



HIGHER EDUCATION SECTOR IN TELANGANA STATE PRESENT SCENARIO – A CRITICAL REVIEW

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DOI - 10.5281/zenodo.23160293

Abstract:

This paper deals with the higher education in telangana economy and present scenario. Education is the most powerful instrument for social, cultural transformation, economic development, and democratic strengthening, it is the power to transform world as its insuperable for the development of any nation it is the pivotal role plays in all aspects 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, inclusive, and future-ready education system is essential for realizing Telangana's aspirations of sustainable inclusive growth, social justice, innovation, and human dignity. Telangana, a young state with a dynamic population and diverse socio-economic contexts, education is central to addressing historical inequities and regional disparities, quality education across early childhood, school education, skill development must be ensured irrespective of gender, caste, social class, location, language, or disability. It is essential to break intergenerational cycles of disadvantage and to ensure that every child and youth can realize their full potential, it also serves as a key driver of economic growth and innovation, education with contemporary societal needs without compromising its broader humanistic purpose its critical for preparing responsible citizenship, with a historic mandate to examine the various sectors of education in the state and to recommend comprehensive reforms to strengthen the state and prepare it for a better future generation and dynamic Telangana to prepare a comprehensive education imparted from pre-primary to university education (LKG-PG), the sector-wise executive summary distilled from field visits to educational institutions, and academicians, deliberations within working groups, across the state, identifies key challenges, and sets out the principal recommendations of the higher education across the state, the summary outlines the prevailing context, identifies key challenges, and sets out the principal policy recommendations.

Keywords: *Higher Education in Telangana State, Present Status, Problems and Prospectus.*

Introduction:

When I travel around the country, meeting with students, businesspeople, and others interested in the economy, I am

occasionally asked for investment advice I know the answer to the question, and I will share it with you today. Education is the best investment. Former Federal Reserve

Chair Ben Bernanke. The present paper attempts that the 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 marginalized communities learning outcomes have not improved, the Government of India highlights major gaps, noting that around 60 percent 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, education as a driver of equity 1 The education sector accounts for an estimated 6 percent of global GDP, valued at nearly \$7.6 trillion, while global competitiveness is important, the commercialization of education in India, in the absence of a coherent regulatory framework, has weakened the educational prospects of millions of children from most communities, the majority of students are leaving state-run institutions

CH. RAJU

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 percent in 2013–14 to more than 60 percent in the current year, the government school enrolment fell by more than 40 percent, and declined further to 26 percent in 2021–22 in first grade enrolment, the budget allocated to education went down from 10.9 percent in 2014-15 to 5.9 percent in 2021-22, it has risen gradually to 7.55 percent by 2021-22, 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 and poor parents who opt for private 2 schools, around 70 percent have monthly incomes of less than ₹10,000. 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, academic resources. These conditions collectively constitute a sector-wide crisis in higher education, 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), 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, to attract and retain talented faculty are required, the prolonged freeze on recruitment in higher education institutions has led to a shortage

CH. RAJU

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.

Objectives of the study:

1. To analyze the significance and present scenario of higher education system in telangana state.
2. To examine the present issues and challenges problems in higher education in telangana state.

Methodology:

This paper is deals with the present higher education system in telangana state and this paper is based on secondary data which data collected from various sources like books, articles, publications, journals, magazines, newspapers and government website socio-economic outlook of telangana state.

Scope of the Study:

Higher education is facing certain challenges which require immediate attention, rising tuition costs and the ensuing student debt are two major issues affecting higher education, the cost of a college degree is rising year on year basis, which is a concerning issue, particularly in light of the nation's employment rate being so low, a recent study conducted by Bank Bazaar also reveals that schools and colleges have been witnessing inflation of

6 to 7 percent compared to overall Consumer Price Index (CPI) inflation of 5 percent. Particularly for students from low-income families, exorbitant expenses might make higher education more inaccessible. More public support for higher education, the implementation of income-based loan repayment schemes and the generating scholarship opportunities are just a few of the creative solutions needed to address this problem.

Telangana 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. 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 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 percent) and postgraduates (17.6 percent), compared to the national averages of 13 percent for graduates and 12.4 percent 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 7 Academy for Skill and Knowledge) 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.

**Different college managements and number of students, percentage in Telangana state
(2021-22)**

Sl No.	Management	Number of degree colleges	Sanctioned in take	Number of students enrolled	Percentage enrolled	Percentage 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	100

Source: TGCHE Report 2022.

The above table shows that the degree colleges management and enrolment of number of students, percentage in Telangana state. The

Government Degree Colleges (15 percent)- State-funded institutions that serve as the backbone of affordable higher education; The Residential Degree

Colleges (7 percent)- 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 percent 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 percent of universities in Telangana are NAAC-accredited, only 13.9 percent of colleges hold such accreditation, trailing the national average of 20.7 percent (Data compilation based on AISHE (2021-22) and NAAC (2022)). 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. Integrate Communication skills into

CH. RAJU

regular classroom and encourage students to respond through classroom discussions, group activities and collaborative tasks. Encourage students to ask questions, explain concepts in their own words and share opinions in a supportive and non-threatening environment. Use age-appropriate speaking activities including public speaking opportunities, presentations, focusgroup discussions, debating clubs, interviews, and peer discussions to build confidence gradually. 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. Schools should have basic digital infrastructure, including reliable electricity, internet connectivity, projectors or interactive panels, and secure device storage. To bridge the digital divide, access to digital tools must be accompanied by structured digital literacy education. 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. Standardised digital literacy content should be developed and provided, covering the following essential competencies Basic computer operations and device handling, including start-up, shutdown, file management, and safe handling of devices. Keyboarding and typing skills to enable efficient and

confident use of computers. Word processing skills using applications such as Microsoft Word or equivalent, including typing documents, formatting text, and preparing assignments. Spreadsheet skills using Microsoft Excel or equivalent, including basic data entry, simple calculations, and use of tables and charts. Presentation skills using Microsoft PowerPoint or equivalent, including creating slides, inserting text and visuals, and presenting information clearly. Internet navigation and online research skills, including use of search engines, identifying reliable sources, and safe browsing practices. Email usage and basic digital communication, including composing emails, attaching documents, and understanding professional email etiquette. Use of educational platforms and digital learning resources, including online classrooms, digital textbooks, and learning management systems. Introduce basic money concepts such as income, saving, spending, and budgeting through real-life examples. Teach responsible spending and financial planning. Provide hands-on exposure to banking systems, including opening and operating bank accounts, ATM usage, and understanding passbooks and statements. Integrate real-time examples and practical activities to strengthen financial literacy effectively. Use practical activities such as school event management for explaining budgeting and planning expenditure, spending and record keeping and

CH. RAJU

accountability. Introduce age-appropriate understanding of fundamental rights and basic civic duties like keeping surroundings clean and protecting public property. Facilitate guest lectures and interactive sessions by advocates, judges, police officers, and legal aid professionals to familiarize students with legal processes and support systems. 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. 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. About 80 percent of colleges offering higher education in Telangana are in the private unaided sector, accounting for 75 percent 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 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

CH. RAJU

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. 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.

Conclusion and Recommendations:

After formation of telangana state around 8 years no single recruitment in public universities teaching and non-teaching on regular mode according to 2021 below 30 percent working regular teaching and non-teaching staff in the public universities, and higher education sector is under private households, it is very serious problem in the higher education sector/industry. Huge impact creates 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, 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, responsibility Taking responsibility for one's actions and behavior without shifting blame, teach

CH. RAJU

students that cleanliness of classrooms, toilets, corridors, and playgrounds are a collective responsibility, where everyone's actions contribute to a safe, hygienic school environment. Education Policy for Telangana vision for inclusive excellence 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. 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. 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. 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, 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.

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 TISTICAL law. And the new state of Telangana there are huge demands for the residential school and parents are trying to join their students in these schools. All these because of the incentives provided by the students. The kind of revolutionary scheme are introduced by the government is applauded. This kind of approach towards education is very much need present time.

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