Universities	Recommended to be set up in all state universities; in-charge of all affiliation matters; expected to closely scrutinize maintenance of academic and institutional standards in affiliated colleges; a faculty member (Additional/Deputy CoA) to be in-charge of every 50 affiliated colleges.



CHAPTER-1

Pre-Primary Education

1.1 Background

Pre-primary education, also referred to in academic discourse as Early Childhood Care and Education (ECCE) is the foundational stage that introduces children to the formal teaching and learning environment outside their homes for the first time.

Recent advances in molecular biology and neuroscience, building on earlier research on human development, have provided compelling evidence highlighting the significance of the early years in a child's development. Research indicates that the human brain is at its most malleable from birth to 6 years. It is during this critical window that a child's brain forms the foundational neural circuits required for basic functions such as seeing, hearing, speaking and, eventually, constructs more intricate circuits essential for higher-level cognitive, social and emotional learning.

Carefully designed pre-school settings, informed by developmental research, play a pivotal role in fostering children's cognitive, emotional and social abilities. These environments are especially important for children who may come from disadvantaged or challenging backgrounds, as they enable the development of key skills in schools irrespective of a child's circumstances. Providing structured and supportive early education helps ensure that every child is given the opportunity to build a strong foundation for future learning and overall well-being.

1.2 Challenges

Pre-primary education in Telangana is notably absent from the state's formal schooling and what exists is operated outside the regulatory framework of the state.

To partially address this, non-formal pre-school education was added to the broad spectrum of services such as nutrition, immunisation, health check-ups, referral support offered by Anganwadi Centres, with the educational component being just one aspect of their overall mission.

Most Anganwadi Centres operate out of small parcels of land that are inadequate to accommodate full-fledged pre-primary schools. More than half of these centres are in rented premises.

The pre-primary education through Anganwadi centres typically involves single-room settings for mixed-age groups, taught by workers educated up to the 10th grade who are now called Anganwadi teachers. Despite this title change, the sector still struggles with low resources and limited focus on early learning, highlighting a need for increased attention and investment. Though some Anganwadi teachers possess higher qualifications and stronger teaching skills, overall, AWCs are not delivering quality pre-school education. The Anganwadi system is under the governance of Women Development and Child Welfare Department in contrast to the global practice of working under the education department or exclusive specialised department.

Table 1.1: *Comparative Overview of Pre-Primary Education Governance Models*[4]

Country	Ministry Responsible	Age Group	Universal Access
Finland	Ministry of Education and Culture	1–6 yrs	Yes (by age 6)
South Korea	Ministry of Education	3–5 yrs	Yes (3+yrs)
Japan	Ministry of Education + Health and Welfare	3–6 yrs	Yes (4+yrs)
Vietnam	Ministry of Education and Training	3–5 yrs	Partial
China	Ministry of Education + Health	0–6 yrs	Partial
Brazil	Ministry of Education	0–6 yrs	Yes (4+yrs); 37% (0–3)
Canada	Provincial Ministries of Education	0–6 yrs	Partial
USA	Federal + State Departments of Education	0–5 yrs	Patchy
Sweden	Ministry of Education and Research	1–6 yrs	Yes (90%+)
Germany	State (Länder) Ministries of Education	0–6 yrs	Yes
Philippines	Department of Education + ECCD Council	0–5 yrs	Partial
Sri Lanka	Ministry of Women and Child Affairs	3–5 yrs	No
India	Women Development and Child Welfare Dept (WDCW)	6 months-3 yrs; 3- 5/6 yrs	No
Telangana	Women Development and Child Welfare Dept (WDCW)	6 months – 3 yrs; 3- 5/6 yrs	No

The shortage of quality pre-primary schools in the state sector is driving parents towards private institutions after the child turns four years at a prohibitive cost, seeking better learning environments and facilities. This has been affecting admissions into class one in government schools which has dropped to 26% in 2024 and 2025.

This trend often leads parents to continue opting for private education throughout their children's schooling years.

The lack of a professional template for pre-primary education in the state calls for a clear, actionable model and policy that considers the different needs of rural and urban communities.

The Telangana Education Commission strongly feel that the decision of continuing the pre-school education either in AWCs or to start a new environment should be taken keeping the child in the center, not considering other parameters or institutions. Hence the Commission recommends the following policy with long-term goals to establish an effective framework that addresses future needs and suggests short term goals that enable quick implementation of targeted solutions. This is crucial to stop the decline in enrolment and support the revival of Telangana's education in the government sector.

1.3 Objectives

1.3.1 Long Term

A. Providing global standard education from the earliest foundational years of schooling

B. Making such education accessible to rural, urban marginalised and underprivileged communities that have no access to high quality education opportunities

C. Ensure that equal, equitable learning facilities and infrastructure are accessible to all school age children in the state

D. Lay the foundations for nurturing collaborative, compassionate, and critical thinking individuals by providing joyous learning spaces.

E. Instil values such as empathy and compassion, respect, honesty, sustainable living, civic responsibility, scientific temper, emotional resilience, safety awareness, and gender equality, from the earliest years of schooling.

F. Bring all private pre-schools under regulation by enacting a policy to safeguard the safety of the children and interests of the parents.

[4] *Mallavarapu,s. (2025). UNICEF Report*

1.3.2 Short Term

A. Set standards for the infrastructure, training and curricula for pre-primary education for immediate implementation in both public and private schools
B. Provide spaces, resources, and trained teachers for imparting play-based, experiential learning, that encourages curiosity, exploration, collaboration and empathy
C. Establish a governance structure with relevant training and capability to mentor and monitor pre-school sections in all schools – public and private.

1.4 Need to bring pre-school education into regular schools

Most Anganwadi Centres operate under challenging conditions, often with limited space and resources, which compromises the quality of educational experience.

It is only in the current year, 2025, that the Telangana government has paid significant attention towards incorporating pre-primary education within state-run schools, marking a pivotal shift in educational policy for the region.

R 1.1 BRINGING PRE-SCHOOL EDUCATION INTO REGULAR SCHOOLS

The Telangana Education Commission (TEC) acknowledges that pre-school education is foundational to regular schooling. However, it is distinct from regular schooling as it is not merely a downward extension of the formal school system. Pre-school is a specialised programme requiring specially designed spaces and trained staff if it is to lay a strong foundation for competencies that are essential for a child's overall growth and lifelong success. These competencies include language development, cognitive skills, the ability to engage in social and emotional interactions, self-expression, and self-care skills. By focusing on these competencies, pre-school education prepares each child for continuous achievement throughout life. Locating pre-schools in regular schools helps the child to transition smoothly into formal schooling

1.4.1 Global insights

Across the world, countries have developed a range of frameworks for pre-primary education, indicating a[5] spectrum of common features. These frameworks reflect a collective understanding of what constitutes quality early learning and care, highlighting the essential elements that support young children's development.

Extensive research on child development conducted over the past fifty years has clearly demonstrated the value of early interventions in education. Such early support equips children with a strong foundation, giving them a distinct advantage in achieving positive social, economic, and emotional outcomes as they grow older. The evidence underscores the profound and lasting impact that quality pre-primary education can have on a child's future trajectory.

1.5 Recommendations

R 1.2 ADMINISTRATION

A. The TEC recommends that the pre-primary school shall be located within a primary school, Foundation School or in the Telangana Public School to ensure easy transition and progress of the child to higher classes that are located on the same campus. This prevents dropouts and ensures good enrolment in the government schools
B. Pre-primary education shall be administratively under the primary education system of the government. However, the TEC recommends that a separate cell with specially trained supervisory staff shall monitor and mentor the pre-primary education activity ensuring compliance with the recommended global standards of infrastructure, teachers' training, and curriculum.
C. Each pre-primary school will define and maintain safety protocols for receiving and sending off the children, and adequate safety related supervision while they are at school.

R 1.3 AGE FOR ADMISSION

A. The age for admission to Nursery must be after the child completes 3 years of age, LKG after the child completes 4 years, UKG after the child completes 5 and admission to class 1 shall be after the child completes 6 years.

[5] *NCERT (2022); National Curriculum Framework for Foundation Stage; Massachusetts Department of Elementary and Secondary Education, (2019); Rao et al., (2024).*

B. The 6+years admission to class 1 mandate will apply to the students who are admitted to Nursery at 3+ years in Nursery in June 2026-2027, and not to those who are already in the stream of 4-5 years age seeking admission to class 1 in the coming two academic years.

R 1.4 FEATURES FOR DESIGNING THE CURRICULUM

The Telangana Education Commission recommends the following set of features that have been distilled from global research on early childhood education. These shall form the basis for developing teaching /learning material for the pre-primary classes:

A. Globally, developmental goals have been identified as: physical and motor abilities, cognitive and intellectual abilities, language skills, social and emotional skills, creative expression and aesthetic appreciation skills.

B. Global experience emphasises the importance of activity-based learning and the active participation of parents in the educational process. They advise that the pre-schools should prioritise the development of listening and speaking skills before introducing writing activities.

C. The progression to reading, writing, and arithmetic – the 3 Rs – should be determined by the child's age-appropriate capabilities, ensuring that learning remains child-centred and developmentally suitable. The approach should focus on meaningful progress rather than premature or undue emphasis on academic outcomes.

D. The global best practices suggest that the curriculum must focus on developing specific activity-based teaching that illustrates the values such as empathy and compassion, respect, honesty, sustainable living, civic responsibility, scientific temper, emotional resilience, safety awareness, and gender equality, using stories, role play of real-life experiences.

E. In addition to this, pre-primary schools must also accommodate screening facilities to identify children with learning disabilities and provide appropriate trained counsellors and special education teachers to work with such children.

F. The emphasis must be on learning and not on outcomes based on any testing. No home work shall be given in this period of preschool.

R 1.5 INFRASTRUCTURE

The pre-primary schools of Telangana shall be a part of primary schools, but will have the following additional facilities specifically required for early childhood education:

A. The pre-primary block should include specific facilities to support both indoor and outdoor activities. Safe and colourful playing rooms should be provided indoors, allowing children to engage in creative play within a safe and secure setting. Outdoors, there must be a safe, vibrant playing area that encourages physical activity and the development of motor skills.

B. To provide an optimal environment for early learning, each section of Nursery, Lower Kindergarten (LKG), or Upper Kindergarten (UKG) should be limited to a maximum of 20 children. This ensures that every child receives adequate attention and support in their formative years.

C. Dedicated spaces are essential for each class section. Nursery, LKG, and UKG classes must have separate classrooms, with each classroom designed to be well-ventilated and brightly lit, promoting a healthy and stimulating atmosphere for young learners.

D. Hygiene and comfort are paramount. The premises should have clean toilets with a running water supply, alongside provision of clean drinking water to safeguard children's health.

E. For pre-school children, it is important to provide appropriate space and materials for sleeping, catering to their need for rest during the day. For this purpose the size of the room for preschool classrooms should be bigger than traditional classrooms for schools.

F. Each classroom should be equipped with appropriately sized furniture for seating, display boards to showcase children's work and learning materials. Sufficient storage space to organise teaching and learning resources effectively must be made available.

G. The pre-primary school when located on a common campus with higher classes must be fenced off from the rest of the school areas for the safety and protection of the young children. If it is a stand-alone school, a robust compound wall with a gate should be constructed.

R 1.5.1 INFRASTRUCTURE STANDARDS FOR PUBLIC AND PRIVATE PRE-PRIMARY SCHOOLS IN TELANGANA

To ensure the successful introduction and effective operation of the pre-school component within government-run and private schools of Telangana, the TEC recommends a set of key standards. These standards ensure a robust framework for early childhood education, enabling the holistic development of young learners.

Table 1.2: *Infrastructure Standards for Pre-Primary Schools*

No.	Mandatory components of pre-primary schools	Minimum Units	Minimum Area per unit (sq.ft)	Total Area (Sq.ft)
1	Premises for Pre-primary School built exclusively in a minimum of 1/2 acre including open play area	-	-	22,000
2	At least one classroom for each section of Nursery, LKG and UKG (each section to have not more than 20 students) with minimum 8 ft verandas	3 rooms x 20 students	40 ft per child	2400 + 640 for verandah
3	Common activity room	1	1200	1200
4	At least one staff room for teachers	1	500	500
5	One office room	1	400	400
6	One storeroom for TLMs	1	400	400
7	Lights and fans in all classrooms and other rooms for proper ventilation	6 lights and 6 fans per room	-	-
8	Colourful tables and chairs for circular seating	5 tables 20 chairs	-	-
9	Colourful storage cubicles inside the classrooms for 20 children	3 units/ one for each class	-	-
10	Tables and chairs for teachers in all classrooms	Classrooms and staffroom	-	-
11	White boards in all classrooms	4	-	-
12	Interactive Flat Panels (IFPs) in all classes and playrooms for digital learning	4	-	-
13	Age-appropriate educational learning materials for Nursery, LKG, UKG for fine and gross motor skills and abundant toys			
14	Strong compound walls with robust and beautiful gates with ambiance entrance	1		
15	Pathways and landscaping in the entire school premises	-		
16	Decorative wall arts in classrooms and outdoors		-	-
17	Attractive paintings for the entire school			
18	Outdoor play area and equipment	1	4000	4000
19	Drinking water facility with RO/ appropriate technology	1	-	-

20	Clean toilets for girls, boys and staff with running water	5		1000
21	CC Cameras around the campus and in classrooms	5	-	-
22	Barrier free CWSN friendly infrastructure	-	-	-
23	Boundary Setbacks as per building norms	-		

R 1.6 TEACHERS AND SUPPORT STAFF

A. Each section shall have a trained teacher. All should be women teachers

B. Each section shall have a childcare assistant attending to the needs of the children

C. Teachers shall be graduates with training in early childhood education techniques of at least one year duration.

D. Teachers shall be required to undergo continuous monitoring and upgrading of their teaching skills.

R 1.7 CLASSROOM RESOURCES

A. Specific teaching / learning books, other teaching aids and consumables like crayons and colour papers etc appropriate for each age group for learning languages and improving fine motor skills shall be made available

B. Curated teaching / learning play equipment appropriate for each age group for improving gross and fine motor skills will be made available

C. Appropriate storybooks and picture books for teaching social emotional learning through stories shall be made available

D. Interactive flat panels loaded with curated audio-visual material, to introduce the children to songs, stories and rhymes shall be made available

E. Curated sets for introducing basic mathematical and scientific concepts shall be made available, to foster scientific temper and curiosity

F. A wide variety of colouring, arts and crafts material shall be made available

G. Basic introduction to music and dance shall be made possible by providing appropriate instruments and instruction

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CHAPTER-2

School Education

2.1 Background

A child's journey through school from the early years of primary classes to the formative stages of secondary education is a process of learning, becoming, and preparing for life. This journey reflects the essence of UNESCO's Five Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together and Learning to Transform Society/Learning to Become which collectively emphasise that education must develop knowledge, skills, personal identity, and the ability to coexist harmoniously in society. These pillars are essential in guiding the direction of reforms and ensuring that every child receives an education that is broad, balanced, and truly transformative. Anchored in the belief that the child must be at the centre of the education system, this policy recommendations document seeks to strengthen each dimension that contributes to a rich and meaningful learning experience.

The early years of primary schooling lay the path for Foundational Literacy and Numeracy (FLN), which determines a child's ability to learn across subjects and progress confidently through higher grades. Primary education is also the phase where curiosity is nurtured, attitudes toward learning are shaped and the cognitive, emotional, and social building blocks of the child are set in place. A strong foundation here ensures the stability and success of the entire educational journey.

As children transition into secondary education, the learning landscape becomes more complex. While FLN continues to be important for many learners, the focus expands toward strengthening higher order skills, conceptual clarity, critical thinking, communication, and future readiness. The students must be equipped to pursue higher education, vocational aspirations, and the diverse opportunities of the modern world. Secondary education must prepare students not only academically but also emotionally and socially to navigate a rapidly evolving world.

Central to this entire ecosystem is the teacher. The modern 21st century teacher is no longer a passive transmitter of content but also an active facilitator, mentor, and catalyst of growth. Teachers shape the learning environment, influence emotional wellbeing, and play a pivotal role in driving classroom innovations. Empowering teachers is therefore a critical component of improving learning outcomes.

In parallel, curriculum and pedagogy must evolve to meet contemporary needs. A shift from rote-based instruction to joyful, experiential, and competency-based learning is essential for deeper understanding. A responsive curriculum encourages inquiry, creativity, and critical thinking - qualities that define meaningful, lifelong learning.

Equally important is the school environment itself. Infrastructure is a silent teacher, shaping how children feel, explore, and connect with learning. Safe, well-planned, and inclusive spaces like classrooms, libraries, laboratories, play areas, digital learning facilities, and hygienic amenities significantly enhance engagement and performance. Standardised infrastructure norms ensure that every child, regardless of geography or background, receives equitable access to opportunities for academic and co-curricular growth.

Beyond the physical and academic structures of the school, parents and communities serve as indispensable partners. Their involvement enhances accountability, ensures better service delivery, and reinforces learning beyond the school boundaries. Together, the **STUDENT – TEACHER – PARENT** triad forms a powerful support system that nurtures not just academic achievement but also behavioural, social, and emotional development. Holistic education which includes life skills, socio-emotional learning, values, and wellbeing is essential for preparing responsible, resilient, and compassionate citizens.

These aspirations must be supported by strong governance and administrative frameworks. The role of the State and the Department is crucial in driving systemic reforms, ensuring quality standards, enabling efficient delivery mechanisms, and monitoring progress. Robust institutional structures create the environment in which schools can thrive and children can succeed.

The pages that follow build on these principles to present systematic and actionable policy recommendations for strengthening primary and secondary education. Guided by the unwavering principle that the child is at the centre of all educational efforts, the following recommendations envision an ecosystem in which every learner is equipped to learn effectively, grow holistically, and thrive in life.

2.2 Profile

A major section of students are in the primary and higher schools from grades 1 to 10. Given in the table below is a profile of the students, schools and teachers against the levels, management and gender.

2.2.1 School profile

Table 2.1: *School profile across managements and categories (As per 2025-26 AY)*

Management type	Total no. of schools
Local Body (MPP ZPP) Schools	24222
Model Schools	194
KGBVs	495
Residential Schools	1388
Tribal Welfare Department Schools (Including Ashram Schools)	1679
Other Schools	100
Private Aided	392
Private Unaided	13244
Total	**41714**

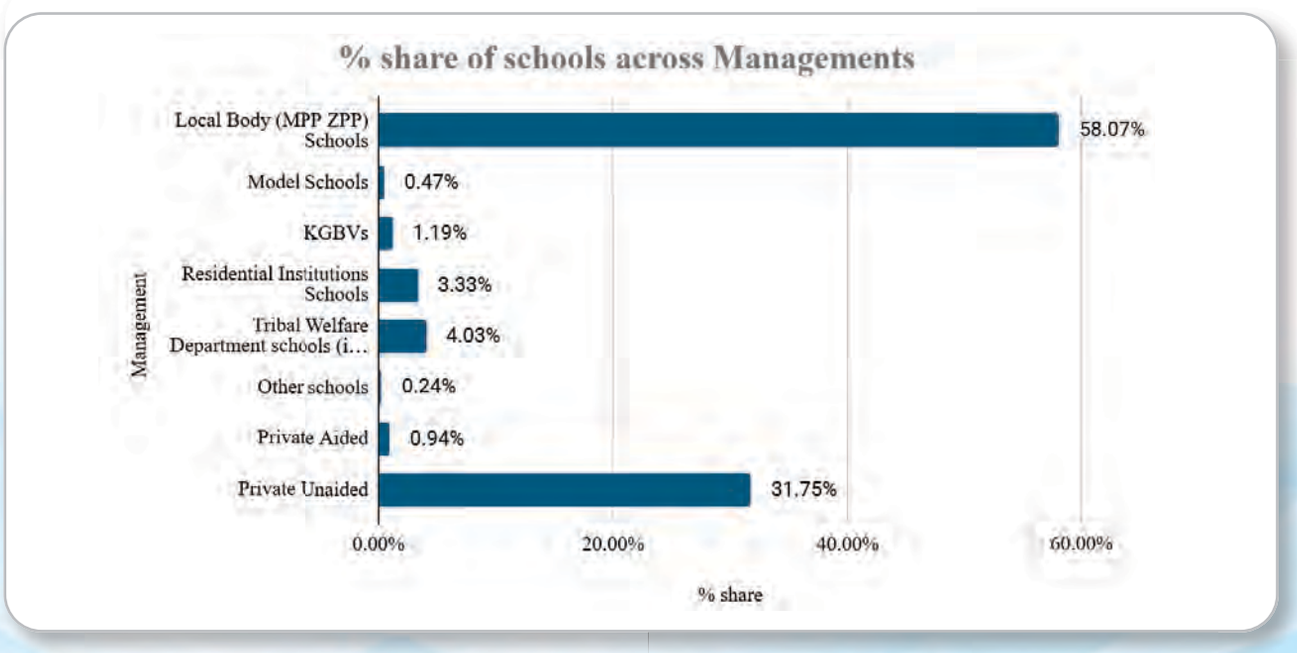

Chart 2.1: *Percentage share of schools across different types of management*

2.2.2 Student profile (grades 1 - 12)

Table 2.2: *Student profile across gender and school category (As per UDISE data on 01-02-2026)*

Management	Total no. of students	Male	Female	Primary (1-5 grades)	Secondary (6-12 grades)
Government (**incl.** aided)	26,81,580 (35%)	12,87,158 (48%)	13,94,422 (52%)	8,58,106 (32%)	18,23,474 (48%)
Private	47,51,692 (65%)	26,73,914 (54%)	22,77,778 (46%)	33,67,150 (68%)	15,84,542 (52%)
Total	76,35,115 (100%)	39,61,072 (100%)	36,72,200 (100%)	42,25,256 (100%)	34,08,016 (100%)

Figure 2.2: *Management-wise male and female student enrolment*

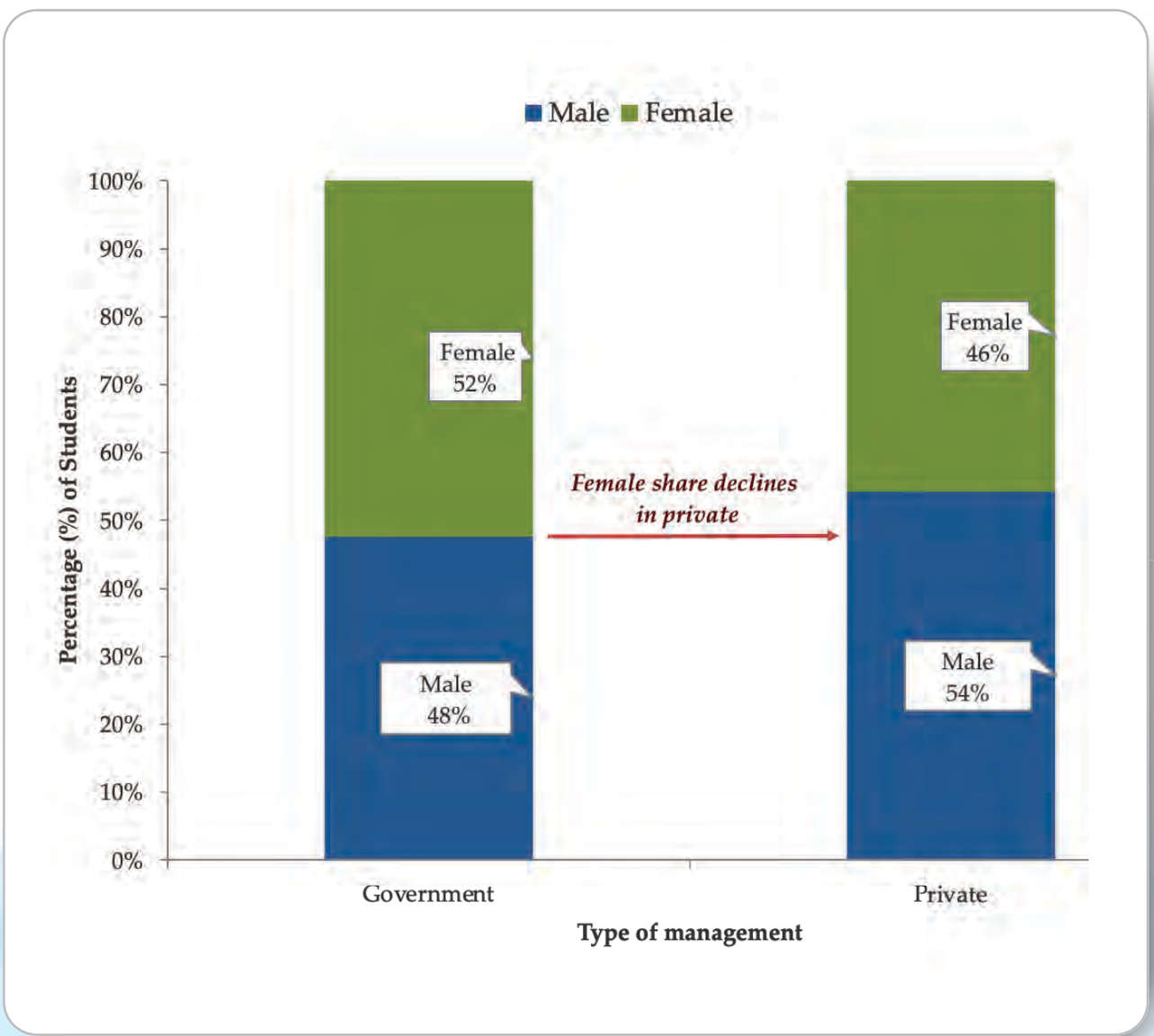

Table 2.3: *Management-wise schools / junior colleges and their enrolment as per UDISE Data on 16-11-2025*

Management	Schools	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
Govt_ Local body	26170	170851	157899	166408	176197	178483	132839	163704	167604	173811	170583	0	0	1658379
TREIS	35	0	0	0	0	2608	2913	2924	2836	2560	2487	2471	2150	20949
Model Schools	194	0	0	0	0	0	11386	13614	14988	16058	15994	19087	17614	108741
KGBV	495	0	0	0	0	0	14980	19901	21764	21792	20505	19737	13442	132121
URS	29	0	3	15	99	333	584	701	586	0	0	0	0	2321
Other State Govt.	11	30	18	18	96	133	155	162	162	170	173	30	34	1181
Social Welfare	236	0	0	0	3	14730	16757	17634	17723	17493	17147	13677	14070	129234
TW (Dept)	1800	6071	6038	6163	7372	9173	10527	11722	11218	10888	9209	255	193	88829
TW (Society)	122	503	687	861	871	6111	6605	6881	6777	6320	5729	4332	4140	49817
MJPTBCWR EIS Schools	294	0	2	1	7	16492	19683	20986	21060	20691	19283	14326	11210	143741
TMREI Schools	205	0	10	22	52	5979	8529	10364	10704	10302	9450	8970	8006	72388
EMRS Schools	23	0	0	0	0	1	1174	1323	1312	1327	1318	1630	1522	9607
State Govt (Schools)Total	29614	177455	164657	173488	184697	234043	226132	269916	276734	281412	271878	84515	72381	2417308
Central Govt.	7	579	608	538	693	609	639	679	673	628	514	0	0	6160
Private Aided	558	4896	5944	5976	5720	6114	5891	6445	6098	6378	6183	0	0	59645
Private Unaided	11900	440354	457377	405067	385410	373322	345189	342509	324563	314987	305978	11302	9362	3715420
Madarsas	44	171	265	312	211	341	190	211	159	11	13	0	0	1884
Schools -Total	42123	623455	628851	585381	576731	614429	578041	619760	608227	603416	584566	95817	81743	6200417

Jr Colleges

Management	Schools	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	Total
Government	429	0	0	0	0	0	0	0	0	0	0	83914	65465	149379
TREIS	2	0	0	0	0	0	0	0	0	0	0	324	325	649
Social Welfare	8	0	0	0	0	0	0	0	0	0	0	637	723	1360
TW (Dept)	2	0	0	0	0	0	0	0	0	0	0	97	60	157
TW (Society)	25	0	0	0	0	0	0	0	0	0	0	3197	3246	6443
MJPTBCWR EIS Schools	7	0	0	0	0	0	0	0	0	0	0	815	745	1560
TMREI Schools	13	0	0	0	0	0	0	0	0	0	0	664	628	1292
State Govt (Colleges)Total	486	0	0	0	0	0	0	0	0	0	0	89648	71192	160840
Central Govt.	1	0	0	0	0	0	0	0	0	0	0	194	2	196
Private Aided	23	0	0	0	0	0	0	0	0	0	0	3773	3301	7074
Private Unaided	1445	0	0	0	0	0	0	0	0	0	0	301205	276740	577945
College Total	1955	0	0	0	0	0	0	0	0	0	0	394820	351235	746055
Schools+ Colleges Total	44078	623455	628851	585381	576731	614429	578041	619760	608227	603416	584566	490637	432978	6946472

Source: UDISE November 2025

2.2.3 Teacher profile

Given in Table 2.4 is a profile of the teachers against the types of school, and number of students enrolled.

Table 2.4: *List of management-wise schools, students and teachers (Pre-primary to Intermediate as per UDISE data on 01-02-2026*

No.	Management	Schools	Enrolment	Teachers
1	Govt_Localbody	24,222	16,80,623	11,02,75
2	TREIS	37	21,629	861
3	Model Schools	194	1,08,748	4,059
4	KGBV	495	1,31,645	6,825
5	URS	29	2,305	169
6	Other State Govt.	12	1,254	70
7	TGSWREIS (Social Welfare)	243	1,31,842	5,672
8	TW (Dept)	1,681	89,097	5,632
9	TW (Society)	147	56,585	2,590
10	MJPTBCWREIS Schools	301	1,46,283	5,725
11	TMREI Schools	219	75,183	5,247
12	EMRS Schools (Ekalavya)	23	9,676	584
13	Govt. Junior Colleges	430	1,50,181	6618
	AllState Govt Managements	**28,033**	**26,05,051**	**1,54,327**
14	Central Govt.	8	6,804	275
15	Private Aided	392	69,665	2,705
16	Private Unaided	13,244	49,51,692	2,11,705
17	Madarsas	37	1,903	134
	Total	**41,714**	**76,35,115**	**3,69,146**

2.3 Challenges

2.3.1 Small schools, quality and infrastructural deficits

The distribution of government primary schools in Telangana is characterised by a high proportion of small and under-resourced institutions. Nearly 36 percent of primary schools have only one or no teacher, and around 89 percent have fewer than the required five teachers, resulting in widespread multi-grade teaching.

Table 2.5: *Slab-wise list of enrolment in government local body schools as per UDISE data on 24-10-2025*

No.	EnrolmentSlab	PS	UPS	HS	Total
1	zero	1,846	42	32	1,920
2	1 to 30	8,794	767	176	9,737
3	31 to 50	3,307	837	428	4,572
4	51 to 100	2,838	1,026	1,262	5,126
5	101 to 150	1,001	314	1,057	2,372
6	151 to 200	295	101	515	911
7	201 to 300	181	46	628	855
8	301 to 500	55	8	418	481
9	501 to 1000	–	–	175	175
10	Above 1000	–	–	14	14
	Total	**18,317**	**3,141**	**4,705**	**26,163**

Limited teaching staff, minimal instructional space, and absence of facilities for sports, peer learning, laboratory exposure, arts, and socio-emotional development restrict the overall learning environment. As a result, many parents prefer private schools, diminishing the utilisation and relevance of government institutions.

Infrastructure availability reflects similar constraints, with 10 percent of schools operating with only one classroom and nearly 46 percent functioning with three or fewer rooms. These schools were established after the Right to Education Act to ensure access in every habitation, but the model has not been successful in ensuring uniform quality standards.

Table 2.6: *List of schools and colleges with own buildings and classrooms as per UDISE data on 05-11-2025*

Category	Total Institutions	1 Class room	2 Class rooms	3 Class rooms	4 Class rooms	5 Class rooms	More than 5 Classrooms
PS	15,919	2,554	5,539	2,686	1,670	2,159	1,302
UPS	3,089	21	120	334	629	715	1,270
HS	4,676	6	36	90	223	2,200	2,120
HSS	612	–	–	–	–	140	472
JRC	396	1	2	2	12	14	364
Total	24,692	2,582	5,697	3,112	2,534	5,228	5,528

2.3.2 Declining enrolment and low attendance

Although enrolment appears universal on paper, government schools face sustained declines in actual participation and parental preference. Student attendance averages between 60 and 70 (previous year it was 50 to 55 %) percent, significantly reducing the number of instructional hours available to achieve learning standards. Families increasingly choose private schools for perceived advantages such as English-medium teaching, better school ambience, safer environments, modern learning facilities, and stricter teacher accountability. This migration has weakened public confidence in government schools and widened the gap between officially recorded enrolment and meaningful student engagement.

The figure 2.3 shows the declining trends of government school enrolments and widening gaps between private and public schools.

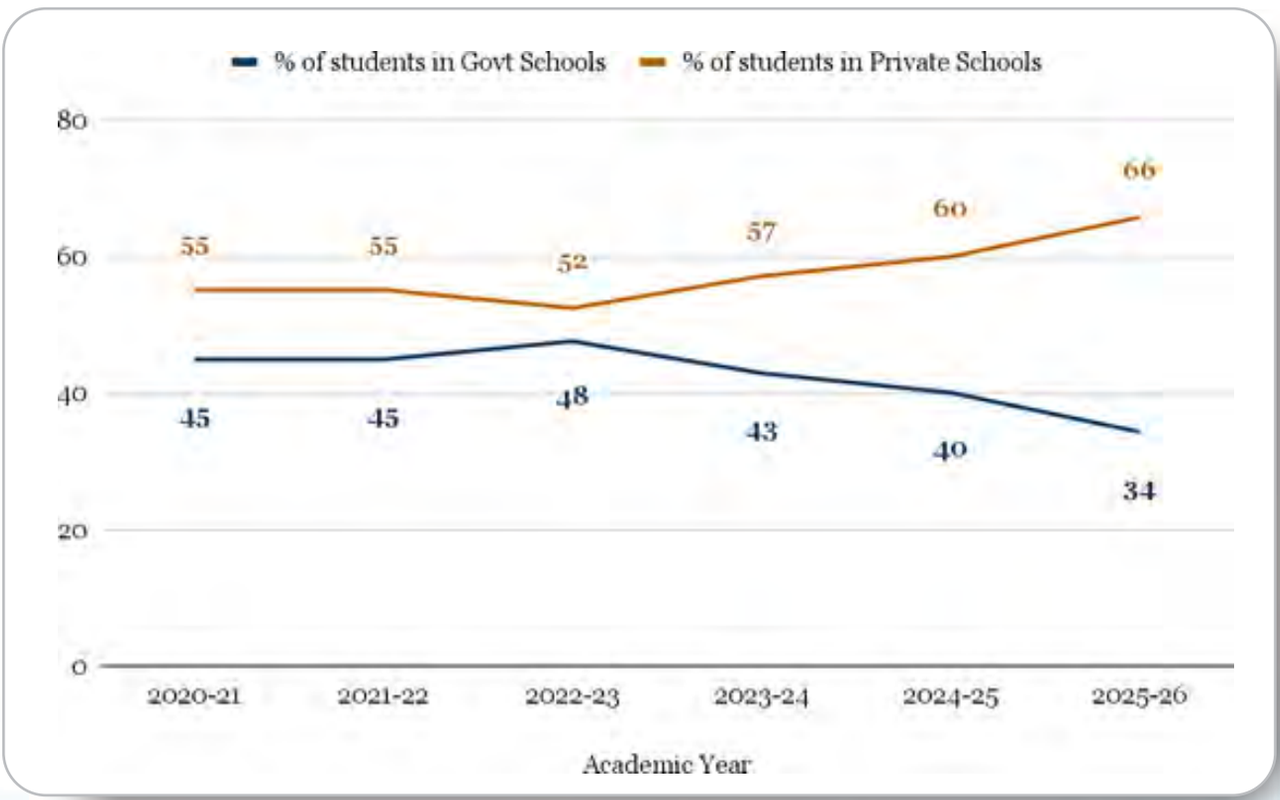

Figure 2.3: *Enrolment trends in schools since 2020 to 2025*

2.3.3 Curriculum and pedagogy challenges

The current curriculum in Telangana's SSC education system is largely focused on rote memorization, with limited emphasis on practical learning or developing critical thinking skills. There is little to no integration of activities that encourage students to question, analyze, or apply their knowledge in real-world contexts. As a result, the pedagogical approach often centers on "teaching to the test," prioritizing exam performance over fostering deep understanding or core competencies.

The SSC syllabus is densely packed with content, covering a wide array of subjects within a short timeframe. This overload of topics compels teachers to rush through lessons, reducing opportunities for students to grasp concepts thoroughly. This emphasis on memorization leaves little room for inquiry based learning or the development of critical thinking. Traditional teaching methods, such as direct instruction and rote learning, dominate the classroom, with limited use of more interactive, student-centered approaches. Also, the curriculum lacks essential components like human values.

Moreover, the curriculum and teaching methods often fail to address the diverse learning needs of students, including those with disabilities, slower learners, few uninterested students. The lack of differentiated instruction or adequate support mechanisms for these students further exacerbates the gap in learning outcomes.

2.3.4 Challenges in governance and monitoring systems

The effectiveness of the education system is hindered by significant gaps in governance and management. Vacancies in critical supervisory roles, such as Mandal Education Officers and District Education Officers, have weakened the overall monitoring and academic oversight. In Telangana, the lack of consistent review mechanisms, infrequent school inspections, and insufficient leadership training for school administrators have contributed to a decline in both accountability and the quality of classroom instruction. The centralization of administrative functions across a large number of schools and personnel fails to address the specific challenges faced at the school level, resulting in gaps in school management, oversight, and ownership. Furthermore, decision-making at the state level tends to lack a solid evidence-based and data-driven approach, which leads to inefficiencies and missed opportunities for targeted improvements.

2.3.5 Overburdened assessment system and lack of standardization

The current student assessment system is overly complex and burdensome. Students are subjected to multiple assessments throughout the year-four Formative Assessments, two Summative Assessments, and three competency-based evaluations. This creates excessive pressure on students and forces teachers to focus on "teaching to the test." Moreover, these assessments are not standardized across the state, making it difficult to draw meaningful comparisons or assess the relative performance of students. The absence of third-party assessments further undermines the reliability of the data, as teachers are responsible for both conducting and grading the exams. This lack of external validation raises concerns about the accuracy of the data used to set educational goals and guide interventions, limiting the ability to effectively address students' learning needs.

2.3.6 Huge administrative burden of teachers

Teachers often find themselves overwhelmed with administrative tasks such as maintaining records, updating data, tracking attendance, and managing mid-day meal operations, among others. Additionally, they are frequently subject to a complex multi- reporting structure. A joint study by Samagra Shiksha, the University of Hyderabad, and UNICEF in Telangana reveals that the average teaching time available to a teacher is just 3 hours per day, often fragmented into 15-20 minute intervals. This means that more than half of the workday is consumed by non-teaching responsibilities. Without adequate administrative support, the burden of these tasks falls squarely on the teacher. This challenge is particularly pronounced in primary schools, especially those with only one or two teachers, where a single individual is responsible for teaching multiple grades, managing administrative duties, and attending to the needs of students.

2.3.7 Lack of teacher accountability

Teacher accountability mechanisms remain underdeveloped, which can affect overall educational outcomes. In Accelerating India's Development, Prof. Karthik Muralidharan references evidence suggesting that higher salaries alone do not necessarily translate into improved learning outcomes. Interestingly, local or contract teachers, who receive lower pay, often show better attendance and comparable performance. The current system lacks clear incentives for high performers and does not have adequate structures to address underperformance. Additionally, the work of teachers often goes unnoticed by administrators or monitoring officers, which can impact the effectiveness of teaching. This gap in accountability may also stem from broader governance challenges and the absence of a supportive teaching environment that could empower teachers to reach their full potential.

2.3.8 Multiple management structures and operational inefficiencies

Telangana operates multiple school management systems - Local Body, Model Schools, KGBVs, Tribal Welfare, Social Welfare, Residential Societies, etc. often within the same location and campus (The detailed list of these schools is provided in table 2.7). These parallel systems function with different funding norms, administrative structures, and resource entitlements. As a result, schools within the same boundary experience varied standards in infrastructure, staffing, and resource availability. This fragmentation leads to duplication of efforts and resources, inefficient utilisation of resources, limited standardisation of academic processes, and a lack of coordinated governance across the school system.

The school education system in Telangana faces structural and systemic challenges across school size, teacher deployment, learning outcomes, governance, parental trust, and management structures. While access has been largely achieved, the more pressing issues relate to quality, accountability, efficiency, and public confidence. Addressing these problems requires comprehensive reforms in governance, pedagogy, school consolidation and strengthening, human resource management, monitoring, and community engagement, with a renewed commitment to ensuring high-quality education for every child.

Table 2.7: *Multiple Managements and Presence of Diverse Government Schools*

No.	School Management / Type	Grades school cater to	In-charge department
1	Mandal Parishad Primary Schools (MPPS) - co-ed, boys, girls	1 to 5	Directorate of School Education
2		Pre Primary to 5th Grade	
3	Mandal Parishad Upper Primary Schools (MPUPS)	1 to 7	Directorate of School Education
4		1 to 8	
5	Zilla Parishad High Schools (ZPHS) - co-ed, boys, girls	6 to 8	Directorate of School Education
6		6 to 10	
7	Government Primary Schools (GPS)	1 to 5	Directorate of School Education
8	Government Upper Primary Schools (GUPS)	1 to 8	
9	Government High Schools (GHS)	6 to 10	
10	Kasturba Gandhi Balika Vidyalaya's (KGBVs)	5 to 10	Directorate of School Education
11		5 to 12	
12	Model Schools	6 to 12	Directorate of School Education
13	Tribal Welfare Primary Schools	1 to 5	Tribal Welfare Department
14		1 to 2	
15	Tribal Welfare Ashram Schools	3 to 10	Tribal Welfare Department
16		3 to 7	
17	Tribal Welfare Residential Schools (TGTWERIES) - Boys and Girls	5 to 10	Tribal Welfare Department
18		5 to 12	
19	Mini Gurukulams for ST Girls	1 to 5	Tribal Welfare Department
20	General Residential Schools (TGREIS) - Boys and Girls	5 to 10	Directorate of School Education
21		5 to 12	
22	Urban Residential Schools (URS) - Boys and Girls	5 to 10	Directorate of School Education
23	Social Welfare Residential Schools (TGSWRIES)	5 to 10	Social Welfare Department
24		5 to 12	

25	Mahatma Jyotiba Phule Telangana Backward Classes Welfare Residential Schools	I to 5	Mahatma Jyotiba Phule Telangana Backward Classes Welfare Residential Educational Institutions Society - BC Welfare
26	Mahatma Jyotiba Phule Telangana Backward Classes Welfare Residential Junior Colleges	11 to 12	
27	Telangana Minorities Residential Schools	5 to 10	Telangana Minorities Residential Institutions Society
28	Telangana Minorities Residential Junior Colleges	11 and 12	
29	Government Junior Colleges	11 to 12	Board of Intermediate Education

2.3.9 Persistent learning gaps in foundational and grade level skills

Teaching practices oriented towards syllabus completion and examination preparation rather than competency-building, weak governance structures and all the above issues discussed are leading to poor learning outcomes for the students. Also, due to that, wide variations in students' learning levels exist within the same grade. The PARAKH Rashtriya Sarvekshan 2024 highlights this challenge clearly. Telangana's national rank in Grade 3 is 26, with average performance in Language and Mathematics falling six percentage points below the national average. In Grade 6, the State's national rank is 28, and scores in Language, Mathematics, and The World Around us fall below national averages by four, two, and five percentage points respectively. Although the rank improves to 21 in Grade 9, performance in Mathematics, Science, and Social Science remains one to two percentage points below national levels, with only Language at par. These findings demonstrate that learning gaps emerge early, widen during upper primary years, and continue into secondary education unless supported by sustained remediation and improved pedagogical practices.

2.3.10 Performance grading index scores indicate systemic gaps

Overall we perform low in the Performance Grading Index 2.0 which reflects the State's overall standing in key domains of school education. Telangana ranked 29th nationally in 2022–23 and 26th in 2023–24, showing modest improvement but still remaining behind other southern states such as Andhra Pradesh, Tamil Nadu, Karnataka, and Kerala. While the State recorded significant improvements in Access and in Infrastructure and Facilities, Learning Outcomes remained stagnant at 36.6 across both years, and Governance Processes declined sharply from 58.1 to 44.7. These results indicate persistent systemic issues in teaching quality, monitoring, and administrative processes. The table 2.8 summarizes the domain-wise score of PGI 2022-23 and 2023- 24.

Table 2.8 : *Performance grading index scores of Telangana across domains*

No.	Domains	Telangana 2023-24	Telangana 2023-24
1	Domain 1 : Learning Outcomes and Quality (LO)	36.6	36.6
2	Domain 2 : Access (A)	60.5	67.1
3	Domain 3 : Infrastructure and Facilities (IandF)	52.9	74.7
4	Domain 4 : Equity (E)	215.9	219.4
5	Domain 5 : Governance Processes (GP)	58.1	44.7
6	Domain 6 : Teacher Education and Training (TEandT)	65.2	69.4
Overall		**489.3 (29th Rank)**	**511.9 (26th Rank)**

2.3.11 Declining parental trust in government schools

Parental perceptions significantly influence school choice, and many families express dissatisfaction with the ambience, safety conditions, communication standards, and overall academic culture of government schools. As a result, parents frequently shift their children to private schools, including low fee budget schools. In many cases, these private institutions lack adequate regulation, infrastructure, trained teachers, and compliance with safety norms, yet parents continue to choose them due to perceived shortcomings in government schools. This trend further erodes community confidence in public schooling.

2.3.12 Poor English speaking skills

For many children, school is the only environment where they use English, as it is rarely spoken at home or in their communities. Socio-linguistic barriers diminish student participation and self-confidence. Numerous rural and urban students from low- income backgrounds are first-generation learners, complicating issues of equity and access. Additionally, parental support for practicing English at home is often lacking, particularly in rural and low-income households. As a result, students frequently experience fear, hesitation, and low confidence when speaking English, and both teachers and students tend to communicate in their native language, even in English-medium classrooms.

There are gaps in teacher proficiency and insufficient training in communicative, activity-based teaching methods. Additionally, the shortage of qualified English teachers, particularly at the primary level, hampers the development of strong language skills.

Exposure to spoken English is restricted because instruction mostly emphasizes reading and writing over speaking and listening. The large class sizes make individual attention difficult and oral practice challenging. Furthermore, classroom time dedicated to speaking and listening activities is minimal. The curriculum prioritizes grammar and memorization instead of practical communication skills. Additionally, assessments fail to evaluate listening or speaking abilities, resulting in these skills receiving low priority in teaching.

Spoken English initiatives are not being implemented consistently across various schools and districts. Students who transition to English medium education without a solid foundation experience significant academic pressure. Additionally, there are insufficient monitoring and support systems in place to track progress in spoken English at the school level.

Infrastructure gaps such as lack of language labs, audio-visual aids, and digital resources – limit listening and speaking practice, particularly in rural schools. As a result, students from government and low-budget private schools struggle with pronunciation, vocabulary, and fluency, widening the gap between them and students from well-resourced private schools.

2.4 Objectives and Goals

The Commission envisions an education system where every child from pre-primary and Grade 1 to Grade 12 has access to free, high-quality, equitable, and safe learning opportunities. After more than 75 years of independence, the state should recognise that there can be no compromise on the quality of education or on the dignity, wellbeing, and safety of children. Guided by the principles of the various education policies and aligned with the Sustainable Development Goal 4 on ensuring inclusive and equitable quality education, the following objectives have been set for strengthening primary and secondary education in Telangana:

2.4.1 Ensure universal Foundational Literacy and Numeracy (FLN) for grades 1–10

To guarantee that every child achieves foundational proficiency in reading, writing, numeracy, and basic competencies required for lifelong learning. This includes strengthening early years education, bridging learning gaps in upper grades, and ensuring mastery of essential skills by all students.

2.4.2 Provide equitable access to quality education for all students

To ensure that every child, irrespective of socio-economic background, gender, location, caste, or disability, receives high quality education delivered through competent teachers, relevant curriculum, scientific temper and effective pedagogy across all government schools.

2.4.3 Ensure safe, secure, and enabling school environments

To provide child-friendly campuses that uphold dignity, safety, emotional wellbeing, and inclusiveness. This includes infrastructure standards, CWSN-friendly facilities, digital access, and adequate health, hygiene, and protection mechanisms.

2.4.4 Prepare students for higher studies, professional education, and future pathways

To equip learners with the academic rigour, critical thinking abilities, technological skills, communication competencies, and values needed to successfully transition into higher education, vocational training, and employment pathways.

2.4.5 Promote holistic development of every student

To foster the all-round growth of children by integrating academic learning with socio- emotional development, physical fitness, sports, arts, sports, values, life skills, and 21st- century competencies. This aligns with the vision of creating well-rounded individuals who can thrive in personal, social, and professional spheres.

2.5 Recommendations

2.5.1 Telangana Public Schools (TPS)

R 2.1 ESTABLISHING TELANGANA PUBLIC SCHOOLS (TPS)

The most critical recommendation underpinning this policy document is the establishment of Telangana Public Schools. This is a transformative proposal that seeks to address the most troubling challenges plaguing the school system such as - multigrade teaching, non-avilability of teachers for all subjects and grades, lack of access to classrooms, labs and libraries, lack of games and sports facilities and co- curricular activities etc.

The design of Telangana Public School addresses all these challenges through the creation of large, fully equipped schools with all essential components of a standard institution, offering integrated education from pre-primary through Grade 12 under a single roof. The concept of the Telangana Public School - along with its objectives, organisational structure, infrastructure requirements, and the quality outcomes envisaged - is detailed in Chapter 4 of this document.

2.5.2 Quality

R 2.2 TRANSFORMING CURRICULUM AND PEDAGOGY - FROM ROTE LEARNING TO HOLISTIC AND COMPETENCY-BASED EDUCATION

The state of Telangana shall adopt curriculum and pedagogical principles aligned with the vision of National Curriculum Framework (NCF), while ensuring that these are contextualized for local implementation. The focus of the pedagogy shall shift from rote-based and textbook-driven learning to a more play based, experiential, and competency oriented model where critical thinking and logical thinking is focused. Curriculum content shall be reduced to its essentials to enable deeper conceptual understanding and skill development. Implementation shall be made practical by providing teachers with clear daily routines, classroom learning materials (TLM kits), simple and continuous assessment tools, structured capacity-building programmes, and monitoring.

At the pre-primary level (Nursery to UKG), learning shall be entirely play-based with a strong emphasis on holistic development. The pedagogical goal at this stage is to ensure that children learn through exploration and activity, showing measurable growth in oral language, motor coordination, socio-emotional development, and early number sense. Each day shall follow a structured but flexible routine that includes language-rich circle time with stories, songs, and vocabulary games, free or structured play sessions, small guided activity stations, and time for health and transition routines. Children at this stage shall not carry any textbooks to school; all learning materials and storybooks shall remain within the classroom. The teaching approach shall emphasize guided play, storytelling, puppetry, music, and movement, with teachers encouraging curiosity through questioning and scaffolding rather than direct instruction. Regular language-rich circle time shall be conducted in both the home language and English, ensuring early exposure to multiple languages through rhymes, small group conversations, and individual speaking turns.

Assessment at the pre-primary level shall be continuous and observation-based rather than test-oriented. Teachers shall maintain anecdotal records and portfolios containing a few samples of each child's work every term to track progress. Parent engagement shall be an integral part of the learning process, facilitated through monthly family activities where parents participate in take-home play-based tasks with their children and provide simple feedback. To support effective classroom delivery, every pre-primary classroom shall be equipped with a standard state-issued kit that includes a language corner with books and picture cards, a numeracy kit with manipulatives and art and craft supplies. Teachers shall undergo a ten day induction training focused on early childhood pedagogy, followed by frequent mentoring sessions. In the primary stage (Grades 1 to 5), the focus shall be on developing strong foundational literacy and numeracy (FLN) skills along with integrated learning through play, art, and movement.

The state shall ensure that all students up to Grade 5 achieve grade-appropriate competencies in reading, writing, and numeracy each year. Classroom instruction shall integrate oral language, listening, reading, and writing through activity-based and small-group teaching. Daily classroom routines shall include oral language and shared reading sessions, small-group guided practice for leveled learning in literacy and numeracy, integrated activities using art and movement, and short reflection periods with oral checks or peer reading. Teachers shall form flexible learning groups within the classroom based on the FLN baseline assessments conducted at the beginning of the year and shall regroup students regularly based on progress.

For early grades, assessments shall move away from written tests and focus instead on oral responses, games, observation checklists, and short performance tasks. There shall be no homework up to Grade 3, while in Grades 4 and 5, homework shall be minimal and designed around activities such as reading aloud, simple family projects, or use of manipulatives rather than repetitive writing tasks. Teachers shall receive continuous professional development through structured modules covering FLN pedagogy, assessments, and integration of play and art with follow-up mentoring and observation by cluster and mandal heads to provide feedback and support.

At the secondary stage (Grades 6 to 10), pedagogy shall emphasize conceptual depth, hands-on learning, and development of higher-order thinking skills like logical thinking and critical thinking. The upper primary or middle grades (6 to 8) shall focus on building strong conceptual foundations in all subjects through project-based and inquiry-driven learning. Lessons shall incorporate task-based projects every few weeks, regular use of subject-based labs for science, mathematics, and social studies, and opportunities for peer instruction where students explain and teach concepts to classmates. Interdisciplinary projects that link local issues with classroom learning shall be encouraged to promote relevance and critical thinking. In Grades 9 and 10, instruction shall continue to build conceptual clarity while preparing students for examinations through explicit sessions on problem solving, question analysis, and time management. The curriculum shall also be designed that can make the students ready for higher education and advanced skills. Teachers shall conduct structured revision cycles using evidence from periodic assessments to identify learning gaps and address them through targeted interventions. Also, from 6th grade onwards, students shall be given individual project works rather than group projects or similar projects to ensure mass copying and mass photo copying are prevented.

All schools shall ensure access to basic practical facilities by maintaining subject resource cupboards containing science kits, mathematical models, and ICT materials. Practical exposure shall be supported through simple experiment manuals aligned with the state syllabus. Assessment practices at the secondary level shall continue to be competency-based, supplemented with periodic mock examinations and feedback cycles.

Career exposure and skill development shall begin at Grade 9, integrating short modules on ICT literacy, presentation and research skills, and extended projects that build readiness for higher education and future careers. Partnerships shall be established with local industries and vocational training centers to enable short-term exposure visits and applied learning experiences. Teachers at this level shall receive specialized annual training in subject pedagogy and lab-based teaching methods, along with opportunities for peer learning through exchange programmes across clusters.

R 2.3 ENSURING LEARNING FOR ALL - STRATEGY FOR REMEDIAL AND ACCELERATED EDUCATION ACROSS ALL GRADES

To ensure that every child enrolled in government schools in Telangana attains grade- appropriate learning levels, the State shall implement a comprehensive remedial education programme covering all grades from primary to secondary. The core objective of this initiative shall be to achieve universal foundational literacy and numeracy (FLN) within the next two years, while simultaneously addressing learning gaps among students in higher grades through targeted interventions. Remediation helps children who are struggling to catch up and understand what they missed earlier. Every child learns at a different pace—some may need more time or support to understand basic concepts like reading, writing, or numbers. By giving extra attention and simpler activities that match the child's current level, teachers make learning less stressful and rebuild confidence step by step. It ensures that every student moves forward with a strong foundation and no child is left behind.

The results of periodic Foundational Literacy and Numeracy (FLN) and Learning Improvement Programme (LIP) examinations shall be systematically analyzed to plan and refine remedial interventions at the school and mandal levels.

Based on these assessments, students shall be grouped according to their learning levels rather than grade alone, and remedial instruction shall be provided either within regular school hours or through dedicated sessions conducted after school. The progress of each student shall be tracked continuously, and remedial plans shall be revised accordingly to ensure that all learners reach the desired competency benchmarks.

Special focus shall be given to students in Grades 9 and 10 by organizing structured remedial classes and guided tuition sessions within school premises from 4:30 p.m. to 6:30 p.m. These sessions shall prioritize strengthening conceptual understanding, improving examination readiness, and building confidence in core subjects such as mathematics, science, and languages.

For students in grades 11 and 12, supplemental classes will be arranged after regular school hours. These sessions will be dedicated to preparing them specifically for the common entrance examinations for engineering and medicine, aiming to help them achieve the necessary ranks for admission into premier undergraduate colleges and universities. To carry out these remedial programs, additional contractual teachers from the local community shall be recruited and trained to provide part time support in schools. These teachers shall focus specifically on bridging learning gaps through small-group and one to one instruction, especially for students who are significantly below grade level.

Table 2.9: *Remedial teacher qualifications and training based on grade level*

No.	Grade Level	Candidate Qualifications	Trainings Provided
1.	Primary And Upper Primary (Grades 1-8)	Graduation in English medium (for foundational literacy and numeracy - FLN)	Training by SCERT resource teachers on: conducting FLN tests, goalsetting, and teaching methodologies.
2.	Grades 9 and 10	Post-graduation degree	Training provided by high-performing teachers (those whose 10th grade students achieved the best scores in previous years). Candidates will be divided based on their subject expertise or interest.
3.	Grades 11 and 12	Post-graduation in Science or mathematics or Engineering or Medical Sciences (or equivalent) with knowledge of common entrance tests (e.g., TGEAPCET, NEET).	Training conducted by experts from private institutes specializing in common entrance test coaching.

Within regular classrooms, the regular teachers shall adopt Teaching at the Right Level (TaRL) strategies to tailor their instruction to the learning needs of students on specific topics. This approach shall allow teachers to dynamically adjust teaching pace and methods within the same classroom, ensuring that no child is left behind.

The State shall also implement specific remedial measures for migrant children and out-of-school children who are re-enrolled mid-year, ensuring their smooth reintegration into age-appropriate grades. Such children shall receive accelerated learning support until they reach grade-level proficiency. Similarly, Children with Special Needs (CWSN) shall receive individualized attention through one-to-one tutoring, small-group instruction, and differentiated learning strategies aligned to their abilities. Regular teachers and contractual remedial teachers shall be trained to teach the CWSN students. One exclusive CWSN friendly class room should be dedicated for this purpose in which appropriate TLM should be provided in this room. To enhance the quality and reach of remedial instruction, technology-enabled and adaptive learning tools shall be integrated into the classroom. Computer-assisted learning and Personalized Adaptive Learning (PAL) platforms shall be introduced to provide students with individualized practice and feedback. Supplementary digital resources shall be made available to students, particularly in higher grades, to promote self-paced and home-based learning. Parents shall be engaged and oriented to encourage home-based reinforcement of concepts and regular learning practice.

Comprehensive training on remedial pedagogy shall be provided to all teachers, equipping them with the skills to identify learning gaps, design differentiated lesson plans, and use assessment data effectively. This capacity-building shall be coordinated by SCERT through structured training modules and ongoing mentoring support.

2.5.3 District School Board

R 2.4 SCHOOL DISTRICT MODEL

The existing centralised management and monitoring mechanisms at the state level constrain the ability to provide timely academic support, ensure effective performance oversight, and address locally emerging needs. In order to strengthen responsiveness and improve school-level outcomes, the State shall consider devolving greater autonomy to districts, supported by clear accountability metrics and structured community participation.

Under this proposed reform, the Telangana School District Model shall reorganise school administration into district-based governance structures with well-defined lines of authority, responsibility, and accountability. Each district shall function as an education management unit with the capacity to exercise operational autonomy and undertake focused planning aligned to local requirements. This established School District shall be responsible for all the schools in the mandals under that district. For the ease of administration and implementation, the existing geographical revenue districts shall act as school districts except in three districts.

R 2.5 PROPOSED STRUCTURE OF SCHOOL DISTRICT BOARD

Each district in Telangana shall be made as a School District except the districts of Hyderabad, Medchal and Rangareddy which shall have 3 school districts each considering the huge population they serve (These additional school districts shall be sanctioned the required DEOs and DEO offices). Each of this school district shall have a District School Board chaired by the District Collector. The Board shall consist of the District Educational Officer, PO ITDA, two Headmasters, six parents with representation from BC, SC and ST and minority communities (minimum two of whom shall be women), in addition to two from general category, one junior college principal, two Mandal Education Officers, the DIET principal, one representative from a reputed

NGO, the district coordinators of Social Welfare Gurukulams (in all districts except ITDA districts), and the district coordinator of Tribal Welfare Gurukulams in agency districts. This composition is intended to ensure administrative oversight, academic expertise, and community representation.

Key Features of the School District Board

A. The Board shall be responsible for setting district-level education policies, approving budgets, and overseeing academic and operational standards across schools.

B. It shall manage teacher deployment and hiring as per state norms, infrastructure planning, support services, and school improvement strategies. They shall be vested with powers to recruit and dismiss teachers in all government management schools including residential schools in the district.

C. The Board shall convene regularly to examine emerging issues including social, academic, and quality related challenges from pre-primary to intermediate levels.

D. It shall review the performance of schools within the district and take necessary corrective actions.

E. The Board may recommend policy level improvements to the Directorate of School Education and government based on ground realities.

F. The School District Board shall also be vested with the authority and resources to plan and execute district level interventions.

G. Its mandate shall include fixing the standards for government and private schools.

H. It shall further oversee school leadership development, infrastructure enhancement, grievance redressal mechanisms, and the enforcement of standards across both public and private schools, in alignment with the policy framework established by the Telangana Education Standards Authority (TESA).

Adopting the School District Model shall foster stronger local ownership of schools, enable meaningful teacher All teachers recruited under this framework shall be appointed on a five-year contractual tenure, following an initial two year probation period, with pay protection ensured. Extension for an additional five year term shall be strictly linked to performance outcomes. The School District Board shall be responsible for evaluating the performance of all teachers within the district.

Recruitment and reservation norms shall be applied at the mandal level, with the mandal serving as the unit of recruitment in order to promote community ownership and local accountability. Transfers shall not be permitted for any category of teachers on any grounds, including health grounds. All appointed teachers shall be required to reside in the same village or, at a maximum, within the mandal or within a radius of 15 kilometres, and shall submit an undertaking to this effect at the time of contract signing. Recruitment shall be undertaken by the School District Board based on mandal- specific requirements, and all vacancies including those arising from anticipated retirements in the forthcoming academic year shall be filled well before the start of the academic year.

Through these measures, the State seeks to establish a robust system of teacher accountability that aligns recruitment, performance evaluation, and continuation in service with student learning outcomes, thereby improving the overall quality of education and the wellbeing of students.

2.5.4 Personnel management and recruitment processes

R 2.6 New teacher recruitment process at school level

The following reforms are proposed to enhance accountability within the teaching workforce and to improve the quality of instruction and student learning outcomes across the State. All changes to processes and norms outlined in this policy shall apply only to the next cycle of teacher recruitment and shall not be applicable to existing teaching staff.

The State shall institute a structured feedback mechanism for teachers, ensuring that career progression and promotions are explicitly linked to demonstrated performance in the classroom. Teacher performance shall be assessed through multiple parameters, including student learning levels, completion of assigned academic responsibilities, and evidence of continuous professional development and upskilling.

Teachers shall be recruited in regular roles; however, continuation in service shall be conditional upon accountable performance. A transparent and objectively verifiable performance evaluation mechanism shall be evolved by the State, under which teacher performance shall be assessed once every five years. At the end of each evaluation cycle, a detailed performance evaluation report shall be shared with the teacher. In cases where a teacher is found to be underperforming in the first evaluation cycle, a show cause notice shall be issued. Such teachers shall be provided a two-year period for improvement. After two years, they must be re-assessed. If performance continues to remain below the prescribed standards after reassessment, the services of the teacher shall be discontinued.

The performance evaluation shall comprehensively assess key teacher competencies, including subject and curriculum knowledge, pedagogical content knowledge, assessment literacy, reflective professional practice, and inclusive and learner-centred teaching practices.

A critical component of the evaluation shall be student learning outcomes, measured through independent third-party assessments commissioned by the State. The evaluation framework shall also account for enabling and disabling systemic conditions that impact teacher performance.

Indicative weightages for evaluation shall include 60 per cent for student learning outcomes, with benchmarks of at least 80 per cent student proficiency in foundational literacy and numeracy at the primary level and 65 per cent attainment of grade-level competencies at the high school level; 20 per cent for teacher competencies; 10 per cent for teacher attendance, measured through a facial recognition system; and 10 per cent for enabling or disabling conditions such as student attendance and non-academic workload. A minimum threshold, including 50 per cent performance in student learning outcomes, shall serve as the trigger for issuance of a show cause

notice. Evaluations shall be conducted by independent third-party agencies, with the School District Committee taking the final decision on performance outcomes, including discontinuation of service.

From the next recruitment cycle onwards, teacher designations shall be aligned to specific school stages, namely Pre-Primary School Teachers, Primary School Teachers, High School Teachers, and Senior Secondary Teachers, replacing the existing nomenclature. Revised qualification norms shall be prescribed, with primary-level appointments requiring a Bachelor's degree along with two years of teacher training, and High School Teacher appointments requiring a Post Graduate degree with two years of teacher training as a mandatory qualification. Automatic promotion pathways for Primary School Teachers, High School Teachers, and Headmasters shall be discontinued. Primary School Teachers aspiring to move to High School teaching positions shall be required to apply afresh through the prescribed recruitment process and shall be granted an additional 10 per cent weightage in marks, without any relaxation in the prescribed educational qualifications.

All teachers recruited under this framework shall be appointed on a five-year contractual tenure, following an initial two year probation period, with pay protection ensured. Extension for an additional five year term shall be strictly linked to performance outcomes. The School District Board shall be responsible for evaluating the performance of all teachers within the district.

Recruitment and reservation norms shall be applied at the mandal level, with the mandal serving as the unit of recruitment in order to promote community ownership and local accountability. Transfers shall not be permitted for any category of teachers on any grounds, including health grounds. All appointed teachers shall be required to reside in the same village or, at a maximum, within the mandal or within a radius of 15 kilometres, and shall submit an undertaking to this effect at the time of contract signing. Recruitment shall be undertaken by the School District Board based on mandal- specific requirements, and all vacancies including those arising from anticipated retirements in the forthcoming academic year shall be filled well before the start of the academic year.

Through these measures, the State seeks to establish a robust system of teacher accountability that aligns recruitment, performance evaluation, and continuation in service with student learning outcomes, thereby improving the overall quality of education and the wellbeing of students.

R 2.7 NEW HIGH SCHOOL HEADMASTER (HM) RECRUITMENT PROCESS

High School Headmaster posts shall be filled through a combination of 50% direct recruitment and 50% promotion, replacing the existing predominantly promotion based system. This system should continue for the next ten years. After that 100 % recruitments should be recruited directly. In case of the TPS system also the same should be followed. For promotions, School Assistants must possess a minimum of five years of experience and be below 45 years of age. Automatic promotion to the HM role shall not be permitted. Candidates will be required to qualify a written examination, consisting of psychometric assessments and competency-based evaluations.

For direct recruitment of HM, candidates must hold a Post-Graduation with B.Ed, have a minimum of ten years of experience, and be below 45 years of age. They will also appear for written examinations comprising psychometric and professional competency components. Reservation policies for HM recruitment shall follow the district as the unit. The HM recruitment should be for the school only. No transfers shall be entertained from school to school or to outside mandal. All HM recruitments will be undertaken by the District School Governance Board, with the State issuing detailed guidelines to ensure transparency and compliance with constitutional provisions. All selected Headmasters must reside within the same village or mandal or within a 15 km radius of the school.

R 2.8 RECRUITMENT OF ADMINISTRATIVE STAFF FOR HIGH SCHOOLS

Each high school shall be supported by an Estate Manager responsible for non-teaching and administrative functions, along with an attender to assist the Headmaster. Primary schools shall be provided with an Administrative Assistant to manage non-teaching activities. These positions will be recruited locally on a contractual basis to ensure efficient school-level administration.

R 2.9 DISCONTINUE FAC PRACTICE AT THE MANDAL LEVEL

The existing system of Full Additional Change (FAC) charges for Mandal Education Officers (MEOs) should be discontinued at the earliest, and full-time MEO positions must be filled. Once TPS schools in each mandal are stabilised, MEO jurisdictions may be reorganised so that two mandals are jointly supervised by two MEOs, with one focusing on administrative functions and the other on academic oversight.

R 2.10 SANCTION OF DISTRICT LEVEL POSTS

The long pending sanction of 23 new District Education Officer (DEO) posts should be completed to replace the current additional-charge arrangements that have been in place since bifurcation. In three districts Hyderabad, Medchal, Ranga reddy districts 6 more new DEO posts to be created so that six more School districts are to be formed. Recruitment of Deputy DEOs is also required, with two-thirds appointed through direct recruitment and the remaining through promotions, ensuring a balanced and capable district level administrative cadre.

R 2.11 STATE-LEVEL POSITIONS

Teacher deputations to the state-level institutions should be discontinued, and technical and academic positions such as Sectoral Officers and other Coordinators should be filled by qualified professionals. Additionally, career progression of non-teaching cadres (such as Attenders, Record Assistants and Junior Assistants) should be stopped at the Assistant Director level, and they should not be eligible for promotion into the DEO streams, to preserve the competence of academic and administrative leadership roles.

The Government shall undertake time-bound recruitment to address the acute shortage of administrative and academic leadership in the school education sector. All pending appointments of MEOs, DEOs, DIET faculty, SCERT faculty, and Head Masters shall be completed within six months to restore the functioning of critical institutions that directly influence quality and student learning outcomes. Prolonged non-recruitment to these key positions has severely weakened the education system in Telangana and undermined governance, academic support, and monitoring at multiple levels.

To ensure stability at the school level, deputation of Head Masters to these administrative and academic posts shall be avoided, as such practices leave schools without full-time leadership and adversely affect day-to-day functioning. Any legal impediments, including long-pending court cases that have stalled recruitment, shall be resolved on priority to enable timely appointments.

Further, the selection and recruitment of these senior leadership positions shall be based on open and transparent competition rather than seniority alone. Promotion policies shall be aligned with demonstrated outcomes and performance, including the mandatory passing of limited departmental examinations, to ensure merit-based leadership across the system. Recruitments in Kendriya Vidyalayas can be a model to follow.

2.5.5 Data Based Governance

Strengthening data-based governance is one of the most cost-effective and scalable approaches to improving learning outcomes and ensuring efficient delivery of educational services. High-quality administrative data when accurate, timely, interoperable, and widely accessible enables the State to allocate resources effectively, monitor implementation at the last mile level, and take informed corrective action. Given that administrative data covers the entire system and is continuously generated, it must be positioned as the primary instrument for decision making and program management.

At present, although the School Education Department collects extensive data, it remains fragmented, inconsistently reported, and insufficiently analysed. Decision- making continues to rely on ad-hoc judgments instead of empirical evidence. To transition towards a robust data driven governance framework, the following actions are recommended:

R 2.12 LIST OF HIGH PRIORITY INDICATORS

A. Student Enrolment Data

B. Student Attendance

C. Teacher Attendance and Availability

D. Assessment Data - CCE

E. Assessment Data - FLN and LIP

F. Beneficiary (parent and student) feedback and hygiene of Mid Day Meals

G. Drop Out data of students

H. CWSN students and their provisions

I. Teacher distributions, allocation and availability

J. School Infrastructural Data

K. Prevalence of Multi Grade Teaching

L. Other priority schemes

R 2.13 IMPROVING DATA QUALITY AND INTEGRITY

The state institute real-time digital data capture for all critical components mentioned above through a single unified reporting format to eliminate multiple, parallel data- collection channels across the department. In order to ensure the quality of the data and ensure accuracy and reliability, automated validation rules, duplication checks and error flagging systems are to be strengthened. Data shall be reviewed during reviews and school visits to support the improvement quality.

R 2.14 ENHANCING DATA INTEROPERABILITY AND ACCESSIBILITY

All major educational datasets shall be integrated into a single interoperable framework to allow seamless cross-departmental analysis of inputs, processes and outcomes. This shall be done by strengthening the existing Vidya Samiksha Kendra (VSK). Develop user-friendly dashboards and analytical reports through the Vidya Samiksha Kendra (VSK) to support routine monitoring from the State to the school level that help officials identify gaps, plan interventions and track progress.

Also, enable automated nudges through SMS, IVRS and app notifications to ensure timely corrective action by teachers, SMCs, parents and officials.

The Vidya Samiksha Kendra shall also be replicated at the district level for better data usage and monitoring by the district administration.

R 2.15 STRENGTHENING DATA USE FOR DECISION-MAKING

This analysed data shall be used to inform teacher deployment, resource allocation, targeted interventions and prioritisation of academic support. A dedicated team of data analysts and call-centre staff to monitor trends, flag anomalies and initiate follow-up with field officials shall be appointed in VSK. The use of these key indicators shall be mandated as standing agenda items in all review meetings. The below sections will elaborate on the structure of the review meetings and key indicators to be reviewed by different stakeholders.

R 2.15.1 ILLUSTRATION: ATTENDANCE IMPROVEMENT USING THE FACIAL RECOGNITION SYSTEM (FRS)

For example, let us see how student attendance can be used and monitored for improved outcomes. Let us apply the below structured data driven model to attendance monitoring. This can serve as a template for other indicators too -

A. Collect:

Collect the digital student attendance Data from Facial Recognition mobile app from the school level

B. Identify:

Define standard thresholds for absenteeism like chronic absenteeism to automatically flag high-risk students.

C. Monitor:

Use VSK to track real time FRS compliance and identify schools with declining attendance. Best performance schools with higher attendance levels shall be appreciated for recognition.

D. Track:

Provide dashboards for district, mandal and school officials to examine patterns and take timely action.

E. Review:

Include attendance as a mandatory agenda item in all levels of review meetings.

F. Nudges and Follow-Up:

Send automated reminders to mark attendance; deliver customised SMS/IVRS messages to parents of absent students; and initiate VSK follow-up calls to teachers and field officers.

G. Identify Reasons:

Enable teachers to record reasons for absenteeism through the FRS app to allow targeted academic or welfare interventions.

H. Community Engagement:

Involve SMCs/AAPCs, conduct awareness campaigns and use PTMs to discuss attendance concerns with parents.

The same cycle of real-time data capture, automated analysis, visualisation, review, and targeted response can be applied consistently across all key indicators as listed above. Implementing this systematic feedback and monitoring mechanism will significantly strengthen governance and yield measurable improvements in student outcomes.

R 2.16 MONITORING AND REVIEW MECHANISM

A cascading review structure shall be adopted by the state where different stakeholders and officers discuss the status and provide suggestions to the below level stakeholders. The table 2.10 provides the framework for such a review system with the details of the reviewing officers, review items and frequency of reviews. This structured review system will ensure that monitoring is not limited to observation but extends to evidence-based action, feedback, and continuous improvement.

Table 2.10: *Review Mechanism Framework*

No.	Review Officers	Reviewees	Frequency of Review	Review Items
STATE LEVEL				
1.	Honorable Chief Minister/ Education Minister	◆ Secretary, Education ◆ Director / Commissioner ,School Education ◆ Director, SCERT ◆ ASPD (SSA) ◆ Joint Directors, etc. ◆ Director (IE) ◆ Director (IB) ◆ Director (SSCB) ◆ Director (TESA-discussed In Chapter 6 in this section) ◆ District Collectors	Once in a month	◆ Enrolment Trends ◆ Student and Teacher Attendance ◆ Assessment Results (FLN and LIP) ◆ Mid Day Meal Provisions ◆ School Grading ◆ Availability of Infrastructure Facilities ◆ Teacher Availability ◆ Private School Regulations ◆ School Visits by officials at at state and district level
2.	Secretary, Education	◆ Director, SE ◆ Director, SCERT ◆ ASPD (SSA) ◆ Joint Directors ◆ Sectoral Officers ◆ District Collectors ◆ DEOs	Once in a month	◆ Enrolment Trends ◆ Student and Teacher Attendance ◆ Assessment Results (FLN and LIP) ◆ Mid Day Meal Provisions ◆ School Grading ◆ Availability of Infrastructure Facilities ◆ Teacher Availability ◆ Private School Regulations ◆ School Visits by officials at state and district level ◆ Other ad hoc areas and issues like fund flow gaps, teacher promotions, new ecruitments, other schemes and policies.
3.	Director, School Education	◆ Director, SCERT ◆ ASPD (SSA) ◆ Joint Directors ◆ Sectoral Officers ◆ DEOs	Once in a month (Monthly)	◆ Student and Teacher Attendance ◆ Assessment Results (FLN and LIP) ◆ Mid Day Meal Provisions ◆ Availability of Infrastructure Facilities ◆ Teacher Availability ◆ School Visits by officials at state, district and mandal level

4.	Director, SCERT	◆ SCERT Staff ◆ District Academic Monitoring Officers	Once in a month (Monthly)	◆ Assessment Results (FLN, LIP and CCE), questions, assessment design ◆ Teacher Trainings ◆ DIET College requirements
DISTRICT LEVEL				
5.	District Collector	◆ DEO ◆ District level sectoral officers ◆ MEOs	Once in a month	◆ Student and Teacher Attendance ◆ Assessment Results (FLN and LIP) ◆ Mid Day Meal Provisions ◆ School Grading ◆ Availability of Infrastructure Facilities ◆ Teacher Availability ◆ Private School Regulations ◆ School Visits by officials at district and mandal level ◆ Other ad hoc areas and issues like fund flow gaps, teacher promotions, new recruitments, other schemes and policies.
MANDAL LEVEL				
6.	Mandal Education Officer (MEO)	◆ Cluster Head Masters ◆ HMs of schools in the mandal	Once in a month (Monthly)	◆ Student and Teacher Attendance ◆ Assessment Results (FLN and LIP) ◆ Mid Day Meal Provisions ◆ Availability of Infrastructure Facilities ◆ Teacher Availability ◆ School Visits by officials at mandal level ◆ Any ad hoc events, sports competitions, teacher availability, etc.

2.5.6 School visits

R 2.17 STRENGTHENING THE INSTITUTIONAL CAPACITY FOR MONITORING

To ensure effective academic and administrative monitoring across all schools, it is recommended that the Department of School Education establish a more robust institutional framework at the district and mandal levels. Recruitment of Deputy District Education Officers (Dy. DEOs) is proposed at the district level to share roles and responsibilities with the District Education Officers (DEOs). This will enable adequate delegation of administrative functions and compliment DEOs for regular school visits and academic monitoring.

Further, a full-time MEOs has to be filled up to ensure consistent engagement with schools.

R 2.18 FRAMEWORK FOR SCHOOL VISITS

The system of official school visits-by MEOs, DEOs, and other administrative officers-needs to be strengthened in both scope and effectiveness.

At present, while school visits do occur, they often focus more on administrative compliance than on academic improvement or teacher support. Strengthening this system will enhance the quality and quantity of interactions between teachers, administrators, parents and students ensuring that visits are meaningful and aimed at improving teaching learning processes and get insights from the beneficiaries. They shall not only supervise but also listen to the issues and needs of the school and beneficiaries and provide feedback.

Strengthening the visit system will also help administrators dedicate more time to academic mentoring and capacity building, thereby fostering a stronger connection between government officials, teachers, and the community.

To operationalise this, clear guidelines and policies should be issued specifying the frequency and scope of visits for different stakeholders. A draft framework is suggested in the table 2.11. Each visit shall follow a structured format, with clear objectives, focus areas, and digital recording of observations as per the tools described in the enabling infrastructure section. Randomly assigned schools based on the need and distance shall be assigned to the visiting officers in a mobile application along with the focus areas they need to observe during the visit. The details of this are mentioned in the next section.

Table 2.11: *Framework for School Visits*

No.	Visiting Officers	Frequency of visits	Focus Areas for School Visits
		STATE LEVEL	
1.	Secretary, Education	At least 2 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Drop outs ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Classroom observation on teaching methodology, ◆ use of TLM, student interactions, etc. ◆ FLN and LIP ◆ Issues and Needs of teachers and Schools ◆ Interactions with Parents (PTMs/SMCs meetings) and students
2.	Dy Secretary, Education /Joint Secretary/ Additional Secretary/ Special Secretary	At least 2 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Issues and Needs of teachers and Schools ◆ Interactions with Parents (PTMs/SMCs meetings) and students
3.	Director, School Education	At least 4 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Drop Outs ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Issues and Needs of teachers and Schools ◆ Interactions with Parents (PTMs/SMCs meetings) and students

4.	Additional State Project Director, Samagra Shiksha	At least 6 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Drop Outs ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Release of bills and funds ◆ PTMs ◆ Issues and Needs of teachers and Schools ◆ Interactions with Parents (PTMs/SMCs meetings) and students
5.	Joint Directors, Samagra Siksha	At least 6 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Release of bills and funds ◆ PTMs ◆ Issues and Needs of teachers and Schools ◆ Interactions with Parents (PTMs/SMCs meetings) and students
6.	Director, SCERT	At least 6 schools in a month	◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Assessment conduction and marks ◆ Spot Assessment of sampled students in competencies ◆ Student and Teacher Attendance
7.	Other SCERT Staff	At least 6 schools in a month	◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Assessment conduction and marks ◆ Spot Assessment of sampled students in ◆ competencies ◆ Student and Teacher Attendance ◆ Enrolment of students
DISTRICT LEVEL			
8.	District Collector	At least 4 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Drop Outs ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Issues and Needs of teachers and Schools ◆ Interactions with Parents (PTMs/SMCs meetings) and students

9.	District Education Officer (DEO)	At least 6 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Drop Outs ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Release of bills and funds ◆ PTMs ◆ Issues and Needs of teachers and Schools ◆ Interactions with Parents (PTMs/SMCs meetings) and students
10.	Dy. DEO	At least 6 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Drop Outs ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Release of bills and funds ◆ PTMs ◆ Issues and Needs of teachers and Schools ◆ Interactions with Parents (PTMs/SMCs meetings) and students
MANDAL LEVEL			
11.	Mandal Education Officer	At least 8 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Drop Outs ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Assessment conduction and marks (FLN, LIP, CCE) ◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Spot Assessment of sampled students in competencies ◆ Release of bills and funds ◆ PTMs ◆ Issues and Needs of teachers and Schools ◆ Interactions with Parents (PTMs/SMCs meetings) and students
CLUSTER LEVEL			
12.	Cluster Head Master	At least 6 - 8 schools in a month	◆ Student and Teacher Attendance ◆ Enrolment of students ◆ Drop Outs ◆ Infrastructural and hygiene (classrooms, toilets, labs, etc.) ◆ Mid Day Meals menu and hygiene ◆ Classroom observation on teaching methodology, use of TLM, student interactions, etc. ◆ Release of bills and funds ◆ PTMs ◆ Issues and Needs of teachers and Schools

All of them have to fill the feedback form in the app and provide verbal feedback to the HM and teachers.

R 2.19 ENABLING DIGITAL INFRASTRUCTURE FOR SCHOOL VISITS

A single Mobile Application for administrators at all levels (from state to cluster) is proposed to facilitate structured, data-driven school visits. This platform should be designed with the following key features:

A. A well-defined algorithm that dynamically generates lists of schools for each officer to visit based on their position and location, ensuring that schools most in need of attention are prioritised.

B. A simplified checklist for school visits as mentioned in the above framework table shall be shown in the mobile app. Relevant information from the visit has to be entered by the visiting officer in this app.

C. Integration of a question bank that can generate grade-appropriate questions to assess children's learning levels during school visits for spot assessments.

D. Dynamic feedback mechanism to support real-time coaching and mentoring of teachers based on observations and data collected during the visit which can be seen by the school HM.

Complementing this, the data from school visits shall be integrated with Vidya Samiksha Kendra to provide real-time tracking and gather insights. This data from the visits shall be shown into data analytics like dashboards to gather insights on real time field experiences. These visits shall also be regulated and monitored by the state level officials.

Together, these will establish a virtuous feedback loop between data collection from schools and data use for planning, mentoring, and decision-making.

R 2.20 REDUCTION OF ADMINISTRATIVE BURDEN ON TEACHERS

Improving the quality of classroom instruction requires ensuring that teachers are able to devote the majority of their working hours to academic activities. As discussed in the above current status and challenges, teachers are substantially overburdened with administrative responsibilities significantly reducing instructional time. To address this challenge, the following policy interventions are recommended.

R 2.21 OPTIMISATION AND AUTOMATION OF THE SCHOOL REGISTERS

A systematic restructuring of the school level administrative processes is required to reduce redundant workloads and streamline data collection. This intervention shall include:

A. Rationalising and standardising the number of registers and reports to be maintained at school level by developing a consolidated set of essential formats for each functional module.

B. Digitising all registers through automated report-generation systems to eliminate repeated manual entries and ensure real-time availability of information.

C. Re-engineering the end-to-end data flow processes to improve data quality, enable interoperability and simplify access for teachers, school heads and administrative officials.

The expected outcomes of this intervention include reduced time spent by teachers on administrative tasks, reduced consolidation and digitisation burdens on officials, improved availability of reliable data and increased teaching and monitoring time. In the long term, these measures are expected to contribute to improved learning outcomes by allowing teachers to focus more effectively on academic support and student engagement.

R 2.22 DEPLOYMENT OF ADDITIONAL ADMINISTRATIVE PERSONNEL

Many secondary schools have office assistants or superintendent-level staff who support administrative tasks. However, primary schools, particularly single teacher and two teacher schools lack such personnel and therefore place the entire administrative workload on the teaching staff. In these contexts, appointing an additional administrative assistant on a contractual basis is recommended.

A local candidate with basic data-handling skills, English knowledge and at least a graduate qualification may be hired one per school at an approximate monthly remuneration of ₹15,000. This individual will be responsible for administrative duties such as data digitisation, maintenance of records, enrolment processes and coordination of mid-day meal reporting. This arrangement will enable teachers to dedicate their time exclusively to teaching and pedagogical planning.

The intervention provides significant gains in instructional time at minimal cost and does not require the creation of a new permanent cadre.

The Estate Manager shall be appointed in big schools having strength of more than 400 students from local mandal with a consolidated pay of Rs 25000 to assist the Head Master to look after all non teaching activities.

R 2.23 INTEGRATION OF SIET INTO SCERT

The State Institute of Educational Technology (SIET), which is mandated to support the school education system through educational technology, digital content, and media- based learning interventions, is currently largely redundant while continuing to function as a separate entity under SCERT. It is therefore proposed that SIET be fully integrated into SCERT, with its functions absorbed into a dedicated wing within SCERT by strengthening its scope rather than continuing as an independent institute.

2.5.7 Strengthening school leadership

School leadership is globally recognised as one of the strongest levers for improving student learning outcomes. Research across several education systems including the United Kingdom, Singapore, Canada, and high-performing OECD countries indicates that effective school leadership accounts for nearly 25% of the variation in student learning outcomes, second only to classroom teaching. School leaders influence teaching quality, instructional practices, school climate, and community engagement, thereby shaping the entire learning ecosystem.

In India, evidence from Delhi, Haryana, Tamil Nadu, Karnataka, and Rajasthan further demonstrates that schools with trained, empowered, and accountable leaders show higher attendance, better teacher performance, improved parental engagement, and significant gains in learning outcomes. Delhi implemented a structured Heads of Schools training program (in partnership with NIEPA and international universities), leading to improved school performance, increased enrolment, and better instructional practices. Tamil Nadu strengthened school complexes, leadership coaching, and data driven planning, which significantly improved learning levels and teacher performance. Haryana and Rajasthan adopted competency frameworks and leadership training modules that improved teacher attendance, school planning, and community involvement.

As mentioned in the above challenges sections, one of the core systemic gaps identified in Telangana is the absence of a professionalized, competency driven school leadership structure. Most Headmasters are promoted without formal leadership preparation, are overburdened with administrative duties, and lack clarity on academic roles. Strengthening school leadership has therefore emerged as an urgent and critical reform priority, wherein the school leader actively monitors teaching, facilitates professional development, uses data for academic planning, and builds a positive school culture.

Thus, Telangana should establish a professional, accountable, and competency-based leadership structure in all government schools. The following are the core recommendations:

R 2.24 ESTABLISHMENT OF A COMPETENCY-BASED LEADERSHIP FRAMEWORK

A comprehensive Leadership Competency Framework shall define the expected behaviours, skills, and responsibilities as part of Job roles for Head Teachers and leadership teams. Competencies shall include instructional leadership, teacher mentoring, data-based planning, school improvement management, community engagement, and administrative efficiency.

R 2.25 MERIT-BASED SELECTION AND DIRECT RECRUITMENT

The proposed system shall abolish seniority based promotion to pave way for limited departmental examination for promotion in which seniority is given a weightage. This will be done with limited internal departmental examination and interviews using the model adopted by Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti for its teachers and educational administrators. School leaders shall be selected through a structured process involving leadership aptitude assessments, written evaluations, and interviews. All HMs shall be directly recruited.

R 2.26 REDEFINING ROLES AND RESPONSIBILITIES

Head Teachers/Head of Schools/Head Masters shall focus primarily on academic leadership, including classroom observation, academic review meetings, lesson plan oversight, assessment monitoring, and teacher coaching. Administrative tasks shall be delegated to office staff to enable leaders to dedicate time to instructional improvement.

R 2.27 MANDATORY LEADERSHIP TRAINING AND CERTIFICATION

A systematic training programme shall be institutionalised to the Head Masters. Pre service training, in service training, mentoring, and exposure visits shall be mandatory for all school leaders. Specialised modules shall be introduced for new, aspiring, and high performing leaders. The training shall focus on decision making, administration, leadership qualities, innovations, academic and quality. Upon completion of the training, they shall be provided with certification.

R 2.28 DATA-DRIVEN SCHOOL MANAGEMENT

All school leaders shall use Vidya Samiksha Kendra (VSK) dashboards for monitoring attendance, assessments, academic progress, and administrative indicators. Data-based school improvement plans shall be prepared and reviewed periodically at school, mandal, and district levels.

R 2.29 ACCOUNTABILITY AND PERFORMANCE EVALUATION

A comprehensive performance management system shall be introduced, with metrics linked to learning outcomes, school climate, attendance, governance, community participation, and administrative efficiency. High-performing leaders shall be recognised, while targeted support shall be provided to those requiring improvement.

School rankings including mandal and district rankings also should be positioned to promote healthy competition among schools and districts and to promote better accountability.

Strengthening of the School Leadership is expected to result in improvement in instructional quality, enhanced teacher performance, improved school climate, greater student engagement, and measurable gains in learning outcomes across all grades. Strong school leadership will provide the foundation for sustained academic reform, effective utilisation of resources, and accountability-driven school governance.

2.5.8 Empowering holistic development of the student

To strengthen the all-round development of students and ensure that every child in the schools grows into a healthy, skilled, confident, and future-ready learner, the following policy recommendations are proposed. These recommendations integrate sports, arts, vocational skills, exposure based learning, and career guidance into the core functioning of schools.

R 2.30 SHARED RESOURCE APPROACH

To strengthen sports and physical education outcomes and ensure optimal utilisation of trained personnel and infrastructure, Physical Directors (PDs) and Physical Education Teachers (PETs) shall be strategically deployed only in schools that have access to playgrounds with a minimum of half an acre of land. Their working hours shall be revised from 12 noon to 7.00 pm to facilitate structured sports engagement beyond regular school hours. Each PD and PET shall be responsible for developing at least four teams across a minimum of four different sports, with the objective of promoting sustained student participation in extracurricular and after-school sports activities.

In alignment with this approach, and to ensure that students across all grade levels receive equitable opportunities for physical education and sports, every school shall be provided access to appropriate facilities and trained PETs. While all primary and secondary schools are expected to have playgrounds and basic sports infrastructure, several small primary schools face constraints such as limited land availability or low enrolment, making it impractical to develop dedicated sports facilities or post a full- time PET. To address these limitations, a shared-resource model shall be adopted so that students in such schools are not deprived of opportunities for physical development.

In cases where primary schools are co-located with, or located within walking distance of a high school, the high school playground shall also be utilised by primary school students. Age-appropriate sports equipment shall be provided at the high school premises, and the high school PET shall oversee and conduct sports activities for both high school and neighbouring primary school students. This arrangement ensures efficient use of existing infrastructure and personnel while providing structured physical activity for younger learners.

Where no high school is available within a reasonable walking distance, a common sports arena shall be developed to serve a cluster of three to four schools within the same village. The shared facility shall be safely accessible to all students. A single PET shall be assigned to manage and conduct sports activities for the entire school cluster. This model enables optimal deployment of PETs and infrastructure while ensuring that students in small or remote schools receive consistent access to sports education, physical development opportunities, and team-based learning experiences.

R 2.31 DIFFERENTIAL PHYSICAL EDUCATION ACROSS GRADES

All schools having pre primary grades (Nursery, LKG and UKG) shall have an outdoor play station and an indoor play area. Indoor play may include soft toys, foam blocks, and trampolines. Outdoor activities should involve fun stations, swinging, sliding, and various other engaging play station activities. The key focus for these students' play activities is to foster the development of their motor skills within an enjoyable and stimulating environment.

While for students of primary grades (1st to 5th), the focus shall be on foundational physical literacy, teamwork, discipline, and initial exposure to various sports. A rotating schedule of indoor games such as carroms, table tennis, chess and soft play, along with outdoor games including slides, swings, simple athletics (e.g., running, relay), tug-of- war, dodgeball, and treasure hunts, etc. shall be incorporated into their daily Physical Training (PT) periods.

For Higher Grade Students (6th to 10th), the focus shall be on fitness enhancement, and sports training to cultivate professionalism for achieving excellence. Indoor games like chess and carroms, alongside outdoor sports such as kho-kho, cricket, football, badminton, volleyball, and basketball shall be taught and played on a rotational basis during daily PT periods.

R 2.32 SPORTS COMPETITIONS AND CLUBS

Internal sports clubs should be established at the school level, comprising student representatives and led by Physical Directors (PDs) or Physical Education Teachers (PETs). The schools shall host an annual sports day at the school level, featuring a series of sports competitions and awarding winners with parents and other stakeholders attending it.

At the district and the state level, sports competitions shall be conducted across the schools in major sports such as cricket, basketball, chess, kho-kho, etc. State-level sports events shall be held to recognize and reward student winners from these competitions. The Department of School Education and the District Education Officer (DEO) offices will collaboratively organize these events annually. PDs and PETs from schools will cooperate with DEO offices in the organization of these competitions. The PDs and PETs are responsible for preparing interested and talented students for these district, state, and even national level competitions.

R 2.33 INCLUSIVITY

Girls across the schools shall be encouraged to participate in the sports competitions with equal participation. Also, CWSN are also specially coached on a few games and special games and competitions shall be organized for them.

R 2.34 FINE ARTS AND CULTURAL EDUCATION

Empowering the fine art skills in students is not only essential for their holistic development but also to pave the way for alternative career avenues and professions. This shall also be varied across grades based on the age and requirement.

For pre primary students, 20 - 30 minutes of arts sessions covering scribbling, colouring, clay play, paper tearing, and collage shall be conducted daily. Also, they shall be involved in dance and music including action rhymes, folk songs, free dance, and rhythm play.

For primary students, activities like basic drawing, colouring, origami, festival crafts, beginner folk arts, simple folk dances, choir songs, rhythm exercises, etc. shall be conducted in fine arts periods twice every week.

While, students of grades 6th to 8th shall have fine art periods rotating between drawing, craft, dance and music. They shall be involved in sketching, poster-making, murals, clay modelling, weaving, rangoli, basics of classical and folk dance, group singing and classical music. Similarly, for grades 9th and 10th, advanced arts in the form of painting, digital arts, applied arts shall be encouraged. Specialised dance and music like classical, folk, fusion, theatre arts, etc. shall also be taught.

To promote and develop student talents in the arts and crafts, large individual schools or clusters of primary schools are required to establish clubs focusing on dance, music, painting, theatre, and crafts. These clubs will facilitate consistent practice, culminating in showcase opportunities at annual arts and crafts festivals organized at the district level.

To support this initiative, arts and crafts teachers will be recruited on a contractual basis. This recruitment can be done for individual schools or for groups of schools, utilizing a resource sharing model similar to the approach outlined in the above sports section.

R 2.35 VOCATIONAL EDUCATION AND SKILL DEVELOPMENT

Vocational education in government schools is currently often viewed as a substitute for, rather than a complement to, higher education, leading to students not pursuing studies beyond 10th or 12th grade for immediate income. However, vocational skills should ideally supplement higher education aspirations, providing students with additional competencies. It is crucial for students to continue their education, at least until graduation, to gain the necessary exposure and maturity required for successful entrepreneurship, startups, and businesses.

To make vocational training more relevant and competitive, the skills taught must be upgraded to align with modern market demands and foster profitable enterprises. For instance, instead of basic tailoring, schools should offer fashion designing, encouraging students to pursue advanced studies in design and equipping them with business skills for the design industry. Other high-value, upgraded vocational courses could include cooking and baking, interior design, photography, electrical work, and specialized handicrafts.

For primary students, the focus should be on foundational, regionally relevant vocational exposure through skills like gardening, carpentry, weaving, pottery, and basic handicrafts.

R 2.36 EXPOSURE VISITS AND EXPERIENTIAL LEARNING

It is recommended that exposure visits be institutionalized as a mandatory component of the annual academic calendar for all grades to broaden student learning. For primary grades, visits should focus on local environments such as parks, farms, post offices, police stations, marketplaces, and community service institutions. For secondary and higher secondary grades, visits should be directed towards industries, universities, science centres, research labs, IT hubs, courts, and government bodies. To maximize educational impact, every visit must be structured with a pre visit orientation, clear on- site learning tasks, and a mandatory post-visit reflection and documentation exercise. Furthermore, the institution must actively develop partnerships with local industries, universities, research institutions, agricultural organizations, cultural bodies, and civic institutions to ensure diverse and meaningful student exposure opportunities.

R 2.37 STUDENT CAREER COUNSELLING AND GUIDANCE

The Department of School Education shall establish a state level helpline centre for students to provide career guidance. Also, at the school level, awareness and counselling sessions shall be conducted through external experts school to school for grades 10th and 12th on academic streams, vocational pathways, scholarships, entrepreneurship, and higher education options. Schools shall conduct career fairs, alumni talks, mentoring sessions, aptitude assessments, and interactions with industry professionals. Special focus shall be provided to first-generation learners and rural students to ensure equitable access to guidance and opportunities.

R 2.38 IMPLEMENTATION OF SECTION 12(1)(C) OF RTE ACT

Section 12(1)© of the Right to Education Act mandates that the private unaided schools to allocate 25% of seats to children from the marginalised sections of society. This provision is not being implemented in Telangana. The Telangana Education Commission recommends that the state must implement this provision as, apart from providing an opportunity to children from marginalised sections, this will expand social inclusion, foster holistic classrooms that reflect social diversity, instil values of tolerance and empathy among the young.

2.5.9 Life Skills

In today's knowledge-driven and technology-enabled society, merely achieving academic competence does not guarantee success, employability, or social adaptability. An Ernst and Young report[6] identifying the challenges before the state says, "higher education in Telangana faces significant challenges, particularly subpar student outcomes and low employability. The state experiences a high unemployment rate among graduates (15.8%) and postgraduates (17.6%), compared to the national averages of 13% for graduates and 12.4% for postgraduates." While these figures align with the official sector definition, the true unemployment rate is significantly higher when we take into account the lack of decent and suitable employment that matches individuals' skill sets.

Students from rural areas or those educated in vernacular-medium schools often face challenges with professional English, the primary language used in IT and service industries. They also struggle with essential life skills, including computer skills, communication skills, basic writing skills, critical thinking, emotional intelligence, and time management. Employers frequently observe that new hires have difficulty with workplace etiquette and professional discipline. Graduates tend to falter not on technical assessments, but in Group Discussions (GDs) and Personal Interviews (Pis), where their articulation and confidence are evaluated.

The Telangana government is collaborating with major technology companies through TASK (Telangana Academy for Skill and Knowledge)[7] to address this gap in students who have already graduated. However, it is also essential to introduce these skills earlier in high schools, specifically from classes VII and XII, to prepare them with the competencies and confidence needed for the job market. Besides communication skills and familiarity with technology, students also need emotional intelligence and a foundational understanding of finance and law as essential life skills.

R 2.39 INSTITUTIONALISATION OF LIFE SKILLS

Life skills must be introduced from Grade VII to Grade XII in all high schools.

R 2.40 INTEGRATE COMMUNICATION SKILLS

A. Integrate Communication skills into regular classroom and encourage students to respond through classroom discussions, group activities and collaborative tasks.

B. Encourage students to ask questions, explain concepts in their own words and share opinions in a supportive and non-threatening environment.

C. Use age-appropriate speaking activities including public speaking opportunities, presentations, focus-group discussions, debating clubs, interviews, and peer discussions to build confidence gradually.

R 2.41 INTEGRATE DIGITAL LITERACY

A. Every school should be equipped with a functional computer lab, with adequate computers or tablets to ensure hands-on digital exposure for all students, including those from government and rural schools.

B. Schools should have basic digital infrastructure, including reliable electricity, internet connectivity, projectors or interactive panels, and secure device storage.

[6] Tomar, Avantika (2024)
[7] Telangana Academy for Skill and Knowledge [TASK]. Courses.

C. To bridge the digital divide, access to digital tools must be accompanied by structured digital literacy education.

D. Special emphasis should be given for responsible and purposeful use of technology, including online safety, ethical use of technology, digital civility, and critical evaluation of digital content.

E. Standardised digital literacy content should be developed and provided, covering the following essential competencies:

   a. Basic computer operations and device handling, including start-up, shutdown, file management, and safe handling of devices.

   b. Keyboarding and typing skills to enable efficient and confident use of computers.

   c. Word processing skills using applications such as Microsoft Word or equivalent, including typing documents, formatting text, and preparing assignments.

   d. Spreadsheet skills using Microsoft Excel or equivalent, including basic data entry, simple calculations, and use of tables and charts.

   e. Presentation skills using Microsoft PowerPoint or equivalent, including creating slides, inserting text and visuals, and presenting information clearly.

   f. Internet navigation and online research skills, including use of search engines, identifying reliable sources, and safe browsing practices.

   g. Email usage and basic digital communication, including composing emails, attaching documents, and understanding professional email etiquette.

   h. Use of educational platforms and digital learning resources, including online classrooms, digital textbooks, and learning management systems.

R 2.42 INTEGRATE FINANCIAL LITERACY

A. Introduce basic money concepts such as income, saving, spending, and budgeting through real-life examples. Teach responsible spending and financial planning.

B. Provide hands-on exposure to banking systems, including opening and operating bank accounts, ATM usage, and understanding passbooks and statements.

C. Integrate real-time examples and practical activities to strengthen financial literacy effectively.

D. Use practical activities such as school event management for explaining budgeting and planning expenditure, spending and record keeping and accountability.

R 2.43 INTEGRATE BASIC LEGAL LITERACY

A. Introduce age-appropriate understanding of fundamental rights and basic civic duties like keeping surroundings clean and protecting public property.

B. Educate students about personal safety, consent and legal protections available to children and young adults under child protection laws such as POCSO, laws related to child marriage, child labor laws, Right to Education, dignity and security.

C. Raise awareness of legal consequences of common violations to promote responsible behavior and explain Prevention of Sexual Harassment at Workplace Act (POSH).

D. Facilitate guest lectures and interactive sessions by advocates, judges, police officers, and legal aid professionals to familiarize students with legal processes and support systems.

E. Educate students on consequences of violence and harassment, including bullying, stalking, verbal abuse, ragging, and physical assault. Discuss legal implications of academic misconduct, such as cheating, impersonation etc.

F. Educate students on traffic-related laws, such as riding without a helmet or seatbelt, underage driving, jumping signals, jay walking, and drunk driving, along with penalties and safety implications.

G. Display helpline numbers prominently in classrooms, corridors, hostels, and school notice boards. Ensure that students memorize key emergency numbers, especially

a. 100 – Police Emergency
b. 108 – Ambulance / Medical Emergency/Also used during natural disasters.
c. 101 – Fire Services
d. 139 – Railway enquiry and assistance
e. 181 – Women's Safety Helpline
f. 1930 – Cybercrime Helpline
g. 1098 – Child Helpline
h. 1077 / 1078 – Disaster Management Helpline
i. 1064 – Anti Corruption Bureau (ACB)

R 2.39 GENDER AWARENESS

A. Hold workshops on gender issues.

B. Provide educational resources such as stories and films that illustrate gender inequalities, gendered violence.

C. Hold interactive sessions and group discussions about personal experiences about gender, societal expectations.

D. Introduce basic frameworks of Prevention of Sexual Harassment at Workplace Act (POSH), Protection of Women from Domestic Violence Act (PWDVA), 2005, and Dowry Prohibition Act, 1961. Explain penalties and protections the laws offer.

E. Prepare and display posters about gender stereotypes and biases.

F. Organize talks about laws that govern gender discrimination, workplace etiquette.

R 2.40 EMOTIONAL INTELLIGENCE

A. Workshops and interactive sessions for an overview of the five key components of Emotional Intelligence: self-awareness, self-regulation, motivation, empathy, and social skills.

B. Role-play, stories on motivation, social skills and empathy

R 2.41 FIELD TRIPS FOR LIFE SKILLS

Organize structured field trips during the high school years to public institutions such as:

A. Police Stations – to learn about law enforcement, FIRs, emergency response, and citizen-police interaction.

B. Traffic Police Training Centers – for road safety, traffic rules, and civic discipline.

C. District Courts / Lok Adalats – to understand justice delivery, court functioning, and dispute resolution.

D. Conduct visits to municipal offices, gram panchayats, and revenue offices to understand basic civic administration.

E. Collectorate / Mandal Offices / Municipal Offices – to understand local administration and public service delivery.

F. State Legislature / Assembly – to learn about law-making and democratic processes.

G. Fire Stations – to understand fire safety, emergency preparedness, and disaster response.

H. Disaster Management Centers – to build awareness on floods, heatwaves, and emergency preparedness.

I. Banks and Post Offices – to understand savings accounts, digital payments, and financial inclusion.

J. Waste Management Facilities / Recycling Units – to understand civic responsibility and cleanliness.

K. Water Treatment Plants – for awareness on public utilities and resource management.

L. Public Libraries and Archives – to encourage reading, research, and informed citizenship.

M. Agriculture-based field visits to help students understand food systems, rural livelihoods, and environmental sustainability. To agricultural universities and model agriculture projects to expose students to modern farming practices.

N. Organize visits to markets, warehouses, and cold storage facilities to explain preservation, supply chains, and reduction of food wastage.

O. Arrange exposure to small industries, MSMEs, and local enterprises to promote entrepreneurship awareness.

P. Organize visits to IT parks, industrial areas, skill development centres, and vocational training institutes.

Q. Arrange visits to universities, research institutions, and innovation hubs for higher education awareness.

R. Organize educational visits to local tourism destinations to help students understand cultural heritage, history, and regional identity.

S. Facilitate visits to heritage sites, monuments, forts, and museums to connect textbook learning with real-world historical and cultural contexts.

T. Ensure safety, supervision, and inclusivity during all field visits, with special attention to younger students.

2.5.10 Values in and for school education

Values are the invisible framework that influences how a child decides whether to take the easy path or the right one, remain silent or act responsibly, misuse power or act fairly. Education that integrates values with academics nurtures students who are honest in their work, empathetic in towards others, disciplined in their learning respectful in society, and responsible in digital world.

In the present context of rapid social change, digital exposure, and competitive pressures, values must be deliberately cultivated, not left to chance or assumed to emerge naturally with age. Values must be explicitly taught, consciously practiced, and consistently reinforced within the school ecosystem. Without a clearly articulated values framework, education risks producing skilled individuals who lack ethical direction.

When values are embedded in everyday school life through daily conduct they become habits such as how teachers speak to students, parents and colleagues, how students treat peers and young children, and how shared school spaces and property are respected and cared.

R 2.42 RECOMMENDED VALUES

I. Integrity

Create a culture where doing right things is honored, encourage students to speak truth without fear. Teachers must treat every student equally without favoritism and bias and mistakes must be treated as learning opportunities do not occasion for punishment.

II. Respect

Valuing teachers, peers, school property and diverse opinions, and understanding that dignity applies to everyone. Teachers must address students politely and by name, preserve students' dignity.

III. Responsibility

Taking responsibility for one's actions and behavior without shifting blame. Teach students that cleanliness of classrooms, toilets, corridors, and playgrounds are a collective responsibility, where everyone's actions contribute to a safe, hygienic school environment.

IV. Empathy

Students must be encouraged to respond with kindness to others, avoid abusing and shaming others, to use respectful language. Teachers must model empathy by listening patiently, avoiding public humiliation of children, and responding with sensitivity and care.

V. Personal health and hygiene

Integrate health and hygiene habits into daily school routine, including hand washing before meals and after toilet use. Help students understand that taking care of their own health and hygiene helps them feel confident and earn respect from others.

VI. Civic values

Civic values must extend beyond the classroom into everyday life, guiding students to follow traffic rules, avoid littering, respect public property, and behave responsibly in all public spaces.

VII. Academic values

Teaching must be done for conceptual clarity through real-life examples, and sharpen thinking skills, so students understand ideas deeply instead of memorizing answers mechanically. Students must attend classes regularly, understand concepts, ask questions and think independently.

VIII. Digital Values

Students must be taught to use technology with responsibility, respect and self-control. Do their own thinking even when technology makes shortcuts easy.

IX. Constitutional Values

Constitutional values are the principles that ensure equality, liberty, justice, dignity, fraternity, secularism, and democratic conduct, guiding how individuals respect one another and live together responsibly in a society governed by the rule of law.

2.5.11 Private School Regulation

In Telangana, more than 60 percent of children are enrolled in private schools, largely due to the perception that these institutions offer higher-quality education than government schools. Quality of education, dignity, safety and security are main issues the parents are considering to send their children into private schools. As per the observation of TEC, 80% of these parents sending the students to the private schools (except parents of children in high end corporate schools) are taking loans to pay the fees. And the private schools are charging the parents with the fee based on demand and supply. The demand for private education is increasing and hence the increasing fee structures. Though education is a non commercial sector and should not be made into a business as per the constitution, the private school managements are making profits out of it. Article 19 (1) (g), 19 (6), 21 (A) and the directive principles of state policy in the constitution, along with judicial interpretation establish that Education is a fundamental public good and must be regulated to ensure it is not exploited for profit. The range of private school fees is from INR 5000 to INR 16,00,000 per student per year depending on the category of schools like low budget schools, budget schools in rural, urban and GHMC areas, moderate schools in rural, urban and GHMC areas, corporate schools in rural, urban and GHMC areas and International schools adopting ICSE, IGCSE, ISC, IB, etc. based on the availability and quality of teachers, infrastructure, extra curricular activities, certification board, etc. And few of these schools are adopting unacceptable practices in collecting the fees from parents. Due to this, the majority of parents are in distress and have no redressal mechanisms to seek help in this regard.

In this context, it is imperative that the State focus not only on strengthening government schools but also ensure that the educational experiences of private school students are safeguarded. Private schools constitute a major share of the State's education ecosystem, and the absence of uniform, enforceable standards has led to wide variations in quality, fee structures, teacher qualifications, and school infrastructure. Thus, a clear and enforceable regulatory framework shall therefore be established to uphold educational quality, uniform standards, transparency, and accountability across all private schools in the State.

The TEC held a series of discussions with the parents, private school associations and private teachers and recommend the following:

R 2.43 FEE REGULATION AND STATUTORY FRAMEWORK

To ensure enforceability and withstand judicial scrutiny, the Fee Regulatory and Monitoring Commission for private colleges and Junior Colleges shall be constituted as a statutory body. The commission shall oversee fee approvals, monitor compliance, and address grievances.

A comprehensive legislation shall be promulgated to regulate fees in private schools. A draft Bill for this purpose is provided in the Annexure I.

R 2.44 CATEGORISATION OF SCHOOLS AND FEE FIXATION

Maximum permissible fees for each grade shall be determined based on school category and geographic location. The following categories shall be notified:

A. High-Income Residential Localities in Hyderabad - Examples: Gachibowli, Financial District (sub classification into high end and budget schools).
B. GHMC Areas - High end and budget school categories shall be defined separately.
C. Other Municipal Corporations - High end and budget schools shall be categorised distinctly.
D. Municipalities - Both high end and budget schools shall fall under a defined fee structure.
E. Rural Areas - Fee slabs shall be fixed separately for high-end and budget schools operating in rural regions.

R 2.45 CRITERIA FOR HIGH-END AND BUDGET SCHOOLS

High-end schools shall meet the following minimum requirements:

A. Dedicated extended areas for sports, games, and co-curricular activities
B. Well-established classrooms equipped with ICT and digital content
C. Provision of extracurricular activities such as arts and crafts, music, dance, robotics, and organised sports (football, cricket, tennis, basketball, etc.)
D. Independent laboratories for physical sciences, biological sciences, computer education, and a functional library
E. Specialised teachers for extracurricular activities
F. Minimum land requirement: 5 acres in rural areas and 3 acres in urban areas.
G. Minimum enrolment capacity of 1,000 students
H. Provision of transportation facilities

All private schools that do not fulfil the high-end criteria shall be classified as budget schools. These schools shall follow a separate fee structure and infrastructure norms as determined by the State.

R 2.46 APPROVAL PREREQUISITES AND INFRASTRUCTURE

To ensure authenticity and safety, the following shall be mandatory for granting approvals:

A. Minimum land area as prescribed
B. Mandatory onsite playground
C. Prohibition on using government land or other private land outside the school premises as proxy playground space for approval purposes

R 2.47 TEACHER QUALIFICATION STANDARDS

The State shall monitor and enforce teacher eligibility and qualification norms in private schools. These qualifications shall be aligned with those prescribed for government school teachers to ensure parity in instructional quality across both systems.

R 2.48 REGULATION OF PUBLIC COMMUNICATION AND ADVERTISING

Private schools, colleges, and universities shall be prohibited from issuing advertisements related to rankings, competitive exam results, and similar claims. Only admission-related announcements shall be permitted. This measure shall prevent misleading publicity and undue pressure on parents.

R 2.49 MONITORING AUTHORITY

Telangana Education Standards Authority (TESA) shall function as the pivotal State-level body responsible for regulating and monitoring the standards of both private and public schools. It shall ensure consistency in quality benchmarks, assessments, governance practices, and overall school performance.

2.5.12 English Medium

2.5.12.1 Background

The ability to communicate effectively in English has become an essential prerequisite for academic success, employability, and global participation. Spoken English is no longer optional; it is a foundational skill that directly influences students' higher education outcomes, access to technology, participation in competitive exams, and readiness for the modern workplace. Introducing Spoken English in government schools will bridge the gap by ensuring that every child, irrespective of geography or socio-economic background, gets an equal opportunity to learn English from an early age.

The Telangana Education Commission, during its public hearings and classroom interactions, found that numerous parents and students favour English medium education for their children. English medium was introduced in all government schools of Telangana in 2022-23. Despite the implementation of various measures, including specialized training for all subject teachers in English and the provision of tailored teaching materials, the system continues to encounter significant challenges. This policy aims to enhance the government's initiative to promote spoken English by addressing the following challenges.

2.5.12.2 Research insights

Research shows that improving English-speaking skills in underprivileged contexts requires evidence-based and contextually relevant approaches. Studies emphasize that exposure to authentic, comprehensible, and engaging spoken English significantly accelerates language proficiency.

A. Listening-based instructional strategies are found to be highly effective, as they support natural imitation and internalization of language structures, rhythm, intonation, and vocabulary.

B. Schools that integrate high-quality audio-visual models to present clear and practical spoken English show better outcomes[UA1.1].

C. The Interactive Flat Panel (IFP) initiative (2023) in Telangana demonstrated that when teachers are actively involved in planning, implementation, and evaluation, accountability and ownership improve significantly, leading to better learning outcomes.

D. The National Employability Report and multiple studies on engineering graduates highlight that a large proportion of graduates lack adequate communication skills - especially in English - which directly reduces their employability and career prospects.

R 2.50 RECOMMENDATIONS

A The Telangana Education Commission strongly recommends that English be adopted as the medium of instruction across all levels of education in the State, from Nursery to Postgraduate studies. Where necessary, teachers may use the mother tongue solely as a support for explanation at the primary level to facilitate student comprehension.

B. To ensure that every child in Telangana acquires functional and confident spoken English skills, the following policy interventions are proposed across institutional, teacher, and student levels.

C. Implement a state-wide Spoken English Framework defining clear, grade-wise listening and speaking outcomes.

D. Provide continuous, activity-based English training for all teachers, including pronunciation, classroom English, and communicative methods. Add QR codes in textbooks linking to pronunciation guides, listening exercises, and conversational English clips.

E. Introduce phonics-based reading instruction in Classes 1–3 to build strong foundational literacy in English. Provide bilingual (English + Telugu/Urdu) teaching materials initially to support smooth transition for first-generation learners.

F. Introduce 30-45 minutes of spoken English practice in every English period, with role-plays, pair conversations, and picture descriptions. Increase student talk- time by shifting from teacher-led explanations to student-centered speaking activities and promote loud reading to help students build confidence.

G. Strengthen listening exposure through audio stories, T-SAT content, English songs, podcasts, and short video lessons. Provide digital infrastructure like smart TVs, projectors, tablets, and speakers, with relevant digital content to the students especially in rural and tribal schools. Leverage educational technology such as Read Along, Hello English, Duolingo, Kahoot, and AI-based pronunciation tools.

H. Create an English-rich school environment through English announcements, English Day, Word of the Day, and signage in English. Establish English Clubs in every school to promote storytelling, debates, skits, poetry, and spoken English competitions. Engage community volunteers and NGOs to run reading circles or conversational English clubs.

I. Integrate English into other subjects through simple English instructions and content-based activities in science, social studies, and arts.

J. Introduce oral assessments as part of internal evaluation to measure fluency, pronunciation, vocabulary, and listening comprehension.

K. Expand school libraries with English storybooks and graded readers and conduct weekly reading circles.

L. Promote peer learning by pairing confident speakers with learners who need more practice. Launch remedial English programmes for slow learners and first- generation learners who lack home support.

M. Conduct parent awareness sessions on the importance of English alongside mother tongue learning.

N. Train school leaders (HMs) to monitor implementation and encourage consistent spoken English practices.

O. Strengthen district-level monitoring with periodic reviews, school visits, and spoken English progress data.

P. Allocate a dedicated budget for teacher training, digital tools, libraries, and English activity materials.

Q. Recognize and reward high-performing schools and teachers for innovations in spoken English teaching.

2.5.13 Language policy

2.5.13.1 Context

English medium instruction has been one of the most persistent and wide-spread demands from both rural and urban parents in Telangana for over a decade. When the governments were hesitating to take the policy initiative to implement English language as medium of instruction, parents began admitting their wards in private schools that offered the English medium.

Seeing the steady erosion of admissions in government schools, in 2022-2023, the Telangana government introduced English as medium of instruction from Grade I to Grade VIII. Over the last two years, the system is stabilizing gradually with additional initiatives like supportive teaching material and training of government teachers to build their competencies for teaching in English.

In 2025, the Telangana government has taken the initiative of introducing pre-primary classes in 1000 government schools. The Telangana Education Commission is of the view that English should be introduced from Nursery class through rhymes, songs and stories using audio and video resources, and in play activities, to build familiarity with the language. Children can also be exposed similarly to Telugu, the language mandated by the State as a compulsory subject up to Grade 10. Hindi or Urdu may be introduced from Grade 1.

This is in consonance with the three-language formula proposed first by the Kothari Commission and the extensive research done since then globally on early language learning abilities of children from 0 to 7 years.

2.5.13.2 Research

Research from the Institute for Learning and Brain Sciences (I-LABS), University of Washington (UW), confirms that children between birth and age 7 are in a "critical period" where they can learn multiple languages with native-like proficiency. During this window, the study says, the brain is highly plastic, allowing infants to map the sounds of any language they are exposed to through social interaction[8]

Languages and Early Childhood Development Reports, 2015-2000 of UNESCO on early childhood multilingual education confirm that children can pick up three languages when exposure is structured and meaningful[9]

Research and position papers from the National Council of Educational Research and Training (NCERT) in the 1970s and the Central Institute of Indian Languages (CIIL) consistently emphasize that children have a natural ability to acquire multiple languages effortlessly. These studies endorse the "Three-Language Formula," indicating that when children are introduced to three languages during their early primary years, they do not face cognitive overload; rather, they develop intricate linguistic systems with ease. This inherent proficiency is linked to the "innate language faculty," which is most active in early childhood[10]

R 2.51 RECOMMENDATIONS

a) English and Telugu languages will be taught from Nursery to Grade 10 in every school in the state. Either Hindi or Urdu as one option should be introduced from Grade 1 in all schools, regardless of the medium of instruction. If Sanskrit is offered as a language option in Grades 11 and 12, it must be taught, learned, and examined using only the Devanagari script and without giving any relaxations. Sanskrit is generally encouraged by private institutions because it scores more marks. There is no use of Sanskrit in the society as it is spoken by less than 20000 people in the whole country. Hence Sanskrit should be discouraged in general.

b) If some parents demand telugu medium , for such students the government may convert one Residential school per one old combined district from 5th - 10 th grades to teach only in Telugu medium.

2.6 Recommendations for the Standardization of the Schools

All schools in Telangana, private or government shall have uniform and standard provisions to improve the quality of education and ensure equitable access as follows:

R 2.52 INFRASTRUCTURAL STANDARDS FOR PRIMARY SCHOOLS (GRADES 1-5)

Table 2.12: *Primary School Infrastructural Standards*

No.	Mandatory Components	Minimum Units	Area per unit (sq.ft)	Total Area (Sq.ft)
1	School built in a minimum of ½ acre to 1 acre acre of land in urban and 2 acres in rural with not more than G+1 in rural and G+2 in urban structures	-	-	-

[8] *Bach, 2017*
[9] *Ball, (2011), UNESCO*
[10] *NCERT, 2006*

No.	Mandatory Components	Minimum Units	Area per unit (sq.ft)	Total Area (Sq.ft)
2	At least one classroom for one grade (one section to have not more than 30 students)	5	500	2500
3	Well equipped library with furniture, books, Story Box, newspapers and educational magazines	1	600	600
4	Artificial Intelligence (AI)/Computer lab with computers and relevant equipment	1	800	800
5	Dance and Music room	1	800	800
6	Staff room for teachers	1	500	500
7	Headmaster and office room	1	400	400
8	Tables and Chairs for 1st and 2nd grade	20 per classroom	-	-
9	Dual desks for students of 3rd to 5th grades	20 per classroom	-	-
10	Tables and chairs for teachers in all classrooms	1set per classroom	-	-
11	Green boards in all classrooms	1 per classroom	-	-
12	Interactive Flat Panels (IFPs) in all classes for digital learning	1 per classroom	-	-
13	Lights and fans in all classrooms and other rooms for proper ventilation	5 lights and 5 fans per classroom	-	-
14	Modern kitchen and store room (with SS 304 vessels and equipment, steam based cooking with exhaust arrangement)	1 or 2 depending on the campus space available	-	-
15	Dining room/area with sitting arrangements	1	-	-
16	Strong compound walls with robust and beautiful gates with ambiance entrance	1	-	-
17	Pathways and Landscaping in the entire school premises	-	-	-
18	Decorative wall arts in classrooms and outdoors	-	-	-
19	Attractive paintings for the entire school	-	-	-
20	Outdoor play area and equipment for primary students	1	4000	4000
21	Drinking water facility with RO/appropriate technology to provide 2 liters per student	1	-	-
22	Clean toilets for girls, boys and staff with running water	As per norms	-	-
23	CC Cameras in all class rooms and around the campus	5	-	-
24	Barrier free CWSN friendly infrastructure	-	-	-
25	Assembly / Open gathering area	1	3000	3000
26	Boundary Setbacks	-	as per municip al norm	-

R 2.53 HUMAN RESOURCE STANDARDS FOR PRIMARY SCHOOLS (GRADES 1-5)

Table 2.13: *Primary School Personnel Standards*

No.	Post	Units
1	At least one teacher for one classroom/section including extra teacher to take care of leaves of teachers	Minimum 6
2	Head Master	1
3	Arts and Crafts teachers	1
4	Music Teacher	1
5	Dance Teacher	1
6	Librarian	1
7	Cooks for mid-day meals (Every 100 students to have 1 cook)	Minimum 2 (or one for every 100)
8	Child care assistants for 1st and 2nd classes	2
9	Record Assistant / Clerk / Accountant	1
10	Computer Operator / Assistant to HM	1
11	Watchman / Security Guard	3
12	Sanitation workers	1 per 100 students

R 2.54 INFRASTRUCTURAL STANDARDS FOR HIGH SCHOOLS (GRADES 6-10)

Table 2.14: *High School Infrastructural Standards*

No.	Provisions Required	Minimum Units	Area per unit(sq.ft)	Total Area (Sq.ft)
1.	A minimum of 2 Acres of land in urban and 4acres of land in rural with not more than G+1 in rural and G+2 in urban areas	-	-	1,00,00 0 - 1,30,000
2.	At least one classroom for one grade *(one* section to have not morethan 40 *students)*	5	550	2750
3.	Well equipped library with books and furniture, story Box, newspapers and educational magazines in library	1	1000	1000
4.	One staff room each for teachers	1	800	800
5.	One Headmaster and one office room	1	500	500
6.	Dual desks for students	20 per classroom	-	-
7.	Table and Chair for the teacher	1 set per classroom	-	-
8.	Green boards in all classrooms	1 per classroom	-	-
9.	Interactive Flat Panels (IFPs) in all classrooms for digital learning	1 per classroom	-	-
10.	Lights and fans in all classrooms and other rooms for proper ventilation	5 lights and 5 fans per classroom	-	-
11.	Modern kitchen and store room	1	-	-
12.	Dining room/area with seating arrangement	1	-	-
13.	Strong compound walls with robust and beautiful gates	1	-	-
14.	Pathways and Landscaping in the entire school premises	-	-	-
15.	Drinking water facility with RO/appropriate technology	1	-	-

16.	Clean toilets for students and faculty	As per norms	-	-
17.	Decorative wall arts in classrooms and outdoor	-	-	-
18.	Attractive paintings for the entire school	-	-	-
19.	Computer laboratories with equipment	1	800	800
20.	Science laboratories with required equipment (physics, chemistry, botany and zoology)	4	1000	3000
21.	Games and Sports indoor area for all grade students (table tennis, etc.)	1	2500	2500
22.	Outdoor play area for all grade students (like basketball court, cricket, volley ball, kho- kho, badminton, etc.)	1	10,000	10,000
23.	CC Cameras in all class rooms and around the campus	5-10	-	-
24.	Barrier free CWSN friendly infrastructure	-	-	-
25.	Girls sick room	1	500	500
26.	Boundary setbacks as per municipal norms	-	-	-
27.	Assembly / open gathering area	-	4000	4000
28.	Street lights/lighting in the campus	-	-	-

R 2.55 HUMAN RESOURCE STANDARDS FOR HIGH SCHOOLS (GRADES 6-10)

Table 2.15: *High School Personnel Standards*

No.	Post	Units
1	At least one teacher for one classroom/section and every subject teacher	Minimum 7 (english, telugu, hindi, maths, social sciences, physical sciences, biological sciences) + 2 extra teachers
2	Head Master	1
3	Drawing / Arts and Crafts teacher	1
4	Music teacher	1
5	Dance teacher	1
6	Librarian	1
7	Computer teacher	1
8	PD or PET (Games and Sports)	2-4
9	Record Asst / Clerk / Accountant	1
10	One Computer Operator and assistant to Headmaster	1
11	Cooks for mid-day meals	Minimum 2 (or 1 for every 100 students)
12	Estate manager to look after campus, in-charge of watch and ward,security, sanitation, landscaping, building maintenance etc.	1
13	Sanitation Workers	1 per every 100 students
14	Watchman / Security Guards	2

CHAPTER-3

Intermediate Education

3.1 Background

Intermediate education (Classes XI and XII) represents a critical inflection point in a young person's educational trajectory and, for many, the first formal step toward higher education. It is a life-shaping stage that significantly influences career choices. Both students and parents are acutely aware of the importance of this phase, which often entails complex decision-making and substantial financial implications for the family as a whole.

A student at the threshold of entering Class XI, or intermediate education, confronts multiple and intersecting challenges: the transition into young adulthood; a growing awareness of one's position within the family and society; exposure to diverse influences; and the emergence of aspirations for one's future. This stage is often marked by intense emotional pressure to succeed, coupled with anxieties about failure – both personal and in relation to the expectations of family and others.

Telangana sees nearly five and a half lakh students entering intermediate education each year. The institutions serving this cohort are diverse in nature and often inadequately equipped to address the academic, social, and emotional needs of this age group. From a policy perspective, the effectiveness and future direction of higher education are critically dependent on how this segment of education is governed and how well the associated institutions respond to these challenges.

Intermediate education in Telangana is dominated by private sector colleges which cater to about 66% of the students in the state. Between 10 and 11 lakh students are in the 2 year-intermediate course. There are 426 government junior colleges (including Telangana Model Schools), 1,381 government residential junior colleges (including Kasturba Gandhi Balika Vidyalayas) and 1,435 private and private aided junior colleges in the state.

The issues presented and recommendations made in this section have been classified into 2 broad segments: the first dealing with regulation of private/corporate junior colleges and the second pertaining to the delivery of intermediate education in government colleges. The following section presents a broad profile of key statistical figures for the sector.

3.2 Profile

This section presents an overview of intermediate education in Telangana in terms of number of students, their gender break-up, and their academic performance across various general and vocational courses. To the extent relevant, this analysis has been carried out college management-wise. Analysis presented is based on data of the academic year 2024-25, sourced from the Board of Intermediate Education, Telangana.

3.2.1 Students admitted

In 2024-25, there were 10,96,666 students enrolled in general courses of intermediate education in the state, with girls constituting 49% and boys, 51%.

3.2.2 Students clearing the exam

The following table presents the share of each college management in the total general course admissions, along with the respective pass percentages:

Table 3.1: *College management-wise student enrolment and pass percentage*

No.	College Management	Numberof students	Percentage of total students enrolled (%)	Pass percentage (%)
1	Private Junior Colleges	7,20,674	66	64
2	Government Junior Colleges	1,84,743	17	37
3	Govt. Residential Educational Institutions Junior Colleges	1,00,644	9	78
4	TSMS	39,527	4	53
5	KGBVs	28,434	3	71
6	Private Aided Junior Colleges	14,487	1	41
7	Others	8,157	1	47
Total		*10,96,666*	*100*	-

Contrary to the general perception, the best performance in terms of pass percentage does not come from the private colleges. As can be seen from the above table, the government residential junior colleges, followed by the KGBVs top the chart of college managements with the highest pass percentages.

3.2.3 District-wise performance

Girls fare significantly better in the intermediate public exams, with 69% of those taking admission clearing the exam. The corresponding figure for boys is 51% Medchal and Ranga Reddy are high performers with 72% (girls:78%, boys:67%) and 71% (girls:77%, boys:65%) of admitted students clearing the exam, respectively.

Kamareddy (district average: 41%, girls: 54%, boys: 29%), Medak (district average:44%, girls:53%, boys:34%) and Nagarkurnool (district average: 45%, girls: 59%, boys: 29%) have the lowest pass percentages in the state.

Following table gives the pass percentage figures district-wise:

Table 3.2: *District-wise pass percentage figures*

No.	District	Pass percentage overall (%)	Pass percentage girls (%)	Pass percentage - boys (%)
1	Medchal	72	78	67
2	Ranga Reddy	71	77	65
3	Hanumakonda	66	73	60
4	Khammam	65	74	57
5	Komram Bheem (Asifabad)	65	76	53
6	Karimnagar	62	73	54
7	Mulugu	66	77	54
8	Hyderabad-I	59	66	53
9	Hyderabad-Iii	58	67	50
10	Hyderabad-Ii	57	67	47
11	Jayashanker (Bhoopalapalli)	60	71	46
12	Mahabubnagar	58	68	46
13	Peddapalli	56	69	41
14	Bhadradri Kothagudem	57	66	45
15	Adilabad	54	65	44
16	Nirmal	55	68	41
17	Nalgonda	55	64	45
18	Yadadri	53	64	43

19	Wanaparthy	52	64	40
20	Sanga Reddy	55	65	41
21	Mancherial	52	63	41
22	Warangal	54	66	38
23	Vikarabad	53	63	42
24	Suryapet	52	63	41
25	Jogulamba (Gadwal)	53	66	39
26	Jagityal	52	66	37
27	Jangaon	51	63	36
28	Narayanpet	50	64	35
29	Rajanna (Siricilla)	49	61	33
30	Siddipet	47	59	34
31	Nizamabad	47	61	34
32	Mahabubabad	47	62	32
33	Nagarkurnool	45	59	29
34	Medak	44	53	34
35	Kamareddy	41	54	29

3.2.4 Caste

Following table presents the caste-wise proportion of total students admitted, their respective pass percentages and proportion of admitted students from each caste studying in private/private aided junior colleges:

Table 3.3: *Caste-wise overall enrolment, pass percentage and private college enrolment*

No.	Caste	Percentage of students enrolled against total (%)	Pass percentage(%)	Percentage of students studyingin private colleges (%)
1	Scheduled caste	16	53	51
2	Scheduled tribe	9	57	48
3	Backward classes	56	61	70
4	General	19	70	91
Total		100		

From the above table, among other things, it is clear that a very significant proportion of students belonging to Scheduled Castes, Scheduled Tribes and Backward Classes depend on government colleges for their intermediate education, underscoring the need for strengthening the design and delivery of intermediate education in government colleges.

3.2.5 Courses

There are 11 general courses offered under intermediate education in Telangana. Nearly 95% of students are enrolled in just 3 of them i.e. Mathematics, Physics, Chemistry (MPC); Biology, Physics, Chemistry (BPC); and Civics, Economics, Commerce (CEC). Details of students enrolled, their gender break-up and pass percentage for these courses are presented in the table 3.4:

Table 3.4: *Course-wise overall student enrolment, girls' enrolment and pass percentage*

No.	Course	Course-wise share of total admissions (%)	Pass percentage (%)	Girls as a proportion of total course enrolment (%)
1	Mathematics, Physics, Chemistry (MPC)	48	72	42
2	Biology, Physics, Chemistry (BPC)	22	64	73
3	Civics, Economics, Commerce (CEC)	24	39	42
4	Others	6		
Total		100	-	-

Certain courses have extremely low enrolment - Economic, Commerce, Political Science (ECP) has 11 students enrolled cumulatively in the first and second years, across the state. Another example is History, Civics, Modern Language (English), with an enrolment of 36 and ECMT with an enrolment of 46.

Following table presents caste-wise preference for intermediate courses:

Table 3.5: *Student course preferences across caste groups (%)*

No.	Course	SC	ST	BC	Gen	*TOTAL*
1	MPC	37.2	39.8	50.5	54.4	48.2
2	BPC	29.8	31.9	20.5	14.9	21.9
3	MEC	3.1	1.2	3.1	4.6	3.2
4	CEC	26.2	21.3	23.5	25.1	24.0
5	HEC	3.6	5.7	2.4	1.0	2.6
6	Others	0.1	0.1	0.1	0.2	0.1
Total		*100*	*100*	*100*	*100*	*100*

3.2.6 Vocational courses

The Department of intermediate education offers 36 vocational courses in which 1,14543 students were enrolled cumulatively in the 2 years of study in 2024-25, with a pass percentage of 52%. Of all the courses, just three of them account for 67% of enrolments – Multi Purpose Health Worker (F) course was opted by 29% (33,367 students); medical lab technology was opted by 25% (29,439 students); and electrical technician course was opted by 13% (14,839 students).

3.3 Issues in Private Intermediate Colleges

As seen in the previous section, 66% of general course admissions are in private junior colleges, catering to over 7 lakh students in the state annually. There are numerous issues concerning this segment of education and the government has a critical role in regulating the sector.

3.3.1 Lacking basic infrastructure

Private junior colleges tend to operate from multi storeyed buildings, many times built originally for residential purposes, and at times, built decades ago. Play grounds, sports facilities, comprehensive libraries and other facilities, ambience required for the wholesome development of the student are often found missing.

3.3.2 Private hostel conditions

Several thousand parents from rural Telangana send their children to Hyderabad for IIT-JEE and NEET coaching. As a result, many students reside in college or private hostels in the city. There have been numerous issues pertaining to the quality of food, hygiene, and the number of students per hostel room.

3.3.3 No labs, no practicals

In a vast majority of private junior colleges, science laboratories and computer laboratories are either completely non-existent or shown to exist but are seldom operated. Most private junior colleges do not conduct science lab practicals as prescribed in the curriculum.

3.3.4 Lack of sports and extra-curricular activities

Owing to the intense academic pressure and gruelling schedule in this phase of education where many students are in preparation for competitive entrance exams like IIT-JEE/NEET/CLAT etc., the emphasis on sports and extra-curricular activities is virtually absent during the 2 years of intermediate education. The valuable potential of sports and of creative expression through extra-curricular activities to mitigate the ill- effects of stress induced by a relentless, day-long academic schedule is therefore lost out on.

3.3.5 High fees

Fees collected by the corporate colleges can range from Rs. 3 lakhs to Rs. 6 lakhs for the 2 years of intermediate education combined with integrated coaching for IIT JEE/NEET. Applicable hostel, food and bus transportation fees are additionally charged.

3.3.6 Excessive focus on competitive examinations

Intermediate education in Telangana is dominated by corporate colleges which operate like industrial poultry farms – focussed on maximising enrolment for maximized revenue; towards this end, individual attention to students' academic progress is not given due importance, with much less attention being given to mental health and overall personality development.

Grading of students into batches based on their performance in standardised tests and proclaiming top ranks secured by a small minority of the enrolled strength to conflate their performance with the institute's overall performance, are practices commonly adopted by the corporate colleges.

For over 3 decades now (when Telangana was part of combined Andhra Pradesh), intermediate education in the state has been heavily oriented towards preparing students for competitive entrance exams such as Joint Entrance Examination (for admission to IITs, NITs and other engineering colleges), National Eligibility cum Entrance Test (NEET), and EAMCET (now, rechristened EAPCET). In more recent years, the corporate colleges have begun offering integrated coaching with intermediate education for students opting for commerce (MEC and CEC), arts and humanities for entrance examinations in law, chartered accountancy, integrated management etc.

The competitive examination mode of preparation lays emphasis on 'cracking' the exam which is in multiple choice questions mode, where arriving at the correct option in the quickest possible time is the focus. Quickest way to calculate, repeated pattern of questions based on previous years' question papers, at times rote memorisation/hacks, are the focus, not in-depth understanding of the concepts.

3.3.7 State curriculum ignored/bypassed

As a result of excessive focus on preparation for competitive exams, the systematic coverage of intermediate education syllabus is relegated to be covered in one month prior to the annual examination. Given such a short time being dedicated for preparation, the focus shifts to rote memorising solutions to numerical problems, mathematical proofs and descriptive answers etc., largely from guide books giving scripted answers to questions asked in the exams of previous years.

3.3.8 Coaching material, not textbooks

Standard textbooks designed by national/state curriculum bodies or other subject specific reference books of global/national renown are often given a miss. The emphasis is on 'coaching material', for which the corporate colleges charge an additional fee – ranging from Rs. 18,000/- to Rs.30,000/- as was reported during a public hearing conducted by the Telangana Education Commission.

Not only is this an exploitative practice through the collection of high fees, but it also causes more fundamental damage to the student – namely, it kills the habit of textbook reading. This has implications for the student at the undergraduate and higher levels of education, where she suffers a double blow – firstly, not being able to read the extensive reference books required at that stage, and secondly, the shaky foundations of concepts gained from such coaching material instead of standard reference texts leaves her ill-prepared for advanced study and ill-equipped to engage deeply with the subject.

3.3.9 Misleading advertisements and opaque claims

Every year, one notices full-page length newspaper advertisements by corporate junior colleges offering integrated IIT JEE/NEET coaching, claiming credit for the success of students securing top ranks in these competitive exams. The candidates' photograph along with the rank secured in JEE/NEET is displayed prominently in such advertisements.

Credit for the same set of students is claimed by multiple corporate educational institutions. For example, soon after the declaration of results of IIT JEE 2025, the Telangana Education Commission found multiple corporate colleges claiming the credit for the success of the same set of 11 students securing top ranks in JEE.
As a result of such advertisements, lakhs of unsuspecting parents rush in to enrol their children in corporate institutions, often at very high fees, in the hope that such coaching will pave the path for their children securing a seat in IITs/Government Medical Colleges etc.

What the corporate colleges do not divulge is the ratio of students succeeding in competitive exams to the total students enrolled. This is not disclosed for the simple reason that the number of successful students constitutes a very small proportion of the total students enrolled, sometimes as low as less than 1 %.

Thus, it is clear that the business model of this industry worth thousands of crores of rupees is maximising revenue through the number of admissions. The success of a few top rankers is used to sell the dreams of success in IITs/NEET to lakhs of trusting parents in Telangana.

Besides the high tuition fees, since many students hail from rural parts of the state, they are required to spend additionally on hostel and food expenses, adding significantly to their families' financial burden. Many parents take loans to afford such high tuition fees and accommodation expenses.

3.3.10 Batch segregation

The colleges segregate students into batches based on their performance in the college admission exam, without regard for the psychological impact this has on the student being relegated to 'lower' batches. It is not that the colleges have adequate faculty of top-notch quality who can train all enrolled students for IIT JEE/NEET.

A few top batch(es) of students securing high scores in college admission tests are groomed to secure top scores and ranks in competitive exams. Faculty members coaching students enrolled in 'lower' batches do not tend to be of the same calibre as those engaged in coaching the 'top' batches.

3.3.11 Foundation courses for IIT JEE

Having forayed into schooling, management of corporate educational institutions have been providing 'IIT-JEE Foundation Courses' beginning as early as grade 6. They have set up schools whose unique selling proposition is claimed to be laying a strong foundation for IIT JEE and other such competitive exams.

It is unclear as to how qualified are school teachers engaged in foundation courses in teaching advanced concepts pertaining to JEE, which is among the toughest competitive exams globally, taken by twelfth graders. Even if there are a few competent teachers with the requisite subject expertise, it would be improbable for this pool to be large enough to cater to thousands of students admitted under such foundation courses. Therefore, the first risk is of school children being taught advanced concepts by inadequately equipped teachers.

Moreover, the supposed 'speed tracking' of advanced concepts under the guise of 'foundation courses' and the expected 'performance' in assessments conducted under such courses do serious harm to the average student at multiple levels – they tend to make comprehension of advanced concepts difficult because she lacks the predecessor basics required; with inadequate comprehension on one hand and the pressure to 'perform' in the multitude of foundation course tests on the other, the student tends to rote memorize/ find hacks to 'solve' problems; furthermore, devoting her time grappling with advanced grade concepts, she loses out on being able to give her full study time to her grade-level preparation; and suffers a loss of a normal, playful childhood, besides risking the development of a low self-esteem, stemming from the supposed 'poor' performance in foundation course assessments.

Such is the greed of the industry that it seeks to enrol tens of thousands of children in foundation courses in order to sieve out the 'gifted few' who could later be groomed to succeed in JEE. The remaining students lose their childhood to this greed.

3.3.12 Discrepancy between approvals sought and actual operations

Certain private colleges take approval for operating from a certain location but actually operate from multiple locations. Similarly, there are discrepancies between the list of faculty shown on the college rolls during approval and the list that actually teaches.

3.3.13 Harassment by college managements

Original certificates of students are withheld by certain colleges. If a student wishes to leave the course mid-way, she is forced to pay the fees for next quarter/sometimes full year, failing which the certificates are not released. This creates a pressure on students/their parents to continue with the college or risk losing money.

3.4 Issues in Government Intermediate Colleges

As seen from the 'Profile' section, the government sector caters to 33% of students of intermediate education in Telangana. Of this:

A. Government Junior Colleges (GJC) cater to 17% students,
B. Government residential junior colleges have 9% students enrolled in them
C. Telangana Model Schools cater to 4% of students and
D. KGBVs have 3% students enrolled in them

3.4.1 Basic infrastructure

Several government junior colleges operate from dilapidated buildings. Other lacunae pertaining to infrastructure availability include lack of adequate class rooms, rest room facilities proportional to student strength; inadequate/irregular water supply for drinking, dining, restrooms etc. Libraries, laboratories, staff rooms, compound walls etc. are often seen to be missing.

3.4.2 Psycho-social counselling

While student suicides due to academic pressure are an extreme manifestation, it is a well-known fact that even among the students not taking such an extreme step, the academic pressure during this stage of education is rather high, requiring robust support, guidance and motivation to maintain good mental health. Periodic psycho-social counselling during these 2 years of education is therefore of critical importance. This is all the more important in the case of GJC and government residential junior colleges, where students from rural, marginalised socio-economic sections constitute the majority of students. GJCs as well as the government residential junior colleges presently lack a dedicated counsellor or an alternative mechanism in this regard.

As noted earlier in this report, the Supreme Court, in Sukdeb Saha v. State of Andhra Pradesh and Ors[11]., Criminal Appeal No. 3177 of 2025, decided on 25 July 2025, has ruled that "mental health is an integral component of right to life". In the same judgement, the Supreme Court has issued certain guidelines to educational institutions which need to be complied with.

3.4.3 Career guidance and counselling

There is a need for career guidance for students to choose multiple career pathways open today, aligned with the students' strengths and interests on one hand and with the professional opportunities available and being dynamically transformed with the increasing advent of technology, in particular artificial intelligence. GJCs and government residential junior colleges lack a robust mechanism for career guidance.

3.4.4 Child marriages and need for integration with Women Development and Child Welfare Department

National Family Health Survey 5 reveals that 24% women[12] who were aged 20-24 at the time of the survey had married before attaining the legal age of marriage in Telangana. The trend would appear accentuated in tribal areas. There is a lack of institutional mechanism involving junior college authorities/lecturers in curbing this practice. While the Women Development and Child Welfare department involves school principals in child marriage prevention, junior colleges have yet to be integrated into this practice. Considering the high vulnerability of girl students in intermediate education to being married off before the legal age of marriage, not involving junior colleges in child marriage prevention is a significant policy gap.

3.4.5 Non-teaching load

GJCs lack non-teaching staff such as administrative staff, sanitation workers, and attenders. As a result the lecturers are having to take up the onus of some of the administrative tasks.

3.4.6 Lecturer qualifications

The junior lecturers are required to possess one of the following qualifications[13] (2nd class with 50% marks):

[11] *Sukdeb Saha v. State of Andhra Pradesh (2025), Supreme Court of India.*
[12] *NFHS-5 Telangana (2023), IIPS and Government of India.*
[13] *TSPSC Notification No. 22/2022 (2022), Government of Telangana.*

I. (a) Post graduate degree (M.A./ M.Sc./ M.Com.) Or
II. (b) B.A.(Hons.)/B.Sc.(Hons)/B.Com (Hons) or
III. (c) Any other equivalent post graduate degree in relevant subject/language

Candidates obtaining the above degrees in the Open and Distance education mode from a University recognised by UGC/AICTE/Distance Education Bureau are eligible as well.

Neither are professional qualifications for teachers such as a B.Ed. (required for government residential junior colleges lecturers as well as for Senior secondary teachers in Kendriya Vidyalayas) mandated nor is qualifying in an entrance exam meant for selection of teachers, such as CTET/TET, required.

The present eligibility qualifications thus appear inadequate in ensuring quality of teaching staff being brought into the system. Non-teaching staff, appointed either on regular basis or on compassionate grounds, are promoted to Junior Lecturer positions with qualifications gained through distance education; seniority-based promotions in such cases harm teaching quality.

3.4.7 Remedial teaching

In the light of gaps in grade appropriate learning levels that students are seen to have, the teachers in GJCs and government residential junior colleges face the issue of attending to building foundational concepts – of previous grades – before they can begin teaching their 11th and 12th grade syllabus.

3.4.8 Education technology

While there is almost a proliferation of options for digitally accessible educational resources at the school level, intermediate education in GJCs and government residential junior colleges lag in this regard.

3.4.9 Continuous professional development

A system of continuous professional development for junior lecturers is absent.

3.4.10 Attendance monitoring at GJCs

Hitherto, attendance was not monitored stringently at GJCs. It is noted that as part of a recent initiative of the government, a facial recognition system of attendance is being introduced in junior colleges. Yet, attendance of the students and faculty remains a challenge in GJCs.

3.5 Recommendations

3.5.1 Regulation of the private sector

The issues related to the private coaching centres more so in the context of rising student suicides, fire incidents, lack of facilities as well as methodologies of teaching have been engaging the attention of the society and the Government from time to time[13]. These issues have also been raised many times through debates, discussions, and questions in the Parliament.

The Department of Higher Education, Government of India have issued guidelines for regulation of coaching centres[14]. NEP also takes note and recommends measures to curb the 'coaching culture' A number of States / Union Territories have taken initiatives by way of appropriate legal framework to regulate the Private Coaching and tuition classes in their respective jurisdiction such as:

A. Bihar Coaching Institute (Control and Regulation) Act, 2010 [Bihar Act 17, 2010],
B. Goa Coaching Classes (Regulation) Act, 2001 (Goa Act 27 of 2001),
C. Uttar Pradesh Regulation of Coaching Act, 2002 [UP Act no. 5 of 2002],
D. The Karnataka Tutorial Institutions (Registration and Regulation) Rules, 2001 [framed in exercise of powers conferred by sub-section (1) of Section 145 of the Karnataka Education Act, 1983 (Karnataka Act 1 of 1995)],

[14] *Department of Higher Education (2024), Ministry of Education, Government of India.*

E. Manipur Coaching Institute (Control and Regulation) Act, 2017 (Act no. 8 of 2017) etc.
F. Rajasthan Coaching Institutes (Control and Regulation) Bill, 2025

In the light of the issues identified above, we would like to make the following recommendations:

R 3.1 LAW TO REGULATE COACHING CENTRES AND HOSTELS

Necessary amendments to existing laws must be brought about/ a new law must be enacted to empower the government department in-charge of intermediate education in Telangana to register and regulate:

A. private tutorials/ coaching centres offering coaching for competitive exams such as IIT-JEE/NEET/CLAT etc. Aspects to be regulated must include, inter-alia: fees, infrastructure availability, timings, faculty availability and competence, curriculum, student mental health, misleading advertisements/promotion etc.

B. Hostels accommodating students of intermediate education, and students of coaching centres/tutorials offering coaching for competitive exams such as the IIT JEE/NEET etc.

R 3.2 SEPARATE LEGAL ENTITY FOR COACHING

Competitive examination coaching (such as for IIT JEE/NEET/CLAT etc.) must be allowed to be offered only by legal entities created specifically for the purpose, and not by junior colleges whose recognition by the government is for the provision of intermediate education.

R 3.3 NO COACHING IN JUNIOR COLLEGE PREMISES

Competitive exam coaching must not be permitted to be offered in the premises of a junior college.

R 3.4 INFRASTRUCTURAL AND HUMAN RESOURCE STANDARDS

A junior college must necessarily have basic infrastructure including: well-ventilated classrooms, fully equipped science labs, computer labs, sports facilities, and library, as per the standards given in Table 3.6. Similarly, junior colleges must have minimum human resources as per Table 3.7:

Table 3.6: *Infrastructural standards in junior colleges*

No.	Junior College-Infrastructural Standards
1	A minimum of 4–5 acres of land in rural areas and 2 acres in urban areas.
2	One classroom for one branch; separate for 11 th and 12 th class (not more than 40 students per class).
3	Four Science Laboratories (Physics, Chemistry, Botany, and Zoology) with full equipment and infrastructure.
4	Well-equipped libraries with books, newspapers, magazines and furniture.
5	Required number of lights, fans, and large windows in all classrooms and other rooms to ensure abundant light and ventilation.
6	Modern kitchen and storeroom with steam-based cooking and stainless-steel vessels for mid day meals
7	Dining hall with stainless-steel seating arrangement (with movable benches) - designed to also serve as a multipurpose hall for meetings
8	Separate staff rooms with attached toilets for male and female staff
9	One room for Principal with attached toilet
10	Computer lab with required equipment and furniture
11	One room for the examination branch.
12	Maths Lab with IFP.
13	One games room, one arts and crafts room, and one music room.
14	Mobile wireless microphones for all teachers to be used during teaching.
15	One large office room to accommodate up to six supporting staff.
16	One store room
17	Tables and chairs for students

18	Tables and chairs for teachers.
19	Whiteboards in all classrooms and laboratories.
20	Interactive Flat Panels (IFPs) in all classrooms and laboratories for digital learning (85-inch screens).
21	Availability of internet facility across the entire campus.
22	Health room including girls' sick area.
23	Safe drinking water facility with RO/appropriate technology.
24	counselling room for students with a specially appointed counsellor.
25	Clean toilets for girls and boys with running water; every toilet should include one WC room for CWSN students as per NBC standards.
26	Vocational training labs/skill labs to promote entrepreneurship and skilling (if vocational courses are there in the college)
27	Strong compound walls with sturdy and tall gates (minimum 6 ft height with 1.5 ft wired fencing on top).
28	Concrete footpaths connecting different buildings.
29	CC cameras in all classrooms and other strategic locations on the campus.
30	Attractive paintings across the entire school campus.
31	Barrier-free campus for CWSN students to access classrooms, toilets, play areas, and dining halls.
32	Outdoor play courts for students (basketball, volleyball, cricket, badminton, kho-kho, athletics, etc.).
33	Special learning room for CWSN students.
34	Indoor games and sports area for all grade levels (table tennis, carroms, chess, etc.)
35	Outdoor/open classroom area cum amphitheatre.
36	Landscaping across the entire school premises.
37	One watchman's quarter and security post near entrance

Table 3.7 *Human Resource standards for Junior Colleges*

No.	Post	Units
1	One lecturer for each subject Sufficient to cover all classes	
2	Principal	1
6	Librarian	1
7	Computer Teacher	1
8	PD or PET (Games and Sports) 2-4	2-4
9	Record Asst/Clerk/Accountant	1
10	Lab Assistants	2
11	One Computer Operator and Assistant to Principal	1
12	Cooks for mid-day meals Minium 2 (or 1 for every 100 students (Only for Government Schools / Jr colleges)	
13	Estate manager to look after campus, in-charge of watch and ward security, sanitation, landscaping, building maintenance etc.	1
14	Sanitation workers 1 per every100 students	
15	Watchman / Security Guards	2

R 3.5 INSPECTIONS AND COMPLIANCE REPORTS

Junior colleges must furnish compliance reports with regard to the stipulations of infrastructure availability and accessibility. The department must undertake regular inspections in this regard. The government must ensure that such inspections do not become an avenue for corruption by the inspecting officers and must take appropriate steps in this direction to make everything transparent through a robust software application. Concerned district officers must be held accountable for inspections. Inspection reports (including in written and audio-visual form) must be available in the public domain. 5% of colleges must be inspected by the HoD in charge.

R 3.6 SPORTS AND CO-CURRICULAR ACTIVITIES

Sports and co-curricular activities must be integrated into the curriculum of intermediate education. Junior colleges must provide for these with appropriate time slots in the time table. At least three periods per week should be dedicated to sports and games.

R 3.7 LABS

Science and other labs must not remain only on paper. Lab practicals must be carried out as prescribed in the curriculum. The department must put in place appropriate mechanisms to validate the same.

R 3.8 MENTAL HEALTH

The Supreme Court, in Sukdeb Saha v. State of Andhra Pradesh and Ors. 12, Criminal Appeal No. 3177 of 2025, decided on 25 July 2025, has ruled that "mental health is an integral component of right to life". In the same judgement, the Supreme Court has issued certain guidelines to educational institutions. Psycho-social counselling for students and other measures specified in these guidelines must be complied with.

Child helpline numbers (such as 1098 helpline) must be displayed prominently in every junior college, along with information on the circumstances under which a child may seek support from the helpline.

Every junior college and hostel must have a student grievance box, the keys of which must be with the designated government officer. S/he must arrange to check the grievance box at least once every month. Additionally, the department must provide for submission of student grievances online and through whatsapp.

R 3.9 MANDATORY DISCLOSURE

Every educational/coaching institution offering coaching for national/state level competitive examinations for admission to undergraduate/undergraduate professional courses) must, as soon as the admissions for the academic year have been completed but no later than 30th September of the year, display for public viewing on its website the following:

A. Name, address and contact details of the educational institution/corporate body offering coaching for competitive exams/Owner(s), Promoter(s), Director(s), names and contact details

B. Total branches operated by the educational institution/corporate body in Telangana

C. Total number of seats sanctioned and students enrolled in each branch and number of students securing such ranks which will make them eligible for admission to elite national/state level institutions such as the IITs/NITs/AIIMs/Government Medical Colleges/Govt engineering colleges etc. At any given point in time, such data pertaining to the latest 5 academic years must be displayed for public viewing on the website.

D. Fees charged for various programs, including tuition fees, hostel fees, if any, coaching material fees etc.

E. The list of lecturers engaged (full time and part-time, if any) teaching intermediate classes/competitive exam coaching, as the case may be, in the junior college/coaching institute must be displayed on educational institution's website, duly giving the details of their educational qualification and experience relevant to the subject/s they teach.

F. Scholarships awarded by the educational institution, if any, along with the criteria for their award.

R 3.10 ONLY APPROVED FACULTY MEMBERS

Every faculty member involved in teaching/coaching must have been approved by the department. In the event of a new faculty member joining the educational institution, his/her details must be submitted for the department's approval no later than one month of his/her joining the educational institution. The department must provide for such details to be submitted online, through a dedicated login given to every educational institution offering intermediate education.

The department must ensure that junior colleges do not designate the same individual as a full-time faculty member in more than one branch simultaneously. In the case of part-time faculty, the department must ensure that no junior college designates the same individual as a faculty member for not more than two branches. The department must put in place necessary mechanisms to check malpractices in this regard.

R 3.11 EVERY BRANCH TO BE APPROVED

For every branch operated by an educational institution/competitive exam coaching centre in Telangana, approval of the department governing intermediate education (grades 11 and 12th) must be necessary.

Among other things, the sanctioned intake, intermediate education courses being offered/entrance exam coaching being offered, as the case may be; the list of faculty members engaged in teaching intermediate subjects/ entrance exam coaching, as the case may be, must be approved by the department.

R 3.12 BAN ON MISLEADING ADVERTISEMENTS

Invoking appropriate legal provisions, including those pertaining to consumer protection, the government must ban misleading advertisements issued by private/corporate educational institutions.

R 3.13 FEE REGULATION

As noted above, several parents hailing from rural parts and from less-than-affluent families take loans to send their children for preparation of IIT JEE/NEET/EAPCET etc. The government must regulate the fees charged for intermediate education, including that charged for entrance exam coaching, to ensure there is no profiteering. A number of Supreme Court judgements[14] have been categorical in ruling that capitation fees and profiteering in any form is not permissible in education.

Relying on the unequivocal stand of the Hon'ble Supreme Court on disallowing capitation fees and profiteering in education and based on the Telangana Private Schools and Junior Colleges Fee Regulation and Monitoring Commission Bill, 2025 (Draft) proposed by the Telangana Education Commission (enclosed to this report as Annexure I), the government must regulate fees being charged, including for competitive exam coaching. A law bringing coaching centres under the purview of government regulation, as recommended earlier in this chapter, will enable stronger fee regulation.

R 3.14 MONITORING OF INSTITUTIONAL AND ACADEMIC STANDARDS

The proposed Telangana Education Standards Authority (TESA), discussed in detail in a separate chapter of this report, must monitor the infrastructural as well as academic standards being maintained by junior colleges and coaching centres through periodic inspections and other mechanisms.

Policies and practices of junior college and coaching centre managements that are inimical to students' mental health must be monitored and regulated.

R 3.15 DISCONTINUING EAPCET

Several of the ills discussed in relation to competitive exam coaching including mental health of the students have their roots in the coaching culture. The intermediate system needs to be freed from the immoderate emphasis on the competitive entrance exams. We recommend discontinuing with EAPCET and making intermediate 2nd year marks the basis for admission to engineering, science, agriculture and pharmacy colleges in all-state universities in Telangana, including in their affiliated colleges. Even the admissions for medical courses should be based on the Intermediate (12 th class) marks. The Telangana government should strongly advocate with the Government of India for the cancellation of NEET.

R 3.16 INTERMEDIATE PUBLIC EXAM REFORMS

Doing away with EAPCET while making IPE marks the basis for undergraduate entry will require strengthening IPE examinations. The following reforms in conduct of IPE exams are recommended:

R 3.16. 1 IPE EXAM : SYLLABUS, EXAM (IPE) FORMAT

A. IPE exams must test the foundational aspects and in-depth understanding of the concepts covered in the curriculum.

B. To the extent practicable, questions must not be repeated from previous years.

C. In all the subjects, 50% of the marks may be tested through descriptive questions and the remaining 50%, through multiple choice questions.

D. The design of multiple-choice questions must ensure that random guess work is not rewarded.

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[15] *Unni Krishnan v. State of Andhra Pradesh (1993), Supreme Court of India; T.M.A. Pai Foundation v. State of Karnataka (2002), Supreme Court of India; Islamic Academy of Education v. State of Karnataka (2003), Supreme Court of India; P.A. Inamdar v. State of Karnataka (2005), Supreme Court of India; Modern School v. Union of India (2004), Supreme Court of India; Indian Express. (2025, June 20)*

E. The pass percentage should be raised to 40 % from the present 35 % to improve academic standards.

R 3.16.2 COMPENDIUM OF HIGHER ORDER QUESTIONS

The department must, by way of enabling abundant practice by the students and avoiding their reliance on coaching material, bring out a compendium of conceptual and higher order questions (descriptive as well as multiple choice questions), along the lines of NCERT exemplar questions series. These questions must of course be for practice and not serve as a bank from which the actual exam questions are drawn. Such a compendium must not be static - a committee of subject experts must keep adding to the compendium regularly.

R 3.16.3 PREPARATION OF QUESTION PAPER SERIES

The question papers setting must follow certain principles:

A. Questions must be set by experts with demonstrated expertise in subject knowledge as well in assessments. A reasonably large pool of experts must be identified by the department/BIE.

B. It would be important to minimise the number of human touch points in paper setting. Therefore, there must not be a need for 'approval' of questions prepared by the experts. Thus, the experts being selected must be of a very high calibre.

C. Preferably, such subject experts must be drawn from reputed public universities/institutions of higher learning.

D. Questions must be graded on difficulty. Multiple grades of questions must be created for each concept (and its application) sought to be tested in the exam

E. A large question bank must thus be created. The final set of questions from this bank must be randomly selected using technology, without human intervention.

F. For each subject, there must be multiple question paper series, so that no two students in the vicinity of each other in the exam hall receive the same question paper. The same set of questions may be asked in a different sequence in each series. Alternatively, a part of questions might vary from one series to another, in which case the scores arrived at must be normalised, accounting for question paper difficulty.

G. Best practices in maintaining confidentiality in the setting of exam papers may be studied from reputed institutions such as the IITs and JNTU, which conduct high-stakes and large-scale exams.

H. Exam-conducting bodies in the country that use largely automated processes could serve as models for study and adoption.

R 3.16.4 CONDUCTING THE EXAM

A. Exam centres selected must not be in a remote location. Public transportation to the exam centre must be available.

B. Every exam hall must have functional CCTV cameras, covering all the students and invigilators in the exam hall. Command-and-control centres at the state and district levels must monitor the exam halls randomly during the exam hours.

C. Exam centres must be equipped with security personnel to carry out student frisking, to take biometrics etc. No digital equipment, digital or printed material must be allowed inside the exam centre

D. While the descriptive section is to be written on paper, the proposed objective part of the exam may be conducted using tablet computers or OMR sheets. Implementation partners with wide experience and an impeccable reputation may be identified for such operations.

E. In case tabs are used, additional security measures, such as random fingerprint capture etc. will rule out chances of impersonation.

F. The answer booklet must be bar-coded, such that student details such as the name, gender, district, school/college etc. are anonymised.

R 3.16.5 PAPER CORRECTION

There is anecdotal criticism that lecturers who are not necessarily subject experts are assigned paper correction in the present IPE exams.

It is widely believed that full/good marks for descriptive answers are awarded mostly when students reproduce the scripted answers given in guide books available in the market and that original answers written by candidates in their own style, even if conceptually sound, are not awarded the marks they deserve.

Because of the proposed stakes involved in the IPE exams, if the recommendation to make them the basis of undergraduate entry is to be implemented, the credibility of paper correction acquires great importance.

While it may not be possible to ensure all examiners award the exact same marks for a given student's answer in descriptive questions, the department must endeavour to minimise the subjectivity involved. Some measures in this regard include:

A. Every student's paper must be evaluated by 2 evaluators and the score being awarded must be the average of the scores awarded by the 2 evaluators. The score awarded by an evaluator must not be disclosed to the other evaluator.

B. If the difference between the scores awarded by the two evaluators exceeds 19 percent, then the paper must be referred to a third evaluator. In this case, the score being awarded must be the average of 2 highest scores among the 3 scores. None of the 3 evaluators must know the score awarded by the other 2 evaluators.

C. Examiners must be thorough with the knowledge of the subjects in which they would be grading the students' answers. At no cost shall lecturers found wanting in their subject knowledge be selected as examiners. The department must put in place a robust method to select examiners.

D. Examiners may correct answer transcripts of no more than 20 students per day.

E. The department must evolve clear and objectively verifiable parameters for grading subjective answers. All examiners must be trained thoroughly, including through the conduct of a number of mock exercises, to ensure they are all aligned on the prescribed grading methodology.

R 3.16.6 TECHNOLOGY ROUTE

Adopting technology can be another way to minimise subjectivity in paper setting and correction. When choosing this route, the department must carry out their due-diligence in prescribing stringent parameters for selecting a technology partner. Track record in terms of conducting large scale public exams in the Indian context; various checks and balances involved in their processes related to the conduct of public exams; credentials of academic team setting test items; the quality of test items; the process of ensuring objectivity in paper grading etc. must be examined.

3.5.2 Reccommendations for government junior colleges

R 3.17 INFRASTRUCTURE

Government sector colleges must have the minimum physical infrastructure as per the standards specified earlier in this chapter.

R 3.18 MENTAL HEALTH

The guidelines issued to educational institutions in Sukdeb Saha v. State of Andhra Pradesh and Ors., Criminal Appeal No.3177 of 2025 must be implemented. Access to medical health professionals; avoiding batch segregation; prominent display of information about and access to helplines; emergency protocols in terms of immediate referrals to mental health services etc. must be ensured.

R 3.19 NON-TEACHING LOAD

Lecturers must not be burdened with non-teaching or non-academic workload. Administrative/support staff must be recruited to attend to such tasks.

R 3.20 CPD EXAM EVERY 5 YEARS

All junior lecturers/teachers teaching intermediate grades in government sector colleges must appear for and qualify a continuous professional development exam conducted by the department through TGPSC/TESA once every 5 years.

R 3.21 NON-TEACHING STAFF AS PRINCIPALS

The practice of posting administrative officials from non-teaching backgrounds as Lecturers / Principals of GJCs must be discontinued.

R 3.22 NO COMPASSIONATE GROUNDS

Non teaching staff appointed either through regular appointment or through compassionate grounds should not be promoted to the position of junior lecturer.

R 3.23 REMEDIAL TEACHING

Government sector junior colleges must provide for remedial teaching throughout the year to cater to students requiring additional academic support.

R 3.24 MID DAY MEAL

All GJCs must provide mid-day meals to the enrolled students..

R 3.25 DIGITAL RESOURCES

Meaningful digital educational resources, as an aid to the lecturer, may be introduced in government sector junior colleges. Subject experts must be involved in curating/creating such resources. Focus must be on the educational resources' potential to make classroom learning more interactive and engaging.

R 3.26 CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

CPD is necessary for improving the subject as well as pedagogical content knowledge. GJCs and government residential junior colleges must provide for regular CPD - subject specific as well as pedagogy-related, for its lecturers.

R 3.26.1 EVERY MANDAL TO HAVE A GOVERNMENT COLLEGE

Every mandal must have at least one government Junior college of government residential junior colleges, until the Telangana Public School model is implemented. At present, there are 74 mandals without a government sector junior college.

R 3.26.2 SINGLE ADMINISTRATION

Government educational institutions providing intermediate education in a particular mandal and located within a distance of 2 kilometres from each other must be clubbed and brought together under a single administration. The college having the larger campus and infrastructural facilities must absorb the smaller colleges. For example, if a GJC, SWERIS Junior College and a TSMS are within a 2 kilometre distance of each other in a mandal, and SWERIS has the largest campus and infrastructural facilities, then the students of all these junior colleges must be brought under the fold of SWERIS Junior College. The students, lecturers and the non-teaching staff of all the 3 institutions must be brought under the same single administration. The teaching campus must be unified. Residential facilities could continue being distinct.

R 3.27 SHIFT VOCATIONAL COURSES TO ITIS / POLYTECHNICS

Vocational courses being offered by the Department of Intermediate Education must be shifted to ITIs/Polytechnics, which have a dedicated and full-fledged focus on and are better equipped for vocational education.

3.5.3 Making intermediate education a part of schooling system

Intermediate education in Telangana is a standalone category, governed by the Telangana Intermediate Education Act, 1971, with its own Board of Intermediate. Education. As of today, it is not a part of school education, as the Education Act of 1982 explicitly refrains from covering matters of intermediate education. It is also not inherently part of higher education, though the State Council of Higher Education Act of 1988 allows the government to assign certain responsibilities over intermediate education to the higher education council. Introduction of Telangana Public School (TPS) model is one of the reforms recommended by the Telangana Education Commission in the state's schooling system. TPS envisages a composite school, covering classes from pre-primary to class 12.

Such a composite schooling model would make the investments in the expansive school infrastructure viable. In the same direction, the Telangana Education Commission believes that students of classes 11 and 12 must also attend educational institutions which have a holistic learning environment, rather than study in apartment style buildings, lacking facilities for sports and extracurricular activities. Moreover, it is widely known that there is a steep jump in curricular complexity and breadth for a student transitioning from class 10 to class 11 in the Telangana state curriculum. This is generally true of all subjects but is particularly the case for students opting for mathematical, physical, biological sciences and chemistry. A unified school board catering to secondary and senior secondary classes will be in a better position to help smoothen this transition by designing a curriculum that prepares the student to meet gradually increasing academic demands from classes 9 through 12.

A common board for class 10 and class 12 will also eliminate the duplicity in terms of parallel administrative, academic, examination and data systems. Most education systems globally also have classes 11 and 12 as part of the schooling system.

In this light, the Telangana Education Commission recommends the following:

R 3.28 MERGER OF SSC BOARD AND BOARD OF INTERMEDIATE EDUCATION

The existing Directorate of Government Examinations (SSC Board) and the Board of Intermediate Education must be merged into a single board. The combined board must be a new Head of the Department under the administrative control of the Secretary to Government, Education Department, Telangana. In fact, the Ministry of Education, Government of India in June 2025 has recommended that every state should constitute a common board for 10th and 12th classes in the interest of improved academic outcomes and for ease of administration.

R 3.29 DISCONTINUING PUBLIC EXAMS FOR INTERMEDIATE 1ST YEAR

Conducting public exams for intermediate 1st year must be discontinued with. These exams are a source of significant stress to the student. Lecturers/teachers must be allowed to focus on learning gaps/remedial support in intermediate first year, instead of focussing on preparing students for a high-stakes board exam.

R 3.30 SEPARATE CADRE FOR CLASSES 9 TO 12

A cadre of teachers for teaching students of classes 9 to 12 must be created. Junior lecturers already working in the government system may be considered for teaching classes 9 through 12.

R 3.31 TEACHER QUALIFICATIONS (CLASSES 9 TO 12)

For teacher recruitments taking place in the future, the following minimum eligibility criteria must be met for teachers of classes 9 to 12:

A. Post graduate qualification in English medium in the concerned subject/s, with a minimum of 60% marks secured.

B. Must have qualified in CTET/TG TET and Final Selection Test (recommended in this report to be conducted by TGPSC). TG TET must mandatorily have a descriptive paper on English language proficiency.

C. Must have a B.Ed. (Secondary).

D. The candidate must have studied in English Medium instruction at least 2 levels among school/intermediate/undergraduate/postgraduate education (The recommendation should be implemented after three years so that youth who have already developed proficiency in the English language, despite having been educated entirely in Telugu medium, are duly accommodated).

E. Minimum marks to be secured for UG, PG and B.Ed qualifications prescribed above is 60%.

R 3.32 JUNIOR LECTURER QUALIFICATIONS

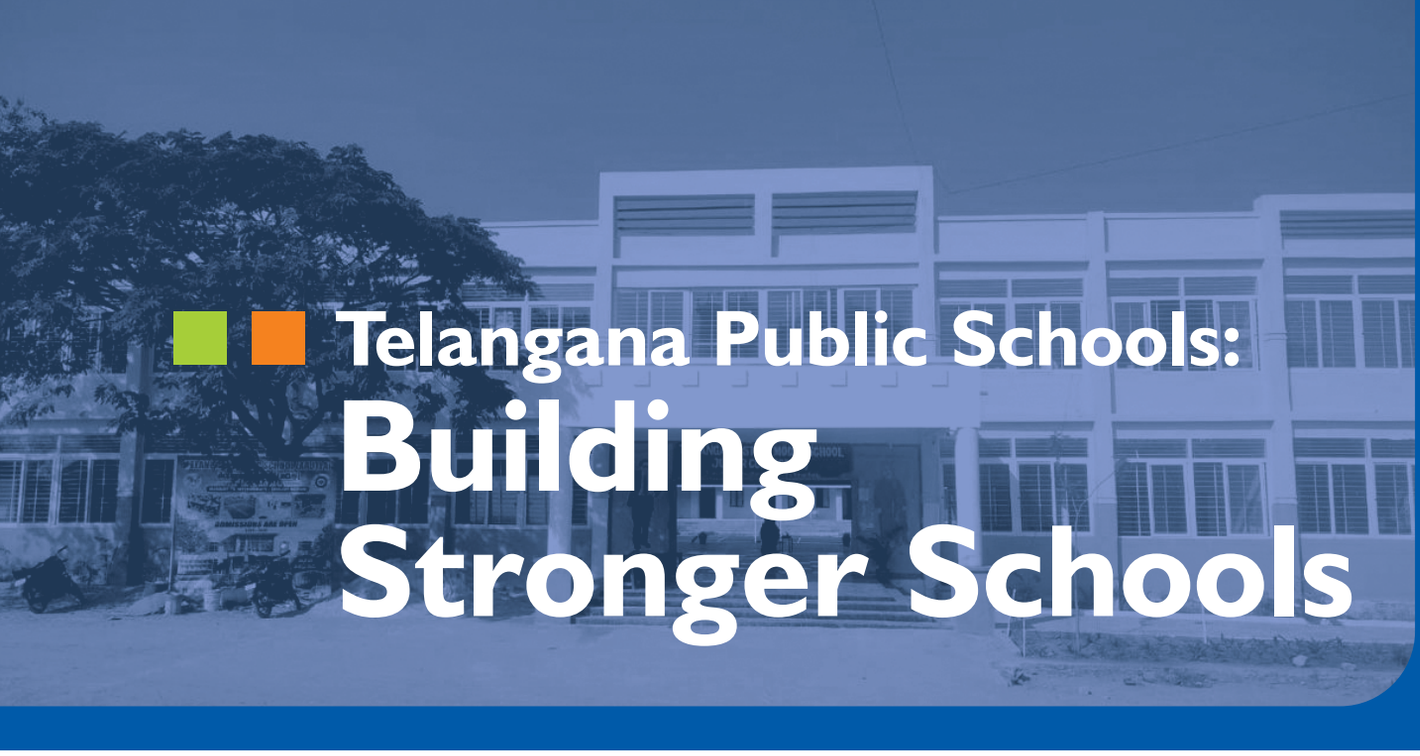
For junior lecturer recruitments in the future, following criteria must be included in the eligibility criteria for Junior lecturers of GJCs:

A. Post graduate qualification in English medium in the concerned subject/s, with a minimum of 60% marks secured.

B. B.Ed. and Qualification in CTET or TGTET (TG TET must mandatorily have a descriptive paper on english language proficiency) and Final Selection Test (recommended in this report to be conducted by the TGPSC).

C. The candidate must have studied in English Medium instruction at atleast 2 levels among school/intermediate/undergraduate/postgraduate education. (The recommendation should be implemented after three years so that youth who have already developed proficiency in the English language, despite having been educated entirely in Telugu medium, are duly accommodated).

D. Minimum marks to be secured for UG, PG and B.Ed qualifications prescribed above is 60%.



CHAPTER-4

Telangana Public Schools: Building Stronger Schools

This section elaborates the concept of strengthening the existing government school ecosystem in Telangana through the establishment of Telangana Public Schools (TPS) - a model for achieving excellence and equity in school education. It builds upon and updates the Transforming Government Schools in Telangana - Key Recommendations For Educational Excellence document submitted by the Telangana Education Commission (TEC) in March 2025.

4.1 Concept of Telangana Public Schools

Telangana Public Schools are conceptualized as high-quality, integrated education institutions that provide a continuum of learning from pre-primary to higher secondary education (up to 12th), ensuring equitable access to quality education, and safe and dignified school environment for every child.

The concept is intended to solve all the structural and systemic challenges currently faced by the government school system in the state discussed in the preceding sections.

While several states have attempted to address these challenges through school consolidation or closure, many such measures have been counterproductive, often implemented without adequate transportation or community engagement. This has made schooling less accessible for children and politically sensitive for governments.

In contrast, the Telangana Public School model proposes a constructive and aspirational approach. Instead of closing small schools or forcibly merging them, selected existing government schools are upgraded into high-quality, well-resourced campuses with modern infrastructure, trained teachers, digital facilities, and dedicated transport systems. The goal is to offer education standards that are better than private schools, ensuring that parents naturally prefer TPS over both low-quality government schools and high-cost private institutions. This model thus addresses access, quality, and equity not by reducing educational options, but by creating better public alternatives.

4.2 Approach and Model Design

Each mandal in the state will be divided into two to four clusters (in case of a very small mandal, the entire mandal can be taken as only one cluster). Here, a cluster is a geographical division that needs to be created for this purpose and not to be confused with administrative clusters. Within each cluster, an existing co-located or large-capacity government school with adequate land and infrastructure will be identified and upgraded as a Telangana Public School. The following is the benchmarking for establishing the TPSs and division of clusters:

A. Mandals with total population below 20,000 shall have minimum of 1 TPS

B. Mandals with total population between 20,000 to 40,000 shall have 2 TPSs

C. Mandals with total population **between 40,000** to 60,000 shall have **3 TPSs**

D. Mandals with total population between **60,000**- 80,000 shall have **4 TPSs**

E. Mandals with total population **above 80,000** shall have **5 TPSs**

With the establishment of the Telangana Public Schools, parents will have three schooling options-the nearby small government school, a private school, or a Telangana Public School. Rationally, the TPS becomes the most attractive choice: free of cost, of high quality, equipped with better facilities and teaching standards than private institutions and reliable transportation to not compromise on safety, access and dignity.

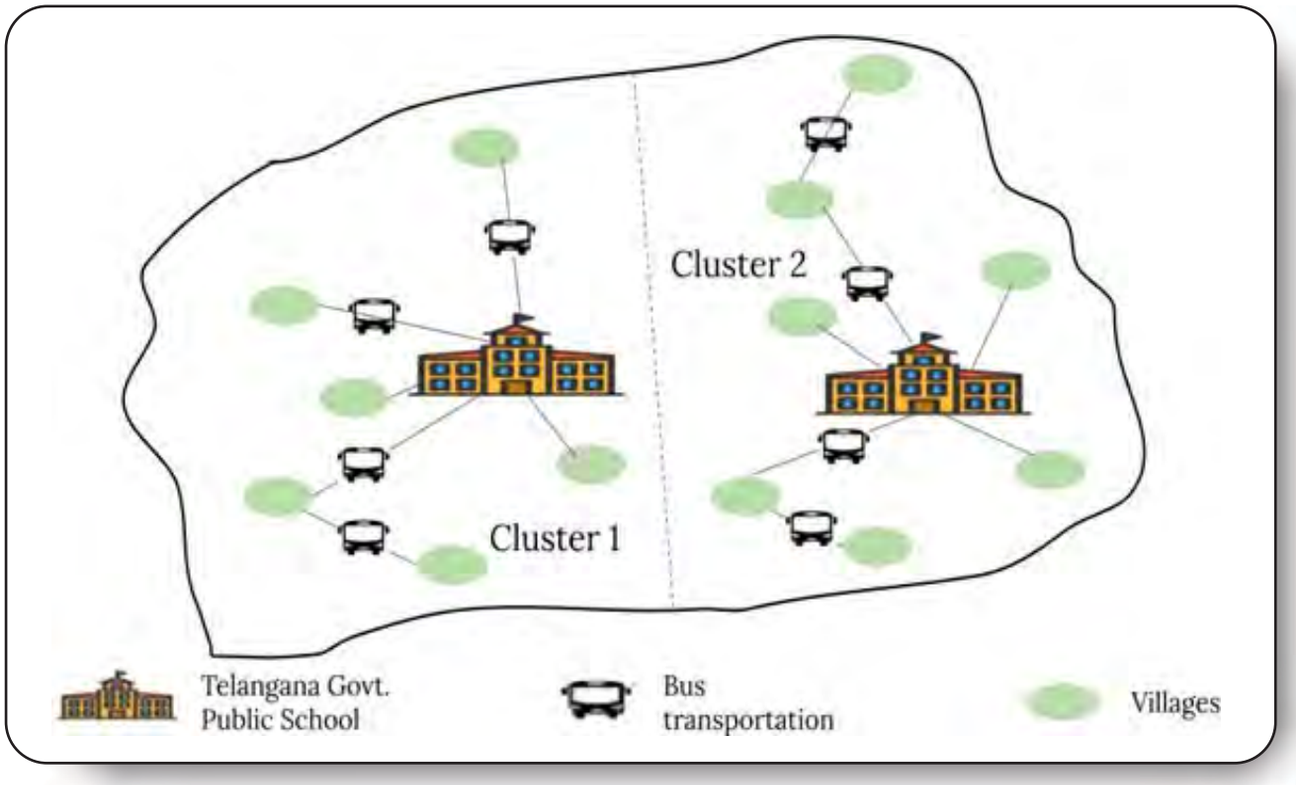


Figure 4.1: *Illustration of the model in one mandal with 2 TPSs*

4.3 Major Features of Telangana Public Schools

Each TPS will be designed to:

A. Cater to **1,500 students** from **pre-primary to Class 10 or 12.**

B. Offer **comprehensive facilities,** including subject-wise and grade-specific teachers, digital classrooms, science and computer labs, playgrounds, and inclusive education spaces for Children With Special Needs (CWSN).

C. Provide **safe and reliable transportation** in the form of school buses, ensuring that students across the cluster can easily access the school. Local entrepreneurs (if possible parents of the students studying in the school) are encouraged to buy the buses with 50% subsidy from the government, 40% bank loans and 10% of their own investment and run the buses by collecting reasonable fares from the students.

D. **Only the existing government teachers shall be reallocated** to meet the needs of this big school. Additionally, few teaching staff like pre-primary teachers, volunteers for remedial education, tutors for 10th, 11th and 12th classes, non-teaching staff like the librarians, computer operators, administration support, and sanitation staff, etc. shall be recruited on a contractual basis from the local area.

E. **Improved access to quality education** shall be ensured in these schools with a special focus on improving Foundational Literacy and Numeracy, remedial teaching, improving the non-cognitive skills of the student, strengthening administration and governance.

F. The entire establishment of the Telangana Public Schools shall be done through the **School Development and Management Committees (SDMCs)** that comprise the parents and school heads to ensure quality, transparency and accountability. The SMCs will also implement infrastructure works through community contracting method. They will actively participate in day-to-day management of the school.

4.3.1 Required infrastructural elements for TPS schools

No	Infrastructural Elements
1	A minimum of 4–6 acres of land in selected existing ZPHS/Model Schools.
2	One classroom for one grade (Preschool not more than 20 students per class; Primary not more than 30 students per class; High school not more than 40 students per class).
3	One activity room (40' x 30') for pre-primary students.
4	Well-equipped libraries with books, newspapers, magazines and furniture- one for students from Classes 1–8, and another for Classes 9–12.
5	Required number of lights, fans, and big windows in all classrooms and other rooms to ensure abundant light and ventilation.
6	Modern kitchen and storeroom with steam based cooking and stainless steel vessels
7	Dining hall with stainless-steel seating arrangement (with movable benches)-designed to also serve as a multipurpose hall for meetings and indoor games like badminton or table tennis.
8	Separate staff rooms with attached toilets for male and female staff-one each for primary, secondary, and higher secondary levels.
9	One room for Headmaster with attached toilet, separately for primary, secondary, and intermediate levels (where applicable).
10	One chamber for Head of School with attached toilet facility.
11	One room for the examination branch.
12	Public address sound system in the entire school connecting to all classrooms.
13	One games room, one arts and crafts room, and one music room.
14	Mobile wireless microphones for all teachers to be used during teaching.
15	One large office room to accommodate up to six supporting staff.
16	One store room each for primary, secondary, and high schools.
17	Dual desks for Classes 3–10 and tables and chairs for Nursery-Class 3 and Classes 11–12
18	Tables and chairs for teachers.
19	Whiteboards in all classrooms and laboratories.
20	Interactive Flat Panels (IFPs) in all classrooms and laboratories for digital learning (85-inch screens).
21	Computer-cum-AI laboratories with required equipment and furniture.
22	English Lab with digital content and 85-inch screen.
23	Maths Lab with IFP.
24	Four Science Laboratories (Physics, Chemistry, Botany, and Zoology) with full equipment and infrastructure.
25	Availability of internet facility across the entire campus.
26	Vocational training labs/skill labs to promote entrepreneurship and skilling.
27	Strong compound walls with sturdy and tall gates (minimum 8 ft height with 1.5 ft wired fencing on top).
28	Safe drinking water facility with RO/appropriate technology.
29	CC cameras in all classrooms and other strategic locations on the campus.
30	Decorative wall art in classrooms and verandahs.
31	Clean toilets for girls and boys with running water; every toilet should include one WC room for CWSN students.
32	Outdoor play courts for high school students (basketball, volleyball, cricket, badminton, football, kabaddi, kho-kho, athletics, etc.).
33	Outdoor play area and equipment for pre-primary and primary students (swings, slides, fun stations, adventure sets, etc.).
34	Indoor games and sports area for all grade levels (table tennis, carroms, chess, etc.)
35	Indoor play area with equipment for primary students (trampoline, play toys, soft toys, etc.).

36	Barrier-free campus for CWSN students to access classrooms, toilets, play areas, and dining halls.
37	Health room including girls' sick area.
38	Special learning room for CWSN students.
39	counselling room for students with a specially appointed counsellor.
40	Attractive paintings across the entire school campus.
41	Concrete footpaths connecting different buildings.
42	Constitution Park - A dedicated open space with Preamble of the Constitution written on a plaque to enhance student awareness and engagement with Constitutional values.
43	Outdoor/open classroom area cum amphitheatre.
44	Landscaping across the entire school premises.
45	One watchman's quarter.

4.3.2 Required human resources

No.	Designation Teaching Staff	No. of Posts
1	Head of the School	01
2	Head Masters	1 for Nursery to 3rd grade, 1 for 3rd to 8th grade and 1 for 9th to 12th grade
3	One teacher per classroom/section in primary classes and all subject teachers in secondary classes+20% extra teachers	-
4	PET / PD Teachers	06
5	Pre-school teachers	04
6	Music teacher (Instrumental music teacher)	01
7	Art and craft / Fine Arts teacher	01
8	Dance teacher	01
9	Special tutors (Maths, Science and English language for 9th and 10th classes)	03
10	Special tutors for Intermediate grades	06
11	FLN tutors	01 for every 100 enrolled students of 1-5 grades, not more than 6
Non - Teaching Staff		
12	Estate Manager	01
13	HR Assistant for non teaching	01
14	Finance and Account Assistant	01
15	Student Relations Assistant	01
16	Transport Supervisor	01
17	Childcare Assistant (Pre-primary classes)	@ 1 per class / section
18	Librarian	02
19	Lab assistant	02
20	Computer Instructor	02
21	Computer Operator-cum-Personal Assistant to Head of TPS	02 (one for HoS and one for general use)
22	Sanitation workers (Janitors) cum sweepers	1 for every 150 students (50% male and 50% female)
23	Security guards	2 security guards for every 300 students or max 6 security guards per TPS
24	Office Assistants	4 attenders each for HM and Head of TPS
25	Nurse	01
26	Head Cook	01
27	Cooks	1 for 200 enrolled students and maximum 6 cooks
28	Kitchen Helper	1 for every 200 students and maximum 6 helpers
29	Counsellor (Psychologist)	1 per mandal

A readily implementable Operational Manual for the establishment and operation of Telangana Public Schools is provided in Annexure IV.

4.4 Envisaged Outcomes and Long-Term Impact

The establishment of Telangana Public Schools is expected to bring a transformative shift in the state's education system by creating equitable, efficient, and high- performing learning ecosystems. The key outcomes envisioned are listed in the Figure 4.2. below.

Figure 4.2: *Telangana Public School and its envisaged outcomes*

When fully scaled across all 632 mandals, the Telangana Public School network is projected to benefit around 33 lakh students and ease the financial and logistical burden for over 65 lakh parents. This amounts to saving of Rs. 10,000 crores per year for the parents if we assume that 20 lakh students come back to government from private schools.

These schools aim to rebuild trust in the public education system, reduce dropouts, and ensure that every child regardless of background has access to an education that nurtures skills, values, and confidence for the future. This intervention contributes to an enlightened and empowered society down the next 20 years from now.

Telangana Public Schools represent a paradigm shift in public education moving from fragmented, resource poor schools to vibrant, inclusive, and integrated learning ecosystems. By blending academics with co-curricular development, health, nutrition, values and life skills, TPS will set a new benchmark for quality public education in India.

Establishing Telangana Public Schools in all mandals across the state will ultimately realize the Common School System. This standardized schooling system will ensure equitable access to quality education for every child, regardless of their class, gender, caste, or geographical location. The children will be admitted into these schools either based on first come first served basis or through a lottery system. No entrance examination should be conducted for admissions.

4.5 Implementation and Financial Plan

The establishment of Telangana Public Schools shall be undertaken in two phases. In the first phase (2026–28), two Telangana Public Schools shall be established in each mandal, ensuring coverage across all mandals in the State. In the second phase, additional Telangana Public Schools shall be established in each mandal based on population norms, as outlined in the previous section.

A. Each Telangana Public School shall be constructed with a capital cost of INR 15 crores on an average.

B. Each Telangana Public School shall be provided with five buses, to be operated by local entrepreneurs under a financing arrangement comprising 50% subsidy and 40% loan support. The buses shall be run to provide student transportation at minimal fares.

C. Each Telangana Public School shall incur an annual recurring cost of INR 1.5 crores on additional teaching and non-teaching staff (apart from the regular government teachers who shall be reallocated). An additional annual recurring cost of INR 1.1 crores will be spent on meals (breakfast, lunch and evening snacks for all students from pre-primary to intermediate).

A draft bill for the implementation of Telangana Public Schools is attached in Annexure II.

Table 4.1: *Telangana Public School Implementation Plan and Budgetary Details*

No.	Year	Mandals Covered	No. of TPSs	Capital Budget (Cr) @ 15cr per TPS	Bus Subsidy Budget (Cr) @13 Lakh per bus x 5 buses per school	Annual Additional HRRecurring Budget (Cr) @1.5 cr per school	Annual Meals Recurring Budget (Cr) 1.1 cr per school	Total Annual Budget (Cr)
Phase 1 - Covering all mandals in 3 years with 2 TPSs per Mandal								
1	2026-27	200	400	6000	0	0	0	**6000**
2	2027-28	200	400	6000	260	600	440	**7300**
3	2028-29	230	460	6900	260	1200	880	**9240**
Phase 2 - Adding more TPSs in the mandals based on population with maximum of 5 TPSs per mandal								
4	2029-30	230	330	4950	299	1890	1386	**8525**
5	2030-31	200	300	4500	214.5	2385	1749	**8849**
6	2031-32	200	300	4500	195	2835	2079	**9609**
7	2032-33	-	-	0	195	3285	2409	**5889**
	Total	**632**	**2190**	**32,850**	**1423.5**	**12195**	**8943**	**55,412**

4.2 *Timeline for TPS Development*

No.	Name of the Activity / Work	Tentative Timelines (no. of weeks required) starting from T
1	Foundation Stone for the school	T
2	Constitution of the School Management and Development Committees	T + 1
3	Opening of the bank accounts	T + 2
4	Resolutions for taking up the work without contractors, willingness to take up work by the committee - this has to be sent to the DEO	T + 3
5	Merging of the schools in the TPS campuses into one UDISE code with the TPS name	T + 5
6	Infrastructural need analysis for the school	T + 5
7	Preparation of the estimates	T + 8
8	Preparation of plans and architectural drawings	T + 8
9	Completion of Civil works (ground preparation, repairs to the existing structures and construction of new classrooms, toilets, painting, etc.)	T + 24 to 36 (each work to take maximum of 3-12 weeks)
10	Procurement of classroom furniture, dining furniture, IFPs, drinking water, computers, Green/white boards, kitchen equipment, etc.	T + 40

11	Recruitment of teaching and non-teaching staff (contractual basis)	T + 40
12	Positioning of additional govt teachers and PETs	T + 40
13	Training of the new staff	T + 42
14	Training and exposure visits for the existing teachers	T + 42
15	Identification of entrepreneurs for transportation and procurement of buses including loan processing with local banks	T + 42
16	Conducting the baseline and consequent learning outcomes endline assessments before and after the interventions	T + 44
17	Design of the new calendar for the school with more focus on sports, and extra curricular activities and remedial education	T + 44
18	Constituting clubs for hobby, skills, extra- curricular and co-curricular activities	T + 50

4.6 Telangana Foundational School

In habitations that are dispersed and require more primary schools, as supporting institutions, Telangana Foundational Schools (TFS) shall also be established. These schools are specifically designed to strengthen early childhood education by integrating pre-primary grades into the mainstream primary education system. Telangana Foundational Schools would be created by expanding selected existing primary schools, and in some cases other categories of schools. Each Telangana Public School would be supported by a feeder network of three to four Telangana Foundational Schools. These Foundational Schools would also be linked through a dedicated transport network, with buses facilitating the safe movement of children from surrounding neighbourhoods.

The Telangana Foundational Schools shall have from Nursery to 2nd class. Each TFS will be endowed with infrastructure facilities and amenities comparable to those of the Telangana Public Schools, in accordance with globally benchmarked standards. Such an effort at upgradation of existing primary schools in select neighbourhoods can be achieved at a nominal cost of 4 crores per school.

CHAPTER-5

Teacher Education

5.1 Background

Noting the centrality of the teacher in the education system, Jayanth Panduranga Naik, the renowned educationist and Member Secretary of the Kothari Commission notes, 'of all the factors which influence the quality of education, the quality, competence and character of teachers is undoubtedly the most significant.' Linda Darling-Hammond, Professor Emerita, Stanford Graduate School of Education[16] and formerly the Executive Director of the National Commission on Teaching and America's Future, reflects[17]:

"Despite longstanding criticism of teacher education, the weight of substantial evidence indicates that teachers who have had more preparation for teaching are more confident and successful with students than those who have had little or none. Recent evidence also indicates that reforms of teacher education creating more tightly integrated programs with extended clinical preparation interwoven with coursework on learning and teaching produce teachers who are more effective and more likely to enter and stay in teaching. An important contribution to teacher education is its development of teachers' abilities to examine teaching from the perspectives of learners who bring diverse experiences and frames of reference to the classroom".

Recognising the importance of teachers and teaching, the Telangana Education Commission believes the task of remedying the disturbing state of teacher education in the state as being one of the central reforms required in school education. It is a well- established fact today that teacher education determines the quality of school education. Teacher education is entrusted with the responsibility of building a strong cadre of school teachers having an understanding of all aspects of the teaching profession including child development, relevant content knowledge, pedagogical skills as well as critical and reflective practice.

Since schools draw on the pool of graduates from teacher education institutes (TEIs), the quality of education in schools is in fact a reflection of the quality of teacher education. This chapter examines the issues in teacher education through the lens of Pre-Service Teacher Education (PSTE) and In-service teacher education (INSTE) separately. Certain governance issues having a bearing on the overall quality of teacher education are discussed in the third and the last section of this chapter.

5.2 Pre-Service Teacher Education (PSTE)

Break-up of number of private and government institutes for D.El.Ed. and government TEIs B.Ed. are as follows[18]:

[16] *Spector (2019), Stanford Graduate School of Education, Stanford University.*
[17] *Darling-Hammond (2000).*
[18] *Director, SCERT (2025).*

Table 5.1: *Intake of teacher education institutes across TEIs in Telangana (2024-25)*

No.	Name of the Institution	Programme	No. of institutions	Intake	Admissions (2024-25)
1	Government D.I.E.Ts	D.El.Ed.	10	1,400	946
2	Private TEIs		62	3,300	2,843
3	Government College of Teacher Education	B.Ed.	03	300	265
4	Government Institute of Advanced Study in Education		01	100	86

5.2.1 Public TEIs fare better

The findings from a recent study (Sarangapani et al., forthcoming) which sought to assess whether there was any difference in the quality of government TEIs compared with that of private TEIs, further underscores the need for regulation and monitoring of TEIs. The study analysed data from the teacher eligibility test (TET) in the state, using the performance on the test as a proxy for quality of the pre-service teacher education, both for D.El.Ed. as well as B.Ed. programmes. Three findings from the study are significant in the context of discussion about PSTE:

A. Although private self-financed institutions dominate the teacher education landscape, a much larger proportion of students from public funded institutions qualify in the TET;

B. Teachers emerging from public funded institutions perform better on the TET, overall and across all social groups, and

C. From the point of view of the number of candidates appearing for TET as an indicator of institutional efficiency, the public-funded TEIs are better compared to the private TEIs.

The findings of the study indicate that a very large proportion of private institutions are underperforming when compared to District Institutes of Education and Training (DIETs) offering the D.El.Ed. programme, Colleges of Teacher Education (CTEs), the Institute of Advanced Studies in Education (IASE), and university departments offering B.Ed. programmes. That these publicly funded institutions are relatively successful, from the point of quality, equity and efficiency, establishes their value as well as the need for supporting and strengthening them. This finding is especially important in the context of DIETs, where there is an increasing push for them to focus largely on in- service teacher education, leaving PSTE to the private sector.

5.2.2 Issues in PSTE

The quality of teacher education institutes is considered to be very low throughout the country and Telangana is no exception in this regard. The bulk of the TEIs in Telangana, as in the country itself, are largely in the private sector. Concerns have been expressed about the functioning and regulation of these TEIs.

5.2.2.1 Preparedness for foundational stage education

Of the various PSTE courses approved by NCTE[19] in Telangana, a majority of the courses offered by the TEIs are Bachelor of Education (B.Ed.) and Diploma in Elementary Education (D.El.Ed.). No courses are on offer in non-conventional streams such as art education[20].

A major change that pre-service teacher education in Telangana must adapt to is the restructuring of school education and the curricular and pedagogical inclusion of early childhood education into school education. Majority of programmes are oriented towards preparing teachers for the primary and from grades 6 to 10, and virtually none are available for the preschool stage. Lack of teacher education courses as well as a cadre of teacher educators and teachers for early childhood education is a significant gap in Telangana.

[19] *NCTE (2025), Government of India.*
[20] *NCTE (2019), Government of India.*

In view of the growing recognition of the importance of early childhood education, and the government's decision to introduce pre-primary sections in 1,000 schools from the academic year 2025–26 onwards, there is a need to establish a clear qualification framework and professional standards for the pre-primary stage.

5.2.2.2 Regulatory neglect

With outdated curricula, weak monitoring, and widespread malpractices, pre-service teacher education suffers from poor quality, requiring an overhaul. During a random visit made by the Telangana Education Commission to 2 private TEIs in Ibrahimpatnam mandal of Ranga Reddy district offering B.Ed. and D.Ed. courses, shocking instances of academic and administrative breaches have come to light. The Commission found that the colleges exist largely on paper, with no regular classes, absent staff, missing academic records, and deserted premises; during examinations, non-faculty invigilators, delayed question papers, inadequate supervision, and fraudulent record entries were noticed. The state of affairs noticed in these colleges offered a glimpse into the overall picture of gross regulatory neglect of teacher education in the private sector in Telangana.

Many private TEI managements tacitly permit prolonged student absenteeism and conduct classes in a perfunctory manner, often without meaningful engagement with qualified teachers. This has reduced pre-service teacher education to a mockery and has serious implications for the quality of school education.

5.2.2.3 Quality of Pre-Service Teacher Training

Student enrollment in D.El. Ed programmes in 2024-25 ranges between 67-90%20. However, enrolment in B.Ed programmes at TEIs under the purview of the SCERT is reported as 88% (in the 3 Government managed Colleges for Teacher Education) and 86% (in the Institute of Advanced Studies in Education). Data indicates a demand for these programmes in the TEIs managed by SCERT. Only a very small share of admissions to pre-service teacher education programmes are into government-managed institutions, with most students opting for B.Ed. courses offered by private Teacher Education Institutions (TEIs). The Telangana Teacher Eligibility Test results indicate issues with the quality of teacher preparation, with the pass percentage of Telangana TET in 2025 reported as 32%. This reflects the low quality of pre-service teacher training in the state. There is no data available on the number of student teachers who get employed in a teaching position once they complete the professional degree.

Across India, and especially in Telangana, some of the issues impacting the quality of teacher training include an outdated curriculum, disconnect between theory and practice, missing practicum from most TEIs, including DIETs and low academic proficiency among student-teachers at the entry-level.

B.Ed. programmes place insufficient emphasis on the practicum component. With the notable exception of a few, most private TEIs are not serious about student teachers' learning. Private TEIs also face the issue of schools not agreeing to host student teachers for their practicum.

5.2.2.4 ITEP and NCTE Regulations, 2025

An issue of pressing importance concerns the National Council for Teacher Education's (NCTE) Regulations 2025 on Recognition, Norms, and Procedures, which have been approved by the NCTE General Body but are currently under review by the government. The 4-year Integrated Teacher Education Programmes (ITEP) have been introduced via this regulation. Only three institutions in Telangana have been recognised by the National Council for Teacher Education (NCTE) as eligible to offer the Integrated Teacher Education Programme (ITEP) (Secondary): Maulana Azad National Urdu University (MANU), Hyderabad; the National Institute of Technology (NIT), Warangal; and the Government Degree College, Luxettipet, in Mancherial district.

Of particular concern in the new regulations is the emphasis on hyper-specialization of the Integrated Teacher Education Programme (ITEP) , both with regard to the stage at which student-teachers will teach in the future as well as the subject that they will teach. Separate curricula are advocated for each subject at each of the four stages: Foundational, Preparatory, Middle and Secondary. Institutions are to receive recognition as per the stage of TE they are offering.

Such hyper-specialisation without an option to transition from one stage to another will be restrictive, locking the student in a narrow work-sphere. The student would have chosen the narrow sphere in her late teenage years and will be forced to stick to the same, despite the passage of years and despite a potential change in her professional preferences.

Moreover, the flexibility to make a considered choice of teaching as a profession after completing undergraduate education is curtailed when this decision is advanced by three years, as entry into ITEP is required immediately after Class 12.

Furthermore, according to the proposed Regulations 2025, TEIs are to follow the curriculum prescribed by NCTE. Only 30% adaptation of the prescribed curriculum by the Universities is allowed as part of the proposed policy, and that too with the approval of NCTE21, with the implication that the knowledge base and autonomy of the state universities are being severely undermined.

The Telangana Education Commission (TEC) is of the view that the ITEP model may not be the most appropriate framework for pre-service teacher education (PSTE), as students may be overburdened by the expectation of acquiring not only foundational subject knowledge but also general and subject-specific pedagogical skills within a four- year programme.

Reviewing the functioning of NCTE and teacher training initiatives, a Department- related Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, in its report submitted to the Indian Parliament in August, 2025 has raised serious concerns about the implementation of ITEP and its impact on students[21]. The Committee is categorical that the Department should also allow for both consecutive and concurrent models to thrive, without making ITEP a prerequisite/mandatory condition. The Telangana Education Commission concurs with the views of the Parliamentary Standing Committee in not mandating ITEP. It is better to continue with the existing model of 2-year teacher training after undergraduate education.

5.2.3 Recommendations to strengthen PSTE

R 5.1 NEED NOT ADOPT ITEP

Telangana need not adopt the ITEP model of PSTE in light of concerns discussed above.

R 5.2 DISCONTINUE DIPLOMA PROGRAMS

TEC is of the view that entry into the teaching profession after class 12 compromises the quality of teaching professionals. They must enter the teaching profession after completing at least a bachelor's in the respective subject and with a bachelor's in education. In this light, TEC recommends discontinuing the D.El.Ed./DPSE program. As a buffer to candidates who have already secured the D.El.Ed./DPSE degree and are yet to be employed in the teaching profession, entry into the profession may be permitted for next three years, subject to their clearing the Central TET/State TET.

R 5.3 B.ED. COURSE IN DIETS

With D.El.Ed. being recommended for discontinuation, the DIETs must offer B.Ed. courses. Necessary approvals/sanctions from NCTE/other authorities as relevant must be secured in this regard. The DIETs should be strengthened accordingly.

R 5.4 B.ED. RESTRUCTURING

Professionals entering the teaching profession in Telangana's schools (government/government aided/private/any other management) must possess one of the following two types of B.Ed. degree:

I. B.Ed. (Primary): For classes: Nursery to class 5

II. B.Ed. (Secondary): For classes 6 to 12.

Accordingly, DIETs/CTE/IASE and private TEIs must offer these two B.Ed. courses.

R 5.5 ONE YEAR B.ED. COURSE

The above-mentioned B.Ed. courses, (i.e. separate B.Ed. for Primary and Secondary) degrees must be offered as a 2 year-course as well as a 1-year course. Only in-service teachers (government as well as private) with a minimum service of 3 years and desirous of shifting from teaching one stream of education to another (from Primary to Secondary or vice versa) must be eligible to undergo the 1-year B.Ed. course.

[21] *Parliamentary Standing Committee (2025), Parliament of India.*

R 5.6 REVITALISE PRACTICUM

A. Increase practicum component: Due importance must be given to practicum component in B.Ed course. TEC recommends increasing the proportion of practicum component - of the 2 years of B.Ed., practicum of a minimum of 150 days should be included as part of the B.Ed course.
B. Supervision: Every teacher student shall undertake the practicum under the supervision of a teacher educator.
C. Attached schools: Every TEI must have attached schools where practicum could be hosted. TEIs must enter into agreements with DEOs for hosting practicum components – the number of such schools must be commensurate with the enrolled number of student teachers in the B.Ed. course.
D. Monitoring practicum: Aspects of monitoring the implementation of practicum by private TEIs will be under the ambit of TESA.

R 5.7 TEACHER QUALIFICATIONS

Across top-performing education systems such as Finland, Japan, South Korea, USA, Vietnam and Canada, a consistent set of principles govern teacher recruitment. These systems approach the selection of teachers with the same seriousness that other sectors reserve for elite professions. Teaching is seen not as a fallback option, but as a sought-after, competitive career. Recruitment is rooted in the belief that teaching requires both intellectual and emotional aptitude. Candidates are drawn from the highest academic quartiles, and entry into teacher education programs often involves rigorous written tests, interviews, and group tasks that evaluate a candidate's communication skills, subject mastery, and passion for working with children.

By way of pre-service requirements for the teaching profession, Finland stipulates Master's degree and practicum; South Korea requires a Bachelor's degree and qualifying in a national level entrance examination; Japan mandates a bachelor's degree along with a national certification; a bachelor's degree is a common pre-requisite too in U.S.A. and

Vietnam, with the additional requirement of license and qualifying in government examination, respectively.

By contrast, the system in Telangana requires a much lower qualification - of D.El.Ed. - a diploma course to be undertaken after class 12 - to become eligible to teach primary sections in government schools (designated as the Secondary Grade Teacher (SGT)). In fact, the Telangana Education Commission has come across instances of individuals securing D.El.Ed. after completing their B.Ed., just to become eligible to apply for the post of SGT.

In line with the practices in best performing education systems across the globe and considering the importance of the teaching profession in training and impacting the future of young minds, TEC recommends that for teacher recruitments to be carried out henceforth, the pre-requisite qualification of teachers in Telangana must be enhanced, as follows:

Table 5.2: *Recommended pre service requirements according to the stage of education*

No.	Stage of education	Classes	Recommended minimum pre-service requirement *
1	Foundational stage	Nursery, LKG and UKG	3 year/4-year Undergraduate course and B.Ed. (Primary) and qualifying Central Teacher Eligibility Test (CTET)/State TET and Final Selection Test (recommended in this report, to be conducted by TGPSC). At least 2 levels among schooling/Intermediate education/UG course must have been completed in English Medium. (The recommendation should be implemented after three years so that youth who have already developed proficiency in the English language, despite having been educated entirely in Telugu medium, are duly accommodated.

2	Primary stage	Class 1 to class 5	3 year/4-year Undergraduate course and 2-year Postgraduate course in English medium and B.Ed. (Primary) and qualifying Central Teacher Eligibility Test (TET)/State TET and Final Selection Test (recommended in this report, to be conducted by TGPSC) At least 2 levels among schooling/Intermediate education/UG/PG courses must have been completed in English Medium. (The recommendation should be implemented after three years so that youth who have already developed proficiency in the English language, despite having been educated entirely in Telugu medium, are duly accommodated.
3	Secondary and Sr. Secondary stage	Class 6 to Class 12	3 year/4-year Undergraduate course and 2-year Postgraduate course in English medium and B.Ed. (Secondary) and Qualifying Central Teacher Eligibility Test (TET)/State TET and Final Selection Test (recommended in this report, to be conducted by TGPSC) At least 2 levels among schooling/Intermediate education/UG/PG course must have been completed in English Medium. (The recommendation should be implemented after three years so that youth who have already developed proficiency in the English language, despite having been educated entirely in Telugu medium, are duly accommodated)

Notes :
1. Minimum marks to be secured for UG, PG and B.Ed qualifications prescribed above is 60%.
2. TG TET and Final Selection Test (recommended in this report, to be conducted by TGPSC) must mandatorily have a descriptive paper on English language proficiency
3. For teacher recruitments being carried out until a critical mass of candidates graduate with the restructured, education stage-wise B.Ed. degree (i.e. separate B.Ed. for Primary and Secondary classes), existing B.Ed. degree may be accepted. The government must fix a date beyond which possessing the restructured B.Ed. degree shall become mandatory.

R 5.8 PRE-PRIMARY TEACHER EDUCATION ECOSYSTEM

An ecosystem for early childhood education must be developed, including the introduction of appropriate teacher education programmes, assessment of workforce requirements, and the creation of a dedicated cadre of teacher educators and teachers.

R 5.9 CO-DESIGNING TE CURRICULUM

Draw on the expertise in the education department and other departments of state- level, national-level and international universities and education research organisations to design teacher education curriculum relevant and appropriate for Telangana State.

R 5.10 DIET COE

The State should expedite the development of all ten DIETs as Centres of Excellence (CoEs), with additional budgetary support wherever required, and upgrade them in accordance with NCTE infrastructure and academic standards. In light of the TEC's recommendation to discontinue diploma courses, all DIETs should be upgraded as B.Ed. colleges. DIETs designated as Centres of Excellence should further be prepared to transition into multidisciplinary institutions offering both the two-year and one-year B.Ed. programmes, with appropriate proposals submitted to the NCTE.

R 5.11 PSTE FUNDING

The government must sanction adequate, ring-fenced per-student funding covering instruction; field visits and practicum; teaching–learning materials and laboratory resources; ICT requirements; staffing grants for full-time faculty and professional support staff; capital and maintenance grants for infrastructure; and faculty professional development. Funds should be earmarked and released in a timely manner on a quarterly basis.

R 5.12 PRIVATE TEI REGULATION

Aspects pertaining to regulation of private TEIs are discussed in the governance section of this chapter. The establishment of new private TEIs in the State should not be permitted.

R 5.13 NO ONLINE/DISTANCE COURSE FOR BED

To ensure rigorous learning in a regular college programme, B.Ed. courses shall henceforth be offered only in on-campus mode and not through distance or online modes.

5.3 In-service teacher education (INSTE)

Research[22] consistently demonstrates that teaching expertise develops over time and cannot be fully achieved at the point of initial certification. Consequently, in-service teacher education and continuous professional learning are essential for improving instructional quality, strengthening student learning outcomes, and sustaining meaningful educational reform. Various scholars have underscored the importance of teacher professional development (TPD) – that teacher expertise is the most influential school-based factor affecting achievement, making continuous professional development essential[23]; that, since pre-service programs cannot fully prepare teachers for real classroom complexities, in-service training supports the ongoing development of pedagogical content knowledge[24]; modern curriculum and assessment reforms further demand lifelong learning, a need highlighted in OECD's Teaching and Learning International Survey (TALIS) report[25], which positions teachers as continuous learners. Within the Indian context, both NCERT (2005)[26] and NCTE (2009)[27] emphasize in- service teacher development as a pillar for achieving equitable, high-quality education.

In Telangana, INSTE is being anchored largely by SCERT for government school teachers. The state also undertakes continuous professional development programmes mandated by the Government of India, such as the National Initiative School Heads' and Teachers' Holistic Advancement (NISHTHA). Vacancies in DIETs and SCERT have negative implications for sustained and systematic INSTE. There is no fixed training calendar and training is offered in a sporadic and adhoc manner. Moreover, absence of academic engagement through systematic classroom observations and mentorship has resulted in limited understanding of where INSTE is necessary.

5.3.1 Issues with INSTE

Ineffectiveness of online teacher training, lack of annual training calendar, fragmented delivery, under-resourced training facilities, lack of training need analysis, lack of assessment of the utility of training in classroom settings etc. are some of the issues with INSTE in Telangana. While these are true of all categories of teachers, the problem is accentuated in the case of pre-primary teachers, where one-time sporadic training has been offered over structured continuing professional development (CPD). Since pre-primary classes have been introduced in the government schools for the first time in 2025-26, one would have expected a structured and well-designed training programme/s for them.

Induction training for newly recruited teachers is generally limited to a few days, which is insufficient given the overall inadequacies in the quality of pre-service training available in the state. A more extended and structured induction programme, delivered through academic experts and professional organisations, is necessary.

Absence of academic scaffolding to teachers; a lack of in-school/classroom support and mentorship; and sub-optimal emphasis on subject and pedagogical content knowledge development; weak assessments, monitoring and feedback systems; prescriptive usage of teaching-learning materials; prescriptive pedagogical approaches; have been the other issues identified with INSTE in Telangana.

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[22] *Darling-Hammond et al. (2017), Learning Policy Institute; Desimone (2009); OECD (2019).*
[23] *Hattie (2009).*
[24] *Shulman (1987).*
[25] *OECD TALIS (2019).*
[26] *NCERT (2005).*
[27] *NCTE (2009), Government of India.*

The state must tread carefully, taking care not to impinge on teachers' autonomy. Dashboard indicators seeking to monitor compliance of teachers with prescribed number of pedagogic steps 'mandated by the state' point to a clear micro-management of pedagogy - a core academic aspect upon which the teachers and teacher educators must exclusively have a say, not the administrative apparatus of the state.

Currently, beyond the establishment and service details of teachers working in government schools, there is no validated and reliable data on teachers to support their career growth and record annual training attendance. Early childhood educators, in particular, highlight the absence of clear career pathways due to a lack of a designated cadre.

5.3.2 Recommendations on INSTE

R 5.14 TEACHER COMPETENCY FRAMEWORK (TCF)

A. It is widely accepted that good teaching significantly influences student learning outcomes. Empirical research[28] also establishes the same. Competencies/professional standards help define 'good teaching'[29] and define the expectation of the role of teacher at different levels of expertise, at different stages of a career. They also guide what teacher education programs must teach[30] and allow for reliable teacher evaluation systems. Telangana lacks a comprehensive framework that defines the nature of teachers' work, underpins career development and periodic certification, promotes life-long learning and career development, and serves as the foundation for teacher performance evaluation. The state must develop a teacher competency framework (TCF) which must serve as the reference point for INSTE as also for teacher performance evaluation.

B. Teacher Competency Framework must outline a broad range of aspects including subject and curriculum knowledge[31], pedagogical content knowledge (PCK), assessment literacy[32], reflective professional practice[33], and inclusive and learner centred practice[34] expected of teachers[35].

C. Based on the above parameters, each teacher should be assessed and placed into A, B, C, or D categories once every two years. These grades should not be placed in the public domain and should be used solely as a developmental tool to help teachers understand their strengths and identify areas for improvement. No punitive action should be taken on the basis of these assessments. The process should rely on system-generated evaluations using a robust software application. Teachers in private institutions should also be included in this assessment framework to enable capacity enhancement across the sector.

R 5.15 TRAINING NEEDS ASSESSMENT (TNA) AND TPD FRAMEWORK

A. A systematic training needs assessment must be conducted annually.

B. Based on TNA and referenced to the teacher competency framework, a 3- year/5-year Teacher Professional Development (TPD) framework - outlining the training needs sought to be addressed, the stakeholders to be trained, tentative training partners, along with an annual training calendar - must be developed for teachers, HMs, education officials and school management and development committees.

C. All in-service training must be conducted in accordance with the TPD framework.

R 5.16 INDUCTION TRAINING

A. A phased induction programme for newly recruited teachers spanning at least two months during the first academic year shall be introduced.

B. Induction sessions must speak to classroom situations, enabling teachers to build practical skills from the outset.

C. This must be supplemented by in-school/classroom academic support on a continual, on-going basis.

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[28] *Darling-Hammond (2006).*
[29] *European Commission (2013).*
[30] *Cochran-Smith and Zeichner (2005), AERA panel; Darling-Hammond (2010).*
[31] *Shulman (1986).*
[32] *Black and Wiliam (2009).*
[33] *Schön (1983).*
[34] *UNESCO (2017).*
[35] *Florian and Black-Hawkins (2011).*

R 5.17 ONGOING TRAININGS

A. Online and in-person, need-based courses shall be provided as part of teacher training, and a blended learning calendar for teachers shall be set up.

B. Need-based, subject and grade specific and competency-specific teacher handbooks shall be developed and distributed; these may be made available on SCERT web portal for easy access to private school teachers and other stakeholders.

C. Considering that a very significant proportion of students are enrolled in affordable/budget private schools, allow private schools to access SCERT and DIET training modules, including induction training for newly recruited teachers on fee-basis, ensuring consistency and equity in induction opportunities across the State,

R 5.18 TRAININGS AFTER PROMOTION

If the existing promotion policy is to continue, mandatory and comprehensive training must be provided for teachers selected and promoted as School Assistants, Head Teachers, and DIET Principals.

R 5.19 TEACHER PERFORMANCE

A. Teacher performance should be evaluated annually against a defined teacher competency framework, taking into account the induction and in-service training received, as well as enabling factors (such as academic mentoring and appropriate pupil–teacher ratios) and constraining factors (such as non-teaching duties, non-academic workload etc.) that affect teaching and learning.

B. The parameters on which teacher evaluation is to be conducted must be drawn up transparently, in consultation with teachers, and notified at the beginning of the academic year.

R 5.20 TEACHER CERTIFICATION

A. Teachers must undergo assessments for certification every 5 years. Certification must be from reputed public universities/ third party organisations identified by the state - such as, the education department of a national/international public university/teacher education institutions/public/private sector organisation specialising in teacher education/teacher certification/teacher professional development etc.

B. Such assessments should evaluate fitness for teaching, including mastery of prescribed content; pedagogical methods aligned to the content; knowledge of assessment tools and techniques; the ability to critically reflect on one's own teaching; and capacity to address diverse student learning needs.

C. Gaps identified must feed into the teachers' professional development plans.

R 5.21 PROFESSIONAL LEARNING COMMUNITIES/COMMUNITIES OF PRACTICE

A. Well-developed Professional Learning Communities (PLCs) have a positive impact on both teaching practice and student achievement. Recent evidence from research[36] on PLCs in the global south concludes that they support teacher collaborative learning; development of teaching efficacy; innovative changes in teaching; and building of trusting relationships among teachers. Telangana must introduce PLCs as an important means of continuous professional development of teachers.

B. Teacher educators must moderate Communities of Practice (COPs) / Professional Learning Communities (PLCs), which could be formed grade, subject and competency-wise.

C. A well-designed Professional Learning Community/Community of Practice (PLC/CoP) framework should be developed for Telangana, clearly outlining structures and modalities for teacher engagement across schools, subjects, and districts.

R 5.22 PLATFORMS FOR REFLECTIVE LEARNING

A. Annual review workshops should be conducted at the end of each academic year with active teacher participation.

[36] *Nguyen et al. (2024).*

B. Teachers should be provided platforms to showcase innovative teaching materials and pedagogical practices at district- and state-level forums.

R 5.23 LEARNING MANAGEMENT SYSTEM

An integrated Learning Management System (LMS) should be introduced to track the training undertaken by teachers. The LMS would support systematic planning of subsequent professional development by monitoring each teacher's progress against the defined teacher competency framework.

5.4 Teacher education governance

5.4.1 Governance issues

5.4.1.1 Faculty shortages in SCERT and DIET

The key government bodies responsible for teacher education in Telangana are affected by severe staff shortages. For several years, nearly 93% of posts in District Institutes of Education and Training (DIETs) and about 70% of posts in the State Council of Educational Research and Training (SCERT) have remained vacant. Of the 286 sanctioned teacher educator posts in the state, only 16 are currently filled - representing a working strength of just 5.59%. These acute vacancies have had an adverse impact on the quality of teaching and learning in pre-service programmes across DIETs, Colleges of Teacher Education (CTEs), and the Institute of Advanced Studies in Education (IASE).

5.4.1.2 Posts lost on account of state bifurcation

Following the bifurcation of Andhra Pradesh and formation of the Telangana state, several posts - particularly at the professor level and supernumerary positions that were assigned to Andhra Pradesh - have not been recreated or filled. Although DIETs are permitted to engage guest faculty, only 93 such appointments have been made, largely due to the limited availability of qualified candidates.

5.4.1.3 Legal issues in recruitment and creation of posts

There are several critical gaps, including the absence of an alternative policy or plan to manage the teacher educator cadre affected by the prolonged legal dispute over the merger of government and panchayat teacher cadres, as well as the failure to create senior lecturer and professor posts following bifurcation of the state.

5.4.1.4 Perceived value of teacher educator versus education officials

The positions as teacher educators in Teacher Education Institutions (TEIs) such as IASEs, CTEs, and DIETs are perceived by teachers as being less attractive than postings as education officials at the district or state level. The absence of training allowances, clear promotion pathways, and specialised professional development opportunities limits the retention of educators in TEIs.

5.4.1.5 No training after promotions

Following promotion, there is no structured training in school leadership for Principals or Headmasters/Headmistresses.

5.4.1.6 Ad-hoc staff deployment and other issues

Other gaps include: adhoc selection system for deployment of school teachers as lecturers in DIETs - standardised rules for recruitment, training, or promotion within these institutions are absent; inadequate or no training opportunities for teacher educators; poor infrastructure and training resources in government TEIs due to insufficient budget allocation; and a lack of systematic and regular mechanism for coordination between higher education and school education departments on quality of B.Ed. trained teachers coming into schools with poor preparation.

5.4.1.7 Unregulated private sector TEIs

The failure of effective regulation of private-sector Teacher Education Institutions (TEIs), and the resulting poor quality of pre-service teacher education (PSTE) along with widespread academic and administrative malpractices, has been briefly noted earlier in this chapter. In this section, we discuss certain specific issues in this regard:

a) Significant deficiencies

The 1980s drive to produce a large cadre of qualified teachers spurred the rapid growth of private Teacher Education Institutions (TEIs) in the erstwhile combined Andhra Pradesh, and now in Telangana. However, many of these private TEIs face significant deficiencies, particularly in recruiting qualified teacher educators, implementing mandated practicum or internship programs for student teachers, and ensuring the overall preparation of high-quality teachers.

b) Stipulations not complied with

Government Orders, guidelines, and the academic schedule stipulate the number of working days, coursework requirements, mandatory internship periods for each year of study, and the use of facial recognition systems for monitoring student and teacher attendance. These and other stringent norms and standards mandated by the NCTE are not effectively implemented in the State.

c) Large number of TEIs and a lack of unified authority

SCERT's primary functions are academic - curriculum design, carrying out studies, capacity building. Further, SCERT supports the Secretary and Director School Education to manage pre-service teacher training including conduct of D.El.Ed. admissions, curriculum, approval, recognition and monitoring quality of private TEIs offering D.El.Ed program and issue of end of the course certificates, management of DIETs. School education department manages teacher educators cadre matters, conduct of Teacher Eligibility Test, Teacher Recruitment Test (referred to as DSC), and coordinates with NCTE.

Regulation of private TEIs does not feature explicitly in SCERT's functions. Universities giving affiliation to the private TEIs do have a regulatory role to the extent of overseeing affiliation compliance. However it would appear that too many affiliated TEIs, and possibly entrenched interests have led to corruption and regulatory failure.

Thus, a lack of an authority in Telangana, in charge of overseeing compliance with NCTE stipulations on one hand and engaging with and monitoring quality-related aspects of PSTE in TEIs on a continual basis on the other, is at the centre of the failed regulation of TEIs.

5.4.1.8 PSTE course fee needs revision

The absence of periodic fee revisions has undermined the financial viability of PSTE courses. For instance, the D.El.Ed. course fee of ₹12,500, fixed several years ago (39) and never revised since, has become grossly inadequate, contributing significantly to the poor quality of teacher education in private institutions.

5.4.1.9 Private school teacher database

According to UDISE 2023–24, Telangana has approximately 3.41 lakh teachers, of whom 43.48% are employed in government schools and 55.48% in privately managed schools. However, the school education department does not appear to maintain an updated database on the educational and professional qualifications of teachers working in recognised private schools, beyond the information submitted at the time of school recognition.

5.4.1.10 Private school teacher trainings

There is also a lack of information about the extent and quality of in-service training provided to private school teachers, especially in affordable/budget private schools. Often, even the teachers in aided schools are not included in the in-service training programs conducted by DIETs and SCERT.

5.4.1.11 Non-teaching/Non-academic load on teachers

Very few Government or Zilla Parishad High Schools have sanctioned posts of Record or Junior Assistant, and where they exist, recruitment is often delayed for decades. With no outsourced administrative support, teachers spend substantial time on non-teaching and data-entry tasks required for district- and state-level monitoring.

5.4.2. Recommendations on teacher education governance

R 5.24 CURRICULUM DEVELOPMENT AND PLANNING

A. SCERT must take up planning and development of teacher education sector – from pre-primary to senior secondary level

B. SCERT must take up curriculum development/revision for PSTE programmes, aligned with NCTE stipulations

R 5.25 MONITORING ACADEMIC AND INSTITUTIONAL STANDARDS OF TEIS

The proposed Telangana Education Standards Authority (TESA) must monitor the maintenance of academic, infrastructural and institutional standards by TEIs on an on-going basis. Based on assessments, ranks/grades must be assigned to TEIs.

R 5.26 RECRUITMENT OF TEACHERS

A. TGPSC must undertake all teacher and teacher educator recruitments in the state – from pre-primary to senior secondary grades, across all government and local body school managements, Telangana Public Schools, model schools, and all residential schools

B. Teacher recruitment shall take place through a 2-stage examination process - the first and the qualifying stage being the Teacher Eligibility Test (TET), as mandated by the NCTE under the provisions of the Right of Children to Free and Compulsory Education Act, 2009 and the second, through a selection examination which shall be called the Final Selection Test (FST).

C. TGPSC shall conduct the TET as well as the FST.

D. TET as well as FST shall include a descriptive paper to test English language proficiency.

E. Qualification in TET and FST shall be valid only for the immediate recruitment notification issued following the conduct of these tests. To be eligible for consideration under subsequent notifications, candidates will have to necessarily clear TET and FST afresh, regardless of their qualification in the earlier rounds of TET and FST.

R 5.27 TEACHER EDUCATOR RECRUITMENTS/DEPLOYMENTS

A. SCERT must assess the demand and supply of teachers and teacher educators in the State, along with anticipated vacancies, and establish a biennial (two-year) recruitment calendar for both categories.

B. Expedite filling up of all vacant direct recruitment (DR) quota of teacher educators posts through TGPSC.

C. There should be no promotion-based entry into the teacher educator cadre. All teacher educator posts in government institutions should be filled entirely through direct recruitment based on eligibility standards prescribed.

D. The 30:70 ratio of direct recruitment to direct promotion (DR:DP) should be abolished to enable the selection of newly trained postgraduates meeting higher professional standards and possessing English-medium teaching competencies. Accordingly, recruitment rules for teacher educators must be revised and all vacant posts in DIETs and SCERT filled through direct recruitment, granting a 5% weightage to eligible in-service teachers. Leverage technology by incorporating video-recorded selection interviews, where applicable, to enhance transparency and objectivity in the recruitment process.

E. If at all the policy of promotions is to be continued with, a well-defined selection process where both merit and seniority are considered (not just seniority) must be brought in. The promotion process should be restructured to incorporate objective and scientific methods for assessing knowledge, skills, commitment, and leadership competencies as relevant.

F. The qualifications for teacher educator posts should be aligned with, and not be lower than, those prescribed in NCTE guidelines, and should mandatorily include postgraduate-level academic qualifications.

R 5.28 ACADEMIC GOVERNANCE AND LEADERSHIP OF SCERT

SCERT must be headed by a distinguished educationist drawn from state/national/international public universities/public research bodies. S/he must have demonstrated expertise in curriculum design, teacher education, and contemporary learning sciences - more broadly, along with experience in leading large public education systems.

The State must recognise that leadership of the apex academic body for school education extends far beyond general administration and requires specialised educational expertise combined with substantial experience in managing complex, large-scale government system reforms.

R 5.29 TEI FEE REGULATION

Fee regulation of TEIs may be brought under the ambit of Telangana Admission and Fee Regulatory Committee (TAFRC). The TEC has observed that the fees fixed by the Government for TEIs are inadequate to operate these institutions on a professional and sustainable basis, indicating anomalies in the existing fee regulation mechanism.

R 5.30 PRE-PRIMARY TEACHER EDUCATION

a. Strengthen capacity in SCERT related to pre-school education sector through recruitment and capacity building.

b. Map training quality and career milestones for preschool teacher educators.

R 5.31 ACADEMIC SUPPORT AND MONITORING

Ongoing academic support and monitoring constitute an important element in ensuring the effectiveness of on-the-job, continuous professional development of teachers. In the interest of strengthening this element of INSTE, TEC makes the following observations and recommendations:

R 5.31.1 ACADEMIC MONITORING BY TEACHER EDUCATORS/TEACHERS, NOT BY ADMINISTRATIVE OFFICIALS:

Observing and supporting classroom instruction; course-correction based on feedback given by subject and pedagogic experts, emanating from classroom observations; tracking student performance, are at the core of academic monitoring. This is obviously a technical task to be performed by HMs and must not be usurped upward by mandal, district and state administrative officials.

R 5.31.2 ROLE OF ADMINISTRATIVE OFFICIALS

Administrative officials should systematically monitor teacher and student attendance and infrastructure availability, and proactively strengthen enabling conditions for a conducive teaching–learning environment, including by relieving teachers of non- teaching and non-academic responsibilities.

R 5.31.3 ACADEMIC MENTORING AND MONITORING BY SUBJECT AND PEDAGOGIC EXPERTS

a. Academic aspects including their monitoring and supervision must be carried out by academic staff of commensurate seniority and having subject and pedagogic expertise.

b. A cadre of mentors at state, district and mandal level must accordingly be identified.

R 5.31.4 FIRST LAYER OF MENTORSHIP

a. In this context, the TEC recommends foregrounding the "local" as the first layer of academic monitoring, with the school Headmaster or a senior teacher functioning as the principal instructional leader responsible for classroom observations and regular feedback.

b. For this purpose, SCERT, in consultation with subject and pedagogic experts from education and other relevant departments of public universities at the State and national levels, should develop a mentoring framework and build the capacity of Headmasters and senior teachers to implement it effectively.

R 5.31.5 SECOND LAYER: MANDAL LEVEL

a. Instructional supervision and mentoring support being provided by the HM/senior teacher at the school level must be supplemented by subject and pedagogic expert academic teams constituted at every mandal. These teams shall necessarily comprise teacher educators and senior teachers having substantial subject and pedagogic expertise and teaching experience.

b. They must make periodic visits to carry out classroom observations (CROs) and mentor the teachers. Every school must be covered by these visits at least once every 2 months.

c. During such visits, the team shall evaluate the supervision and support being provided by the HM/senior teacher and suggest course-corrections as necessary.

R 5.31.6 DISTRICT AND STATE LEVEL TEAMS

Similarly, there must be academic expert teams constituted at the district and state levels who shall make periodic visits to schools.

R 5.31.7 FINDINGS CAPTURED IN DASHBOARD

c. The findings of mandal, district and state academic teams must be captured in the dashboard, for subsequent academic monitoring and follow-up.

Care must be taken to ensure that teachers are not burdened with data entry pertaining to such reporting. The state must entrust such administrative tasks to clerical staff, either appointed to schools or those available at mandal / school complex levels.

R 5.32 ADMINISTRATIVE SUPPORT

a. Create administrative posts like, Computer Operators, Junior Assistants, Estate Manager etc. to take up non-teaching activities. This is key to unburdening teachers from innumerable administrative/non-teaching/non-academic responsibilities.

b. Strengthen administrative systems in the MEO office to quickly respond to teacher concerns and representations – leave applications, medical bills, NOCs for Foreign Travel, etc.

CHAPTER-6

Telangana Education Standards Authority

6.1. School Standards : Global Practices

School infrastructure and environment, curriculum, quality of teaching-learning, student assessments, learning outcomes and community engagement are among the key parameters constituting school standards globally. Frameworks for assessing school standards have been in use in several countries.

To name a few:

Australia (New South Wales) uses the School Excellence Framework comprising the domains of Learning, Teaching and Leading[37], cumulatively covering 14 themes as follows:

A. Learning domain: learning culture, wellbeing, curriculum, assessment, reporting and student growth and performance
B. Teaching domain: effective classroom practice, data skills and use, professional standards, learning and development
C. Leading domain: educational leadership, school planning and reporting, school resources, management practices and resources

United Kingdom's Office for Standards in Education, Children's Services and Skills (Ofsted) uses the Education Inspection Framework[38], to evaluate state funded schools in terms of: safeguarding, inclusion, curriculum and teaching, achievement (student), attendance and behaviour, personal development and well-being, early years in schools, sixth form in schools (senior secondary), and leadership and governance.

The Finnish Education Evaluation Centre (FINEEC) is an independent authority responsible for the national evaluation of education. The evaluations of FINEEC cover the education system in its entirety, from early childhood education to higher education[39]. It conducts learning outcome surveys and carries out periodic assessments on various themes – some aspects on which previous assessments have focussed include: pedagogical leadership, new forms of student counselling, social inclusion, inequalities in education, methods that prevent bullying and improve wellbeing, immigrants educational pathways, school community work etc.

Schools in Vietnam are accredited as per their prescribed national standards through a process involving self-assessment and external assessment. As per the regulations of the Ministry of the Education and Training[40], there are 5 broad standard areas defined, with each containing stipulations for sub-standards. The standards pertain to:

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[37] *New South Wales Department of Education, 2024.*
[38] *Ofsted, 2025.*
[39] *Finnish Education Evaluation Centre, (n.d.).*
[40] *Ministry of Education and Training-Vietnam, (2018).*

Standard 1: School organization and management

Standard 2: Managers, teachers, staff and students

Standard 3: Teaching facilities and equipment

Standard 4: Relationship between school, family and society

Standard 5: Educational activities and educational outcomes

The U.S. Institute of Education Sciences (IES)[42] is an independent research, statistics and evaluation arm of the U.S. Department of Education and has an important role in improving school standards; it has 4 centres and 10 regional educational laboratories:

A. Through the National Centre for Educational Research (NCER), the IES funds/supports educational research to address significant educational problems - aiming to enhance education quality, boost academic achievement, reduce gaps and improve access to post-secondary education;

B. The National Centre for Educational Statistics (NCES) serves as the primary statistical agency, collecting, compiling and analysing data on American education;

C. The National Centre for Education Evaluation and Regional Assistance (NCEERA) evaluates federally funded education programmes, particularly in reading, mathematics and science. It hosts the What Works Clearinghouse[42] which conducts independent reviews of research on what works in education.

D. The National Centre for Special Education Research (NCSER), the IES advances practices for teaching children with disabilities through research grants, supporting interventions and validating measures. The Regional Educational Laboratories offer opportunities to learn what works as well as coaching, training, and other support for research use. Our Statewide Longitudinal Data System grants enable states to more efficiently track education outcomes and provide useful, timely information to decision makers.

The United States has assessment systems at the state level as well. For example, California Assessment of Student Performance and Progress (CAASPP)[43] System assists teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. It includes the Smarter Balanced assessment system for English language arts/literacy (ELA) and mathematics, the California Science Test (CAST), the California Alternate Assessments (CAAs) for ELA, mathematics, and science, and the optional California Spanish Assessment (CSA).

6.2. School Standards in India

The Government of India has introduced multiple frameworks pertaining to school quality and standards. By way of a quality self-regulation and accreditation system, the National Education Policy, 2020[44] envisages the setting up of the State School Standards Authority (SSSA) to ensure all schools follow certain minimum professional and quality standards. Shaala Siddhi (School Standards and Evaluation Framework) developed by National Institute of Educational Planning and Administration (NIEPA) in 2015 covers 7 key domains: school resources, teaching-learning-assessments, learners progress and attainment, teacher performance, school leadership, inclusion-health and safety, and productive community participation.

In addition, the Central Board for Secondary Education (CBSE) uses School Quality Assessment and Assurance[45] framework containing 7 domains: Curriculum, pedagogy and assessment; infrastructure; human resources; inclusive practices; management and governance; leadership; and beneficiary satisfaction.

A few years after the Shaala Siddhi framework was developed, NITI AAYOG introduced the School Education Quality Index (SEQI) in 2019, which became the basis for the Performance Grading Index (PGI) applied to Indian states for assessing the quality of their school education. The PGI report includes metrics that are focused on six domains: learning outcomes; access; infrastructure and facilities; equity; governance processes and teacher education and training.

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[42] *Institute of Education Sciences, (n.d).*

[43] *California Department of Education, (n.d.).*

[44] *Ministry of Education, Government of India, 2020.*

[45] *Central Board of Secondary Education.. School quality assessment and assurance framework (SQAAF).*

6.3. School Standards in Telangana

Telangana is yet to develop its own framework for school standards assessment. While certain training programmes have been conducted to orient teachers and school heads of government schools on frameworks introduced by the Government of India (such as Shaala Siddhi), the implementation of such framework by schools (which is to happen voluntarily, in a self-assessment mode) and its monitoring by the district and state authorities has not happened systematically in order to have a meaningful assessment of the school standards in the state.

In fact, the state lacks institutional mechanisms to systematically and periodically understand the achievement (or lack thereof) of school standards on any meaningful axis. For example: gaps in understanding schoo infrastucture, Teaching quality, TPD, and students outcomes or outlined below.

6.3.1 School infrastructure

Infrastructure details are collected from schools almost every year, among others, as part of submitting data to the Unified District Information System for Education (UDISE) of the Government of India. However, this gives an aggregate, state-level picture at best. Detailed district, mandal level data is not available for public access anywhere.

Secondly, the data reflected in UDISE can be misleading, concealing qualitative aspects of infrastructure availability. For example, as per UDISE 2024-25, Telangana has 40,966 school libraries/reading corners/book banks. This figure conceals the fact most government schools do not have a library - in fact, not even 100 government schools in the state have a functional library; in the name of book bank, a pile of textbooks are usually locked up in a bureau in a corner of a classroom, seldom accessible to the students. Thus the figure of the number of libraries/reading corners/book banks does not give out any meaningful information. Similarly, it is reported that 37, 095 computers are available in schools. This does not tell us how many computers are available per school, which would have been a meaningful indicator to begin understanding the access of students to computers. More importantly, the UDISE data does not reveal how many of the computers are in a functional state. Anecdotal evidence from several government schools shows computer labs are non-existent and where they exist, are mostly dysfunctional, lacking regular maintenance. Similarly, data pertaining to the health of school buildings, the extent of repairs required in them, adequacy of classrooms etc., are not available anywhere.

6.3.2 Quality of teaching

There is a major gap in understanding the quality of teaching in government schools. Student learning outcomes are considered as the closest proxy indicator for teaching quality. While learning outcome could, to a partial extent, tell us about the the quality of teaching, it would be erroneous to conflate the two – for, learning outcomes would be dependent on not merely teaching but a more comprehensive set of factors including the environment at home; teacher-availability; non-academic workload on the teacher; multi-grade teaching, professional support networks etc. Interventions for a continuous loop of review-feedback-mentoring at the classroom level, which would have been a critical support for the teachers in addition to being an aid in a systematic and disaggregated analysis of subject-wise, grade-wise, geography-wise teaching quality, are absent.

6.3.3 Teacher professional development

This is generally restricted to a few days of episodic training the teachers undergo every year. However, a systemic analysis of the training needs; training tailored to meet these needs; the feedback on the usefulness of the training; the extent to which learnings are implemented in the classroom/school; is not carried out. A continuous engagement with and among teachers, through professional learning communities/communities of practice is also missing.

6.3.4 Student learning outcomes

At present the state largely relies on internal assessments to understand the extent of attainment of student learning outcomes. An elaborate discussion on the issues in this regard is presented in the succeeding paragraph. By way of independent, third-party assessments, schools in Telangana participate in the National Achievement Survey (NAS) conducted by the National Council for Educational Research and Training (NCERT) and in Annual Status of Education Report (ASER), which is conducted by the non-governmental organisation-Pratham.

While both these learning surveys provide valuable insights, there are certain shortcomings - NAS is conducted only once in 3 years, not annually. ASER focuses mainly on Foundational Literacy and Numeracy (FLN) – and not all grade specific scholastic areas. Even district coverage in ASER is not universal. Further, both these assessments are sample based, and do not cover all students enrolled in schools.

6.4. Assessments

While assessments have briefly been discussed above, the issues with assessments in Telangana government schools require a deeper engagement and hence a more detailed discussion is presented below.

6.4.1 Learners' contexts

The learners in the government schooling system in Telangana are, to a very large extent, from the marginalised socio-economic sections of the population, and many of them are first generation learners. Therefore, arguably, the challenges faced by them – in terms of having a conducive learning environment at home; having access to learning resources; having a family which understands the importance of and lays emphasis on education etc. – are more complex and challenging as compared to those faced by learners from better resourced and privileged backgrounds. A longer learning curve, especially in the initial years of schooling, is therefore to be expected in government schools.

An empathetic pedagogy, taking cognisance of the social-economic challenges faced by the learners in the government school, would appear to be the first and foremost ingredient required of a teacher in the government school. An allowance of a greater time to learn may also appear necessary, given the difficult familial circumstances of the learner in a government school.

6.4.2 Assessments - perfunctory and performative

Assessments must necessarily be looked at, keeping this context of the government school and the particularities of its learners in view. Policy leadership must tread carefully and avoid reducing assessments to a source telling us 'how many have made the cut'. It is precisely such an obsession with the decontextualised number chasing that has led to a situation where schools have begun 'gaming' the assessments. Things have come to such a pass that today internal assessments have become perfunctory and performatory at-once! Perfunctory, because they are conducted as if to go through the motions – of taking another step in a never-ending circular staircase of mandates given by the state - without fulfilling their original role of providing feedback to the learner and the teacher and, of evaluating the proficiency/mastery developed at the end of the instruction. Performatory, because informed by experience, schools know what scores, aggregates, and improvements over baselines the authorities would like to see and game the assessments (including, shockingly, by promoting malpractice during exams) to deliver just that!

6.4.3 Conflict of interest

The problem lies in conflict of interest. In the present scheme of assessments, there is scope to 'work' the system, since the assessment system (until the Class X board exam) is entirely controlled internally, by the stakeholders -at state, district, mandal and school level - whose performance is judged by the performance of the students. It would thus appear that there is a systemic disincentive for the government schools to be honest about acknowledging the extent of learning gaps in their learners– and therefore a strong incentive to manipulate the assessment system to show illusory progress being made by the learner.

Here, it must be clarified that the Commission acknowledges the presence of honest and inspiring teachers in the education system and the Commission has had the good fortune to meet with some of them. Therefore, when this observation about rigging the evaluation system is being made, it is not a blanket, across-the-board observation. In fact, it is not so much a commentary on the individual, as it is on the loopholes of the present system - which relies entirely on the internal stakeholders for assessments.

6.4.4 Remedying the situation

Remedying the situation would require changes on both the fronts – on the part of administrators and how they conduct their reviews as well as on how assessments are conducted.

Administrators must review the performance of schools – especially the student learning outcomes – considering the longer arcs that may be involved with first generation learners and learners from marginalised communities and duly factoring in other factors (as discussed above) contributing to/impeding the achievement of learning outcomes. Reviews must therefore be continuous, longitudinal, for, only thus would we be able to understand the progress made by the learner relative to her previous performances. One-shot and episodic reviews tend not to focus on such nuances and instead compare just aggregates- leading to reviews which do not regard the particular situation and challenges faced by the learners in government schools of the state. In other words, reviews must enable the diagnosis of the problem/s at micro (learner, school) to meso (mandal, district) to macro (state) levels and empower the teachers, school leaders and education administrators to find solutions to the identified problems. Reviews must not lead to a behaviour where manipulating the assessment system to inflate students' performance would seem a viable workaround to getting 'caught' and being punished. This also highlights the importance of making reviews low stakes, at least to begin with.

The exams must be conducted by a mix of internal and external, third-party actors. As noted earlier, sole reliance on internal actors for assessments is a systemic problem.

6.5. Higher education standards

About 80% of colleges offering higher education in Telangana are in the private unaided sector, accounting for 75% of total higher education enrolment.

Unlike school education which is largely characterised by a lack of clearly agreed upon and enforced education standards, the higher education sector in India is governed by a variety of standards, accreditations and rankings – statutory as well as voluntary.

University Grants Commission (UGC) is the primary statutory regulator granting recognition to universities; the All-India Council for Technical Education (AICTE) regulates colleges offering technical programs (engineering, technology, computer applications, pharmacy, architecture, planning, applied sciences, vocational and skill based technical programs etc.); the National Council for Teacher Education (NCTE) regulates teacher education; specific program level accreditation (for technical and professional) is given by the National Board of Accreditation (NBA); institution level assessment and accreditation is carried out by the National Assessment and Accreditation Council (NAAC); launched by the Ministry of Education, Government of India, the National Institutional Ranking Framework (NIRF) ranks the performance of higher educational institutions and programs in certain disciplines. In addition, Indian universities also participate in certain international ranking surveys including the Quacquarelli Symonds (QS) world university rankings and Times Higher Education (THE) world university rankings.

Notwithstanding the multitude of regulatory bodies, standards, and frameworks, it is a fact that higher education in Telangana does not deliver value to the student – if public universities and colleges are crippled with poor infrastructure, large scale faculty vacancies and have suffered an overall dilution of academic standards, the manner of functioning of private colleges (with the notable exception of a few) leaves a lot to be desired – besides many private HEIs lacking the requisite physical infrastructure, including critically, laboratories and libraries, there are grave concerns across the board - from commercial interests and ranks in competitive exams taking precedence over learning and student development in junior colleges, to UG/PG/engineering colleges primarily interested in revenue through government fee reimbursement schemes, to B.Ed. colleges in breach of most academic and administrative stipulations-to the point of existing largely on paper – the conclusion is unambiguous – from every conceivable view point, we, as a society, have failed the student.

The present abysmal state of higher education is undoubtedly a direct consequence of weak monitoring of compliance with standards.

Regulatory bodies granting recognition/affiliation tend to focus their due-diligence efforts at the time of granting statutory approvals - for example, affiliation granted to colleges typically needs annual renewal. The extremely large number of affiliated colleges makes it virtually impossible for the central team of a university to make regular inspections beyond those required during affiliation/renewal process, to understand the status of compliance with institutional and academic standards. Thus affiliation and renewal processes have become a matter of routine and have come to be associated with corrupt practices. Dedicated teams to regulate and oversee the functioning of private HEIs are missing, resulting in the deterioration of quality.

Moreover, accreditation/rankings by many of the aforementioned agencies is voluntary - for example, NBA, NAAC, NIRF, QS world rankings, THE world rankings are all voluntary, with the result that many HEIs in Telangana do not participate in them.

The combination of infrequent inspections by regulatory bodies on the one hand, and the non-participation of many higher education institutions in credible but voluntary ranking and assessment frameworks on the other, has resulted in weak quality assurance mechanisms and the absence of clearly defined accountability.

6.6. Telangana Education Standards Authority

The problems in the assessment system in school education and a lack of a systematic mechanism to assess school standards have been discussed above. We have also outlined the issues in higher education standards, briefly in the foregoing paragraphs but also in greater detail in the chapters constituting the higher education part of this report.

While recommendations to address academic deficiencies such as faculty shortages and decline in academic culture etc. have been discussed in the chapter on university education, the solution proposed below is to address the problems arising from weak assessment systems in Telangana's education system – assessment of student learning outcomes in school education as well as of maintenance of a broad range of institutional, infrastructural and academic standards in school and higher education.

TEC recommends the setting up of a statutory body - *Telangana Education Standards Authority (TESA) to address these issues.*

TESA is envisaged to serve as the apex independent school education and higher education standards body, carrying out independent, credible student assessments; assessing schools and higher educational institutions (HEIs) including universities in terms of the institutional, infrastructural and academic standards prescribed; carrying out diagnostic studies, identifying shortcomings as also good educational practices; testing the efficacy of newer interventions and more broadly, generating evidence for what works and what doesn't to inform education policy.

Even as TESA is expected to function in close coordination with the Secretary to Government and various Heads of Departments under the Education Department, it will function independent of government control, with the leadership of TESA reporting to the Chairperson of TESA' governing board. Such independence is central to effective scrutiny of standards in schools/HEIs in a highly transparent manner.

TESA's functional independence is sought to be modelled along that of the Society for Social Audit, Accountability and Transparency (SSAAT) of the Rural Development Department of the Government of Telangana. TESA would comprise a highly qualified and experienced team of academicians, administrators and education professionals working under the strategic guidance of a strong governing board constituted by eminent and experienced education leaders having a deep commitment to improving education in Telangana.

The Telangana State Council of Higher Education (TSCHE) is empowered by statute[46] to assist the UGC in determining and maintaining standards in HEIs. TESA is not envisaged to replace TSCHE in this function. Rather, TESA is conceived to play a supplemental role in this regard, carrying out scrutiny of standards in HEIs on a regular basis. By making the results of TESA's' scrutiny of standards public, transparency in quality of HEIs is sought to be enabled, in turn seeking to empower students and their families to make informed choices during college admissions. TESA will serve this critical public-interest function.

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[46] *Telangana State Council of Higher Education Act, Act No. 16 (1988).*

R 6.1. RECOMMENDED FUNCTIONS OF TESA

TESA will carry out the following functions:

A. **Summative assessments:** TESA, as a third party, will carry out summative assessments (SA) for school education (class 2 through 12 except 10th and 12th grades).

A.1. Schools covered: TESA will conduct SAs only for Telangana Public Schools and Young India Integrated residential schools and all other residential schools.

A.2. Content: As a broad principle, SA for primary grades may focus primarily on foundational literacy and numeracy (FLN). Beyond primary grades, SAs may be used to test learning levels at the grade-level, dovetailing the testing of grade-specific knowledge acquisition with its application.

A.3. Focus areas: These exams must focus on testing the attainment of learning outcomes and application of concepts learnt, moving away from an assessment approach promoting rote learning.

A.4. Difficulty level of questions: Questions may range from easy to difficult, so that one may discern the difficulty level at which reinforced academic support may be required for students.

A.5. Question bank: A sufficiently large question bank must be prepared such that questions are not repeated from previous years.

A.6. Question paper setting: Question paper for these exams must be prepared by TESA centrally for all school grades under its ambit.

A.7. Assessment Operations: Maintaining the integrity of assessment operations is central to the assessments being credible. In this regard, the following measures are recommended:

A.8. Pre-exam and exam phase:

A.8.1. Exam operations in-charge: At the state level, the Director of School Education must be the authority in-charge of overseeing exam operations for schools;

A.8.2. **Invigilators:** DEOs must identify invigilators for every classroom in which these exams are to be conducted, keeping mandal as the unit of selection. The invigilators must be external to the school. No teacher/principal/staff belonging to a school may invigilate in the same school.

A.8.3. **Question paper sets:** There must be different sets of question papers even within a particular grade; different sets could include not merely shuffled sequence of questions, but also different questions (in part or in whole), keeping the overall difficulty level of the paper comparable across sets;

A.8.4. **Anonymising answer scripts:** Answer scripts must be anonymised (name, gender, district, school etc.) using bar- coding/other technologies.

A.8.5. Exam Centres: School going students shall take examinations in their respective schools.

A.8.6. **Stringent protocol to prevent malpractices:** These exams must be conducted with the seriousness of a public exam. Every classroom in which the exams are conducted shall have a functional closed-circuit television (CCTV) camera. Stringent protocols to prevent malpractices shall be put in place, including for:

- printing and distribution of question papers;
- opening seal of question papers;
- prohibition of use of mobile phones and cameras in the exam centre;
- adherence to exam start and end time;
- impersonation;
- ensuring no one other than authorised personnel is present in exam centre
- invigilator and exam centre signatures on prescribed forms before and after each exam
- Scanning of answer sheets to enable digital evaluation; Strict disciplinary action must be attracted for any breach in the protocol.

A.9. **Post exam phase:**

A.9.1. Anonymised answer scripts must be evaluated by teachers randomly allocated in the district. Evaluator allocation process must ensure that the evaluator and the student being evaluated do not belong to the same district to the extent practicable. Evaluations shall be carried out digitally.

A.9.2. Student scores across different question paper sets shall be normalised.

A.9.3. All results being made public shall be anonymised. The performance of the school will be graded based on the results of these SAs. Individual students' results shall be communicated to his/her parents.

A.9.4. Evaluators must enter the student scores in a software application developed for the purpose.

A.9.5. Post evaluation, the answer scripts must be brought to the mandal level and from there to the respective schools, with due care to ensure anonymity between the evaluator and the student is maintained.

A.9.6. Detailed analytics must be drawn up with insights about student performance, disaggregated subject and grade/academic level-wise, with desired levels of granularity - from individual learner to the whole state. This will form the basis for further interventions in the education system - from the state level to the individual teacher - to take necessary steps in the direction of improving learning outcomes.

A.9.7. School-wise results must be made available in the public domain, duly taking care not to divulge students' names and other personal details.

R 6.2 BASELINE AND ENDLINE STUDENT ASSESSMENTS IN HIGHER EDUCATION

TESA will conduct baseline assessments to evaluate foundational concepts of students entering higher education. This will help HEIs get a sense of their students' academic preparedness for the courses they are enrolled in and help in identifying areas for remedial support.

Similarly, students in final semesters of higher education programs will be assessed on their learning outcomes relevant to their course of study. Among other things, this assessment will be a reflection of the value the HEIs have been able to deliver to the student. It will also inform the rankings/grades HEIs would be awarded by TESA.

R 6.3 SCHOOL/HEI RANKING

TESA will develop a comprehensive framework for assessing and ranking schools/HEIs. This framework must be developed after wide consultations and must be informed by extensive national and international research and experience in education, with the due involvement of a broad spectrum of academicians and practitioners. All existing national and state statutes must be considered in the design of the framework.

The framework must provide for examining the school/HEI from major axes/themes of school/HEI standards including school/HEI resources, student learning outcomes, teacher deployment and availability, teacher competencies, teacher performance, teacher professional development, pedagogy, inclusivity, school/HEI leadership, community participation (where relevant), instructional and academic engagement time of teachers etc. Each such theme must have indicators and if necessary sub-indicators which must be objectively gradable on a multi-point scale. There may be 3 to 5 bands provided for overall scores attainable by schools/HEIs, with each band denoting a level of performance. In the case of government schools/HEI, performance ranking shall be given school/HEI category/management-wise.

Based on school rankings, each mandal will get an aggregate score and based on HEIs rankings, the concerned universities will be awarded an aggregate score. The school/HEI ranking must be valid for a period of 1 year.

R 6.4 ACTION RESEARCH AND ADVISORY

In addition to carrying out examinations and ranking schools, TESA will carry out periodic assessments on a wide range of aspects connected with school standards, including: school /HEI environment- infrastructure availability and access; teacher deployment and availability; learning needs (of students as well as teachers); teacher

professional development; implementation of learnings from TPD in classroom/school; student learning outcomes; teaching practice; school/HEI leadership initiatives; use of education technology for teaching; technological initiatives for school/HEI and education system governance; policy impacts and implications for scale; subject pedagogies; inclusion - in pedagogies, in terms of access; Teacher Performance; Learning beyond classroom hours; community participation and ownership etc.

The geographical scope of such research could vary - from studying the impact of an innovative pedagogy in one school/HEI to evaluating the impact of a policy intervention in the entire mandal/district or even the state. Similarly, studies could be carried out thematically – within a subject/discipline or across subjects/disciplines.

TESA will make recommendations to the government on various aspects of education policy based on Action Research and consultations.

R 6.5 KNOWLEDGE EXCHANGE

TESA will organise regular conferences/seminars/workshops on various aspects related to improving school/HEI standards.

R 6.6 COLLABORATIONS

TESA may collaborate with leading national and international university departments, expert organisations, civil society organisations, funding agencies/donors etc. to undertake collaborative Action Research.

R 6.7 SOFTWARE APPLICATION

TESA will use a comprehensive software applications suite for conducting the examinations and for executing its other functions. In examinations, the software application will have 4 major modules – Examinations, School/HEI ranking, parents feedback and Action Research.

The examination module must:

a) Create a comprehensive question bank based on the questions created by the academic team of TESA; sort them grade/academic level-wise, subject-wise, competency-wise and difficulty-wise;
b) Generate the desired number/type of question papers, as per the guidelines prescribed by TESA
c) Provide for entry of student-wise scores; generate various analytics including:
   - Grade-wise, Subject-wise, Gender-wise, Social category-wise, Geography – state/district/. mandal/individual student-wise
d) Generate time series insights across various axes
e) Identify a list of competencies in need of greater attention etc.

The school ranking module must:

(a) Provide for capturing various aspects of the school ranking framework, to be developed by TESA.
(b) Provide for entry of these details for each school/HEI being ranked
(c) Provide for displaying district-wise details of schools/HEIs ranked

The Action Research module must thematically catalogue various study reports/research papers being brought out by TESA.

R 6.8 OFFICES

TESA will be headquartered in Hyderabad and will have an office in every district of the state. The staff of TESA's district offices shall report to the Commissioner, TESA.

R 6.9 GOVERNING BODY

With a view to ensuring independence and high credibility, it is critical that persons with an independent mind, track record of exemplary work in the field of education, and an impeccable integrity, constitute the governing body of TESA.

R 6.10 TERM AND SUBSEQUENT APPOINTMENTS

The term of appointed members and subsequent appointments to the governing body must be in accordance with the following rules:

a) The members appointed to the governing body of TESA will have an initial term of 3 years from the date of appointment.

b) At the end of the 3-year-term, one-third of the members, who shall be identified based on a lottery system, will retire from the board. The remaining two-thirds of the governing body members shall be offered a further term of 3 years.

c) No member shall serve more than 2 terms (of 3 years each)

d) Vacancies in the governing body created (i) by members retiring at the end of their term or (ii) by retiring voluntarily prior to the end of their term or (iii) due to any unforeseen circumstances, shall be filled up through a vote exercised by the governing body members.

e) The proposed list of persons for appointment to the governing body shall be identified by existing members of the governing body. From this proposed list, those securing the maximum number of votes shall be appointed to the governing body, subject to their securing at least a simple majority of the votes.

f) No person who is a member of a political party shall be appointed as Chairperson or Member of the Board. The Board is expected to run as a professional body with genuine educationists and education reform practitioners.

g) While selecting board members, due regard must be given to gender balance and social and minority representation.

R6.11 FREQUENCY OF BOARD MEETINGS

The board will meet at least once every 3 months to review the progress of TESA's work.

R6.12 SITTING FEES

The sitting fee per board meeting is Rs. 10,000/-, applicable to all members attending the meeting.

R6.13 STAFFING

TESA will have a team of professionals drawn from the government and open market as follows:

R6.14 CHAIRPERSON

TESA will have a full time Chairperson. S/he will fulfil the following eligibility criteria:

a) An eminent educationist, having served as Vice Chancellor of a university or as Head of a State or National or International institution related to education

b) Exemplary contribution to education policy reforms and practices with state/national/international recognition

c) Not less than 60 years and not more than 70 years of age

d) Members: Members shall preferably be within the 45-70 age bracket, having a minimum experience of 20 years in the field of education; cumulatively, members must represent expertise in school education, higher education, and technical education; they must have demonstrated exemplary commitment to reforming education.

Chairperson shall be given the rank of Chairperson, Telangana Public Service Commission and s/he shall receive emoluments and allowances equivalent to that of Chairperson, Telangana Public Service Commission.

R6.15 COMMISSIONER

TESA shall be headed by a Commissioner, drawn from the Indian Administrative Service. The Commissioner shall necessarily be identified by the Board of Governors of TESA and shall be on deputation to TESA for a minimum period of 3 years. The government must not transfer the officer without the consent of the Chairperson, TESA. The officer should have served as a District Collector at least for two years.

The Commissioner shall report to the Chairperson of the governing body of TESA. S/he will coordinate closely with the Principal Secretary/Secretary to Government and HoDs in the Education Department.

R 6.16 STAFF

TESA will be staffed by a highly qualified and experienced team of academicians and professionals having expertise in curricular subjects, student assessment, and action research. Exclusive wings within TESA for school education, higher education and technical education may be established, comprising teams for assessments, schools/HEIs ranking and action research. The number of professional staff should not exceed 30 and the supporting staff should not exceed 15.

At the state level, TESA staff may be government school heads/teachers and faculty members of public universities/HEIs who, upon selection, must be deputed to TESA. Staff may also comprise academicians and professionals employed outside the government. Similarly, for the district offices, an appropriate team of government servants and professionals from the private/civil society sector may be put in place. The Board will have final say in shortlisting , selection and fixing perks of the professional staff and supporting staff.

R 6.17 LEGISLATION

TESA must be brought into force through legislation. Its functions and powers, budgetary mechanisms etc. have all to be codified in a legislation enacted in Telangana Legislative Assembly, a draft bill is enclosed in the Annexure III.

CHAPTER-7

Government Residential Institutions

7.1 Background

The origin of Telangana's residential educational ecosystem dates back to 1971. They were founded to deliver as centres of excellence for the state's most vulnerable student populations. Initiated with the landmark establishment of the Sarvail Residential School in Nalgonda, the model was designed to provide a structured, high-quality learning environment for socially and economically marginalised children.

This framework aligns with the national vision ensuring that the circumstances of birth do not dictate the potential for academic achievement. Historically, the system's evolution was ingeniously shaped by the welfare-centric policies of Sri S.R. Sankaran, who championed the integration of nutritious food, safe housing, and academic opportunity as fundamental rights for Scheduled Castes (SC), Scheduled Tribes (ST), Backward Classes (BC), and Minority communities.

The current institutional architecture is defined by its segmentation into five distinct welfare societies: the Telangana Residential Educational Institutions Society (TREIS), the Social Welfare Society (TSWREIS), the Tribal Welfare Society (TGTWREIS), the Mahatma Jyothiba Phule BC Welfare Society (MJPTBCWREIS), and the Minority Welfare Society (TMREIS). Besides these five categories of residential institutions the state also has Kasturba Gandhi Balika Vidyalayas (KGBVs), Tribal Welfare Ashram Schools, EMRS schools, which are fully residential, Model schools which are partly residential, welfare hostels where students live outside the school campuses.

Today, this network constitutes one of the largest state-led residential systems in India, probably in the world, operating 1855 institutions with an enrolment of 7,45,816 lakh students and a professional cadre of 36,359 teaching staff. These fully residential institutions have secured a reputation for academic success, consistently outperforming non-residential schools while fostering holistic development through co-curricular and leadership initiatives.

However, since the formation of Telangana in 2014, the residential school system witnessed rapid quantitative expansion without commensurate investment in basic infrastructure, resulting in serious governance and administrative challenges. The residential institutions that started in the newly formed state were all accommodated in rented premises. These facilities are proving to be inadequate and unsatisfactory. The system's effectiveness is now jeopardized by a severe shortage of physical infrastructure, further compromised by reliance on manual logistical operations and obsolete procurement methods. To maintain Telangana's status as a leader in inclusive education, the state must transition from this fragmented, society-based model toward a unified governance framework that prioritises structural integration, and the standardisation of excellence. The following sections delineate the critical challenges that must be addressed to realise this systemic transformation.

7.2 Profile

The following analysis delineates the existing landscape of the five residential educational societies in Telangana. The operational details in the following sections provide a system-level overview of the scale of the state's commitment to marginalised groups, while also highlighting the governance challenges arising from rapid expansion.

7.2.1 Telangana Residential Educational Institutions Society (TREIS)

As the foundational pillar of the state's residential model, TREIS maintains a legacy of stability and infrastructure parity. Currently managing 37 institutions comprising schools and junior colleges, it serves 21,321 students. Supported by a professional cadre of 899 teaching and 453 non-teaching staff, TREIS is unique in that 100% of its institutions operate within state-owned infrastructure. From a policy perspective, it represents the established benchmark for residential education, though it now operates on a significantly smaller scale than the welfare societies established later.

7.2.2 Telangana Social Welfare Residential Educational Institutions Society (TGSWREIS)

TGSWREIS serves as a key institutional mechanism for promoting educational access and advancement among Scheduled Caste students from rural and disadvantaged backgrounds. It currently operates 273 institutions, spanning Class V to undergraduate degree colleges, and caters to 153,112 students. While its professional workforce is robust - comprising 7,485 teachers and 2,151 non-teaching staff - a significant gap exists in its physical assets: only 183 of its 273 institutions operate out of state-owned infrastructure. The society's mandate extends beyond academic instruction to include sports, leadership, and personality development, aiming for parity with premier private institutions.

7.2.3 Mahatma Jyothiba Phule Telangana Backward Classes Welfare Residential Educational Institutions Society (MJPTBCWREIS)

Established in July 2014, MJPTBCWREIS has witnessed the most aggressive expansion within the ecosystem, now managing the largest student population at 203,016 learners.

The society currently oversees 334 institutions but it already faces a critical infrastructure deficit with only 50 institutions operating from their own buildings. With a staff of 7,410 teachers, the society is tasked with delivering academic excellence to the Backward Classes, yet the reliance on rented facilities poses a systemic risk to the long-term sustainability and dignity of the resident student community.

7.2.4 Telangana Tribal Welfare Residential Educational Institutions Society (TGTWREIS)

TGTWREIS is distinguished by its focus on both geographical access in agency areas and the introduction of innovative, specialised curricula. The Society manages 165 educational institutions, including 22 degree colleges and 29 exclusive Mini Gurukulams for girls at the primary level (Classes I–V), with an aggregate enrolment of 66,244 students. The society is a leader in niche professional tracks, having established Law, Fine Arts, and Armed Forces Preparatory colleges. However, governance data indicates that only 126 of its 165 campuses are state-owned, highlighting a persistent need for investment in infrastructure

7.2.5 Telangana Minorities Residential Educational Institutions Society (TMREIS)

The newest addition to the ecosystem, TMREIS, started in 2016 to provide free, quality education to economically and educationally backward minority communities. It has rapidly scaled to 205 institutions, predominantly schools upgraded to junior colleges, supporting 82,292 students. Despite a strong faculty presence of 6,281 teachers, the society faces the most acute infrastructure challenge in the system, with only 48 of its 205 institutions possessing their own premises. At a governance level, TMREIS represents a vital effort to bridge the enrolment gap for minority students, though the reliance on rented, often makeshift facilities remains a primary impediment to achieving full institutional excellence.

7.2.6 Kasturba Gandhi Balika Vidyalaya (KGBV)

Kasturba Gandhi Balika Vidyalayas are residential schools established by the Government of India in August 2004. It was then integrated into the Sarva Shiksha Abhiyan program, with the aim of promoting education for girls belonging to Scheduled Castes, Scheduled Tribes, Other Backward Classes, minority communities and families below the poverty-line in Educationally Backward Blocks. KGBVs provide free education along with boarding, lodging, textbooks, uniforms, and other essential facilities. The schools focus on reducing gender disparities in education, especially in rural and educationally backward areas, by ensuring access, retention, and quality education for girls. Through academic support and life-skills training, KGBVs play a vital role in empowering girls and enabling them to continue their education with confidence.

Table 7.1 *The details of the present residential schools*

No.	Name of Residential Institution	Number of institutions	Number of enrolled students	Staff teaching	Staff Non-teaching	Institutions with their own infrastructure
1.	TREIS (School, Jr College)	37	21,321 (incl. 10% addl. seats for EWS)	899	453	37
2.	Social Welfare Residential Schools (School, Jr College, degree)	273	1,53,112	7485	2151	183
3.	Tribal Welfare Residential Schools (School, Jr College, degree)	165	66,244	3460	1651	126
4.	MJPT BC Welfare Residential Schools (School, Jr College, degree)	334	2,03,016	7410	1512	50
5.	Minority Welfare Residential Schools (School, Jr College)	205	82.292	6281	1147	48
6.	KGBVs	495	1,32,775	6540	5183	468
7.	Tribal Welfare Ashram Schools and EMRS	346	87,056	4284	4894	346
	Total	**1855**	**7,45,816**	**36,359**	**16,991**	**1258**

Although the number of schools and colleges in Telangana has expanded rapidly since the state's inception in 2014, a persistent shortfall in infrastructure over the past decade has led to considerable governance difficulties.

7.3 Challenges

7.3.1 Governance and administrative challenges

7.3.1.1 Social and Institutional Segregation

The current framework of Telangana's residential education ecosystem is defined by institutional fragmentation along social, caste, and community lines - specifically Scheduled Castes, Scheduled Tribes, Backward Classes, and Minorities. This insular structure ensures that children from different communities grow up in silos, deprived of the diverse social interactions essential for fostering social and communal harmony and a shared national identity. From a governance perspective, this segregation is highly inefficient, resulting in the massive duplication of administrative work and uneven allocation of resources across the various welfare societies. By restricting students on the sectarian lines, the system inadvertently reinforces social cleavages rather than functioning as an instrument for genuine integration and inclusivity.

Staff appointed across the five different streams essentially perform similar roles and are required to possess similar qualifications but do not have a common job chart. This is an anomaly of the current structure.

7.3.1.2 Lack of Infrastructure

Lack of infrastructure ownership is particularly acute within the Mahatma Jyothiba Phule and Minority Welfare societies. A significant proportion of these educational institutions are operated from rented, makeshift facilities that lack basic classrooms, and essential security infrastructure such as compound walls and standard surveillance systems.

7.3.1.3 Food Safety Oversight and Institutional Accountability

A major challenge within the residential network is the lack of food safety protocols and nutritional oversight - a failure that has led to recurring health crises, including incidents of food poisoning and student fatalities. This crisis is fundamentally rooted in a governance failure characterized by contractor-driven procurement models that operate without sufficient state oversight or rigorous adherence to the Food Safety and Standards Act. Internal monitoring mechanisms, such as food committees and nutrition supervision, remain largely ineffective or non-existent, undermining accountability and allowing for the persistent use of substandard provisions. Such administrative shortcomings are further compounded by a failure to professionally train food handlers in hygiene standards and by a reliance on inadequate cooking and storage facilities that are ill-equipped to cater to large-scale residential needs.

7.3.1.4 Operational inefficiencies

The management of the state's residential schools is compromised by the continued reliance on outdated, manual processes for procurement and vendor payments, resulting in significant delays and inefficiencies. This not only leads to mere operational inconvenience, it represents a fundamental deficit in digital accountability that compromises institutional transparency and fiscal integrity. The lack of a comprehensive, end-to-end digital record-keeping framework makes real-time oversight of the supply chain impossible. This vulnerability creates a system prone to administrative failure and allows for the introduction of substandard supplies. Such deficiencies are directly linked to ongoing problems with food safety and overall institutional effectiveness. Furthermore, the prolonged delays in vendor payments, due to manual processes, stifle operational readiness, thereby hindering the overall performance of these institutions.

7.3.1.5 Admission and demand management

The basic mandate of the residential educational institutions was to provide centres of excellence for socially and economically marginalised children, specifically from SC, ST, BC, and minority communities. However, the absence of geographical or domiciliary restrictions in the current admission framework has led to students from distant habitations getting admitted to residential schools located far from their homes. This imposes daunting travel challenges, and financially burdens the vulnerable families who seek to maintain regular contact with their children. Such disruption of the home- school link is not just alienating, but it puts at risk the much needed, long-term, emotional stability that a student derives from parent-guardian support.

7.3.1.6 Entrance examinations

The high-stakes entrance examinations, originally implemented as a practical solution to manage excessive demand, have become deeply institutionalized, thereby unintentionally establishing a significant barrier to inclusion. This competitive selection process has catalysed a shadow education crisis, driving a surge in private coaching that places additional financial strain on underprivileged families. The original goal of offering elite education to the most disadvantaged has been fundamentally undermined. The system now inherently favors those with the financial resources to access preparatory materials and coaching. Furthermore, the imposition of such rigorous examinations on children as young as eleven years old causes significant psychological stress and academic attrition before they have even entered the formal mainstream education.

7.3.1.7 Transparency in admissions

The admissions screening for fifth-grade students to residential schools is through a centralized, state-wide examination. Admission to each stream is granted to the top 80 students based on academic merit. Should selected candidates fail to enrol or subsequently withdraw, vacancies may arise. While the entry system for fifth graders is based on merit, the rules for filling empty seats are not clear.

When selected candidates fail to enrol or subsequently withdraw, the resulting vacancies are often filled through methods that lack transparency. This absence of a verifiable, real-time digital protocol for seat management creates a perception of administrative arbitrariness. In a system designed to serve the state's most disadvantaged citizens, such procedural ambiguity constitutes a significant barrier to institutional accountability and undermines public confidence in the integrity of the state-run educational institutions.

7.3.1.8 Institutional governance and constitutional values

State-funded educational institutions are established as neutral, secular environments specifically mandated to foster social equality, demographic inclusivity, and the development of a robust scientific temper. The conduct or promotion of sectarian religious activities within these residential environments presents a significant governance risk, as it contravenes the fundamental religious freedoms bestowed under Articles 25 to 28 of the Constitution of India, and the specific prohibitions against religious instruction in state-run institutions.

7.3.2 Critical infrastructure and resource deficits

7.3.2.1 Rented premises and suboptimal living conditions

A core systemic challenge is undermining the residential education ecosystem: widespread dependence on unsuitable, temporary rented facilities that were not originally designed for, and are structurally inadequate for, sustained use as schools, colleges, and residential accommodations. Statistical data reveals that 78% of institutions of the Mahatma Jyothiba Phule Telangana Backward Classes Welfare Residential Educational Institutions Society (MJPTBCWREIS) are operated from leased premises and overall 39% of the residential educational institutions do not have their own infrastructure.

During the Commission's visit, it was found that nearly 90% of the residential colleges had suboptimal classroom–student ratios and inadequate residential capacity. This reliance on temporary infrastructure necessitates makeshift arrangements where dormitories are frequently repurposed as substitute classrooms during school hours, fundamentally blurring the boundaries between living and learning spaces. The lack of a permanent institutional identity and the use of substandard facilities without access to running water, absence of basic furniture, compromise student dignity and undermine the state's ability to foster long-term academic and social well-being..

7.3.2.2 Sanitation gaps

The residential school network currently lacks enough toilets and bathrooms, which hurts the student's dignity and puts their health at risk. Because there are too many students and too few washrooms, children are forced to wake up as early as 3:00 a.m. just to bathe or wash clothes. This routine leads to constant sleep deprivation and mental stress. These conditions are especially difficult for adolescent girls, whose privacy is compromised by the lack of proper bathing areas and sanitary napkin dispensers and incinerators. Such poor living environments are directly linked to health problems like anemia and infections, which prevent students from focusing on their studies. Addressing these infrastructure gaps is essential for the state to fulfil its responsibility to ensure a safe, equitable, and healthy educational environment for children.

7.3.2.3 Deficit of institutional safety measures and systems

The residential school network currently operates with a dangerous gap between its duty to protect students and the actual security measures in place. Many campuses lack basic physical safety infrastructure like compound walls, and CCTV surveillance, while existing access points are often unmonitored or easily bypassed. This physical vulnerability is worsened by absence of professional security personnel and standardized emergency protocols for fire, medical crises, or intrusions.

Furthermore, no private hostel in Telangana is officially registered with the government, as mandated by National Commission for Protection of Child Rights (NCPCR) norms. The system does not have uniform safety audits, and non-compliance with modern fire and health codes leading to lapses in safety across different institutions.

7.3.3 Student welfare and holistic support

7.3.3.1 Failures in student wellness and the living-learning environment

The residential educational system is currently facing a crisis in student wellness, where suboptimal living conditions are directly compromising both physical health and human dignity.

Findings indicate that a significant number of students across these institutions are underweight and anaemic, highlighting an urgent need for enhanced nutrition and regular monitoring of health. The health issue is fundamentally linked to a pervasive lack of basic infrastructure characterised by makeshift arrangements; dormitories frequently lack basic furniture that are repurposed often as substitute classrooms during instructional hours.

7.3.3.2 Optimisation of academic support and student learning

The systemic delay in the procurement and distribution of textbooks constitutes a primary barrier to pedagogical continuity, as it prevents students from achieving full classroom engagement from the inception of the academic term.

A critical finding across all residential institutions is the inadequacy of essential teaching infrastructure: nearly 80 percent lack the minimum required computer science and general science laboratories. The effectiveness of technical and scientific instruction is undermined by outdated computer hardware and inadequately equipped science laboratories, which lack both the physical capacity to conduct practical sessions and dedicated technical personnel to maintain essential equipment.

While residential institutions consistently demonstrate stronger academic outcomes than non-residential schools, a significant governance gap persists in the provision of structured career counselling and specialised coaching for competitive examinations. Addressing this gap requires strengthening libraries and access to online resources to support high-performing students in achieving their professional aspirations and meeting the rigorous demands of contemporary competitive entrance examinations..

7.3.3.3 Mental health crisis and counselling support

The state's residential system is currently facing a serious mental health crisis. The residential model often leaves students feeling deeply isolated and emotionally exhausted, which is compounded by a complete lack of professional psychological support. Over the years, the residential educational institutions witnessed frequent instances of self-harm and suicides by students primarily belonging to the marginalised communities. Furthermore, these students are geographically removed from their primary support networks and are subjected to rigid institutional routines without adequate support systems. The current administrative framework erroneously shifts the burden of psycho-social intervention onto overburdened teaching faculty who lack the specialised training required for clinical counselling, while trained mental health professionals remain entirely absent from the institutional workforce.

7.3.3.4 Parent-school/parent-child communication gaps

Both children and parents find the absence of reliable telephone communication a significant source of distress. This requires urgent measures to put in place reliable communication protocols for swift connectivity between the anxious parents, their children and the institutions.

7.3.4. Human resources and faculty welfare

7.3.4.1 Decoupling academic and residential duties of the faculty

The failure to clearly separate academic instruction from hostel administration represents a critical structural weakness in the residential system. Highly qualified teaching faculty are routinely assigned dual roles as wardens or deputy wardens, requiring them to manage complex administrative and logistical functions - such as procurement, supply management, record-keeping, and night-time supervision - in addition to their core teaching responsibilities. Assigning teachers extensive non-academic hostel management responsibilities results in the significant underutilisation of specialised human resources, as faculty time is diverted from curriculum development, classroom instruction, research, and student mentoring. Consequently, the pursuit of academic excellence is subordinated to facilities management functions, which, while essential, require a distinct and specialised skill set.

7.3.5 Issues in Residential Government Degree Colleges

7.3.5.1 Under-utilisation of institutional capacity, staffing and role alignment issues in MJPTBCWREIS

A critical governance challenge within the Mahatma Jyothiba Phule Telangana Backward Classes Welfare Residential Educational Institutions Society (MJPTBCWREIS) is the significant under-utilization of both physical

facilities and specialized staff. Currently, the 33 residential degree colleges under this society manage a total enrolment of just 4,984 students against a sanctioned capacity of 14,200 - a mere 35% enrolment rate for the 2024-25 academic cycle. This widespread under-enrolment has resulted in a highly skewed student–faculty ratio, leaving 462 teaching staff underutilised and unable to fully perform their instructional and mentoring roles. At a systems level, this gap between sanctioned intake and actual demand results in a major misallocation of high-quality human capital and state resources. An urgent strategic assessment of institutional viability and student demand is required to ensure that the resources are allocated more productively.

7.4 Recommendations

7.4.1 Governance and administration

R 7.1 TELANGANA STATE RESIDENTIAL EDUCATION SOCIETY: INTEGRATION OF ALL RESIDENTIAL INSTITUTIONS

To resolve the systemic challenges of institutional segregation and the sectorial fragmentation inherent in the current model, the Commission recommends a fundamental shift from identity-based administration to a unified governance architecture. The existing fragmented landscape - comprising separate societies for Scheduled Castes (SC), Backward Classes (BC), Minorities, and Scheduled Tribes (ST) - has evidently led to the hardening of caste lines and unnecessary politicisation of educational resources. By integrating these separate entities into a singular Telangana State Residential Education Society, the state will foster a truly inclusive and equitable learning ecosystem.

R 7.2 UNIFIED ADMINISTRATIVE GOVERNANCE

The Commission proposes the establishment of a singular apex body, the Telangana State Residential Education Society (TSRES), to oversee the entire network of over 1,014 residential institutions. This unified society will be led by a senior IAS officer serving as the Chief Executive Officer. Administratively, the TSRES shall be attached to the Secretary, Department of Education. This reorganisation will enable a unified job chart for staff, standardise infrastructure across all campuses, and prevent wastage of resources, operational inefficiencies and duplication of work. However, in recognition of the unique demographic and geographic imperatives, the state will continue the residential schools exclusively dedicated to tribal students within agency areas to safeguard their specific socio-cultural interests and access to education.

R 7.3 ADMISSIONS AND SEAT ALLOCATION

To ensure parity and prevent any dilution of welfare objectives, the current reservation scheme shall continue for the total sanctioned seats in the integrated institution. Admission to these institutions will remain a key tool for social justice and equality, targeting students from socio-economically disadvantaged backgrounds who would otherwise be excluded from quality education. To enhance transparency in admissions, the state shall utilise a centralised digital system to manage seat allocation and fill vacancies also strictly based on merit.

Table 7.2 : *Criteria of existing statutory seat allocation*

No.	Name of the Society	SC	ST	ST (Agency)	BC	Others (OC)	EWS	Minority	Orphans	PHC	Agency Employee Quota	Children of Army Personnel
1.	TGSW REIS	75%	6%	–	12%	4%	–	3%	–	–	–	–
2.	TGTW REIS	12%	64%	10%	5%	3%	–	–	–	3%	3%	–
3.	MJPT BCWR EIS	15%	5%	–	75%	2%	–	–	3%	–	–	–
4.	TMW REIS	6%	5%	–	12%	2%	–	75%	–	–	–	–
5.	TREIS	15%	10%	–	29%	37%[47]	10%	–	3%	3%	–	3%

[47] *In the case of TREIS, Others means meritorious students irrespective of caste groups*

Table 7.3: *Proposed Seat Allocation under the unified Telangana State Residential Education Society Institutions*

No.	Name of the Society	SC	ST	ST (Agency)	BC	Others Including (EWS, Orphans, PHC etc)	Minority	Total Seats
1.	TGSWREIS	131637	10531	0	24572	3510	5266	175516
2.	TGTWREIS	8635	46052	7196	3599	6474	0	71956
3.	MJPTBCWREIS	30837	10279	0	154185	10279	0	205580
4.	TMWREIS	7863	6552	0	15725	2621	98279	131040
5.	TREIS	3115	2076	0	6021	11628	0	20764 (excl. 10% addl seats for EWS)
6.	TOTAL SANCTIONED SEATS	**182087**	**75490**	**7196**	**204102**	**34512**	**103545**	**604856**
Percentage of Seats for each Social Category		**30%**	**12%**	**1%**	**34%**	**6%**	**17%**	**100%**

Under the proposed Telangana State Residential Education Society (TSRES) — which integrates the five historically distinct societies (TGSWREIS, TGTWREIS, MJPTBCWREIS, TMREIS, and TREIS) — the state will allocate 30% of seats to Scheduled Castes (SC), 12% to Scheduled Tribes (ST), a prioritised 1% to ST Agency areas, 34% to Backward Classes (BC), 17% to Minorities, and 6% to Other Categories, keeping the existing proportions. By codifying these ratios under a unified governance model, the state ensures that institutional consolidation does not dilute welfare objectives but rather strengthens them through a standardised, transparent, and merit-linked system designed to uplift the most socio-economically disadvantaged learners. This will

A. Ensure that the current proportion of each social category students will remain even after integration of all the societies under one umbrella.

B. Continue residential schools exclusively for tribals in agency areas.

R 7.4 FISCAL CONSOLIDATION AND BUDGETARY MANAGEMENT

To ensure financial stability and probity, the Commission recommends a streamlined budgetary transfer mechanism. Under this reformed model, the respective welfare departments — Social Welfare, ST Welfare, BC Welfare, and Minority Welfare — will transfer their sanctioned budgets for residential education directly to the Telangana State Residential Education Society (TSRES). This consolidation will be supported by an end-to-end software system for payment management, which will significantly reduce delays in payment processing to vendors and staff.

R 7.5 MODERNSING GOVERNANCE AND ELIMINATING OPERATIONAL INEFFICIENCIES

The state must transition toward a modernised governance framework through centralised procurement and automated fiscal workflows. It is recommended that the state institutionalise a centralised government procurement model for all essential commodities, particularly non-perishable dry rations such as grains, dal, and spices. By leveraging economies of scale. This shift will ensure price standardisation and significant cost reductions while providing a platform for stringent quality control. To ensure supply chain integrity, the state must enforce a rigorous regulatory framework under which vendors supplying substandard products are immediately blacklisted and subjected to legal proceedings. This approach must be supported by comprehensive logistics planning to ensure timely deliveries and prevent stock shortages or the resort to substandard local substitutes.

R 7.6 FOOD SAFETY OVERSIGHT AND INSTITUTIONAL ACCOUNTABILITY

To ensure the sustained quality of food supplies, the state must create a centralised bank account specifically for all food-related transactions state-wide. The government shall deposit required funds into this account on a monthly basis, providing the necessary liquidity for timely disbursements to service providers and stakeholders. This reform ensures that women from Self-Help Groups responsible for preparing mid-day meals in educational institutions are no longer compelled to seek credit from local vendors due to delayed payments, a practice that often compromises the quality of food commodities and the nutritional value provided to children.

R 7.7 TRANSITION TO DIGITAL GOVERNANCE AND FISCAL MONITORING

The current paper-based requisition and multi-tiered approval process for procuring food and dormitory resources is leading to inordinate delays, often resulting in months of pending arrears for critical supplies. It is imperative to replace this archaic, manual system with a robust online payment and transaction-based software solution. This end-to-end digital architecture will facilitate:

A. Weekly Automated Billing: Implementation of a weekly billing cycle will ensure that payments are accurate, timely, and reflective of actual occupancy, moving away from the delays inherent in monthly or quarterly processing.

B. Real-Time Transparency: Stakeholders at the state, district, and institutional levels will be empowered to monitor fiscal flows in real time, ensuring administrative accountability and preventing quality dilution caused by vendor payment bottlenecks.

C. Digital Audit: By eliminating manual paperwork, the state will maintain a transparent record of all procurement and disbursement actions, subjecting institutional spending to rigorous public and administrative scrutiny.

R 7.8 INSTITUTIONALISING STANDARD OPERATING PROCEDURES (SOPS)

Effective oversight requires the deployment of a Comprehensive Standard Operating Procedure (SOP) to serve as the functional blueprint for all residential facilities. This SOP must move beyond routine tasks to establish high-level benchmarks for:

A. Nutritional and Hygienic Management : Standardised protocols for the procurement, storage, and preparation of meals to safeguard student health.

B. Facility Maintenance: Rigorous schedules for cleaning, equipment repairs, and regular infrastructure upkeep to preserve the dignity of the living environment.

C. Safety Protocols: Formalised security measures and emergency readiness standards.

To ensure that these standards are not merely aspirational, the state will implement an effective monitoring framework. This includes the mandatory distribution of SOP manuals to all institutions, comprehensive training for staff on implementation protocols, and the execution of periodic, high-level inspections to verify compliance and enforce institutional accountability. By codifying these requirements, the state ensures that residential governance is steered by consistent, transparent, and high- quality systemic standards.

R 7.9 ADMISSION AND DEMAND MANAGEMENT

To optimise student well-being and institutional accessibility, it is recommended that the state transition towards a geographically decentralised admission framework. Currently, the absence of regional restrictions results in many students enrolling in institutions far removed from their home districts, which imposes a prohibitive logistical and financial burden on marginalised families attempting to maintain consistent contact with their children. By primarily restricting eligibility to students whose families reside within the institution's host district, the state can foster stronger parent-school partnerships and preserve the vital socio-emotional links between learners and their primary support networks.

In alignment with the good global practices, which advocates for reasonable travel distance and inclusive Physical Learning Environment planning, admissions should be primarily restricted to the host district of the student. This Community anchored approach reduces the logistical burden on marginalised families and prevents student isolation often observed in residential setups. From a governance perspective, this localized approach reduces the systemic distress associated with institutional isolation while ensuring that residential education remains a community-anchored resource. To maintain full institutional capacity, inter-district enrolment should be facilitated only as a secondary measure to fill vacancies after the local candidate pool has been exhausted.

R 7.10 PHASE-OUT COMPETITIVE ENTRANCE EXAM FOR ADMISSION

To restore the egalitarian mandate of the residential educational system, it is recommended that the state dismantle the high-stakes entrance examination model, which currently functions as a structural barrier to the most disadvantaged cohorts.

These competitive admission procedures inadvertently give rise to "shadow education" or create demand for the private coaching ecosystem, which imposes an added financial burden on marginalised families, privileging students with the financial means who can access preparatory resources. By transitioning to a transparent, lottery-based admissions procedure, the state can ensure genuine equity and eliminate the severe psychological stress the students undergo to clear the exam. Until the lottery system is universally adopted by residential schools, remedial classes must be made available and mandatory for all 5th-grade students exhibiting gaps in foundational literacy and numeracy. This measure is crucial as it will ensure academic standards without resorting to exclusionary screening practices. Most importantly, mandating these remedial classes will significantly reduce the reliance on private coaching institutions, thereby addressing the major issue of entrance exam success being disproportionately dependent on a family's financial means to afford such coaching. This will ensure that all learners, regardless of their prior educational background, and financial status are successfully integrated, thereby aligning with the state's vision for social mobility through equal and inclusive education.

R 7.11 TRANSPARENCY IN ADMISSIONS/VACANCY MANAGEMENT

The present method for filling seats left by candidates who withdraw or fail to enrol is often unclear and lacks transparency. It is imperative that until the entrance examination is fully phased out, all resulting vacancies must be filled strictly according to the established merit list. This process should be supported by digital record-keeping and full public disclosure to ensure that administrative actions are subjected to public scrutiny and adhere to the highest standards of institutional probity.

R 7.12 CONSTITUTIONAL VALUES

Residential educational institutions are established as sites for fostering equality, social inclusivity, and a robust scientific temper. To preserve these core Constitutional values, it is imperative that all such institutions operate in strict accordance with Article 28 of the Constitution of India, which mandates that state-funded educational institutions shall not promote or engage in religious activities. Maintaining religious neutrality is therefore a governance priority. Furthermore, by ensuring that the residential ecosystem remains a neutral and secular space, the state can reinforce its core pedagogical objective of cultivating independent and critical thinkers, equipped with objective reasoning and scientific temper, and prepared to succeed in a modern, pluralistic society.

R 7.13 LOCALISED ACCESS AND GEOGRAPHIC DECENTRALISATION

To optimise student well-being and institutional efficiency, the state must transition toward a geographically decentralised admission framework. Currently, the absence of regional restrictions forces parents to endure significant travel challenges and diminishes the socio-emotional links between students and their primary support networks. In alignment with the good global practices, which advocate for reasonable travel distance and inclusive Physical Learning Environment planning, admissions should be primarily restricted to the host district of the student. This Community anchored approach reduces the logistical burden on marginalised families and prevents student isolation often observed in residential setups. Inter-district enrolment should be facilitated only as a secondary measure to address remaining vacancies after the local candidate pool has been exhausted.

R 7.14 DISCONTINUATION OF MINI-GURUKULAMS

The current operational framework of "Mini Gurukulams" within the Tribal Welfare Department, which permits a residential model for children in Grades 1 to 5, needs an immediate policy review and eventual discontinuation in favour of community- anchored/ day-schooling. This model is a systemic departure from the statutory mandates of the Right of Children to Free and Compulsory Education (RTE) Act, 2009. The RTE Act identifies the neighbourhood school as a common space for social inclusion where children learn together within their own communities Crucially, the Model RTE Rules prescribe a distance norm of one kilometre for primary-level access (Classes I–V) to ensure that the approach to school is safe and proximate. By removing children from their homes for primary education, the state inadvertently circumvents the neighbourhood principle intended to protect the child's right to a nurturing domestic environment.

7.4.2 Critical infrastructure and resource management

R 7.15 MANDATORY STANDARDS FOR INSTITUTIONAL APPROVAL

To address the perisitent challenge of lack of permanent infrastructure and substandard buildings, the state must transition from reactive infrastructure provision to a strategic Physical Learning Environment (PLE) framework. In alignment with the World Bank's RIGHT+Framework, infrastructure must be viewed as an active contributor to learning outcomes - a "third teacher" that is Resilient, Inclusive, Green, Healthy, and Teaching-conducive, supported by Effective Implementation (+).

To ensure long-term financial and educational success, the state must mandate that no new residential institution receives approval unless it provides permanent, high-quality infrastructure.

To prevent the growth of makeshift or sub-standard facilities that compromise student dignity and safety, all approvals must follow strict building codes and use data to ensure locations are safe from environmental hazards.

Building a successful system requires moving away from temporary, emergency repairs toward a model that manages infrastructure throughout its lifespan.

The standard infrastructure requirement is given in Table 7.4. The government should establish residential schools with the following requirements. If the infrastructure is inadequate in any existing residential schools, it should be adequately reinforced following these standards.

Table 7.4: *Recommended infrastructure for Residential Educational Institutions in Telangana*

No.	Mandatory Componentsfor Residential Schools	Minimum Units	Minimum Area per unit (sq.ft)	Total Area (Sq.ft)
1	Premises for the Residential School should be built exclusively on a minimum of 10 acres	A maximum of 1000 students		
2	At least one classroom for each section of 40 students per class	40 students	50	2000
3	Classrooms must be well-lit, ventilated with 4 windows	-	-	-
4	Each classroom shall have 6 lights and six fans	-	-	-
5	Each classroom will have a 4'x8' green board	-	-	-
6	75" IFP with digital content in each class	-	-	-
7	Multipurpose hall for assembly of 500 students	-	-	-
8	Steam-based kitchen with stainless steel kitchen equipment, Including a cutting room, cleaning space	1	2000	2000
9	Dining hall with stainless steel benches and tables	1	10000	10000
10	Storeroom	1	1000	1000
11	Dedicated dormitories, excluding the classroom (as per NBC standards)	2	-	-
12	Each student will be provided a) Trunk every 3 years b) Mattress and cot c) 1 blanket for every 3 years d) 1 pillow with a cover e) Bedsheets	-	-	-
13	a) 2 sets of Toilets as per NBC standards b) One set for dorms c) One set for school	-	-	-

14	Boys' facilities for dorms will have a) 1 urinal for every 40 boys b) One WC for every 40 boys c) One bathroom for every 10 boys d) One washbasin for every 40 boys	-	-	-
15	Boys' toilets at school will have a) One urinal for every 40 boys b) One WC for every 40 boys c) 1 washbasin for every 40 boys	-	-	-
16	Girls' facility at the dorms a) One WC for every 40 girls b) One sanitary napkin dispenser c) One sanitary napkin incinerator d) One bathroom for every 10 girls e) One washbasin for every 40 girls	-	-	-
17	The girls' toilet at the school will have a) One WC for every 20 girls b) One washbasin for every 40 girls c) One sanitary napkin dispenser d) One sanitary napkin incinerator	-	-	-
18	Science labs – 4	-	-	-
19	Math Lab	-	-	-
20	English Lab	-	-	-
21	Computer labs – 3	-	-	-
22	Vocational training/skill labs	-	-	-
23	Library room, with books, newspapers, magazines and furniture	60"x40"	-	-
24	Staff room for men	-	-	-
25	Staff room for women	-	-	-
26	One room for the headmaster with an attached toilet	-	-	-
27	One room for the examination branch	-	-	-
28	One large office room to accommodate up to six supporting staff.	-	-	-
29	One room for storage	-	-	-
30	One room for sports storage and staff	-	-	-
31	One music room	-	-	-
32	One arts and crafts room	-	-	-
33	Furniture for staff (chairs and tables), in classes and staffrooms	-	-	-
34	Dual desks for all classrooms	-	-	-
35	Sports facilities a) Football-cum-box cricket b) 4 Volleyball courts c) 4 kabaddi courts d) 4 kho-kho courts e) 2 Handball courts f) Athletic track, field for long jump and high jump g) 2 basketball courts h) Indoor games	70'x90'	-	-
36	Public address sound system in the entire school	-	-	-
37	Internet availability on campus	-	-	-
38	CC cameras in all classrooms and other areas on campus	-	-	-

39	Theme-based decorative walls in classrooms and verandas	-	-	-
40	Concrete footpaths connecting different areas like the dormitory, classrooms and labs, etc	-	-	-
41	Minimum 30% green area and landscaping across the campus	-	-	-
42	Health clinic equipped with medicines,first aid,on-call doctor	-	-	-
43	Safe drinking water with RO	-	-	-
44	Residence for the Head of School	2400 sft	-	-
45	Special learning room for CWSN students	-	-	-
46	Special learning room for CWSN students.	-	-	-
47	counselling room for students with a specially appointed counsellor.	-	-	-
48	One watchman's quarter	-	-	-
49	All premises must be disability- friendly	-	-	-
Personnel - Human resources				
50	Warden	-	-	-
51	Computer Operator-cum- Personal Assistant to Head of Institution	-	-	-
52	Librarian	-	-	-
53	Computer teacher	-	-	-
54	4 Science lab assistants	-	-	-
55	15% additional teachers to stand in for teachers on leave	-	-	-
56	Full-time qualified nurse	-	-	-
57	Mental health counsellor, counselling room	-	-	-
58	One warden for every 300 students	-	-	-
59	One dance teacher	-	-	-
60	One music teacher	-	-	-
61	Art/craft teacher	-	-	-
62	Special tutors (Maths, Science and English language for 9th and 10th classes)	-	-	-
63	HR Assistant for non-teaching	-	-	-
64	Finance and Account Assistant	-	-	-
65	Sanitation workers (Janitors) cum sweepers	1 for every 150 students (50%male and 50% female)	-	-
66	Security guards	2 security guards for every 300 students, or max security guards per TPS	-	-
67	Head Cook	01		

68	Cooks	1 for 200 enrolled students and maximum of 6 cooks	-	-
69	Kitchen Helper	1 for every 200 students and a maximum of 6 helpers	-	-
70	Counsellor (Psychologist)	1	-	-

R 7.16 SANITATION AND HYGIENE STANDARDS

To address critical gaps where students suffer indignity due to poor infrastructure and overcrowded facilities, the state must mandate a systemic shift toward dignified and safe living environments by adopting WASH (Water, Sanitation, and Hygiene) standards. Non-negotiable standards for clean, gender-segregated toilets and bathrooms at a ratio that prevents overcrowding must be adopted. The state must institutionalize Menstrual Hygiene Management as part of the WASH framework by installing functional sanitary napkin dispensers and incinerators to protect the privacy and health of female students. To prevent future deterioration, a dedicated maintenance model is required, featuring daily cleaning schedules, regular inspections, and allocated funds for repairs.

R7.17 INSTITUTIONAL SAFETY MEASURES THROUGH CCTV SURVEILLANCE AND PHYSICAL BARRIERS

It is a non-negotiable requirement that all residential campuses be secured with permanent compound walls, reinforced with fencing to prevent animal intrusion and unauthorised access. In accordance with established safety protocols, these barriers should be erected to a minimum height of 8–9 feet and must include a dedicated guard room at the primary entrance to monitor in-out movement across the campus. This structural reinforcement is essential not just for physical protection but also for preserving the dignity and psychological well-being of the resident students. Further, the state shall mandate the installation of high-fidelity CCTV cameras across all residential campuses to provide comprehensive oversight and to act as a deterrent against security breaches. Surveillance coverage must be strategically deployed to include entrance gates, administrative blocks, classroom galleries, and all shared common thoroughfares.

R 7.18 SPECIALISED LABORATORIES, LIBRARIES AND PHYSICAL EDUCATION

To strengthen the poorly equipped academic facilities that currently hinder student progress, the state shall mandate the creation of high-quality laboratory and resource environments across all educational institutions. Every residential school, and college must have science labs staffed by qualified laboratory assistants or technicians. Additionally, the state shall establish libraries with high-quality references and online resources, managed by professional librarians to facilitate and mentor effective use of available materials.

Finally, to address current infrastructure gaps, institutions shall develop sports facilities led by qualified Physical Directors (PDs) and Physical Education Teachers (PETs). These hubs are essential for developing 21st-century skills, ensuring a safe, inclusive, and stimulating learning environment for all students.

7.4.3 Student welfare and holistic support

R 7.19 STUDENT WELLNESS AND THE LIVING-LEARNING ENVIRONMENT

To transition from mere accommodation to high-quality learning environments, the state must institutionalize a comprehensive system for student wellness where health and teaching-conducive factors are non-negotiable benchmarks.

Governance frameworks must mandate that dormitories are equipped with standardized furniture for sleeping, secure storage, and study to replace current makeshift arrangements that compromise student dignity. Following international standards, all classrooms and dormitories must ensure adequate natural ventilation and lighting to prevent the cognitive fatigue and health setbacks linked to poor indoor environments. Additionally, the state shall mandate a sufficient number of clean, separate washrooms and changing facilities, especially for female students, supplemented by guaranteed access to hot water for all residents.

All residential schools shall have first aid kits, and emergency lampsets on every floor of the building. The Commission recommends the establishment of formal partnerships with hospitals and nursing facilities to ensure consistent medical oversight and emergency care for all resident students.

R 7.20 OPTIMISATION OF ACADEMIC SUPPORT AND STUDENT LEARNING

To help students in the residential system compete for enrolment into professional courses, the state must provide structured support for competitive exams. All residential junior colleges and schools with Classes 11 and 12 are required to provide intensive coaching for exams like EAPCET, NEET, CLAT, and CA-Foundation, along with high-quality study materials for entrance tests like the JEE. This must be backed by a reliable supply of textbooks, with printing and distribution schedules finalized well before the beginning of school year to avoid any delays in learning. To make the system more resilient, Principals should be given dedicated contingency funds. This allows them to pay for emergency academic or operational needs immediately while waiting for formal government bills to be processed.

R 7.21 MENTAL HEALTH AND COUNSELLING SUPPORT

To address the burgeoning mental health crisis and the unfortunate incidents of student suicides, the state must move away from reactive measures and establish a formal system for psychological support. High-quality living environments are essential, as overcrowding and poor conditions are directly linked to student anxiety and exhaustion. A mandatory hiring of certified mental health professionals and trained social workers for every school and college complex is recommended by the Commission. This reform will remove the counselling burden from overburdened teachers who are not professionally prepared to handle complex emotional needs. Furthermore, in alignment with UNESCO's vision for inclusive education, the state shall mandate the institutionalisation of Socio-Emotional Learning (SEL) and peer-support buddy systems to foster a resilient institutional culture where students feel psychologically safe. This reform must include exclusive therapy chambers, 24/7 counselling access that treats emotional well-being as a top priority alongside academic success.

R 7.22 PARENT-SCHOOL/PARENT-CHILD COMMUNICATION

Reliable phone communication is a vital safeguard against student isolation, parental anxiety and a key deterrent against student distress. The state therefore, must enable multi-tiered communication channels that are beyond routine administrative contact to foster a caring and inclusive school culture that prioritises student well-being and psychological safety as non-negotiable benchmarks. The state shall ensure that every residential campus provides free, landline/mobile phone access.

Parent-teacher meetings (PTMs) must be held once every three months concerning both academic and wellbeing issues of their respective wards, giving a holistic view of the child's growth and development. PTMs shall also become forums for sharng and creating parental awareness about emerging career pathways, opportunities for STEM and vocational skill acquisition, to ensure that parents become active partners in their child's professional trajectory.

7.4.4 Human resources and faculty welfare

R 7.23 DECOUPLING ACADEMIC AND RESIDENTIAL DUTIES OF THE FACULTY

To restore the academic rigour of Telangana's residential institutions, the state shall decouple academic and residential responsibilities, ensuring that the central focus of faculty is exclusively on teaching, research, and curriculum development. Under this reformed model, dedicated support staff are appointed to assume all full-time residential and administrative roles, effectively relieving lecturers of the burden of hostel administration and clerical tasks.

This clear division of labour ensures that Department Heads (HMs) can dedicate their time to instructional leadership, classroom monitoring, and teacher mentoring, while the Estate Manager is accountable for the functionality and hygiene of the living environment. The Estate Manager will be the overall in-charge of non-teaching duties, ensuring operation and maintenance of security systems, cleanliness of the toilets and the entire premises. The warden will be responsible for dedicated hostel management, and will look after student well-being, nutritional and food requirements of the residents.

To further strengthen pedagogical integrity and professional accountability, the state must implement a unified job chart across all residential institutions to clearly define the operational and functional responsibilities of staff.

R 7.24 RESIDENTIAL GOVERNMENT DEGREE COLLEGES

The Commission held several public hearings on higher education and consulted with UG students, lecturers, educationalists, parents, and NGOs. A broad consensus emerged from these interactions that restrictive residential models are not suitable for undergraduate education. Residential isolation inhibits students' access to urban and semi-urban learning resources such as public libraries, competitive coaching centers, skill-training institutes, industry internships, and local job ecosystems. These chances are vital for skill development and career exploration. The Commission recommends that all residential degree colleges should be discontinued, and the students should be encouraged to join in local degree colleges where the standards are being maintained.

CHAPTER-8

Collegiate Education

8.1 Background

The current state of collegiate education in Telangana is at a critical crossroads, where significant strides in institutional access must now be balanced with a commitment to high academic standards and global competitiveness. The issues identified in this chapter are based on insights gathered from multiple sources including the All-India Survey on Higher Education (AISHE) 2021-22 report, official press releases from the Telangana State Council of Higher Education (TGCHE) 2025–2026, key reports from the Commissionerate of Collegiate Education, and observations and public hearings conducted by the Commission.

8.2 Profile

8.2.1 Macro-level performance metrics

Telangana over the years has outperformed national benchmarks in terms of educational access and participation. The Gross enrolment Ratio (GER) in higher education among the 18-23 age group in Telangana is at 40%, significantly higher than the national average of 28.4%. Moreover, the transition rate from senior secondary to higher education stands at 39.1%, compared to the national figure of 28.3%.

Table 8.1: *GER, TR and GPI of India and Telangana*

No.	Metric	National Average	Telangana's Average
1	Gross enrolment Ratio (GER) Higher Education (18-23 Years)	28.4	40
2	Transition Rate (TR) (Senior Secondary to Higher Education)	28.3	39.1
3	Gender Parity Index (GPI)	1.02	1.8 (Indicates more female than male enrolment)
4	College Density Total number of colleges per 1 lakh eligible population (18-23 years ofage)[47]	30	52

Another standout metric is the high Gender Parity Index (GPI) of 1.8, indicating a successful policy-driven surge in female participation in higher education in Telangana. The state has so far has a density of 52 institutions per lakh eligible population . The most pressing priority is to focus on improving the quality of educational outcomes.

[47] *AISHE (2021–22), Government of India.*

8.2.2 Institutional composition of degree colleges

The undergraduate landscape for non-technical degrees in Telangana is defined by a multi-tiered institutional structure. While the affiliating universities maintain academic oversight, i.e., governing the curricula, examinations, and the awarding of degrees, the operational management is split across four distinct categories:

Table 8.2: *Breakup of different college managements (2025-26)*

No.	Metric	No.of Degree Colleges	Sanctioned in take	No. of students enrolled	% enrolled	% against total enrolled
1	Government Degree Colleges	149	89010	58807	66%	28%
2	Private Aided Degree Colleges	43	22921	9675	42%	4.7%
3	Private Unaided Degree Colleges	685	297665	120129	40%	58%
4	Railway Degree College	1	390	238	61%	0.11%
5	Welfare Residential Degree Colleges	79	23614	11387	48%	5.5%
6	University Constituent Colleges	8	6507	4904	75%	2.3%
Total		**965**	**4,40,107**	**2,05,140**		**100%**

Source: TGCHE Report

The Government Degree Colleges (15%)- State-funded institutions that serve as the backbone of affordable higher education; The Residential Degree Colleges (7%)- specialized model managed by Welfare Societies (including TSWREIS, TTWREIS, and MJPTBCWREIS) focusing on equity for marginalized communities; The Private Aided Colleges-institutions that receive partial state support for staff salaries but are privately managed; and Private Unaided Colleges - The largest segment of the sector, operating entirely on self-generated funds.

Due to the heavy dependence on the private sector, which accounts for 75% of the institutions, the system faces notable regulatory challenges, particularly in upholding quality benchmarks and controlling fee structures. As observed by the commission the private colleges which are running with business motive are totally on their own, without being subjected to any regulation.

Furthermore, despite superior access metrics, the state faces a burgeoning crisis in academic quality and global standing. While 51.6% of universities in Telangana are NAAC-accredited, only 13.9% of colleges hold such accreditation, trailing the national average of 20.7% (Data compilation based on AISHE (2021-22) and NAAC (2023)).This accreditation gap, coupled with a zero presence in the top 100 NIRF rankings, indicates a persistent challenge in maintaining institutional competitiveness. The anomaly of restricting the rankings by NIRF to only top 300 colleges is to be addressed.

8.2.3 Analysis of admission trends through Degree Online Services Telangana (DOST), 2023-2026

The Degree Online Services Telangana (DOST) serves as the centralised digital admissions platform introduced by the state government to streamline undergraduate admissions across all government, private aided, autonomous, and private colleges in the state.

Table 8.3: *Students admissions as per DOST Data*

No.	Management	2023-24		2024-25		2025-26	
		No. of Colleges	Students Admitted	No. of Colleges	Students Admitted	No. of Colleges	Students Admitted
1	Government Colleges	133	33029	124	24794	119	26713
	Government (Autonomous Colleges)	15	16103	29	25808	34	32094
2	Pvt Aided Colleges	38	9648	39	8083	37	8136
	Private Aided (Autono mous Colleges)	06	1556	6	1264	6	1539
3	Pvt Unaided Colleges	786	128874	767	118328	678	113907
	Private Unaided (Autonomous Colleges)	04	2540	6	4760	7	6222
4	Railway Colleges	1	153	1	242	1	238
5	Residential Colleges	78	9017	79	8773	79	11,387
6	University Colleges	4	2793	4	2772	6	2686
7	University Colleges (Autonomous Colleges)	2	1782	2	1996	2	2218
Total		**1067**	**2,05,495**	**1052**	**193503**	**965**	**2,05,140**

Recent data reveals a resilient system with a shifting preference toward the public sector. Table 8.3 indicates that government degree colleges show a steady and positive growth trend over the three academic years. Student admissions rose from 49,132 in 2023–24 to 50,062 in 2024-25, reflecting a mere increase of about 3 percent. The 16% increase in government degree college admissions in 2025-2026 highlights the under performance of private degree colleges. However, despite rising enrolment , the quality of instruction is threatened by a systemic shortage of regular faculty. The vacancy levels in state-run institutions have reached a critical threshold.

Table 8.4 : *Regular faculty Position - Govt. Degree College and Residential degree colleges*

No.	Category	No. of colleges	Total Students strength in the 3 year degree (enrolled)	Regul ar faculty	Sanctioned faculty strength	Vacancy position
1	Govt Degree Colleges	149	158541	1526	4115	2589
2	TSWRDC	28	14,267	692	1191	499
3	TTWRDC	22	8448	383	639	256
4	TBCWRDC	29	6462	248	1316	1068
Total		**228**	**1,87,718**	**2854**	**7261**	**4412**

Source : Data furnished by Commissionerate of Collegiate Education and TSWREIS, TTWREIS and MJPTBCWREIS

With a 61% vacancy rate as highlighted in Table 8.4 across the board, the system is heavily reliant on temporary/guest faculty. This deficit hampers institutional stability, research output, and the ability to maintain long-term academic standards. A comparable situation exists in all welfare residential degree colleges. Addressing this human capital crisis is a prerequisite for any meaningful advancement in the state's collegiate outcomes.

Table 8.5 : *Programme-wise Admission (2025-26)*

No.	Course	Intake	Enrolled	% over total enrolled
1	B. A	54674	27393	15.5
2	BBA	26060	12862	7.3
3	BBM	240	121	0.07
4	BCA	8420	5263	3.0
5	B. Com	128618	65018	37.0
6	B.Sc. Life Science	78015	32231	18.3
7	B.Sc. Physical Science	80830	32737	18.6
8	BSW	240	28	0.02
Total		**377907**	**175653**	**100%**

Source: DOST 2025-26 figures

Based on the admission numbers, B. Com emerges as the most in-demand UG Program in the current academic year, thereby reflecting a strong market preference for professional and commerce-oriented streams. Whereas, the Science streams (Life Sciences and Physical Sciences combined) together attract around 37% admissions, followed by B.A courses account for 15.5% of the total share.

8.2.3.1 Bucket System (Choice-Based Flexibility)

The bucket system, introduced in 2021, structures undergraduate courses (Arts, Science, Commerce) into multiple subject "buckets" (e.g., Bucket A, B, C, D). Each bucket comprises a pool of subjects. This framework permits students to select subjects from various buckets based on their interests, thereby facilitating the combination of subjects across disciplines rather than confining students to predetermined combinations. Consequently, this system offers enhanced choice and flexibility in subject selection during the process of exercising web options within DOST. This interdisciplinary approach enhances student autonomy and aligns the Telangana collegiate education framework with the NEP, 2020 goals of flexible learning pathways.

8.2.4 Socio-demographic and gender-specific enrolment patterns

An analysis of enrolment trends in government degree colleges across Telangana shows clear variations in course preferences across social categories and gender groups.

Table 8.6: *Category-wise Preference*

No.	Social Category	Preferred Programme	% of Students
1	Scheduled Tribe (ST)	B.A.	36%
2	Scheduled Caste (SC)	B.Sc.	45%
3	Backward Class (BC)	B.Sc.	45%
4	Other Caste (OC)	B.Com.	40%

Source : Data furnished by Commissionerate of Collegiate Education

Table 8.7: *Gender-based distribution*

No.	Programme	Male (%)	Female (%)	Predominant Group
1	B.Sc.	36	64	Female
2	B.Com.	54	46	Male
3	B.A	58	42	Male

The high percentage of female students in science streams (64%) is a positive indicator of gender parity in STEM-adjacent fields. Conversely, the high concentration of ST students in B.A. programs suggest a need for targeted skill enhancement and vocational support in those tracks.

8.3 Existing Challenges

8.3.1 Deficits in institutional infrastructure across GDCs

Since the formation of Telangana in 2014, the state has prioritised the democratisation of higher education, sanctioning 23 new Government Degree Colleges (GDCs) up to 2024, and expanding the total number to 149 institutions.

However, this rapid quantitative growth has not been matched by a corresponding investment in qualitative infrastructure. The GDCs continue to suffer from inadequate, outdated, and poorly maintained infrastructure, affecting the quality of education, student experience, and accreditation outcomes. According to the latest Centre for Economic and Social Studies (CESS) Report, less than 40% of GDCs have functional computer labs with reliable internet.

The systemic crisis is best understood through the following key strategic lenses:

8.3.1.1 Lack of permanent campuses

A critical prerequisite for academic excellence is a stable, permanent physical environment. However, a significant segment of the state's collegiate sector suffers from the problem of functioning out of the temporary and rented buildings. Currently, 24 colleges (approximately 16%) operate without dedicated buildings, functioning out of shared spaces such as schools, junior colleges, or welfare hostels. Additionally, thirteen institutions are currently housed in dilapidated rented buildings. These premises often fall below baseline safety codes and fail to meet the pedagogical requirements (such as laboratories and libraries) mandated by the UGC and NAAC.

8.3.1.2 Digital and pedagogical infrastructure gaps

In an era where digital literacy is a prerequisite for employability, the state's collegiate infrastructure is significantly lagging. Data indicates that less than 40% of GDCs possess functional computer laboratories with reliable internet connectivity (CESS Report 2025).

8.3.1.3 Critical condition in Vikarabad Degree College

The Commission's field visit (2025) to Vikarabad Degree College serves as a stark illustration of the infrastructure crisis currently impeding the state's collegiate goals. The conditions observed here represent a significant breakdown of the academic environment:

A. Premises and Capacity: The college operates out of a shared school building (ZPHS Vikarabad) with only three available classrooms. This forces the entire first-year and final-year cohorts, regardless of their stream (B.A., B.Com., B.Sc.) to be compressed into single, shared rooms.

B. Compromised teaching and learning environments due to the shift system: To manage extreme space shortages, many colleges have resorted to the "shift-system". This splits the day between Arts and Science students, effectively halving the instructional hours and contact time required for a rigorous degree. The absence of classrooms, furniture, laboratories, and teaching tools directly impedes learning and undermines student dignity.

8.3.2 Student absenteeism

Student absenteeism has emerged as a major challenge across Telangana's GDCs. With 149 colleges serving nearly 1.5 lakh students, irregular attendance is a serious issue. During the Commission's visit to various degree colleges, it was found that nearly 60% of enrolled students were not attending classes regularly. Many students belong to the underprivileged and they depend on their own earnings. Poor hostel facilities, delayed scholarships and fee-reimbursement push students into part-time or informal work. These pressures result in absenteeism, declining academic performance, vacant seats, and increased dropout rates. There is no effective attendance monitoring mechanism in the whole system.

8.3.3 Faculty shortage crisis

The Telangana collegiate sector is currently confronting a systemic depletion of its instructional core, characterized by a decade-long stagnation in permanent faculty recruitment. The last Public Service Commission recruitment for degree lecturers took place in 2013. As of now, 2,589 posts (62%) are vacant, largely due to retirements, and unimplemented promotions. This has forced an over-reliance on a transient workforce of approximately 2,400 contract and guest faculty, creating a fragile instructional ecosystem that lacks the institutional memory and stability required for long-term academic planning.

This staffing deficit is further worsened by pedagogical misalignment. While the State has proactively introduced modern, industry-aligned curricula including Business Analytics, Data Science, and B.A. Fashion Design etc, recruitment protocols have failed to keep pace with the specialized expertise required for these emerging disciplines. Consequently, the lack of qualified permanent faculty has direct, adverse implications for the state's standing in global and national benchmarking. NAAC outcomes remain weak: out of 149 GDCs, only two have achieved "A++" (City College and SR and BGNR Khammam) and only 18 have secured an "A" grade. Only 97 colleges have approached NAAC for accreditation.

8.3.4 Delay in guest faculty appointments and the systematic loss of instructional time

Beyond the absolute shortage of personnel, the collegiate system suffers from significant administrative delay in the appointment of the guest faculty. With very few regular degree lecturers handling academic and administrative functions, colleges depend on more than 1,600 long-serving guest faculty. Despite the academic almanac mandating June 1st commencement, procedural delays frequently postpone guest faculty appointments by as much as eight weeks that result in significant losses of instructional time at the start of each academic cycle. This compression of the academic calendar necessitates a regressive pedagogical approach, where faculty are forced to rush through complex curricula or skip essential units to meet examination deadlines.

8.3.5 Expand PhD supervision to GDC faculty

Currently, only faculty working directly within universities are allowed to supervise PhD students. This rule creates a significant barrier for highly qualified lecturers in Government Degree Colleges (GDCs) who have the necessary research experience and publications but are not given the opportunity to guide research. By restricting "guideship" to universities, the state is missing out on a massive pool of academic talent. Following the successful examples of states like Tamil Nadu and Kerala, Telangana should update its regulations to recognize eligible GDC faculty as official PhD supervisors.

8.3.6 Academic calendar disruptions

The collegiate system in the state is currently facing a challenge characterized by a severe misalignment between the centralized admission cycle and the statutory academic almanac. Over recent academic cycles, the undergraduate admission process has frequently extended into late September, while affiliated universities maintain final- semester examinations in October. This administrative overlap results in limiting the instructional window, thereby reducing a standard three-to-four-month semester to a period of just four to eight weeks of effective contact time. To meet examination deadlines, faculty are forced to rush through complex topics, cover the syllabus superficially, fundamentally compromising the depth of learning and the global credibility of the degrees conferred. The compressed timeline invariably leads to the elimination of essential laboratory sessions and practical instructional work. The compressed timeline cuts essential lab sessions and practical work. This lack of hands- on competency leaves graduates unprepared for technical industry demands and advanced research. Furthermore, this creates a competitive disadvantage, as students lose out on employment opportunities and entry into premier higher education institutions due to inadequate preparation and delayed academic cycles.

8.3.7 Zero admissions signal institutional obsolescence

The 2025-26 academic cycle has highlighted a significant mismatch between the state's total seating capacity and the actual student demand. Following three exhaustive cycles of counselling for the 2025–26 academic year, 64 degree colleges, including one GDC, recorded zero admissions. On a macro level, this has resulted in a staggering vacancy of nearly 2.5 lakh seats out of a total state capacity of 4.40 lakh, representing a profound systemic under-utilisation of public educational infrastructure. This zero-intake problem is widespread across the state's premier university jurisdictions. Kakatiya University has the highest number (22), followed by Mahatma Gandhi (14), Osmania (13), Palamuru (5), and Satavahana (2). Unregulated pre-counselling influence by private institutions often diverts students, leaving smaller or rural colleges unable to compete. This decline in demand is due to a complex crisis of relevance, driven by several factors: aggressive pre-counselling tactics and influence from private institutions, a perceived inflexibility in the curriculum, and a growing lack of interest among students in traditional degree pathways. From a governance perspective, the persistence of these zero-enrolment institutions constitutes a significant waste of public educational capacity and signals an urgent need for an audit to determine the long-term sustainability of these institutions.

8.3.8 Crisis of urban migration

An analysis of enrolment patterns reveals a stark geographic imbalance in Telangana's collegiate sector. While rural and semi-urban colleges struggle with under-enrolment , there is an unsustainable concentration of students migrating to cities like Hyderabad, leading to urban bulging where the sheer volume of students exceeds the capacity of the city's educational and civic infrastructure. In City college there are students from all 33 districts, which is putting many poor students in a vulnerable situation. Some of the girls from Gadwal district, the commission saw, are staying in welfare hostels as far as Ibrahimpatnam which is 60 km away. They go hungry in the afternoon as they can not afford to buy food in the afternoon. This is because there are no good colleges like City college in Gadwal district.

Moreover, the transition from rural districts to the urban center is rarely a path to upward mobility; instead, it often results in a vicious cycle of vulnerability. Caught in a cycle of poverty and rising urban living costs, many students are forced into the unregulated informal labor market, leading to chronic absenteeism and a significant "attendance gap." This economic strain is compounded by logistical barriers and inadequate housing, resulting in a dual crisis of physical illness and psycho-social stress. Ultimately, these factors converge to dilute the quality of learning, transforming the educational journey into a struggle for survival rather than a pathway to professional excellence.

8.3.8.1 Enrolment disparities and institutional underutilization

The Telangana Collegiate sector is currently grappling with geographic and structural imbalance that threatens the equitable distribution of higher education. Data reveals a systemic underutilisation of state resources with 60.4% of the GDCs operating at less than 50% of their sanctioned intake capacity. This widespread vacancy represents a significant waste of public resources on educational capacity, at a time when the state aims to leverage its high GER for economic growth and prosperity.

The factors driving this under-enrolment reflect a multi-faceted crisis of demand in rural and remote institutions which are struggling against a perceived lack of adequate infrastructure. On the other hand, there is a growing "urban-centricity" in student preferences, particularly for centers in Hyderabad. While these urban hubs attract high enrolment due to superior academic resources, accessibility, better employment opportunities, the resulting vacancy of seats highlights the need for a paradigm shift in the policy.

8.3.9 Impact of funding volatility

Government degree colleges in Telangana are facing a severe financial crisis due to delayed and insufficient funding from the state government in addition to the substantial backlog in statutory fee reimbursements. This has led to operational disruptions, infrastructure decay, and academic setbacks for particularly students coming from underprivileged. Moreover, delays in the fee reimbursement scheme in the state intended to support students from economically disadvantaged backgrounds in accessing higher education. Nearly ₹500 crore remains pending from the government, resulting in widespread disruption across private colleges. The delays have placed severe strain on institutional finances and have adversely impacted students, faculty salaries, and day-to-day academic operations affecting learning outcomes

8.3.10 Disconnect from industry and poor employability

One of the most pressing challenges today in the state is the growing disconnect between academic institutions and industry requirements. There is a need to bridge the gap between 'what is taught in the classroom' and 'what is required by industry.' This gap manifests in outdated curricula, limited exposure to real-world applications, and insufficient collaboration between institutions and corporate sectors. As a result, graduates often emerge from academic programs lacking practical skills, technological proficiency, and professional mindset demanded by modern employers. Systemic feedback received during the Commission's visit highlights a concerning dilution of academic standards. During a commission public hearing at Nalgonda University, students expressed concerns with regard to the curriculum and its extremely limited scope. This lack of instructional depth not only undermines the credibility of the state's higher education outcomes but also fails to provide the rigorous intellectual foundation necessary for graduates to compete in professional or postgraduate environments.

8.3.11 Career guidance cells are inadequate or non-functional

Most Government Degree Colleges (GDCs) in the state either lack a formal career guidance cell or even where such cells exist, they often function without trained counsellors, structured career-planning activities, or dedicated financial support. Meaningful collaborations with industry partners, alumni networks, and professional bodies are absent in majority degree colleges as a result students leave without proper guidance on employability pathways, internships, competitive examinations, or higher- education options.

8.3.12 Apprenticeship disconnect in GDCs

All establishments are required to engage a minimum of 2.5% of their total workforce as apprentices. However, linking this mandate effectively to Government Degree Colleges (GDCs) in Telangana remains a major practical challenge. These guidelines were specifically designed to help GDC students access apprenticeship opportunities. Many GDCs lack the capacity, industry partnerships, or placement networks needed to secure formal apprenticeships for their students. This disconnect continues to create a gap between higher education and employability for degree college students in the state.

8.3.12.1 Apprenticeship Embedded Degree Programme (AEDP) for GDC students

AEDP was introduced in the last three years in Telangana and is a unique model aligned with the "Learning while Earning" concept of the National Education Policy (NEP). Telangana has demonstrated a workable model through Apprenticeship Embedded Degree Programmes (AEDPs), introduced under the UGC framework[48]. These programmes integrate structured apprenticeships and hands-on learning into regular undergraduate degrees (B.A., B.Sc., B.Com., BBA) over the full duration of study. Implemented from AY 2023-24, AEDPs allow students to graduate with both a degree and meaningful work experience, without diluting academic standards. However, currently, only a few colleges are offering AEDP programs in the state.

8.3.13 Aided Degree colleges

8.3.13.1 Historical context

The aided education system in Telangana is deeply rooted in the national movement, established by visionary societies to democratize learning for the marginalized. Following the Professor D.S. Reddy Committee recommendations in 1963, the state formalized the Grant-in-Aid policy, leading to the flourishing of institutions like AV College, Badruka, Sarojini Naidu Vanita Maha Vidyalaya, and LB College. These colleges were built on a unique model of community contribution exemplified by the farmers of Vikarabad funding Anantha Padmanabha College and were further developed through substantial UGC grants and government land provisions. For decades, these "mini- universities" served as the primary engines of quality, affordable higher education across the backward regions of Telangana.

8.3.13.2 Systemic dilution in the present scenario

The state's legacy of aided education is currently facing an existential crisis due to administrative decisions that have systematically eroded its public-service mandate. By misapplying G.O.Rc.No.890 (1996), the mass redeployment of staff to government colleges has effectively "hollowed out" these institutions, leaving them without the human capital necessary to function. This decline has been further accelerated by a lack of regulatory oversight under the Education Act of 1982, allowing many colleges built on government-leased land and decades of UGC funding to transition into purely commercial private entities. This "forced privatization" not only betrays the community- led philanthropic history of these colleges but also transforms vital public assets into private businesses, ultimately barring underprivileged students from affordable education and increasing the state's fiscal burden through rising fee reimbursement costs.

8.4 Recommendations

To address the systemic deficits identified in the preceding sections, the state must adopt a multifaceted reform strategy. These recommendations are designed to transition Telangana's collegiate ecosystem from a model of quantitative expansion to one of qualitative excellence and global competitiveness.

[48] *AISHE, (2024-25), Ministry of Education, Government of India.*

R 8.1. CONTINUATION OF THE STATUS QUO THREE YEAR DEGREE

The three year degree course shall continue to be there in all non-technical conventional courses. The system is stabilised for these courses.

R 8.2 MANDATING STATUTORY INFRASTRUCTURE STANDARDS

To address the serious infrastructure challenges in 80% of the government degree colleges, the state should allocate adequate funds for the construction of new additional classrooms, laboratories, and libraries, as well as the renovation of existing buildings to ensure safety and functionality conforming to the standards recommended in this policy document. Strengthen the government degree colleges by investing in infrastructure and diversifying academic offerings to match industry demand. Smart classrooms, digital libraries, and well-equipped laboratories should be added to keep up with modern teaching methods. Furthermore, investment in ICT infrastructure, such as computer laboratories and dependable internet access, is critical for promoting digital learning in all degree colleges. The govt should improve all govt degree colleges to the following norms:

R 8.2.1 UNDERGRADUATE (GOVERNMENT AND PRIVATE) COLLEGE LEVEL INFRASTRUCTURE STANDARDS

An undergraduate (UG) conventional institution in Telangana offering arts, science, commerce, and computer science programs must meet basic infrastructural standards set by the University Grants Commission (UGC) and the National Assessment and Accreditation Council (NAAC). These standards assure academic excellence, safety, and fundamental student wellbeing.

Undergraduate and postgraduate institutions shall function as centers of academic excellence, innovation, and holistic student development, integrating teaching, research, and community engagement. Campus design and infrastructure must align with the vision of experiential, inclusive, and sustainable education, ensuring spaces that foster learning, creativity, and well-being for every learner. Adequate infrastructure facilities are critical for the effective and efficient delivery of educational outcomes. Infrastructural development must keep up with academic progress at the institution. The elements listed below are the minimum basic facilities required to start and maintain standards at an UG institution.

Educational infrastructure across Telangana shall be designed to holistically integrate academic, cultural, physical, socio-emotional, and environmental dimensions of learning. All infrastructure shall be designed and constructed with high-quality, durable materials to ensure a minimum structural lifespan of 100 years, adhering to sustainability and safety standards.

The subsequent sub-sections shall delineate the infrastructure components.

R 8.2.2 PHYSICAL ASSETS, SPACE UTILIZATION, AND CAMPUS INFRASTRUCTURE

A. Campus Size: Minimum 4 acres in urban locations and 8 acres in rural areas.

B. Land Area: 20 sq. m. per student, including open spaces, with at least 30% of campus designated as green area in rural areas and 15 % in urban areas.

C. Adequate classrooms, laboratories, staff rooms, libraries, examination spaces, and counselling facilities must support effective teaching and learning. Every section should have a standard class room.

D. Classroom accommodation: Maximum 50 students at both UG and PG level courses.

E. Gender-segregated and inclusive washrooms must be provided in all blocks, including incinerators complying with standard norms as per building codes.

F. All institutions must establish smart classrooms, ICT labs, and digital libraries for blended and hybrid learning. Each college should provide well-ventilated, technology-enabled classrooms and at least two seminar halls.

G. Each college must provide a central library supported by mini departmental libraries, digital and physical collections, reading space, research support, automation through ILMS, remote access to e-resources, and e-journals.

H. A separate examination room with secure record management systems must be established.

I. Safe drinking water, first-aid, and fire safety equipment are mandatory.

J. Establish innovation labs, maker-spaces, and incubation centres to foster research, entrepreneurship, and start-ups.

K. CCTV monitoring, emergency exits, alarms, and trained safety personnel must ensure 24×7 campus safety.

L. All new constructions must comply with CPWD barrier-free norms

M. Physical Education, Psychosocial Well-Being, and Recreation.

N. Provision of indoor and outdoor sports, cricket, football, volleyball, basketball, in alignment with university standards.

O. Wellness rooms, fitness centres, and recreational spaces should support physical and emotional well-being.

P. Annual sports and cultural festivals should form part of the institutional calendar.

Q. Every institution must establish counselling and peer-support centres to promote mental health and inclusion.

R. NCC and NSS must be established in each degree college to foster discipline, leadership, community engagement, and national service.

R 8.2.3 INSTITUTIONAL SUPPORT AND SUSTAINABILITY

A. Dedicated spaces for skill development, career counselling, and placement services.

B. Faculty cabins or shared workspaces to support research and mentoring.

C. Safe mobility pathways, ramps, cycle-paths, secure lighting, and closed-campus security.

D. Dedicated alumni spaces to foster mentoring networks.

E. All infrastructure must comply with Universal Design for Learning (UDL) for disability accessibility.

F. Disaster-management protocols must include fire, flood, and seismic compliance.

G. Every institution must draft a Net-Zero Transition Plan (2047) and adopt sustainability measures: solar energy, efficiency upgrades, water conservation, waste management, green mobility, and curriculum integration through Eco- Clubs, promoting student participation in environmental conservation and awareness activities programs.

Typically, a degree college designed to accommodate 1,000 students should have the minimum required infrastructure.

Table 8.8: *Institutional support for degree colleges*

No.	Component	Units	Area per Unit (sq ft)	Total Area (sq ft)
1	Classrooms with ICT smart TVs/Projectors	28	600	16800
2	Science Laboratories (Physics, Chemistry, Botany, Zoology)	4	1200	4800
3	Commerce/Business Lab	1	600	600
4	Auditorium (500 seating capacity)	1	6000	6000
5	Computer Lab	2	1000	2000
6	Laboratory Rooms	6	250	1500
7	Library (Reading + Stacks +Digital Section)	1	2500	2500
8	Seminar/Multipurpose Hall	1	2000	2000
9	Faculty Rooms / Department Rooms	12	250	3000
10	Staff Room (Common)	2	600	1200
11	Principal Office	1	500	500
12	Vice principal	1	350	350
13	Administrative Office	1	600	600

14	IQAC Co-ordinator	1	250	250
15	Examination Cell / Confidential Room	1	300	300
16	Record Room	1	300	200
17	NSS/NCC Room	1	300	300
18	Girls' Common Room	2	400	800
19	Boys' Common Room	2	300	600
20	First Aid / Health Room	1	200	200
21	Canteen / Dining	1	2000	2000
22	Toilets (Male/Female/ for Staff)	4	400	1600
23	Toilets for Students	6	650	4000
24	Corridors and Circulation Space		20% Built-up	4600
25	Staircases / Lifts(if required)		-	
26	Miscellaneous (store, electrical, UPS, etc.)	1		700

Total Academic + Administrative Built-Up Area = ≈ 58000 sq ft

Outdoor and Ancillary Areas (Non-Built-Up)

Table 8.9: *Amenities support for degree colleges*

No.	Component	Area per Unit (sq ft)
1	Playground (volleyball / badminton / throwball / box Cricket / Basketball)	60000
2	Security cabin/Entry	250
3	Open Assembly Area	2000
4	Parking (staff + students) + internal walk ways and roads	4,500
5	Pathways, landscaping	5,000
6	Boundary setbacks and open space (6) Green area	10,000
7	Green Area	40000
8	Total outdoor area needed for common facilities like roads and water supply etc	≈ 35000 sq. ft.

Total Built up Area (58000) + non-built-up Area (156750) = 214750 sq ft (Approx. 5 Acres)

A strong monitoring framework must be built to ensure transparency, accountability, and efficient use of funds, ensuring that infrastructure investments directly increase educational quality and student welfare.

R 8.3. STRENGTHENING AND SCALING THE DEGREE COLLEGES

The government should strengthen all degree colleges by following the above recommendations so that the students are not forced to migrate to Hyderabad or Warangal cities to pursue their degree courses. The colleges should be expanded to minimum 1000 strength so that all facilities and common resources are provided to make every student empowered with all the needy skills with quality higher education in a dignified environment.

R 8.4 TARGETED BOARDING AND TRANSPORT FACILITIES

A 100 member hostel should be attached to this degree college so that the poorest of the poor and destitute students are given free food and accommodation in these hostels. Other non-poor students can come from their homes and attend college.

The free bus facility should be continued for all girl students to attend these colleges.

R 8.5 CURRICULUM RESTRUCTURING AND DEMAND BASED COURSE INTRODUCTION

To increase employability, the curriculum must be revised to align with current employment market demands. Specialized courses such as Cyber Security, Robotics, Artificial Intelligence (AI), Data Analytics, B.A (Fashion Design), BBA (Data Analytics) must be introduced in all Govt. Degree Colleges. Currently, 39% of the Government Degree Colleges (GDCs) offer conventional PG courses (M.A., M.Sc M.Com) with very few specialized science options. However, there is a strong shift in student demand toward professional courses like MBA (Data Analytics), MCA, and M.Sc. (Chemistry), which are mostly available only in private colleges at a high cost. So, NAAC A+ and well-equipped GDCs should be allowed to introduce MBA, MCA, and other emerging

professional PG courses. Faculty strength and infrastructure must be assessed to ensure quality delivery. While most students currently enroll in degree colleges in and around Hyderabad and autonomous colleges around Hyderabad (28%), other institutions located outside Hyderabad must be made equally attractive by introducing demanded courses such as B.A (Fashion Design), B.A.Sociology (Honours), Political science (Honours), B.Sc. (Data Science and Machine learning), B.Sc (Environmental Science), B.Com (BFSI/Data Analytics), and BBA (Retail Operations/Data Analytics/Digital Marketing/LogisticsSupply chain management) etc. which are in high demand across IT, finance, and business sectors. Alongside new courses, investment in ICT labs, smart classrooms, and faculty training is essential to ensure quality delivery. These measures will reduce the urban-rural divide, empower rural students with employable skills, and promote balanced regional development.

Once the degree colleges are standardised in the entire state, the seats should be allocated based on the native domain taking the education district as a unit.

R 8.6 TO IMPROVE ATTENDANCE AND ACCOUNTABILITY

It is recommended that the state adopt a facial recognition biometric attendance system for students, faculty and staff in all private and government colleges. This would help ensure transparency, reduce absenteeism, and foster a more committed academic environment. Strengthening college community outreach, improving parent engagement, and creating incentives for regular attendance can also reduce student absenteeism. Through these integrated measures, the state can significantly improve student retention, academic performance, and the overall credibility of colleges across the state.

R 8.7 FINANCIAL AND INFRASTRUCTURAL SUPPORT

The state should prioritize financial and infrastructural support for economically disadvantaged students. Urgent reforms should include timely disbursal of scholarships and fee reimbursement to reduce students' dependence on part-time work, along with expanding and upgrading hostel facilities to ensure safe, affordable accommodation near GDCs, and further advised the introduction of flexible academic support systems such as bridge courses, peer-learning groups, and remedial classes to help students who miss classes due to socioeconomic pressures.

R 8.8 ENHANCING ACADEMIC STANDARDS

The state should enhance academic standards in all degree colleges by increasing the minimum pass percentage to 50% across all undergraduate programs on the lines of international practice. In many major higher education institutions around the world, the minimum pass criteria for undergraduate courses are often set at 50 percent of total grades. In many countries, 50% equates to a satisfactory or "pass" grade in undergraduate tests, with anything less than that considered as failing. In these systems, 50% is frequently used as the threshold where a student exhibits fundamental competency in topic knowledge, thereby qualifying to progress or graduate. Higher pass thresholds have contributed to improved student learning outcomes and institutional accountability. While this measure may initially appear challenging for economically disadvantaged students, it can be effectively implemented alongside strengthened academic support systems, including remedial coaching, mentorship programs, and regular internal assessments. By adopting this standard, Telangana can enhance the quality of its higher education system, improve the credibility of its degrees, and better prepare students for competitive employment and postgraduate opportunities.

R 8.9 ACADEMIC CALENDAR MONITORING CELL

It recommends that TGCHE immediately streamline the admission process by enforcing a fixed cut-off date and adopting a centralized, time-bound online system to prevent academic delays, and further advised that guest faculty appointments be completed before the start of the semester through pre-approved and expedited digital recruitment processes. Finally, a dedicated Academic Calendar Monitoring Cell should be established in TGCHE to oversee compliance, prevent recurrence of delays, and protect instructional time, thereby safeguarding teaching quality and student learning outcomes.

R 8.10 TOWARDS CONTINUOUS ASSESSMENTS

To improve the quality of education in government degree colleges, it is strongly recommended that institutions move away from rote learning practices and adopt innovative, student-centric pedagogies. Continuous assessment strategies, including assignments, presentations, experiential and project-based learning, should replace sole reliance on high-stakes examinations.

R 8.11 FACULTY CAPACITY BUILDING AND ACADEMIC DISCIPLINE

Faculty members must be trained regularly in modern teaching techniques and encouraged to integrate digital tools and blended learning approaches into classrooms. Experiential learning opportunities such as internships, fieldwork, and research projects should be expanded to connect theory with practice. Additionally, colleges should align their academic calendars with UGC guidelines to ensure timely examinations, results, and degree issuance, thereby safeguarding students' career prospects.

R 8.12 STRENGTHEN RESEARCH CULTURE IN GOVERNMENT DEGREE COLLEGES

To enhance the academic reputation of Government Degree Colleges (GDCs) and establish them as centers for both teaching and research, the Government should establish a statewide policy. This policy would grant research guideship rights to GDC faculty who meet the eligibility criteria stipulated by UGC/AICTE norms. Such a measure would cultivate a robust research culture among students, resulting in a higher volume of quality publications, patents, and innovations emanating from these government institutions.

R 8.13 STATEWIDE ACADEMIC QUALITY ASSURANCE THROUGH TESA

Telangana Education Standards Authority (TESA) shal be given the responsibility of monitoring the infrastructure and academic standards, Ranking for all govt and private Colleges along with schools and other HEIs.

R 8.14 EXPANSION OF APPRENTICESHIP EMBEDDED DEGREE PROGRAMMES

The state should act as a bridge to facilitate the expansion of AEDP (Apprenticeship Embedded Degree Programme) across the state, including rural areas, by connecting industry establishments with colleges. AEDP must be extended to rural youth, allowing them to simultaneously earn degrees, receive stipends, and build employable skills. This work-study model reduces the financial burden on parents and promotes social mobility.

R 8.15 MANDATORY INDUSTRY – GDC APPRENTICESHIP INTEGRATION

The state should mandate all establishments to directly link apprenticeship opportunities with Government Degree Colleges (GDC). This policy will ensure a significant number of GDC students are absorbed as apprentices across diverse sectors like retail, BFSI, pharma, tourism, and IT. Such a mandate is crucial for creating a structured pipeline of industry-ready graduates, thereby improving employability and strengthening the success of the Apprenticeship Embedded Degree Programmes (AEDP).

R 8.16.INSTITUTIONAL INDUSTRY LINKAGES AND PLACEMENT SUPPORT

Dedicated Industry Liaison Cells should be created in each GDC to coordinate training, track student progress, and facilitate campus placements. Through such structured collaboration, GDCs can significantly enhance students' employability, bridge the gap between curriculum and industry expectations, and strengthen the overall relevance of undergraduate education in the state.

R 8.17 URGENT FILLING OF TEACHING VACANCIES IN GDCS

The current vacancy of 2606 posts across Government Degree Colleges (GDCs) in Telangana poses a severe threat to academic continuity and quality. The reliance on ad hoc arrangements, particularly the late appointment of guest faculty, directly disrupts the academic calendar, leading to incomplete syllabi and negatively impacting student outcomes, especially those preparing for competitive exams. The government must expedite the process through TGPSC to fill the 2606 regular degree lecturer posts. A one-time drive should be initiated to clear the vacancies. Students, particularly in the competitive environment of Telangana, often choose colleges based on teaching strength. A delay in classes can prompt students to migrate to private institutions, further eroding the GDC system's reputation and enrolment numbers.

R 8.18 TIMELY ENGAGEMENT AND REMUNERATION OF GUEST FACULTY

Release the notification for guest/contract faculty 4-6 weeks before the end of the current academic year (e.g., in March/April). This allows the selection process to conclude and appointment orders to be issued by June 1st. And ensure a competitive and timely monthly payment to guest faculty. This is crucial for attracting and retaining qualified talent, who currently often face uncertain renewals and delayed salaries.

R 8.19 FEE REIMBURSEMENT REFORM

The fee reimbursement crisis in Telangana has exposed deep flaws in the state's higher education financing model. Without immediate intervention, the future of lakhs of students and the survival of private educational institutions remain at serious risk. The financial instability of government degree colleges in Telangana threatens the educational future of thousands of students. Urgent and sustained intervention is required to restore normalcy and uphold the promise of accessible higher education.

R 8.20 EVIDENCE-BASED PLANNING FOR ESTABLISHMENT OF NEW DEGREE COLLEGES

The government should not open a new degree college without a feasibility study. If it is opened without actual need, it leads to low enrolment , faculty shortages, and poor infrastructure. Demographic demand, program relevance, availability of faculty, infrastructure needs, and financial sustainability should be taken into consideration before making policy decisions in opening new degree colleges. The department should ensure that new colleges are viable, socially useful, and aligned with availability of infrastructure to the standards. The state should make feasibility assessment a mandatory precondition and prioritize strengthening existing colleges before expansion. Evidence-based planning protects students' interests and supports quality higher education.

R 8.21 ADOPTION OF A COMMON ACADEMIC ALMANAC

Currently, each university in the state has a separate academic almanac, leading to uneven academic schedules, postponements of examinations, and inconsistent declaration of results. These discrepancies create uncertainty for students, complicate admissions, and disrupt academic planning. A common almanac ensures that classes begin at the same time in all colleges, that examinations are conducted in a timely manner, and evaluation processes are aligned effectively. It prevents unnecessary academic delays caused by institutional discretion, administrative inefficiencies, or local disruptions. A common academic schedule also supports transparency, allowing students, parents, and employers to anticipate results and academic timelines.

R 8.22 REFORMING EVALUATION AND EXAMINATION SYSTEMS

To strengthen and ensure transparency, academic integrity, and fair evaluation, all universities should transition from reliance on a single high-stakes examination to a comprehensive assessment system, wherein a minimum of 30% of the total marks derives from assignments, presentations, and project work, with the remaining 70% allocated to external examinations. A minimal passing threshold of 50% should be established to improve academic standards. Digital evaluation must be adopted through scanned answer scripts, online marking, barcoding, and automated result processing, ensuring transparency, faster revaluation, and fewer manual errors. Question-paper moderation committees should be instituted to prevent leakage and uphold quality.

R 8.23 MODERNISATION OF THE EXAMINATION RELATED INFRASTRUCTURE

Degree Colleges are mandated to upgrade their examination infrastructure by installing CCTV surveillance, securing IT systems, and utilizing trained personnel. Furthermore, assessment methods must gradually incorporate skill-based components like practical exercises, apprenticeships, and fieldwork. It is essential that results are published within set timelines and regularly reviewed for continuous improvement.

R 8.24 DECENTRALIZE AND STRENGTHEN GOVERNANCE OF GDCS

The effectiveness of many degree college governing bodies is limited by a lack of strong external oversight and weak engagement from stakeholders. Strengthening these bodies is crucial for improving strategic long-term planning, transparency, and decision-making processes. It is therefore proposed that college governing bodies be reconstituted under the chairmanship of the District Collector in place of Commissioner Collegiate education. It is impossible for the Commissioner Collegiate Education to be with all 149 GDCs and be part of appropriate decision making. To substantially augment stakeholder participation, the revised college governing body should also incorporate distinguished alumni, possessing a minimum of two decades of professional experience, who shall be nominated by the District Collector. This reinforced governance structure is anticipated to elevate institutional transparency, expedite the implementation of systemic reforms, and ensure the alignment of collegiate development with overarching district educational imperatives.

R 8.25 TRANSPARENT AND MERIT-BASED RECRUITMENT OF PRINCIPALS

Currently, out of 136 sanctioned principal posts in all government degree colleges, 79 are filled and 57 posts are vacant. The posts of principals in government degree colleges should be filled through direct recruitment. It will ensure the appointment of highly qualified, competent, and visionary academic leaders with proven administrative and academic experience. The selection of the principal of the government degree college shall be through an open advertisement and by a duly constituted Selection Committee as per the provisions made under UGC regulations. No automatic promotion for these posts should be continued to maintain the high standards of these institutions.

R 8.26 PERIODIC REVISION OF UNDERGRADUATE CURRICULUM

The UG syllabus of all universities should be revised once every two years to ensure alignment with emerging knowledge, technological advancements, industry requirements, and evolving societal needs. Annual revision will help maintain academic relevance, improve graduate employability, and ensure compliance with quality benchmarks.

R 8.27 ESTABLISHMENT OF GOVERNMENT DEGREE COLLEGES IN UNSERVED AREAS

At present, government degree colleges are not available in a few areas of the state. urban pockets, such as Medchal, despite having a large population and significant student demand, do not have a government degree college. The absence of government degree colleges in those areas limits access to affordable higher education, compels students to rely on private institutions, and creates regional disparities in educational opportunities. Establishing government degree colleges in such underserved areas is essential to ensure equitable access to higher education and to support inclusive educational development across the state.

R 8.28 SKILL-FIRST GOVERNANCE AND INDUSTRY-INTEGRATED HIGHER EDUCATION

To secure Telangana's position as a global talent hub, the state must pivot toward a Skill-First Governance Model that formalizes the link between the classroom and the economy. This begins with the establishment of Skill Integrated Higher Education Cells (SIHECs) at the state level to act as nodal agencies for rapid, time-bound policy execution. At the institutional level, Government and Private colleges must transition into hubs of professional excellence by embedding Apprenticeship Embedded Degree Programmes (AEDPs) (see 8.3.12) directly into conventional curricula supported by dedicated Skill Departments and Industry Connect and Placement Cells (ICPCs). By cultivating an internal cadre of Master Trainers within the existing faculty and deploying a robust Statewide MIS to track employment outcomes, Telangana can systematically eliminate the gap between academic output and industry requirements. This reform is not merely an academic update; it is a vital strategy to convert the state's demographic strength into a high-productivity workforce capable of leading emerging sectors like AI, Pharma, and Advanced Manufacturing.

R 8.29 TAKEOVER ALL AIDED COLLEGES

Restoring the regulatory integrity of the aided sector is essential to protect public land, honor community contributions, and provide a low-cost, high-quality alternative to the commercialized private sector. By a legislation, all aided colleges shall be taken over by the government and improve them further to provide free or affordable education. A key objective of the takeover is to provide free or affordable education to students of Telangana, particularly those from economically weaker and marginalized sections. By reducing the financial burden on students and families.

R 8.30 ESTABLISHMENT OF RESEARCH INCUBATION CELLS (RICS)

Research Incubation Cells shall be established in all Government Degree Colleges in the state to promote a culture of inquiry, innovation, and scholarly research among faculty and students. These cells will act as nodal units to identify research potential, mentor student research projects, facilitate Research proposal writing, support publications and conference participation. The RICs will also coordinate interdisciplinary research, organize workshops on research methodology, ethics, and intellectual property rights, and encourage undergraduate research aligned with local and regional development needs.

R 8.31 CREATION OF THE STATE ACADEMIC RESEARCH CLOUD (SARC)

State level Academic Research Cloud (SARC) shall be developed as a centralized digital platform to enable seamless academic collaboration and resource sharing among Government Degree Colleges and universities in the state. SARC will provide access to shared databases, e-journals, datasets, research tools, and virtual laboratories. It will also facilitate online research mentoring, collaborative projects, webinars, and knowledge exchange, thereby bridge resource gaps and enhance research productivity across institutions, especially in rural and remote areas. SARC may be set up in Indira Priyadarshini degree college, Nampally in RUSA building for the purpose of research by any faculty among govt degree colleges.

R 8.32 INTRODUCTION OF TELANGANA YOUNG RESEARCHER FELLOWSHIP

The Telangana Young Researcher Fellowship shall be instituted to encourage research engagement among meritorious students and early-career faculty members in Government Degree Colleges. The fellowship will provide financial support of Rs 50000 as one time grant, mentorship, and research exposure to enable recipients to undertake quality research projects. This initiative aims to nurture future researchers, improve retention of academic talent in public institutions, and create a sustainable pipeline of skilled researchers contributing to state and national priorities.

R 8.33 STRENGTHENING INDUSTRY–ACADEMIA PARTNERSHIPS

Government Degree Colleges will actively pursue stronger partnerships with industry, startups, public sector units, and research organizations to promote applied and outcome-oriented research. These collaborations will facilitate joint research projects, internships, faculty consultancy, field-based studies, and technology transfer.

R 8.34 INDEPENDENT AFFILIATION FOR SKILL-BASED PROGRAMMES BY AUTONOMOUS AND PRIVATE COLLEGES

The 34 Autonomous Government Degree Colleges may be permitted to independently seek affiliation for skill-based programmes. Existing private colleges may also be authorised by the Higher Education Council for such programmes, with YISU responsible for screening colleges prior to granting course affiliation.

R 8.35 ESTABLISHMENT OF LIFE SKILLS AND FINISHING SCHOOL FOR EMPLOYABILITY ENHANCEMENT

Young India Skills University (YISU) may establish a Life Skills School with requisite trainers and content to implement structured employability interventions across Government Degree Colleges in a phased manner. Initially, this may be introduced for final-year students under a Finishing School model comprising six months of soft skills and three months of domain-specific skills. Adequate budgetary support may be provided to YISU for statewide implementation.

R 8.36 PUBLISH ANNUAL REPORTS

Every year, Telangana Government should publish a Higher Education Report on

A. GDCs performance
B. University performance
C. District performance
D. NAAC outcomes
E. Employability outcomes
F. Student satisfaction indicators - Student wellbeing

Table 8.10: *Targets of important Indicators*

No.	Outcome	Target
1	GER	≥60% by 2035
2	NAAC accreditation	100% colleges by 2030
3	Skilled degree graduates	75% by 2030
4	Employability	55–60% placement by 2030
5	Digital learning usage	100% by 2030
6	Green campus compliance	100% by 2035

8.5 Quality Improvement Goals of Collegiate Education

All the following targets should be set by the government and accomplished.

Table 8.11 : *Infrastructure required for collegiate education*

No.	Indicator	Target
1	% GDCs with permanent buildings	100% by 2030
2	Computer labs with internet	100% by 2027
3	Library digitisation (ILMS)	100% by 2027
4	Science labs functional	100% by 2027
5	Smart classrooms availability	100% by 2028
6	Green campus compliance	100% by 2030
7	Fire and safety compliance	100% by 2028

Table 8.12: *Faculty recruitment*

No.	Indicator	Target	Timeline
1	Faculty strength	Fill all vacancies	By Dec 2026
2	Student–faculty ratio	1: 25 (UGC norm)	2030
3	Guest faculty dependence	<10%	2028
4	Faculty training (digital/Pedagogy)	Per year 2 trainings per each faculty	Annual
5	Ph.D/NET/SET qualified faculty	100%	2028

Table 8.13: *Suggested Academic Calendar*

No.	Indicator	Target (every year)
1	Semester start date compliance	By June 15th
2	Closure of Admissions	By June 30th
3	Guest faculty appointed before semester	By May 30th every year
4	Internal assessment completion	standard deadline through common almanac
5	90 days minimum teaching per semester	As per UGC Norms
6	Result declaration timeline	<30 days after exams
7	Awarding certificates	From 15 days after result

Table 8.14: *Teaching–Learning Quality*

No.	Indicator	Target
1	Shift from rote to continuous assessment	30% CA component
2	project-based courses	Minimum 2 per program*
3	Student presentations/seminars	1 per course
4	Peer-learning groups functioning	100% colleges in all colleges

*Six semester program (3 years Degree)

Table 8.15: *Student Enrolment, Attendance and Retention*

No.	Indicator	Target (every year)
1	College seat utilisation	>85%
2	Student attendance (UG)	>75%
3	Dropout rate	<5%

Table 8.16: *Industry–Academia and Employability*

No.	Indicator	Target
1	AEDP adoption	100% GDCs by 2028
2	Industry/establishments partnerships	Min 2 per college
3	Placement/career guidance cells	100% in all colleges
4	Campus job fairs	1 per semester

Table 8.17: *Accreditation*

No.	Indicator	Target
1	NAAC-accredited colleges	100% by 2030
2	Colleges securing A or above	100% by 2040
3	NIRF listed Institutions	40 colleges by 2040

Table 8.18: *Digital Learning*

No.	Indicator	Target
1	Biometric attendance	100% in all degree colleges by July 2026
2	LMS	All courses in all colleges by 2030
3	Faculty using digital pedagogy	100% by 2027
4	High-speed internet availability in all GDCs	100% by 2027
5	Online admission compliance	100% by 2027

Table 8.19: *Financial Support and Fee-Reimbursement*

No.	Indicator	Target
1	Scholarship disbursal	Within 60 days
2	Grievance redressal system in position	by 2028
3	Hostel availability for poor students	100% in all Colleges by 2035

8.5.1 End-Goal

A transparent, data-driven, accountable ecosystem ensuring:

A. Quality teaching in all Government and Private Degree Colleges
B. Sustainable infrastructure
C. Student dignity
D. Employability
E. National competitiveness

CHAPTER-9

Technical Education

9.1. Background

Telangana's ambition to be a knowledge-driven, high-growth, globally competitive state depends essentially on a strong technical talent pipeline. Despite strong performance on national benchmarks such as Gross Enrolment Ratio (GER), the technical education in the state lags in curriculum quality, governance effectiveness, graduate employability, and delivery capacity. These gaps are worsened by existing governance arrangements, limiting the technical education system's ability to respond and improve.

As a result, Telangana's current momentum in technical advancement and economic growth is at risk, with structural weaknesses remaining unresolved even after a decade of statehood. The Telangana Education Commission, therefore calls for urgent, system level reforms and enforceable mechanisms to ensure quality, access, and employability across the system of technical education.

This chapter is organised into two parts;

Part I: Engineering Colleges

Part II: Polytechnic Colleges

PART I: ENGINEERING COLLEGES

9.2 Profile of the engineering education

9.2.1. Scale of engineering colleges

Telangana has emerged as one of the largest engineering education hubs in India, relative to its population. With a Gross enrolment Ratio (GER) of 40%, Telangana is a leading state in higher education participation, surpassing the national average of 28.4% (AISHE Report 2021–22).

As of 2024–25, the state hosts 175 engineering colleges, of which 91% are private unaided colleges, mainly affiliated with the Jawaharlal Nehru Technological University, Hyderabad (JNTUH). These 175 colleges comprise a total sanctioned intake of 1.30 lakh seats for engineering programmes. It is to be noted that between 2017 and 2025, there has been an overall decrease of the total number of engineering colleges from 353 to 175.

With nearly 3.20 lakh students entering post-secondary education annually, the existing number of engineering colleges and the intake reflects a system-level oversupply rather than unmet demand for access.Additionally, engineering education in the state consists mainly of small colleges, with an average enrolment per college of 611 students in 2024, which is among the lowest, compared to the national average of 709 (See Table 9.1). Additionally, a small number of large colleges accommodate a very high share of total enrolment .

Colleges with small enrolments, especially with constrained finances and low student- faculty ratio, often face greater difficulty in maintaining quality due to a lack of capacity such as ability to offer multidisciplinary programmes and consequently not able to achieve higher NAAC grades.[49]

Table 9.1: *Size of enrolment per college in Telangana (Source: CESS[50] Report, 2025)*

No.	Indicator	Value
1	Average enrolment per college	611 students
2	Share of small sized colleges	66%
3	Share of total enrolment in colleges with <500 students	25%
4	Share of total enrolment in colleges with <1,000 students	45%

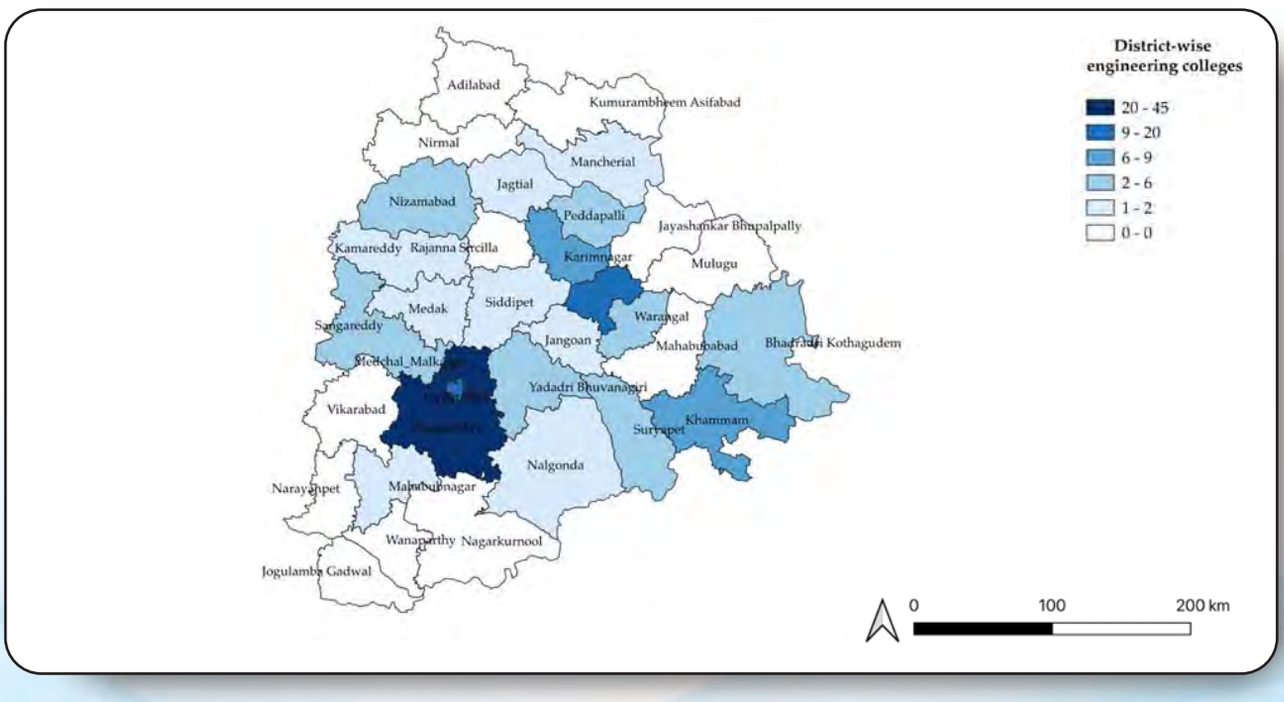
9.2.2 Geographic distribution

Engineering colleges in Telangana are unevenly distributed. Among the 33 districts, three districts together, namely Hyderabad, Rangareddy, and Medchal–Malkajgiri, account for 60% of the total number of engineering colleges in the state (Please see Table 9.2).

Table9.2: *Concentration of engineering colleges in and around the Hyderabad region*

No.	District	No.of colleges	% of total
1	Medchal-Malkajigiri	43	25%
2	Rangareddy	41	23%
3	Hyderabad	21	12%
4	No of Engg. Colleges in and around the above three districts	105	60%
5	Total No. of Engg. Colleges in the State	175	100%

The concentration of engineering colleges in and around Hyderabad reflects historical and market-driven investment patterns, rather than a coordinated approach to regional development across the state's districts.This is evident in the absence of colleges in 11 districts in the northern and southern parts of the state, which can be observed in the Map 9.1.



Map 9.1: *Geographical distribution of the number of engineering colleges in Telangana [Source: Official administrative data of state universities]*

[49] *UGC (2022).*
[50] *CESS: Centre for Economic and Social Studies,Higher Education in Telangana, (2025).*

The Map 9.1 shows a clear concentration of engineering colleges along a central–western corridor, running through Hyderabad, Medchal–Malkajgiri, and Rangareddy. Outside this region, Hanmakonda stands out as a significant outlier, hosting a comparatively large number of engineering colleges.

Telangana currently has 16 constituent colleges under 5 state universities, listed in Table 9.3.

Table9.3: *List of constituent colleges (Engineering)*

No.	State public institutions	No. of constituent colleges
1	Jawaharlal Nehru Technological University Hyderabad (JNTUH)	10
2	Osmania University (OU)	2
3	Kakatiya University (KU), Warangal	2
4	Rajiv Gandhi University of Knowledge Technologies, Basar (RGUKT Basar)	1
5	Mahatma Gandhi University	1
6	Palamuru University, Mahbubnagar	1
7	Satavahana University	1

Finally, in addition to the number of colleges per district, the extreme geographical concentration can also be observed in the distribution of intake across the 33 districts in the state. The bottom 90% of districts account for only 20% of intake.

The current college size, district concentration of colleges, and enrolment create an overall spatial imbalance that has implications for access, student mobility, and regional skill development.

9.2.3 Capacity, intake, and seat utilisation

Although the total number of engineering colleges has declined over the past decade, underutilization of sanctioned seats has persisted in the state. For the academic year 2025-26, out of the total intake of 129,367, about 22,505 engineering seats still remain vacant.The administrative data from state universities indicates that while demand remains relatively strong for a limited set of institutions and disciplines, overall seat-fill rates continue to vary sharply across colleges, with private colleges exhibiting significantly lower utilisation than government colleges. This has resulted in a system where capacity expansion has outpaced effective demand in several regions and branches.

Private engineering seat underutilisation is highly uneven across districts. For instance, inthe 2021-22 academic year data, Mancherial and Mahbubnagar exhibit extreme underutilisation, with seat utilisation below 30% which means vacancy rates had exceeded 70%. Further, districts such as Peddapalli (57%) and Sangareddy (43%) show indicating partial but still severe underutilisation of intake. However, large capacity districts such as Medchal–Malkajgiri combines very high capacity with strong utilisation (83%), while Rangareddy has relatively lower utilisation (64%).

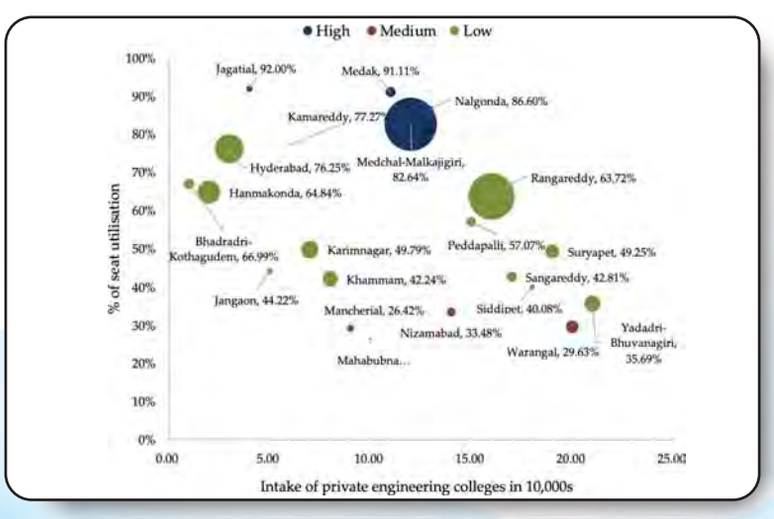


Figure 9.1: *District-wise seat utilisation in private engineering colleges, academic cycle 2021-22 [source: CESS,2025[52]]*

Note: *Bubble size represents total private engineering intake; utilisation refers to admitted students as a percentage of sanctioned intake.*

Further, there are chronic vacancies with over 72% of sanctioned faculty left vacant across state engineering institutions, which limit the teaching capacity and quality consistency across the engineering education system (See Table 9.4).

Table 9.4: University-wise vacancies of faculty for the state universities JNTUH, OU, RGUKT and KU

No.	University	Sanctioned Strength	Regular faculty	Vacancies	Vacancy %
1	JNTUH and constituent colleges	408	143	265	65%
2	Kakatiya University	65	18	47	72%
3	RGUKT	250	19	231	92%
4	Osmania University (OU)	181	76	105	58%
5	Total for above state universities	904	256	648	72%

9.2.4 Discipline-wise composition

Over the last 5 years, the total enrolment in engineering colleges has shifted towards Computer Science Engineering (CSE) and allied branches. The core engineering disciplines such as Civil, Mechanical, Electrical, Electronic and Communications engineering experienced the steepest declines in both intake and enrolment .

For the period of 2019-20 to 2024-25, intake in the Civil Engineering programme has decreased by half, from around 17,400 to 8,400 seats, while intake into the Mechanical Engineering programme has fallen by more than 50%, from about 21,500 to 10,400 seats. The Electronics and Communication (ECE) programme, however, maintained relatively consistent intake and enrolment levels.

Table 9.5: *Core engineering disciplines as compared to the CSE and Allied Programme (Internal JNTUH Report, Note: Numbers have been rounded off)*

Programmes	Intake (2019-20)	Intake (2024-25)	% Change	Enrolment (2019-20)	Enrolment (2024-25)	% Change
Civil	17,400	8,400	–52%	8,300	6,200	–25%
Engineering						
Mechanical Engineering	21,500	10,400	–52%	10,400	6,400	–38%
Electrical Engineering	16,800	9,000	–46%	9,000	5,400	–40%
Electronics and Communication	30,500	28,000	–8%	13,200	12,600	–5%
CSE and Allied	34,000	52,000	+53%	29,000	48,000	+66%

The figure 9.2 shows a clear shift in enrolment towards CSE and Allied programmes, which have increased from 42% to 62% over the last 5 years and away from the core engineering programmes.

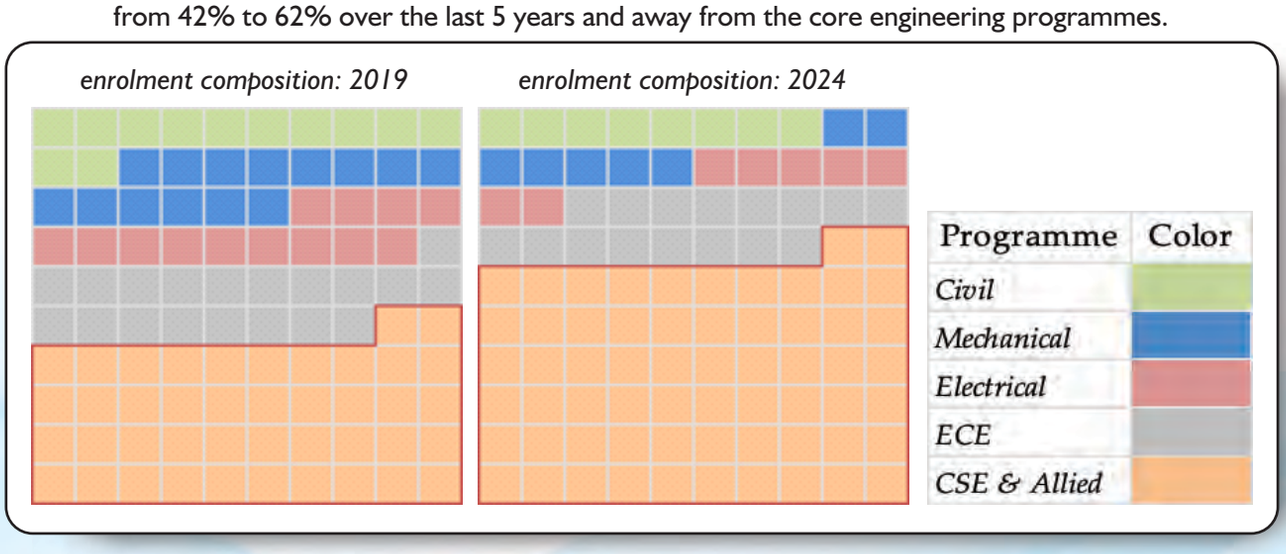


Figure 9.2: *Change in the composition of selected engineering programmes over the last 5 years.*

Note: *Each square represents 1% of total engineering enrolment, and the total area represents the total enrolment of that discipline in that particular year.*

The AICTE norms and NAAC accreditation framework explicitly assess institutional capacity, including minimum internet bandwidth per approved intake and campus Wi-Fi requirements. However, the increase in enrolment towards CSE and Allied has not been matched by a corresponding increase in delivery capacity, leading to a lack of regular faculty and poor maintenance of laboratories and software in affiliated engineering colleges.

9.2.5 Quality assurance and accreditation status

The quality assurance of engineering education is anchored in the national accreditation frameworks such as NAAC[51] and NBA[52]. In the state, a significant number of engineering colleges have engaged in formal quality assessment processes, with 55% holding valid NAAC accreditation (2023-24).

However, the accreditation coverage for engineering colleges remains inconsistent. Among the 50% of engineering colleges that hold NAAC accreditation, 1/3 have allowed their accreditation to expire without renewal (NAAC, 2023). This highlights challenges in maintaining quality benchmarks across a large and diverse institutional system of private engineering colleges.

Secondly, all engineering colleges, including state constituent colleges and private colleges, have generally performed poorly in ranking frameworks that typically weigh research output, citations, international faculty, and global collaborations.

Globally, Telangana's engineering colleges continue to have zero visibility. As of 2025, no state university, college, or state constituent college appears in the top 1000 of major global rankings, such as the Quacquarelli Symonds (QS) and Times Higher Education rankings.

Even nationally, college participation in rankings is low, with only five engineering institutions making it to the NIRF top 100 list. (NIRF, 2024). This indicates that the quality of performance remains highly concentrated in a small subset of institutions.

9.2.6. Current governance mechanisms

As discussed in the previous sections, seat underutilisation, severe faculty shortages, uneven accreditation coverage, and weak labour-market outcomes highlight structural issues in the state's technical education system. These structural issues are further compounded by the current governance arrangements, which limit the system's ability to respond effectively to them.

Within the technical education system, there are multiple governance bodies with various mandates at the state and centre levels. The Telangana State Council of Higher Education (TGCHE) serves as the apex coordinating body for higher education in the state and is constituted under Act No. 16 of 1988.. TGCHE is responsible for centralised admissions, intake planning, and coordination with state universities and national regulators. However, over time, its role has become purely advisory, lacking any regulatory or inspection authority to monitor or enforce quality across the system.

Second, academic control rests primarily with the affiliating universities (under respective statutory acts of the state universities), which prescribe curriculum, conduct examinations, and award degrees.

Further, any regulation of engineering colleges operates in parallel through national bodies, particularly the All India Council for Technical Education (AICTE), which approves institutions, programmes, and intake, and sets minimum norms for infrastructure and faculty, operating under the broader UGC framework.

Third, Quality assurance is layered through national accreditation agencies such as NAAC and NBA, which assess institutional and programme quality.

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[51] *NAAC (National Assessment and Accreditation Council) is a statutory autonomous body under the UGC Act, 1956, responsible for accreditation and quality assurance of higher education institutions in India. NAAC accreditation is required for UGC recognition, grant eligibility, autonomy status, and validity of institutional quality.*

[52] *NBA (National Board of Accreditation): An autonomous body under the AICTE Act, 1987, responsible for programme-level accreditation of technical and professional education in India. NBA accreditation is required for AICTE approval, programme recognition and professional acceptance for technical programmes.*

9.3 Challenges in the Engineering Education

9.3.1 Curriculum and priorities

The current engineering curriculum has not kept pace with rapidly evolving labour market requirements and changing needs of students. Research indicates that engineering curricula across various programmes have not been updated in line with contemporary industry demand.[53].

Secondly, the current industry engagement is formal and compliant without deeper integration in defining learning outcomes and shaping curricular priorities. This has been observed as a broader structural limitation of the affiliating university model. Comparative studies of Indian higher education show that large affiliating universities tend to prioritise procedural compliance over curricular innovation, leading to infrequent, superficial syllabus revisions and limited responsiveness to industry and technological change[54].

Third, an interdisciplinary approach, through courses such as professional ethics and critical thinking, is a crucial requirement for employment[55]. However, the current electives are heavily engineering-focused, with only a small number of low-credit humanities and social science courses available, such as Environment and Business Management. Currently, there is limited flexibility in choosing interdisciplinary pathways spanning broader domains such as public policy, economics, and professional ethics.

Global Best Practice

University College London (UCL)'s 'Integrated Engineering Programme' model demonstrates interdisciplinarity and experiential learning institutionalising a dynamic curriculum and embedded outcome-based accountability into its design.

UCL enables multidisciplinary learning through regulated module choice across engineering and humanities, as well as intensive design-led project weeks.

9.3.2 Experiential learning and practical training

Currently, experiential learning is treated as a compliance measure rather than as an integrated part of the curriculum. Experiential learning which includes project-based, practical work constitutes a relatively minor portion of overall programme credits. For instance, compared with the credits allocated to theoretical coursework, very few credits are allocated to practical components that are project-based, field-based and include laboratories and workshops. Globally, in a strong technical education system such as Germany, there is an almost equal priority and credit distribution for both theoretical and practical coursework.

Additionally, the practical components are usually concentrated late in the programme, either in the 3rd year or 4th year. Currently, industry exposure through internships, industrial training, or field-based projects is minimal, accounting for less than 5% (typically 2-4 credits out of a total of around 160 degree credits). At the same time, the final year project carries 14 credits in the current JNTU R24 Curriculum.

Regarding this gap, the Tamil Nadu State Council recently has led reforms prioritising industry exposure, embedded curricula with hands-on training in areas such as battery technologies and EV systems. Tamil Nadu has revised course structures, laboratory requirements, and skill standards for both engineering and polytechnic programmes.

Further, in the state, severe capacity constraints, such as low laboratory infrastructure in many colleges has led students to rely increasingly on private and commercial training institutes for software and emerging technology training to acquire industry-relevant skills.

Overall, in the state, there is a lack of structured, embedded experiential learning components such as apprenticeship programmes within engineering degrees. This significantly increases the likelihood of graduate underemployment and informal employment, especially among the technically qualified youth[56]. This is a noticeable pattern which is also discussed in the previous section on status.

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[53] *Reddy et al. (2024), Journal of Electrical Systems.*
[54] *Agarwal, P. (2009).*
[55] *India Skills Report, Wheel box, 2026.*
[56] *Mehrotra and Parida (2019), Centre for Sustainable Employment, Azim Premji University.*

9.3.3 Labour market snapshot of engineering graduates

The Commission observes that the current PLFS[57]-based official methodology for CWS[58] (which counts individuals as employed if they worked for at least 1 hour on any day during the reference week) is insufficient and understates graduate unemployment. For effective decision-making, there is a critical need to measure unemployment focusing on underutilisation, especially in a state such as Telangana, where GER in higher education is among the highest in India.

Within the state, there are deep overall divisions in graduate employment. Firstly, about 40% of employable graduates are underemployed, doing low-paid jobs due to the non- availability of relevant, appropriate jobs (their current jobs do not require degree-level education), or working in occupations such as clerical or routine service roles that do not require a higher education qualification. This indicates the persistence of informal employment, with a large share of graduates being absorbed into services and low- productivity activities, and relatively fewer employed in high-technology or manufacturing sectors.

This informality has resulted in no significant improvement in progression to higher education. It is observed that median monthly earnings for graduates are approximately ₹15,000 - ₹16,000, which is only marginally higher than the ₹12,000 - ₹13,000 earned by individuals with non-engineering higher secondary education (Internal CESS report).

Secondly, the earnings gap among college graduates is significant and varies by factors such as type of institution, field of study, and geographic location. Graduates from top-tier institutions secure the majority of high-wage jobs, often earning a median of over ₹40,000 to ₹50,000 per month. In contrast, graduates from smaller, private, affiliated colleges are concentrated in much lower wage brackets. (Internal CESS report).

Overall, despite higher educational participation, the state struggles to translate educational attainment into stable, appropriate employment for its graduates.

Table 9.6: *Snapshot of labour statistics* (PLFS[59] , 2022–23)

No.	Indicator	Telangana	All-India
1	Share of employed graduates in under-skilled occupations	40%	32%
2	Labour force participation rate (graduates)	71%	73%
3	Share of graduates in informal employment	48%	42%
4	Female graduate LFPR	36%	41%

9.3.4 Employability and competencies

Employability is a multi-dimensional outcome encompassing disciplinary knowledge, functional technical skills, communication, teamwork, and adaptive capacity, best developed through curriculum-embedded and assessed learning rather than short, external training courses[60].

The WNET[61] national assessments rank Telangana consistently as among the Indian states with high skill potential. However, graduate unemployment and underemployment in Telangana remain very high.

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[57] *The Periodic Labour Force Survey (PLFS) is India's official survey to measure key employment and unemployment indicators, under the Ministry of Statistics and Program Implementation.*

[58] *"Current Weekly Status (CWS)" in India's Periodic Labour Force Survey (PLFS) is the official activity- status framework in which a person is treated as employed/worker if they worked for at least one hour on any day during the reference week; those who did not work during the week but were seeking/available for work are treated as unemployed, and others are classified as out of the labour force.*

[59] *The Periodic Labour Force Survey (PLFS) is India's official survey to measure key employment and unemployment indicators, under the Ministry of Statistics and Program Implementation.*

[60] *Khare (2022), CPRHE, NIEPA.*

[61] *The WNET (Wheebox National Employability Test) is an online standardised test tool for gauging readiness of employees and assessing job-seeker skills (aptitude, English, personality, domain knowledge) to help companies to identify talent effectively.*

Unemployment among engineering graduates is estimated at 15.8%, indicating a significant gap between formal educational attainment and job readiness. Further, the actual unemployment is much higher if underemployment and part-time employment are also considered in redefining unemployment for the purpose of gauging the capacity of current engineering education in producing engineers with employable skills.

Additionally, the Commission worries that learning gaps from the school system, as reported by ASER-Pratham 2024 and PARAKH 2024, might continue into the undergraduate system. Given Telangana's transition to mass participation in engineering education, incoming cohorts exhibit wide variation in foundational competencies across mathematics, language, and digital skills.[62][63]This is compounded by the lack of a remediation framework within the state's engineering.

As discussed in the previous section, there is a lack of structured experiential learning and a curriculum which is focused on market-demand skills. A review of the R18 (2019) and R25 (2025) JNTUH curricula shows that competencies such as basic digital productivity tools and software (e.g., MS Office), and spoken and professional English are confined to low-credit courses. These standalone courses are not reinforced across the programme leading students to increasingly rely on private and commercial institutes for basic competencies such as MS Office, spoken English, and software tools.

There is an absence of a standardised state-level framework to define and integrate life skills and employability competencies into the engineering curricula. At present, the life skills integration is left to individual departments, resulting in inconsistent outcomes for student across the same institution. While courses such as Advanced Communication Skills Lab and Management Studies exist, there is an urgent need for more credit-significant, embedded life skills courses in emerging areas such as soft skills, digital literacy, financial literacy, and job- readiness.

9.3.4.1 Global Best Practice

MIT's New Engineering Education Transformation (NEET) is a comprehensive framework that integrates life skills, teamwork, communication, professional ethics, and project-based learning directly into credit-oriented engineering degree pathways. As part of this framework, experiential and interdisciplinary projects are assessed as part of degree completion ensuring employability skills.

9.3.5 Quality assurance and system accountability

In Telangana, there is no single agency that effectively ensures continuous quality improvement regarding engineering education. There is a fragmentation of oversight across various bodies, AICTE, state universities, and TGCHE. To illustrate, the technical engineering related data is broken across several entities, while TGCHE contains data on admissions and intake; the affiliating universities, such as JNTUH and OU, contain faculty, infrastructure, and inspection data; and T-STEM (under the Board of Intermediate Education) hosts a self-reported laboratory database.

There is an urgent need for a single integrated data system or data interoperability relevant to engineering education in Telangana for effective monitoring and quality improvement.

Further, the removal of the requirement for NBA accreditation before seat expansion or the introduction of new courses under AICTE's 2023 policy has raised concerns about uncontrolled capacity growth and the dilution of academic quality. Rapid capacity expansion without strengthening quality assurance led to accreditation fatigue and uneven standards across the system. Research finds that effective systems link institutional autonomy, accreditation, and funding to demonstrable educational and labour-market outcomes beyond procedural compliance[64].

Regarding quality, the AICTE norms, such as Section 2.6 of AICTE APH (2024-25 to 2026-27), require infrastructure, faculty, and other prerequisites for any intake expansion at colleges. However, the implementation of this falls under the purview of state universities, which currently lack a guiding mechanism or roadmap for successfully calibrating supply and demand across various engineering programmes.

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[62] *Agarwal(2006).*
[63] *Mittal and Pani (Eds.) (2020), Association of Indian Universities (AIU).*
[64] *Ravi et al. (2019), Brookings Institution India Center (Brookings India).*

For instance, though the demand for the CSE programme has expanded year on year, the faculty readiness and infrastructure have not been strategically linked and upgraded to the rising demand. Relatively, the core disciplines, such as Mechanical and Civil, have strong faculty readiness and adequate infrastructure.

9.3.5.1 Global Best Practice

Globally, strong governance models empower university boards by using transparent performance and outcome metrics to inform decisions on programme capacity and offerings. Outcome-based accreditation systems, such as ABET in the United States of America (USA), require programmes to demonstrate student attainment of learning outcomes and continuous improvement. Leading institutions often link seat expansion, funding, and programme approval directly to accreditation status, ensuring overall accountability and quality control.

9.3.6. Faculty development

As discussed in the prior status section, the faculty of technical education across the state universities is severely strained due to the presence of a huge number of vacancies at about

544 which accounts for 70% of total sanctioned posts. The lack of capacity is further compounded by extended reliance on contract/guest faculty. It is to be noted that the last University assistant professor recruitment was conducted more than 15 years ago in 2009. The faculty are the single most critical factor for curriculum delivery, research supervision, and institutional governance. Thus the addressal of vacancies in state universities is a crucial and urgent issue for any quality improvement in the technical education system of the state.

Second, beyond recruitment, research on private higher education in India shows that underinvestment in faculty quality is often a structural outcome of fee-dependent financing models. Institutions facing cost pressures tend to rely on contractual faculty and minimise expenditure on professional development, resulting in weak teaching quality and limited adoption of active learning methods[65]. This has been particularly observed in Telangana.

9.3.6.1 Global Best Practice

Top ranked Indian institutions, such as the IITs and NITs, set a benchmark for optimal faculty-to-student ratios. Institutionally, they also provide strong incentives for research and pedagogical innovation, which has been one of the key factors resulting in better learning outcomes in such institutions.

Globally, Germany, through state higher education law, has mandated the engineering faculty to have minimum advanced academic qualifications and certain industry experience. Similar to IITs, they support the faculty development through funded sabbaticals and continuous professional development in close collaboration with industries.

9.3.7 Financing and public investment

State universities were and continue to remain significant platforms for social movements including the statehood movement of Telangana. However, since the formation of Telangana, over the last 15 years, minimal block grants were granted for the state's technical public universities making them reliant on their own meagre funds. The under-resourced state universities, along with a large number of private, affiliated colleges, have been a factor in students' choice of engineering colleges and in shifting the heavy financial burden disproportionately to the families. The households in Telangana are spending roughly 1.5 times the national average on higher education due to low expenditure and allocation towards higher education by the state (CESS, 2025[65]).

Research finds that higher education systems relying predominantly on household financing exhibit weaker accountability and limited innovation. However, this can be negated by explicitly linking public funding to performance and quality benchmarks.

The state budget spending towards technical education is usually not focused on capital investment. The insufficient block grants available to universities has reinforced the larger expenditure pattern in Telangana, where 90% of the total budget is devoted to establishment costs, including salaries, administrative expenses, and routine operations. Currently, the overall capital investment for laboratories, equipment, and infrastructure remains negligible, at roughly 2% of total expenditure (Demand XIV, State Budget 2025-26).

[65] *Tilak (2014), Economic and Political Weekly (EPW).*

9.3.8 Capacity of public institutions

The Commission has observed[66] that constituent colleges face severe capacity constraints. The JNTUH constituent colleges at Rajanna Sircilla, Wanaparthy, Palair, and Mahaboobabad have land allotted to them. However, they continue to operate from temporary accommodation in Government Degree Colleges / Government P.G. Colleges, rather than in dedicated engineering college buildings. Further, the available infrastructure is severely inadequate, with a limited number of rooms and a lack of the minimum faculty strength required for each programme and discipline.

The persistence of extremely weak infrastructure readiness, may be an essential channel affecting admissions demand. For instance, even after spot admissions, JNTUH constituent colleges continue to carry very high unfilled seats; for example, unfilled seats remain 96% at the Wanaparthy constituent college and 98% at Palair engineering college

Rajiv Gandhi University of Knowledge Technologies (RGUKT) was established under the Rajiv Gandhi University of Knowledge Technologies Act, 2008 (Act No. 18 of 2008), to provide opportunities to meritorious rural students in engineering and to tackle the rural-urban divide. The Act's preamble states that it is for broad professional education, including soft skills. It is currently at 'C' grade in NAAC status. However, these aims remain unfulfilled as funds severely constrain achievement of the aims and objectives of RGUKT. (Source: Internal RGUKT data for the academic cycle 2025-26).

For the past decade, there has been no full-time Vice Chancellor at RGUKT. Second, the contract-to-regular professors ratio is highest among all engineering colleges, which severely affects the consistency and quality of the programmes. Third, the available food facilities are substandard, compounded by the government's low hostel fee subsidy as noted in the visit by the commission. Surprisingly, for a graduation-level subsidy, the fee is 20% lower than the hostel subsidy for residential schools.

9.3.9 Affiliation of the private engineering colleges

The majority of engineering colleges in the state, 160 out of 175, are privately affiliated, nearly covering the majority of total enrolment of students. However, the commission has noticed that many private engineering colleges operate with substandard infrastructure, low student-faculty ratios and minimum basic amenities.

The AICTE clearly defines minimum standards for the establishment and functioning of engineering colleges. However, the monitoring of meeting such requirements and capacity lies with the affiliated universities. To improve the overall quality and capacity of private engineering colleges, there is an immediate need to reexamine the state universities' existing affiliation model.

Currently, most engineering colleges in technical education are affiliated with JNTUH. The affiliation process at JNTUH is handled by the Academic Audit Cells of the Directorate of Affiliations and Academic Audit (DAAC), under the leadership of the Vice Chancellor. Even though standard norms for the affiliation system at JNTUH exist, the university is overburdened with the governance of nearly 150 private engineering colleges due to limited staff, weak analytical support, and monitoring mechanisms.

9.4 RECOMMENDATIONS

To transform technical education, the Telangana Education Commission (TEC) believes that the state should adopt three key priorities at this stage.

I. Ensure not just procedural compliance, but also quality and accountability.

II. Position Telangana as the first choice for employability, both nationally and globally.

III. Transform 'Telangana' into a globally credible region in technical education.

[66] *JNTU Public Hearing, September, 2025.*

The Telangana Education Commission (TEC) addresses three priorities through recommendations across four interdependent categories:

A. Governance and accountability
B. Delivery of curriculum
C. Industry-linked learning for employability
D. Institutional capacity

9.4.1 Governance and Accountability

R 9.1. MANDATE PERFORMANCE LINKED TO INSTITUTIONAL DIFFERENTIATION

At present, a homogeneous approach to engineering institutions, without recognising variation in institutional inputs, capacity, and outcomes, has led to inconsistent engineering quality and monitoring across states. The Telangana Education Commission (TEC) recommends that the state adopt a performance-linked classification of colleges to build a credible, quality-based, performance model.

The Telangana Education Standards Authority (TESA) shall be responsible for conceptualising and mandating a state-wide institutional classification framework, under which all engineering colleges are classified and grouped based on a composite performance score aligned with NAAC (seven criteria) and NBA standards. The top-ranking colleges would comprise institutions that meet or exceed the benchmark score. Any engineering College that scores below a set benchmark should be flagged for structured review and targeted corrective intervention.

Alternatively, the TGCHE shall be responsible for conceptualising the institutional classification framework and grading institutions.

This classification into groups shall be valid for 2 years and will enable differentiated monitoring, regulatory expectations, funding eligibility, and partnership opportunities which are based on performance and quality. TEC suggests that, within this classification, the maximum weightage should be given to standardised national indicators, infrastructure, faculty, and research quality.

These score-based assessments should be aligned with the academic cycle each year, be transparent and publicly available.

R 9.2. CONSTITUTE AN OFFICE OF THE CONTROLLER OF AFFILIATION

To strengthen the quality of the affiliation system, the universities shall constitute an Office of the Controller of Affiliation (CoA). Currently, over 90% of private colleges are affiliated with the JNTUH. The CoA shall engage professors and Assistant/Associate professors full- time in the affiliation process. Please refer to the Chapter.10: University Education, where the details of the affiliation mechanism and related capacities are laid out.

The affiliation outcomes should align with the determination of annual intake ranges, with increases or reductions in sanctioned capacity based on quality.

R 9.3. IMPROVING TRANSPARENCY IN THE DEGREE CERTIFICATION BY THE UNIVERSITY

The Telangana Education Commission (TEC) recommends that degree certificates issued by the state university for affiliated colleges should explicitly mention the name of the individual college. Over time, this will enhance employer confidence, improve student choice, and strengthen alignment between education and employment.

R 9.4. AMENDMENT OF THE RGUKT ACT

The State should amend the Rajiv Gandhi University of Knowledge Technologies Act (RGUKT), 2008, to clarify and operationalise the governance structure, to include

A. Provision to appoint the regular Vice Chancellor
B. Mandate and institute an active Governing Council

R 9.5. INSTITUTIONALISE STATE-LEVEL PERFORMANCE ANALYTICS FOR TECHNICAL EDUCATION

Institutionalise a Technical Education Analytics Support unit housed under TGCHE with sanctioned staff and explicit norms.

This unit shall primarily diagnose institution-wise performance gaps against national and global ranking frameworks (NAAC, NIRF, QS, etc.) It shall provide structured support to colleges to improve their rankings and credibility.

Beyond individual institutional support, the analytics unit will lead the State Engineering Education Performance Dashboard to create a single, integrated database with the following indicative components aligned with national and global frameworks, such as

1. Curricular aspects
2. Faculty strength and qualifications
3. Research, consultation and industry engagement
4. Accreditation and inspection outcomes
5. Laboratory and infrastructure indicators
6. Graduate outcomes and employability metrics
7. Governance, leadership, and management

R 9.6 INSTITUTIONALISE TRANSPARENCY THROUGH A STATE ENGINEERING PERFORMANCE SYSTEM

To address the lack of a single integrated data system, TGCHE shall establish a State Engineering Education Performance System to create a dynamic platform that integrates key institutional indicators, including accreditation status, faculty qualifications, laboratory facilities, research activities, and graduate outcomes. This should be disclosed publicly to increase competitiveness within the institutions.

The State shall mandate the publication of an annual performance report for each engineering college

R 9.7 REGULATION OF NRI QUOTA ADMISSIONS

Any unfilled seats under the NRI quota shall not be filled by candidates who have not appeared for or qualified through EAPCET. Conversion of NRI seats, where permitted, must be limited strictly to EAPCET or ECET qualified candidates. Further, no admission shall be allowed outside the frameworks of EAPCET and ECET except for actual NRIs under the NRI quota.

9.4.2 Delivery of curriculum

R 9.8 MANDATE AND SAFEGUARD CORE ENGINEERING CAPACITY

To ensure a stable pipeline of foundational engineering skills aligned with emerging opportunities in sectors such as energy, infrastructure, and advanced manufacturing, the State should identify and protect strategically critical core disciplines. This should be achieved by establishing minimum discipline-wise thresholds, jointly set by the Department of Technical Education and state universities, to ensure that core branches such as Civil, Mechanical, and Electrical Engineering are not reduced beyond essential levels in any engineering college.

R 9.9 ESTABLISH A STATE-LEVEL CURRICULUM AND LEARNING OUTCOMES FRAMEWORK

TGCHE is to facilitate state universities in developing a State-Level Curriculum and Learning Outcomes Framework. This framework should define minimum procedural and structural standards for the engineering curriculum, including

1. Time-bound curriculum review cycles aligned with the academic calendar
2. Basic structure and frameworks for Outcome-Based Education (OBE)
3. Specifying standard procedural requirements, such as a mandatory minimum number of Board of Studies meetings per year
4. Protocols for time-bound formal consultation

While the framework may identify broad thematic areas for the state's priority, curriculum content, syllabus design, and academic approvals shall remain within the statutory authority of university Boards of Studies and Academic Councils, thereby preserving academic autonomy beyond the minimum mandatory standards set by the State.

R 9.10 EMBED OUTCOME-BASED PRINCIPLES

The State-Level Curriculum and Learning Outcomes Framework should be explicitly aligned with internationally recognised accords on the tenets of Outcome-Based Education (OBE). This framework shall provide standards to facilitate the university in setting up and defining outcomes, including outcomes of courses, apprenticeships and any other academic programme.

In accordance with this, universities should define measurable programme and course-level learning outcomes, ensure their integration across curriculum, and periodically make them publicly available. This will strengthen clarity and comparability of outcomes across institutions without prescribing a uniform syllabus.

R 9.11 EMBED INDUSTRY-INTEGRATED EXPERIENTIAL LEARNING AS A CORE DEGREE REQUIREMENT

TEC recommends that state universities should ensure that at least 30–35% of the total programme credits are allocated to experiential learning. This could be distributed across laboratories, design studios, project-based courses, industry-linked capstone projects, and structured work-based learning.

The credits for apprenticeship and project-led work should be significantly increased in alignment with the National Credit Framework[67] (NCrF) and UGC's Apprenticeship Embedded Degree Programme (AEDP) guidelines, 2025, recommending that at least 20% of total programme credits be assigned to apprenticeship/internship. The universities can either have these credits within or above and beyond the current total credits to maintain the total instruction hours.

Currently, multidisciplinary courses such as Indian Constitution, Value Education, and Gender sensitisation, under the Choice Based Credit System (CBCS), are mandatory but carry zero or negligible credits. For instance, the Gender Sensitisation course, part of the R24 curriculum at JNTU, presently has zero credits. Hence, mandatory credits have to be allotted in accordance with the NCrF.

R 9.12 CONSTITUTE AN ALUMNI ENGAGEMENT CELL

All engineering colleges in the state shall have a dedicated alumni engagement cell. This should align with the Industry Engagement, Placement and Patent Cell (IEPPC) discussed in the next section.

The Alumni Engagement cell shall collect information on alumni from the past five academic years, including placements, career prospects, higher education prospects, competencies, etc.

9.4.3 Industry-integrated learning and employability

R 9.13 INSTITUTE A STATE-LED INDUSTRY UNIVERSITY PARTNERSHIP FRAMEWORK

TGCHE, with its statutory coordinating authority over academic and institutional matters, along with the Departments of Industries and Commerce, IT, and Engineering, should establish an industry-university partnership framework. It has to be co-created by senior professors, industrial experts, representatives of Fortune 500 companies and other reputed companies, and Public Sector Undertakings (PSUs). Such a framework shall inform the following:

A. Instruct norms and processes for tripartite agreements (with the state) and bilateral agreements (between the university and universities or industries),

B. Propose mechanisms for mandatory collaboration agreements with international accreditation bodies, foreign higher education bodies, and leading global universities for all state universities.

C. Define norms for joint laboratories, applied research, and faculty–industry exchange and long-term collaboration.

D. Integrate selective Advanced Technology Centres (ATCs/ITIs) into university campuses.

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[67] National Credit Framework (NCrF) jointly developed by the High-Level Committee comprising members from the University Grants Commission (UGC), All India Council for Technical Education (AICTE), National Council for Vocational Education and Training (NCVET), National Council for Educational Research and Training (NCERT) and other national education bodies.

E. Curate and initiate a pool of eligible industry partners and establish transparent procedures for scaling partnerships across institutions.

F. Constitution of an Industry Engagement, Placement and Patent Cell (IEPPC) in every University.

Additionally, TGCHE should facilitate existing state entities, such as TASK and T-Hub, to serve as delivery and facilitation partners for industry and sector mapping and for matching firms with work-based learning placements within this framework.

R 9.14 MANDATE INDUSTRY ENGAGEMENT, PLACEMENT AND PATENT CELL (IEPPC)

Currently, industry engagement within state universities offering technical education remains highly procedural with complex administrative requirements. To enable collaborative industry engagement, new norms need to be issued to reduce these administrative steps and simplify approvals for faculty participation in industry projects, externally sponsored research, and joint research programmes.

To operationalise this, all engineering colleges should establish a dedicated Industry Engagement, Placement and Patent Cell (IEPPC) as the accountable single-window node to initiate, execute, and monitor industry partnerships for placements, apprenticeships, and innovation, including prior IP rights.

Drawing on established models (including IIT systems), the IEPPC should coordinate faculty, departments, and external partners, supported by dedicated staff, and led through sector-specific ownership at the level of the relevant Heads of Department. The cell should systematically engage with industry bodies such as CII, NASSCOM, PSUs, and FICCI, track employer demand, and expand partnerships to improve outcomes.

IEPPC shall also carry forward consultancy services that enable faculty and students to collaborate on industry-relevant assignments. This will create practical learning opportunities for students and will enable colleges to offer industry-related services.

R 9.15 INSTITUTIONALISE INDUSTRY-BODY PARTNERSHIPS

State universities should formalise deeper integration with national and sectoral industry bodies, such as CII, FICCI, ASSOCHAM, PHDCCI, PSUs and associations such as NASSCOM, through structured partnerships. These partnerships should be grounded in two functions:

A. Faculty development and upskilling programmes aligned to industry standards

B. Quality apprenticeships, internships, and linked employability schemes that directly benefit students.

R 9.16 ESTABLISH A STATE-WIDE EMPLOYABILITY AND LIFE SKILLS ARCHITECTURE

A statewide employability and life skills architecture is necessary to ensure a minimum level of job-readiness among engineering graduates. The Young India Skills University (YISU) should lead the life skills architecture, in collaboration with state universities and other bodies such as TASK, to define a common language for core, emerging, and transferable skills, including life skills such as professional communication, spoken English, etiquette, civic sense, project management, digital and AI literacy, and financial literacy, aptitude, and competencies. This will give uniformity and establish basic minimum standards across all colleges, private and government.

The state should provide adequate budget to YISU to undertake such activity. Further, for greater provision and quality, a Life Skills School with all the trainer and content base can be considered within the ambit of YISU.

All state universities should instruct their engineering colleges to operationalise a Life Skills and Job Readiness Lab that will coach, mentor, and coordinate with industry-facing activities, including Campus Recruitment Training (CRT) competencies such as career awareness and aptitude training (CAAT), etc.

One mandatory credit (30 hours) per year in Life skills, totalling 120 hours over the 4-year undergraduate degree, must be allocated by the state universities.

R 9.17 INTRODUCE A STATE-WIDE DIAGNOSTIC AND REMEDIAL EDUCATION ARCHITECTURE

Currently, in Telangana, there is limited state-led recognition and no coherent approach towards remedial education[68] in higher technical education. Though limited, overall research indicates that diagnostic-led remediation is the only scalable and effective approach for addressing learning gaps in mass education systems[69].

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[68] *Remedial education generally refers to the additional support provided to students who are underprepared or unable to keep up with the coursework.*

[69] *Hanushek and Woessmann, (2020). OECD.*

State universities, in collaboration with TESA, should institute a diagnostic-led approach to remedial education in engineering undergraduate degrees. In accordance, an annual remedial assessment for engineering colleges, both private and public, should be conducted yearly in the following manner:

1. Engineering 1st year: A baseline and an endline survey focused on foundational competencies (such as basic maths, physics, chemistry, etc.).
2. Skill Gap Audit for Engineering 4th year Ist Semester: One-time discipline-wise assessment for core engineering competencies and life skills of students.
3. The assessment of core engineering and life skills competencies has to be considered in TESA's institutional rankings.

After TESA has conducted the assessment, each engineering college in the state shall take necessary steps and remedial measures accordingly. The state university shall monitor such measures and progress.

R 9.18 ESTABLISH A REMEDIAL LEARNING CELL IN ALL ENGINEERING COLLEGES

TEC recommends that the government sanction one Remedial Learning Cell with expanded capacity for every state university and mandate the same for every engineering college, led by a panel of faculty across disciplines.

R 9.19 INSTITUTE STATE-LEVEL COMPETITION AND HACKATHONS

The TGCHE should conceptualise and organise state-level competitions among engineering colleges, students, and even faculty, in collaboration with state universities and industry partners. This will encourage rigorous engineering-based problem-solving among students.

The state universities are to organise hackathons for each discipline annually and encourage the affiliated colleges and autonomous colleges to participate.

Constraints regarding faculty vacancies and weak infrastructure in the state engineering universities and constituent colleges will limit the effectiveness of other recommendations across the curriculum, industry engagement, and outcome-based education. These should be addressed as a priority.

9.4.4 Enhancing institutional capacity

R 9.20 RELEASE OF A DEDICATED DEVELOPMENT AND MAINTENANCE GRANT

The constituent colleges affiliated to JNTU, KU, OU and RGUKT significantly serve the poorest of the poor in providing quality engineering education. Given their role, the government shall allocate a block grant for infrastructural needs aligned with AICTE norms, including academic blocks, labs, hostels, mess facilities, and other amenities.

R 9.21 STRICTLY ENFORCE CAPACITY NORMS FOR EXPANDING OR LAUNCHING NEW COLLEGES /PROGRAMMES

The State should strictly mandate that no new department or academic programme may be started or offered unless the institution demonstrably meets the minimum capacity norms prescribed by AICTE/UGC/NAAC. This prerequisite should cover faculty adequacy, core physical infrastructure, and discipline-specific technical requirements (labs, equipment, digital infrastructure) aligned to the programme's intended outcomes.

R 9.22 MANDATE TIME-BOUND FACULTY CAPACITY RESTORATION

To address the severe faculty crisis in many government engineering institutions, such as JNTU, KU, OU constituent college and RGUKT. The Government should immediately constitute a time bound faculty capacity plan to fill 648 sanctioned vacancies in public engineering institutions by the end of 2026.

R 9.23 INSTITUTIONALISE FACULTY DEVELOPMENT

The State shall mandate a minimum standard aligned with UGC/ AICTE norms for faculty development in state universities. In all state universities the overall research grant has to be significantly increased, this should also include

1. Incentives for pedagogical innovation and industry-linked teaching
2. Access to competitive research grants

a. Mini and small grants for early-career researchers

b. Advanced research grants for senior researchers

c. Startup and innovation grants

The state shall issue marked grants to the state universities for this purpose.

R 9.24 INSTITUTE ACADEMIC AND INDUSTRY ON-DUTY SABBATICALS

The faculty should be enabled for both on-duty academic and industry sabbaticals. TEC recommends a total of 2 quarters (6 months) of on-duty sabbatical for every 7 years of service. In accordance, faculty from state universities should be sent for academic exposure in the Top 200 Global universities through paid sabbaticals (one entire quarter for every 7 years of service).

Second, the Government, through simplified norms, enables formal industry and research sabbaticals for faculty, allowing on-duty sabbaticals of at least 3 months in industry, RandD institutions, or advanced laboratories (every 7 years).

R9.25 INTEGRATE INDUSTRY EXPERTISE INTO TEACHING THROUGH TENURE-BASED APPOINTMENTS

The State should explicitly enable the engagement of experienced industry professionals as ad hoc professors on fixed-tenure appointments, within clearly defined caps and selected by the respective state universities.

Such appointments will strengthen applied teaching and support industry-aligned mentoring within technical education institutions, as discussed in the Industry-integrated learning recommendations.

R 9.26 CREATE A STATE WIDE RESOURCE-SHARING PLATFORM

To address persistent disparities caused by small-sized colleges, the TGCHE should encourage shared access to resources across colleges. The TEC suggests creating a state-level digital resource-sharing platform to enable colleges to access shared libraries, labs, playgrounds, high-value equipment, licensed software, and specialised faculty expertise across the state.

PART II: POLYTECHNIC COLLEGES

9.5 Background

Polytechnic colleges (PTs) play a crucial role in producing diploma engineers who combine applied theoretical foundations with hands-on competence in the technical education system. These diploma engineers, such as supervisors, are the intermediate layer between technicians and degree engineers, translating and executing engineering designs into production processes.

Polytechnics have a distinctive historical and systemic foundation in Telangana that predates Indian independence. For instance, the Government Polytechnic, Masab Tank, traces its origins to 1923, when it was established as a unit of Osmania University to build a technically trained workforce for the infrastructure and industrial systems of the erstwhile Hyderabad State. Over time, polytechnics were integrated into India's technical education system and brought under the ambit of the AICTE Act, introducing standardised norms for capacity, quality, and institutional governance.

Polytechnic programmes range from Mechanical, Electrical, and Computer Engineering, covering courses in surveying and construction, manufacturing, electrical machines and power, and communication. Select colleges also offer sector-linked diplomas such as Automobile, Chemical, Metallurgical, Instrumentation, and Packaging.

Today, polytechnics are increasingly tasked with multiple mandates: producing job-ready technicians and enabling upward mobility through lateral entry pathways, often without supportive industry-linking policies, funding, faculty capacity, or modern laboratory infrastructure.

9.6 Profile of the polytechnic colleges

9.6.1 GEOGRAPHIC DISTRIBUTION OF POLYTECHNIC COLLEGES

In Telangana, there are 128 polytechnic colleges offering Engineering and Pharmacy subjects. Polytechnics are spread across 29 districts, offering a broader geographical reach than engineering colleges. Government polytechnics (GPTs) exist in 28 of 33 districts, while private unaided polytechnics exist in 20 of 33 districts.

Table 9.7: *Number of polytechnic colleges in Telangana (Source: Internal Data, 2025)*

No.	Type	No. of polytechnic colleges	Share (%)
1	Government	59	46.1
2	Private Unaided	67	52.3
3	Private Aided	2	1.6
Total		128	100
4	Co-education	113	88.3
5	Girls	13	10.2
6	Boys	2	1.6
Total		128	100%

Overall, it is a close to equal split between government and private, with 59 such colleges being government (46%) and 67 Private unaided (52%), while 2 are private aided colleges.

Polytechnic colleges in the state also fall into three categories: 88% (113) are co-educational, 13 are exclusively for girls, and 2 are exclusively for boys. Ranga Reddy district has the highest concentration of private unaided colleges; its Abdullapurmet mandal has 7 polytechnics, while Ghatkesar (Medchal) has 5 and Balapur (Ranga Reddy) has 4, the next- largest clusters of mandals.

9.6.2 General profile

The polytechnics are primarily accessed by low-income communities, as indicated by their deliberately low fee structure: the vast majority of students pay less than 600 INR per year as fees. The government currently provides a hostel reimbursement of ₹ 750 per month (as of December 2025), which is much lower than the reimbursement paid in government educational institutions, such as Telangana residential educational institutions.

9.6.3 Capacity and seat utilisation across colleges

The current faculty capacity in polytechnics is very weak. There are significant vacancies, amounting to about 41% of all sanctioned posts, among teaching and non-teaching staff across Telangana.

Table 9.8: *Status of current faculty capacity for Government Polytechnic Colleges (Source: Internal Data, 2025)*

No.	Cadre	Sanctioned	Working Strength	Vacant	Vacancy %
1	Teaching	1,810	1,356	454	25%
2	Non-Teaching	2,058	926	1,132	55%
Total		**3,868**	**2,282**	**1,586**	**41%**

Regarding seat utilisation, the vacancy rate in private polytechnics is almost double that of government polytechnics, as shown in the figure 9.3. This pattern has been similar in the last three academic cycles (from 2023-24 to 2025-26). The approved intake and proportion of filled seats in Polytechnic colleges are given in the table 9.9.

Table 9.9: *Approved in table / vacancy of seats per year*
(Source: Administrative Data, 2025)

Type of Polytechnic	Academic Year	Approved Intake	Filled Seats	Vacant Seats
Private	2023–24	18,935	10,552	8,383
	2024–25	16,608	9,545	7,063
	2025–26	14,640	8,464	6,176
Government	2023–24	13,679	10,793	2,886
	2024–25	13,860	11,090	2,770
	2025–26	14,322	11,267	3,055

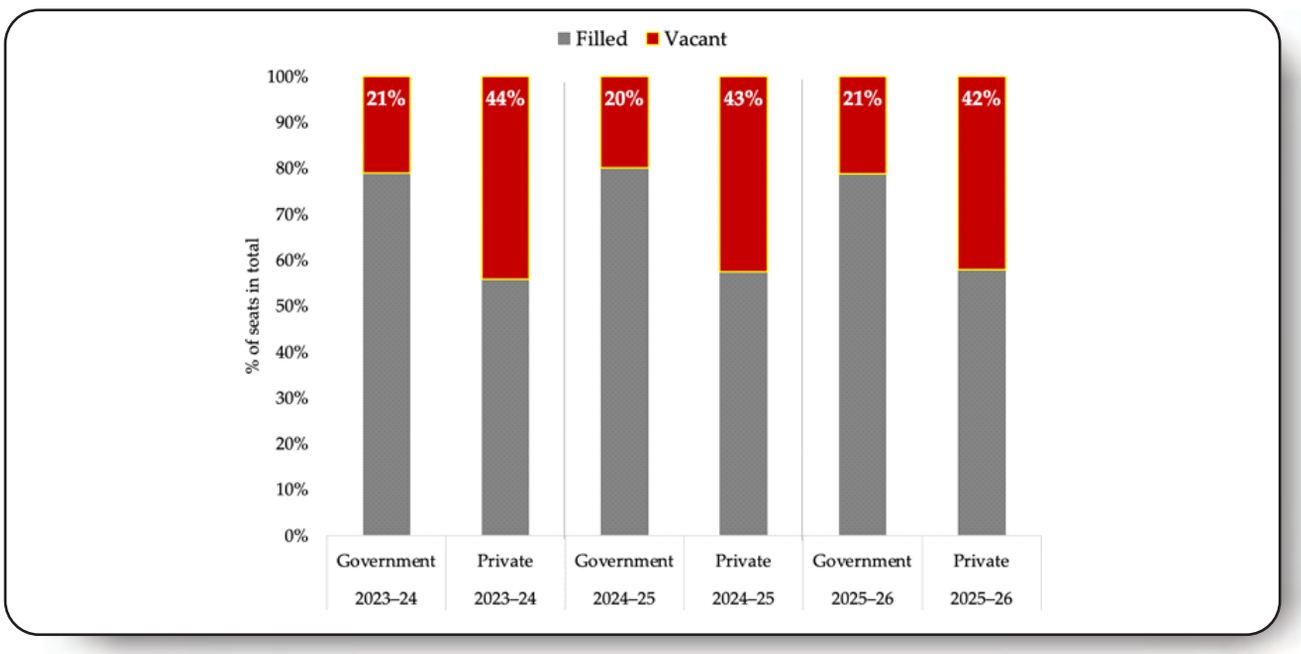


Figure 9.3: *Vacancies in polytechnics (private vs government)*

9.6.4. Lateral entry admissions and curriculum

Telangana technical education has a 3-layer lateral entry system that enables students to access and progress along the technical education from ITIs to Polytechnics to Engineering (please see table 9.10). Through lateral admissions, Diploma (polytechnic) holders can enter directly into the 2nd year of B.Tech through the ECET examination.

Table 9.10: *Lateral Entry Pathways from School to Engineering through ITIs and Polytechnics*

Step 1		Step 2	Step 3	Step 4
8th Class	10th (School)	Towards Intermediate	Towards a degree / Engineering	-
		Towards Diploma	Towards Engineering (2nd year entry)	-
		Towards certification at ITIs	Towards Diploma (2nd year entry)	Towards Engineering (2nd year entry)
	Certification at ITIs	Towards Diploma (2nd year entry)	Towards engineering (2nd year entry)	-

The initial intent of lateral entry policy has been to create pathways across skill levels to improve students' mobility. However, lateral entry over time has led to 2 implications. First, students are predominantly preferring to pursue engineering immediately. Secondly, there has been a significant shift in the curriculum to align with the ECET and the 1st-year engineering syllabus. Overall, this has led to the unfulfillment of the actual purpose of polytechnics, which is to create industry-aligned, trained junior-level professionals.

Today, polytechnics have become more like a feeder system for engineering supply. This is clearly evident in the joining rate of polytechnic students into the engineering colleges.

Table 9.11: *Joining rate of fresh PT graduates into the engineering colleges*
(Source: Administrative Data, 2025)

No.	Year	Qualified	Joined a graduate course directly	Join Rate (%)
1	2023-24	20,895	14,223	68.1
2	2024-25	22,365	14,292	63.9
3	2025-26	17,767	12,559	70.7

9.6.5 Industry readiness and dignity

The polytechnics, by design, differ from the education systems of intermediate (11th, 12th) and engineering colleges, as they are meant to be industry-ready, with enhanced hands-on experience, stronger practical workshop relevance, and the development of life skills for job readiness. However, due to the outdated curriculum and its shift towards ECET, PT graduates are perceived by industry as lacking industry-readiness, with deficiencies in both technical and soft skills, such as communication and problem-solving.

Combined with the lateral admission issue discussed earlier, polytechnic graduates have increasingly come to view their diploma and training not for employment but merely as a stepping stone to engineering degrees. This, over time, has led to the perception that polytechnic/diploma degrees are inferior to engineering degrees.

9.6.5.1. Global Best Practice

Germany's equivalent of polytechnics, namely the Universities of Applied Sciences (Hochschulen für angewandte Wissenschaften) are legally mandated under state higher education laws to deliver practice-oriented engineering programmes. In these institutions, compulsory, credit-bearing experiential components, including a mandatory industry internship semester, applied laboratory courses, and industry-supervised final projects are present and specified within nationally recognised qualification frameworks.

9.6.6. Ranking by the Department of Technical Education

The Department of Technical Education, Telangana, has introduced a ranking framework for polytechnics in December, 2025. Currently, it covers only government polytechnics.

Table 9.12: Categories of assessment and ranking of government polytechnics

No.	Assessment Category	Maximum Marks
1	Academic Excellence	40
2	Infrastructure	15
3	Innovation and Continuous Improvement	20
4	Placements and Career Path	10
5	Collaboration with Industry and Service to Community	15
Total		**100**

9.6.7. Technical training ecosystem in Telangana

Globally, Polytechnics are recognised as Higher vocational training centres. Polytechnics, along with ITIs, have been and continue to remain significant contributors to economic growth in industry-driven countries such as China, Vietnam and Germany, where they are tightly integrated into the training and skill development ecosystem. While engineering colleges produce planners and Polytechnics produce supervisors, ITIs are essential for creating the skilled workforce that executes manual tasks.

Together, ITIs and Polytechnics can be seen as providers of the skill pipeline in technical education. However, in Telangana, this skill pipeline is weak due to the lack of integration of multiple bodies for different skill levels, which exist under various departments. For instance, essential bodies (not exhaustive) are given in the Table 9.13.

Table 9.13: *Entities in the technical training ecosystem*

No.	Entity	Department	Provides for
1	ITIs/ ATCs	Department of Employment and Training	1 or 2 years of vocational training and trade certification
2	Polytechnics	Department of Technical Education	Diploma-level 3-year programs
3	TASK (Telangana Academy for Skill and Knowledge)	Department of Information Technology, Electronics and Communications (ITEandC)	Short-duration employability training, internships
4	Skill University	Aligned with the Industries and Commerce Department.	Industry-aligned skill programs

Due to lack of integration of these bodies and departments, an absence of sustained industry partnerships has diluted the mandatory six-month industry training, especially for the polytechnic colleges in rural districts. Thus in practice, this requirement is often met procedurally, offering students limited on-the-ground exposure to real production environments and workplace standards.

Further, out of the total 128 PTs, 69 PTs are private and are under the affiliation of the State Board Of Technical Education and Training (SBTET) which is severely constrained in the aspects of pedagogical expertise, academic innovation, industry partnership. Second, the current administrative capacity of SBTET is weak with total vacancies of 105 out of 140 sanctioned posts (Administrative data, as of 01-01-2026).

9.6.8. Industrial Training Institutes (ITIs)

Industrial Training Institutes (ITIs) form the foundational layer of Telangana's formal technical education ecosystem, serving as the primary supplier of the "skilled and semi- skilled shop-floor workers. ITIs offer a vocational route for students completing Class 8 or 10, serving as an upskilling mechanism. Research finds that only 3% of the total Indian workforce has received formal vocational training, compared with 80–90% in economies such as South Korea and Japan[70].

Telangana has 286 ITIs, of which 77% are privately unaided. Districts such as Jangaon are predominantly private, with 7 of 7 ITIs entirely private and unaided. Rangareddy district has 18 of 19 ITIs that are wholly private and unaided. Bhadradri Kothagudem has the most ITIs with 27, followed by Hyderabad at 25. Recently, upon inclusion and upgradation with a few advanced trades (specialisation of the course), in collaboration with the TATA Technologies Limited (TTL), the 65 government ITIs are gradually being elevated to Advanced Training Centres (ATCs).

Further, the Hyderabad + Medchal–Malkajgiri + Rangareddy corridor that has 60% of engineering colleges has a presence of only 18% of the total ITIs (64). Certain districts such as Kumuram Bheem Asifabad (1) and Narayanpet, Nirmal (3 each) are extremely low- resourced.

Regarding total intake and final enrolment , Nizambad, with a high government ownership rate (10 out of 13 ITIs), has the state's highest vacancy rate at 47%. This is followed by 32% vacancy at Hanumakonda with 930 vacant seats. At the other end, districts like Narayanpet (2%) and Wanaparthy (5%) have the lowest vacancy rates in the state.

Table 9.14: *List of government and private ITIs (Source: Public data, as of Dec, 2025)*

No.	Category	Number of ITIs	Coverage of Districts
1	Government ATC/ ITI	65	27
2	Private ITI	221	32
Total ITIs in Telangana		**286**	**33**

[70] *Mundle (2017). The Indian Journal of Labour Economics*

9.6.9. Technical skill capacity through Polytechnics and ITIs

Technical skill capacity in this chapter is taken as the intake seat-years of both ITIs and polytechnics per 10 lakh population within each district (2011 Censes). The per-10-lakh population measure makes the intake comparable across districts of different sizes rather than absolute count of intake, showing the technical skill capacity relative to the population.

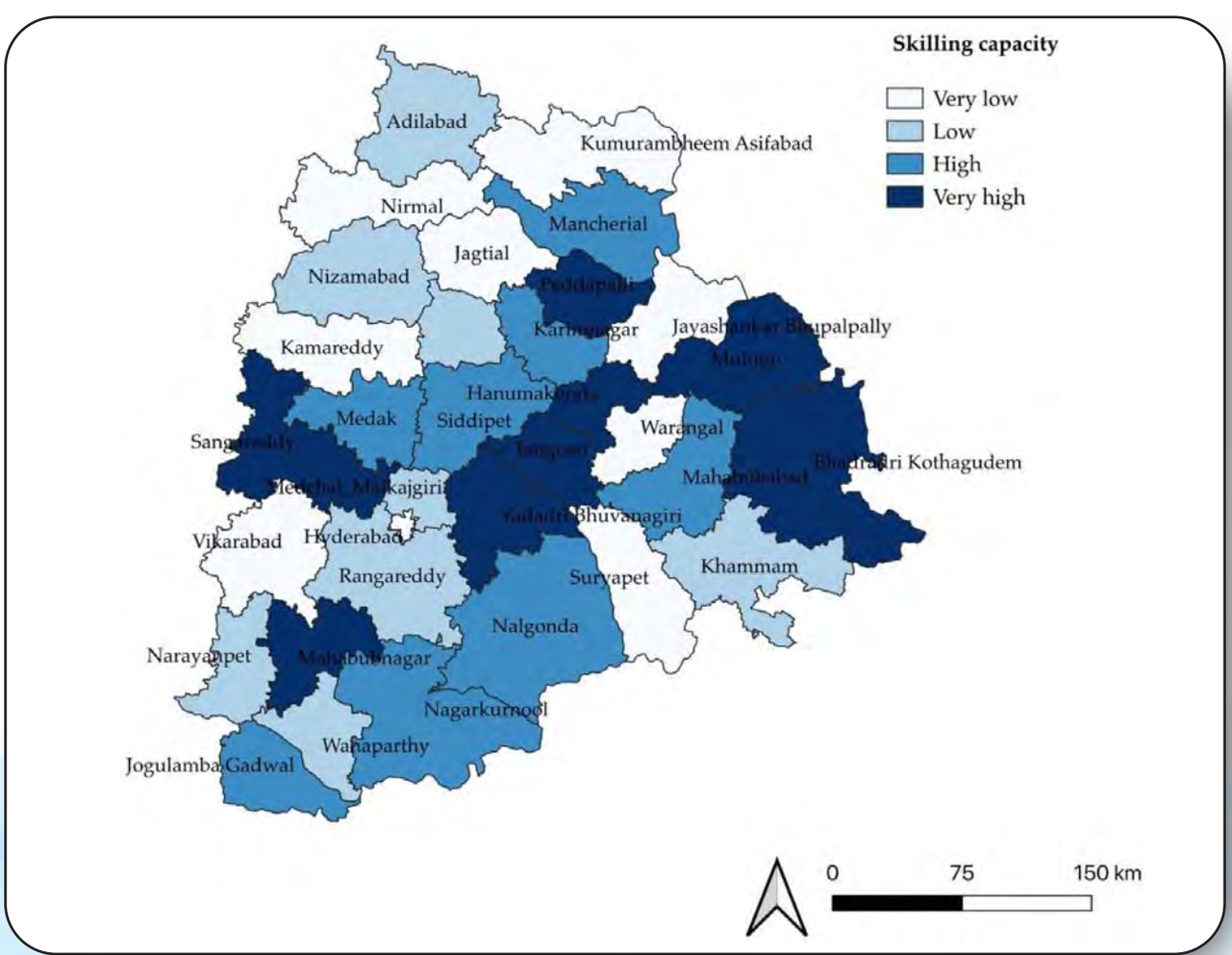
Further, due to different course durations of ITIs and polytechnics, the technical skilling capacity is standardised using seat-years (usually the course duration is 3 years for polytechnics and 1 or 2years for ITIs depending on the trade/specialisation). Seat-years convert seats into the total years of training available, enabling a like-for-like comparison across institutions and districts, as shown in Map 9.2.

Seat-years: intake seats × course duration

Map 9.2 shows the technical skilling capacity across the state's 33 districts for the 2024- 25 academic cycle. On the map, darker blue districts have more skilling capacity per person and lighter districts have less. Kumurambheem Asifabad, with merely 450 seat years and Jagtial, with 750 seat years, are the weakest districts for technical skilling capacity in the state.

Additionally, districts with a high concentration of engineering colleges, such as Hyderabad, Medchal Malkajgiri, and Rangareddy, relative to their population are not the strongest in terms of skilling capacity.

In Bhadradri Kothagudem, the technical skilling capacity of 7400 seat years, is the highest in the state and majorly driven by the seatyears from ITIs. On the other hand, polytechnic colleges predominantly drive the technical skilling capacity in districts such as Hanumakonda and Sangareddy, which rank 2nd and 3rd, respectively, in overall skilling capacity in the state.



Map 9.2: District-wise Skilling Capacity (ITI + Polytechnic), measured as Seat-Years per Million Population (2024-25)
[Source: Administrative data for ITIs, Polycet, SBTET, 2024]

9.7 RECOMMENDATIONS

The recommendations regarding polytechnics are presented in 5 categories, namely

1. Governance and structural reforms
2. Quality assurance
3. Faculty capacity and development
4. Curriculum and industry alignment
5. Public asset utilisation

9.7.1 Governance and structural reforms

R 9.27 AFFILIATION OF PTS AND ITIS WITH THE TELANGANA SKILL UNIVERSITY

All polytechnic colleges and Industrial Training Institutes (ITIs), including private and government colleges, should be brought under the affiliation of the Young India Skill University, constituted under the Telangana Skill University Act, 2024.

As the state university for skilling in Telangana, the Skill University shall have the mandate to:

A. Provision of the diploma and short-duration certification
B. Define and periodically update curriculum standards
C. Set academic governance practices, pedagogical standards, and faculty norms;
D. Facilitate the introduction of new and emerging courses aligned with industry demand and regional priorities.
E. Authority to conduct examinations.

Regarding government:

A. The Directorate of Technical Education (DTE) should continue its role in institutional monitoring and administrative oversight, comparable to the Department of Higher Education.
B. The state shall continue to hold the position of institutional assets, including land and other capital assets.
C. The State Board of Technical Education and Training may be revamped or discontinued.

The affiliation to the Skill University will elevate the overall skill, dignity, quality, respectability, and professionalism of Polytechnics and ITIs on par with engineering degrees.

R 9.28 INTEGRATE ITIS UNDER THE DEPARTMENT OF TECHNICAL EDUCATION

The State, through reorganisation, should closely integrate polytechnics and ITIs by shifting ITIs from the Department of Employment into the Department of Technical Education. Further, through the Department of Industries, it should enable sustained coordination on curriculum relevance, apprenticeship pipelines, faculty exposure, and alignment with industrial growth strategies.

R 9.29 LATERAL ENTRY PATHWAYS

The Telangana Education Commission recommends that polytechnic students be admitted only in the 1st year of engineering, rather than the 2nd year as currently practised. No reservation should be given for this lateral entry into UG courses. The Polytechnic course should be treated as equivalent to Intermediate for this purpose. They may be permitted to write entrance examinations for engineering courses.

This will reinforce a clear re-establishment of the purpose of polytechnic diplomas, ensuring that they achieve their intended learning outcomes. Additionally, it will prevent polytechnic colleges from serving solely as a secondary feeder to engineering colleges.

R 9.30 INCREASE THE ELIGIBILITY OF ITIS TO 10TH CLASS.

The state has to mandate a basic education qualification of at least 10th class for all ITIs.

9.7.2 Quality assurance

R 9.31 STRENGTHEN RANKING, MONITORING AND TRANSPARENCY

The technical education ranking framework introduced by the Department of Technical Education in December 2025 should be expanded to cover all polytechnic colleges, including the privately unaided ones.

Further, this information should be publicly disclosed annually. Rankings should include department and discipline-specific grading, enabling comparability, competition, and targeted quality improvement.

R 9.32 LINK ASSESSMENT OF LABS TO THE CURRICULUM REVISION CYCLES

For every curriculum cycle, the infrastructure of the Government PTs, especially labs and equipment, must be assessed, and a capacity enhancement grant must be issued to support and strengthen revised academic and skill outcomes.

R 9.33 STRENGTHEN PROFESSIONAL IDENTITY AND JOB READINESS

The Government should strengthen the professional identity and dignity of work associated with polytechnic pathways. The state should authorise Skill University to deliver and certify a standard job-readiness module covering professional communication, employability skills, and socio-emotional skills (teamwork, problem-solving, workplace conduct), ensuring graduates are confident and prepared for real-world workplace settings.

9.7.3 Faculty capacity and development

R 9.34. IMPLEMENT A TIME-BOUND FACULTY CAPACITY AND RETENTION PLAN

The Government of Telangana should constitute a time-bound faculty capacity plan to fill 1,586 sanctioned vacancies in public polytechnic institutions by the end of 2026.

In parallel, the Directorate of Technical Education should assess and notify standard faculty– student ratios aligned with AICTE norms for private polytechnic colleges and issue binding orders to ensure faculty adequacy and retention.

R 9.35. MANDATE PERIODIC INDUSTRY EXPOSURE FOR POLYTECHNIC AND ITI FACULTY

The Department of Technical Education, in coordination with the Industries Department, should facilitate a paid, structured industry exposure for polytechnic and ITI faculty: a two- month internship for every three years of service to strengthen practical exposure, update domain knowledge, and improve industry awareness.

This will also facilitate and support the Production and Consultancy Cell (PCCs), as discussed in R 9.40.

To improve ITI-related skill education, no new private ITIs should be permitted in the state. The government-owned ITIs can be upgraded to include all trades beyond the current ATC trades, with advanced infrastructure.

9.7.4 Curriculum and industry alignment

R 9.36 REALIGN CURRICULUM TO THE PURPOSE OF POLYTECHNIC DIPLOMAS

The upcoming 2026 curriculum revision cycle should be used to realign polytechnic education with its core mandate of producing industry-ready diploma holders.

Curriculum revision should place greater emphasis on practical training, workshops, and co-designed occupational outcomes with industry.

R 9.37 INTRODUCE REGION-RESPONSIVE CURRICULUM

The State Skills University should identify district- and cluster-specific economic skills needs and align curriculum delivery and training priorities accordingly.

A region-responsive approach will enable stronger IT and digital specialisation in districts with concentration of IT and software industries. Second, the existing and emerging industry heavy districts can benefit from availability of relevant manufacturing skills in the polytechnics.

R 9.38 Introduce greater manufacturing and production-related skilling certificates

TASK and Skill University should particularly prioritise expanding skilling opportunities and facilities beyond IT and Communication towards advanced manufacturing, production, and other primary and secondary industries to increase the job-readiness of polytechnic students.

9.7.5 Public Asset Utilisation

R 9.39 INSTITUTE A DEDICATED INFRASTRUCTURE, MAINTENANCE AND EQUIPMENT RENEWAL FUND

Government polytechnic colleges and Govt ITIs should be provided with a periodic, earmarked maintenance fund to support the repair, calibration, and renewal of labs, workshops, and technical equipment, ensuring the continuity of high-quality practical training.

R 9.40 ESTABLISH PRODUCTION AND CONSULTANCY CELLS (PCCS) IN GOVERNMENT POLYTECHNICS

Every government polytechnic college should establish a Production and Consultancy Cell (PCC) under the leadership of a Head of Department. Through PCCs, polytechnics should function as technical service providers with faculty serving as designated project engineers. Such a cell would provide planning support, lab testing, and product testing, helping students develop practical and life skills such as teamwork and leadership. For Polytechnics, this will enable greater access to funds and sustained industry partnerships.

R 9.41 REPURPOSE THE EAST MARREDPALLY GOVERNMENT POLYTECHNIC AS AN ADVANCED TECHNOLOGY CENTRE FOR EXCELLENCE (AT-COE)

The State should revive and repurpose the erstwhile Government Polytechnic College at East Marredpally as an Advanced Technology Polytechnic Centre of Excellence, leveraging its existing land and infrastructure to host emerging diploma programmes aligned with advanced manufacturing and technology-intensive sectors.

CHAPTER-10

University Education

10.1 Background

The founding of Osmania University in 1917 set the stage for a dynamic, global approach to higher education in the Telangana region. The university was conceived with a commitment to comprehensive excellence, encompassing a grand architectural vision, a broad spectrum of academic disciplines, and a meticulously selected faculty of distinguished scholars from around the world, which positioned it prominently within India's educational landscape from its inception.

Since then, numerous universities and higher education institutions (HEIs) have been established in Telangana, transforming the region into a hub of learning. These institutions offer a diverse range of disciplines, including molecular biology, pharmaceutical sciences, bioengineering, architecture, languages, social sciences, and law.

At the turn of the century, since the 2000s, the HEIs started to experience the impact of the global shifts in perspective that increasingly see state-run higher education as less of a public good, prompting a gradual reduction in state investment. This withdrawal was accompanied by a swift rise in private universities and colleges operating within a loosely regulated framework.

The local political headwinds also left their impact on HEIs. The public universities in Telangana, such as Osmania and Kakatiya, boast a rich history of academic excellence, shaped by generations of organic intellectuals who played pivotal roles in significant social movements, including the 60-year-long Telangana movement for separate statehood. The disparities in educational and employment opportunities for the youth of Telangana primarily drove the movement for statehood. However, the establishment of a separate state did not lead to the anticipated transformation of higher education institutions; instead, it resulted in a near-total collapse of the conventional universities.

Contributing factors to the current crisis in higher education following the formation of the Telangana state in 2014 include delayed appointments of vice-chancellors, the dissolution of decision-making bodies such as the Executive Councils, and a freeze on recruitment, which has severely diminished the teaching faculty to alarming levels.

The lack of both administrative and academic leadership has resulted in various challenges and temporary fixes to maintain system functionality. Key problems include difficulties in adhering to attendance regulations due to staff shortages, challenges in following the academic calendar, delays in admission processes, and the hiring of temporary faculty to fill teaching gaps without adhering to the strict criteria established by the University Grants Commission for selecting regular faculty, among others. These issues have significantly undermined the academic culture of the universities.There are 17 universities in Telangana, in addition to a number of research and scientific institutions and deemed universities.

Table 10.1: *List of universities in Telangana*

No.	Name	Location
	Conventional universities	
1	Osmania University	Hyderabad
2	Kakatiya University	Warangal
3	Telangana University	Nizamabad
4	Mahatma Gandhi University	Nalgonda
5	Palamuru University	Mahbubnagar
6	Satavahana University	Karimnagar
7	Veera Nari Chakali Ailamma Women's University	Hyderabad
8	Suravaram Pratapa Reddy Telugu University	Hyderabad
	Technical Universities	
9	Jawaharlal Nehru Technological University	Hyderabad
10	Rajiv Gandhi University of Knowledge Technologies	Basara, Nirmal
	Special Focus Universities	
11	Prof. Jayashankar Telangana Agricultural University	Hyderabad
12	Kaloji Narayana Rao University of Health Sciences	Warangal
13	Sri Konda Laxman Telangana State Horticultural University	Mulugu
14	Sri P.V. Narasimha Rao Telangana State Veterinary University	Hyderabad
15	Dr. Manmohan Singh Earth Sciences University of Telangana	Bhadradari Kothagudem
16	Young India Skill University	Hyderabad
	Open University	
17	Dr. B.R. Ambedkar Open University	Hyderabad

Data (CESS, 2025) suggests that there has been an overall decline in student enrolments in university departments and their constituent colleges between the year of the state bifurcation 2014-15 to 2021-22, from 2.7 lakhs to 2.5 lakhs respectively. The data presented below have been compiled from admissions information furnished by individual universities.

Table 10.2: *Enrolment in affiliated and constituent colleges*

Undergraduate and Postgraduate students presently enrolled in constituent and affiliated colleges (Government + Private) of State Universities of Telangana

	University	Cumulative of 1st year to final yearenrolment		
		UG	PG	Total (UG+PG)
	Conventional + Technical Universities			
1	Osmania University, Hyderabad	3,52,882	94,938	4,47,820
2	JNTU, Hyderabad	3,67, 208	32,982	4,00,190
3	Kakatiya University, Warangal	1,23,008	15,398	1,38,406
4	Satavahana University, Karimnagar	48,987	7,414	56,401
5	Palamuru University, Mahabubnagar	40,749	4,748	45,497
6	Telangana University, Nizamabad	35,787	5,062	40,849
7	Mahatma Gandhi University, Nalgonda	35,013	1,392	36,405
8	Veera Nari Chakali Ilamma University, Hyderabad	4,857	1,852	6,709
9	RGKUT, Basara, Nirmal	6,268	-	6,268
10	JNFAU, Hyderabad	5,684	388	6,072
11	SRP Telugu University	353	626	979
	Subtotal	10,20,796	1,64,800	11,85,596

Specialized Universities

12	Kaloji Narayana Rao University of Health Sciences, Warangal	1,95,523	19,662	2,15,185
13	PJST Agricultural University, Hyderabad	4,462		4,462
14	SKLT Horticultural University, Hyderabad	1,316	289	1,605
15	PVNT Veterinary University, Hyderabad	1,348	97	1,445
16	Dr.MS Earth Sciences Universities, Kothagudem	-	-	
	Subtotal (Specialized university)	**2,02,649**	**20,048**	**2,22,697**
Open University				
17	Dr.B.R.Ambedkar Open University, Hyderabad	84,358	57,062	1,41,420
	Grand total	**13,07,803**	**2,41,910**	**15,49,713**

- Since the formation of the State of Telangana, universities have faced multiple challenges and have struggled to achieve stability and sustain their operations.

10.2 Challenges

10.2.1 Recruitment process of university Vice-Chancellors

Inordinate delays in the appointment of Vice-Chancellors have been among the most significant challenges faced by universities in Telangana over the past decade. Prolonged periods of leadership vacuum and the reliance on ad hoc administrative arrangements, often involving bureaucratic oversight, have adversely affected both the academic and administrative management of the universities.

Although several Vice-Chancellors were appointed in 2025, the debate on insulating the selection process from political influence has resurfaced. As per the 2018 regulations[71] issued by UGC, the applicant for vice-chancellorship must be an eminent academician with a minimum of ten years of experience as a Professor in a university or ten years of experience in a reputed research and/or academic administrative organization, with proof of having demonstrated academic leadership.

The selection of the university Vice-Chancellors should be done by a search committee that includes

I. a nominee of the University Syndicate/Executive Council,

II. a nominee of the Chairman of the UGC, and

III. a nominee of the Visitor/Chancellor (as per UGC guidelines)/ nominee of the state government (as per the state University Act)

First, a public notification calling for applications or nominations/ or a combination thereof is issued, and from the applicants/nominees, the search-cum-selection committee arrives at a shortlist of three to five names of eligible persons from which the Chancellor selects the candidate. The Vice-Chancellor holds office for a 3-year term in Telangana, extendable by another term, subject to an upper age limit of 70 years.

The 2025 proposed draft guidelines issued by UGC expand the earlier qualification of a minimum of ten years of experience as (i) a Professor in an HEI or (ii) at a senior level in reputed research or academic administrative organizations for eligibility to include (iii) at a senior level in industry, public administration, public policy and/or public sector undertakings, with a proven track record of significant academic contributions, shall be eligible to be appointed as Vice-Chancellor.

The search-cum-selection committee mandated by the 2025 regulations includes

I. a nominee of the Visitor/Chancellor, who shall be the Chairperson of the Search cum Selection Committee,

II. a nominee of the Chairman, University Grants Commission,

[71] *University Grants Commission (2018)*

III. a nominee of the apex body of the university, such as Syndicate/ Council/Executive Council / Board of Management/ Equivalent Body of the University

First, a public notification calling for applications or nominations/ or a combination thereof is issued, and from the applicants/nominees, the search-cum-selection committee arrives at a short list of three to five names of eligible persons from which the Chancellor selects the candidate. The Vice-Chancellor holds office for a 5-year term extendable by another term, subject to an upper age limit of 70 years. The VCs shall be eligible for re-appointment for one more term by following the procedure prescribed for the appointment of the Vice Chancellor. If a Vice-Chancellor is not appointed as per these regulations, such an appointment shall be null and void. These regulations apply to all universities in the country.

The 2025 norms issued by the UGC are yet to come into force. The recruitment process adopted by the state universities as per the Telangana state law also requires re- examination.

10.2.2 Recruitment of university faculty and support staff

10.2.2.1 Regular recruitment and promotions

Regular faculty recruitment in sanctioned posts is a basic requirement for the effective functioning of any university. Universities require a fresh stream of faculty to strengthen existing teaching and research streams. The freeze on recruitment has seriously set-back this aspect.

Regular recruitment accompanied by promotions under CAS builds a strong academic and administrative continuity and preserves institutional memory.

10.2.2.2 Regular recruitment and institutional memory

The faculty recruitment process in Telangana has been effectively frozen for nearly 12 years. Whenever recruitment did occur, it was often hindered by legal disputes that delayed selections and appointments. As a result, the number of vacancies continued to rise alongside regular faculty retirements, leading to a decreasing number of teachers on the rolls. To address the shortfall in teaching resources, universities started allowing the hiring of temporary faculty, often composed of recent graduates, frequently bypassing the stringent quality standards set by the UGC.

Absence of regular faculty at the entry level has broken the research tracks as well as academic and administrative continuity. The continuity of institutional practices that maintain professional, academic ethics, and the integrity of academic processes that were at the core of the reputations of universities has been disrupted.

10.2.2.3 Recruitment of support staff

Crucial departments like the Examination Branch and the Directorate of PG Admissions are functioning with part-time administrative staff without adequate training in university systems, posing potential threat to the integrity of processes.

Faculties and departments also depend on temporary, untrained staff for record- keeping and accounting, leading to inefficiencies. Computer labs, media labs, science laboratories, and libraries also do not have trained support to maintain existing facilities and resources.

10.2.3 Faculty promotions

10.2.3.1. Discrepancies in the implementation of the Career Advancement Scheme (CAS)

There have been delays in the implementation of Career Advancement Scheme (CAS) in the state universities, breaching the timelines prescribed by the UGC. The University Grants Commission prescribes a half-yearly cycle for receiving applications for Career Advancement from eligible teaching faculty to ensure a predictable career advancement path for the university faculty.

10.2.3.2. Delays leading to diminished research output

Delays in the implementation of CAS first affect the creation of vacancies in the Assistant Professor cadre. Additionally, such delays have a direct adverse impact on the university's research capacity. Under existing norms, an Assistant Professor may supervise up to four doctoral scholars at any given time, an Associate Professor up to six, and a Professor up to eight. When faculty promotions are delayed, fewer faculty advance to higher ranks with greater supervisory capacity, resulting in a suboptimal number of doctoral scholars being guided across the university and, consequently, reduced research output.

10.2.4 Faculty shortages

Since 2014, universities across Telangana have faced a persistent and severe shortage of faculty, with nearly 70 per cent of sanctioned posts remaining vacant. As a result, most institutions are compelled to rely heavily on ad hoc, temporary, and part-time faculty across the majority of departments.

Table 10.3: *List of sanctioned strength and vacancies of faculty*

No	University	Sanctioned strength	Regular faculty	Contract faculty	Part time faculty	Vacancies	% Posts vacant
1	Osmania University	1267	329	236		938	74
2	Kakatiya University	409	77	170	182	332	81
3	Jawaharlal Nehru Technological University	408	143	238	0	265	65
4	Palamuru University	177	19	92	66	158	89
5	Rajiv Gandhi Knowledge University of Technology	146	19	104	0	127	87
6	Satavahana University	131	16	29	29	115	88
7	Telangana University	152	60	53	22	92	61
8	Dr B.R. Ambedkar Open University	86	24	22	16	62	72
9	Suravaram Pratap Reddy Telugu University	58	9	13	13	49	84
10	Jawaharlal Nehru Fine Arts University	55	14	66		41	75
11	Mahatma Gandhi University, Nalgonda	70	35	46	47	35	50
12	VCA Women's University	35	18	105	169	17	49

10.2.4.1 Implications of faculty shortages

The acute shortage of regular faculty has had a cascading impact on the academic and research ecosystem. Students often lack access to subject experts and are unable to secure qualified research supervisors for PhD programmes, resulting in weakened and fragmented research trajectories.

In the absence of stable faculty leadership, coursework implementation has become largely ad hoc, affecting teaching, learning, and continuous internal assessment practices. This situation is further compounded by instances of student and teacher absenteeism, incomplete coverage of core coursework, and an erratic academic calendar. Collectively, these deficiencies have led to a dilution of academic standards and significant disruption of research activity.

10.2.4.2 Closure of advanced study centers

Over several decades, the University Grants Commission has provided sustained funding to university departments through the Special Assistance Programme (SAP) and Centres for Advanced Study (CAS) schemes.

Eligibility for this multi-term, multi-tier funding requires departments to maintain a minimum complement of permanent faculty — one Professor, two Associate Professors, and three Assistant Professors — along with a recognised research focus and demonstrable teamwork.

State universities in the erstwhile combined Andhra Pradesh had received substantial funding support under these schemes. However, the prolonged freeze on recruitment, after the formation of the Telangana state, coupled with the retirement of faculty at senior levels, led the University Grants Commission to withdraw funding support. As a consequence, several UGC-sponsored SAP and CAS centres were compelled to close, and their discontinuation had a markedly adverse impact on departmental research activities.

10.2.5 Selection process for Chairperson, Telangana Council for Higher Education

As per the Telangana Council of Higher Education Act, 1988 (Act 16 of 1988), the Telangana Higher Education Council (TGHEC) functions as the statutory body responsible for coordinating activities between universities in the State and the University Grants Commission (UGC). Its mandate includes setting academic standards and ensuring the effective implementation of planned development programmes in universities. In addition, the Council is entrusted with coordinating with autonomous colleges, conducting common entrance examinations, strengthening examination systems, promoting sports and extension activities, and supporting curricular development.

The Act does not lay down clear criteria or procedures for the appointment of the Chairman and Vice-Chairman, nor does it specify the standards for the nomination of other members. Further, the disproportionate representation of State Government bureaucracy - such as the Secretaries for Education and Finance - raises concerns regarding potential conflicts of interest, and the potential to undermine the autonomy of the Council's decision-making processes.

The Telangana Higher Education Council is a key apex regulatory body, and in light of its pivotal role in shaping higher education in the State, the process for selecting its senior leadership warrants careful review and re-examination.

10.2.6 Research and Academic Issues

10.2.6.1 Ph.D. admissions and research administration

The acute shortage of faculty is constraining the admission of candidates who have qualified for the Junior Research Fellowship (JRF). JRF awardees are required to secure admission to a PhD programme within two years, failing which they forfeit their fellowship. In the absence of available PhD seats or qualified research supervisors, many JRF holders are consequently deprived of their fellowships.

10.2.6.2 Guideship

The shortage of qualified PhD supervisors has led to the anomalous practice of assigning research scholars to supervisors from unrelated disciplines. Such arrangements risk compromising the quality of research and may have long-term adverse implications for the academic credibility and reputation of universities.

The practice of conducting entrance examinations for PhD admissions has resulted in a large pool of aspirants seeking entry into doctoral programmes. However, acute faculty shortages, combined with stringent UGC norms that cap the number of PhD candidates a faculty member may supervise based on seniority, have significantly constrained intake capacity. Under mounting institutional pressure, some universities are admitting more doctoral scholars than available supervisory capacity, leading to persistent challenges in identifying eligible and appropriate research guides.

10.2.6.3 Lack of Fellowships

The Central Government has halted or restructured most PhD fellowship schemes intended for Scheduled Caste (SC) and minority students. In Telangana, the resulting shortfall in financial support, compounded by the discontinuation of non-NET fellowships, has significantly limited the access to doctoral education, particularly for SC and minority students who have not qualified for JRF or NET. Science scholars without JRF, NET, CSIR, or DST–INSPIRE support face acute difficulties in meeting laboratory and research costs, while scholars in the social sciences struggle to finance fieldwork and other essential research-related expenses.

10.2.6.4 Fee reimbursement

Fee reimbursement served as a crucial source of funding for supporting the education of students from marginalized backgrounds. Delays in reimbursements for several years have resulted in significant financial stress for these students.

10.2.6.5 Choice-Based Credit System

Under the choice-based credit system (CBCS), courses need restructuring, and new courses should be introduced as necessary to fulfill student interests, and demands. The effective implementation of the choice-based credit system is hampered across universities primarily due to a shortage of faculty, even in core subjects. Additionally, there has been a lack of coordinated efforts to streamline and customize syllabi and credits to meet the requirements of the CBCS.

Many universities are experiencing shortages of classrooms, inadequate faculty, and limited timetable flexibility, which obstructs their capacity to provide a diverse array of elective courses as required by the Choice-Based Credit System (CBCS). Some private colleges do not have faculty available for all the courses listed in the Degree Online System of Telangana (DOST), though they announce such courses under CBCS.

10.2.6.6 Self-finance courses

In the 1990s, state governments initiated significant reductions in financial support to universities and pressed them to mobilize their own resources. Consequently, universities were compelled to launch self-financed courses aimed at generating income through market-driven and commercially viable programmes. This strategy was envisaged as a long-term measure to enable universities to move gradually toward self- sufficiency and lessen their reliance on government funding.

The self-finance model, however, quickly turned out to be impractical. Under the fee reimbursement policy, intended for below-poverty-line (BPL) students, and the levy of premium fees on other students, the two mechanisms effectively cancelled each other. The BPL eligibility norm was vaguely and loosely applied, enabling a growing number of students to seek reimbursements under multiple categories, with some even making false BPL claims.

Meanwhile, universities had already made substantial investments in these programmes by recruiting additional faculty and creating the enhanced infrastructure and facilities expected of fee-based courses. In many instances, the enrolment response was poor, and the courses failed to generate the projected revenue. Yet, once launched, universities were obliged to continue offering them, often at a financial loss, largely to retain the newly recruited faculty on their rolls.

The concept of self-financed courses besides being economically unviable, is fundamentally at odds with the very purpose of a public university. Public universities are mandated to ensure broad and equitable access to higher education for all eligible students, irrespective of their ability to pay. Introducing fee-dependent programmes undermines this commitment and makes the model incompatible with the inclusive character expected of publicly funded institutions.

10.2.6.7 Payment courses

Universities and colleges are starting payment courses for several mainstream courses like MA in Economics and Microbiology in affiliated and constituent colleges, along with regular courses with regular admission and self-finance seats allocated in university colleges without any proper policy..

Students who qualify through entrance examinations are required to seek admission in university-affiliated departments even as regular courses continue to operate within the parent departments. The parallel expansion of payment seats, without corresponding augmentation of infrastructure or recruitment of faculty, has led to a dilution of academic quality and weakening of these courses.

This trend results in additional burden on existing faculty in departments that are already understaffed. If this expansion is as per any policy guidelines, the problems arising out of this system need addressing.

10.2.6.8 Deficient industrial linkages

Undergraduate and postgraduate programs often lack meaningful connections with industry and other professional sectors that emphasize practical application. This disconnect limits both the quantity and quality of exposure that students receive through internships, apprenticeships, and hands-on training opportunities.

10.2.6.9 Placement

Aside from a handful of departments in select Telangana universities, placements are not regularly offered in all Telangana state universities. There seems to be a lack of concerted efforts to align the curriculum, provide essential knowledge, skills, attitudes, and foster industry engagement on campuses. This neglect impacts the employability of students across disciplines in most public universities in Telangana.

10.2.7 Governance related challenges

10.2.7.1 Delays in Vice-Chancellor appointments

The Vice-Chancellor (VC) plays a crucial role in the effective governance of a university. However, over the past decade, the governance of universities in Telangana has been significantly hampered by prolonged delays in appointing VCs. Instead, bureaucrats from the Education Department of the government have frequently been assigned to oversee the universities while simultaneously managing other major departments in government. This situation has led to a severe lack of effective governance, adversely affecting recruitment, research initiatives, and academic standards.

10.2.7.2 Composition of Executive Council

The Executive Council serves as the highest executive body of a university, overseeing its overall management, administration, finances, and strategic direction. It implements policies established by other governing bodies, such as the Council or Governing Council, ensuring that institutional objectives are achieved. Additionally, the Council is responsible for making critical decisions related to staff appointments, property management, and budget allocations, effectively functioning as the chief executive authority for both the daily operations and long-term governance of the institution.

All universities in Telangana are functioning with incomplete Executive Councils, depending solely on ex officio bureaucrats as appointed members, without fully reconstituting the 12-member Councils. The truncated ECs can function because the quorum for EC meetings is just 1/3rd of the body. This quorum is easily achievable with the presence of the VC, Registrar, and the three bureaucrats designated by the Telangana Universities Act, resulting in an excessive role for the state in university governance.

Even when these Councils are complete, the government has been appointing individuals with questionable credentials to this key decision-making body, which undermines the effective operation of the universities.

This is enabled by the Telangana Universities Act[72], which leaves the criteria for nominating members to the Executive Councils, other than bureaucrats and ex officio members, vague. The Act specifies only that nominations include: "(I) one senior professor from University Colleges; (ii) one Principal from University Colleges; (iii) one Principal from affiliated colleges; (iv) one teacher from University Colleges; (v) one teacher from affiliated colleges; and (vi) four eminent individuals from various sectors such as industry, agriculture, trade, commerce, education, public life, legal profession, and social work." There is a pressing need to define more clearly the qualifications and credentials of these "other members" eligible for nomination to the Executive Councils of universities.

The lack of strong independent members, coupled with the substantial presence of state bureaucrats in the Executive Councils of universities, effectively places these institutions under state control. This situation undermines their governance and diminishes the democratic nature of the Executive Councils' functioning, limiting their ability to operate autonomously and make independent decisions.

Vice Chancellors, as the heads of universities, find their authority diminished in the presence of bureaucrats from the education and finance departments, which weakens the autonomy of the institutions. The state's involvement in university policymaking and operations should be minimal after budget requirements have been reviewed and approved.

[72] The Telangana Universities Act 1991, p22.

Bureaucrats from the finance and education departments of the government are designated by the Universities Act to serve on the Executive Councils of universities. However, their frequent inability to attend EC meetings held at rural universities forces Vice Chancellors to convene in the bureaucrats' chambers in the capital city. This not only diminishes the stature of the Vice Chancellors, who are the heads of the universities, but also undermines their authority by relocating important meetings away from their institutions.

10.2.7.3 Composition of Academic Council

The Academic Council is the highest policy-making body consisting of faculty members drawn from the university, its affiliated institutions, principals of the university and affiliated colleges, nominees of the government, legislators, and professionals. It formulates academic policies and provides leadership for maintaining the standard and quality of education and research in the university.

The Telangana Universities Act of 1991 outlines an incoherent and diverse membership structure for this important body. It includes:

Class I: Ex officio members, which consist of five additional bureaucrats alongside those already part of the Executive Council (all of whom are members of the Academic Council also).

Class II: Life Members, who are individuals recognized for their contributions as donors.

Class III: Members nominated by the government, comprising:

A. 20 professors
B. 20 principals
C. 7 representatives from social categories and women
D. 6 student representatives
E. 10 representatives from various professions.

Class IV: 10 elected representatives and 10 members from the legislative assembly, among others.

This extensive and diffuse structure of the governing body results in incoherence, ultimately weakening decision-making at the top levels of academic governance. The size of this entity makes meaningful debate challenging, a situation worsened by the presence of numerous bureaucrats who oversee various administrative divisions of education, such as intermediate, collegiate, and technical education, whose presence is of minimal relevance in an academic context.

The diverse and diffuse composition of the Academic Council also fails to enhance democratic participation, largely due to the significant presence of government representatives.

With the Academic Council mandated to meet only twice a year, most crucial decisions are made by the Standing Committee. These decisions, once implemented, are presented to the Academic Council for ratification.

Ideally, the Academic Council, composed of a broad cross-section of individuals, was intended to function as the highest academic body, reaching decisions through lively debate. However, in practice, it has been reduced to an entity that merely endorses decisions after they have been made.

There is an urgent need for a comprehensive overhaul of the framework established by the Telangana Universities Act of 1991. This reform should aim to create a 21st-century university administration that is leaner, more focused, result-oriented, and efficient. Additionally, it is essential to ensure that public university governance remains inclusive and democratic, fostering a more effective academic environment that meets contemporary challenges.

10.2.7.4 Late enrolments, compressed instructional period

Delays in the admissions process, including keeping it open until nearly halfway through the first semester, along with the failure to allocate hostels to eligible students on time, result in shortened semesters with reduced teaching time. This significantly affects the quality of teaching and learning.

10.2.7.5 Common almanac

Universities in Telangana follow different academic calendars. This discrepancy between the almanacs used by state universities and those of other higher education and research institutions, both nationally and internationally, results in lost opportunities for students wishing to pursue further education elsewhere.

10.2.7.6 Student elections

Since 1988, after the government prohibited student elections, state universities have not conducted these elections. The absence of student elections hampers the representation of academic and other student concerns to university administration, while also restricting students' involvement in university governance. There are no democratically elected student bodies to address and represent the academic and non- academic issues faced by the student community to the university administrations. Despite a Supreme Court directive mandating the implementation of the Lyngdoh Committee[73] recommendations for conducting student elections in public universities, the elections are not being held.

10.2.7.7 Students' representation in university governance

The Telangana Universities Act of 1991 stipulates student representation in Academic Councils; however, this provision has yet to be implemented in the state's public universities.

10.2.7.8 Rankings

Following are the NAAC accreditation[74] ratings for Telangana's state universities:

Table 10.4 : *Ranking of the state universities (NAAC)*

No.	University	NAAC Accreditation
1	Kakatiya University	A+
2	JNTU	A+
3	BRAOU	A
4	MGU	B+
5	Palamuru University	B
6	Pottisreeramulu Telugu University	C
7	JNFAU	C
8	RGKUT	C

Osmania University's A+ grade from NAAC has lapsed in 2024, and the university is currently undergoing the process of renewal. However, the situation among colleges is concerning, as a significant majority are reluctant to seek assessment by NAAC, given that NAAC ratings are voluntary.

10.2.7.9 Affiliation process

The Telangana Education Commission observed that under the current framework of affiliation, especially when universities like Osmania or JNTU have nearly 1500 affiliated private institutions under them, monitoring and ensuring the quality of infrastructure and academic standards is a serious challenge.

More than nine lakh (78%) students are depending on these private aided and unaided colleges, and engineering colleges for their academic credentials. At present, the mechanisms for monitoring academic quality – faculty and student attendance, nature and integrity of assessment processes – are dysfunctional. Affiliated institutions are run as business houses with the attendant focus on profits and seeing the students and their parents as customers. Dilution of academic standards to suit the needs of paying students is rampant.

[73] Government of India, Ministry of Education, Lyngdoh Committee Report, 2006.

[74] National Assessment and Accreditation Council (NAAC), HEI Accreditation dashboard.

Supervision by the Academic Audit Cells of the universities remains inadequate, largely due to the limited number of inspections and surprise visits conducted to assess the effective functioning of affiliated colleges. Beyond formally scheduled inspections, there is little effort to verify whether colleges actually possess the faculty strength, infrastructure, and student enrolment they claim.

There is a need to design a more effective, mandatory, rigorous affiliation mechanism to ensure the quality of education being provided by the private HEIs affiliated with the universities in the state.

10.2.8 A menities related infrastructure

10.2.8.1 Upgradation of libraries

State university libraries require significant upgrades in their collections of books and journals. The limited availability of internet access greatly restricts researchers' ability to access online journals. Additionally, department libraries are deficient in referencematerials and Ph.D. dissertations. Master's and doctoral students need access to a comprehensive, regularly updated repository of scholarly literature, which is currently lacking in state universities. Furthermore, many doctoral dissertations are not digitized, rendering them inaccessible to future students.

10.2.8.2 Requirement for additional classrooms and labs

The current infrastructure is insufficient to fulfill the academic and research requirements of the student body. Numerous departments, especially in universities established in recent decades, face challenges in conducting regular classes, practical sessions, and research activities due to outdated and inadequate facilities. Additionally, the absence of well-equipped laboratories hinders hands-on learning and restricts students' exposure to contemporary scientific and technological practices.

Many universities provide only a single common staff room, which is frequently insufficient to accommodate all faculty members. The lack of dedicated departmental staff rooms or workspaces hinders faculty from effectively engaging in research, mentoring, and administrative tasks in a supportive environment.

10.2.8.3 Strengthening Sports Facilities

Sports and physical education at the university level are often neglected. While many universities have basic playgrounds or open spaces, these facilities are seldom used systematically or effectively. The lack of organized sports activities, trained instructors, and consistent maintenance has led to the underutilization of available infrastructure in a meaningful way.

10.2.9 Hostel related infrastructure

10.2.9.1 Hostel infrastructure

University hostels are affected by serious infrastructure deficiencies, including dilapidated roofs and cramped living conditions that adversely impact students' well- being. Many students are compelled to share rooms in overcrowded spaces that lack adequate furniture for sleeping and academic work, thereby denying them a conducive environment for postgraduate study. Poor ventilation in hostels further compromises students' health and overall comfort.

10.2.9.2 Hostel food

Many postgraduate students, especially those enrolled in rural universities, show signs of anemia and physical stunting due to inadequate access to healthy and nutritious food. The hostel menu of universities is not standardized, and diet charges are significantly lower at ₹1,500 per student, compared to ₹2,100 in government residential educational institutions in Telangana.This discrepancy highlights the need for improved nutritional standards in hostels to support students' health and well-being.

10.2.9.3 Non-boarders in hostels

Large universities situated in urban centers, equipped with well-resourced libraries and study facilities, are grappling with the issue of illegal occupation of hostel accommodations. Former students and others often take advantage of the shelter and food provided in university hostels. This situation has led to escalating costs for maintaining these facilities, as unpaid bills from previous residents continue to accumulate. Consequently, there is a diminishing capacity for proper maintenance and upkeep of existing hostel amenities, further exacerbating the challenges faced by the institutions.

Both recoveries of old dues from former students and eviction of unauthorized occupants from the hostel rooms have been a political, financial, and administrative challenge for decades in such universities.

10.2.10 Delays in release of funds

Delays in the timely release of mess charges lead contractors to serve food that lacks adequate nutrition. This issue was noted by the Commission during its visits to the university campuses, highlighting a significant concern regarding the quality of meals provided to students.

10.2.11 Safety and health concerns

10.2.11.1 Safety issues

The absence of street lighting around women's hostels raises significant security and safety concerns, especially during late evenings. Public hearings conducted by the Commission revealed instances of trespassers entering these hostels, highlighting the urgent need for improved facilities and safety measures to protect residents.

10.2.11.2 Absence of a health centre

The absence of a Primary Health Centre, preferably near women's hostels, forces women students to travel to more distant health facilities for medical emergencies.

This is compounded by the lack of campus ambulance services and alternative transportation options, raising serious safety concerns for women who must navigate isolated campus roads, especially during evening hours. Improving access to healthcare and transportation is crucial for ensuring the safety and well-being of students.

10.3 RECOMMENDATIONS

10.3.1 Vice-Chancellor, faculty, and other recruitments

R 10.1 VICE-CHANCELLOR'S SELECTION

The eligibility criteria for the post of Vice Chancellor for a University should be as per UGC guidelines. An open advertisement should be issued through the top two English and two Telugu newspapers seeking applications from interested professors who have completed 10 years of service as professors.

1) The Search cum Selection committee for selection of the Vice Chancellor of state universities shall constitute the following officers and academicians:
   a. The state government nominee shall be a retired Chief Secretary having a reputation for honesty and integrity.
   b. UGC nominee
   c. Three retired Vice Chancellors with distinguished academic records and a reputation for high integrity. Two of the members shall be from SC/ST/BC/Minorities.
2) The 3 retired VCs in the search committee for the selection of a VC must be identified based on the following parameters:
   a) Impeccable integrity and track record
   b) Must not be from the university for which the selection of the VC is being done
3) None of the members of this committee may have a conflict of interest with the persons being considered for the post of Vice-Chancellor. In the event of such a conflict of interest, the concerned member/s must recuse themselves from the selection committee.
4) The VC search committee may follow the UGC norms (2018), still in effective operation in 2025, to identify potential candidates and to carry out the selection of the VC. Any future norms prescribed by UGC or the national education apex body will be examined by a special committee constituted by the Telangana State to ensure its compatibility with the Telangana state Acts and local needs.

5) The process for selection of an incumbent VC must start 6 months before the end of the tenure of the serving VC. The VC's post must not be vacant even for a day.

6) The selection committee should shortlist the ten senior-most professors for each VC position from among the applicants. This committee will review applications, conduct interviews, and finalize the three candidates for the VC position from the shortlistedcandidates only, considering the years of experience as a professor, research contributions, statutory academic positions held in the University, etc., and subsequently submit their recommendations to the government in order of preference.

7) Vice Chancellors of state universities may serve a term of five years or until they reach the age of 70, whichever is earlier. No Vice Chancellor is permitted to serve more than one term.

8) If a second term is considered, it may be for another university.

R 10.2 APPOINTMENTS TO KEY ADMINISTRATIVE POSITIONS

There should be a well-defined, transparent system of selection for appointments to the key administrative positions such as Registrar, Controller of Examinations, Controller of Affiliations, Director of Post-Graduate Admissions, of the universities.

R 10.3 UNIVERSITY FACULTY AND OTHER RECRUITMENTS

The budgeted posts assigned to different universities in the state have been estimated several decades ago as per the prevailing enrolment and number of disciplines. Several new faculties, disciplines have emerged since then and the enrolment has grown many fold increasing the demand for research facilities and infrastructure, but budgeted posts have remained the same. In the three major universities of Telangana, the additional requirements for faculty, staff, research facilities, and enhanced budgetary allocations must be addressed through a comprehensive review to meet both current demands and projected future needs.

R 10.4 FACULTY RECRUITMENT

A. All vacancies in teaching positions as on date in all state universities must be filled up without further delay.

B. The recruitment process must strictly adhere to UGC guidelines

C. Henceforth, in cases of anticipated teaching vacancies, the university should initiate the recruitment process in accordance with due procedure at least six months in advance. The recruitment process should be initiated even when only a single vacancy is anticipated.

R 10.5 STAFF RECRUITMENT

A. Vacancies for permanent positions in critical departments like the office of the Controller of Examinations must be filled with permanent staff, and immediate steps should be taken to train the personnel.

B. Vacancies for permanent positions of support staff, like senior and junior assistants, accounts personnel, must be filled immediately to streamline the day- to-day administration of the university.

C. Vacancies for permanent positions of librarians, assistant librarians, technical assistants, and laboratory assistants must be filled immediately to ensure effective utilization of the infrastructure and resources.

R 10.6 CONTRACT, PART-TIME, AND GUEST FACULTY

The government needs to resolve the issues surrounding existing contract teachers by absorbing all eligible contract faculty and recruiting regular faculty members for the remaining vacancies. Further contract, part-time, or guest faculty must not be employed in state universities. Regular annual recruitment should be implemented to fill vacancies as they arise.

The VCs should be given full powers to recruit against the vacancies of sanctioned posts based on necessity of the posts.

R 10.7 FACULTY PROMOTIONS

A. In accordance with the regulations prescribed by the University Grants Commission (UGC), all universities should process faculty promotions as per schedule under the Career Advancement Scheme (CAS).

B. Each university should mandatorily issue a general circular twice every academic year inviting applications for CAS from eligible faculty members.

C. Strict adherence to a transparent, efficient, and time-bound promotion process from Associate Professor to Professor should be ensured so that academic progression is not impeded and the quality of teaching and research is not adversely affected.

R 10.8 RECRUITMENT OF THE CHAIRPERSON, TELANGANA HIGHER EDUCATION COUNCIL

The eligibility criteria should be the same as those of the Vice Chancellor of a University. An open advertisement should be issued through the top two English and two Telugu newspapers seeking applications from interested professors who have completed 10 years of service as professors.

The Search-cum-Selection Committee for the selection of the Chairperson for the Higher Education Council shall constitute the following officers and academicians:

A. The state government shall identify a retired Chief Secretary having a reputation for honesty and integrity as the convenor of the committee.

B. Three retired Vice Chancellors with distinguished academic records and a reputation for high integrity. Two of the members shall be from SC/ST/BC/Minorities.

None of the members of this committee may have a conflict of interest with the persons being considered for the post of Chairperson. In the event of such a conflict of interest, the concerned member/s must recuse themselves from the selection committee.

The process for selection of an incumbent Chairperson must start 3 months before the end of the tenure of the serving Chairperson.

The selection committee should shortlist the ten senior-most professors for the Chairperson position from among the applicants. This committee will review applications, conduct interviews, and finalize the three candidates for the position from the shortlisted candidates, considering their years of experience as a professor, research contributions, statutory academic positions held in the University, etc., and subsequently submit their recommendations to the government in order of preference.

Chairperson may serve a term of three years or until they reach the age of 70, whichever is earlier. No chairperson is permitted to serve more than one term.

10.3.2 Conversion of Suravaram Prathapa Reddy Telugu University

R 10.9 SURAVARAM PRATHAPA REDDY TELUGU UNIVERSITY (SPR TELUGU UNIVERSITY)

The Suravaram Prathap Reddy Telugu University was operating out of a temporary premises in the city, but is now shifted to a 200 acre campus near Bachupally in Medchal-Malkajgiri district. However, the university currently has an enrolment of just 979 students.

In view of this, the Commission recommends that the university should be expanded to host a full-fledged university with multi-disciplinary faculties covering offering under- graduate and post-graduate courses in sciences, commerce, social sciences and humanities, as in conventional universities in Telugu medium, on the lines of Maulana Azad Urdu University.

The university will cater to all under-graduate and post-graduate students who wish to pursue their higher education with Telugu as medium of instruction. This will strengthen the university with a larger mandate and provide an essential support system for students pursuing higher studies in Telugu.Medchal–Malkajgiri district is one of the major districts in the state that currently lacks a higher education institution. The establishment of Suravaram Prathap Reddy Telugu University at Bachupalli, and its expansion into a full-fledged university offering undergraduate and postgraduate programmes across disciplines, would address this gap and provide a much-

needed educational opportunity for the residents of the district as well as Telugu-medium students across the state.

10.3.3 Research and Academics

R 10.10 PH.D. ADMISSIONS AND RESEARCH ADMINISTRATION

A. Faculty availability: Ph.D. admissions should be announced only in subjects and research areas where qualified regular faculty members are available to provide guidance. This ensures that students receive proper mentorship and support throughout their research journey.

B. Research facilities: In research areas requiring specialized laboratories and requisite research facilities, such as in basic/ applied/ physical/ chemical/ biological sciences, the Ph.D admissions must be notified only if such facilities are available in a full-fledged manner.

R 10.11 RESEARCH ADMINISTRATION

A. PhD supervision: Both the University Grants Commission (UGC) and individual universities have stipulated that PhD supervision may be assigned only to faculty members who meet clearly defined eligibility criteria related to designation, research output, and academic experience. These norms must be strictly adhered to when permitting faculty to guide PhD scholars.

B. While the Ph.D. supervisor must be affiliated with the parent university or institution, any request by a scholar to have a co-guide from a reputed university/ research institution should be considered by the department.

C. Permanent faculty from government degree colleges who fulfil the UGC norms and the PhD supervision criteria prescribed by the affiliating university may be permitted to apply for guideship and, after due scrutiny, be approved to supervise PhD scholars.

10.3.4 Academic issues

R 10.12 CHOICE-BASED CREDIT SYSTEM

A. The Telangana Education Commission recommends that first, adequate numbers of faculty must be recruited, followed by the formation of a committee to develop choice matrices and semester allocations depending on the workload and priorities of participating demands.

B. To meet the objectives of the Choice Based Credit System (CBCS), both public and private universities need sufficient teaching staff, adequate classroom capacity, and operational flexibility. Only after adequate infrastructure and faculty are organized, the CBCS may be introduced.

C. In view of the growing need for inter-disciplinarity, upto 10% of credits in a 2- year masters program may be from other disciplines.

R 10.13 CURRICULAR RE-DESIGN

A. Cross-disciplinary courses should be made available, integrating the humanities and social sciences into all science programs. Likewise, components such as analytical and critical thinking, statistics, and courses on basic data management applications should be included in humanities and social science courses.

B. The syllabus in all disciplines must be revised once every two years.

C. Courses must be restructured, and where necessary, newer courses must be introduced to meet students' demands.

R 10.14 SKILLS FOR BETTER PLACEMENTS

To enhance placements and cultivate the skills necessary for improved employability, universities in Telangana should implement several targeted initiatives. A specific needs assessment of the skills required for professions employing graduates and postgraduates from the humanities, social sciences, law, and commerce disciplines should be undertaken, and targeted courses should be integrated into the regular curricula accordingly.

R 10.15 ENGLISH AND COMPUTER LABS

To enhance students' professional prospects, universities should establish English and computer laboratories and offer courses focused on spoken English, personality development, and career guidance.

R 10.16 SHIFT FOCUS FROM COMPETITIVE EXAM COACHING

A significant amount of students' time is devoted to preparing for competitive exams, which detracts from their primary academic studies in undergraduate and postgraduate courses. Universities should stop offering competitive exam coaching on campuses and instead enhance their courses and skills training to ensure improved domain knowledge and competencies within the framework of their academic programs.

R 10.17 FEE REIMBURSEMENT

No fee should be charged to students studying in government colleges who fall below the poverty line and consequently, the question of fee reimbursement does not arise for this category. Students who do not belong to the BPL category may be charged the prescribed fees. The existing fee reimbursement system in government universities, therefore, can be discontinued. Further, no fee reimbursement facility should be extended to private institutions which continuously underperform for more than two years, in order to prevent misuse of the system by private institutions.

R 10.18 SELF-FINANCE COURSES

Unless universities rationally determine course fees to ensure viability and long-term sustainability for both the colleges and the universities, self-financed courses merely increase the complexity of academic management.

Self-financed courses that have gained sustained popularity should be progressively absorbed into the regular academic programmes of state public universities. The self- finance model itself should be phased out within a clearly specified timeframe. Public institutions must reaffirm their core responsibility to guarantee free, equitable, and inclusive education to all eligible students.

R10.19 PAYMENT COURSES

A. Universities shall not start full-fledged parallel payment courses to the regular courses.
B. Payment seats shall be limited to a maximum of 10% of the sanctioned intake of a regular course and shall be treated as supernumerary seats.
C. The allocation of payment seats shall be as per the merit in the entrance examination that is used for admissions to the regular course.
D. All the admission process and information has to be in the public domain to maintain transparency.
E. The percentage of payment seats shall be ratified by the Executive Council.

R10.19.1 KEY RECOMMENDATION ON FUNDING COURSES IN STATE-RUN UNIVERSITIES / COLLEGES

A. The state-run universities and colleges, as public entities, shall bear the entire cost of salaries, infrastructure and maintenance.
B. The Commission recommends that no fees shall be collected from BPL students in all public colleges and universities at the time of admission.
C. Full tuition fee is charged to the non BPL students at the time of admission.
D. Tuition Fee shall be fixed by the University based on the actual expenditure
E. Fee reimbursement shall not arise
F. No Self finance courses
G. No Payment seats
H. If feasible, the number of seats may be increased based on the faculty and infrastructure available in a given college.

10.3.5 Enhancing industry collaborations /external linkages

R 10.20 LEVERAGING A RICH NETWORK OF INSTITUTIONS

Universities should capitalize on the significant presence of prestigious national-level research centers in Telangana, such as IICT, NGRI, CCMB, NIN, INCOIS, IRRI, CRIDA, CDFD, NIRD, NAARM, the Indian Institute

of Millets Research, the Indian Institute of Oilseeds Research, DRDO, DRDL, AIIMS-Bibi Nagar, ICRISAT, NIDM-Southern Campus, NIPER, NIFT, NITHM, NAC, and NICMAR, among others, in the following ways:

A. Students' internships and assignments could be organized and facilitated at these institutes.

B. Universities must strengthen research by undertaking major and minor research projects for master's, doctoral, and post-doctoral phases in collaboration with these institutions, giving the students invaluable exposure to the work culture of professional bodies.

10.3.6 Incorporating Practicum Into Curriculum and Assessments

R10.21 ASSIGNMENT/PROJECTS

Across all disciplines, the curriculum should incorporate a substantial proportion of individual assignments alongside project-based work. This method has demonstrated effectiveness in leading universities and higher education institutions, both in India and abroad. By preparing these assignments and presenting their findings in class, students gain multiple benefits: their learning becomes more rigorous, peer-to-peer learning is fostered, and both their presentation skills and self-confidence are strengthened.

R 10.22 INTERNSHIPS

All undergraduate and postgraduate programmes should mandatorily include a 6–8 week internship component, enabling students to engage with organizations undertaking work relevant to their discipline. This practical exposure is critical to experiential learning and should be formally integrated into the curriculum through the allocation of compulsory academic credits.

R 10.23 RESTRUCTURE EXAMINATIONS

The examination system across all state universities should be restructured to allocate 30% of the total marks to mid-semester and end-semester assignments and projects, including both individual and group work, with mandatory student presentations. The remaining 70% of the marks should be derived from the semester-end examinations conducted by the university.

R 10.24 ACADEMIC DISCIPLINE AND CULTURE

The following actions are necessary to strengthen academic culture and restore academic rigor in state universities:

A. The existing 75 percent attendance requirement should be enforced strictly and made mandatory for both students and faculty across all state universities, using facial recognition systems or other suitable and appropriate technologies.

B. Seminars, conferences, academic talks, discussions, literary festivals, and related scholarly activities should be actively supported and encouraged by invitingeminent scholars, academicians, and innovators to transform campuses into vibrant academic spaces.

C. Party-affiliated political meetings and activities should be prohibited on university campuses to ensure that institutions remain free from the interference of political parties.

10.3.6 Governance

R 10.25 AMENDMENTS TO THE TELANGANA UNIVERSITIES ACT 1991

Following the detailed discussion Challenges section, sections 10.2.6.1 and 10.2.6.2, the Telangana Education Commission recommends the following 3 amendments to the Telangana Universities Act 1991 and proposes to submit a new draft Universities Act to the government of Telangana.

R 10.25.1 CONSTITUTION OF EXECUTIVE COUNCIL

The Telangana Education Commission proposes the following composition of the Executive Council of 9 members with varied academic, industry, and collegiate backgrounds, to ensure coherence of purpose, prevention of conflicts of interest, and for independent, autonomous functioning of the universities in Telangana:

1. Vice Chancellor - Chairperson
2. Registrar - convenor
3. Former retired vice chancellors retired from another university – 2
4. Industrialist (of a company registered in the state with over Rs 100 crore turnover)
5. Retired IAS officer
6. Senior-most Dean
7. Dean, Student Affairs
8. Senior-most Principal
9. Addl/Joint Director (Working), Collegiate Education

R 10.25.2 CONSTITUTION OF THE ACADEMIC COUNCIL

The Academic Council, as the premier decision-making body in university governance, is tasked with ensuring academic excellence. This will be achieved through a democratic consultative process that involves stakeholders directly engaged in identifying needs, addressing current infrastructure and quality requirements, andestablishing a long-term vision for the university. The Telangana Education Commission proposes the following structure for the Academic Council.

1. Vice Chancellor - Chairperson
2. All Deans in the University
3. All Principals of campus colleges
4. Controller of Examination
5. Controller of Affiliation
6. Principals of 2 private affiliated colleges with the highest student strength
7. President of the elected student union
8. General Secretary of the elected student union
9. Registrar - convenor

R 10.25.3 AMENDMENT TO THE QUORUM OF EC AND ACADEMIC COUNCIL MEETINGS

The quorum required for the Executive Council should be at least 2/3rd of the members. If fewer than 2/3rd of the members are present, the resolutions passed at such a meeting shall not be valid.

The quorum for the Academic Council shall be 50% of the members. If less than 50% of the members are present, the resolutions passed at such a meeting shall not be valid, even in the case of ratification of Standing Committee decisions.

R 10.26 REDUCE DELAYS IN THE APPOINTMENT OF VICE CHANCELLORS

The process for selecting Vice Chancellors must be initiated six months before the current Vice Chancellor's term ends, ensuring that the position is never vacant, even for a single day.

R 10.27 MAINTAIN ROBUST GOVERNANCE STRUCTURES

A. All governing bodies of universities, including the Executive Councils and Academic Councils, must always maintain a full complement of prescribed members.

B. Members appointed to governing bodies should be exceptional individuals who act as effective guardians and guides, promoting academic excellence within the institution.

C. Persons with identified political party affiliations must not be members of any governing body of a university in Telangana.

D. Persons with conflicts of interest, such as commercial involvement in education- related businesses, must not be members of governing bodies.

E. The democratic decision-making process is potentially jeopardized by the current statutory over-representation of bureaucracy in the Executive and Academic Councils. A legislative amendment is necessary to reduce this bureaucratic presence.

F. University Academic Councils must include legitimately elected student representatives.

R 10.28 STUDENT UNION ELECTIONS

A. Currently enrolled students of the university should be permitted to contest in student elections.

B. The requirement of achieving at least 75% attendance should be included as an eligibility criterion for participating in student elections. The Telangana Education Commission supports this perspective and recommends its implementation in universities.

C. Campaigning by contestants must not be conducted under the affiliation of political parties or student organizations connected to political parties.

D. Legitimately elected student union members will represent the student concerns and issues only to Principals, Deans, Chief Warden, Registrar, VC. This will enhance and streamline the effectiveness of student representation in universities.

R 10.29 INDEPENDENT AUTHORITY FOR HIGHER EDUCATION STANDARDS

A. The Telangana Education Standards Authority (TESA), as discussed in detail in Chapter 6, shall have a vertical for Higher Education exclusively dealing with the standards in higher education, including private universities and autonomous institutions.

B. This authority will develop a system of performance audit for academic and infrastructural standards for all higher education institutions in Telangana, including constituent colleges, private aided and unaided affiliated colleges, and engineering colleges.

C. The authority shall undertake ranking and grading of all colleges and institutions - government, private, and autonomous - at both institutional and departmental levels, and shall mandatorily publish these rankings to facilitate informed decision-making by students seeking higher education in the state.

D. The universities shall use these rankings and grading profiles for decisions on granting or renewing affiliations to these institutions.

R 10.30 CONTROLLER OF AFFILIATIONS

The Commission proposes the establishment of a Controller of Affiliation as a dedicated nodal office for processing affiliation requests from higher education institutions. This section outlines the proposed restructuring of the affiliation process under this office and specifies its organizational structure and functions.

The Controller of Affiliations must hold the charge full-time and should be exempted from teaching responsibilities for the duration of tenure in that post.

R 10.30.1 RESTRUCTURING THE AFFILIATION PROCESS

A. The Telangana Education Commission strongly recommends that, in addition to academic and infrastructural standards, the affiliation process for each university be geographically demarcated. The affiliation framework for private affiliated colleges should be substantially strengthened, given that nearly 75 per cent of students are enrolled in the private sector.

B. An exclusive Office of the Controller of Affiliation (CoA) must be created in each affiliating university.

C. The affiliation functions currently being performed by the Academic Audit Cells of the universities shall be transferred to the CoA.

D. The Controller of Affiliation shall be a person of senior professor rank.

E. The Office of the Controller of Affiliation will have teams comprising one Additional Controller of Affiliation (ACoA) of the rank of associate professor, and two Deputy Controllers of Affiliation (DCoA) of the rank of assistant professor. The faculty must be drawn from different disciplines.

F. Each team of one ACoA and two DCoAs will be responsible for a cluster of up to 50 affiliated colleges under the university. For example, if a university has 300 affiliated colleges, there will be six teams, each comprising one ACoA and two DCoAs drawn from different disciplines.

G. The professors, associate professors, and assistant professors in the office of the Controller of Affiliation shall perform affiliation-related tasks exclusively and will not be entrusted with any teaching or perform any tasks that are unrelated to affiliation.

H. The faculty members posted on deputation to the CoA will work for a tenure of three years and shall not be given extension to work for a consecutive term.

I. All the support staff, such as the administrative staff for office administration and assistance, computer operators, etc., shall be transferred from the Academic Audit Cell to the Office of the CoA, and any additional staff requirement shall be sanctioned, recruited, and posted at the office of the CoA.

R 10.30.2 Functions of the CoA:

a. Make scheduled and surprise visits to colleges to ensure the maintenance of standards in terms of student attendance and quality of instruction, assessment, infrastructure, and facilities.

b. Maintain meticulous records of visits in print, electronic, and audio-visual modes with time stamps. Update the website in real time with all the inspection data.

c. Evaluate academic practices (faculty credentials, faculty availability and regularity, curriculum, pedagogy, assessment practices including internal evaluation, conduct of exams, remediation, etc.), and institutional standards (including infrastructure) of constituent, private-aided, and private-unaided affiliated colleges, engineering colleges, including autonomous colleges, and those in private universities.

d. Evolve and implement benchmarks for affiliation standards.

e. Perform duties necessary and incidental to the processes of affiliation.

R 10.31 DEGREES AWARDING PROCESS

All degrees awarded to the students enrolled in affiliated colleges (government or private) must mention the name of the college and the medium of instruction.

R 10.32 Common academic almanac

All public universities should adopt a common academic almanac. A uniform academic calendar will ensure the timely conduct of examinations, declaration of results, and issuance of provisional certificates and transcripts.

All entrance examinations for higher education, such as TS CPGET, TS ICET, PGECET, and TG PGLCET, should be scheduled only after the completion of semester-end examinations of state universities.

R 10.3.6 INFRASTRUCTURE

The educational infrastructure throughout Telangana shall be developed to comprehensively incorporate academic, cultural, physical, social, and environmental aspects of learning. All facilities will be designed and built using high-quality, durable materials to guarantee a minimum structural lifespan of 150 years, while also adhering to sustainability and safety standards. The infrastructure will encompass the following components:

Table 10.5: *Recommended infrastructure for all higher education institutions in Telangana*

No.	Name of the component
1	University Campus Minimum 100 acres 8000 students x 50 sqm = 4,00,000 sqm (100 acres) 50-100 sqm per student (including open areas)
2	Central Library Digital and physical access, reading spaces, and research support services
3	Central Research Facility Advanced laboratory and digital infrastructure For interdisciplinary, collaborative research
4	Interactive spaces Inter-disciplinary, transdisciplinary spaces for interaction, enabled with digital access.
5	Administrative Block
6	Examination Block
7	Academic Blocks - Each discipline has a separate block with discipline-specific facilities
8	Auditorium ICT enabled For conferences meetings
9	Principal's Chamber -Well-ventilated, technology-enabled
10	Principal's office - With computers and record storage facilities
11	Large meeting hall attached to the Principal's office
12	Waiting room for visitors
13	Chambers for the Head of Department and the faculty Well-ventilated, technology-enabled Separate rooms for each faculty member
14	Departmental Libraries - Digital and physical access, reading spaces, and research support services
15	Classrooms Well-ventilated, technology-enabled with IFPs Less than 40 students per class. 20 sft per student (Numbers as per core and elective requirements)
16	Seminar halls Well-ventilated, technology-enabled For presentations, research exchanges, and special lectures
17	Departmental Research Labs - Equipped with the required facilities and materials
18	Office room for admin support staff Well-ventilated, technology-enabled With computers and record storage facilities
19	Student lounges for boys and girls - Well-ventilated, furnished with wifi access
20	Drinking water facilities
21	Hygienic washrooms for men and women
22	Primary Health Centre - First aid, Physiotherapy, counselling/wellness area, ambulance facility

23	Outdoor Sports facilities -Multidisciplinary sports infrastructure ofglobal standards for all competitive sports
24	Indoor Sports Complex - Infrastructure of global standards for all competitive sports – swimming, squash, gym, etc.
25	Amphitheatre -For outdoor artistic, cultural performances, exhibitions, and community gatherings
26	Auditorium -For central major events like convocations, national and international conferences, and inter-university events
27	Skills cum Placement Services Block - Skill Labs for communication, photography, multimedia, English, and other applied skills
28	Incubation Cells - Industry, Research Institutes, and global partnerships
29	Hostels for men and women Well-ventilated, furnished with storage, study, and sleep facilities Two per room.
30	Hostel common rooms with washing machines, snack vending machines
31	Hostels – common areas for study and interaction
32	Residential facilities for teaching and non-teaching staff
33	Guest house - With rooms, ICT-enabled meeting halls, and dining facilities
34	Childcare centre Well-ventilated, equipped for infant care and early childhood education
35	Postal facilities
36	Banking facilities
37	Shopping area for essentials
38	Safe internal roads for access to all blocks
39	Parking areas for each block
40	Landscaping and walkways
41	Street lighting
42	Compound walls with security features
43	Gates with security arrangement
44	Blocks for security personnel at the gates

R 10.33 INFRASTRUCTURE ACCESS

A. All blocks and facilities shall be accessible to people with special needs

B. Libraries and laboratories shall be accessible for research scholars and students around the clock

C. Sports and recreation facilities shall be accessible till 11 pm

R 10.34 STUDENT HOSTELS AND FOOD

A. A standardized menu chart should be established for all universities, with corresponding adjustments made to accommodate regional diet preferences. University students should receive 10% more than the meal costs sanctioned for residential school students. Additionally, protein-rich non-vegetarian meals should be served daily to all students residing in hostels across the state.

B. Canteens should be upgraded to provide healthy and nutritious food.

C. All non-boarders should be sent off campus to make room for freshers and currently registered students. This will reduce the hostel problem for freshers and juniors.

R 10.35 GENERAL RECOMMENDATIONS

A. University laboratories should be equipped and upgraded as per the guidelines of national and international scientific academies/organizations. This must include provisions for one-time upgradation as well as for ongoing maintenance.

B. Online and blended courses shall not be offered for any certification through the university system.

C. Whenever new courses are introduced, the university must ensure that the required infrastructure and the faculty mandated by UGC is already in place.

D. Every classroom should be equipped with digital teaching infrastructure.

E. All old hostel buildings should be renovated and refurbished with adequate facilities and ambience.

F. In case of a shortage of hostel accommodation, universities should construct new hostels within the campus. Especially for girls, an adequate number of hostels should be constructed as a priority to prevent over-crowding.

G. Shuttle bus services should be provided within the university campus to facilitate pick-up and drop-off from hostels to libraries and academic buildings.

H. Women's hostels should have security, and their premises should be covered under CCTV surveillance.

I. All universities must draw up a prevention of sexual harassment protocol. All staff, faculty and students must be made aware of the POSH Act and Internal Complaints Committees must be constituted as per the guidelines given in the Act. All universities shall institute a confidential grievance reporting system.

J. Universities must install confidential complaints reporting mechanisms online and grievance boxes near the Principals' and Chief Wardens' offices.

K. The entire University campus should be covered under CCTV surveillance.

L. Every university should have a well-equipped health center on campus with qualified doctors available 24/7.

M. Every university should have a well-stocked medical store on campus

N. Every university must have a shopping area with essential daily needs and services, like a laundromat, etc

O. The infrastructure maintenance grant must be sanctioned in time by the state.

Veeranari Chakali Ilamma Women's University

Hyderabad

CHAPTER-11

Food Quality and Safety in Mid-Day Meal Scheme and Residential Institutions

11.1 Background

Over the past decade, several unfortunate incidents have occurred under the Mid-Day Meal Scheme in both day schools and residential institutions across Telangana. In response, the Telangana Education Commission undertook extensive field visits to hundreds of government schools, residential schools and hostels, model schools, Kasturba Gandhi Balika Vidyalayas (KGBVs), Anganwadi centres, and other educational institutions across all 33 districts, encompassing rural, tribal, and urban areas. The Commission engaged with students, parents, teachers, school staff, cooks, district officials, administrative personnel, and local authorities to develop a holistic understanding of the issue. These interactions yielded valuable insights into the operational, administrative, and resource-related challenges faced by both mid-day meal personnel and school staff in managing and sustaining the food system in government schools and residential institutions across the state.

The Commission's study focused on key dimensions of the Mid-Day Meal Scheme, including food procurement, food quality, cooking processes, storage practices, infrastructure, sanitation, and hygiene. Based on these observations and deliberations, the Commission has formulated a set of recommendations aimed at improving food quality, strengthening kitchen-related infrastructure, streamlining procurement processes, and ensuring that students in these institutions receive nutritious and high - quality meals that support their education and overall development.

The Mid-Day Meal Scheme was conceived, designed, and calibrated at a time when the challenges were not the same as they are today. This scheme has to be shaped in accordance with the present demands and aspirations. Presently the scheme is grappling with inadequate funds, unmatchable unit cost, and the long process to get government approvals for bills at different stages.

Following are the key issues, potential consequences, and the short- and long-term steps that the government should take to ensure the safety and quality of food provided under the Mid-Day Meal Scheme and in residential institutions.

11.2 Challenges

The Commission conducted a one day workshop with Head Masters and Self-Help Group (SHG) members who cook mid-day meals in schools. During the course, thecommission found the following issues related to mid-day meals and food supply chain in schools, hostels, and residential institutions.

11.2.1 Inadequate rates

The scheme is constrained by unit cooking costs that are misaligned with both the prescribed menu and prevailing market prices. At present, the government provides ₹5.40 per student for Classes I–V, ₹8.17 for Classes VI–VIII, and ₹10.67 for Classes IX–X, excluding the cost of eggs. These rates are substantially below

market levels. The local market price of eggs ranges from 6.30 to ₹7.00 per egg, against the government's fixed rate of 5.00.

School managements reported persistent delays in bill reimbursements, ranging from two months to as long as one year. As a result of delayed payments and inadequate unit rates, Self-Help Group (SHG) members engaged in cooking meals in government schools are often unable to adhere to the prescribed menu, leading to a compromise in food quality. In many cases, cooks procure provisions on credit from local shopkeepers, who then charge inflated prices, taking advantage of their financial vulnerability.

The Commission places on record its appreciation for the Self-Help Group (SHG) members who, despite a multitude of challenges, continue to strive to provide meals to students.

11.2.2 Lack of kitchen facility

Government schools suffer from a severe lack of adequate cooking facilities for the preparation of mid-day meals. In many instances, food is prepared in open spaces, under trees, inside or adjacent to classrooms, near washrooms, or within cramped and poorly ventilated sheds. The absence of proper cooking infrastructure increases the risk of food contamination, which in turn has led to instances of illness among students.

11.2.3 Potential for food contamination

Inadvertent contamination occurs from inadequate handling techniques leading to physical contaminants like foreign bodies in food. These contaminants include visible particles such as pebbles, stones, metal, glass, wood, insects, soil, dirt, hair, as well as particles emitted by sneezing and coughing. Whereas biological contaminants include bacteria, yeasts, molds, viruses, and parasites found in air, food, water, soil, animals, and people, chemical contaminants include those used for cleaning and sanitizing food contact surfaces; pest control agents, paints, and water treatment substances; pesticides, fertilizers, and fungicides. This is causing stomach pain and vomiting in some students.

11.2.4 Lack of warehouse and storage facilities

Inadequate warehousing facilities have led to rice and other food supplies being stored openly on school premises. This often results in rodent infestations, with rice bags being damaged, creating both health risks and an unsafe environment.

11.2.5 Low quality rice

Although the quality of rice supplied has shown some improvement in recent years, the rice distributed to many schools across Telangana continues to lack defined standards and uniformity. Variations in colour, texture, and overall quality are observed from school to school. When such rice is cooked, it often forms clumps, adversely affecting palatability and making the meals unappealing for students to consume.

11.2.6 Poor adherence to the prescribed menu

The SHG members fail to comply with the recommended diet chart, repeatedly serving the same foods without variation in the menu, causing students to lose interest and contributing to nutritional deficiencies. In most schools, SHG members provide meals that consist primarily of rice with diluted sambar, containing a minimal amount of vegetables.

11.2.7 Delayed payments

Prolonged delays in the payment of cooks' salaries have led to demotivation among staff. The existing payment system within the department, including processes related to budget allotment and disbursement, remains outdated and inefficient, resulting in substantial and recurring delays.

11.2.8 Dissatisfaction with centralized kitchen

The alternative approach adopted by some schools - outsourcing meal preparation to centralised kitchens - has also proven problematic. Meals are often prepared early and delivered by noon, arriving cold and thereby reducing their palatability. In addition, some agencies omit basic ingredients such as onions and garlic, resulting in bland food. As a result, many students find these meals unappealing and choose not to consume them.

11.2.9 Lack of safe drinking water

Most schools do not consistently use safe drinking water for cooking and consumption, adversely affecting the quality of food preparation and, in some instances, leading to health issues among students.

11.2.10 Damaged utensils

Many schools use rusted and dented utensils, which are difficult to clean, and harbour microbes causing food contamination.

11.2.11 Absence of a feedback mechanism

No grievance cells or feedback systems exist for students to convey concerns about quality and food safety.

11.2.12 Situation in residential schools

The conditions at residential schools have improved because of increased mess rates, allowing principals and special officers to maintain a higher quality menu. The infrastructure in residential schools having government accommodation is more or less adequate. The procurement through district-level vendors is almost established. But the delayed payments to suppliers may affect the quality of food material in future.

11.3 Recommendations for the Mid-day Meals in Government and Local-Body Schools

R 11.1 MENU

The Commission examined the prescribed menu, meal preparation processes and items, and sampled the food served to the students to check the quality and nutritional value of the meals provided. Currently, the prescribed menu is not being consistently followed across the state. The mid-day meal should include:

A. Fine rice (sannabiyyam)

B. Vegetable Curry

C. Pappu Chaaru with Toordal - Kandipappu only)

D. With Egg on 4 days

E. With fruit (Banana) on 2 days

TABLE 11.1 : *Proposed food menu and curry details*

Day	Proposed Menu	Curry Details
Monday	Rice+Vegetable curry+Pappu Chaaru+Egg	Veg curry - Beerakaya Pappu Chaaru
Tuesday	Rice+Vegetable curry+Green Leafy Dal+Egg	Veg curry - Beans / Chikkudu / Goruchikkudu / Alchandakaay a Leafy Dal with Palakura / Chukkakura / Gongura
Wednesday	Rice+Vegetable curry+Pappu Chaaru+Fruit	Veg curry – Vankaya / Dondakaya Pappu Chaaru Fruit : Banana
Thursday	Bagara rice+Tomato aloo curry+Egg	Bagara rice - Rice Tomato aloo curry
Friday	Rice+Vegetable curry+Pappu Chaaru+Egg	Veg curry - Bendakaya Pappu Chaaru
Saturday	Vegetable pulao with aloo, carrot, beans and coriander leaves+fruit	Tomato Chaaru Fruit: Banana

The department shall prepare a booklet giving the details of preparation of each curry and food item.

Category	Costing excluding egg	Egg Cost	Cost including egg
I-V Class	Rs. 6.19	Rs.5	Rs. 8.69
VI- VIII Class	Rs. 9.29	Rs.5	Rs. 11.79
IX-X Class	Rs. 11.79 (including egg)	Rs.5	Rs. 11.79

The present cost of the mid-day meals in table 11.2:

TABLE 11.2: *Cost of the mid-day meal according to the stage of education*

Category	Existing rate including egg	Costing including egg and banana cost	Egg Cost
I-V Class	Rs. 8.69	Rs. 13.45	Calculated as NEC rate + 0.50 paise per month*
VI- VIII Class	Rs. 11.79	Rs. 18.6	- do -
IX-X Class	Rs. 11.79	Rs. 19.14	- do -

Table 11.3: *Recommended cost of mid-day meal according to the stage for education*

A revised budget, factoring in an upgraded menu and an increased rate for the mid-day meal scheme, would total ₹151 crore.

No.	Category	Present meal cost	Proposed meal cost	Difference	% of difference
1	I-V Class	Rs. 8.69	Rs. 13.45	4.76	54.78
2	VI-VIII Class	Rs. 11.79	Rs. 18.6	6.81	57.76
3	IX-X Class	Rs. 11.79	Rs. 19.14	7.35	62.34
4	Intermediate 1st and 2nd year		Rs. 21		

Total extra financial implications would be around 200 Cr. Table stating present and proposed budget

Category	Total no. of students enrolled	No. of students eating	Unit cost	Present Budget (In Cr)	Proposed Budget (In Cr)	Additional Financial Implication (In Cr)
I-V Class	845297	676237	Rs. 6.19	Rs.111653590	Rs.1728125187	Rs.611589285.4
VI-VIII Class	499980	399984	Rs. 9.29	Rs.896004158.4	Rs.1413543456	Rs.517539297.6
Class IX-X	341066	272852	Rs.11.79	Rs.611217557.3	Rs.992256492.5	Rs. 381038935.
Intermediate 1st and 2nd year	154973	123978.4			Rs.390531960	Rs. 390531960
Total						**Rs. 1900699478**

R 11.3. FOOD SAFETY MEASURES AND HYGIENE

R 11.3.1 KITCHEN STAFF AND ATTIRE

- Cooks shall wear kitchen aprons, caps, and gloves throughout the cooking process. The department shall supply two sets of aprons, caps, and six sets of gloves annually.
- Cooks and helpers should refrain from preparing the mid-day meal if they are afflicted with any infectious diseases such as colds, fevers, coughs, scabies, etc. The headmasters shall observe the health of the cooks and helpers every day.

R 11.3.2 STORAGE AND KITCHEN FACILITIES

- All windows in storage rooms should have grills and mesh to prevent entry of monkeys, squirrels, and pests.
- Raised platforms should be constructed to store vegetables and other food materials. Or steel racks should be used for storage of vegetables and other perishable food material.
- Cement concrete flooring should be done with non-slippery washable tiles in the kitchen, dining area, storage room, and verandah.
- Walls and platforms inside the kitchen, storeroom, and verandah should have wall tiles.
- The kitchen should have proper doors with a lock and key system.

R 11.3.3 Cooking and water usage

- Only gas and gas stoves should be used for cooking in rural, urban, and tribal areas. No firewood should be used.
- Drinking water should be used for cooking, including cleaning vegetables, dal, and rice. Stored water should not be used.
- Overhead water tanks and sumps should be cleaned every month with bleaching powder.
- Clean and safe filtered RO water should be used for drinking.
- Drinking water samples should be tested once every six months by Mission Bhageeratha/public health water testing labs.

R 11.3.4 Food Safety, Preparation and Serving

- The rice should be cleaned to remove any dirt and washed thoroughly.
- Rice and dal should be washed (to the bottom of the vessel) three times to remove pesticide residues.
- Baking soda should not be added to rice.
- To prevent microbes, avoid storing rice directly on the ground or in contact with the walls.
- Every year in the month of April, the leftover rice bags have to be returned to the civil supplies department before closing the schools for a long vacation.
- The rice should be procured in sufficient quantity for only 30 days to prevent insect infestations during storage at the school.
- Vegetables should be washed in saltwater before cooking, at least twice.
- Rice should be properly cooked and boiled. A long ladle (garita) should be used to stir while boiling.
- Sale of outside food in the vicinity of school should be banned.
- The school gate should be locked during school hours so that the students don't go out and buy food.
- Readymade food materials like ginger and garlic paste should be avoided. Cooks should purchase the garlic and ginger separately and grind them before using them.
- Eggs and vegetables should be procured locally on a daily basis and should not be stored for more than three days. Before serving boiled eggs to the students, the shells should be peeled. Rotten eggs should not be served to students.
- Food should be served in designated areas where tables are used to keep cooked food. All schools should serve hot food at 12:30 pm.

- Cooks and helpers should wash their hands using soap before serving the food. Students should also wash their hands using soap.
- Students should be served unlimited rice, curry, and sambhar/dal as per menu
- Only packed dals, salt, spices, condiments, and oils with FSSAI-approved products have to be procured. Should not purchase any unpacked ingredients.

R 11.3.5 DISPOSAL AND CLEANING

- Leftover food should be disposed off safely, at least 100 meters away from the kitchen.
- All food groceries should be stored in stainless steel containers with lids.
- Cooking operations should not be carried out on the ground/floor. All activities, including cutting vegetables, should take place on raised platforms.
- The floors and skirted walls of the kitchen, storage, and dining space should be washed and mopped with disinfectant floor cleaning liquid daily.
- Fuels, disinfectants, detergents, and other cleaning agents must be stored strictly separate from raw food materials and kept under a secure lock-and-key system to prevent contamination.
- A short animation film should be produced by the department covering all the safety measures and hygiene aspects mentioned in these recommendations. This should be used for the training of the cooks and Hm's.
- The kitchen area and storage area should be free of pesticides and insecticides. Cleanliness should be maintained always for effective control of all pests.

R 11.3.6 FOOD TASTING:

After meal preparation, one designated teacher, one cook, and one parent (SMC/AAP member) should taste the food before serving it to students.

R 11.3.7 CLEANING ACCESSORIES:

Cleaning accessories such as cloths, mops, and brushes pose a high risk of cross-contamination and must be thoroughly washed, cleaned, and dried after use, and used only for their designated purposes. They should be sun-dried in a clean area.

All utensils must be cleaned, rinsed, scrubbed with detergent, and washed under running water after each use. Only clean cloths should be used for wiping utensils, hands, and work surfaces, and floor-cleaning cloths must never be used for these purposes.

R 11.3.8 CLEANING SCHEDULE

(All the cooking spaces, utensils, storage spaces should be cleaned as per table 11.6):

Table 11.6: *Cleaning schedule for cooking space*

Daily	Weekly	Fortnight (15 days)	Monthly
Kitchen area cleaning and mopping	Cleaning kitchen skirted walls	Kitchen area deep cleaning with disinfectant liquids like Lyzol / Dr Phenyl	Deep cleaning of dining area
Dining area	Deep cleaning of mixer and grinder	Overhead tanks	Fans/Switch boards
Grinder, mixer and jars	Taps cleaning	Cobwebs cleaning	Doors, windows and grills
Cooking utensils, knives, and spoons before and after cooking			Cleaning of grocery containers / storage bins
Dustbins			Shelves, racks, and cabinets
Take out trash			Deep cleaning of store rooms
Cooking stove			

R 11.4 INFRASTRUCTURE

a) **Kitchen Location and Ventilation:** The kitchen should be located in an area that ensures proper ventilation and sufficient lighting to maintain a safe and hygienic cooking environment.

b) **Design and Construction of New Kitchens:** When constructing new kitchens, they should have a minimum 4-feet-high wall with steel grills extending up to the roof to facilitate better ventilation. The grills should be covered with insect-proof stainless steel mesh to prevent entry of pests.

c) **Space Requirements:** The kitchen should have adequate space to accommodate essential facilities such as stoves, gas cylinders, storage for utensils, shelves, and racks. Sufficient space should be provided for the free movement of cooks and kitchen staff.

d) **Kitchen Provisions:** The kitchen must include the following provisions for efficient food preparation and to ensure hygiene:

- Food preparation countertops
- Sink area for washing utensils and food items
- Fire safety measures (extinguishers, safety systems)
- Non-slippery flooring to prevent accidents
- Cleaning stations for dishwashing and sanitizing
- Handwash basins for the kitchen staff
- Raised platforms for food preparation and storage
- Serving station with a raised platform to ensure hygienic serving conditions

e) **Separation from Classrooms:** The kitchen and storeroom should be located away from classrooms to maintain hygiene and avoid cross- contamination between cooking areas and learning spaces.

f) **Efficient Drainage and Waste Management:** A well-designed drainage system must be in place, along with provisions for effective waste management to prevent blockages and ensure cleanliness in the kitchen and surrounding areas.

g) **Water Supply:** Continuous access to potable water must be ensured for both cooking and cleaning to maintain adequate hygiene standards in the kitchen.

h) **Construction of New Kitchens:** In areas where there are no existing kitchen facilities, new kitchens should be constructed to meet these infrastructure standards.

i) **Renovation of Existing Kitchens:** Existing kitchens should be renovated and upgraded in accordance with prescribed guidelines to ensure compliance with recommended hygiene and operational standards.

j) **Utensil Standards:** All utensils used in kitchen storage and food preparation areas, except those placed directly on the stove, should be made of stainless steel conforming to SS 304 standards to ensure durability and food safety.

R 11.5 REVAMPING THE SYSTEM OF PAYMENTS RELATED TO MID-DAY MEALS

R 11.5.1 COMPLEXITY OF CURRENT PAYMENT SYSTEM:

The existing payment system to SHG members (cooks) under the Mid-Day Meal Scheme involves multiple categories, which complicates the payment process. These categories include:

1. Cooking costs for students in classes 1 to 5
2. Cooking costs for students in classes 6 to 8
3. Cooking costs for students in classes 9 to 10
4. Eggs costs for students in classes 1 to 5
5. Eggs costs for students in classes 6 to 8
6. Salary under the PM Poshan Scheme (Rs. 1,000)

7. Salary paid by the state government (Rs. 2,000)
8. Bills under SCP, TSP, and other schemes

This multi-tiered payment structure has led to confusion among SHG members, making it difficult to track which payments have been made and which are pending. The lack of clarity in the process affects the timely and efficient disbursement of funds, creating frustration and financial strain for SHG members, which is affecting the quality of food indirectly.

R 11.5.2 REQUISITION AND PAYMENT DELAYS:

The current paper-based requisition and payment process involves numerous steps that result in significant delays:

A. Headmasters (HMs) submit monthly budget requisitions to the Mandal Education Officer (MEO), who then forwards them to the District Education Officer (DEO). The DEO prepares the district budget, which is sent to the Director of School Education (DSE).

B. The DSE submits the budget to the finance department for approval, after which funds are allocated to districts. The entire process is time-consuming and inefficient.

C. Bills are submitted on paper from the MEO to the treasury, further causing delays due to manual processing and paperwork.

D. In some cases, payments are delayed for several months, even up to a year, leading to financial stress for SHG members, negatively impacting food quality.

R 11.5.3 REVAMPING THE SYSTEM AND DIGITAL TRANSFORMATION:

The current archaic system must be replaced with a robust online payment system and there should be transaction-based software to process the payments to SHG members. Digital Transformation is expected to

A. Expedite the payment process

B. Improve transparency and accountability

C. Streamline the requisition, approval, and disbursement procedures

D. Minimize errors and reduce administrative burdens

R 11.5.4 WEEKLY BILLING SYSTEM:

A weekly billing system should be implemented for each school. The billing software should generate a weekly payslip that details the payments due to SHG members, ensuring that payments are accurate and timely. This will also provide a clear record of expenses, improving transparency. There should be one bill for one week for one school for meals, including egg and fruit. The honorarium bill will be one for every calendar month for both components of PM Poshan (Rs 1000/-) and the state-given honorarium (Rs. 2000/-). The software will automatically calculate the SC and ST component based on the proportionate enrolment of SC and ST students in the school. Avoid recording the attendance of SC and ST students in the classroom for SCSP/TSP bills, as it can lead to social issues.

R 11.5.5 END-TO-END SOFTWARE FOR PAYMENT MANAGEMENT:

An end-to-end software solution should be introduced to manage all aspects of payment processing under the Mid-Day Meal Scheme. This software will:

A. Facilitate seamless submission, approval, and processing of meal-related payments

B. Significantly reduce delays in payment processing

C. Enhance transparency by allowing all stakeholders to track and monitor payments in real time

D. Simplify the approval process by eliminating manual paperwork

E. The budget should be prepared and approved for one full year in the month of March for the next financial year based on the attendance and expenditure of the previous year.

R 11.5.6 AUTOMATED SUBMISSION AND APPROVAL WORKFLOW:

Each week on Monday, the headmaster should prepare the meal bills using the software. These bills will be submitted online to the MEO and then to the DSE online for approval. The DSE will designate one of the Joint Directors or Additional Directors to approve the bills using the software. This streamlined workflow ensures faster processing and reduces human error.

R 11.5.7 CENTRALIZED BANK ACCOUNT FOR PAYMENTS:

The DSE should maintain a centralized bank account for all mid-day meal transactions. Each month, the government will deposit the required funds into this account, ensuring that there are sufficient funds for timely disbursement to SHG members and other stakeholders. It should be in the green channel.

R 11.5.8 INTEGRATION WITH FACIAL RECOGNITION SYSTEM (FRS):

The Facial Recognition System (FRS), currently used for student attendance, should also be integrated with the mid-day meal system. By linking student attendance to meal counts, this system will help ensure that the correct amount of food is prepared and billed, preventing discrepancies in the meal preparation process. Parallel to FRS, manual attendance also should be built into the software.

R 11.5.9 MANAGEMENT INFORMATION SYSTEM (MIS) AND REPORTING:

The software should include features for generating MIS reports and exception reports. These reports will provide insights into meal consumption, payment status, and any discrepancies in billing, ensuring that administrators can quickly address any issues that arise.

R 11.5.10 PARTNERING WITH TCS FOR SOFTWARE DEVELOPMENT:

The development of the end-to-end software solution should be entrusted to agencies with high credibility due to extensive experience in developing large-scale payment management systems for government programs.

R 11.6 OPERATIONALISING STANDARD OPERATING PROCEDURES (SOP)

R 11.6.1 DEVELOPMENT OF SOP FOR MID-DAY MEAL SCHEME:

A comprehensive Standard Operating Procedure (SOP) should be developed for managing the Mid-Day Meal Scheme. This SOP should cover all aspects of the meal preparation process, including:

A. **Procurement:** Guidelines for sourcing food materials, ensuring quality, and maintaining inventory.

B. **Storage:** Best practices for storing food and ingredients to prevent contamination and spoilage.

C. **Preparation and Cooking:** Step-by-step procedures for cooking, including hygiene practices, food safety, and temperature control.

D. **Serving:** Protocols for serving meals to students in a hygienic and timely manner.

E. **Cleaning and washing:** Instructions on cleaning the utensils and kitchen area.

F. **Waste Management:** Instructions on proper disposal of food waste and maintaining cleanliness in the kitchen and dining areas.

R 11.6.2 TRAINING AND AWARENESS:

All staff involved in the mid-day meal process, including cooks, headmasters, and other school staff, should be thoroughly trained on the SOP. Training should include:

A. Practical workshops on food preparation, hygiene, and safety standards.

B. Use of the SOP as a reference document to ensure consistency in meal quality and safety.

C. Periodic refresher training sessions to keep staff updated on any changes in procedures or guidelines.

R 11.6.3 DISTRIBUTION OF SOP:

The finalized SOP document should be printed and distributed to all schools. This will serve as a comprehensive guide for staff and cooks to follow and will standardize practices across schools in the state. To further assist in

training, an animation video should be created to visually demonstrate the processes outlined in the SOP, focusing on key aspects such as hygiene, food safety, and waste management.

R 11.6.4 PERIODIC REVIEW AND UPDATION:

The SOP should be regularly reviewed and updated based on feedback from stakeholders, emerging best practices, and changes in regulations. This will ensure thatthe procedure remains relevant and continues to meet the evolving needs of the mid- day Meal Scheme.

11.4 RECOMMENDATIONS

R 11.7 Menu for residential institutions

After visiting several Gurukulas, KGBVs, Model Schools and Hostels across Telangana, the Commission observed variations in the menus provided to students, as well as gaps in meeting the nutritional needs of students. To address these disparities and ensure consistency, the Commission recommends the implementation of a standardized menu across all residential institutions.

Key features of the menu:

A. **Eggs:** A minimum of three eggs per week should be included in the menu to meet students' protein requirements.

B. **Non-Veg option:** Chicken curry should be served once a week (preferably on Wednesdays for dinner) to meet the protein requirement of the students.

C. **Special Sunday Meal:** On Sundays, bagara rice with chicken curry should be served for lunch, as it is a common menu among all the households in the state on Sundays.

D. **Tea and Biscuits for Higher Grades:** For students in classes 10th and above (Intermediate 1st and 2nd years), tea and biscuits should be provided in the night to meet their hunger during study hours around 10 pm. This can be given within the recently enhanced diet charges.

These measures are intended to ensure that students in residential schools receive a balanced diet that provides sufficient calories, protein, and micronutrients to support their physical and cognitive development.

R 11.8 COSTING

Currently, the mess charges for residential institutions are adequate but need to be monitored effectively to ensure adherence to the prescribed menu and the nutritional requirements of students.

Recommended Action: The cost structure should be periodically reviewed by the Social Welfare School Society to account for any changes in food prices or nutritional standards. Regular monitoring will ensure that the mess charges align with the quality of food served.

R 11.9 IMPROVE PROCUREMENT AND BRAND SPECIFICATIONS

R 11.9.1 BRAND SPECIFICATIONS

The Social Welfare School Society shall compile a list of approved brands for each food category to ensure consistent quality and safety across all residential institutions. This list will guide procurement decisions, ensuring that only trusted and quality brands are used.

R 11.9.2 COMMON PROCUREMENT

Currently, each residential institution individually procures food materials, which results in discrepancies in prices and quality. This decentralized system creates inefficiencies and duplication of efforts. To streamline this process, the Commission recommends that a centralized procurement system be established under a single agency.

R 11.9.3 DESIGNATING TGEWIDC AS NODAL AGENCY FOR PROCUREMENT

The Commission proposes that the Telangana Education Welfare Infrastructure Development Corporation (TGEWIDC) should handle the procurement of all food materials required for residential institutions, along with

other materials such as stationery and cosmetic items. Or alternatively a new corporation should be formed for this purpose. This centralized procurement will offer the following advantages:

A. **Saving time and effort:** It will reduce the administrative burden on the secretaries of individual institutions, allowing them to focus more on educational quality, extracurricular activities and supply of food materials.

B. **Economies of scale:** Bulk procurement will drive down costs and result in substantial savings.

C. **Improved food quality:** Centralized procurement will help standardize food quality and ensure that better quality materials are obtained at a lower cost.

D. **Timely delivery:** With a dedicated procurement agency, supplies will be delivered on time, ensuring uninterrupted meal services.

E. **Simplified payment systems:** By reducing the number of suppliers, the payment process will be streamlined, freeing up time for educational management. It is easy for the government to manage budget and payments.

F. **Enhanced transparency:** A single procurement agency will enhance transparency and accountability in the system.

G. **Reduction in staff overheads:** Individual institutions can reduce their staff dedicated to procurement activities.

H. **Increase in professionalism:** The entire procurement and supply chain will be operated more professionally as the organization will work only on this.

The TGEWIDC should be strengthened to manage this responsibility by creating additional posts and assigning a dedicated IAS officer as the Managing Director (MD) on the lines of TG Medical and Infrastructure Corporation which is dealing with the procurement and supply of medicines.

R 11.9.4 END-TO-END SOFTWARE SYSTEM

An end-to-end software system should be implemented to manage the procurement process from indent collection to payment. This will enable real-time monitoring of the supply chain, and the system should be accessible to HODs, district officers, and mandal officers for monitoring.

R 11.10 IMPROVING STANDARDS ON FOOD SAFETY MEASURES

Safety measures covering general hygiene, personal hygiene of staff, storage room hygiene, kitchen and dining hall standards, cooking procedures, food preparation protocols, hand wash hygiene, disposal of waste and leftover food, cleaning of utensils and cleaning accessories, pest control, cleaning of areas around kitchen, storage, dining, kitchen and dining infrastructure, hand wash spaces should be same as explained above in mid day meal section.

R 11.10.1 IMPROVE STANDARDS RELATED TO WATER AND SANITATION

A. **Running Potable Water:** Continuous access to clean drinking water should be available in the kitchen, dining, and toilet areas.

B. **Sanitation Facilities:** Toilets should be equipped with essential fixtures such as soap holders, bucket, and mug, 24/7 running water, and hot water (preferably via solar systems). Separate sanitation facilities should be provided for boys and girls.

C. **Waste Management:** Efficient drainage systems and waste management facilities must be implemented to maintain cleanliness across the premises.

R 11.11 PAYMENT MANAGEMENT AND FINANCIAL TRACKING

To ensure smooth and timely financial transactions related to residential schools and hostels, the Commission recommends the implementation of an end-to-end software system. This system will streamline financial management, enhance transparency, and reduce delays in payment processing.

R 11.11.1 CENTRALIZED PAYMENT SYSTEM

A. A centralized software system should be implemented to handle the payments related to food procurement, salaries, and other operational expenses across all residential schools and hostels.

B. This system will allow for real-time tracking of payments, ensuring timely disbursements to suppliers, SHG members, and staff.

R 11.11.2 PAYMENT MECHANISM

The Secretaries of each residential school society should hold a single state-wide account for payments. The government will deposit the required funds into this account on a monthly basis (in advance) to ensure timely payments to all stakeholders.

R 11.11.3 MONITORING AND REPORTING

The software should generate MIS reports and exception reports that provide insights into the financial status of each institution. These reports will help monitor budget usage, track pending payments, and identify discrepancies in the payment system.

R 11.12 STANDARD OPERATING PROCEDURE (SOP)

To ensure consistent quality and safety in the preparation, storage, and serving of meals across residential schools, the Commission recommends the development and implementation of a detailed Standard Operating Procedure (SP). The SOP should outline all the necessary steps and protocols from procurement to serving and should address critical aspects of hygiene, food safety, and waste management.

R 11.12.1 DEVELOPMENT OF SOP

The Secretary of the SC Residential School Society shall oversee the development of a comprehensive SOP that covers all aspects of food management, from procurement to meal service. The SOP must include the following:

A. Procurement of Food Materials: Guidelines for sourcing and purchasing food materials, ensuring they meet nutritional and quality standards.

B. Food Storage: Proper storage procedures to maintain food safety and prevent contamination.

C. Meal Preparation and Cooking: Step-by-step instructions for preparing and cooking meals in a hygienic manner, ensuring food is cooked to safe temperatures and meets nutritional standards.

D. Serving Protocols: Procedures for serving meals in a hygienic manner, ensuring food is served at the correct temperature and portion size.

E. Hygiene and Cleaning: Specific do's and don'ts related to cleaning procedures for kitchens, dining areas, and storage spaces to prevent contamination.

F. Waste Disposal: Guidelines for the safe disposal of food waste and other refuse, minimizing environmental impact and promoting cleanliness.

G. Roles and Responsibilities: A clear outline of the duties and responsibilities of key personnel, including cooks, principals, designated teachers, and support staff, to ensure accountability and smooth operations.

R 11.12.2 TRAINING ON SOP

To ensure proper implementation of the SOP, cooks, principals, and other relevant staff must undergo comprehensive training. This will equip them with the knowledge and skills needed to adhere to the SOP's guidelines and effectively manage the food-related activities in their respective institutions. The training will focus on:

A. Food safety practices

B. Hygiene standards

C. Waste management protocols

D. Correct procedures for food preparation, storage, and serving

R 11.12.3 DISTRIBUTION OF SOP BOOKLETS

The Mahatma Jyotiba Phule Telangana Backward Classes Welfare Residential Educational Institutions Society (MJBPTBCWREIS) shall be responsible for printing the finalized SOP booklets. These booklets will be distributed to all residential schools across the state to ensure that all staff members are familiar with the procedures and standards set forth in the SOP. Each school should maintain a copy of the SOP for easy reference by staff.

R 11.12.4 VISUAL TRAINING MATERIALS

To complement the printed SOP booklets, the department should produce an animation short film that covers the key safety measures, hygiene practices, and operational procedures outlined in the SOP. This visual training material will serve as an engaging and easily accessible resource for cooks and Headmasters (Hms), ensuring they understand and can implement the SOP effectively in their day-to-day operations.

R 11.13 GRIEVANCE REDRESSAL AND FEEDBACK MECHANISM

To ensure that grievances and suggestions from parents, students, and other stakeholders are effectively addressed, the Commission recommends the establishment of a robust grievance redressal and feedback mechanism. This system will enhance transparency, promote accountability, and foster continuous improvement in the quality of education and services provided.

R 11.13.1 Dedicated grievance e-mail ID

Each society should maintain a dedicated email ID to receive grievances, suggestions, and feedback from parents, students, and the community. This email ID should be prominently displayed on the society's name board and across the institution's communication platforms. The email system will be operated by the office of the Regional Coordinators of the respective society.

A. Role of regional coordinators: The regional coordinator will be responsible for addressing grievances at the local level. If the issue cannot be resolved at this level, it should be escalated to the Secretary at the headquarters for further action.

B. Escalation process: The Secretary will designate one of the Joint Secretaries to be in charge of grievance redressal at the headquarters, ensuring that unresolved issues are systematically addressed.

R 11.13.2 SUGGESTIONS/COMPLAINT BOXES

A Suggestion/Complaint Box should be placed in a prominent location, ideally near the school gate, inside or within the campus. The key of this box should be with the Regional Coordinator, who will be responsible for managing the box.

Opening and Processing: The box should be opened by Regional Coordinator at least once a fortnight, and the grievances inside should be processed following the established grievance redressal procedure.

R 11.13.3 RESPONSE TO COMPLAINTS

The Regional Coordinator should ensure that every complaint is acknowledged and addressed promptly. The response should be appropriate and in line with the established protocols to ensure that stakeholders feel heard and their concerns are taken seriously.

R 11.13.4 MONTHLY REVIEW OF COMPLAINT

The Secretary should conduct a monthly review of all grievances received and processed, ensuring that there is a timely and efficient resolution of issues. This review should identify any recurring issues and provide insights into areas requiring systemic improvements.

R 11.13.5 PUBLICATION OF CONTACT INFORMATION

The website of each society should clearly display the email IDs and contact information for all institutions under their management. This will ensure transparency and facilitate easy access for parents and stakeholders to voice concerns or offer suggestions.

R 11.13.6 PARENT INTERACTION AND FEEDBACK COLLECTION

The society should engage an external agency (NGO) to interact with parents and collect feedback through home visits. The agency should be tasked with gathering insights on various aspects of the institution, including:

A. Quality of food served

B. Quality of education provided

C. Attitudes and behavior of teachers and principal

D. Facilities: Toilets, drinking water, accommodation, hot water, sports, and extracurricular activities

The society should allocate a budget to the NGO for this outreach work. The feedback collected by the agency will be used to inform improvements in the school's operations and services.

R 11.13.7 PARENT SURVEY

A sample survey should be conducted with at least 5% of the parents from each institution to gain a representative understanding of stakeholder satisfaction and areas for improvement.

R 11.13.8 REVIEW AND ACTION ON FEEDBACK2

The Secretary and the respective team should thoroughly review the feedback collected from the survey and parent interactions. Based on the feedback, necessary actions or interventions should be initiated to address the concerns and improve the quality of services provided by the institutions.

CHAPTER-12

Open and Distance Learning (ODL)

12.1 Background

Telangana occupies a pioneering position in the evolution of modern open and distance learning in India. The country's first Open University – now known as Dr B. R. Ambedkar Open University (BRAOU) – was established in 1982 in Hyderabad under the stewardship of Prof. G. Ram Reddy, a distinguished academic. When in 1985 the Indira Gandhi National Open University (IGNOU) was established in Delhi, Prof. G. Ram Reddy went on to lead it as its first Vice-Chancellor. Over the years, IGNOU has emerged as one of the premier open universities globally. Several Open Universities, and open and distance learning (ODL) institutions under the dual-mode university system, have been established across the country since.

Telangana has emerged as a threshold for a new phase in open and distance learning (ODL). Dr B. R. Ambedkar Open University (BRAOU) has evolved into a nationally recognised model for quality, standardisation, and inclusive access. Kakatiya University's ODL wing has developed as an innovative regional university centre, characterised by learner-friendly support services and robust teaching–learning systems. In parallel, the ODL institutions of Osmania University, Jawaharlal Nehru Technological University (JNTU), and several central universities have created a distinct impact, collectively expanding access to higher education to lakhs of students in Telangana.

The Telangana Open School Society (TOSS), established in 1991, is the first open and distance learning (ODL) institution in the country to provide pre-elimentary education, enabling thousands of learners to secure a "second chance" to complete their secondary education. Beyond this, a wide range of national and international universities, institutions of national importance such as the IITs, and several deemed universities have, over time, begun offering diverse general, technical, and professional programmes through ODL, spanning certificate, diploma, and degree levels.

In Telangana, although a large number of dual-mode universities from other states had earlier offered ODL and correspondence (the earlier mode) programmes and established more than 300 study centres across the state, the situation has changed significantly over time. The number of universities operating in Telangana, as well as overall student enrolment, has declined due to the stricter enforcement of UGC regulations, particularly the prohibition on establishing study centres outside a university's territorial jurisdiction..

12.2 Profile

The existing internal capacity of government schools, colleges, universities, and other public higher education institutions in Telangana is insufficient to adequately respond to the ongoing crisis in education, characterised by the decline of state-run institutions and the rapid commercialisation of the sector. In this context, open and

distance learning (ODL) institutions - including state and national open universities operating in Telangana - have played an important role by enrolling substantial numbers of students at various levels, offering a credible alternative to conventional modes of education.

In recent years, open and distance learning (ODL) systems have experienced a marked decline, with several institutions facing weaknesses in programme delivery and overall effectiveness. This situation necessitates a comprehensive reassessment by institutions and their leadership of academic programmes, research and development activities, and administrative practices. Such a review is essential to initiate substantive reforms in institutional structures, functional arrangements, and programme management, in order to address existing shortcomings and to strengthen the sustainability and quality of future ODL initiatives.

12.2.1 Open schooling in Telangana

Telangana State has emerged as a frontrunner in the country in the field of open and distance learning (ODL). From the establishment of Dr B. R. Ambedkar Open University (the first Open University in India) to the creation of the State Open School in 1991, the state demonstrated a pioneering approach to "reaching the unreached." The Open School system, in particular, seeks to provide educational opportunities to those who could not continue formal schooling, especially girls, women, and marginalised groups.

At the national level, the National Institute of Open Schooling (NIOS) and 12 State Open Schools are currently operational, offering a range of courses, while eight additional states are in the process of establishing their own State Open Schools.

In Telangana, Two Open Schools are functional:

1. Telangana Open School Society (TOSS)
2. NIOS, Hyderabad Regional Centre

According to the Unified District Information System for Education Plus (UDISE+) Report 2023–24, Telangana's Gross Enrolment Ratio (GER) at the higher secondary level stands at 72.3 per cent, indicating that nearly 27.7 per cent of youth remain outside the ambit of higher secondary/intermediate education. Similarly, the transition rate from upper primary to secondary education is 75.6 per cent, implying that 24.4 per cent of students do not progress to Classes IX and X. These gaps underscore the critical need for viable alternatives to conventional schooling, particularly through strengthened Open School systems in Telangana.

12.2.2 Telangana Open School Society (TOSS):

The Telangana Open School Society (TOSS) adopted the National Institute of Open Schooling (NIOS) model after a comprehensive review and with suitable adaptations to local requirements. It offers Secondary School Certificate (SSC) and Intermediate programmes in the Open and Distance Learning (ODL) mode, integrated with vocational courses. These programmes are available in Telugu, Hindi, English, and Urdu media. TOSS designates Government, Municipal, Aided, and Recognised High Schools and Junior Colleges as local study centres. At the district level, all activities are carried out under the overall supervision of the District Education Officer.

12.2.3 National Institute of Open Schooling – Hyderabad Regional Centre

The National Institute of Open Schooling (NIOS) was established in 1979 and currently has 4.13 lakh learners enrolled. Recognized as the largest open school in the world, NIOS serves a wide range of educational needs. The Hyderabad Regional Centre, set up in 1994, oversees all 33 districts of Telangana and operates 149 study centres across the state.

NIOS provides education at multiple levels: Secondary (Class 10), Senior Secondary (Class 12), and Basic Education at the 3rd, 5th, and 8th levels. In addition, it offers 93 vocational courses. Class 10 is available in Telugu, English, Hindi, and Urdu, while Class 12 is offered in Hindi, English, and Urdu medium.

The Open Education System promotes true social justice by providing educational opportunities to marginalized groups, including tribal women, rural youth, slum dwellers, minorities, prisoners, female sex workers, and transgender individuals. It enables learners to continue their daily work while studying at their own pace, place, and convenience. In the post-COVID era, digital technologies have permeated every aspect of life, including education, making the system even more open and accessible.

Open schools play a significant role in promoting inclusive education, particularly by attracting students from SC, ST, OBC, and minority communities. This is reflected in the enrolment trends of the Telangana Open Schools Society (TOSS) over the past three years, where these groups together account for an impressive 83% of total enrolments. Open schools include vocational courses within their curriculum. By focusing on specific objectives and target groups, they can serve a dual purpose - providing both academic qualifications and practical vocational skills simultaneously.

The Telangana State Open School Society (TOSS) primarily operates under the Government Department of Education. Its Governing Body includes the Chief Minister, the Minister of Education, the Principal Secretary, and senior officials from relevant departments, who set the major policies guiding TOSS activities. In addition, a Governing Board comprising the Chief Executive Officer, Joint and Deputy Directors, and subject experts serving as Academic Officers oversees operational matters. At the district level, TOSS activities are coordinated by the DEO, District Coordinators, and Study Centre Coordinators from various educational institutions, functioning on a part- time basis. Most officials serve on deputation, with no career-based full-time staff appointed.

12.2.4 Key Features of Open Schooling in Telangana

A. Flexible and convenient learning environment allowing individuals to learn at their own place, and time

B. Increased access to education for a wide range of learners, including those who missed out on formal schooling, working individuals, and people from remote or marginalized communities.

C. Offers SSC and Intermediate-level courses, along with vocational training and life-enrichment programs.

D. Students can choose their preferred language of instruction, such as Telugu, English, Urdu or Hindi, with various subject combinations.

E. Operates through a network of Study Centres with Study Coordinators and Counsellors.

F. Stakeholders' involvement in managing the programmes

12.2.5 Digital Telangana: A policy framework for inclusive, and equitable online education

Online education has emerged as a transformative force in the global learning landscape, offering unprecedented opportunities for access, equity, and lifelong learning. For Telangana, a state recognised as a major IT and biotechnology hub with ambitious socio-economic goals, strategically leveraging online education is paramount. This policy input, drawing on insights into pedagogical innovations, technological integration, and national frameworks, outlines a roadmap to harness online education within Open and Distance Learning (ODL) to achieve Telangana's aspirations for inclusive growth and development.

12.2.6 Evolving online educational landscape and national context

The National Education Policy (NEP) 2020 provides a strong impetus for digital learning, emphasising flexible pathways, multidisciplinary education, and the integration of technology in teaching and learning. Key NEP tenets, such as multiple entry and exit options, the Academic Bank of Credit, and the development of high-quality e-content, are pivotal for the expansion of online education. Furthermore, the University Grants Commission (UGC) regulations on ODL and Online Education underscore the importance of quality assurance, minimum program standards, recognition of online degrees, and transparency. National platforms such as SWAYAM (Study Webs of Active- Learning for Young Aspiring Minds), DIKSHA (Digital Infrastructure for Knowledge Sharing), the National Digital Library of India (NDLI), e-PG Patashala, and NPTEL (National Programme on Technology Enhanced Learning) have already laid a significant foundation by providing access to high-quality online courses and a vast repository of knowledge. These platforms offer valuable resources that Telangana can integrate and build upon.

12.2.7 Online education in Telangana: Current status, aspirations, and opportunities

With the emergence of world wide web in 1991, every institution started adopting it and especially the ODL institutions considered it as a panacea or major solution to their emerging problems relating to inaccessibility,

delay in communication, interactivity, reaching many students drawn from remote areas, anywhere, any time and any content transfers. Telangana, formed in 2014, has a dynamic socio-economic profile. While the services sector, particularly IT, drives its economy, agriculture remains vital for rural employment. The state has implemented innovative welfare schemes but continues to face challenges such as urban-rural disparities and the need to uplift marginalised communities. Online education offers significant potential to help achieve these aspirations:

A. **Enhanced Accessibility:** It can reach students in remote and underserved areas, removing geographical barriers.

B. **Flexibility and Convenience:** It offers learning opportunities that fit the schedules of working professionals, homemakers, and others with diverse commitments.

C. **Cost-Effectiveness:** Online programs can reduce overall education costs by eliminating commuting and on-campus accommodation expenses.

D. **Industry-Relevant Curriculum:** Online courses can be designed and updated rapidly to align with the evolving skill requirements of Telangana's key industries.

E. **Pedagogical Innovations and Technological Integration:** To ensure effective online learning, Telangana should prioritize the widespread accessibility of emerging technologies and leverage them as platforms for pedagogical innovation.

F. **Blended Learning Models:** Combining online resources with face-to-face interactions to cater to diverse learning styles and to optimise resources.

G. **Interactive and Engaging Content:** Moving beyond static materials to incorporate interactive elements that boost engagement, foster critical thinking, and enhance knowledge retention.

H. **Personalised Learning Approaches:** Allowing students to learn at their own pace according to their unique needs and interests.

I. **Learning Management Systems (LMS):** Utilising robust LMS platforms for efficient content management, communication, assessment, progress tracking, and collaboration.

J. **Artificial Intelligence (AI) in Education:** Leveraging AI for personalised recommendations, automated assessments, and AI-powered chatbots for instant student support.

K. **Advanced Technologies:** Employing virtual labs and simulations for practical learning and adaptive learning platforms that adjust content based on real-time student performance.

12.3 Challenges before Telangana Open School Society (TOSS)

12.3.1 Structural inefficiencies

A. The organizational structure of TOSS is largely ad hoc, relying on officials on temporary deputation. This arrangement results in frequent turnover and limits institutional continuity and long-term capacity building.

B. TOSS operates much like a bureaucratic organization and is heavily reliant on staff on deputation, rather than permanent, career-based personnel..

C. At the operational level, District and Mandal Education Officers, who also act as Coordinators, have their regular duties and can devote attention to TOSS matters only during examinations, leaving little capacity to address other critical issues. This structure constrains the organization's ability to respond effectively to ongoing challenges and strategic needs.

D. The staff are generally not specially trained in the concepts, pedagogy, or management of Open and Distance Learning (ODL) schooling.

E. Coordination is often weak, and delays in decision-making and implementation frequently give rise to unforeseen issues affecting students' day-to-day learning.

F. Lack of infrastructure in study centres is also a major challenge.

G. There is limited public awareness about ODL schooling, compounded by TOSS's failure to undertake adequate publicity and outreach measures.

H. Significant information gaps exist, leaving out-of-school youth unaware of alternative educational opportunities. These gaps discourage enrolment , and even some students who do join are likely to drop out due to insufficient guidance and awareness.

I. Another major challenge is the absence of dedicated field-level staff or a specialized agency to effectively publicize the programs offered by TOSS.

J. TOSS advertisements do not reach many students in remote areas.

12.3.2 Curriculum development and Teaching Learning issues

A. The syllabus of the courses offered is mostly based on regular school education, and there is a lack of innovation and fine-tuning needed for the ODL framework.

B. Study Centre Coordinators, Academic Counsellors, and other facilitators often lack accountability, leaving students dependent on their discretion. Additionally, communication among facilitators, learners, and administrators is inadequate, further affecting the effectiveness of the learning process.

C. The methods of teaching and counselling adopted are mostly mechanical and unimpressive.

D. Students largely rely on the provided learning materials, with no regular mechanisms for feedback or redress of academic grievances. Moreover, there is no structured provision to identify or address learning gaps.

E. Given that TOSS students often have a weaker educational foundation than their counterparts in regular schools, the system is expected to adopt tailored approaches to address their specific learning needs. However, little has been done in this regard, representing a major limitation. Since most students come from disadvantaged backgrounds and study at their own pace, these gaps further deepen the educational crisis.

F. The lack of peer interaction and engagement among students can lead to feelings of isolation, which in turn reduce motivation and active participation in learning.

G. Most students enrolled in TOSS programs are school dropouts, and misconceptions, misinformation, or lack of information can compel them to leave distance education. High dropout rates and examination failures reflect this vulnerability among open school learners.

H. Word-of-mouth reports of high dropout rates from TOSS programs have negatively affected the perception of open schooling in rural areas. Consequently, many prospective students postpone or abandon their studies. TOSS should address this issue proactively by disseminating accurate information and promoting the benefits of its programs to both students and parents.

12.3.3 Digital divide and absence of needed support from TOSS

The lack of internet and digital devices is a major problem when online classes are scheduled. The lack of Computer Labs in study centres to access online resources, and the phones students own, is not sufficient to serve their 'virtual' needs and hinders their ability to participate effectively.

Variations in the teaching practices followed in study centres also affected the quality, as some centres relied heavily on passive teaching-learning methods without interactive elements, while others included interactive sessions.

The absence of practical components in subjects that require hands-on learning has negatively impacted the quality of teaching and overall learning outcomes.

The TOSS system currently faces multiple challenges that undermine its effectiveness. A lack of properly trained staff, coupled with inadequate support when needed, hampers both teaching quality and student learning outcomes. As a result, pass rates remain low, averaging only around 50 percent, while weak foundational skills

among learners exacerbate academic struggles. Assessment mechanisms are often irregular and improperly managed, contributing to administrative delays and the late release of exam results, mark sheets, and certificates.

High dropout rates are further compounded by poorly managed re-entry processes, preventing students from resuming their education seamlessly. Additionally, the dedicated educational website is not effectively maintained, limiting access to critical information and support for both students and staff. Collectively, these systemic inefficiencies create significant barriers to achieving meaningful learning outcomes and sustained student success.

Presently, the Indian Education system caters to the needs of many people and is expanding every year. It is important to note that the literacy rate has improved drastically from 18 per cent in 1951 to 81 per cent in 2022. Trends indicate that 73% of adults are literate in India, while it is only 68% in rural areas, and 54% of people with disabilities are literate. Further, 34% of children with special needs are out of school. However, in the higher education sector, it is not showing satisfactory results, with merely 28% of enrolment against the global average of 29%. While in many developed countries, such as Japan, Australia, the USA, and the UK, enrolment is more than 50%. The National Education Policy (2020) has recommended massive expansion of Universities and ODL institutions nationwide that would enable India to attain a gross enrolment GER of 50% by 2035.

The estimated Gross Enrolment Ratio (GER) in Higher Education for the age group 18- 23 years in India is 28.4. The States/UTs with the highest GER are Chandigarh (64.8), Puducherry (61.5), Delhi (49), Tamil Nadu (47), Himachal Pradesh (43.1), Uttarakhand (41.8), Kerala (41.3) and Telangana (40). In 26 States/UTs, female GER is greater than male GER-a significant development.

12.4 Concept of ODL

ODL is a term which accepts the philosophy of 'openness' and uses the 'distance mode' of learning. It is 'open' in the sense that it removes whatever constraints exist in the face-to-face conventional classroom method of teaching and learning, and the democratisation of educational opportunities. Flexibility achieved through 'Openness' expands opportunities for many learners aspiring to higher education, but without access to it through the conventional mode. Distance learning, where the Teacher and the learner are separated by distance and in time, also involves e-learning, open learning, flexible learning, online learning, resource-based learning, technology- mediated learning, etc. Open learning is a method of distance learning. Open learning is an organisational activity based on the use of teaching materials, in which constraints on study are minimised in terms of access, time and place, methods or mode of study, or any combination of these. Therefore, Open learning is an opportunity for a wider range of people and enables them to learn more efficiently, effectively, and productively.

Open distance learning (ODL) and online education (OE) have come to stay all over the world, and over the years, the growth has been unprecedented, even in India, while presenting itself with a record number of:

A. Increasing number of institutions'
B. An increasing number of programs and courses
C. Increasing number of learner-enrolment
D. Increasing level of interactivity in the learning processes
E. Increasing levels of Quality Consciousness and increasing levels of debate over the applicability of new methods and new norms of teaching learning system.
F. Increasing investment levels and costs are involved.
G. Increasing levels of application of ICTs and internet-based media and customised
H. Learning applications.
I. Increasing levels of availability of alternative opportunities for learning and knowledge enrichment, skill development and competitive cost management applications.
J. Increasing scrutiny from conscious students, professional and civil society organisations of institutional approaches, programmes and practices.

12.4.1 Development of ODL

Realising the important role education plays in national development, several Education Commissions and Committees were established over time to investigate education- related problems and propose solutions. On the suggestion of the Central Advisory Board of Education (CABE), the Government of India constituted an Expert Committee in 1961, headed by Dr D.S. Kothari, to investigate the suitability of Correspondence Courses for expanding educational opportunities.

The Committee recommended the introduction of Correspondence Courses to expand and equalise the educational opportunities. Thus, ODL in India was introduced by Delhi University in 1962 through the School of Correspondence Courses and Continuing Education to enable those who had the inclination and aptitude to acquire further knowledge and improve their professional competence.

Subsequently, in 1968, Correspondence Courses were started by Punjabi University and the University of Rajasthan. Meerut and Mysore University started these courses in 1969. Slowly, many Universities followed suit. Rapid expansion of ODL courses occurred during the seventies, when 19 more universities established Institutions/Directorates of Correspondence Courses. (Madhav Menon Committee Report 2012)

12.4.2 State and National Open Universities

In the eighties, the distance education system expanded further. Not only did more universities open Correspondence Education Directorates, but the establishment of single-mode Open Universities also began in this decade. Dr B.R. Ambedkar Open University, Hyderabad, was established in 1982 by the erstwhile integrated State of Andhra Pradesh. It was followed by the establishment of the Indira Gandhi National Open University by the Government of India in 1985, through an Act of Parliament. The establishment of IGNOU is a landmark development in the field of distance education in the country. The growth of distance education in our country has been exponential over the last four decades, beginning in 1962. As of 01.03.2010, in addition to IGNOU, 14 SOUs and about 200 Distance Education Institutions are offering programmes in diverse disciplines. Central Universities such as Centre for Distance and Virtual Learning (UoH), Maulana Azad National Urdu University's Directorate of Distance Education, Institute of English and Foreign Languages, Centre for Distance Education are notable and recognised as high-performing institutions in the country with innovative courses and Teaching- Learning systems, Research and industry collaborations and their outreach.

The jurisdiction of State Open Universities offering distance-mode programmes is limited to the respective States, as provided in their Acts. The growth of distance education institutions is given in Table 2. Statistics for 2009-10 have been taken from DEC's unpublished records. During deliberations, the Committee was also informed by DEC that it has statistics only for institutions that have chosen to provide relevant information to the Council. There are institutions which are offering ODL programmes but have neither sought recognition from DEC nor shared any information.

12.4.3 Distance mode enrolment in higher education

To facilitate students residing in distant or remote areas, as well as those who are employed, universities provide flexible distance and private modes of higher education. Currently, 45.61 lakh students are enrolled through distance learning across various levels of higher education. The majority of these students—64.7 percent—are at the undergraduate level, while postgraduate enrolment accounts for 26.6 percent. Overall, nearly 47.3 percent of total university enrolments are through distance mode, highlighting the critical role of flexible learning pathways in expanding access to higher education.

Total enrolment in distance mode was 45.73 lakh, with 20.06 lakh female and 25.67 lakh male enrolment in 2021-22. The enrolment is more in the UG and PG levels.

In the earlier days, courses in humanities and commerce were primarily offered through correspondence, catering to students who, for various reasons, could not access conventional face-to-face, in-class programs. Limited seats in regular courses, employability obligations, and difficulties in reaching institutions of higher learning made correspondence programs an essential pathway for continuing education. These flexible modes allowed learners to pursue higher education despite geographic, economic, or institutional constraints, laying the foundation for the broader distance education systems seen in universities today.

12.4.4 Higher education in distance mode in Telangana

Telangana state has 27 universities, comprising 3 central universities, 17 state universities, 2 deemed universities, and 5 private universities. As far as ODL is concerned Telangana has two open schools [Telangana State Open Schools Society (TOSS) and National Institute of Open Schooling (NIOS) Hyderabad Regional centre]; two open universities [BRAOU and IGNOU Regional centre at Hyderabad and several study centres at different places of Telangana]; three central dual mode universities university of Hyderabad (UOH) Moulana Azad National Urdu University (MAANU), English and Foreign Languages University (IEFLU); Five state Dual mode Universities

[PGRR Centre for Distance Education, Osmania University, Centre for Open and Online Education, Kakatiya University, Centre for Distance Education, Suravaram Pratap Reddy Telugu University, Centre for Distance Education, Jawaharlal Nehru Technological University, NALSAR University of Law; and several private deemed to be universities like ICFAI, Symbiosis, Geetham University and other Ed Tech companies operating in the state are offering offline, online and distance education programmes.

Each of these institutions plays a significant role in expanding access to higher education and occupies a respectable position in the country, providing essential pathways for students who might otherwise be unable to pursue advanced studies.

12.5 Challenges

12.5.1 Access to reliable technology

Students may face difficulties due to unreliable internet connections or a lack of necessary devices, hindering their ability toparticipate effectively in online courses. The digital divide directly affects educational equality, creating hurdles in their studies, particularly affecting the marginalised communities.

12.5.2 Student engagement and motivation

A. **Isolation:** The absence of in-person interactions can lead to feelings of isolation and academic stress, reducing motivation and engagement.

B. **Variation in Teaching Practices :** Some institutions may rely heavily on passive teaching methods, such as reading from slides or showing videos, without interactive elements, leading to subpar educational experiences.

C. **Lack of Practical Components:** Courses requiring hands-on practice, such as laboratory work, may be difficult to simulate effectively in an online environment.

D. Outdated curriculum development and industry engagement

12.5.3 Infrastructural gap

Currently, there is a lack of

A. Sufficient classrooms, labs, equipment and other utilities

B. Dedicated study centres creating logistical problems for the learners.

C. Appropriate Learner Support Services (LSS)

D. Sufficient number of Study Centres to offer various academic services to students in most universities.

E. Manpower to cater to students' needs, creating operational hurdles for students.

F. Quality Self-Learning Materials

G. Quality of Evaluation and Assessment Practices

H. Sufficient funding and grants from the Government and other apex bodies.

I. Affordability due to increasing fee-structure

In addition, a significant barrier remains in the form of high tuition fees charged by most universities, which many students from poor and marginalized sections cannot afford. This financial constraint directly affects student

admissions and runs counter to the fundamental principles of Open and Distance Learning (ODL), which are designed to ensure equitable access to higher education for all.

As ODL serves as an effective instrument for expanding educational access to a large number of out-of-school/college students, there is an urgent need to address these challenges as identified above, and Telangana ODL institutions require a strategic multi-faceted approach that integrates technological advantages, pedagogical innovations, institutional reform and intimate stakeholders' collaboration at all levels.

12.5.4 Challenges of implementing online education in Telangana

Despite the opportunities, several challenges remain as follows

A. **Digital Divide:** Ensuring equitable access to devices, internet connectivity, and digital literacy, especially in rural and underserved areas.

B. **Quality Assurance:** Maintaining high academic standards and ensuring the integrity of online programs and assessments.

C. **Faculty Development:** Adequately training faculty in online teaching methodologies, content development, and student engagement strategies.

D. **Student Support and Engagement:** Addressing issues of student motivation, providing adequate support services, and fostering a sense of community in the online environment.

E. **Reaching Underserved Populations:** Specifically targeting initiatives to include marginalised communities and increase their participation in higher education.

F. **Restrictions by Regulatory Bodies:** Only NAAC-accredited institutions with an A+ grade can offer online programmes.

12.6 RECOMMENDATIONS

Open Schools, Open Universities and dual mode distance education institutions provide seamless educational opportunities from school level to university level education and are 'virtually' designed to reach the unreached sections of population or those who dropped out from education at various levels because of various reasons and to those who have a desire to study irrespective of their geographical, social, economic or physical hurdles. In view of this, there is a greater need to expand the activities of these institutions as a supplementary, complementary, or alternative mechanism to conventional face-to-face education, providing a second or alternative chance for students.

R 12.1 IMPROVE ORGANISATIONAL STRUCTURE OF TOSS

There is a need to strengthen the Telangana Open School Society's Organisational Structure, transform it to be more academically oriented than bureaucratic, appoint regular, suitably trained academic staff, establish clear-cut divisions of responsibility, and de-bureaucratise the system through learner-friendly approaches and programmes. Functional creativity is currently lacking in this regard.

R 12.2 FOCUS ON ACADEMIC STAFF DEVELOPMENT

Provide regular training and organise workshops to enhance academic staff's skills and knowledge in managing the system, and empower them by expanding administrative support, providing appropriate resources, and incentivising their performance. Whatever is routinely done in this regard is not sufficient.

R 12.3 NEED FOR CURRICULUM REFORM

Develop a curriculum that aligns with the level of regular school education, with appropriate changes for the ODL mode, and add more to promote inclusivity and diversity while integrating it with skill education, critical thinking, and problem-solving curriculum.

R 12.4 STUDENTS SHOULD HAVE A CHOICE OF THE MEDIUM OF STUDY

As the English Medium is being implemented by the Government at the school level, ODL Institutes may also offer the facility to the rural population to study in English medium at their own pace and place. However, this should not be compulsory, and students should have the choice of the medium of instruction.

R 12.5 CREATE PROVISION FOR CONTINUOUS RESEARCH AND EVALUATION

To ensure the effectiveness and inclusivity of distance and private higher education programs, universities must conduct research and feedback studies, develop robust monitoring systems to track students' progress, and promptly redress their grievances. Identifying bottlenecks and continuously evaluating the outcomes of programs and strategies is essential, with necessary improvements implemented based on evaluation reports. Such systematic oversight helps strengthen program quality, enhance student success, and ensure that the objectives of Open and Distance Learning (ODL) are effectively met.

R 12.6 EXTEND ON-TIME NECESSARY SERVICES

To improve access for people to pursue their chosen courses nearest to their place of stay, the following are proposed:

Effective and optimal utilization of existing infrastructure and resources across all Open and Distance Learning (ODL) and Online Education (OE) institutions in Telangana, including schools and universities, is essential. This includes leveraging established systems such as the National Institute of Open Schooling (NIOS) and the Telangana Open School Society (TOSS), while also planning for additional infrastructure and networking where needed.

To further enhance flexibility and student mobility, a credit transfer facility should be arranged, allowing learners to carry forward courses completed at one institution to another. Such integration and coordination would strengthen the overall system, reduce redundancy, and expand access to quality education.

R 12.7 STRENGTHEN TOSS WEBSITE AND OTHER DIGITAL SUPPORT MECHANISMS

The TOSS website is presently not properly updated and managed. There is a need to strengthen the TOSS website with comprehensive, up-to-date information on all activities concerning students, their programmes, and the full provision of services and information. There is also a need to provide students with free access to online resources, including educational software and digital libraries, and to implement blended learning models wherever needed.

R 12.8 DEVELOP COMMUNITY PARTNERSHIPS

Create a suitable environment by expanding learner support service centres with community involvement through volunteer programmes and partnerships, and by collaborating with NGOs and other Semi-Governmental Organisations, wherever available, to seek their physical and financial support. This is lacking in most cases.

R 12.9 DEVELOP PUBLIC AWARENESS

It is essential that citizens are made aware of the facilities and opportunities available to them. In the context of open education, many unreached sections of society remain less informed about the system compared to conventional education.

Therefore, the Telangana Open School Society (TOSS) should focus on raising awareness about the availability of quality educational opportunities within reach, the flexibility offered by Open and Distance Learning (ODL), and the recognition and validity of qualifications obtained through these programs. Such awareness initiatives are critical to ensuring that marginalized and remote learners can fully benefit from the ODL system.

R 12.10 CONDUCTING EXAMINATIONS

To streamline assessment and enhance the recognition of open education, the 10th class examinations conducted by TOSS should be integrated with the regular Secondary School Certificate (SSC) examinations administered by the SSC Board, rather than being held separately.

Similarly, Intermediate-level examinations should be aligned with the regular Intermediate examinations conducted by the Board of Intermediate Education. Such integration would strengthen the credibility of qualifications, reduce duplication, and ensure that ODL students are assessed on the same standards as their peers in the conventional system.

The curriculum and syllabus in open distance education should be the same as regular courses in conventional education, from 10th class to degree to PG courses.

R 12.11 FEE CONCESSION TO BPL-ODL STUDENTS

The government provides comprehensive support to students enrolled in the regular mode of education, from the school level through to the university level. In contrast, students studying in Open and Distance Learning–Online Education (ODL–OE) institutions are required to pay fees for admission to various courses as well as for convocation. It is therefore proposed that the government extend financial support to ODL–OE students as well, particularly those belonging to Below Poverty Line (BPL) households.

R 12.12 OFFER FREE EDUCATION TO PRISONERS THROUGH NIOS

According to estimates, Telangana has three Central Prisons and seven District Jails, housing approximately 6,497 prisoners. Globally, the extension of educational facilities to prisoners is a well-established practice. In Indian prisons, nearly 65 per cent of inmates have educational qualifications below the 10th class; in Telangana, this translates to about 4,000 prisoners.

It is proposed that NIOS be entrusted with the responsibility of providing free Open School Education to all prisoners as part of their reformation process. At present a fee is being charged for the courses. Such an initiative would contribute to reducing crime rates and support prisoners in acquiring education and skills that can guide them towards a constructive and law-abiding life.

R 12.13 DEVELOP AN ODL SYSTEM FOR ALL

ODL offers education without any geographical or physical barriers. So, prisoners in all jails in the area/state can be educated while in jail and to be gainfully employed after their release. All Central and District Jails should be chosen as Study Centres/Information Centres for ODL Institutions.

R 12.14 REGULAR AND APPROPRIATE MONITORING

There should be a state-level ODL-OE Monitoring and Coordination Committee, responsible for conducting periodic checks and supervision to ensure the effective functioning of the system.

R 12.15 NEED FOR COLLABORATION WITH SIMILAR ORGANISATIONS

Develop contacts with various national and international organisations of similar nature and activity, and collaborate with them to share experiences, expertise, and other resources, and to adapt/adopt best practices available, with suitable modifications to suit their needs. This needs to be undertaken in mission mode.

12.6.1 Policy recommendations for Higher Education through distance mode in Telangana

R 12.16 DEVELOP AWARENESS AND PARTNERSHIPS

There is limited awareness of information on ODL Programmes and e-learning modes. There should be more advertising and publicity of the availability of these types of courses.

R 12.17 APPOINTMENT OF REQUIRED TEACHING AND TECHNICAL STAFF

In all Dual Mode Universities and Open Universities, full-time faculty and technical staff is not available. Therefore, there is an urgent need to appoint the required faculty and technical staff in open Universities and dual-mode distance education institutions to ensure compliance with the UGC ODL Regulations. The state government may sanction the necessary positions in accordance with the UGC Norms.

R 12.18 TRAINING OF STAFF

There is a need for organising regular training programmes for the teaching and non- teaching staff of the distance education institutions. Each institution may have its own In-house facility for conducting these programmes. The training is also useful for the staff to develop the E-content and digital teaching-learning and evolve necessary methodologies for the best satisfaction of the students, provide educators with training in online teaching methodologies to effectively deliver content to remote learners

R 12.19 Use T-SAT for E-content development

Open Universities and Distance Education Centres offer a range of Distance and Online programmes. But most of these Institutions do not have sufficient technology infrastructure to develop high-quality e-content (Four Quadrant method) appropriately.

Hence, there is a need to engage T-SAT in developing the required digital content, and this may be entrusted to T-SAT with a high-band LMS facility for the use of all higher education Institutions in Telangana.

R 12.20 INFRASTRUCTURE DEVELOPMENT IN THE ODL INSTITUTIONS

The infrastructure facilities at all ODL institutions are comparatively limited and insufficient to meet their regular needs.

R 12.21 EASE OF ACCESSIBILITY OF CONTACT CENTRES

The provision of contact centres, web-class centres, and Faculty Interaction Units is to be made available to students at the nearest Schools and Colleges, and they should be made accessible to the extent possible, regardless of geographic or demographic barriers.

R 12.22 STATE LEVEL OPEN EDUCATION PORTAL

MOOCs have played an important role in enabling students to pursue quick, demand- based programmes. Accordingly, the Central Government developed a portal known as SWAYAM. In similar lines, the Telangana Government may also establish a Virtual VIDYA Portal so that HEIs can upload content tailored to the State's local needs, and students can use it to pursue short-duration programmes. The state government may allocate funds for managing the portal.

R 12.23 QUALITY STANDARDS

The quality of Open and Distance Learning (ODL) and Online programmes must be strengthened so that they are widely perceived as equivalent to traditional face-to-face (F2F) classroom-based education. Ensuring such parity is essential for the full recognition and acceptance of online education on par with conventional modes.

To achieve this, all ODL institutions offering academic programmes must strictly adhere to the standards prescribed by the UGC, NAAC, and other relevant apex bodies, including industry benchmarks. Further, each ODL institution should establish a dedicated Internal Quality Assurance Cell to systematically monitor, evaluate, and continuously enhance academic and administrative quality.

12.6.2 Policy recommendations for strengthening online education in Telangana

To effectively harness the potential of online education, the Telangana State government should consider the following policy inputs:

R 12.24 ESTABLISH A STATE-LEVEL INTEGRATED DIGITAL EDUCATION PLATFORM

Launch a comprehensive platform for curriculum delivery, assessment, teacher training, and student support, potentially forming a consortium of state universities and private institutions, and integrating national resources like SWAYAM.

R 12.25 CREATE A ROBUST QUALITY ASSURANCE FRAMEWORK

Establish a rigorous, transparent quality assurance framework for ODL and online programs in Telangana. This should include clear standards for course design, delivery, student feedback mechanisms, regular audits, and the use of learning analytics.

Continuous Professional Training and Development framework for all distance educators: Implement comprehensive and ongoing training programs for educators to equip them with the pedagogical skills and technological competencies required for effective online teaching and student support program-based recommendations.

Online education holds the key to transforming access, quality, and equity in higher education. Telangana, with its digital strength and social commitment, is well- positioned to lead in this domain. However, challenges such as the digital divide, low rural connectivity, lack of localised content, and limited faculty capacity must be addressed. Therefore, it is recommended that the Government initiate a process to promote a state-wide, technology-integrated online education ecosystem that enhances access, ensures quality, fosters inclusion, and aligns with Telangana's economic and cultural priorities.

R 12.26 NETWORKING OF ODL INSTITUTIONS: NEED FOR A STATE-LEVEL CONSORTIUM. (CODE-T)

There is an urgent need to ensure structural and functional coordination, networking, and academic collaborations among various ODL and OE institutions operating in Telangana. For this purpose, it is necessary to establish a Consortium known as the Consortium of Distance Education (CODE-T).

The proposed consortium (CODE-T) would take up various activities on a regular periodical basis, such as collaborations, resource sharing, enhancement of learner support services, initiate policy advocacy, promote quality assurance, and undertake activities relating to research, innovation and development, Launch Joint-Academic Programmes, Faculty Development Programmes, Technology integration steps and student exchange programmes, including credit validation and credit transfer.

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Hyderabad

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Telangana Private Schools and Junior Colleges Fee Regulatory and Monitoring Commission, Draft Bill, 2026

A draft bill proposal to provide for the establishment of the Telangana Private School Fee Regulatory and Monitoring Commission, which will be responsible for upholding educational standards, regulating fees, ensuring teacher competence, conducting effective inspections and monitoring of schools, and implementing the provisions of the Right to Education Act, 2009 in private unaided schools. This Commission will also ensure public spiritedness, equity, excellence, financial stability, probity, and good governance, all in accordance with the Right to Education Act 2009, as well as for matters related or incidental thereto.

Article 19(1)(g), 19(6), 21(A), and the Directive Principles of State Policy in the Constitution, along with judicial interpretations, establish that education is a fundamental public good and must be regulated to ensure it is not exploited for profit. Whereas, the Government of Telangana is committed to educating and nurturing all students by providing better access and promoting enrolment and retention with an emphasis on equity, quality, and school infrastructure; And whereas, Telangana is making significant progress toward sustainable development and overall growth, Education serves as the most effective way to achieve these goals;

And whereas, according to the Unified District Information System for Education (UDISE+) 2024-25, Telangana has 39,116 schools across 33 districts, encompassing both Government and Private schools with primary, upper primary, and high schools. The total student enrolment from primary to high school is 60, 68,626, where students enrolled in Government schools are 24, 25, 517 (40%) and 36, 43, 109 (60%) in private schools.

And whereas, in the context of the education system's rapid evolution, it is crucial to carry out changes to academic requirements, teaching methods, supervision, curricula, courses of study, examination systems, teacher training, school organization, collection of fee from the students, and teacher competencies in both the government and private schools. This situation necessitates the establishment of revised and consistently rising standards in these key areas of School Educational Administration. Existing rules have been found to be ineffective in their actual implementation and are inadequately comprehensive to address significant developments mentioned above. It has, therefore, become necessary to confer by law adequate powers on the concerned authorities to deal with the changed situation; especially in private unaided schools.

Now, therefore, in this regard, the Telangana Government endeavors to establish a regulatory mechanism that will ensure the effective maintenance of school education standards, the regulation of fees, the competencies of teachers, the disclosure of information, the effective inspection and monitoring of schools, grievance redressal, the implementation of the provisions of the Right to Education Act, and punitive measures for schools that violate the rules. A Regulatory Commission will be established to develop effective and responsive regulation that ensures the maintenance of educational standards, regulation of fees in private institutions (School/Junior College), implementation of the provisions of the Right to Education Act, 2009, public spiritedness, equity, excellence, financial stability, and probity, as well as good governance.

Whereas, in the combined State, the Government of Andhra Pradesh has enacted the Andhra Pradesh Education Act, 1982 (Act No. 1 of 1982) on 27th January, 1982, to consolidate and amend the laws relating to the educational system in the State of Andhra Pradesh for reforming, organizing, and developing the said educational system. And whereas, The Andhra Pradesh Educational Institutions (Regulation of Admissions and Prohibition of Capitation Fee) Act, 1983, Section 7, for the Government by notification, to regulate the tuition fee or any other fee that may be levied and collected by any educational institution in respect of each class of students. No Educational institution shall collect any fees in excess of the fee. Every educational institution shall issue an official receipt for the fee collected by it.

And whereas, the Government of Andhra Pradesh in G.O.MNo..1, Edn., (P.S.2) Department dt. 01-01-1994 has issued "Andhra Pradesh Educational Institutions (Establishment, Recognition, Administration and Control of Schools under Private Managements) – Rules, 1993" under the provisions of A.P. Education Act 1982 (Act 1 of 1982) to regulate private schools. And whereas, in 2009, the government provided for the constitution of the District Fee Regulatory Committee (DFRC) to approve the fee structure for all private unaided schools in the respective district proposed by the governing body by issuing G.O.MNo..91, Edn, dt.06.08.2009.

Be it enacted by the Legislature of the State of Telangana in the Seventy-Fifth Year of the Republic of India as follows:

CHAPTER - I

Preliminary

1) Short title, extent, commencement and application –

1. This Act may be called the Telangana Private Schools and Junior Colleges Fee Regulatory and Monitoring Commission, Act 2026.
2. It extends to the whole of the State of Telangana.
3. It shall come into force on such date as the Government may, by notification in the Telangana Gazette, appoint.
4. It shall apply to all the Pre-Primary, Primary, Upper Primary, Secondary Education, and Intermediate Education in the State of Telangana.

2) Definitions-In the draft bill proposal, unless the context otherwise requires

1. "Academic Year" means the period designated by the Government or the relevant Board or Council to which the institution (School/Junior College) is affiliated or recognized. It may also include any other dates specified by the Government through notification for any educational institution (School/Junior College) or category of institutions (School/Junior College).
2. "Aided School" means any primary school, upper primary school, secondary school, or Intermediate college established and administered or maintained by any person or body of persons and recognized by the competent authority under any law for the time being in force, which receives any financial grant whole or in part from the Central Government or the State Government.
3. "Appropriate authority" means authority designated by the government for a particular purpose as per the existing rules.
4. "APAAR" means to the Automated Permanent Academic Account Registry ID assigned to all students studying in Schools and Junior Colleges in the state.
5. "Board" means Board of Secondary Education, Telangana Board of Intermediate Education, Telangana, Telangana, Central Board of Secondary Education, Council of Indian School Certification, any other Indian or International Board of examinations or any other board which the Government may specify.
6. "Commission" means the Telangana Private Schools and Junior Colleges Fee Regulatory and Monitoring Commission;
7. "Director" means the Commissioner/Director of Education or any equivalent officer designated as such by the State Government and includes the Commissioner/Director of Intermediate Education, or Director of any other Directorate of the State Government, entrusted with the task of supervision of the educational institutions (School/Junior College) imparting any kind of education in the State;
8. "District" means a revenue district;

9. “District Educational Officer” means the officer appointed “District Educational Officer” designated by the State Government to supervise, monitor, and regulate educational institutions (School/Junior College) within the district, overseeing School Education, Intermediate Education.
10. “District Fee Regulatory Committee” means district body which regulates the fees in private unaided schools/Junior Colleges in their jurisdiction.
11. “District Fee Regulatory Officer” means an officer of the state government designated for implementation of the fee regulation in the district or allocated jurisdiction.
12. “Educational Institution” means any institution imparting education in Pre-Primary, Primary, Upper Primary, Secondary Level, and intermediate Education.
13. “Fees,” means the amount fixed as a Fee under Section 17 of this Act.
14. “Government” means the Government of Telangana;
15. “Guardian”, in relation to a student, means a person having the care and custody of that student and includes a natural guardian or guardian appointed or declared by a Court or a Statute;
16. "Junior Colleges" means, institutions comprising First Year and Second Year classes of Intermediate Education.;
17. “Management” means the managing committee or the governing body, by whatever name called, of a private institution (School/Junior College) to which the affairs of the said institution (School/Junior College) are entrusted, but does not include a manager and employees of the institution (School/Junior College).
18. “Minority educational institution” means any educational agency of which at least 2/3 members belong to a religious/linguistic minority and which has obtained a minority certificate from the Government
19. “Member” means a member of the Commission including the Chairperson
20. “Notification” means a notification published in the Telangana Gazette and the word “notified” shall be construed accordingly;
21. “Parent” means either the natural or step or adoptive father or mother or guardian of a student studying in the school;
22. “Parent-Teachers/Lecturers Association” means an association formed under Section 4 of the Telangana School Education Management (Community Participation) Act, 1998, or any other applicable Acts/Rules in their respective institutions (School/Junior College).
23. “Parent-Teachers Committee” means a Committee constituted under Sub Section 2 of Section 16 of this Act.
24. “Pre-primary schools” means schools which are classified as nursery, kindergarten, Montessori, and the like and who shall admit children in the age group of 3 to 5 years or 3 to 6 years;
25. “Prescribed” means prescribed by rules made by the Government under this Act;
26. “Primary education” means the education from first class to fifth class;
27. “Primary schools” means schools consisting of classes I to V and Nursery to class V or lesser than V class.
28. "Private School" means any primary school, upper primary school, secondary school, or Junior College established and administered or maintained by any person or body of persons and recognized by the competent authority under any law for the time being in force.
29. “Regulations” means regulation made by the Commission under this Act;
30. “Regulatory body” means any State or Central Regulatory Body set up for the purpose;
31. “Regulation Commission” means the Regulation Commission constituted under section 3 of this Act;

32. “Rules” means the rules made under the Act;

33. "School" means a pre-primary school, primary school, school imparting elementary education, secondary school, or junior college recognized by the Government and managed by any management and affiliated to any Indian or foreign course or Board, whether, partially aided, un-aided or permanently unaided, including the school run by the minority educational institution (School/Junior College) but does not, include a school imparting religious instructions only.

34. “Secondary schools (high schools)” means schools consisting of classes VI to X.

35. “Special Institution/Special School” means reformatory school, school for differently abled or other schools means for children with special needs; and includes any other type of special institution (School/Junior College) which may be notified as such by the Government;

36. “Student” means a person enrolled in the Educational Institutions for pursuing a course of study from Pre-Primary, Class I to X, intermediate education (XI and XII).

37. “Teacher” means any member of the teaching staff in an educational institution (School/Junior College) appointed to give instruction in that institution (School/Junior College);

38. “Upper Primary Schools” means schools shall consist of classes I to VII.

CHAPTER - II

Establishment of the Commission

3) Establishment of Commission

1. With effect from such date as the State Government may, by notification in the Official Gazette, appoint, there shall be an established Commission by the name of the Telangana Private Schools/Junior Colleges Fee Regulatory and Monitoring Commission.
2. The Commission shall be a body corporate having perpetual succession and a common seal and shall sue and be sued by the said name;
3. The headquarters of the Commission shall be at Hyderabad.

4) Composition of the Commission – The Commission shall consist of -

1. A Chairperson who is a Retired Judge of the High Court or Supreme Court or a retired officer from Indian Administrative Service.
2. A Vice Chairperson who is an eminent academician of National/State repute.
3. One Member who is an eminent Chartered Accountant or a person with over 20 years of experience in the field of Public Finance;
4. One Administrative Member who has extensive experience in administrative matters preferably a person belonging to the All-India Service, or a retired officer from School Education Department or Intermediate Education not less than Joint Director Cadre.

Such members must be of high integrity and of undoubted eminence in their fields;

5. There shall be a Director (Admin) not less than Joint Director in the government who shall administer day-to-day activities of the Commission who shall be appointed by the State Government in consultation with the Commission on such terms and conditions, as may be prescribed from time to time;
6. The Chairperson and members of the Commission shall be appointed by the State Government, for a period of three years or until he or she attains the age of 70 years, whichever is earlier:

   Provided that after the expiry of the term of the office, the Chairperson or the member, as the case may be, shall be ineligible for further employment or any assignment in any of the School or Higher Educational Institutions within Telangana State or their associate offices or companies within or outside Telangana State.

5) Selection of the members of the Commission - The Chairperson and members of the commission shall be appointed by the Government.

6) Vacancy filled by the Government – In the event of the occurrence of a vacancy in the office of the Chairperson by reason of his resignation, death

or otherwise, the State Government shall appoint the Chairperson immediately in accordance with the provision of the Act and till such time the Vice Chairperson shall officiate as the Chairperson of the Commission.

7) Resignation and Removal of members

1. Any member, by notice, in writing, addressed to the government may resign from office.
2. The State Government may, by order, remove from office, any member, in public interest.
3. No member shall be removed from office without giving such member an opportunity to defend himself.

8) Appointment of officers and other employees of the commission

To efficiently discharge its functions under the Act, the Commission shall engage such a number of officers and other employees as it may consider necessary, on duty from any government department.

9) General: -

1. The Chairman and other members of the Commission will be entitled to such emoluments as may be notified by the Government.
2. The Commission shall set up its office and plan their requirement for secretarial service, office assistance and the necessary infrastructure.
3. The Commissioner and Director of School Education shall provide necessary secretarial assistance to the said commission. The Chairman of the Commission will be entitled to perquisites, privileges, etc., as are applicable to a serving Judge of the High Court of Telangana. The payment of T.A and D.A etc. to the non-official members shall be as per TA rules of State Government employees.

CHAPTER - III

Powers and Functions

10) Powers and functions of the commission - The Commission shall take all such steps as necessary for ensuring fee regulation in private unaided schools /Junior Colleges for the purposes of performing its functions under the Act.

1. The Commission shall have the power to regulate and monitor the fees across all Private Unaided Schools and Junior Colleges in the State from preschool to 12th class and duly developing parameters of fee structure, irrespective of their Board of Affiliation (or Curriculum) including but not limited to CBSE, ICSE, IB, IGCSE and or any other Private School.
2. The Commission shall designate private unaided schools and Junior Colleges into various categories depending on following parameters like location, extent of land, magnitude of infrastructure, provision of extra-curricular activities, type of teachers, school head etc. to arrive at the maximum limit of fee for each category of schools. The school management shall fall under the category appropriate to their school and comply with the fee structure and quality and infrastructure standards.
3. The Commission will access and analyze the Automated Permanent Academic Account Registry (APAAR) data of the respective School or Junior College as part of its evaluation process. This data will be utilized to review fee proposals, verify compliance with regulatory guidelines, and address grievances related to fees, admissions, or other academic matters.
4. The powers and functions of the Commission shall be to adjudicate the dispute between the management and the parents, Parent-Teachers Association, Parent Teachers Committee regarding the fee to be charged by the school management from the students. The commission shall receive any grievances from parents or parent associations and take up inquiry and take necessary actions for its redressal.
5. The commission from time to time shall guide the District Fee Regulatory Committee in regulating the fees in Private Schools/Junior Colleges.
6. Whenever required, the Commission may hold public consultations with various stakeholders, including Private Education Institutions (School/Junior College) Management Associations, from time to time.
7. The Commission shall ensure redressal of grievances of students, teaching and non-teaching staff, parents and management in a time bound manner regarding the issues connected to any type of fee the schools are charging.
8. Wherever required, the findings of the Commission shall be communicated to appropriate authority for necessary action as per the provisions of law / Rules;
9. If any educational institution (School/Junior College) fails to comply with the directions issued by the Commission within a reasonable time, the Commission, after considering any reasons or causes, shall direct the concerned District Collector to take action in accordance with the provisions of this Act, ensuring strict compliance.

10. In specific circumstances, the Commission may authorize an officer not below the rank of Mandal Educational Officer or any other designated Department officer either from Education Department or an officer not less than tahsildar from revenue department to access any private school or its management's premises, if deemed necessary. The officer is empowered to search, inspect, and seize records, accounts, registers, or other relevant documents, including digital data, essential for resolving matters before the Commission. Further, the officer may seek assistance from the relevant authority to invoke the provisions of the Code of Bharatiya Nagarik Suraksha Samhita, in accordance with the Commission's instructions.

11. The Commission shall, for the purposes of any inquiry or proceedings under the Act, have the same powers as are vested in a civil court under the Code of Civil Procedure, 1908 [Central Act No.5 of 1908] in respect of the following matters, namely: -

    a. Summoning and enforcing the attendance of any person and examining him on oath;
    b. Discovery and production of any document or other material object producible as evidence;
    c. Receiving evidence on affidavits;
    d. Requisitioning of any public record;
    e. Issuing Commission summons for the examination of witnesses;
    f. Reviewing its decisions, directions and orders;
    g. Any other matters which may be prescribed;
    h. No order shall be passed by the Commission in the absence of the Chairperson. It shall not be called in question in any civil court.
    i. At the time of resolving the dispute, the Commission shall not grant an interim stay on the fee determined by the management. However, upon deciding the appeal, the Commission may order the digital refund of any excess fee paid by the student, parent, or guardian to the original source of payment. If the management fails to comply, the Commission shall direct the relevant authorities to recover the excess amount and ensure its reimbursement to the student in a time bound manner not more than 60 days.
    j. The Commission shall decide the appeal or reference as far as possible within the period of sixty days from the date of its filing after giving the opposite party an opportunity of being heard.
    k. The Commission shall, on determining the fee leviable by a private unaided school/Junior College, communicate its decision to the parties concerned.
    l. Every private unaided school/Junior College preferring an appeal before the Commission shall place the copy of the decision in appeal on its notice board, and on its website.
    m. The Commission shall indicate the different heads under which the fee shall be levied.
    n. The orders passed by the Commission shall be binding on the private unaided school/ Junior College.

12. The Commission has the authority to issue orders in any proceeding or hearing to ensure compliance, fairness, and transparency in the education system. These orders may cover fee regulation, grievance redressal, enforcement actions, and other relevant matters. All decisions shall be binding and enforceable, with necessary follow-up measures to ensure implementation.

13. The Commission may authorize any person, as it deems fit, to represent the interest of the students and parents in the proceedings before it.

14. All disputes under the Act shall be decided summarily in accordance with the provisions of Order XXXVII of the Code of Civil Procedure, 1908.

15. Notwithstanding anything in this Act, the educational institution (School/Junior College) shall be required to comply with all orders, rules, regulations, norms, etc., issued by the regulating bodies and provide all necessary facilities and assistance to these bodies to enable them to discharge their duties and functions.

CHAPTER - IV

Finance, Accounts and Audit

11) Payment to the Commission

The State Government may, after due appropriation made by the State Legislature by law on this behalf, pay to the Commission in each financial year such sums as may be considered necessary, not less than Rs. 10 crores for the performance of functions of the Commission under this Act.

12) Funds to the Commission

1. The Commission shall receive funds from the government, which will be at its disposal to cover its expenditures as prescribed under this Act.
2. The Commission may spend such sums as it thinks fit for performing its functions under this Act, and such sums shall be treated as expenditure payable out of the Fund of the Commission.

13) Budget

The Commission shall prepare, in such form and at such time each year as may be prescribed, a budget in respect of the financial year next ensuing showing the estimatedreceipts and expenditure, and copies thereof shall be forwarded to the State Government.

14) Accounts and Audit of the Commission

1. The Commission shall maintain its accounts in such form and in such manner as may be prescribed.
2. The accounts of the Commission shall be audited annually by the Comptroller and Auditor General of India.
3. The annual accounts of the Commission together with the audit report thereon shall be forwarded to the State Government, the Government shall cause the same to be laid before the State Legislature and shall also forward a copy of the audit report to the Commission for taking suitable action on the matter arising out of the audit report.

15) Annual Report

The Commission shall, as soon as, may be, after the end of each financial year, prepare and submit to the State Government, before such date and in such form as may be prescribed, a report giving an account of its activities during the previous year and the State Government, shall cause every such report to be laid before the Legislature of the State as soon as may be, after its receipt.

1. The Commission shall send a copy of the audited annual accounts of the Commission to the State Government every year, and the State Government shall cause such audited accounts to be laid before the Legislature of the State.

CHAPTER - V

Prohibition on collection of excess fee and determination of fee

16) Prohibition on Collection of Excess Fee - Notwithstanding anything contained in any other law for the time being in force, no school either itself or on its behalf shall collect any fee in excess of the fee fixed by the commission under this Act.

17) Parent-Teachers Association

1. Every Private School /Junior College shall constitute the Parent-Teachers Association:
   a) The Parent-Teachers Association shall be formed by the head of the school/Junior College within fifteen days from the beginning of each academic year. Every teacher of the school/ Junior College and parent of every student in the School/Junior College shall be a member of the Parent-Teachers Association.
   b) On formation of the Parent-Teachers Association, a lottery shall be conducted by drawing a lot of the willing parents to constitute the School /Junior College Level Parents Teacher Association Committee and a notice of one week before such lottery shall be given to the member of the Parent-Teachers Association.
   c) The Parent-Teachers Association shall have a minimum six general meetings. The first meeting should be held before the 15th of August of every year. The procedure to be followed for conducting the meeting of the Parent-Teachers Association shall be such as may be prescribed. The Parent-Teachers Association shall discharge such duties and perform such functions as may be assigned to it under this Act and as may be prescribed.
2. The Parent-Teacher Committee shall consist of:
   a) Representative of the management of Private Unaided school/Junior College Nominated by such management-Convenor
   b) Head Master/Principal of the private unaided school /Junior College -Secretary
   c) Two (2) Teachers Nominated by the Management of private unaided school/Junior College Member
   d) Five (05) Parents from Parent -Teachers Association (Two should be Women and One from Minorities) -Member
3. The list of members of the Parent-Teachers Association Committee shall be displayed on the notice board and should upload as well in the website of their respective school within a period of seven days from formation of the School /Junior College Level Fee Committee and copy thereof shall forthwith be forwarded to the District Educational Officer concerned.
4. The Parent-Teacher Committee may approach the commission for any grievances relating to the fees and not complying with the provisions of this act.
5. The term of the parent members of the Parent-Teacher Committee shall be for one academic year after which they will be ineligible to hold the same position.

6. The Parent-Teacher Committee shall meet at least once in three months. The procedure to be followed for conducting the meeting of the Parent-Teacher Committee shall be transparent with minutes of meeting recorded and should be displayed in the school/Junior College website.

18) Classification of Private Unaided School / Junior College Fee structure (Class-wise)

1) The Commission shall identify and classify private unaided schools and Junior Colleges into six to ten categories based on factors such as : location of the school/institution (urban, rural, GHMC, Financial district, municipal corporation etc), nature and quality of infrastructure, type and qualifications of teachers and school heads any other relevant parameters as determined by the commission. Fees should be commensurate with the facilities provided by the institution, which will be fixed by the commission. While determining the upper fee limits due consideration shall be given to cost of infrastructure, human resources expenses and other recurring operational costs. The upper limit of fee chargeable shall be notified by the commission. The same notification shall be put in public domain in Education department's website as well as commission's website. Further, the Commission shall regulate the fees and address related grievances and issues. The upper limits class-wise category of schools wise will be communicated to District fee regulatory officer / District Collector for implementation. The fees charged shall be classified as follows:

2) Mandatory Fee:

   a) Admission Fee: There cannot be an admission fee or a one-time fee as it is intra contrary to the Capitation Act 1983 which says that no schools /colleges shall collect any amount under the admission fee.

   b) Tuition Fee: Tuition fees will be categorized each academic year under a single annual recurring fee.

      Tuition fee is the amount charged for providing academic instructions to students. It is a recurring fee that covers the cost of teaching-related academic activities, resources such as laboratories, libraries, and technology infrastructure; recurring expenses such as utilities, maintenance of school, and co-curricular activities.

3) Optional fee: Fees shall only be charged for optional activities, such as high-cost sports and games like swimming, lawn tennis etc. The management of a private school shall not compel any parent to treat these activities as mandatory.

Various fee payable for optional activities and facilities provided by the school including but not limited to the following:

- **Transport facility**
- **Boarding facility**
- **Mess or dining facility**
- **Excursions, etc.**

The Commission shall fix the upper limit for transport facilities based on provision of AC, distances.

4) No private school shall do business like selling school uniforms, text books, stationery etc. to the students and parents.

5) No fee shall be collected in the name of donation fee, building fee, building maintenance fee, books fee, uniform fee, etc. apart from the tuition fee. No school itself or on its behalf for admission shall collect any donation or capitation fee under any name whatsoever, or receive or get deposited under any name related to the school management, school trust, or any company, or any trustee or a member of the school.

6) No Private Unaided School /Junior College shall operate under a lease or franchise from any chain of educational institutions (School/Junior College). This amounts to doing direct business which is not according to the Constitution of India

7) Certain private schools satisfying the following criteria shall be exempted from the provisions of this Act

a) Schools located in the lands whose value is more than Rs 20 crores per acre as per govt records

b) Having land not less than 5 acres

c) Having building area not less than 2 lakh sq ft

d) Satisfying all the above three criteria

19) District Fee Regulatory Committee:

1) District Fee Regulatory Committee shall be constituted. The District Fee Regulatory Committee (DFRC) shall be composed of: a) The District Collector, b) The District Educational Officer, c) The District Treasury Officer/District Audit Officer/Pay and Accounts Officer. The DFRC shall be responsible for receiving proposals from schools, scrutinizing them in accordance with the Commission's directives, and approving the upper limit of fee structure for all private unaided schools within the respective district. The District Collector is designated as District Fee Regulatory Officer.

2) The management of every private school shall submit the proposed fee structure for the ensuing academic year with such documents and accounts as may be prescribed.

3) Within 90 days of commencement of this Act, all private schools shall submit the audited accounts of the preceding three years in such manner as may be prescribed.

4) The District Fee Regulatory Committee shall act upon the instructions of the Commission and implement them concerning fees in Private Schools /Junior Colleges, in accordance with the powers and functions granted to the Commission under this Act. The school shall submit a proposal to the DFRC well in advance i.e., at least 3 Months before beginning of the admission process for approval.

5) The District Committee for Regulation Fee and Related Issues may inspect the accounts of such private school whose excess of annual receipts over expenditure as per its audited accounts is less than 10%.

20) Mandate of Website: Every Private School /Junior College should have its own website as mandate and display the following:

1. The procedure for collecting fees in a School /Junior College shall be open, transparent, and accountable by displaying and uploading the fee structure classified under Section 17 of this Act.

2. The website should also have the details of School/College Recognition/Affiliation orders, teacher's/Lecturer's Name, qualifications, subject-wise teachers list, salaries, class-wise, Medium-wise strength etc.

3. It should also upload with photographs of academic facilities such as class rooms, library, labs, and computer labs, and other extracurricular activities details like music room, playground, theatre arts, dance room, sports, games, indoor sports, campus landscape etc

4. The school shall upload the audited balance sheet of the previous three financial years.

21) Factors for Determination of Class-wise Fee

The following factors shall be considered by the Commission while deciding the fee for the private unaided schools, namely:

1. The location of the School/Junior College. The cost and extent of the land where the school is located.

2. Expenditure involving payment of salaries and other benefits to the staff.

3. Reasonable amount for yearly salary increments.

4. Expenditure related to rent payments shall not exceed the prescribed government norms for the building occupied by the institution (School/Junior College), as well as for the upkeep of the building.
5. Expenditure on utilities such as electricity, water charges, and internet charge etc.
6. Expenditure involving office requirements such as stationery, stamps etc.,
7. Expenditure involving class room needs like chalk, dusters, digital content, etc.
8. Expenditure involving purchase of books for the library and consumables like chemicals and specimens for the laboratory, Computers Lab etc.
9. Expenditure involving payments to the Auditors engaged for auditing the accounts.
10. Reasonable revenue surplus for the purpose of development of education and expansion of the school.
11. Facilities made available by the school under e-governance i.e., hardware and software facilities.
12. Strength of students.
13. Other facilities made available to students such as Tennis courts, swimming pool, horse riding, shooting, archery and performing art etc.,
14. Provision of meal or snacks.
15. Any other factor submitted by the management before the Commission.

22) Procedure for collection of fees

The procedure for collecting fees in a recognized school, as approved by the DFRC, shall be open, transparent, and accountable. Fees may be collected on a monthly or quarterly basis, depending on the convenience of the parent. Payments must be made through DD, RTGS, NEFT, or any other digital payment method. The school management is required to upload the receipt of the fee payment on the school's website. No cash payments shall be accepted for any type of fees by the school management. The fee should be accepted through bank account. Receipt should be given to parent/guardian for every payment.

23) Cap on fee increase

1. A Private School /Junior College may revise its fees biannually, with an increase based on the Consumer Price Index, up to the maximum applicable for a student in that grade/class, provided it does not exceed the prescribed fee for each category.
2. For every two years, the fee structure can be revised by the Commission.
3. The fee structure fixed by the Commission is applicable to all the private unaided schools of Telangana, and no school management shall collect the fees beyond the given fee structure of the Commission and should not violate the rules.

24) Extension of benefits to students who lost an earning member of the family

The students, whose father or earning member dies during their study in an Unaided Educational Institution (School/Junior College), shall not be compelled to leave the institution (School/Junior College) on account of non-payment of fee or funds and such students shall not be charged any fee till the completion of that academic year.

25) Protection of action taken in good faith:

No suit, prosecution or other legal proceeding shall lie against the Chairperson or member of the District or the State Committee for Regulating Fee and Related Issues, for any order made by it or in respect of anything done in good faith or intended to be done under this Act and the rules made thereunder.

CHAPTER - VI

Regulation of accounts and Maintenance of Records

26) Maintenance of records

The private schools shall maintain the records in such manner as may be prescribed by the government. The Commission shall make recommendations to the Government.

CHAPTER - VII

Offences and Penalties

27) Offences and Penalties:

1. The Commission may, for the contravention of any provision of the Act or other relevant Acts / Rules or Regulations recommend the appropriate authority for imposing penalties made there under, or by directions impose appropriate penalty.
2. In case of grave violations, the Commission shall direct the appropriate authority to withdraw the affiliation or recognition of such institution/s (School/Junior College).
3. In case of any violation of the provisions of this Act, the school management shall in addition to refund of twice the amount of fee to the parents or guardians or to the person who has made payment be liable:
   a) To pay fine this shall be up to five lakh rupees for the first offence.
   b) To pay fine which shall not less than five lakh rupees but which may extend to ten lakh rupees, for the second offence and
   c) For cancellation of withdrawal or recognition/affiliation/no objection certificate of the school, on third and subsequent offence.

CHAPTER - VIII

Miscellaneous

28) Power to issue directions

1. The State Government may issue to any school such general or special directions consistent with the provision of this Act and the rules made thereunder as in its opinion are necessary or expedient for carrying out the purposes of this Act or for giving effect to any of the provisions contained therein or in any rules or orders made thereunder and the management of the school shall comply with every such direction.
2. The State Government shall be empowered to seek a review of any of the decisions of the Commission, for reasons to be recorded in writing.
3. The State Government can revise and modify the order of the Commission through speaking order in public interest.

29) Power to make rules

1. The State Government may, by notification in the Telangana Gazette, make rules for carrying out all or any of the purposes of this Act.
2. Every rule made under this Act shall, immediately after it is made, be laid before the Legislature of the State, if it is in session and if it is not in session, in the session immediately following for a total period of fourteen days which may comprise in one session or in two successive sessions and if, before the expiration of the session in which it is so laid or the session immediately following, the Legislature of the State agrees in making any modification in the rule or in the annulment of the rule, the rule shall, from the date on which the modification or annulment is notified, have effect only in such modified form or shall stand annulled as the case may be, however, that any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule.

30) Power to remove difficulties

1. If any difficulty arises in giving effect to any of the provisions of this Act, the State Government may as occasion arises, by an order published in the Telangana Gazette do anything not inconsistent with the provisions of this Act which appears to it to be necessary or expedient for the purpose of removing the difficulty:

   Provided that no such order shall be made after the expiry of a period of two years from the date of commencement of this Act.
2. Every order made under sub-section (1) shall be laid as soon as it is made, before the State Legislature.

31) Act to have overriding effect

The provisions of this Act shall have effect notwithstanding anything inconsistent therewith contained in any other law for the time being in force or in any instrument having effect by virtue of any law other than this Act.

Annexure II

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The Telangana Public Schools (Establishment, Management and Monitoring) Draft Bill, 2026

An Act to provide for the establishment, management and monitoring of the Telangana Public Schools across Telangana with a focus to improve the standard of public education across the state that can serve as models of excellence.

AND WHEREAS, the Government of Telangana is committed to strengthen public education in the state providing students with better access to quality education promoting enrolment and retention with an emphasis on equity, modernity, accessibility, quality, and school infrastructure;

AND WHEREAS it is expedient to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, in line with the United Nations Sustainable Development Goal 4 (SDG 4);

AND WHEREAS, in the context of the education system's rapid evolution, it is crucial to carry out changes to public schools with respect to academic requirements, teaching methods, supervision, curricula, courses of study, examination systems, teacher training, school management, community involvement, and teacher competencies in schools. This situation necessitates creation of a new brand of 'Telangana Public Schools' under a new legislative framework to meet the needs of the time.

AND WHEREAS, the Telangana Government seeks to uphold the constitutional mandate for free and compulsory education, ensuring universal and equitable access to high- quality, integrated institutions from pre-primary to 12th class. The proposed regulatory framework provides for the establishment, maintenance, and monitoring of Telangana Public Schools, covering standards, stakeholder duties, community participation, teacher competencies, and effective inspection and oversight.

Be it enacted by the Legislature of the State of Telangana in the Seventy-Sixth Year of the Republic of India, as follows:

CHAPTER - I

Preliminary

1. Short title, extent and commencement

(1) This Act may be called the Telangana Public Schools (Establishment, Management and Monitoring) Act, 2025.

(2) It extends to the whole of the State of Telangana.

(3) It shall come into force on such date as the State Government may, by notification in the Telangana Gazette, appoint.

2. Declaration:

It is hereby declared that this Act is for giving effect to the policy of the State towards securing the principles laid down in Part IV under Article 41, Article 45 and Article 46 read with Article 21A of the Constitution of India.

3. Definitions

In this Act, unless the context otherwise requires :

(a) "children with special needs" shall have the same meaning as assigned to it in clause (a) of section 17 of the Rights of Persons with Disabilities Act, 2016 (Act No. 49 of 2016);

(b) "co-located" means two or more legally distinct schools or junior colleges sharing the same campus, building, or contiguous premises, including shared facilities, while maintaining independent academic governance, student enrolment, faculty, and institutional identity;

(c) "cluster" means a geographical demarcation created for the purpose of establishment of Telangana Public Schools.

(d) "Community Mobilization Officer" means a sectoral officer appointed to support schools in promoting community participation in various initiatives within the school;

(e) "District" means a School district ;

(f) "District Educational Officer" shall have the same meaning as assigned to it in clause (15) of section 2 of the Telangana Education Act,1982 (Act No.1 of 1982); (g) "Government" means the State Government of Telangana;

(h) "green- field" means a project involving the creation of new infrastructure where no prior facility or structure exists, and which is not an upgrade, expansion, or rehabilitation of an existing facility;

(i) "high school" means the advanced stage of school education from 6th grade to 10th grade.

(j) "junior college" shall have the same meaning as assigned to it in clause (9) of section 2 of the Telangana Intermediate Education Act (Act No. 2 of 1971);

(k) "Mandal" shall have the same meaning as assigned to it in clause (21) of section 2 of the Telangana Panchayat Raj Act, 2018 (Act No. 5 of 2018);

(l) "Mandal Educational Officer" means the officer referred to in clause (ix) of sub- section (1) of section 9 of the Telangana School Education Management (Community Participation) Act, 1998 (Act No. 13 of 1998);

(m) "multi- grade teaching" means an arrangement in which a single teacher is required to manage two or more grades simultaneously;

(n) "Municipalities" shall have the same meaning as assigned to it in clause (38) of section 2 of the Telangana Municipalities Act, 2019 (Act No. 11 of 2019);

(o) "Pre primary" means the stage of education providing early childhood education to children prior to the commencement of elementary education , generally covers the age group of children from 3 to 6 years

(p) "prescribed" means prescribed by rules, regulations or frameworks made under this Act.

(q) "primary" means the starting stage of elementary education from grade one to grade five.

(r) "school" means Telangana Public School.

(s) "School Development and Management Committee" means a multi-stakeholder committee constituted under section 13 of this Act.

(t) "State" means the state of Telangana;

(u) "upper primary" means the advanced stage of elementary education from grade six to grade eight or grade 1 to grade 8

(v) "Zilla" shall have the same meaning as assigned to it in clause (50) of section 2 of the Telangana Panchayat Raj Act, 2018 (Act No. 5 of 2018);

CHAPTER - II

Establishment of Telangana Public Schools

4. Rationale and Objectives for Establishing Telangana Public Schools

The following shall be the objectives behind the establishment of Telangana Public Schools namely:

(a) to upgrade, strengthen and establish a network of high-standard government educational institutions across the State that serve as models of excellence and ensure efficient utilisation of public resources delivering measurable educational outcomes and long term value for public money;

(b) to improve overall learning outcomes, enhance instructional quality, and increase government school enrolment across the State of Telangana;

(c) to provide easy public accessibility to schools offering a continuous educational pathway from Pre-Primary to twelfth grade level;

(d) to create hubs of comprehensive learning by providing access to qualified teachers, optimal teacher deployment, reduced teacher and student absenteeism, maximised instructional time, dignified quality infrastructure, digital learning environments, well- equipped laboratories, extensive sports facilities, and specialised dignified support for students with special needs;

(e) to provide exposure to quality learning materials and trained teachers to strengthen communication skills, confidence, and academic competence among students;

(f) to groom a generation of students proficient in both Telugu and English;

(g) to improve student retention, health, and nutrition through the provision of nutritious meals prepared in hygienic kitchens following safe food preparation practices;

(h) to ensure access to safe, reliable, and accessible transportation facilities for students;

(i) to create a school environment that fosters professional collaboration, teacher accountability, peer learning, performance monitoring, and continuous capacity- building;

(j) to establish centers of learning equipped with modern infrastructure, laboratories, libraries, and digital tools that enhance teaching effectiveness and student engagement;

(k) to provide students with adequate sports and physical education infrastructure to promote physical fitness, discipline, and healthy living;

(l) to eliminate multi-grade teaching practices by ensuring adequate staffing and appropriate class-wise teacher deployment;

(m) to create a robust institutional framework and digital systems to monitor, evaluate, and continuously improve school performance and student learning outcomes;

(o) to provide schools with access to improved sanitation infrastructure, hygienic toilets, and uninterrupted access to clean and safe drinking water;

(p) to ensure implementation of targeted interventions and clustering strategies that create and sustain centers of excellence across the State;

(q) to enable equal opportunities for learning, growth, and holistic development for all students across the State, regardless of socio-economic background;

(r) to ensure comprehensive safety and security within school campuses through secure infrastructure, supervision, and child protection mechanisms;

(s) to mould a generation of civic conscious citizens and leaders from Telangana; and

(t) to pursue any other objectives as may be prescribed by the Government of Telangana for the improvement of Telangana Public Schools.

5. Establishment criteria

(1) The Telangana Government shall, in accordance with the criteria specified in sub- section (2), establish at least one Telangana Public School in every Mandal across the state.

(2) The number of Telangana Public Schools notified in each Mandal under sub-section (1) shall be based on the following criteria:

(a) A minimum of one Telangana Public School shall be established in Mandals having a population of 20,000;

(b) A minimum of two Telangana Public Schools shall be established in Mandals having a population of 40,000;

(c) A minimum of three Telangana Public Schools shall be established in Mandals having a population of 60,000;

(d) A minimum of four Telangana Public Schools shall be established in Mandals having a population of 80,000; and

(e) A minimum of five Telangana Public Schools Telangana Public School shall be established in Mandals having a population of 100,000.

6. Establishment process

(1) The Telangana Government shall, by notification, identify and upgrade existing co- located or large-capacity government schools with adequate land and infrastructure as Telangana Public Schools. Under exceptional situations, green field Telangana Public School project shall be taken up. The procedure for green field projects will be prescribed by the State Government.

(2) The Telangana Public Schools established shall be equipped with high standard dignified infrastructural facilities designed to provide an optimal and accessible learning and teaching environment.

(3) For the purposes of this Act, within the Telangana Public Schools notified, all co- located schools and government junior colleges in the same premises shall come under a single administration to constitute the Telangana Public School.

(4) For the purposes of assessing the infrastructure requirements of the Telangana Public Schools notified under this section, the teams constituted and headed by the District Collector and the District Educational Officer shall be responsible for the Public Schools notified within their respective administrative jurisdictions and shall, on completion of such assessment, submit the estimated budget required for any new constructions to the State Government as maybe prescribed.

(5) The State Government shall establish Telangana Public Schools in a phased manner and shall ensure that adequate Telangana Public Schools shall be established in every mandal across the State within a period of eight years from the commencement of this Act.

7. Infrastructure facilities

(1) A Telangana Public School, established under this Act, shall have the following infrastructure facilities:

(a) The school shall be established on a minimum of four acres of land and shall include strong compound walls with safety measures in addition to landscaping of the campus, and a dedicated space for education;

(b) Each grade shall have a separate classroom, with a maximum of twenty students for Pre-primary, thirty for Primary, and forty for High School, and all classrooms shall be adequately ventilated, illuminated, and furnished;

(c) Each classroom and laboratory shall be equipped with tools for digital and interactive learning;

(d) The school shall maintain laboratories for Computer, AI, English, Mathematics, Physics, Chemistry, Botany, Zoology, and vocational and skill development, to promote the academic, technical, and entrepreneurial skills of students;

(e) The school shall provide two libraries, one for primary students and one for higher grades, containing books, newspapers, magazines, and furniture suitable for reading and study;

(f) The school shall maintain administrative facilities, which shall include a chamber for the Head of the School, separate Headmaster rooms for Primary, Secondary, and Intermediate levels, an appropriate office for supporting staff, an examination department, store rooms for Primary and High School, and a fixed public address system with mobile microphones for teachers;

(g) Separate staff rooms for male and female teachers shall be provided at the primary, secondary and Intermediate levels, each with attached toilet facilities;

(h) The school shall maintain health, safety, and security measures, which shall include a health room with provision for a girls' sick area, barrier-free access for Children With Special Needs to classrooms, toilets, dining areas, and play areas, the installation of Closed Circuit Cameras in classrooms and other strategic locations, and the provision of a watchman's quarter within the campus;

(i) The school shall provide clean and hygienic toilets for boys and girls with 24x7 running water, and at least one water closet in each toilet block accessible for Children With Special Needs. Arrangements for easy access to menstrual health products shall also be made;

(j) The school shall maintain a modern kitchen and storeroom and also ensure supply of safe drinking water using RO or other appropriate technology;

(k) A multipurpose dining hall shall be provided and designed for use as a dining area, and indoor games facility, and a venue for school meetings;

(l) Pre-primary and primary students shall have an activity room, an outdoor and indoor play area with necessary infrastructure and play equipment;

(m) Outdoor sports facilities for High School students shall include dedicated facilities for different games including cricket/Football, badminton, Volleyball, Basketball, Badminton, Kho-Kho, and athletics track with appropriate infrastructure and equipment;

(n) Indoor games facilities shall be available for all grades with games including Chess, Caroms, Table tennis;

(o) The school shall maintain examination and special learning facilities including an examination branch, special learning room for Children With Special Needs students, and a counselling room with a specially appointed counsellor;

(p) Multipurpose activity rooms shall include a games room, arts and crafts room, and music room;

(q) The school shall provide outdoor classrooms and amphitheatre-style seating for interactive and open-air learning activities;

(r) The school shall display attractive paintings and art installations across the campus to enhance the aesthetic environment;

(s) The school shall ensure availability of internet connectivity throughout the campus to facilitate digital learning and administration; and

(t) All facilities shall be designed to allow multipurpose use, provided that dining halls and indoor areas may be used for meetings, indoor games, cultural activities, and other educational purposes.

(2) All authorities under this Act shall have the responsibility to ensure compliance with the provisions of this section.

CHAPTER - III

Monitoring and Management Authorities

8. Establishment of a State Public School Monitoring Committee

(1) The State Public School Monitoring Committee shall consist of the following members, namely:

(a) the Chief Minister of Telangana, who shall be the Chairperson, ex officio;

(b) Minister for School Education, Vice-Chairperson, ex officio;

(c) The Secretary to Government incharge of School Education, ex officio-Convenor ;

(d) Secretaries to the Government incharge of Social Welfare, Tribal Welfare, Minorities Welfare, Children, Higher Education and Skilling, ex officio;

(e) The Advisor in-charge of School Education to the State Government, Telangana, ex officio;

(f) Deputy Commissioner of Kendriya Vidyalaya Sangathan, Hyderabad Region, ex officio;

(g) Director/Commissioner of School Education ex officio;

(h) Director of the State Council of Educational Research and Training, Telangana, ex officio;

(i) Two reputed representatives from civil-society organisations having knowledge and practical experience in the field of school education and child development;

(j) three parent members shall be appointed from the School Development and Management Committees established in Telangana Public Schools, comprising at least two women, with one parent each representing students from primary, upper primary, and high school levels, respectively; and

(2) The members of the State Public School Monitoring Committee falling under items

(i) and (j) of sub-section (1) shall be nominated by the Government.

(3) The term of office of the 'members of State Public School Monitoring Committee, other than ex-officio members' shall be three years from the date of order notifying their appointment as members.

(4) The State Public School Monitoring Committee constituted under sub-section (1) shall meet at least thrice annually.

(5) The Commissioner and Director of School Education shall provide necessary secretarial assistance for the State Public School Monitoring Committee.

9. Powers and functions of the State Public School Monitoring Committee The State Public School Monitoring Committee shall:

(a) monitor the implementation of this Act and the associated delegated legislation in the State;

(b) track and review the progress of upgradation of Telangana Public Schools, including new infrastructure, staffing, technology integration, and readiness for academic operations;

(c) assess reports submitted to the Government by officers like Joint Directors/Director of School Education of the State Government, entrusted with the task of supervision of the school education;

(d) ensure equitable and uniform academic standards across Telangana Public Schools through assessments of audit reports;

(e) assess the of outcomes of meetings of District Public School Monitoring Committees;

ensure coordination among departments and agencies engaged in teacher education, educational technology, inclusive education, and skill development for coherent policy implementation across all Telangana Public Schools;

(f) encourage community participation in all aspects of school functioning, ensuring that every Telangana Public School embodies principles of inclusion, sustainability, and participatory governance;

(g) promote and undertake research and development for improvement and innovation in the pedagogy employed across all Telangana Public Schools;

(h) advise on matters relating to the quality of instruction, curriculum, syllabus, pedagogy, assessment, and other academic matters, ensuring alignment with contemporary educational standards and holistic, student-centred education;

(i) recommend suggestions for curriculum and learning resources, incorporating digital literacy, environmental sustainability, gender sensitivity, and constitutional and civic values;

(k) recommend initiatives to equip students towards competencies such as critical thinking, creativity, collaboration, communication, and ethical reasoning;

(l) Assess initiatives towards promotion of universal vocational education, fine arts, sports, and life-skills education as essential components of school learning;

(m) promote continuous professional development of teachers and school leaders through structured training, mentoring, and exposure to innovative pedagogies and digital platforms;

(n) to discuss emerging best practices globally and from Telangana Public School that could be replicated in all Telangana Public Schools;

(o) to explore and establish Telangana Public School collaborations with national and international institutions in the field of education;

(p) to act as a clearing house for ideas and information relating to reforms and development of Telangana Public Schools in the State; and

(q) any other duty or function as may be assigned to it by the State Government.

10. Staff of the State Public School Monitoring Committee

For efficiently discharging the functions of the State Public School Monitoring Committee under the Act, the State Government shall appoint such officers, consultants and employees, as it considers necessary.

11. Establishment of District Public School Monitoring Committee

(1) District Public School Monitoring Committee shall be constituted in all the districts with the following members, namely:-

(a) The Collector of the District, who shall be Chairperson, ex officio;

(b) Five elected representatives of the Municipal/Zilla/Mandal bodies nominated by the State Government representing the constituencies within the district;

(c) Two representatives from civil-society organisations within the district having knowledge and practical experience in the field of school education and child development;

(d) Two Head of the Schools of TPSs working in the district

(e) Three parents from the Parent-Teachers Associations of TPSs within the district ;

(f) District Educational Officer shall be the Member Convenor.

(2) The members of the State Public School Monitoring Committee falling under items (c),(d), (e) and (f) shall be nominated by the Collector.

(3) The term of office of the 'members of District Public School Monitoring Committee, other than ex-officio members' shall be three years from the date of order notifying their appointment as members.

(4) The District Public School Monitoring Committee constituted under sub-section (1) shall meet at least once every two months.

(5) The quorum of the meeting of the State Public School Monitoring Committee will be half of its members.

(6) The District Educational Officer and their office shall provide necessary secretarial assistance for the District Public School Monitoring Committee Meetings.

(7) Mandal Education Officers and Community Mobilisation Officers shall, when required, present the progress of the Telangana Public Schools within their respective jurisdiction.

12. Powers and functions of the District Public School Monitoring Committee The District Public School Monitoring Committee shall :

(a) monitor and assess the implementation of this Act in the District;

(b) track and review the progress of upgradation of Telangana Public Schools across all mandals, including new infrastructure, staffing, technology integration, and readiness for academic operations;

(c) assess action taken by School Development and Management Committee on the feedback by inspecting officials;

(d) ensure strict compliance of the recommendations made State Public School Monitoring Committee and orders given by the government in all Telangana Public Schools in the District

(e) Ensure equitable and uniform academic standards across Telangana Public Schools through assessments of audit reports.

(f) ensure coordination among departments and agencies engaged in teacher education, educational technology, inclusive education, and skill development for coherent policy implementation across all Telangana Public Schools;

(g) encourage research, innovation, and community participation in all aspects of school functioning, ensuring that every Telangana Public School embodies principles of inclusion, sustainability, and participatory governance; and

(h) any other duty or function as may be assigned to it by the State Government.

13. Constitution of School Development and Management Committee

(1) Community Mobilisation Officer shall facilitate the constitution of School Development and Management Committee, for effective setting up, execution and maintenance of the Telangana Public Schools, consisting of parents of students admitted in such schools and Head of the School (TPS) as Convenor .

(2) The School Development and Management Committee shall consist of:

(a) Thirty members, where the Telangana Public School has classes up to the intermediate level; and

(b) Twenty-six members, where the Telangana Public School has classes up to class 10.

(c) The members of the School Development and Management Committee shall be parents of children studying in the school, two from each grade.

(d) In the case of a School Development and Management Committee consisting of thirty members, at least sixteen members shall belong to the Backward Classes including religious minorities, at least five members shall belong to the Scheduled Castes and at least two members shall belong to the Scheduled Tribes.

(e) In the case of a School Development and Management Committee consisting of twenty-six members, at least fourteen members shall belong to the Backward Classes including religious minorities, at least four members shall belong to the Scheduled Castes and at least two members shall belong to the Scheduled Tribes.

(f) The Headmaster or the Head of the Telangana Public School shall be the Convenor of the School Development and Management Committee, and all Heads of Departments the school shall be members of the Committee.

(g) Not less than two-thirds of the parent members of the School Development and Management Committee shall be women and, all such women members except one or two shall also be members of Self-Help Groups.

(h) School Development and Management Committee must be reconstituted every two years retaining at least one-third of the existing members.

14. Process of selection of Parent members in the committee

The Community Mobilisation Officers shall convene a meeting of all parents of children studying in the school, and shall facilitate the constitution of the School Development and Management Committee through a voluntary or voting process, as situation demands in the general body with all parent members of all the students convened for this purpose through wide publicity .

CHAPTER - VI

Duties of Authorities and Stakeholders

15. The Director of School Education shall :

(1) Track the progress of establishment of schools and the implementation of the Act.

(2) Track the academic progress of all the TPSs in the state excel and ensure that the schools will achieve the set goals and outcomes

(3) Visit at least two Telangana Public Schools per month.

(4) Issue guidelines necessary for the hiring of additional teaching and non-teaching staff on a contractual basis from the local neighbourhood where Telangana Public School is located.

(5) Ensure to run the all the TPS s in the state smoothly as per the TPS manual

(6) Any other duty or function as may be assigned to it by the State Government.

16. Duties of District Collector the District Collector shall :

(1) Be responsible for identifying and designating Government schools within the district as Telangana Public School considering the following factors namely:

(a) Presence of existing Zilla Parishad High Schools or Model Schools that are co- located with primary or upper primary schools in the same campus and possess a minimum contiguous land area as prescribed.

(b) Maximise accessibility, a minimum distance between any two established Telangana Public Schools, as prescribed, shall be maintained.

(c) Foster synergistic educational hubs and shared resources, proximity with other prominent governmental schools shall be considered.

(d) Schools demonstrating a substantial existing foundational infrastructure including functional classrooms that could be efficiently upgraded and expanded.

(2) Be the nodal in-charge person for the recruitment process at Telangana Public Schools within the district.

(3) Lead the panel consisting of District Educational Officer and School Development and Management Committee constituted to appoint Head of the School and Heads of the Telangana Public Schools departments.

(4) Lead the team consisting of District Educational Officer, Mandal Education Officers, HOS and School Development and Management Committee in hiring of additional staff from the local neighbourhood.

(5) Lead a team comprising the District Educational Officer and other members in conducting an infrastructural need analysis of existing infrastructure and in preparing budget estimates for new constructions and upgradation for Telangana Public Schools.

(6) Guide the district team in submitting budget estimates to the state Government based on infrastructural need analysis, for establishing Telangana Public Schools in the selected schools of the district

(7) Visit four Telangana Public Schools every month within the district frequently to track the progress of establishment of schools and the implementation of the Act.

(8) Facilitate the bus operators to access bank loan and subsidy from govt and establish school buses system for all TPSs in the district ensure to run the all the TPS s in the district smoothly as per the TPS manual

(9) Any other duty or function as may be assigned to it by the State Government.

17. Duties of District Educational Officer

The District Educational Officer shall :

(1) Assist the District Collector in conducting infrastructural need analysis of the existing infrastructure and in preparing budget estimates for new constructions and upgradation for Telangana Public Schools.

(2) Participate in the panel consisting of District Collector, Mandal Education Officer and School Development and Management Committee constituted to appoint Head of the School and Heads of the Telangana Public Schools departments.

(3) Work with District Collector, Mandal Education Officer and School Development and Management Committee in hiring of additional staff from the local neighbourhood.

(4) Visit at least six Telangana Public Schools in the district every month to track the progress of upgradation and the implementation of the Act.

(5) During the visits, shall focus specifically on the standard of hygiene during food preparation and ensuring adherence to approved menu.

(6) Ensure to run the all the TPS s in the district smoothly as per the TPS manual

(7) Any other duty or function as may be assigned to it by the State Government.

19. Duties of Inspecting Officers

(1) The inspecting officials including Director of School Education, District Collector, District Educational Officer and Mandal Education Officer shall monitor and provide written feedback on the following key aspects:

(a) Assessment of student enrolment and trends;

(b) Review of attendance of students, teachers, and other staff;

(c) Checking adherence and quality assurance in the nutritious meals prepared for students assess basic infrastructure facilities and identify areas requiring improvement;

(d) Inspection of sanitation and drinking water facilities;

(e) Observation of classroom teaching and learning practices to assess teaching learning quality, usage of learning materials, lesson plans and information technology tools;

(f) Observe the assessment trend and results of the school and enquire on the identified gaps in performance;

(g) Enquire about the frequency of School Development and Monitoring Committee meetings

(h) When possible, attend and monitor conducting of examinations and other events; and (i)enquire about any specific requirements or support sought by the school.

(2) The officers shall provide feedback to the Head of School (HoS), Headmasters, and teachers, highlighting strengths and areas for improvement.

20. Duties of School Development and Management Committee

(1) School Development and Management Committee shall discharge the following duties for effective setting up and maintenance of the Telangana Public Schools, namely:

(a) Shall take up all infrastructure works without any contractor, through community contracting methology. They will actively participate in day-to-day management of the school.

(b) Support District Collector, District Educational Officer, Mandal Education officer in performance of their duties listed in this Act;

(c) Take corrective action based on the feedback provided by visiting inspection officers highlighting strengths and areas for improvement;

(d) Implement and execute all construction and repair works making all necessary decisions.

(g) Implement standards, policies, and operational guidelines relating to formative and summative assessments;

(h) Hold weekly review meetings during construction of Telangana Public School for assessing the progress of the previous week's works and expenditures, along with planning for the upcoming week's works. The timings and venue of the meeting shall be intimated to all members and participants;

(i) Maintain records of all financial transactions;

(j) Maintain the standard of hygiene during food preparation and ensure adherence to approved menu by the state government;

(k) Participate in the panel consisting of District Collector, District Educational Officer and School Development and Management Committee constituted to appoint Head of the School and Heads of the Telangana Public Schools departments;

(l) Work with the District Collector, District Educational Officer and Mandal Education Officer in hiring of additional staff from the local neighbourhood;

(m) Hire dedicated teachers to provide remedial education for initial two years to support the students during the transition;

(n) Provide safe and reliable transportation in the form of school buses ensuring accessibility to every student;

(o) Ensure that every enrolled student is provided with nutritious meals, including breakfast, lunch and snacks, on all working days, in accordance with the nutritional norms and standards prescribed by the State Government;

(p) Assess school initiatives towards promotion of vocational education, fine arts, sports, and life-skills education as essential components of school learning;

(q) Hire resources to promote music, arts and crafts, and dance;

(r) Hosting an Annual Arts and Culture Festival to showcase students' work in drawing, crafts, music, and dance.

(s) Conduct periodic checks on the condition of buses and adherence to safety protocols.

(t) On successful completion of construction, monthly review meetings shall be organised to review progress of various aspects including student attendance, teacher attendance, formative and summative assessments, remedial processes and maintenance interventions needed in addition to review of feedback provided by inspection officers;

(u) Provide a forum for redressal of grievances of students and parents;

(v) Charge a nominal 'school development fee' of not exceeding thousand rupees per child annually. The Committee may, taking into account the prevailing economic conditions and the financial

circumstances of the parents, grant exemption from payment of the School Development Fee to not more than ten percent of the parents in each academic year; and

(w) To ensure that no student is discriminated against on any grounds, including caste, class, religion, or gender.

(x) Ensure to run the TPS smoothly as per the TPS manual

(y) The Committee shall perform any other duty or function as may be assigned to it by the State Government from time-to-time.

21. No Discrimination Policy

It shall be the duty of the Government, State and District Public School Monitoring Committees, District collector and Telangana Public Schools to ensure that no student is discriminated against on any grounds, including caste, class, region, religion, or gender.

CHAPTER - V

Transportation

22. Arrangements for Transport

School Development and Management Committee shall take the following measures to provide safe, reliable and accessible transportation options to students:

(1) Arrange transportation logistics for school buses, including seeking subsidy with the support of the District Collector;

(2) Designate a Transport supervisor to coordinate with vendors, fix routes, monitor bus schedules, and ensure safe travel of students;

(3) Identify and encourage local youth entrepreneurs for the procurement and operation of school buses on a payment basis;

(4) Facilitate procurement of school buses with Government support, wherein fifty per cent of the cost shall be provided as subsidy by the Government through the District Collector, forty per cent shall be raised through bank loans facilitated by the Government, and the remaining ten per cent shall be contributed by the entrepreneurs;

(5) Fix transportation fee in consultation with the entrepreneur after factoring affordability for parents or guardians and sustainability of operations, and ensure that the fee so fixed is collected from parents or guardians of students availing the service and managed transparently by the Committee in coordination with the entrepreneur;

(6) Periodically review the overall functioning of transport services, including fee structures and grievance redressal mechanisms related to student transportation.

CHAPTER - VI

Examinations

23. School Level Examination Branch

(1) Every school shall establish a School Level Examination Branch responsible for conducting examinations or assessments as the case may be for all grades from pre-primary to twelfth grade.

(2) The branch shall provide guidance to teachers in preparing formative assessment question papers and coordinate with relevant external stakeholders for summative assessment examinations.

(3) The Head of School shall have overall administrative authority over the branch and shall be assisted by designated officers in charge of examination-related functions, including guidance, coordination, and facilitation of public or board examinations.

(4) Formative assessments shall be conducted internally by teachers within the school under the supervision and guidance of the Examination Branch, giving equal priority to competency-based and syllabus-based questions.

(5) Each school shall appoint an officer exclusively in charge of summative assessments and designate one secondary grade teacher to act as the liaison officer between the school and relevant stakeholders for summative assessments.

(6) For tenth grade, eleventh grade, and twelfth grade, examinations shall be conducted by shuffling students from one Telangana Public School to another Telangana Public School in adjacent mandals to ensure impartiality and standardisation.

CHAPTER - VII

Budget

24. Budget

(1) The State Government shall bear the financial responsibility for capital expenditure and recurring expenditure for carrying out the provisions of this Act.

(2) The District Administration led by the Collector shall prepare the estimates of capital expenditure for the construction of new buildings and recurring expenditure under various heads including salaries, maintenance and nutritious meals leading to the implementation of the provisions of the Act.

(3) The manner of submitting the estimate shall be prescribed.

CHAPTER - VIII

Miscellaneous

25. Power to make rules

(1) The Government may, by notification, make rules for carrying out all or any of the purposes of this Act

(2) Before making any rule, the State Government shall publish a draft in the Telangana Gazette inviting public comments for not less than thirty days, along with—

(a) a reference to the relevant provision of this Act;

(b) a statement of the problem and key changes proposed in simple language;

(d) relevant best practices;and

(e) the proposed timeline of implementation;

(3) Every rule so made shall be laid, as soon as may be after it is made, before the State Legislature while it is in session for a total period of fourteen sitting days which may be comprised in one session or in two or more successive sessions.

(4) If, before the expiry of the session immediately following the session or the successive sessions in which it is so laid, the Legislature makes any modification in the rule or decides that the rule should not be made, the rule shall thereafter have effect only in such modified form or be of no effect, as the case may be; and any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule.

26. Framework for implementation

(1) For the implementation of this Act, the Telangana Government shall release a framework for implementation. The framework shall include:

(a) Required infrastructural elements post-upgradation;

(b) Tentative timeline for development of Telangana Public Schools;

(c) Operations standards;

(d) Quality standards;

(e) Outline the roles and responsibilities

(f) Mechanisms for reporting, auditing, and public oversight

(2) Every framework so made shall be laid, as soon as may be after it is made, before the State Legislature while it is in session for a total period of fourteen sitting days which may be comprised in one session or in two or more successive sessions.

27. Power to issue directions

The State Government may, in the exercise of its powers and discharge of its functions under this Act, issue such directions in writing, consistent with the provisions of this Act and the rules made thereunder, as it may consider necessary or expedient for carrying out the purposes of this Act or for giving effect to any of its provisions or of any rules or orders made thereunder; and every such direction shall be binding on the persons or authorities to whom it is addressed.

28. Act to have overriding effect

The provisions of this Act and of any rules or schemes made thereunder shall have effect notwithstanding anything inconsistent therewith contained in any other law except the provisions of the Right of Children to Free and Compulsory Education Act, 2009(35 of 2009).

29. Power to remove difficulties

(1) If any difficulty arises in giving effect to any provision of this Act, the State Government may, by order published in the Official Gazette, make such provisions, not inconsistent with the provisions of this Act, as may appear to it to be necessary or expedient for the purpose of removing the difficulty:

Provided that no such order shall be made after the expiry of three years from the date of commencement of this Act.

(2) Every order made under sub-section (1) shall be laid, as soon as may be after it is made, before the State Legislature.

Annexure III

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Telangana Education Standards Authority Bill, 2026

An Act to provide for the establishment of the Telangana Education Standards Authority for the assessment, regulation, monitoring, and enhancement of academic and institutional standards in school education and higher education across the State of Telangana.

WHEREAS the Constitution of India has, in Article 21A, provided for free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right;

AND WHEREAS the State has the responsibility of ensuring not only access to education but also the maintenance and continuous improvement of academic standards, learning outcomes, and institutional quality across school education and higher education;

AND WHEREAS the Government of Telangana is deeply committed to improving the quality of education at all levels and recognises that effective monitoring, transparency and public disclosure of credible information on educational standards are essential for accountability and continuous improvement;

AND WHEREAS there is a need for an independent statutory body to carry out large- scale student assessments, evaluate institutional and academic standards in schools and Higher Educational Institutions, including universities, and to ensure effective scrutiny of educational quality;

AND WHEREAS such a body is necessary to undertake studies, identify shortcomings as well as good educational practices to inform evidence based educational policymaking in the State;

AND WHEREAS it is expedient to establish the Telangana Education Standards Authority as an apex independent authority to provide a coherent statutory framework for assessment, standards-setting, monitoring, evaluation, advisory and evidence-based improvement of education in the State.

Be it enacted by the Legislature of the State of Telangana in the Seventy-Sixth Year of the Republic of India, as follows:

CHAPTER - I

Preliminary

1. Short title, extent and commencement

(1) This Act may be called the Telangana Education Standards Authority Act, 2026.

(2) It extends to the whole of the State of Telangana.

(3) It applies to all recognised educational institutions in the state including schools, junior colleges, degree colleges, polytechnics and universities except:

(I) institutions financed by the Union Government and declared by the Parliament by law to be institutions of National importance;

(4) It shall come into force on such date as the State Government may, by notification in the Telangana Gazette, appoint.

2. Definitions

In this Act, unless the context otherwise requires:

(a) "Academic year" shall have the same meaning as assigned to it in clause (3) of section 2 of the Telangana Education Act, 1982 (Act No. 1 of 1982);

(b) "Accreditation" means the process of evaluation of educational quality assurance and formal recognition whereby an educational institution is evaluated by the Telangana Education Standards Authority in accordance with prescribed educational standards and norms, and is recognised as having attained specified levels of academic quality.

(c) "All India Service officer" shall have the same meaning assigned to it in clause 2 of the All-India Services Act, 1951 (Act No. 61 of 1951)

(d) "Authority" means Telangana Education Standards Authority;

(e) "College" shall have the same meaning as assigned to it in clause (11) of section 2 of the the Telangana Education Act, 1982 (Act No. 1 of 1982);

(f) "District" means a revenue district;

(g) "District Educational Officer" shall have the same meaning as assigned to it in clause (15) of section 2 of the Telangana Education Act, 1982 (Act No. 1 of 1982);

(h) "Educational institution" means any institution, which is recognised under any law for the time being in force and which carries on, either exclusively or along with other activities, the activity of imparting education and includes a school, college , university, Tutorials but does not include an institution imparting religious education;

(i) "Government" means the State Government of Telangana;

(j) "Higher educational institution" means any university, college or institution, by whatever name called, established or recognised by or under any law for the time being in force, including a junior college, which imparts education or training beyond the secondary level, including higher secondary or pre-university education, diploma, undergraduate, postgraduate, doctoral or equivalent programmes.

(k) "Junior college" shall have the same meaning as assigned to it in clause (9) of section 2 of the Telangana Intermediate Education Act (Act No. 2 of 1971);

(l) "Parent" means either the natural or step or adoptive father or mother of a student

(m) "Prescribed", unless stated otherwise means rules, regulations, standards and directions notified by the Telangana Education Standards Authority

(n) "Standard" means a standard established and published by the Telangana Education Standards Authority for maintaining or enhancing the quality of education, and includes any amendment or revision thereof.

(o) "State" means the state of Telangana;

(p) "University" means a University constituted or deemed to have been constituted under Telangana Universities Act, 1991 (Act No. 4 of 1991) or Telangana State Private Universities (Establishment and Regulation) Act, 2018 (Act No. 11 of 2018).

CHAPTER - II

Establishment of Telangana Education Standards Authority

3. Establishment of Telangana Education Standards Authority

(1) A body to be referred to as the Telangana Education Standards Authority shall be constituted to exercise the powers conferred on, and to perform the functions assigned to it under, this Act.

(2) The Governing Board of the Authority shall consist of a Chairperson and Members, constituted in such manner as provided in section 4.

(3) The Authority shall be a body corporate having perpetual succession and a common seal, with power, subject to the provisions of this Act, to acquire, hold and dispose of property, both movable and immovable, and to contract, and shall, by the said name, sue or be sued.

(4) The head office of the Authority shall be at Hyderabad and the Authority shall establish offices in every District in the State.

4. Composition of Governing Board of Telangana Education Standards Authority

(1) The Governing Board of Telangana Education Standards Authority shall consist of the following Members, to be notified by the State Government, namely:

(a) Full-time Chairperson;

(b) Six full time Members; and

(2) The Chairperson shall be a person of eminence in education who served as Vice Chancellor or served as Head of a State or National or International institution related to education and has made exemplary contributions to education policy and practice with state / national or international recognition. Age shall be between 60 and 70 years.

(3) For the purpose of finalising Members referred to in sub-clause (b) of Section 4(1), a panel of names shall be prepared comprising individuals who satisfy any of the following conditions:

(a) One professor retired from technical education institution having experience in administration and conducting examinations

(b) One professor retired from higher education institution having experience in administration and conducting examinations

(c) Two members of civil societies and NGOs in Telangana with knowledge and practical experience in the field of education and standards;

(d) One retired IAS officer worked in school education or higher education representative with at least 10 years of experience in leadership, teaching, and higher education in degree colleges in Telangana;

(e) One retired professor experience in leadership, teaching, and agricultural education in agricultural universities in Telangana; and

(f) One public representative – former MLA, MP, former elected representative known for their love for education

The age of the members should be between 45 to 70 years. Provided that not less than one-third of the non ex-officio members shall be women.

(4) The founding Governing Board shall be notified by the State Government in the Official Gazette.

(5) Subsequent appointments to the Governing Board shall be made from a panel of eligible persons proposed by the existing Members, and those persons from the panel who secure the highest number of votes and not less than a simple majority of the total votes cast shall be submitted to the Govt and shall be appointed as Members of the Governing Board by a notification.

5. Commissioner of Telangana Education Standards Authority

(1) The Commissioner of the Authority shall be appointed by the State Government from the pool of All India Service officers in the State and shall serve as a whole-time officer of the Authority. The officer should have worked as District collector atleast for two years before appointing as Commissioner.

(2) The Commissioner shall be an ex-officio member and the Convener of the Governing Board.

(3) The Governing Board shall submit a list of three preferred officers to the State Government for deputation as Commissioner of the Authority for a minimum period of three years, and the State Government shall notify the appointment in compliance with All India Service posting and deputation rules.

(4) The term of appointment of the Commissioner shall be minimum three years.

6. Disqualifications

No person who is a member of a political party or an affiliated trade union shall be eligible for appointment as the Chairperson or a Member of the Governing Board except 3 (f).

7. Terms of office and other conditions

(1) The Chairperson shall have a rank equivalent to that of the Chairman of the Telangana Public Service Commission and shall be entitled to salary, allowances and other conditions of service equal to those of the Chairman of the Telangana Public Service Commission.

(2) A member other than those holding the position on ex-officio basis, shall be entitled to receive a sitting fee of rupees fifteen thousand for each meeting of the Governing Board attended by them.

(3) A member while on official travel, including the journey undertaken to attend a meeting of the Governing Board, shall also be entitled to travelling allowance and daily allowances at the same rates and scale as are applicable to AIS officer in Senior Administrative Grade

(4) Every Member of the Governing Board of the Telangana Education Standards Authority shall hold office for a term of three years from the date on which they entered office, unless such Member resigns or otherwise vacates office earlier in accordance with the provisions of this Act.

(5) For the purpose of appointment of new members, the existing Members of the Governing Board shall identify and propose a panel of eligible persons and, from among the persons so proposed, those securing the highest number of votes and not less than a simple majority of the total votes cast shall be appointed as Members of the Governing Board. The list of proposed members shall be submitted to the government for issuing notification.

(6) On the completion of the first term of three years of the founding Governing Board constituted under this Act, one-third of the Members, to be determined by draw of lots, shall retire from office.

(7) The remaining Members shall be eligible for re-appointment for a further term of three years, provided that no person shall hold office for more than two terms in total, whether consecutive or otherwise.

(8) Any vacancy in the Governing Board arising before the expiry of the term by reason of resignation, death, removal, or otherwise shall be filled by appointment made on the basis of a resolution passed by a simple majority of the existing Members of the Governing Board, and the person so appointed shall hold office for the remainder of the term of the Member in whose place such vacancy occurs.

(9) A vacancy arising on the expiry of the term of a Member shall be filled in accordance with sub-section (5).

8. Meetings of the Governing Board

(1) The Governing Board shall hold at least six meetings in a year such that not more than 60 days intervene between two consecutive meetings.

(2) The Governing Board shall meet at such time and place as the Chairperson may think fit and shall observe such procedure in regard to the transaction of its business as may be prescribed by the State Government.

(3) The quorum for a meeting shall be five Members, including the Chairperson, and every decision of the Committee shall be determined by a majority of the Members present and voting.

(4) In the event of an equality of votes, the Chairperson or in their absence, the person presiding shall have a second or casting vote.

(5) In the absence of the Chairperson, a Member elected by those present shall preside over the meeting.

(6) Minutes of every meeting shall be recorded by the Commissioner which shall be circulated for approval within one week of the meeting.

(7) The approved Minutes shall be uploaded on the website of the Authority within twenty days of the meeting. In case of delays, the Commissioner shall record the reasons in writing.

(8) The Commissioner shall prepare and present an Action Taken Report detailing the status of action taken on each decision of the preceding meetings, except in respect of decisions requiring no further action.

9. Vacancies, etc., to not invalidate the proceedings of the Governing Board

No decision or proceeding of the Governing Board shall be invalid merely by reason of—

(a) Any vacancy in, or any defect in the constitution of, the Governing Board; or

(b) Any defect in the appointment of a person acting as a Member of the Governing Board;

10. Staff of the Telangana Education Standards Authority

(1) The Authority may appoint officers, consultants and employees as it considers necessary for the efficient discharge of its functions under this Act.

(2) The State Government shall depute officers and employees based on the need expressed by the Authority.

(3) While shortlisting staff, priority will be given to recruit highly qualified professionals from government, academia, civil society and industry with expertise in curricular subjects, student assessment, and action research.

11. Members and officers to be public servants

Every member of the Authority and every officer appointed or authorised by the Authority in exercise of functions under this Act shall be deemed to be a public servant within the meaning of section 2 of the Bharatiya Nyaya Sanhita, 2023 (No. 45 of 2023).

CHAPTER - III

Powers and Functions

12. Powers and functions of the Telangana Authority for Educational Standards Telangana Authority for Educational Standards shall :

(a) prescribe standards to improve institutional and academic standards in schools and higher educational institutions;

(b) establish learning outcome frameworks for school and higher education;

(c) scrutinise the implementation of the standards prescribed for schools and higher educational institutions;

(d) conduct summative assessments for students of Grades two to twelve in Telangana Public Schools, in such manner and at such intervals as may be prescribed;

(e) determine the scope, design, structure and frequency of summative assessments, ensuring that assessments at the primary level focus primarily on foundational literacy and numeracy and that assessments beyond the primary level measure attainment of grade-appropriate learning outcomes and application of concepts;

(f) design and administer assessments in a manner that promotes conceptual understanding, analytical ability and application of learning and discourages rote memorisation;

(g) prepare, maintain and periodically update a comprehensive, secure and confidential question bank, classified subject-wise, grade-wise, competency-wise and difficulty- wise, ensuring that questions are not repeated across academic years;

(h) centrally prepare question papers for all grades and subjects under its ambit and provide for multiple sets of question papers of comparable difficulty within the same grade;

(i) determine the distribution and range of difficulty levels of questions so as to identify learning gaps and the need for academic reinforcement among students;

(j) lay down standards, guidelines and detailed protocols for examination operations, including printing, storage, secure distribution and opening of question papers, conduct of examinations and handling of answer scripts;

(k) ensure overall supervision of examination operations by such authority as may be notified by the State Government and ensure coordination among officers and agencies involved in the conduct of examinations;

(l) provide for designation of examination centres, including permitting school students to take examinations in their respective schools and higher education students to take examinations at centres allotted by the concerned university or authority;

(m) ensure the appointment of invigilators external to the school or institution, and ensure that no teacher, principal or staff member invigilates examinations in his or her own school or institution;

(n) ensure anonymisation of answer scripts through bar-coding or such other technology as may be prescribed, so as to prevent identification of students during evaluation;

(o) mandate stringent measures to prevent malpractices, including installation and functioning of closed-circuit television cameras in examination rooms, prohibition of unauthorised electronic devices,

prevention of impersonation, strict adherence to examination start and end times and restriction of access to authorised personnel only;

(p) provide for digital scanning and digital evaluation of answer scripts and prescribe strict disciplinary action for any breach of examination protocols;

(q) provide for random allocation of evaluators and ensure, to the extent practicable, that the evaluator and the student whose answer script is being evaluated do not belong to the same district;

(r) require evaluators to enter student-wise scores in a software application developed or approved by the Authority;

(s) provide for normalisation of scores across different question paper sets so as to ensure fairness and comparability of results;

(t) ensure anonymised publication of aggregate examination results and communication of individual student results to parents or guardians in such manner as may be prescribed;

(u) generate detailed analytics on student performance disaggregated by subject, grade, academic level, gender, social category and geographical unit, from individual learner level up to the State level, and utilise such analytics for academic interventions and systemic improvement;

(v) make school-wise and institution-wise results available in the public domain, ensuring that names and other personal details of students are not disclosed;

(w) provide for custody, movement and storage of answer scripts post-evaluation, including movement from evaluators to mandal level and thereafter to the concerned schools or institutions, while ensuring continued anonymity between evaluator and student;

(x) develop, notify and implement a comprehensive framework for assessment, accreditation and ranking of schools and higher education institutions.

(y) assess schools and higher education institutions across multiple dimensions including infrastructure, learning outcomes, teacher deployment and availability, teacher competency and performance, pedagogy, inclusivity, leadership, governance, community participation and academic engagement time for ranking and grading;

(z) classify schools and higher education institutions into performance bands and provide category-wise rankings for government schools and institutions, with such rankings remaining valid for such period, not exceeding two years, as may be prescribed;

(aa) assign aggregate scores to mandals and universities based on the performance of schools and higher education institutions within their jurisdiction;

(ab) undertake action research and periodic studies on matters relating to educational standards, including institutional environment, teacher professional development, classroom practices, student learning outcomes, leadership, governance, inclusivity, use of educational technology, community participation and policy impacts at various levels;

(ac) promote dissemination and exchange of knowledge by organising conferences, seminars, workshops and other academic forums on matters relating to school and higher education standards;

(ad) collaborate with national and international universities, research institutions, expert bodies, civil society organisations and funding agencies for the purposes of assessment, research, innovation and capacity building;

(ae) develop, deploy and maintain a comprehensive end to end software application suite for examination management, school and higher education institution ranking and action research documentation;

(af) act as a repository and clearing house of data, research findings, best practices and innovations relating to educational standards in the State;

(ag) advise the government and department on the matters of improving the standards of schools and higher education institutions.

(ah) perform such other duties and functions as may be assigned to it by the State Government or as may be necessary for carrying out the purposes of this Act.

13. Duties of the Commissioner of Telangana Education Standards Authority

The Commissioner shall, as the executive head of the Telangana Authority for Educational Standards :

(a) be responsible for the overall administration, management and day-to-day functioning of the Authority and for carrying out the decisions of the Governing Board;

(b) exercise such powers and perform such duties as may be delegated by the Governing Board under this Act and the rules and regulations made thereunder;

(c) ensure preparation, maintenance and proper recording of minutes of meetings of the Governing Board and such other committees of the Authority as may be constituted, and place the same before the Governing Board for confirmation;

(c) report to, and be accountable to, the Chairperson of the Governing Board of the Authority in respect of the discharge of their functions;

(d) coordinate closely with the Secretary to Government and the Heads of Departments in the Education Department for effective implementation of the objectives and functions of the Authority;

(e) act as the principal executive authority for planning, coordination and execution of all activities relating to assessments, school and higher education institution rankings, action research and knowledge dissemination undertaken by the Authority;

(f) ensure effective coordination between the Authority and the Department of School Education, Department of Higher Education and other concerned departments, agencies and institutions of the State Government;

(g) coordinate with the Commissioner and Director of School Education, who shall be the authority in-charge of overseeing examination operations for schools, to ensure compliance with examination protocols and standards prescribed by the Authority;

(h) oversee and facilitate implementation of the programmes, decisions and activities of the Authority at the district level in close coordination with the District offices of the Authority and the District Education Office;

(i) at the State level, oversee and supervise examination-related functions of the Authority and ensure alignment with policies, standards and timelines prescribed under this Act;

(j) ensure proper discharge of responsibilities by officers and personnel associated with examination operations, including coordination with District Educational Officers and other field-level authorities;

(k) place before the Governing Board periodic reports, statements, plans and such other information as may be required for effective governance and oversight of the Authority;

(l) ensure transparency, integrity and accountability in the functioning of the Authority and in the conduct of assessments and evaluations;

(m) represent the Authority in its engagements with the State Government, universities, institutions, statutory bodies and other stakeholders, as authorised by the Governing Board; and

(n) perform such other duties and functions as may be assigned by the Governing Board for carrying out the purposes of this Act.

14. District offices of Telangana Education Standards Authority

The State Government shall, by notification in the Official Gazette, establish offices for the Authority in every district, to perform the following functions:

(1) monitor and assess the implementation of this Act in their respective Districts;

(2) coordination between the Telangana Education Standards Authority and schools or Higher Educational Institutions to support coherent implementation of educational policies and programmes across the district.

(3) serve as the liaison between the Telangana Education Standards Authority and the institution level Examination Branches in schools and Higher Education Institutions and shall coordinate all examination-related activities ensuring adherence to the standards, timelines, and directions issued by the Telangana Education Standards Authority;

(4) conduct, supervise, and oversee end-to-end arrangements relating to Summative Assessment examinations, as prescribed by the Telangana Education Standards Authority, ensuring proper administration, invigilation, anonymisation of answer scripts, and prevention of malpractices

(5) monitor and assess the academic performance and quality of schools and Higher Educational Institutions, including learning outcomes, teacher deployment, pedagogy, inclusivity, and infrastructure, to ensure adherence to academic standards recommended by Telangana Education Standards Authority;

(6) promote research, action research, innovation, and capacity building in schools and Higher Educational Institutions by organising workshops, seminars, and collaborations, and by facilitating adoption of best practices in teaching, learning, and governance; and

(7) perform such other duties and functions as may be assigned by the Telangana Education Standards Authority for carrying out the purposes of this Act.

CHAPTER - IV

Summative Assessment

15. Summative Assessment Examinations

(1) Telangana Education Standards Authority shall be responsible for conducting Summative Assessments for students from Grades two to twelve in Telangana Public Schools and for such programmes in Higher Education Institutions in the State, in such manner and at such intervals as may be prescribed.

(2) The Summative Assessments shall be conducted in such manner, at such times, and subject to such standards as may be prescribed by regulations made by Telangana Education Standards Authority.

(3) The content and design of the Summative Assessments shall,—

(a) in Grades two to five, primarily assess Foundational Literacy and Numeracy; and

(b) in Grades beyond the primary stage, assess attainment of grade-level learning outcomes, including knowledge acquisition and its application.

(4) The Summative Assessments shall focus on evaluating conceptual understanding and application of learning outcomes and shall move away from assessment practices that promote rote learning.

(5) The question papers for the Summative Assessments shall include questions of varying difficulty levels so as to enable identification of learning gaps and areas requiring reinforced academic support.

(6) Telangana Education Standards Authority shall develop and maintain a sufficiently large question bank to ensure that questions are not repeated from previous years.

(7) The question papers for all Summative Assessments under the ambit of Telangana Education Standards Authority shall be prepared centrally by Telangana Education Standards Authority, and multiple sets of question papers with comparable difficulty levels shall be used.

(8) For ensuring the integrity and credibility of the Summative Assessments,—

(a) the Director and Commissioner of School Education shall be the authority in-charge of overseeing examination operations for school education at the State level;

(b) invigilators shall be identified by the District Educational Officers, with the mandal as the unit of selection, and such invigilators shall be external to the school or institution in which the examination is conducted;

(c) students shall appear for the examinations in their respective schools, and students of Higher Educational Institutions shall appear at centres allotted by the concerned university o r authority;

(d) answer scripts shall be anonymised using bar-coding or such other technology as may be prescribed; and

(e) stringent protocols shall be followed to prevent malpractices, including secure printing and distribution of question papers, prohibition of mobile phones and cameras, adherence to prescribed examination timings, prevention of impersonation, and use of functional CCTV cameras in examination rooms.

(9) Any breach of the prescribed examination protocol shall attract strict disciplinary action in such manner as may be prescribed.

(10) After the conduct of the Summative Assessments:

(a) anonymised answer scripts shall be evaluated digitally by teachers or examiners randomly allocated, ensuring, to the extent practicable, that the evaluator and the student do not belong to the same district or institution;

(b) scores across different question paper sets shall be normalised;

(c) individual student results shall be communicated to parents or guardians, and all results placed in the public domain shall be anonymised;

(d) evaluators shall enter the scores in a software application developed for the purpose; and

(e) answer scripts shall be transferred and stored in such manner as to ensure continued anonymity between the evaluator and the student.

(11) Telangana Education Standards Authority shall generate detailed analytics of Summative Assessment outcomes, disaggregated by subject, grade, and academic level, from the individual learner to the State level, to inform academic and policy interventions.

(12) Institution-wise results of Telangana Public Schools and Higher Educational Institutions shall be placed in the public domain, subject to the condition that no student's name or personal identifiers are disclosed.

Explanation: For the purposes of this section and summative assessment, "school" means Telangana Public Schools established by Telangana Government.

16. Institution level Standards Branch

(1) Every school and Higher Education Institute shall establish an Institution level Standards Branch.

(2) The Head of School or the Head of Higher Education Institute shall have overall administrative authority over the branch and shall be assisted by designated officers in charge of examination related functions.

(3) Each Telangana Public School and Higher Education Institute shall appoint an exclusive officer in charge of summative assessments who shall act as the liaison officer between the school and other authorities under this Act.

(4) This officer appointed under sub-clause (3) shall be responsible for compliance with Telangana Education Standards Authority procedures, including those relating to secure handling of question papers, conduct of examinations, anonymisation of answer scripts, prevention of malpractices, and adherence to prescribed examination schedules;

(5) The Head of School or the Head of Higher Education Institute shall ensure that no teacher, principal, or staff member of the institution is engaged in invigilation or evaluation activities in respect of examinations conducted in the same institution, and facilitate the smooth functioning of external invigilators and examination personnel;

(6) This branch shall ensure the availability and proper functioning of examination infrastructure, including classrooms, seating arrangements, lighting, surveillance systems including closed-circuit television cameras, and such other facilities as may be prescribed for the conduct of examinations;

(7) This branch shall ensure secure custody, timely transmission, and proper handling of answer scripts and examination materials, and maintain confidentiality and anonymity of students and evaluators at all stages of the examination and evaluation process;

(8) This branch shall furnish accurate, complete and timely information, data and records as required by the Telangana Education Standards Authority for the purposes of assessments, school or Higher Education Institution ranking, analytics, and action research, and designate an authorised officer for such coordination;

(9) This branch shall lead the coordination and the participation of the school or Higher Education Institution ranking process by providing information as required under the prescribed framework and cooperate with verification, inspection or audit processes undertaken for such ranking;

(10) The Head of School or the Head of Higher Education Institute shall utilise assessment reports, rankings, and analytical insights provided by the Telangana Education Standards Authority for academic improvement, remedial interventions, teacher professional development, and institutional planning, and not for punitive or discriminatory purposes against individual students;

(11) The Head of School or the Head of Higher Education Institute shall facilitate action research, surveys, studies and evaluations undertaken by the Telangana Education Standards Authority, subject to applicable laws relating to data protection, privacy and institutional autonomy;

(12) The School or the Higher Education Institute shall communicate individual student assessment results to parents or guardians in the manner prescribed, while ensuring that no personally identifiable information of students is placed in the public domain;

(13) This branch shall ensure preservation of examination-related records, including answer scripts, attendance sheets, compliance certificates, anonymisation data, and closed-circuit television footage, for such period and in such manner as may be prescribed;

(14) This branch shall immediately report to the Telangana Education Standards Authority any breach of examination protocol, malpractice, or irregularity coming to its notice, and extend full cooperation in any inquiry, inspection or proceedings arising therefrom; and

(15) This branch shall perform such other duties and functions as may be assigned by the Telangana Education Standards Authority for carrying out the purposes of this Act.

CHAPTER - V

Budget, Annual Report and Audit

17. Budget

(1) The Authority shall have its own fund, which shall be funded through annual budgetary allocations made by the State Government.

(2) The Authority shall, during each financial year, prepare a budget for the next ensuing financial year showing the estimated receipt and expenditure, and copies thereof shall be forwarded to the State Government.

(3) The government should release quarter-wise budget in advance directly to the SB account of the TESA.

Audit

(1) The Authority shall maintain such books of account and other records relating to its finances in such form and manner as may be prescribed by the State Government.

(2) As soon as practicable after the close of each financial year, the Authority shall prepare a statement of accounts in the prescribed form and forward the same to the State Government within such time as the Government may determine.

(3) The accounts of the Authority shall be audited by such authority, at such times, and in such manner as may be prescribed.

(4) The annual accounts of the Authority, together with the audit report thereon, shall be forwarded to the Government, which shall cause the same to be laid before the State Legislature and shall forward a copy of the audit report to the Authority for taking appropriate action on the matters arising therefrom.

18. Annual report

The Authority shall, during each financial year, prepare, an annual report giving full account of its activities under this Act during the previous financial year and the report shall be forwarded to the State Government within four months from the last date of the previous financial year and that Government shall cause every such report to be laid before the State Legislature within a period of nine months from the last date of the previous financial year.

CHAPTER - VI

Penalties

19. Penalties for offences

(1) Where the State Government is satisfied that any person has failed to comply with, or has contravened, any of the provisions of this Act, or any rule made or order or direction issued thereunder, it shall impose a penalty which may extend to fifty thousand rupees, and in case the failure or contravention continues, an additional penalty which may extend to five thousand rupees for every day during which such failure or contravention continues after the imposition of penalty:

(2) Provided that the person shall be given a reasonable opportunity of being heard before a penalty is imposed.

CHAPTER - VII

Miscellaneous

20. Power to make rules

(1) The Government may, by notification, make rules for carrying out all or any of the purposesofthisAct.

(2) Before making any rule, the State Government shall publish a draft in the Telangana Gazette inviting public comments for not less than thirty days, along with-

(a) a reference to the relevant provision of this Act;

(b) a statement of the problem and key changes proposed in simple language;

(c) details of the consultation undertaken with the Authority;

(d) relevant best practices; and

(e) the proposed timeline of implementation;

(3) Every rule so made shall be laid, as soon as may be after it is made, before the State Legislature while it is in session for a total period of fourteen sitting days which may be comprised in one session or in two or more successive sessions.

(4) If, before the expiry of the session immediately following the session or the successive sessions in which it is so laid, the Legislature makes any modification in the rule or decides that the rule should not be made, the rule shall thereafter have effect only in such modified form or be of no effect, as the case may be; and any such modification or annulment shall be without prejudice to the validity of anything previously done under that rule.

21. Power to issue directions

The State Government may, in the exercise of its powers and discharge of its functions under this Act, issue such directions in writing, consistent with the provisions of this Act and the rules made thereunder, as it may consider necessary or expedient for carrying out the purposes of this Act or for giving effect to any of its provisions or of any rules or orders made thereunder; and every such direction shall be binding on the persons or authorities to whom it is addressed.

22. Act to have overriding effect

The provisions of this Act and of any rules or schemes made thereunder shall have effect notwithstanding anything inconsistent therewith contained in any other law except the provisions of the Right of Children to Free and Compulsory Education Act, 2009 (Act No. 35 of 2009).

23. Power to remove difficulties

(1) If any difficulty arises in giving effect to any provision of this Act, the State Government may, by order published in the Official Gazette, make such provisions, not inconsistent with the provisions of this Act, as may appear to it to be necessary or expedient for the purpose of removing the difficulty:

Provided that no such order shall be made after the expiry of three years from the date of commencement of this Act.

(2) Every order made under sub-section (1) shall be laid, as soon as may be after it is made, before the State Legislature.

Annexure IV

Operational Manual of Telangana Public Schools - A Comprehensive Guide to Implementation, Maintenance, Administration and Governance

About this Guiding Manual

Telangana Public Schools are envisioned to provide world-class education, address historical educational disparities, and empower future generations through holistic development. This document, the "Telangana Public Schools Blue Book," serves as the operational framework and comprehensive guide for the successful establishment, meticulous maintenance, and effective administration of all Telangana Public Schools (TPS) across the state.

Developed as a direct outcome of the Telangana Education Commission's recommendations and the subsequent government approval, this framework aims to:

- **Standardize Operations:** Provide clear, uniform guidelines for every aspect of school functionality, from site selection and infrastructure development to academic delivery, human resource management, and financial oversight.
- **Ensure Quality Assurance:** Articulate the quality standards, monitoring protocols, and assessment mechanisms necessary to uphold the commitment to educational excellence.
- **Promote Stakeholder Collaboration:** Outline the roles and responsibilities of all involved parties, including government officials, school personnel, parent committees, and external monitoring agencies, fostering a collaborative ecosystem.
- **Ensure Accountability and Transparency:** Establish clear mechanisms for reporting, auditing, and public oversight to ensure responsible governance and judicious use of resources throughout the implementation and operational phases.

This framework is indispensable for all district and mandal-level officials, school administrators, teachers, and community stakeholders involved in realizing the transformative vision of public education in Telangana. It is designed to be a living document, adaptable to evolving needs while steadfastly ensuring equitable access to high-quality education for future generations.

Introduction to the Telangana Public Schools

The Telangana Public Schools (TPS) initiative represents a transformative vision by the Government of Telangana to elevate the standard of public education across the state. Building upon the constitutional mandate for free and compulsory education, this strategic framework emphasizes universal access to quality education for all

The core objective of Telangana Public Schools is to establish a network of high- standard educational institutions that serve as models of excellence, directly addressing the systemic issues Education in Telangana is currently facing. This model focuses on upgrading existing government schools into Telangana Public schools that offer a continuous educational pathway from Pre-Primary (Nursery) through Higher Secondary (12th Standard).

These institutions are envisioned to be comprehensive learning hubs, catering to a significant student strength (e.g., 1500-1800 students) and providing access to required teachers, world-class infrastructure, digital learning environments, well-equipped laboratories, extensive sports facilities, and specialized support for students with special needs.

These TPSs are also committed to strengthening English language instruction, providing nutritious meals, and ensuring efficient transportation facilities thereby improving overall learning outcomes and increasing government school enrolment across Telangana. The initiative aims to empower millions of students and parents by delivering high-quality, affordable, accessible public education.

Each mandal in the state of Telangana shall have two to four Telangana Public Schools per mandal based on its population. Schools with relatively larger land, infrastructure and resources with geographical advantage shall be selected to be transformed into TPS. This document will outline the selection criteria and other requirements.

1. Selection Criteria and Standards

This section delineates the strategic framework for the establishment of Telangana Public Schools, encompassing the selection criteria for existing institutions, the procedural execution of their transformation, and the requisite infrastructure standards essential for fostering optimal learning environments. It provides foundational guidelines for ensuring that all newly designated schools align with the vision of providing world-class education.

1.1 Criteria for Selection of Telangana Public Schools (TPS)

In alignment with the mandate for two to four Telangana Public Schools per Mandal, the selection of existing institutions for transformation into TPSs shall adhere to the following criteria. The District Collector is vested with the responsibility for the final selection, prioritizing schools that meet the requisite conditions:

A. Existing Zilla Parishad High Schools (ZPHS) or Model Schools that are co-located with primary or upper primary schools in the same campus and possess a minimum contiguous land area of four to six acres.

B. High Schools strategically located to ensure geographical spread across the entire Mandal, with a stipulated minimum distance of three (3) kilometers between any two established Telangana Public Schools to maximize accessibility.

C. Proximity to other government-run educational institutions, such as Model Schools, ZPHS schools, Kasturba Gandhi Balika Vidyalayas (KGBVs), or Government Junior Colleges, is highly preferred to foster synergistic educational hubs and to share resources.

D. Schools demonstrating a substantial existing inventory of functional classrooms and foundational infrastructure that can be efficiently upgraded and expanded.

Unless the situation demands otherwise, no green field (new) TPS shall be taken up.

1.2 Required Infrastructural Elements

Telangana Public Schools shall be equipped with world class infrastructural facilities designed to provide an optimal and accessible learning and teaching environment. From state of the art extra curricular activities such as sports and games facilities to advanced educational technology, the establishment and construction of these schools shall integrate the following essential elements:

Table AIV.1: *Infrastructure Elements for Telangana Public School*

No.	Infrastructural Elements
1	A minimum of 4–6 acres of land in selected existing ZPHS/Model Schools.
2	One classroom for one grade (Preschool not more than 20 students per class; Primary not more than 30 students per class; High school not more than 40 students per class).
3	One activity room (40' x 30') for pre-primary students.
4	Well-equipped libraries with books, newspapers, magazines and furniture - one for students from Classes 1-8, and another for Classes 9-12.
5	Required number of lights, fans, and big windows in all classrooms and other rooms to ensure abundant light and ventilation.
6	Modern kitchen and storeroom with steam based cooking and stainless steel vessels
7	Dining hall with stainless-steel seating arrangement (with movable benches)-designed to also serve as a multipurpose hall for meetings and indoor games like badminton or table tennis.
8	Separate staff rooms with attached toilets for male and female staff-one each for primary, secondary, and higher secondary levels.
9	One room for Headmaster with attached toilet, separately for primary, secondary, and intermediate levels (where applicable).
10	One chamber for Head of School with attached toilet facility.
11	One room for the examination branch.
12	Public address sound system in the entire school connecting to all classrooms.
13	One games room, one arts and crafts room, and one music room.
14	Mobile wireless microphones for all teachers to be used during teaching.
15	One large office room to accommodate up to six supporting staff.
16	One store room each for primary, secondary, and high schools.
17	Dual desks for Classes 3-10 and tables and chairs for Nursery-Class 3 and Classes 11-12
18	Tables and chairs for teachers.
19	Whiteboards in all classrooms and laboratories.
20	Interactive Flat Panels (IFPs) in all classrooms and laboratories for digital learning (85-inch screens).
21	Computer cum AI laboratories with required equipment and furniture.
22	English Lab with digital content and 85-inch screen.
23	Maths Lab with IFP.
24	Four Science Laboratories (Physics, Chemistry, Botany, and Zoology) with full equipment and infrastructure.
25	Availability of internet facility across the entire campus.
26	Vocational training labs/skill labs to promote entrepreneurship and skilling.
27	Strong compound walls with sturdy and tall gates (minimum 8 ft height with1.5 ft wired fencing on top).
28	Safe drinking water facility with RO/appropriate technology.
29	CC cameras in all classrooms and other strategic locations on the campus.
30	Decorative wall art in classrooms and verandahs.
31	Clean toilets for girls and boys with running water; every toilet should include one WC room for CWSN students.
32	Outdoor play courts for high school students (basketball, volleyball, cricket, badminton, kho-kho, athletics, etc.).
33	Outdoor play area and equipment for pre-primary and primary students (swings, slides, fun stations, adventure sets, etc.).
34	Indoor games and sports area for all grade levels (table tennis, carroms, chess, etc.)
35	Indoor play area with equipment for primary students (trampoline, play toys, soft toys, etc.).

36	Barrier-free campus for CWSN students to access classrooms, toilets, play areas, and dining halls.
37	Health room including girls' sick area.
38	Special learning room for CWSN students.
39	counselling room for students with a specially appointed counsellor.
40	Attractive paintings across the entire school campus.
41	Concrete footpaths connecting different buildings.
42	Constitution Park - A dedicated open space with constitution preamble written on a sculptured stone to enhance student engagement and practical learning
43	Outdoor/open classroom area cum amphitheatre.
44	Landscaping across the entire school premises.
45	One watchman's quarter.

1.3 Merging of Schools for Single Administration in TPS Campuses

Within the Telangana Public Schools selected, all co-located schools and government junior colleges (if in the same premises) shall come under a single administration, with a single UDISE code, to constitute the Telangana Public School (TPS). For example, MPPS- Arutla (36231002101), ZPHS-Arutla (G) (36231002110), ZPHS-Arutla (36231002111), and TGMS-Arutla (36231002119) shall be merged into a single UDISE Code with the name 'Telangana Public School Arutla'.

1.4 Timelines for TPS Development

Table AIV.2: *Timelines for TPS Development*

No.	Name of the Activity/Work	Tentative Timelines (no. of weeks required) starting from T
1	Foundation Stone for the school	T
2	Constitution of the School Management and Development Committees	T + 1
3	Opening of the bank accounts	T + 2
4	Resolutions for taking up the work without contractors, willingness to take up work by the committee - this has to be sent to the DEO	T + 3
5	Merging of the schools in the TPS campuses into one UDISE code with the TPS name	T + 5
6	Infrastructural Need analysis for the school	T + 5
7	Preparation of the estimates	T + 8
8	Preparation of plans and architectural drawings	T + 8
9	Completion of Civil works (ground preparation, repairs to the existing structures and construction of new classrooms, toilets, painting, etc.)	T + 24 to 36 (each work to take maximum of 3-12 weeks)
10	Procurement of classroom furniture, dining furniture, IFPs,drinking water, computers, Green/white boards, kitchen equipment, etc.	T + 40
11	Recruitment of teaching and non teaching staff (contractual basis)	T + 40
12	Positioning of additional govt. teachers and PETs	T + 40
13	Training of the new staff	T + 42
14	Training and exposure visits for the existing teachers	T + 42
15	Identification of entrepreneurs for transportation and procurement of buses including loan processing with local banks	T + 42
16	Conducting the baseline and consequent learning outcomes endline assessments before and after the interventions	T + 44
17	Design of the new calendar for the school with more focus on sports and extra curricular activities and remedial education	T + 44
18	Constituting clubs for hobby, skills, extra- curricular and co-curricular activities	T + 50

1.5 Key Construction Considerations

a. All required classrooms, laboratories, and other facilities shall be created through new construction, taking into account the prescribed infrastructural norms and requirements.

b. Existing infrastructure shall be optimally utilized through renovation, repair, retrofitting, or reconstruction as necessary, ensuring cost efficiency and structural safety.

c. The School Development and Management Committee (SDMC) shall exercise prudence in planning civil works and shall not demolish or dismantle existing structures merely because funds are available.

d. Similarly, no trees within the campus shall be cut solely due to construction or layout constraints. All new works and site plans shall be designed to preserve existing trees and integrate them into the campus environment, except in cases where removal is absolutely unavoidable and duly approved by the competent authority.

2. School Development and Management Committees (SDMCs)

Government schools, unlike private schools, lack a clear owner, which can lead to issues of accountability and management. Therefore, it is crucial to promote School Development and Management Committees (SDMCs), which are parent committees, to take responsibility for the development and management of the schools . This chapter outlines the constitution, process, roles, responsibilities, and tenure of School Development and Management Committees (SDMCs) for Telangana Public Schools. It details their composition, including parent and demographic representation, their formation through community engagement, and their vital role in both the construction and operation of the schools, encompassing financial management and performance review. The chapter also covers the tenure and the process for the re- constitution of these committees.

2.1 Constitution of School Development and Management Committees (SDMCs)

The School Development and Management Committees shall be constituted in each TPS school with the following composition and power for effective implementation, execution and maintenance of the Telangana Public Schools.

1. The SDMC members shall be from the parents of the students who are studying in the Telangana Public School
2. There shall be 30 members in the SDMC (if TPS is up to intermediate) and 26 members (if TPS is up to class 10). These members shall be parents representing the primary, secondary, high schools and intermediate sections - 2 from each grade.
3. In the case of 30 member SDMC, there shall be at least 16 members belonging to Backward Classes (including religious minorities), at least 5 members belonging to Scheduled Castes and at least 2 members belonging to Scheduled Tribes.
4. In the case of 26 member SDMC, there shall be at least 14 members belonging to Backward Classes (including religious minorities), at least 4 members belonging to Scheduled Castes and at least 2 members belonging to Scheduled Tribes.
5. The HM/Head of TPS shall be the convenor of this development and management committee. Also, all the HMs of the schools shall be a part of this SDMC.
6. There shall be minimum 2/3rd women members in the SDMC who are parents and also the members of Self-Help Groups.
7. Registration of the committee is not essential as it shall be re-constituted and renewed on a regular basis.

2.3 Process of Constitution

At the district level, community mobilizing officers are responsible for establishing committees at all Telangana Public Schools (TPS). The officer will lead this process by organizing a meeting with all parents of a school. During this meeting, members will be selected through a voluntary or voting process, and the Headmaster or Head of the TPS will by default act as the committee's convener.

2.4 SDMC Roles and Responsibilities for Telangana Public Schools

The School Development and Management Committee (SDMC) holds key responsibilities both during and after the construction of Telangana Public Schools (TPS).

2.4.1 During Implementation and Construction:

- **Project Execution:** The SDMC is responsible for the implementation and execution of all construction and repair works making all necessary decisions at regular meetings.
- **Regular Meetings:** SDMC meetings are to be held at least weekly, at a pre- notified time, date, and venue. The SDMC shall maintain minutes of all decisions duly signed by the members attending the meetings
- **Decision Making:** All project decisions, including material and labour rates, must be made during weekly SDMC meetings, either unanimously or by majority vote. This includes identifying vendors, obtaining quotations, and finalizing procurements.
- The SDMC need not follow the departmental rates as per tech sanctioned estimate. The departmental rates which are fixed state-wide vary from place to place. The SDMC shall follow the technical circulars and general circulars (on the rates and specifications) issued by the department.
- **Financial Record Keeping:** The SDMC must maintain books of accounts which include:
  - Minutes register
  - Cheque issue register
  - Cash book
  - General ledger
  - Receipts and vouchers book
  - Stock book
  - Daily labour and material log book
  - Paid vouchers must be systematically filed and clearly correlated with cashbook entries.
- **Work and Financial Review:** Weekly meetings will include a review of the previous week's work and expenditures, along with planning for the upcoming week's tasks.

2.4.2 Post-Construction for School Maintenance:

- **Monthly Reviews:** The SDMC will conduct monthly meetings to review progress and take necessary actions.
  - Regular Agenda Items (Monthly):
  - Student attendance
  - Teacher attendance
  - Conduct of Formative Assessments (FAs) and Summative Assessments (SAAs)
  - Review of remedial processes
  - Infrastructural maintenance requirements
  - Review of feedback from inspecting officers
  - Occasional Agenda Items:
  - Examination scores

- Planning for extracurricular activities, events, exhibitions, and exposure visits
- Resolution of issues raised in Parent Teacher Meetings
- Planning for staff vacancy filling

2.5 Tenure and Renewals

The School Development and Management Committee (SDMC) must be reconstituted every two years ensuring that at least one-third of the existing members are retained (by draw of lots) for continuity, while the remaining positions can be filled by new members.

3. Personnel Management and School Administration

3.1 Required Human Resources

3.1.1 Teaching Staff

Reallocation of Government teachers:

Government teachers to be reallocated and deployed - one teacher per classroom/section in primary classes and all subject teachers in secondary classes. Each TPS shall also have 6 PET/PDs.

Also additional 20% teachers should be positioned for the purpose of substituting teachers on leave, long leaves, retirements, etc. The reallocation of the government teachers shall be done by DEO who is responsible for the transfers and postings of these teachers in TPSs. The following aspects shall be considered for this:

1. The DEO shall identify the SGTs and SAs who studied in English medium only and allocate them to these TPS schools.
2. Post graduates shall be given priority
3. As far as possible, in primary schools, women teachers should be preferred .

Additional teaching staff:

The following additional teaching staff shall be recruited on a contractual basis to serve the requirements of the TPS and provide the best quality education:

Table AIV.3: *Requirement for Additional Teaching Staff*

No.	Designation	No. of posts	Consolidated Pay per month per post (Rs.)	Qualifications and Experience	Remarks
TEACHING STAFF					
1	Pre-school teachers	04	16,000/	Graduate in english medium from schooling to graduation or at least from intermediate to graduation	1 each for Nursery, LKG, UKG with not more than 20 students in each section 1 additional teacher for every set of 3 teachers
2	Music teacher (Instrument music teacher)	01	20,000/-	Candidates with expertise in playing at least 2 instruments (guitar, keyboard, flute, drumset/Dolak / tabla, etc.)	-
3	Arts and craft / Fine Arts teacher	01	20,000/-	Any degree	-

4	Dance teacher	01	20,000/-	A known dance choreographer available in the mandal folk/free style)	Preferably free style dancer
5	Special tutors (Maths, Science and English language for 9th and 10th classes)	03	20,000/-	PG in MSc mathematics, physical sciences and English	Specifically for additional coaching for 9th and 10th classes
					Coaching for NEET/ EAPCET/other competitive exams and special classes for regular curriculum
7	FLN tutors	01 for every 100 enrolled students of 1-5 grades, not more than 6	10,000/-	Graduates in English medium	To teach/guide students from 8 am to 9 am and 4 pm to 6 pm on all working days - only for the 1st one year of the establishment of TPS. Later regular teachers can take over this based on rotations.

3.1.2 Non-Teaching Staff

Table AIV.4: *Requirement for Non-Teaching Staff*

No.	Designation	No. of posts	Pay per month per post (Rs.)	Qualifications and Experience	Roles and Responsibilities
1	Estate Manager	01	30,000/- (Consolidated per month)	Preferably an ex-serviceman with graduation, not more than 55 years of age and a permanent resident of the mandal Or MBA graduate or a graduate with NCC 'C' certificate and a permanent resident of the mandal having 10 years experience in reputed company / organisation	He supervises the non-teaching activities like: - Dining and meals - Clean and green activities - Security - And other non teaching activities - Toilets - Busess The estate manager reports to the Head of School.
2	HR Assistant for non teaching	01	20,000/- (consolidated per month)	MBA / B.Com / BBA	Assists HoS in recruitment, hiring, firing, contract document, leaves management, etc. Correspondence with DEO for postings, etc. Works under HoS

3	Finance and Account Assistant	01	20,000/- (consolidated per month)	MBA/B.Com/BBA with experience in Tally software	Looking after the accounts, finances, procurement, maintenance of bills and vouchers, financial documents, tally / books of accounts. Works under HoS
4	Student Relations Assistant	01	20,000/- (consolidated per month)	Any graduate with experience working previouslyin schools	Looks after the TC, Bonafide, scouts and guides, NCC, NSS, and other student relations Works under HoS
5	Transport Supervisor	01	20,000/- (consolidated per month)	Any graduate with experience working previously in schools or with a bus driving experience	– Manages and incharge of all the transportation logistics of school buses. – Acts as liaison officer between parents, entrepreneurs and SDMCs – Coordinates bus passes – Also act as an assistant estate manager as well Works under estate manager and HoS
6	Childcare Assistant (Pre-primary classes)	@1 per class/ section	13,000/- (consolidated per month)	Women with 10th pass or fail living in one of the villages in the bus route	Assist the pre-school teacher in taking care of the children while in the classroom. She will assist children in the play area, in toilets, in dining. She shall look after students boarding and deboarding the bus in the given route. She should ensure the hygiene and cleanliness of the children and classroom and pre school area.
7	Librarian	02	25,000/- (consolidated per month)	Graduation in Librarian Course	Managing the library, circulation of books to students through a register, Organizing the shelves and books and other matters related to library
8	Lab assistant	02	20,000/- (consolidated per month)	Graduation in any science/engineering stream	Responsible for the lab equipment and assisting the Teachers and students during the lab / science period

9	Computer Instructor	02	25,000/- (consolidated per month)	Graduation in BCA / MCA / BTech (CSE, Electronics, IT) with hands on knowledge of MS office and other tools like browsing, gmail, AI, etc.	To teach the students skills in computer usage (browsing, using search engines, AI platforms, MS Office, social media, etc.) To maintain the computer lab, Computers and other equipment in the computer lab
10	Computer Operator-cum-Personal Assistant to Head of TPS	02 (one For HoS And one for general use)	20,000/- (consolidated per month)	Graduate with Knowledge in computer operations and skills in data entry and analysis.	Shall look after the data entry of the student and school information in the UDISE+, ISMS, etc. platforms and apps. Shall analyse the school data as per the requirement of the Head of TPS or other HMs. Also assist the Head of TPS in day to day office management.
11	Sanitation workers (Janitors) cum sweepers	1 for every 150 students (50% male and 50% female)	14,000/- (consolidated per month)	Women and Men between 21 to 45 years of age	Cleaning and upkeep of the toilets and toiletry equipment.
12	Security guards	2 security guards for every 300 students or max 6 security guards per TPS	14,000/- (consolidated per month)	Men with 10th pass	Security of the school day and night
13	Office Assistants	4 attenders each for HM and Head of TPS	13,000/- (consolidated per month)	Inter Pass or Fail	Assist the HMs / Head of school in file management and others
14	Nurse	01	20,000/- (consolidated per month)	Trained in nursing with working experience	Cater to firstaid for students and school staff and basic medical services to students
15	Head Cook	01	20,000/- (consolidated per month)	Graduate preferably in hotel management or any other culinary courses Or Any professional cook with minimum of 10 years experience in large scale cooking	Overall incharge of dining and kitchen Cooking and serving Prepares the menu Supervises the cooks and helpers. Ensure hygiene of the food
16	Cooks	1 for 200 enrolled students and maximum 6 cooks	14,000/- (consolidated per month)	7th class pass (at least 50% Women) Have experience in cooking	Cooks breakfast, lunch and evening snacks

17	Kitchen Helper	1 for every 200 students and maximum 6 helpers	13,000/- (consolidated per month)	At least 50% women Experience in cooking	Helps the cooks in preparing the meals, cleaning the kitchen and the dining hall Serving the food to the students
18	Counsellor (Psychologist)	1 per mandal	30,000/- (consolidated per month)	Bachelors or Masters in counselling psychology. Preferably with experience in child psychology and counselling	Student counselling for all the TPSs in the mandal

3.2 Recruitment Process

The District Collector shall be the nodal person to take care of the recruitment process. The District Collector with the help of DEOs, MEOs and school level SDMCs shall recruit these additional personnel from the local neighbourhood. The Director of School Education shall release the necessary guidelines for this.

3.3 School Administration

The District Collector, the DEO, MEO and the SDMC shall together decide on the appointment of the Head of School and heads of school departments mentioned below.

3.3.1 Administrative role of the Head of School (HoS)

- The Head of School oversees the entire administration of the TPS from grades Nursery to 10th/12th standard. He/She shall be the Gazetted HM or Principal of the erstwhile High school or junior college or KGBV or Model school or can be recruited by the state separately.
- All of the head of the school positions shall be filled through direct recruitment by the state Public Service Commission. The position shall be equivalent to Dy DEO and the candidate shall have teaching and administrative experience in any government or private school. Interested HMs can apply and will be selected for these posts based on a written test and interviews. The previous experience and records of the candidate shall be focused on during the interviews.
- Heads of various school Departments (mentioned below) and the Estate Manager report directly to the HoS.
- The HoS is responsible for the overall academic and holistic development of students and also responsible for management of teachers and HMs in the school.
- Ensuring student safety and security is a primary responsibility of the HoS.
- The HoS is accountable for all teaching and non-teaching aspects of school operations.
- The HoS manages external examinations, including SSC, Intermediate, and NAS.
- The HoS acts as a liaison between district officials and the school.
- The HoS has authority over all teacher transfers, leave approvals, and other human resources aspects within the campus.

3.3.2 Administration of the Foundational School (Nursery to 2nd Grades)

- This section of the school encompasses grades from nursery to 2nd grade focusing on the foundational skills of the students.
- This school is overseen by the Head Master, Foundational (the most senior Secondary Grade Teacher or the Head Master of the erstwhile primary school on campus).
- All full time and outsourced teachers instructing these grades shall report to the Head Master, Foundational School Department.

- This Head Master also shall teach 12 periods per week.
- He/She is accountable for the overall academic performance and manages the teaching staff within the aforementioned grades.

3.3.3 Administration of the Middle School (3rd to 8th Grades)

- This section of the school encompasses grades 3rd to 8th.
- This department is headed by the Head Master, Middle School. He is either a senior most SA or the HM of the erstwhile High school in the campus.
- All full time SGTs and SAs and outsourced teachers instructing these grades shall report to the Head Master, Middle School Department.
- This Head Master shall also teach 12 periods per week.
- He/She is accountable for the overall academic performance and manages the teaching staff within the aforementioned grades.

3.3.4 Administration of the High School (9th to 12th Grades)

- This section of the school encompasses grades 9th to 12th.
- This school is headed by the Head Master, High School. He is either a senior most SA or the HM of the erstwhile High school in the campus or the principal of KGBV or model school or the junior college (if present) in the erstwhile campus.
- All full time and outsourced teachers instructing these grades shall report to the Head Master, Middle School Department.
- This Head Master is also responsible for teaching grade 9th and 10th or 11th and 12th based on their experience and designation.
- He/She is accountable for the overall academic performance and manages the teaching staff within the aforementioned grades.

3.3.5 Non Academic activities by Estate Manager

- The estate manager serves as the central point of contact for all non-academic school operations. These responsibilities encompass a wide range of areas including breakfast, mid-day meals, student transportation, sanitation, watch and ward, maintaining school cleanliness and hygiene standards.
- The estate manager reports directly to the Head of School (HoS), providing regular updates and information regarding all non-academic activities.
- To facilitate these operations, the estate manager oversees a dedicated team. This team includes an HR assistant for non-teaching staff and a transport supervisor. Additionally, the estate manager oversees the staff such as cooks, sanitation workers, security staff, etc.
- Ultimately, the estate manager is accountable for ensuring that all non-academic activities within the school are efficiently managed and maintained to a high standard.

3.4 Teacher Professional Development

The Teacher Professional Development for Telangana Public Schools aims to enhance classroom practice, strengthen teacher capacities, and improve student learning outcomes. This integrates evaluation, reflection, and training as tools for growth, ensuring that teachers receive continuous guidance, resources, and opportunities tailored to their needs. A minimum of 40 hours of in person training per year shall be provided to the teachers with high quality training inputs.

3.4.1 Identifying the gaps for training

Classroom observations, self-reflection exercises, peer sharing, and regular feedback shall be captured as the basis to identify the training needs for teachers. These evaluations will be documented and reviewed at the

school level to inform professional development planning. The following are the indicators that can be captured in this:

- Classroom instruction quality, lesson planning, and use of teaching-learning materials
- Subject knowledge and professional competence.
- Student learning outcomes and progress.
- Student engagement and participation in class.
- Classroom management, time use, and positive discipline.

This need assessment shall be done yearly once by a designated third party agency and capacity building sessions will be planned accordingly.

3.4.2 Capacity building Plan

Based on evaluation findings, teachers will participate in structured professional development programs at the school, cluster, and district levels -

- English communication skills and spoken English pedagogy.
- ICT integration in classrooms, including digital tools and smart board use.
- Inclusive education with focus on Children with Special Needs (CwSN).
- Health, hygiene, and life skills education.
- Subject-specific refresher workshops across core subjects.
- Pedagogical innovations, activity-based learning methods and usage of TLMs.
- Social-emotional learning and creation of supportive classroom environments.

Appropriate induction training should be designed and implemented to newly recruited teachers.

4. Academics and Quality

4.1 Curriculum and Pedagogy

The SCERT designed state curriculum shall be used by the Telangana Public Schools similar to all other state government schools. But computer education shall be incorporated from class 3 onwards.

The pedagogy shall be shifted to a more practical and play-based learning rather than rote learning. The following are a few points that shall be considered by these schools:

Pre primary (Nursery, LKG and UKG):

1. Learning shall be entirely play-based
2. Language rich circle time shall be used for story telling, songs, vocabulary games, etc to improve speaking and listening skills, especially in English
3. Each day shall incorporate playtime that allows for outdoor and indoor play and physical activities
4. Children will have rest/sleep time after lunch break
5. Parent engagement like family activities
6. Pre-primary students shall not carry any text books. All the relevant text book materials shall be kept within the classroom itself. But the student may be asked to carry a small backpack with a pair of diapers, water bottle and snacks.

Primary (1st to 5th):

1. Integrate play, art, movement with literacy and numeracy
2. Small group instructions by teachers for improved instructional time and special focus.

3. Integrate with play based, joyful, experiential learning pedagogies.
4. Focus on FLN skills like reading, writing and numeracy: grouping children based on learning levels within the classroom by teacher and teaching accordingly; usage of TLMs; integrate listening, speaking, reading, and writing every day through small but structured activities; Use oral responses, games, flash cards, and observation checklists instead of written-only tests for FLN measurement; etc.
5. Until 3rd standard, there shall not be any home work for the students
6. By the end of 5th grade, all students shall acquire reading, writing and speaking in their mother tongue and English and achieve numeracy proficiency.

Upper Primary (6th to 8th):

1. Focus on stronger conceptual understanding in subjects
2. Task-based lessons like projects and assignments
3. Usage of subject-based labs
4. Encourage peer instruction - learning by teaching
5. Integrate with experiential learning pedagogies

Higher (9th to 12th):

1. Focus on deeper conceptual thinking, examination readiness and higher order skills
2. Career/skill integration for college and career readiness - introduce research skills, ICT tools, presentation skills, etc.
3. Revision cycles using evidence from examinations and assessments
4. Usage of subject specific labs for practical exposure
5. Extended projects and assignments

4.2 Assessments

State Level

- The Telangana Education Standards Authority (TESA), a third-party assessment agency, will be established to:
  - Provide and ensure school standards and quality assurance.
  - Conduct summative assessments for all grades from 2nd to 12th standard.
- This Authority will be responsible for:
  - Preparing standardized question papers for summative assessments across the state.
  - Conducting examinations.
  - Evaluating answer papers.
- Evaluation will be done entirely online:
  - Papers will be scanned and uploaded to a portal.
  - Scanned papers, anonymized without school or student names, will be randomly assigned to teachers across the state for evaluation.
  - Evaluation results will be captured, and insights generated.
  - All classrooms shall have 2 CC Cameras so that all corners are covered. Examinations shall be conducted by the officials of TESA so that 100% transparency is ensured.

District Level

- A District Level Examination Branch will be established.

- They will act as a liaison between the state level council and the school level examination branch. They manage the operations of conducting the examination and evaluation process.

School Level

An Examination Branch will be established to conduct examinations for all grades from 1st to 12th with the following functions

- Provide guidance to teachers in preparing formative assessment (FA) question papers.
- Coordinate with the District Level Examination Branch for summative Assessment (SA) examinations.
- Assist the HoS in conducting public/board examinations.
- Formative assessments will be conducted by teachers within the school with the guidance of the examination branch
- FAs will be 50% competency-based and 50% syllabus-based.
- Exclusive SA shall be put as incharge of the examination branch. One SGT shall be incharge to liaison between TESA.
- The 10th, 11th and 12th exams shall be conducted by shuffling the students from one school to another.

4.3 Remedial Education

Dedicated teachers (referred to as FLN Tutors in Chapter 2) will be recruited by the SDMC to provide remedial education for 1st two years. These additional teachers, who will be paid volunteers, will focus solely on remediating basic FLN competencies after the school hours. Ideally, there should be one such teacher for English, one for other languages, and one for Mathematics.

Within the regular classroom, Teaching at the Right Level (TARL) strategies should be implemented, adapting to the learning needs of students on a specific topic by the class/subject teacher. For a smaller group of students requiring additional remedial support, extra class slots should be allocated during non-instructional time or free periods. If this necessitates additional teaching staff, the school should ensure that more teachers are provided to meet this need.

For students in 9th and 10th grades, additional tuition will be provided within the school premises from 4:30 PM to 6:30 PM.

After the 2 years or in general, remedial teaching or teaching at the right level is the responsibility of the regular school teachers.

4.4 Focus on English Speaking Skills

To improve the speaking and reading skills in English and make them ready for a competitive career, the following activities shall be planned in the TPSs.

- **English Immersion:**
  - Implement daily 2 periods of English immersion programs.
  - The spoken English period should be put in the regular syllabus where at least 2 of these periods per week shall be dedicated to spoken English.
  - Establish English clubs and labs.
- **English Labs:**
  - Create dedicated English labs with digital content for language skills practice (similar to TOEFL).
  - Equip labs with headphones and a 45-seat computer capacity.
  - Install 84-inch TVs for group viewing in english labs.
  - Stock English labs with storybooks, grammar books, and other relevant English literature.
  - The English lab room will work as a classroom for English language and spoken English periods. All students from grades 6th to 12th shall move to these labs during their English period on a rotation

basis for different grades and sections.

- **Teacher Eligibility:**
  - Teachers with a degree in English medium and teacher training degree and having at least 3 years of experience in teaching shall only be allotted in TPS schools.
- **Teacher Training:**
  - Provide English teachers with spoken English training, including CLT and phonics methodologies.
  - Encourage all teachers to communicate in English.
  - Over a period of the next 3 years, all teachers shall be equipped with the ability to deliver teaching in English medium only.
- **Practice and Promotion:**
  - Facilitate loud reading practice sessions.
  - Promote English clubs actively.
- **Competitions and Rewards:**
  - Organize school competitions such as essay writing, elocution, storytelling, role-plays, quizzes, skits, group discussions, and debates.
  - Praise and reward students for participation and achievement.
- **Workshops:**
  - Conduct workshops for teachers at the mandal level to improve English language and spoken English.
- **Volunteer Program:**
  - Recruit unpaid English volunteers from the local town to support English clubs.
  - They may be given certificates of appreciation by the district collector to those who complete 100 days of tutoring.
- **Digital Learning:**
  - Promote English learning apps like Duolingo, BBC Learning English, and Hello English for home use.
  - Utilize audio and video digital content in classrooms for teaching
  - Develop "edutainment" videos covering real-time English usage in scenarios like travel, family conversations, and shopping.
  - Introduce other edutainment series like Peppa Pig, Ben and Holly's little kingdom, etc. especially in pre-primary and primary classes.
  - Making appropriate digital content available in English lab classrooms
- English Day:
  - Organize an "English Day" event.
- Student Publications:
  - Schools are encouraged to have the school magazines.
  - Students shall publish articles written in these magazines.

4.5 Use of Edu-Tech for Learning

To ensure effective implementation of digital learning and AI in Telangana Public Schools, the following actions will be undertaken:

- **Integrate Edu-Tech Digital Content:** Actively utilize edu-tech digital content for 50% of all teaching activities, ensuring a blended learning approach.
- **Promote AI Learning:** Develop and implement initiatives to promote AI learning among students, fostering future-ready skills.
- **Teacher Training for Edu-Tech Usage:** Provide comprehensive training programs for all teachers on the effective use of educational technology tools and platforms.

- **Leverage Edu-Tech Apps/Portals:** Encourage and facilitate the use of edu-tech applications and portals like Khan Academy by both teachers and students as supplementary materials to enhance learning outcomes.

4.6 Laboratories

The TPS shall be designed to provide practical, skill-based and experiential learning. Therefore, it shall have laboratories specific to subjects as follows:

1. Computer laboratories

Computer Laboratory Infrastructure:

- Each school should have two computer laboratories, one for students from grade 3rd to 8th and one for students of grade 9th to 12th.
- Each laboratory should be equipped with a minimum of 45 computers, and with appropriate furniture and gadgets like headphones.

Integrated Computer Education:

- Computer education should be integrated into the curriculum from 3rd grade.
- These computer labs shall also function as AI labs for the students to carry out assessments.
- For primary grades, these AI labs shall be used to practice FLN.
- While for high school students, computer labs shall be used to learn social media, MS Office, drafting emails, browsing and AI-based learning.

Staffing:

- Two computer teachers should be recruited for each school, as outlined in Chapter 2, to provide adequate support and instruction.

2. Science Labs

The school will establish Physics, Chemistry, Botany, and Zoology labs accessible to 8th to 12th grade students. These labs shall have all necessary equipment and consumable materials as per the curriculum. Two designated lab assistants will oversee the laboratories and support subject teachers during student practical sessions, ensuring students gain hands-on experience and are well-prepared for practical examinations.

3. Maths Lab

A Mathematics Laboratory in Telangana Public Schools should be designed as a creative and interactive space where students can explore mathematical concepts through activities, models, and technology. The purpose is to shift mathematics from rote learning to experiential understanding, making it engaging, practical, and connected to real life. All the mathematics classes from grades 6 to 12th shall be conducted in the maths lab. The students shall move to these maths labs whenever they have maths class as per their time table.

Infrastructure and Resources required:

- The lab should be equipped with manipulatives, models, puzzles, and digital tools.
- Core provisions may include geometry kits (compass sets, protractors, 3D models of solids), number kits (abacus, place value charts, fraction strips, algebra tiles), measurement tools (scales, weighing machines, measuring tapes), and puzzles or games (Sudoku, tangrams, magic squares).
- For higher classes, advanced equipment like graph boards, probability kits, and mathematical instruments for trigonometry and calculus visualization can be included.
- A digital corner with an 85 inch screen installed with software and math applications shall be provided with necessary furniture. This should enable students to simulate problems, visualize graphs, and practice logical reasoning.

  Usage of Maths Lab should be integrated into teaching across grades. For primary grades, focus can be on play based numeracy like counting beads, shapes, patterns, and fractions using concrete objects. For middle school students, activities can include geometry construction, algebra models,

data handling, and probability games. For higher grades, the lab can support visualization of advanced concepts like trigonometry, functions, statistics, and calculus through models and digital simulations.

Students shall be taken to the labs and taught practically than in classrooms confined to theoretical explanations. By combining traditional teaching tools with digital resources, the Maths Lab will make mathematics accessible, joyful, and practical for every learner. It will also serve as a space for remedial support, logical reasoning enhancement, and talent development in problem-solving competitions.

4. English Lab

The English Language Lab will serve as a dedicated space to strengthen students' listening, speaking, reading, and communication skills in English. The focus will be on building confidence in everyday communication, improving pronunciation, and developing comprehension through interactive and technology-enabled learning.

Infrastructure and Resources required:

- Computers each connected to headsets and screens, to facilitate individualized and group practice of listening and speaking.
- Licensed English learning software, audio-visual modules, interactive activities, and practice exercises aligned to student levels.
- A well-stocked English Readers' Corner with graded books, storybooks, comics, newspapers, and magazines from beginner to advanced levels.
- Audio-Visual Facilities: 85 inch interactive flat panel or smart TV shall be pre- loaded with curated teaching material for group listening and reading sessions, screening of English films or stories.

A designated English Communication Teacher, trained in spoken English pedagogy and digital tools, will manage the lab. This teacher will facilitate structured sessions, provide one-on-one guidance, and track student progress. Peer learning models will be encouraged, where students practice conversations in pairs or in small groups under supervision.

Unlike conventional subject laboratories, the English Lab will function as a flexible and extended facility. It will not be rigidly tied to the timetable; instead, students may access the lab during free periods, after school hours, or through scheduled activity periods. The lab will support extracurricular clubs such as debate, drama, storytelling, and reading circles, reinforcing language skills in a joyful manner. This English lab shall also function as an English language library.

4.7 Libraries

The school library in Telangana Public Schools should be designed as the knowledge hub of the campus, fostering joyful reading, research, and creativity among children and teachers. It must go beyond being a book repository and become a welcoming and flexible space that encourages students to read, explore, and learn independently.

There shall be 2 libraries in a TPS - one for grades 1st to 5th and another one for grades 6th to 12th.

The libraries should be centrally located and easily accessible to the respective grades, with comfortable and age-appropriate furniture such as mats and cushions for younger children and desks for older students. Bright lighting, ventilation, and colorful décor can make the space inviting, while shelves and display corners can highlight new arrivals and student recommendations. A small digital corner with computers or tablets will ensure access to e-books, audiobooks, and online resources, complementing print materials.

The book collection should be diverse and inclusive, offering storybooks, children's literature, biographies, and academic references in English, Telugu, Urdu, and Hindi. Newspapers, magazines, maps, and games should also be included to cater to varied interests. For students with special needs, resources like audiobooks, large-print texts, and Braille materials should be made available. Regular activities such as storytelling sessions, reading challenges and book fairs shall be conducted to strengthen the reading culture and make the library a lively and engaging space.

Two librarians shall manage the libraries and collaborate with teachers to integrate reading and research into classroom activities.

Every week, two designated periods shall be included in the regular timetable for library for every grade.

4.8 School Timings and Guidelines for Preparation of Time Table:

School Timings

Standard school hours for all students will be from 9:00 am to 4:00 pm.

Additionally, selected or interested students may stay until 5:15 pm for supplemental activities. These extra hours will be utilized for remedial classes, extra classes, extracurricular activities, or sports, depending on student interest and specific requirements.

Senior students participating in sports competitions or other specific activities are permitted to stay at school until 8:30 pm, accompanied by Physical Education Teachers (PETs).

Time Table Design

The Head of the school, in collaboration with the Head Masters (Hms), is tasked with creating a comprehensive timetable that fosters the holistic development of students. This involves careful consideration of various essential aspects.

- To promote literacy and digital skills, a dedicated weekly class for library and computer usage should be scheduled for all grades from 1 to 12.
- Physical activity is crucial for student well-being. Therefore, every day should include one period specifically allocated for outdoor or indoor games.
- To enhance communication skills, a weekly English spoken language class should be integrated into the timetable and an extra hour after the school timings can also be considered.
- To cultivate an appreciation for nature and scientific observation, students from UKG to 5th class should participate in a weekly nature walk. During these walks, they can engage in activities such as observing insects, collecting leaves, knowing the plant categories, etc.
- The school day should also incorporate several structured routines: a school assembly, to be held within individual classrooms and facilitated by a public address system in each room; provision of morning breakfast, lunch, and evening snacks (such as fruit or a biscuit); and a designated sleeping time for pre-primary students.
- Special events like Sports Days and Annual Days should also be factored into the school calendar to celebrate student achievements and promote community spirit.
- Finally, to address individual learning needs, remedial classes or tuition classes should be scheduled within the timetable, in addition to the regular academic curriculum.

5. Non-Academics and Holistic Development

5.1 Sports

All the students from Grade 1st to 12th shall be divided into 4 groups by color - Blue, Yellow, Green and Purple for the purpose of sports and competitions.

Play Activities for Pre-Primary Grade Students (Nursery, LKG, and UKG):

- The key focus for pre-primary students' play activities is to foster the development of their motor skills within an enjoyable and stimulating environment.
- Indoor play may include soft toys, foam blocks, and trampolines. Outdoor activities should involve fun stations, swinging, sliding, and various other engaging play station activities.

Sports and Play Activities for Primary Grade Students (1st to 5th):

- Emphasis for this age group will be placed on foundational physical literacy, teamwork, discipline, and initial exposure to various sports.
- A rotating schedule of indoor games such as carroms, table tennis, chess, trampoline, and soft play, along with outdoor games including slides, swings, simple athletics (e.g., running, relay), tug-of-war, dodgeball, and treasure hunts, basket ball, etc. will be incorporated into their daily Physical Training (PT) periods.

Sports for Higher Grade Students (6th to 10th/12th):

- The focus for higher-grade students will be on fitness enhancement, and sports training to cultivate professionalism for achieving excellence .
- Indoor games like chess, table tennis, and carroms, alongside outdoor sports such as kho-kho, cricket, football, badminton, volleyball, and basketball, will be taught and played on a rotational basis during daily PT periods.
- After-school sports clubs and games shall be organized for interested students.

Sport Competitions and Clubs:

- **Internal Clubs:** Internal sports clubs should be established at the school level, comprising student representatives and led by Physical Directors (PDs) or Physical Education Teachers (PETs).
- **Talent Development:** PDs and PETs are responsible for preparing interested and talented students for district, state, and national-level competitions.
- **Sports Day:** Every Telangana Public School (TPS) will host sports day at the school level, featuring a series of sports competitions and awarding winners. Parents and other stakeholders will be invited to attend.
- **District and State Level Competitions:** District and state-level sports competitions will be conducted across TPS schools in major sports such as cricket, basketball, table tennis, chess, and kho-kho. State-level sports events will be held to recognize and reward student winners from these competitions.

The Department of School Education and the District Education Officer (DEO) offices will collaboratively organize these events annually. PDs and PETs from TPS schools will cooperate with DEO offices in the organization of these competitions.

- **Inclusive Sports:** Modified sports games will also be organized for differently- abled students at the school level, as well as in district and state-level competitions.
- **Gender Participation:** Equal participation of girls in sports activities is to be actively encouraged and rewarded.

NCC and NSS trainings shall be conducted to the interested students by the PETs.

5.2 Fine Arts

Pre-Primary (Nursery–UKG):

In the pre-primary years, young learners will engage in daily short activities, lasting 15- 20 minutes, to foster their artistic development. Drawing and craft activities will include scribbling, coloring, clay play, paper tearing, and collage. Dance and music will focus on action rhymes, folk songs, free dance, and rhythm play using simple instruments like shakers and sticks.

Primary (Grades 1–5):

For primary school students, two Fine Arts periods per week will be dedicated to a range of creative activities. Drawing and craft activities will encompass basic drawing, coloring, origami, festival crafts, and an introduction to local folk arts. Dance and music will involve simple folk dances, participation in school choir songs, and the exploration of basic rhythm patterns.

Upper Primary (Grades 6–8):

Students in upper primary will have three Fine Arts periods per week, rotating among drawing, craft, dance, and music. Drawing and craft activities will include sketching, poster-making, school murals, clay modeling, weaving, and rangoli. Dance and music will introduce the basics of classical dance and local folk dance, encourage group singing, and classical music.

High School (Grades 9–12):

High school students will engage in 3-4 Fine Arts periods per week, supplemented by after-school clubs. Drawing and craft activities will advance to include advanced sketching, painting, applied arts (poster design, digital art). Dance and music will offer specialized tracks in Indian classical, local folk dance, vocal or instrumental music, fusion bands, and theatre.

In addition to these regular classes, an Annual Arts and Culture Festival will be held to showcase student work in drawing, crafts, music, and dance. Fine art clubs, including dance, music, painting, crafts, drama/theatre arts, photography, clubs, will also be available for students to further pursue their interests.

Additionally, schools shall be encouraged to establish various clubs, including environment, social service, human rights, public speaking, quiz, debating, English, science, maths, computer, and entrepreneurship clubs. One teacher shall head and facilitate each of these clubs.

5.3 Vocational Education

Telangana public schools shall integrate vocational education as an essential part of the curriculum from Grade 6 onwards, ensuring that every child gains exposure to skills for work, creativity, and self-reliance. The approach will be holistic, flexible, and locally relevant, blending traditional crafts, modern skills, and experiential learning.

Students in Grades 6–8 shall be introduced to basic skills through hands-on activities, school workshops, and local craft/artisan engagement, covering areas such as gardening, carpentry, weaving, pottery, and other regionally relevant trades. In Grades 9–12, students shall have the option to pursue structured vocational courses aligned with the National Skills Qualifications Framework (NSQF), linked with local industries, agriculture, and service sectors. Schools will collaborate with ITI institutions, polytechnics, industrial clusters, and local craftsmen to provide internships and real- world exposure.

Interested intermediate students should be equipped with typing and driving skills. Schools must facilitate the process of acquiring the necessary knowledge about road safety and driving rules for both girls and boys.

Intermediate students should be encouraged to pursue higher education, with vocational skills serving as a hobby or supplementary career option, rather than as a primary career path without further academic transition.

Teachers shall receive training in art-integrated and skill-based pedagogy, while dedicated vocational trainers will be deployed where needed. A minimum of one vocational skill per student will be ensured, with flexibility to explore multiple skills during the school years. To encourage participation, vocational clubs will be established in schools, and annual Skill Fairs/Exhibitions will showcase student projects. Vocational learning shall be assessed through practical demonstrations, portfolios, and internships rather than written exams, ensuring learning is joyful and competency-driven.

5.4 Exposure Visits

To broaden learning beyond the classroom and foster real-world understanding, Telangana Public Schools shall institutionalize exposure visits as part of the annual academic calendar. Students across grades will participate in structured visits to places of educational, cultural, vocational, and environmental significance such as science centers, historical sites, local industries, farms, skill institutes, universities, museums and government institutions. For primary students, visits will focus on local environments (parks, farms, post offices), while secondary and higher secondary students will focus on career-oriented and subject-linked visits (research labs, industries, IT hubs, courts, civic bodies). Each visit will be planned with clear learning objectives, pre-visit orientation, guided exploration, and post-visit reflection activities, ensuring maximum educational value. Partnerships with local industry, cultural organizations, and higher education institutions will be developed to provide students exposure to diverse career pathways and life skills.

5.5 Student Career counselling

At the higher grade levels, structured counselling sessions shall be conducted by trained counsellors, teachers, and industry experts, focusing on academic streams, vocational options, higher education, and entrepreneurship. Schools will establish Career Guidance Cells with resources, digital platforms, and linkages to local industries, universities, and skill development agencies. Regular career fairs, mentoring sessions, alumni interactions, and aptitude-based assessments will be organized to connect students with real-world opportunities. Special focus will be given to first-generation learners and rural students, ensuring equitable guidance.

5.6 Annual Days at School

Each Telangana Public School shall mandatorily organise an Annual Day once every two academic years (the annual day and sports day mentioned above shall be alternatively organised), preferably during a lean academic period when examinations and instructional load are minimal. The Annual Day shall serve as a platform to showcase students' talents and achievements through cultural programmes, literary and sports competitions, exhibitions, and other co- curricular and extracurricular activities.

The event shall include structured appreciation and award ceremonies to recognise outstanding performance and effort by students, teachers, and support staff across academics, sports, arts, leadership, discipline, and community engagement. Such recognition shall foster a sense of joy, belonging, and motivation among students and staff, and contribute to a positive school culture.

In addition to celebration, the Annual Day shall be designed as a learning experience that strengthens students' organisational abilities, teamwork, communication skills, creativity, and confidence, while encouraging wider participation beyond academic excellence alone. Schools shall be encouraged to involve parents, alumni, and local community members in the celebrations to enhance school–community connect and public trust in Telangana Public Schools.

6. Monitoring and Governance Processes.

6.1 Nested Supervision

A nested supervision model will be implemented to monitor key aspects of schools, provide support, and address their needs. The below is the list of the supervisors who visit the schools, the frequency of visits and the indicators they need to capture while visiting.

6.1.1 Supervision Officers and Schedule

- **Mandal Education Officers (MEOs):** Visit TPS schools in their mandal once a month.
- **District Education Officers (DEOs):** Visit approximately six TPS schools monthly, ensuring all schools in the district are covered within the half academic year. This means each TPS will be visited by a DEO once in half an academic year.
- **District Collector:** Visit at least two TPS schools in the district every month, prioritizing those already visited by DEOs.
- State Officials (Joint Directors/Additional Director/Director SCERT/Director of School Education): Visit at least one TPS school in each district whenever possible, prioritizing those already visited by DEOs and District Collectors.

6.1.2 Key Performance Indicators (KPI) to be observed

During school visits, supervising officers shall monitor the following key aspects:

- **Enrolment:** Verification of student enrolment and trends.
- **Attendance:** Review of attendance of students, teachers, and other staff.
- **Mid-Day Meals:** Checking adherence to the prescribed menu and ensuring hygiene in preparation and serving.
- **Infrastructure:** Assessment of basic facilities and identification of areas requiring improvement.
- **Sanitation and Hygiene:** Inspection of toilets, drinking water, and overall campus cleanliness.
- **Classroom Observation:** Random observation of classroom teaching and learning practices to understand teaching learning quality, usage of TLMs, lesson plans, ICT, labs, libraries, sport infrastructure, etc.
- **Assessment Results:** observe the assessment trend and results of the school and enquire on the identified gaps in performance and appreciate the teachers for good performance.
- **Community Participation:** Check whether the SDMC meetings are happening regularly.

- **Seasonal Activities:** Monitoring of context-specific activities such as examinations and other scheduled events.
- **Support Needs:** Enquiring about any specific requirements or support sought by the school.
- Sports, Games and other extra curricular activities

Supervising officers shall provide feedback to the Head of School (HoS), Headmasters, and teachers, highlighting strengths and areas for improvement. This feedback will serve as an input for the HoS to take corrective action and for the School Development and Monitoring Committee (SDMC) to deliberate on necessary changes and improvements.

6.1.3 Leveraging Technology

A single Mobile Application for supervisors across all levels is required to implement regular, data-driven, and structured school visits. All the supervisors shall have this app and fill in the details when on a visit. It guides them to the school to visit and provides indicators that need to be captured during the visit. Such a platform requires to have:

- Well-defined algorithm that dynamically generates a list of schools for visit for each supervisor according to their position, location, and above frequency.
- Simplified checklist of the above KPIs to observe and cover during the school visit.
- Dynamic feedback is to be generated based on the responses and observations entered to be made visible to the school to enable effective improvements in schools.

The Secretary, Education shall monitor these visits regularly .

6.2 School Level Monitoring

Head of School Responsibilities:

The Head of School, in collaboration with department HMs, is responsible for continuous school monitoring, overseeing both academic and non-academic activities. Key responsibilities include:

- **Daily Observations:**
  - Monitor student and teacher attendance.
  - Verify if the day's menu is being prepared.
  - Ensure campus cleanliness.
  - Ensure proper conduct of examinations and assessments.
  - Ensure if extra and co-curricular activities are being held regularly
- **Academic Oversight:**
  - Review student marks and hold teacher meetings as needed.
  - Confirm full student enrolment at the beginning of the term.
- **Coordination and Meetings:**
  - Coordinate and review the Estate Manager for non-academic activities.
  - Conduct weekly review meetings with HMs and the Estate Manager to discuss attendance, challenges, updates, and seasonal agenda items (e.g., event planning, examination conduct).
  - Conduct monthly review meetings with all HMs, teachers, and non- academic staff to discuss student participation and well-being, address problems, and provide guidance.

Department Heads (HMs) Responsibilities:

HMs are responsible for the academic performance and teachers within their respective departments:

- **Classroom Monitoring:**
  - Observe classroom practices, including the use of Teaching Learning Materials (TLMs), lesson plans, and ICT.

- Monitor regular assessment, and data compilation.
- Ensure high teacher and student attendance.

- **Teacher Development:**
  - Guide teachers in newer innovations in pedagogy.
  - Train to regularly upgrade domain knowledge
  - Ensure timely support for provision of remedial education.
- **Co-curricular Activities:**
  - Monitor and support to ensure the proper execution of co-curricular activities.

Responsibilities of the Estate Manager:

The Estate Manager is responsible for management of facilities and non-academic staff:

- **Campus and Staff Management:**
  - Monitor campus cleanliness daily.
  - Ensure all non-academic staff arrive on time daily.
- **Meal Provisions:**
  - Monitor supplies, provisions and processes, ensuring hygiene and adherence to the menu of all meals.
- **Transport Coordination:**
  - In coordination with the transport officer, ensure buses are regular, safe, and on schedule.
- **Staff Meetings:**
  - Conduct weekly review meetings with non-teaching staff to discuss updates, provide feedback, and resolve issues.

School Development and Management Committee (SDMC) Responsibilities:

The SDMC shall also take equal responsibility of ensuring quality education and implementation of extra curricular activities, infrastructural upgrades and student well being. The SDMC focuses on strategic oversight:

- Review school performance.
- Monitor fund utilization.
- Ensure regular feedback from the parent community to improve practices and performance of the school
- Conduct monthly review meetings as detailed in Chapter 2.

6.3 Data driven decision making

6.3.1 Integration with Vidya Samiksha Kendra and Use of Data for Reviews

The State shall establish an integrated data-driven governance system by linking Telangana Public Schools (TPS) with the Vidya Samiksha Kendra (VSK). This integration will enable real-time digital capture and analysis of critical school indicators such as enrolment, attendance (students and staff), assessment results, classroom observations, mid-day meal implementation, infrastructure status, utilisation of consumables, inspection findings, and fund flow.

At the state and district levels, VSK-generated reports and dashboards will form the basis of all review meetings, with TPSs given special focus. This ensures that data is not only collected but actively used to identify gaps, track progress against benchmarks, and design targeted interventions (e.g., low FLN outcomes in certain clusters, absenteeism spikes, or mid-day meal quality concerns).

At the school level, the Head of School (HoS) will regularly review the digital reports, triangulate them with on-ground realities, and make decisions such as deploying remedial classes, reallocating resources, or initiating teacher support. Heads of Departments shall use grade-level and subject-level analytics to guide instructional planning, peer mentoring, and focused student support. The Estate Manager shall use data on hygiene, safety, and infrastructure to prioritize timely maintenance and upgrades.

6.3.2 School Grading

To foster healthy competition among Telangana Public Schools (TPSs), the State Planning and MIS team will develop a school ranking system with specific indicators. This team will determine the exact list of indicators and their weightages based on data availability and feasibility in reference to PGI and other state rankings. Suggested indicators include:

- Student attendance
- Student assessment results - CCE, LOs, NAS
- Equity in terms of gender, caste and CWSN learning outcomes
- Feedback from supervisory monitoring and parents
- Extra credits for student achievements in sports and other competitions, etc.

Based on the school performance in these indicators, school, mandal, and district-level performance rankings for TPSs shall be released and reviewed every six months. The Honourable Chief Minister shall also review these rankings.

School-level report cards using the same indicators shall also be published every six months to help the schools and SDMCs understand their performance overall. This initiative aims to encourage district and mandal officials and schools to strive for excellence and improve educational quality by also promoting healthy competition.

7. Nutrition and Health

7.1 Nutrition and Meals

Telangana Public Schools are set to significantly upgrade their mid-day meal program. The improvements include a revised menu that shall now feature not only lunch but also breakfast and evening snacks. The primary objective behind these changes is to ensure that the nutritional needs of the children are comprehensively met.

To support the implementation of this enhanced meal program, staff specifically designated for cooking, as outlined in Chapter 3, shall be recruited from the local community by the School Development and Management Committee (SDMC).

Furthermore, a robust system of monitoring and inspection shall be put in place to guarantee the program's effectiveness and adherence to standards. SDMC members, along with the Mandal Education Officer (MEO) and District Education Officer (DEO), shall conduct regular checks. These inspections shall focus on maintaining high hygiene standards during food preparation and ensuring that meals are cooked strictly according to the approved menu.

The School Education Department shall release the funds as per this upgraded meal cost accordingly.

For the pre primary students, the menu and the nutritional standards shall be met based on the Women and Child Welfare Department standards.

Suggested menu for these upgraded meals is:

Table AIV.5: *Breakfast Menu*

Day	Proposed Menu
Monday	Idly with Chutney + Milk
Tuesday	Vegetable Pongal/ Poha + Ragi Malt
Wednesday	Upma+ Milk
Thursday	Khichdi/Tomato bath + RagiMalt
Friday	Poori with aloo curry/Vegetable Khichdi + Ragi Malt
Saturday	Lemon Rice/Semiya Upma + Milk

Table AIV.6: *Lunch Menu*

Day	Proposed Menu	Curry Details
Monday	Rice + Vegetable curry + Pappu Chaaru + Egg	Veg curry – Beerakaya Pappu Chaaru
Tuesday	Rice + Vegetable curry + Green	Veg curry –
	Leafy Dal + Egg	Beans/Chikkudu/Goruchikkudu/Alchandakaaya Leafy Dal with Palakura/Chukkakura/Gongura
Wednesday	Rice + Vegetable curry + Pappu Chaaru + Fruit	Veg curry – Vankaya/Dondakaya Pappu Chaaru Fruit – Banana
Thursday	Bagara rice + Tomato aloo curry + Egg	Bagara rice Tomato aloo curry
Friday	Rice + Vegetable curry + Pappu Chaaru + Egg	Veg curry – Bendakaya Pappu Chaaru
Saturday	Vegetable pulao with aloo, carrot, beans, and coriander leaves + Fruit	Tomato Chaaru Fruit – Banana

Table AIV.7: *Evening Snacks*

Day	Proposed Menu
Monday	Corn flakes mixture (Chuduva)
Tuesday	Flattened rice mixture (Atukulu)
Wednesday	Boiled Peanuts/chana/chickpeas/batani/Corn
Thursday	Fruits (Bananas/other seasonal fruits)
Friday	Samosa
Saturday	Boiled Peanuts/chana/chickpeas/batani/Corn

7.2 Health and Hygiene

7.2.1 Medical Tests

To ensure well-being of children, regular health check-ups, nutrition monitoring, and early identification of requirements of Children with Special Needs (Students with Disabilities) shall be taken up in the Telangana Public Schools.

1. Annual Comprehensive Check-ups (Once a Year):

- General physical examination (height, weight, BMI, growth tracking) - This has to be done for pre primary students more often in line with the frequency followed by Women and Child Welfare Department.
- Vision, hearing, and dental screening.
- Nutritional assessment (anemia, malnutrition, obesity).
- Skin, hair, and oral hygiene check.
- Mental health screening (stress, anxiety, behavior).
- Developmental and disability screening – for early identification of children with special needs (cognitive delays, autism spectrum, ADHD, learning disabilities, motor/speech delays).

2. Bi-Annual Check-ups (Twice a Year):

- Hemoglobin/iron deficiency testing, especially for adolescent girls.
- Deworming and Iron-Folic Acid supplementation as per National Health Mission.
- Mental health check-ins and counselling support.

3. Quarterly Monitoring (By Teachers and School Nurse):

- Hygiene and sanitation checks (handwashing, nails, uniform).
- Weight/height monitoring for at-risk children.
- Menstrual health support and awareness for girls.
- Teacher observations on learning difficulties, social behavior, attention span for early referral.

Students identified with health concerns or suspected special needs shall be referred to child specialists, psychologists, or rehabilitation experts.

Teachers to be trained in identifying special educational needs for students in their classrooms. Also parents are oriented on child nutrition, mental health, and disability support. Peer sensitization programs shall be conducted to build inclusive classrooms and reduce stigma.

7.2.2 Provisions for in school health facilities

The Telangana Public Schools will be equipped with a health room staffed by a trained nurse to ensure the well-being and safety of all students. The unit will provide basic first aid services for minor injuries, cuts, burns, and falls, along with immediate care for common health issues such as fever, cold, stomach pain, and headaches. A basic medicines stock (paracetamol, ORS, antiseptic ointments, bandages, sanitary pads, etc.) will be maintained, with clear protocols for administration and referral. The nurse will also conduct regular health screenings, maintain student health records, and coordinate with teachers to monitor children showing signs of malnutrition, anemia, or learning/behavioral difficulties. Emergency preparedness kits, including first-aid boxes in every block, will be available, and clear referral linkages to the nearest Primary Health Centre or hospital will be established.

The health room shall also function as a sick room for girls. It must include a partitioned area with 4 beds, specifically for girls to rest during their menstrual periods and stomach pain.

7.2.3 In-School Psychological counselling

To promote mental health and emotional well-being, every Telangana Public School shall provide access to psychological counselling services for both students and teachers. A trained school counsellor or psychologist (1 per mandal i.e., one counsellor for 2 TPSs) shall be available on a regular schedule to provide individual and group counselling sessions, addressing issues such as academic stress, exam anxiety, peer pressure, behavioral challenges like phone or substance addictions, emotional difficulties, family issues and social adjustment. Teachers will also receive counselling support to manage work-related stress, classroom challenges, and personal well-being.

Counsellors will conduct awareness programs and workshops on life skills, positive relationships, conflict resolution, digital safety, etc. A referral mechanism will be in place for students requiring specialized mental health care, linking with hospitals and child guidance clinics. Teachers will be trained as first responders, able to identify early signs of stress, learning difficulties, or mental health concerns and refer students to the counsellor. Regular wellness surveys and mental health screenings shall be undertaken to map needs and ensure proactive support.

7.2.4 Hygienic provisions to be provided in schools

To ensure a safe and healthy learning environment, every TPS shall follow essential hygiene practices supported by adequate provisions as below:

- RO water purifiers for clean drinking water with clean storage containers in multiple locations on campuses making them easily accessible.

- Separate, functional toilets for boys and girls with running water and soap.
- Sinks/taps with soap near toilets and dining areas
- Sanitary Pad Vending and Disposal Units for adolescent girls in secondary schools.
- Daily sweeping, periodic disinfection of toilets, classrooms and the entire school
- Dustbins in every classroom and in the entire campus with a safe waste disposal system.
- Wet waste composting unit near kitchen/dining areas

A room to manage dry waste disposal should be constructed and maintained in the campus.

Also, regular workshops and awareness programmes shall be conducted to students on personal hygiene practices like regular hand washing, bathing and personal grooming like combed hair, cut nails, etc., in addition to the need for keeping all areas on campus litter free and plastic free.

8. Transporation

8.1 Mode of Transportation

To ensure safe and reliable access to education, to-and-fro school transportation shall be provided for students between their neighbourhoods and Telangana Public Schools (TPS). Transportation shall be arranged through 20-seater or 40-seater school buses, depending on the demand and geographical context. Each bus shall be fitted with the necessary safety provisions, including fire extinguishers, first aid kits, CCTV (where feasible), and GPS tracking.

8.2 Identification of Vendor (Local Youth Entrepreneurs)

Local youth entrepreneurs (preferably one of the parents) shall be identified and encouraged to procure and operate school buses on a payment basis through School Development and Management Committees (SDMCs). This approach will promote community participation, local employment generation, and ownership of school operations. The entrepreneurs shall be vetted based on their financial capacity, background verification, and commitment to maintaining safety and reliability standards. The Entrepreneur shall preferably be a SC/ST/BC candidate.

8.3 Transportation Costing and Financing Process

- The Government shall provide a 50% subsidy for the procurement of school buses, which will be released to the SDMC through the District Collector to be provided to the entrepreneur.
- Of the remaining cost, 40% shall be raised through bank loans facilitated by the department.
- And 10% shall be contributed by the entrepreneurs themselves.
- According to the Central Transportation Act, the bus must be registered in the name of a school entity, such as SDMC, while the entrepreneur operates the bus on behalf of the school. The bus is mortgaged to the Bank. After the loan is fully repaid and after completion of ten years, the entrepreneur can claim
- A transportation fee shall be jointly fixed by the SDMC and the entrepreneur, taking into account affordability for parents and sustainability of operations.
- The driver's salary, maintenance costs, Insurance costs, EMI to be paid and profit for his own livelihood shall be taken into account while fixing the fees.
- This fee shall be collected from parents of students availing the service and managed transparently by the SDMC in coordination with the entrepreneur.

8.4 Roles and Responsibilities in Transport Oversight

- A Transport Officer shall be designated at the school level to coordinate with bus owners, fix routes, monitor bus schedules, and ensure safe travel.

- The SDMC shall oversee the overall functioning, fee structures, issuing bus passes, grievance redressal, and periodic reviews of the service.

8.5 Rules and Guidelines for Safe Student Transport

- The entrepreneur shall ensure vehicle fitness, timely service, driver discipline, and adherence to safety rules.
- **Safety and Fitness:** All buses must comply with RTO guidelines, undergo periodic fitness checks, and be insured.
- **Driver Standards:** Drivers must hold valid commercial licenses, undergo police verification, and receive orientation on child safety.
- **Student Safety:** Every bus route shall have one child care assistant (the same child care assistant working in the pre primary classes) to be selected from the last village of the route. These child care assistants should be of 21 to 45 years old. They shall facilitate the student to board and deboard the bus.
- **Accountability**: Attendance registers/logbooks of bus riders must be maintained daily.
- No bus can transport more than 70 students in one trip.
- **Emergency Preparedness:** First aid kits and emergency contact numbers should be available in every bus.
- **Monitoring:** HoS and SDMC shall conduct periodic checks on the condition of buses and adherence to safety protocols.
- **Inclusivity:** Routes shall be designed to cover all habitations within reasonable distance, ensuring no child is excluded due to transport barriers.

9. Finances and budget management

9.1 Establishment cost of the Telangana Public School

Referring to chapter 1, to establish Telangana Public Schools, several infrastructural provisions have to be made . Most of the Telangana Public Schools will be built brownfield i.e., by developing the existing schools. Thus, a need analysis has to be conducted by the respective district teams headed by the district collector and DEO to identify the infrastructure available and to estimate the budget required for the new constructions.

On an average, each TPS shall need around INR 15,00,00,000. Some schools with existing good infrastructure will need a lower budget, while the schools with no good existing infrastructure will require a higher budget. Based on the need analysis, the district teams shall submit a budget estimate to establish TPSs in their district in the selected schools. The state shall approve that budget.

The need analysis template with required number of units and unit cost is attached in the next section 10. This can be used by the district teams while estimating the budget of each school.

9.2 Additional Recurring Cost of the Telangana Public School

The estimated additional recurring budget for Telangana Public School, catering to 2000 students, is approximately INR 1,15,00,000 (this may vary if the students strength varies and personnel required changes). This amount is for the new facilities and services being proposed, in addition to the existing provisions like teaching staff salaries, regular mid-day meals, and other previously allocated funds. The additional budget includes:

Table AIV.8: *Additional recurring cost of the TPS*

Teaching staff (pre primary and extra curricular teachers)	Non-Teaching Staff (Sanitation workers, watch man, admin staff, etc.)	School Maintenance (training, events, materials, etc.)	Meals (Breakfast, Lunch and Snacks for nursery to 12th grade students)	Total
39 Lakhs	52 Lakhs	6 Lakhs	60 Lakhs	1.57 Cr

10. Need Analysis Template

Table AIV.9: *List of infrastructurals elements*

Infrastructural Element	Total No. of Units Required	Name of Unit (to be filled in the field)	No of Units to be constructed (to be filled in the field)	Approx cost of 1 unit	Total Cost (to be estimated)	Remarks
One class/One section – One classroom	45	Per room		18,00,000		Room, electricals like lights, fans, wiring, switch boards, painting
Green Board	38	Per one board		17,000		
Computer Lab	2	Per lab		25,00,000		Including furniture
No of Computer	50	Per computer		50,000		
Library (room+books+furniture)	1	Per one library		30,00,000		
Large Laboratories (botany, zoology, physics and chemistry with equipment)	4	Per lab		35,00,000		room and equipment
Laboratories for english and maths	2	Per lab		25,00,000		
Vocational training labs	3	Per lab		25,00,000		ok
Attractive colouring for the existing buildings	6					3 coats/one class room
Raising of existing compound wall		Per meter		2,000		in meters
Robust Gate with ambience	1 or 2	Per gate		3,00,000		
Colouring of existing compound		Per meter		200		
Modern Kitchen and Dining Space/hall in the shed and storeroom for 1500 students	1			60,00,000		
Drinking water facility	5	Per unit		2,50,000		
Refurbishing and repairs existing classrooms (overall)		Per class room		3,00,000		

Clean Toilets with running water		Per one wc/urinal		1,00,000		1 unit is either a WC or 1 Urinal
Interactive Flat Panel (Digital teaching)		Per class room		2,00,000		per class including LMS and all
Room for Headmaster/Principal	1	Per room		18,00,000		
Office room	1	Per room		18,00,000		
Office room for estate manager and team	1			18,00,000		
Bore well	1			2,00,000		including pipeline
Landscaping		Lumsum (LS)		3,00,000		
Wall arts in classrooms and outside classrooms (overall)		LS		9,50,000		
Games and sports room (Indoor)	1	LS		25,00,000		including equipment
Playground with infrastructure to play games and sports	1	LS		90,00,000		Box cricket, volleyball, basket ball, badminton, kho-kho
Outdoor play equipment for pre-primary and primary children	1	LS		5,00,000		
Footpaths/walkways		Per meter		1,500		each school, per running meter cost
Girls Sick room / Health Room	1	Per room		18,00,000		
counselling room	1	Per room		18,00,000		
CC Cameras	10	Per each		3,000		for 10 sets (entire campus)
TV FOR CC Cameras		Per tv		50,000		
Chair and Table for teachers	38	Per pair		20,000		
Desks / tables and chairs for students		Per bench		9,000		FS - 1 desk for 3 students and others 1 desk for 2 students
One staffroom each for male teachers and female teachers	2	Per room		18,00,000		per room
Indoor play material for kindergarten school students	1	LS		1,00,000		
Barrier-free, child-friendly infrastructure	1	LS		3,50,000		Children With Special Needs (CWS)
Inclusive Education centre	1	Per room		25,00,000		
Watchman room	1	LS		15,00,000		

The analysis template above outlines the potential requirements that a Telangana Public School may identify, along with indicative unit costs. As the Telangana Public School model is premised on upgrading selected existing schools rather than establishing entirely new institutions, not all schools will require every facility listed. Accordingly, refurbishment and repair costs are expected to be significantly lower than those associated with developing a new greenfield school.

In Table A.IV.9 above, Column 2 presents the number of units recommended for a Telangana Public School by the Telangana Education Commission, while Column 5 provides the approximate cost per unit based on prevailing prices (2026). Schools proposed for upgradation into Telangana Public Schools may utilise this template to estimate the cost of upgradation in accordance with their specific requirements.

NOTE

NOTE

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