

Telangana Education Status

Data report on Education in Telangana

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Quick peek into the numbers of Telangana

EDUCATION		INDIA'S /TOTAL SOURCE		NOTES
Literacy rate	168 / 234	2011 Census of India	2011 – 74.04% ^{[11][12]}	
Human capital	103 / 130	WEF – The Global Human capital Report	2017 ^[13]	
Education Index	145 / 191	United Nations	2013	
Programme for International Student Assessment	72 to 74 / 74	OECD	2009	
LANGUAGE		SOURCE		NOTES
Linguistic diversity index	14 / 232	SIL International	2017	
Official languages	2 / 41		22 official languages	
English-speaking population	2 / 133	Census of India	10.35% (125,226,449) English speakers out of 1,210,000,000 eligible population	

Telangana government schemes on education

The government has set aside Rs 2,000 crore in the 2021-22 budget for the new education scheme.

Under this scheme, in the next two years, will provide basic facilities in all government schools on a large scale. It will also provide buildings necessary for schools, take up repairs to existing buildings and provide necessary furniture, toilets and other facilities. Modern technology will be used to place the classrooms on digital platforms.

RMSA- Rashtriya Madhyamik Shiksha Abhiyan

It is a Centrally Sponsored Scheme is being implemented from the academic year 2009-10 to 2019-20 with a sharing pattern of 75:25 (Central/State) during 11th and 12th Five Year Plan period.

Objectives

- Establishing Secondary School within a radius of 5kms.
- Achieving 75% access by 2012-13 and 100 Percentage access by 2017-18.
- Achieving 100% retention by 2020.
- Providing necessary physical facilities, teaching and non-teaching staff for every secondary school.
- To see that no student shall be deprived of secondary education because of gender disparity, socio economic reasons, disability or any other reasons.

Midday Meals

Students of government schools, junior and degree colleges in **Telangana** will be served **mid-day meal** in an effort to provide nutritious food and reduce the dropout rate.

Scheme for Providing Quality Education in Madrasas (SPQEM)

This seeks to bring about qualitative improvement in Madrasas to enable Muslim children attain standards of the National education system in formal education subjects.

Infrastructure Development of Minority Institutes (IDMI)

It has been operationalised to augment Infrastructure in Private Aided/Unaided Minority Schools/Institutions in order to enhance the quality of education to minority children.

Legislations

1	<u>THE TELANGANA EDUCATION ACT, 1982.</u> <u>https://www.indiacode.nic.in › act_1_of_1982</u>
2	Telangana (Compulsory Teaching and Learning of Telugu in Schools) Act, 2018
3	Right to education (RTE) Act, https://rte25.bhumi.ngo/category/telangana/

Rankings of India on education worldwide

- **India's higher education system** was **ranked 26th in the world** in the **QS Higher Education System Strength Rankings 2018**.
- Despite strong ambitions, the higher **education system** in India still lags behind the standards of the **world's best** universities. In the **QS World University Rankings® 2015/16**, only two **Indian** universities were featured in the **top 200**, while just 10 made it into the **top 700**.
- India ranked 35th on the overall index in 2019 with a total score of 53, based on three categories – policy environment, teaching environment and overall socio-economic environment.
- *The World Bank's Human Capital Index, 2018 ranks India at 115 out of 157 nations.*

Analytical Information on Education Status

- The ASER 2020 report revealed that 5.3 percent of rural children aged 6-10 years have not enrolled in school this year, compared to 1.8 percent in 2018.
- There has been a steady decline in enrolment rates at the primary level
- Comparing student enrolment in primary schools with annual population growth between 2013 and 2018, it's clear that there's been a decline in overall enrolment.
- Dropout rates in secondary education have been consistently high
- This is linked to the 'No-detention policy' which obligates schools to promote children to the next grade, even if they may not be ready. This policy applies until Grade 8, which means that when children complete Grade 9, they may be held back as a result of being promoted to

higher grades despite low learning levels. These rates are higher among girls and students from Scheduled Tribes (STs).

More girls are enrolled in schools across grades

There has been a significant improvement in the gross enrolment rate (GER)—a statistical measure to determine student enrolment, across upper primary, secondary, and higher secondary school. The GER across upper primary, secondary, and higher secondary school has increased by 12, 20, and 21 percent respectively from 2008-09 to 2015-16. The GER for girls is at par or higher than boys across educational levels.

Enrolment in private schools has increased since 2013-14

The rate of total private school enrolment and percentage share of private schools among all schools have been consistently increasing since 2013-14. All states have witnessed an increase between 2013 and 2017.

Eleven lakh schools are government schools

The percentage share of private schools in the country is rising as opposed to government schools where the rates are mostly stable.

State wide graphs in various aspects of education

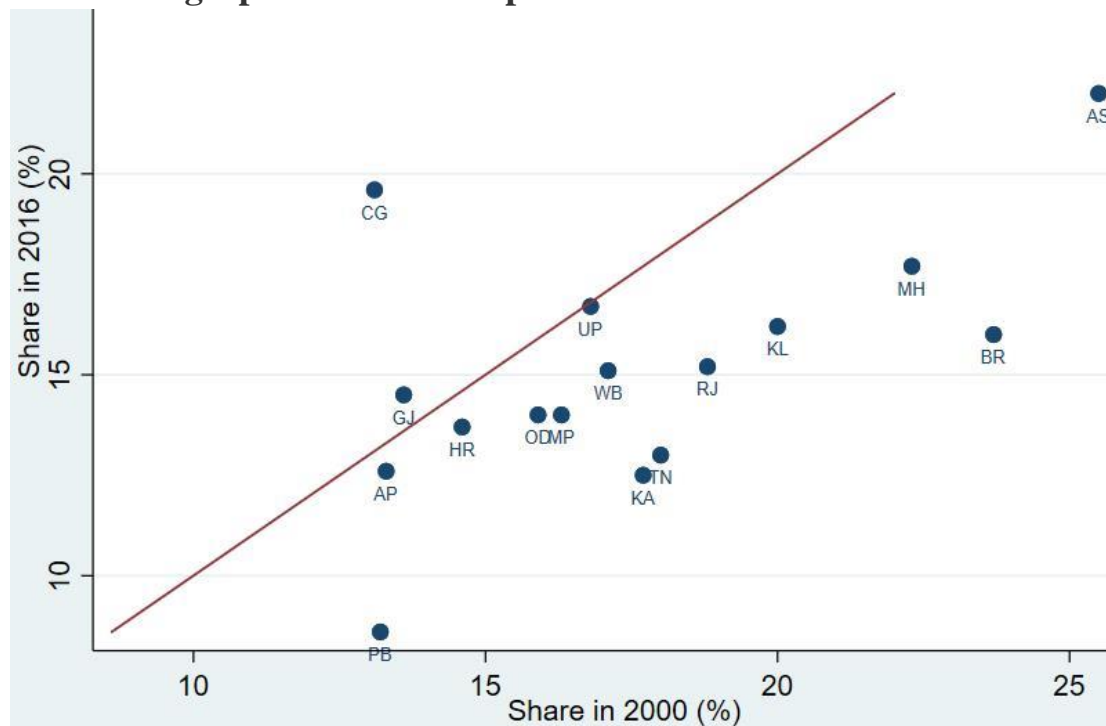


Figure 1 State-wise share of education expenditure in total expenditure in 2000 and 2016

Source: DBIE

Note: AP – Andhra Pradesh, AS – Assam, BR – Bihar, CG – Chhattisgarh, GJ – Gujarat, HR – Haryana, KA – Karnataka, KL – Kerala, MH – Maharashtra, MP – Madhya Pradesh, OD – Odisha, PB – Punjab, RJ – Rajasthan, TN – Tamil Nadu, UP – Uttar Pradesh, WB – West Bengal.

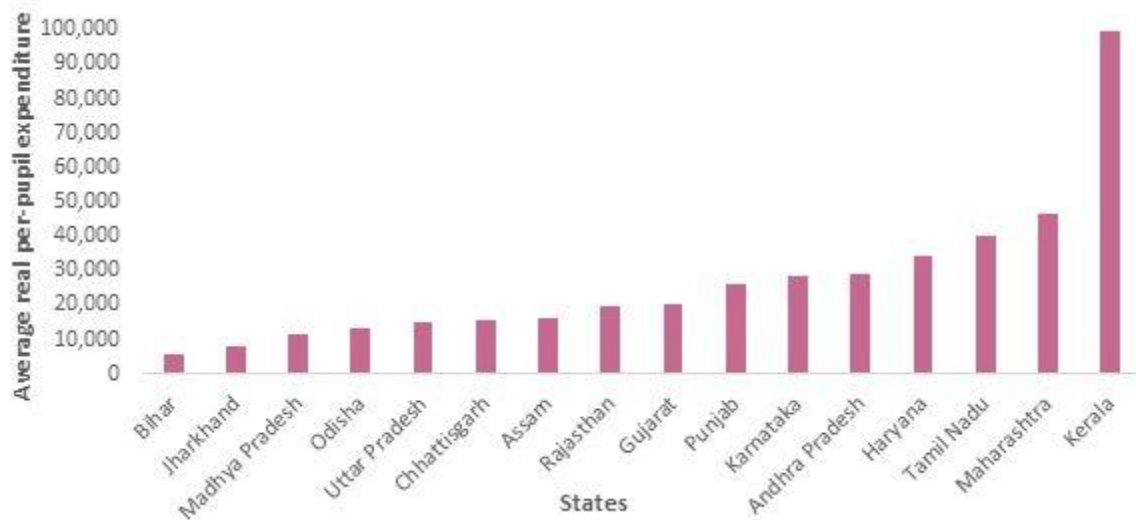


Figure 2 Variation across states in average real per-pupil expenditure (2010–2015)

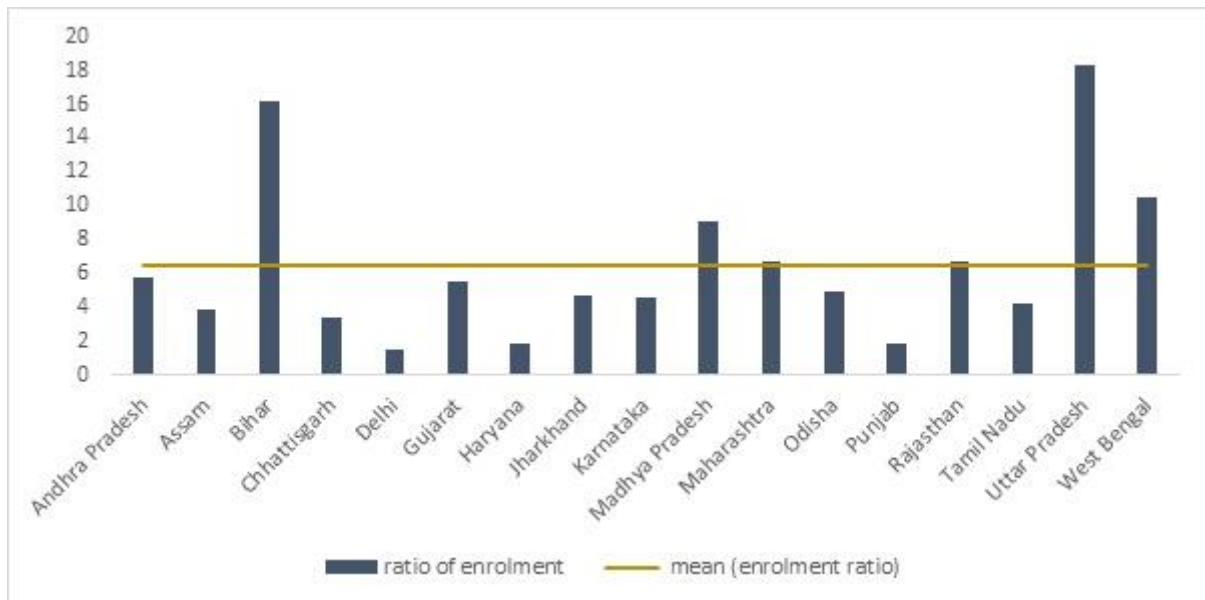
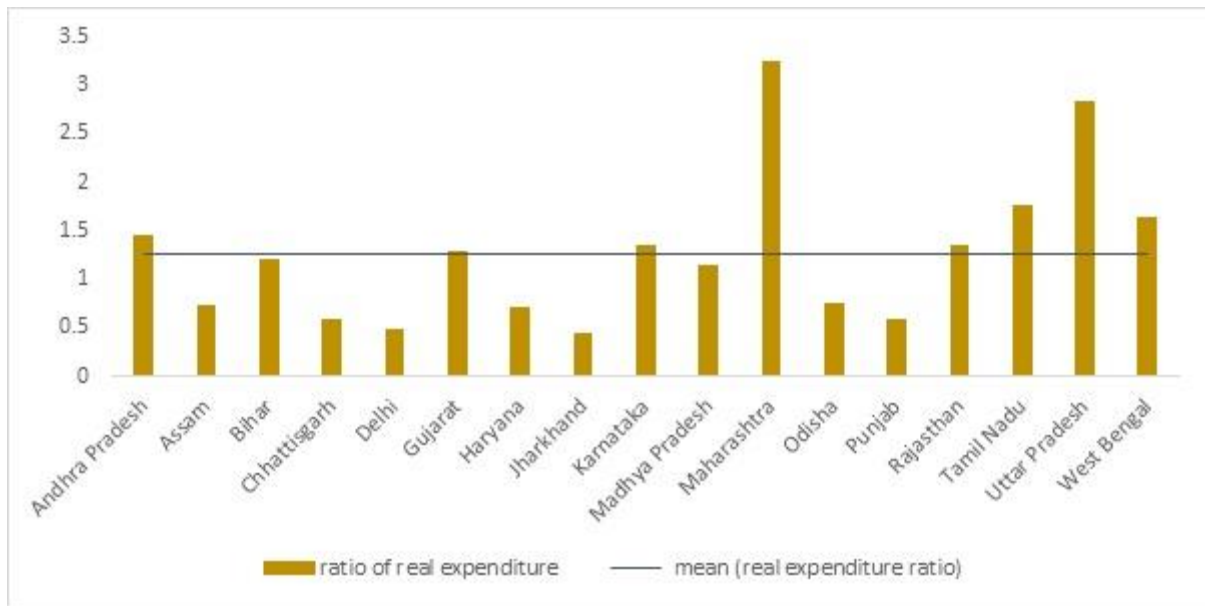
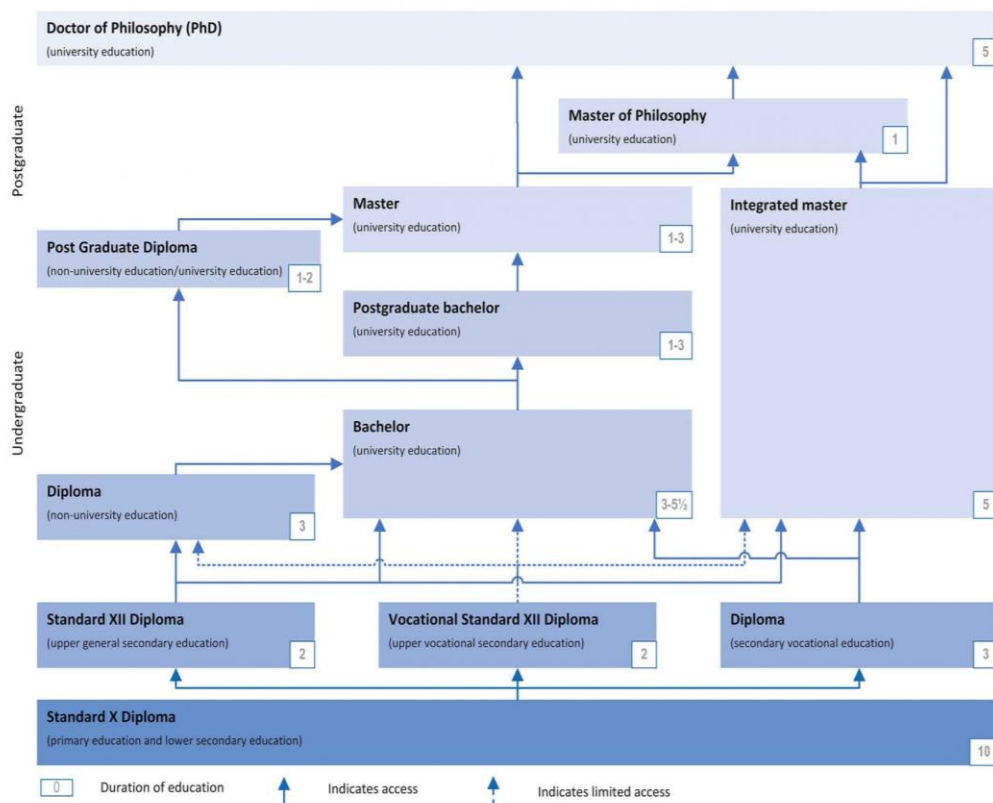
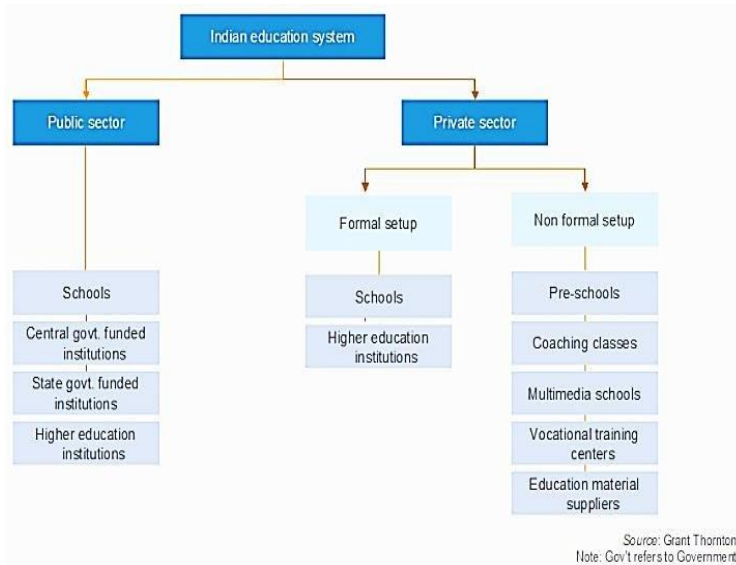


Figure 3 Comparing enrolment and real expenditure of all states with Kerala



Source: DBIE, ASER.

Flowchart of Education System in India



Key Features of New Education Policy 2020

- It emphasizes the criticality of early childhood education and the persistence of its advantages throughout an individual's life.
- It recognizes the learning difficulties in language and mathematics during the primary school years and its impact on children.
- It appreciates the progress in enrollment and it expresses concern at our inability to retain all children in school till Grade 12.
- It envisages a new curricular and pedagogical structure for school education that is responsive and relevant to the needs and interests of learners at different stages of their development.
- It aims to transform curriculum & pedagogy by 2022 to encourage holistic development with minimal rote learning.
- It aims to shape an education system that benefits all of India's children.
- This Policy reiterates the thought that quality education is dependent upon the quality of the teacher.
- It aims to ensure rigorous teacher preparation in vibrant multidisciplinary institutions.
- It plans to render the school governance more effective and efficient while facilitating the sharing of resources through school infrastructure.
- It believes that regulation must become an engine of educational improvement and energize India's school education system.
- It aims to appropriately integrate tech into all levels of Indian education system.
- It believes that vocational education must be an important part of education. Thus it aims to provide access to vocational education to at least 50% of all learners by 2025.
- It aims to achieve 100 youth and adult literacy by 2030 and significantly expand adult and continuing education programmes.
- The Policy will make sure the preservation, growth, and vibrancy of all Indian languages.
- Higher education has a new vision and architecture under the Policy with large, well resourced, vibrant multidisciplinary institutions.
- The Policy envisages an imaginative and broad based liberal undergraduate education with rigorous specialization in chosen disciplines and fields.
- It envisions a joyful, rigorous and responsive curriculum, engaging and effective pedagogy, and caring support to optimize learning and the overall development of students.
- Quality and engagement by faculty is important for the success of higher education : this Policy puts faculty back into the heart of higher education.

- It sees independent, self-governed higher education institutions with capable and ethical leadership as a driver of educational change.
 - This Policy aims to set up effective and responsive rules and regulations to encourage academic excellence and public hope in higher education.
 - It aims to build a holistic approach to the preparation of professionals, by ensuring broad based competencies, an understanding of the social human context, a strong ethical compass, in addition to the highest quality professional capacities.
 - This Policy emphasizes strongly on catalyzing and energizing research and innovation across the country in all academic disciplines.
 - Rashtriya Siksha Aayog- the Indian education system needs inspiring leadership which will also ensure excellence of execution.
 - This Policy is committed to raising educational investment- there is no better investment towards society's future.
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