



STATUS OF EDUCATION IN TELANGANA STATE

Dr. K Anji Reddy

Associate Professor, Mahatma Gandhi University, Nalgonda, Telangana.

kanjireddy036@gmail.com

1. INTRODUCTION:

Education is an important tool for the development of the society in social, political, economic, technological and more so for the attainment of sustainable growth and development. Education can develop the tolerance levels in individual and society, reduces the crime rate and improves intellectual and social skills. In fact an educated person is an asset to the society who works on his personal development and contributes to society development. Success of a democracy depends on education that provided its citizens in the Country. Human capital formation is possible through education and the major sources of human capital formation is by investing in education and also investing on health education and health.

In this process, primary education acts as the basic enabling factor to overcome the poverty, finds better employment, enjoys freedom, whereas secondary education

facilitates economic development and ensures of social justice. Higher education ensures more specialised skills, better employment, prosperous carrier, financial security and higher growth opportunities. Highly educated person tend to be more involved in community building activities and have greater responsibilities and commitment. Professional education enhances the capacity of professionals by providing training to acquire relevant knowledge and skills to practice the profession. Professional education both responds to changing demand and provides impetus to changing the field itself. Over the years, liberalisation and globalisation have led to rapid changes in scientific and technological world and have prompted the general needs of improved quality of life and reduced poverty.

Telangana state came into existence on 2nd June 2014 after prolonged agitation carried by the Telangana people for their legitimate rights, particularly, for their

share in employment, water and funds for the development. Education system was neglected in the Telangana region of united Andhra Pradesh State. Students were also demanded for their share in educational institutions and financing of education.

Seven years are completed after bifurcation of Telangana from united Andhra Pradesh State. It is reasonable time to assess the changes that have taken place in the Telangana state. How is the development of education after formation of the state? The development of education can be assessed in terms of growth of educational institutions, enrolment, equity and quality of education and financing of education. We have made a modest attempt to understand changes taken place in education system in Telangana. The present paper is divided into ix sections. Introduction and importance of education is made in first section. The education before formation of Telangana state is presented in section-2. Education development is analysed in section-3. Features of education in Telangana are discussed in section-4. Initiatives needed for implementation of National Educational Policy (NEP) 2020 are discussed in section-5 and concluding observations made in last i.e. sixth section.

2. EDUCATION BEFORE THE FORMATION OF TELANGANA STATE

A person whose age is 7 years and above and is able to read and write with understanding in any one language is defined as literate. The literacy rate is the percentage of literates in the total population excluding 0-6 years. The literacy rate of the State as per 2011 census is 66.54%. Male literacy stands at 75.04% and female literacy at 57.99%. There is a huge gap in literacy of urban areas 81.09 when compared to rural area literacy 57.30. Literacy in Hyderabad district is highest with 83.25% followed by Medchal-Malkajgiri 82.48, Warangal Urban 76.17, Rangareddy 71.88 and Karimnagar 69.16 and all these five districts literacy more than state average and are more of urbanised districts, remaining 26 districts having literacy less than state average, whereas Jogulamba Gadwal district is lowest with 49.87% followed by Nagarkurnool with 54.38%, Wanaparthy with 55.67% and Medak at 56.12%.

Further, the several changes in school education have taken place before formation of the Telangana State. The important among them are opening of new primary schools by the government in un-served areas of education particularly

remote areas with less habitant. This was necessitated by the right to education act enacted by Parliament in 2009. Despite the opening of new primary schools to increase the access to primary schools the total enrolment in these schools from classes 1st to 5th has declined from 3577528 in 2004-05 to 3206958 which account for 10 per cent of the total enrolment, it is due to the decline in child population with increase in literacy rate along with increased awareness on family size, disintegration of joint family system and increase in nucleus families. But enrolment in secondary schools has increased by 32 per between the same period i.e. 2003-04 and 2013-14. This is due to the various programmes like District Primary Education Programme (DPEP), Sarva Shiksha Sbhayan (SSA), Model schools, Kasturiba Gandhi Balika Vidyalayas (KGBV) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) implemented by the government. The object of DPEP is to achieve universalization of primary education. SSA main objective is to attain the Universalization of Elementary Education in the country. Its overall goals include universal access and retention, bridging of gender and social category gap in education and enhancement of learning levels of Children by 2007 subsequently it has extended to 2010 then by 2015. Model

schools were opened in educationally backward districts with medium of instruction as English, Kasturiba Gandhi Balika Vidyalayas (KGBV) were opened at upper primary level as residential schools specially to serve to the SC, ST, BC and minority girls children. The Rashtriya Madhyamik Shiksha Abhiyan is a flagship scheme of Government of India, launched in March, 2009, to enhance access to Secondary education and improve its quality.

It is in the education sector in AP many policy shifts have taken place. Almost all sub-sectors of education- Nursery to University level- have been experiencing policy shifts. Within education sector many changes have taken place in higher education. The major changes related to shift from general to technical and professional education and within technical education from lower levels (ITIs and Polytechnics) to engineering education.

The number of engineering colleges has increased from 119 in 2002-03 to 353 by 2013-14 in Telangana. The intake capacity in these colleges has also increased from 33145 in 2002-03 to 172994 by 2013-14. The significance of these developments is that after 1990 all the new colleges are opened in the private sector. From just 16 in 1990-91, now the private engineering

colleges account for more than 95 percent. Another important feature is that diversification and introduction of new courses in engineering colleges. The rapid increase in IT related courses in general as well as computer based course in particular is another feature of the developments. The rapid growth in engineering education is due to policy initiatives taken by the state government. The liberal approach followed by permitting agencies like AICTE and Universities, on the one hand, and enterprising nature of the managements to en-cash the growing demand for Engineering Education on the other.

The State government has introduced Fee Reimbursement Scheme (FRS) in 2008 to help the poor students who are not able to pay tuition fee of higher and professional education and becoming drop out from higher education. The FRS was later extended to even to economically backward students. With this, the scheme covered almost all categories of students. In this respect higher education is provided almost freely compared to school education as students in private schools have to pay fees whereas students in higher education need not pay. This has helped to increase the number of degree colleges have increased from 989 in the year 2000 to 2357 by 2014 and intake has increased from 281427 to 529511 in

the same period, engineering colleges increased from 105 to 718 and their intake capacity from 30125 to 340099, MCA colleges from 168 to 354 and their intake capacity from 6440 to 23946, MBA colleges from 117 to 813 and their intake capacity from 4505 to 96060, B.Ed colleges from 87 to 647 and their intake capacity from 11450 to 69068, Law colleges from 41 to 52 and their intake capacity from 9760 to 11614 increased in the same period.

3. EDUCATION DEVELOPMENT DURING 2013-14 AND 2020-21:

The thread of the growth of society depends upon the quality of education that is being imparted in the formal schools. So the schools have an important role in moulding the child future to prepare a good citizen of the nation. A school must stimulate curiosity in the young, impressionable mind and equip with tools to be better human beings. The number of schools and enrolment in them by management wise is presented in Table No-1.

Table-1
Growth & Enrolment of the Schools in Telangana between 2014 & 2018

Schools	2014-15	2019-20	Difference	Growth %
State Govt.	29257	26788	-2469	-8.44
Welfare	228	3436	3208	1407
Others	654	175	-479	-73.2
Private	13675	10501	-3174	-23.2
Total	43861	40900	-2961	-6.75
Enrolment				
State Govt.	2698397	2116499	-581898	-21.6
Welfare	82992	655037	572045	689.3
Others	23544	10635	-12909	-54.8
Private	2759744	3224537	464793	16.8
Total	6153410	5836163	-317247	-5.16

Source: Socio Economic Outlook 2015& 2021

There is a decline both in number of schools and enrolment in them management wise except welfare schools between 2014-15 and 2019-20 in the state. State government schools have declined by 8.44%, other schools by 73.2%, private schools by 23.2% and overall schools declined by 6.75%. But welfare schools have increased abnormally by 1407% in a short period of 6 years. Similarly in case of enrolment also we could observe same trend. The enrolment in state government schools declined by 21.6 %, others 54.8% and overall 5.16% but in private schools it increased by 16.8% and in welfare schools by 689.3% in the same period. It is important to note that though the growth of private schools recorded negative growth but in enrolment positive growth recorded may be due to the closure of poorly equipped with less enrolment and well

equipped located in urban areas attracted more enrolment. The overall decline of enrolment is due to the demographic transition in the state.

Intermediate education in Telangana State is bridge between school education and higher education. Its importance has wide spread in the state due to high priority given by parents since intermediated education is basis for admission into various professional courses like medical, engineering , agriculture science, veterinary science, pharmacy. Further, admissions to these courses in premier institutions like AIMS, IITs there is heavy competitions among admission seekers. Private coaching institutions have emerged to prepare the students by giving extra coaching than the intermediate colleges. Subsequently, these coaching institutions

only converted into regular intermediate college and they are running as corporate institutions with coaching with boarding and lodging. During Telangana agitation some political organisations stated that these corporate institutions will not be permitted to operate in Telangana state.

After formation of the Telangana State there was a uncertainty for some period

whether new government in Telangana will permit corporate colleges or not? Due to which some colleges were closed by themselves. There is no change in the number of government colleges in the seven years but private colleges have declined from 1608 to 1486.

Table-2
Junior Colleges in Telangana -2013-14 and 2019-20

Sl No	Category of Institution	No of Inst. in 2013-14	No of Inst. in 2019-20	Growth of Inst.
1	Govt Junior Colleges	399	404	1.2
2	Govt. Model Schools	192	192	0
3	Private Aided Junior Colleges	70	43	-38.6
4	Private Unaided Junior Colleges	1608	1486	-7.6
5	Private Vocational Junior Colleges	407	407	0
6	Govt. Vocational Junior Colleges	4	4	0
7	Incentive Junior Colleges	92	92	0
8	Other Junior Colleges(TSRJC, TSWREIS, TTWREIS, MJBCWREIS)	205	740	260.9
9	Total	2977	3368	13.1

Source: Collected from different sources.

Higher education is considered as a source of economic growth, reduction of inequalities in distribution of income and wealth, providing skilled manpower for different services, development and use of technology for society progress. Further, the consumption and investment benefits accrue to the individual and society at large through higher education. The different types of higher education

institutions offering various courses in the state and their enrolment in 2014-15 and 2018-19 are presented in table.

Table-3
Growth of the Colleges in Telangana between 2014 & 2021

Colleges	2014-15	2020-21	Difference	Growth %
Degree	1275	1073	-202	-15.82
PG	520	522	2	0.38
B.Tech	354	178	-176	-49.71
M.Tech	272	85	-187	-68.75
B.Pharmacy	171	121	-50	-29.23
B.Ed	274	210	-64	-23.35
MBA	431	265	-155	-35.96
M.Pharmacy	151	107	-44	-29.13
Farma D	51	65	4	7.84
Law	17	23	6	35.29
MCA	88	52	-36	-40.91
B.P.Ed	13	17	4	30.77
Pharma D (PB)	20	24	4	20.00
Agr/Horticulture	6	9	3	50.00
Medical	26	42	16	61.53
Total	3669	2793	876	-23.87

Source: TSCHE Statistical Booklet 2015 & Telangana at a Glance 2021

The category wise growth of higher educational institutions between 2014 and 2018 are presented in table-. The overall growth of higher educational institutions in the state is recorded a negative growth. But when we observe in detail positive growth in institutions offering medical, agriculture, Law, Physical education and pharma-D is recorded and all other educational institutions have recorded a negative growth rate. The highest negative growth rate (-65.44%) is noted in M.Tech institutions despite demand for M.Tech programmes for various purposes and it followed by MCA Institutions with -52.27% growth rate, B.Tech with -42.06%, MBA with -27.61%, M Pharmacy -

25.83%, B. Pharmacy -24.4, B.Ed -20.29 and Conventional Degree colleges -13.39%.growth rate recorded. The positive growth is observed in Agriculture/Horticulture, Medical, Physical Education, Pharma D and Law.

Enrolment in the higher educational institutions is another important indicator of the development of education. The trends of enrolment growth rates are more or less similar to the growth of the institutions. The overall enrolment of students in higher education institutions in the state has declined from 615668 in 2014 to 343566 by 2018 by registering a negative growth rate of -44.2%. Similarly negative growth rate of enrolment has

recorded in M.Tech, B.Tech, MCA, MBA, B.Ed and conventional degree colleges. Surprisingly B.P.Ed institutions have noted a positive growth of about 30% and enrolment has recorded a negative growth of -1.67%. The reasons for the negative growth of institutions and enrolment may be due to delay in getting Institutions' permission renewal, release of Reimbursement of Tuition Fee (RTF),

Introduction of biometric attendance to the students and faculty and insisting on appointment of qualified staff. After bifurcation of the state, benefit of RTF was not extended to students belong to Andhra Pradesh state origin by implementing the FAST (Financial Assistance to Students of Telangana).

Table-4
Growth of Enrolment in Telangana between 2014 & 2018

Colleges	2014-15	2018-19	Difference	Growth %
Degree	246176	202471	-43705	-17.75
PG	25285	23136	-2149	-8.50
B.Tech	188665	68138	-120527	-63.88
M.Tech	31250	5185	-26065	-83.41
B.Pharmacy	14140	7933	-6207	-43.90
B.Ed	29044	17743	-11301	-38.91
MBA	55034	27507	-27527	-50.02
M.Pharmacy	12568	2763	-9805	-78.02
Law	2670	4509	1839	68.88
MCA	5846	1878	-3968	-67.88
B.P.Ed	1260	1239	-21	-1.67
Agr/Horticulture	600	850	250	41.67
Medical	3130	3350	220	7.03
Total	615668	343566	-272102	-44.20

Source: TSCHE Statistical Booklet 2015 & 2018

4. FEATURES OF EDUCATION IN THE TELANGANA STATE:

Education has played pivotal role in struggle for separation of Telangana from United Andhra Pradesh by expecting good opportunities in higher and professional

education for Telangana people. After formation of Telangana state the educational expansion not taken place and expected opportunities not realised due to government imposed conditions for admissions and Fee Reimbursement, decline in migration of students from Andhra Pradesh, demographic transition and prevalence of large scale unemployment in the state.

i. Decline in Enrolment:

The enrolment of students at various levels and different types of courses is declined except medical courses (see table-4) where enrolment has increased during the last seven years after the state bifurcation due to importance assigned to the course by parents in the state. Accordingly government also taking measures to expand the medical education resulting in increase of enrolment. Decline in enrolment at primary education in the state is understandable as there is a demographic transition with birth rate is declined. Enrolment at secondary and higher education level is supposed to be increased but it is also declining due to decline migration of students other part of the country particularly from Andhra Pradesh, large scale unemployment, increased cost (tuition fee) of education, changed the conditions of fee reimbursement and provided poor quality of education in the state.

ii. Decline in Quality of Education:

Poor quality education is leading to poor learning outcomes in the state, ultimately pushing children out of the education system and leaving them vulnerable to

child labour, abuse and violence. Learning assessments show that many of those children who are in school are not learning the basics of literacy and numeracy or additional knowledge and skills necessary for their all-round development as specified under the Right to Education Act. As ASER estimates have shown the performance in foundational literacy and numeracy is very low in lower classes/grades the number of years of schooling required to achieve that is more. Further, NAS estimates also such learning crisis in higher classes as well. It indicated that learning outcomes deteriorating when moving toward higher classes. As the World Bank (2018) report indicated children's unpreparedness is one of the reasons but the functioning of schools in delivering the quality education along with the system of education ensuring is main reason for such learning crisis.

Reasons for poor performance (except at the top) might include elitism and over-ambitious curricula (or failure to 'teach at the right level'). Furthermore, high-stakes exams may encourage teachers to 'teach to the top', while lower performing pupils fall further and further behind. Discriminatory language of instruction policies might also play a role—and where mother tongue policies exist in theory, in practice these policies may be badly-

implemented (few reading books in pupils' home languages may exist, for instance). Conversely, strategies for 'mass learning' might include using 'minimum (and quite specific) standards' of schools/learning, teachers, management, pedagogy, etc., as well as specific forms of both accountability and support to meet those standards (as opposed to generic support such as more pro-poor spending).

The learning of school children is further badly affected by Covid-19 due to closure of schools for almost a year aimed at containing the spread of covid-19. More than 6 million children are at risk of falling behind in education due to closure of schools. To keep the children learning state has made alternative arrangements by providing online teaching, Telecasting Video lessons etc. But poor households do not have internet access, personal computers, TVs or even radio at home, amplifying the effects of existing learning inequalities. Students lacking access to the technologies needed for home-based learning have limited means to continue their education. As a result, many face the risk of never returning to school, undoing years of progress made in education around the world.

Performance Grading Index (PGI) for States and Union Territories is prepared by

the Department of School Education and Literacy, Ministry of Education, Government of India with 70 parameters with their appropriate weights assigned together becomes 1000 points in five main areas i.e. Learning Outcomes and quality, Access, Infrastructure and facilities, Equity and Governance Process. The PGI is expected to help States and UTs to pinpoint the gaps and accordingly prioritize areas for intervention to ensure that the school education system is robust at every level. Learning Outcomes and quality perhaps the most important Domain and is the ultimate goal of the Index. However, unlike other Domains, which are relatively easier to comply with e.g. providing infrastructure facilities or setting up mechanisms to check attendance but improving Learning Outcomes takes time and patience. All the other Domains support Learning Outcomes and converge towards it.

In the area of learning outcomes and quality out of 180 points Telangana secured 142, in case of access out of 80 points Telangana score is 69, Infrastructure and facilities out 150 points Telangana score is 113, in equity out of 230 points Telangana score 210 and in Governance process out of 360 points Telangana score is 238. In PGI Telangana state performance at all India level overall

performance neither in the list of best performing states nor worst performing state it is at the average performing list and its overall score out of 1000 points Telangana secured 772 but it is less than the southern states. All the southern states are performing better than the Telangana in all five areas. The PGI assessment was made in three consecutive years 2018, 2019 and 2020 but there is no big difference in performance of Telangana State in these three assessments. So, the quality of education in Telangana state not at the satisfactory level. There is a need of government intervention to fill the gaps that are existing in the present education system and to improve upon it.

iii. Decline in the Budget towards education

Normally, education budget is seen as whatever is allocated to the Department of education in the Government Budget. Every year there is an increase in the state overall budget and during last eight budgets in seven years on an average 15.5% increase per year. Whereas the share of education budget has declined in the overall budget, it means government paid no attention to improve the quality of education. In fact indirectly government is encouraging private sector by not increasing budget allocation to the public Institutions.

Budget allocation made to the education as percentage of total budget and gross state domestic product(GSDP) are indicators of the development of education. It is well known fact that our education system starved of funds. Education system requires huge amount of funds for quantitative expansion and to improve in quality, equity, diversity and other vital aspects of education. Indian Education Commission (1964-66) recommended for at least 6% of GDP to be spent on education for comprehensive development. According to NITI Ayog the expenditure on education has to be increased to 6% GDP by 2022. But so far neither National nor State governments have spent recommended amount of 6% GDP or 15 to 20% overall budget.

Budget allocations made to the education during last eight budget years in Telangana state is presented in table-5. There is a continuous decline in budget allocation to the education as percentage of total budget and GSDP. It has declined from 10.88% in 2014-15 to 5.97% by 2021-22 as percentage of total budget and the same as percentage GSDP declined from 2.02% in 2014-15 to 1.10% by 2020-21. The decline in budget allocation to education indicates that the education is not on priority agenda of the government. Further, the decline is also an indication of deterioration of

conditions in public education results in poor quality of education in public sector. This indirectly leads to more privatisation of education in Telangana state which is

reflected in enrolment of school education. The enrolment in government schools has declined from 49.4% in 2014-15 to 48% by 2017-18.

Table-5
Education Budget as % of Total Budget and GSDP

Year	Budget Allocation to Education Rs. in crores	Total State Budget Rs. in crores	GSDP Rs. in crores	Education Budget as % of Total Budget	Education Budget as % of GSDP
2014-15	10220.75	100637.96	505849	10.88	2.02
2015-16	12206.99	115689.19	577902	9.69	2.11
2016-17	11941.06	130415.87	659033	8.23	1.81
2017-18	14670.46	149695.99	753811	8.49	1.94
2018-19	13278.30	174453.83	865688	7.61	1.53
2019-20	12578.87	178139.13	952455	6.71	1.32
2020-21	12638.27	162741.84	1105136	7.76	1.14
2021-22	13564.68	200943.93	1154000	6.75	1.17
2022-23	16243.98	245257.00	1304000	6.62	1.24

Source:1. <https://finance.telangana.gov.in/budget-volumes.jsp>
2. Statistical Year Book, Telangana, 2017.

But in the state of Telangana budget allocations to the education are also made by several Welfare Departments (Department of social welfare, Tribal welfare, backward class welfare and Minority welfare) and other departments. Welfare Departments are maintaining the educational institutions under their control with the creation of separate Societies and allotting budget for the purpose. Earlier the welfare Departments used to provide budget for providing boarding and lodging facility to the students attending schools/colleges of the Education Department. The same is also being continued and welfare Departments are

establishing the schools with boarding and lodging facilities to provide quality education to the children of their respective communities covered under their Departments. These schools have been functioning quite for some time but after formation of Telangana state the number has increased abnormally.

iv. Growth of Institutions for Marginalised Sections:

After state bifurcation the government has sanctioned new residential schools to the marginalised communities like schedule castes, schedule tribes, backward classes and minorities to provide quality education with boarding and lodging at free of the cost. Though the education is provided to

the same sections of the people at free of cost by the government but boarding and lodging is provided not at the same premises and control of one administration. The residential schools have got certain advantages over day schools in terms of providing quality teaching, additional support to the student

by teachers in learning, teacher availability to the student, supply of nutritious food, health care, free stationary, books, clothes, bedding etc and close monitoring of administration. All these facilities are motivating the student to perform better in education than by a day school student.

Table-6

Growth of Residential Schools in Telangana State

Social Category	2014	2021	Growth in %
Schedule Caste	134	268	100
Schedule Tribes	96	179	86.5
Minority	12	204	1600
Backward Class	19	281	1379
General	37	37	0
Total	298	923	207
Government Day Schools	29257	26050	-10.96

Source: Respective Societies

The growth of the schools meant for schedule caste students has increased 100 % in the last seven years. Similarly the growth of schedule tribes is 86.5%, Backward classes 1600%, minority 1379 % growth recorded whereas residential schools meant for all the sections recorded is zero%growth (see table-6). On the other hand there is negative growth rate minus 10.96% recorded of government day schools in the state during same period. To create one type of schools in the state other type of schools are made to shrink, it means survival of one on the cost of the

other. Sustainability of residential schools opened on a large scale is in big question because majority of these schools are opened but infrastructure facilities are in poor conditions. To create adequate infrastructure facilities require huge amount of finances and adequate time and adequate land at suitable places. By the time all these facilities are created good number of students come out of these schools in the form of poor quality products may not be able to face competition in the open job market.

Table-7

Growth of Enrolment in Residential Schools in Telangana State

Social Category	2014	2021	Growth in %
Schedule Caste	71493	149680	109.4
Schedule Tribes	38511	60000	55.8

Minority	4320	91690	2022.5
Backward Class	8282	113340	1268.5
General	20680	21983	6.3
Total	1,43,286	436693	204.8

Source: Respective Societies

5.

INITIATIVES NEEDED TO IMPLEMENT NEP 2020:

NEP2020 has made several recommendations for implementations to reform an India-centred education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society, by providing high quality education to all. For this it needs reform from basic education. First and foremost important one is restructuring of school education by including early childhood care and education for the 3-6 years age group children by 2025 with an increased investment and new initiatives. As recommended school education structure 5+3+3+4 by introducing Pre-primary education particularly in government schools. The existing Anganwadis have to be integrated with primary school in every habitation towards this government has to initiate required measures. Particularly present primary school has to be bifurcated to make first 5 year education i.e. pre-primary 3 years and 1 & 2 classes two years to be made as Foundation school by using present primary school buildings. Next three years preparatory stage and middle stage three years put together can be one school as middle school by using upper primary school buildings and last four years of secondary stage has to continue by merging intermediate

education into secondary stage by using both secondary school buildings and intermediate buildings.

In case of higher education all the degree colleges to be made as autonomous college by clustering colleges as degree granting colleges and the present Universities may continue as teaching and research Universities but they have to be strengthened by giving sufficient faculty and finances.

Finally financing of education is important without finance nothing will progress. As recommended by NEP 2020 spending on education 6% GDP has to be realised with that some improvement in education may expected.

6. Conclusion:

Education is important for the development of individual and society. There is no exception in Telangana state too. After formation of Telangana State it is expected that education would be given priority by the State government for the development of backward Telangana people. But in reality the same is not true and it is happening in other way round. Education is not on a priority agenda of the government, it is reflected in budget allocations and spending. In fact there is a decline in number of institutions and enrolment except medical and welfare

residential institutions. This trend may not be the desirable to the future state of Telangana people.

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