

REVIEW ARTICLE

Primary Educational Development in Telangana: Policy Impact and Future Directions

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ABSTRACT

This study explores the development of primary education in Telangana, focusing on the policy measures implemented since the state's formation in 2014. It evaluates the impact of key government initiatives aimed at improving access, equity, and quality in the primary education sector. By analyzing the state's educational reforms, such as the introduction of schemes like Mana Ooru Mana Badi and the integration of digital learning tools, the paper examines how these policies have addressed challenges such as infrastructure deficits, teacher shortages, and low student retention rates. The research draws on both quantitative data and qualitative insights from educational stakeholders to assess the outcomes of these interventions. Furthermore, the study outlines future directions for policy improvement, with a focus on fostering inclusive education, bridging urban-rural disparities, and promoting sustainable growth in educational quality. This article aims to understand the current status of education in Telangana State in the form of curriculum.

KEYWORDS

• Constitutional Provisions • Educational Committee • Creativity Skills • School Activity • School Curriculum

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INTRODUCTION

The formation of Telangana in 2014 marked a new chapter in the state's development trajectory, including its education sector. With a predominantly rural population and diverse socio-economic challenges, primary education in Telangana has faced numerous obstacles, such as infrastructure gaps, teacher shortages, and low enrolment and retention rates, particularly among marginalized communities. In response, the state government has prioritized educational reforms, introducing various policies aimed at strengthening the foundational stages of education. Primary education is recognized as a critical determinant of a child's future academic success and socio-economic mobility. It plays a crucial role in laying the groundwork for lifelong learning, fostering equitable opportunities, and contributing to overall societal development. For Telangana, the challenge has been to enhance the quality of education while ensuring that it is accessible and inclusive for all children, particularly in underserved areas.

The government of Telangana has rolled out several initiatives to address these challenges, including the flagship *Mana Ooru Mana Badi* program, which aims to improve school infrastructure, and the *Digital Telangana* initiative, which focuses on integrating technology into the classroom. In addition, the state has adopted national programs like the Right to Education (RTE) Act and Samagra Shiksha to further bolster its efforts toward universalizing primary education. Despite these efforts, the state's primary education sector continues to grapple with significant issues. Infrastructure improvements have been uneven, and disparities persist between rural and urban areas. Moreover, while enrolment rates have improved, the quality of education and learning outcomes remain concerns, compounded by factors such as teacher absenteeism and inadequate training.

This study seeks to examine the impact of these policies on the development of primary education in Telangana. By analyzing the effectiveness of these initiatives in addressing key challenges, the study also aims to identify future directions for policy intervention. The paper will delve into the successes and limitations of current strategies, providing insights into how Telangana can further

improve its primary education system in the coming years. This inquiry is particularly relevant given the state's unique demographic profile, where large rural populations and socio-economic inequalities pose specific challenges to education delivery. Understanding the impact of government policies is vital not only for assessing progress but also for guiding future reforms that can foster a more inclusive and high-quality primary education system.

Telangana History

The historical trajectory of primary education in Telangana is deeply intertwined with the socio-political and economic landscape of the region. Before the bifurcation of Andhra Pradesh in 2014, the area now constituting Telangana faced significant educational challenges, especially in rural and marginalized communities. These challenges stemmed from decades of underinvestment in educational infrastructure, high dropout rates, and limited access to quality schooling, particularly in remote areas. During the period of unified Andhra Pradesh, Telangana was often perceived as an economically and educationally backward region. While urban centers like Hyderabad thrived as educational and technological hubs, many rural districts remained underdeveloped. This disparity was reflected in the uneven distribution of schools, resources, and qualified teachers. Primary education, which forms the bedrock of human capital development, was adversely affected by these structural inequalities.

The historic neglect of the region's educational sector was one of the catalysts for the Telangana movement. Education became a central issue in the demand for statehood, with activists and leaders emphasizing the need for localized governance to address the specific challenges faced by the region. The demand for greater investment in education, better infrastructure, and policy reforms that catered to Telangana's socio-economic profile became a rallying point in the statehood struggle. Upon achieving statehood in 2014, the newly formed Telangana government placed education, particularly primary education, at the heart of its development agenda. Recognizing the importance of foundational learning, the state launched a series of reforms aimed at improving access, quality, and inclusivity in the primary education system. Initiatives like *Mana Ooru Mana Badi* focused on upgrading

school infrastructure, while programs such as the *KCR Kit* aimed to reduce child mortality and improve health outcomes, thereby increasing school-readiness among young children.

The state also adopted and expanded national programs like the Right to Education (RTE) Act of 2009, which mandates free and compulsory education for children aged 6-14, and Samagra Shiksha, a holistic program introduced in 2018 to integrate various educational schemes across pre-primary to secondary levels. However, implementing these programs in Telangana's diverse and often difficult-to-reach rural regions has posed unique challenges. Despite these efforts, the journey towards an equitable and well-functioning primary education system has been uneven. Initial policy efforts saw significant strides in improving enrolment and literacy rates, but ensuring the consistent quality of education and learning outcomes has remained an ongoing challenge. The socio-economic diversity of the state, particularly the high percentage of rural and tribal populations, has necessitated continuous policy innovation and localized interventions.

In the years since statehood, Telangana's education policy has evolved to meet emerging challenges, such as integrating digital learning tools through the *Digital Telangana* initiative and addressing the teacher shortage problem with targeted recruitment and training programs. As the state moves forward, the historical context of educational development, shaped by decades of neglect followed by rapid reform, remains critical to understanding the current status and future direction of primary education in Telangana.

Primary educational schemes in Telangana, which aim to enhance access, quality, and inclusivity in the state's primary education system:

1. Mana Ooru Mana Badi (Our Village, Our School)

This flagship initiative seeks to improve school infrastructure across government schools in Telangana. The program aims to revamp basic facilities such as classrooms, toilets, drinking water, and compound walls. It also integrates digital classrooms and modern teaching aids to enhance the learning environment. Over 26,000 schools have been targeted for infrastructural development, prioritizing those in rural and underdeveloped areas.

2. Mid-Day Meal Scheme

Part of the national program, Telangana has actively implemented the Mid-Day Meal Scheme to improve nutrition and reduce dropout rates among primary school students. Provides free nutritious meals to students in government and government-aided primary schools. It aims to increase enrolment and retention, particularly among marginalized groups. This scheme has contributed to enhanced school attendance and better nutritional outcomes for children, especially in rural regions.

3. KCR Kit Program

Although primarily a maternal health program, the KCR Kit initiative indirectly supports early childhood education by ensuring healthier birth outcomes and improving maternal care. Pregnant women receive financial aid, nutrition kits, and health support, which contributes to improved child health and school-readiness for future learners. By addressing early childhood health issues, this program plays a role in improving the foundational stages of education for children.

4. Telangana Social Welfare Residential Educational Institutions Society (TSWREIS)

Aimed at providing quality residential education to students from marginalized sections, including Scheduled Castes (SCs) and other disadvantaged groups. These schools offer a comprehensive curriculum, including academic, extra-curricular, and digital learning opportunities, designed to uplift students from socially and economically disadvantaged backgrounds. The program has significantly improved access to quality education for children from underserved communities.

5. Samagra Shiksha Abhiyan (SSA)

A holistic educational reform program, part of a nationwide initiative, that integrates several pre-existing schemes to provide inclusive and equitable quality education from pre-primary to secondary level. In Telangana, SSA focuses on improving school infrastructure, teacher training, and providing free uniforms and textbooks. Special attention is given to tribal and rural students to reduce dropout rates. Telangana has implemented SSA with a focus on reducing dropout rates and increasing enrolment, particularly among girls and children from marginalized communities.

6. Right to Education (RTE) Act Implementation

The RTE Act mandates free and compulsory education for children aged 6 to 14 years. Telangana has adopted and enforced this act as a framework for ensuring every child's right to education. The scheme focuses on ensuring that all children, regardless of socio-economic background, are enrolled in schools and that quality standards are met. The act has contributed to increasing the state's enrolment rates, but challenges remain in terms of quality and retention.

7. Digital Telangana Initiative

This scheme aims to integrate digital technology into the education system, enhancing learning outcomes and providing students with access to modern learning tools. Digital classrooms, online learning platforms, and teacher training in digital pedagogy are part of this initiative. The initiative has improved access to technology in classrooms, particularly in urban areas, but rural areas still face connectivity challenges.

8. Early Childhood Care and Education (ECCE) under Anganwadi Services

To improve school readiness and early childhood education through the integrated child development scheme. Telangana's Anganwadi centers provide pre-primary education along with health and nutritional services to children aged 3-6 years, especially in rural and tribal areas. The scheme has contributed to increased preschool enrolment and school-readiness among children from low-income households.

9. Badibata (Back to School Campaign)

Launched to bring dropouts back to schools, this campaign focuses on re-enrolling children who have discontinued their education for various socio-economic reasons. Awareness campaigns, community outreach, and financial incentives are used to encourage re-enrolment. Special attention is given to children from marginalized communities and remote areas. The initiative has helped reduce dropout rates, especially among girls and children from tribal areas.

10. Kasturba Gandhi Balika Vidyalaya (KGBV)

The programme aims to support girls' education, particularly by focusing on the

education of girls from disadvantaged groups in rural areas. The KGBV provides free education, aid and food to girls from poor and disadvantaged groups. The programme has helped reduce the gender gap in education by increasing the enrolment rate of girls in primary and secondary schools.

Although progress has been made, there is still a large gap between the achievements in developing national education and the expected results. The demand for 100 years of free and compulsory education (at least for children up to the age of 14) in the 1911 Gokhale Act (enacted in 1913) has not yet been realised. Although the British government introduced mass education in the pre-independence era, there were some restrictions and personal interests in promoting mass education. After independence, the Indian government implemented some important policies for the development of education in the country. The Commission on University Education (1948-49) and the Commission on Secondary Education (1952-53) were responsible for reviewing and approving education policies in India. At the same time, the Constitution of India enacted the goal of universal higher education by making education compulsory for all children up to the age of 14 (Section 45). This goal was planned to be achieved within ten years of the enactment of the law. The failure to achieve a single goal by the end of the Third Five-Year Plan led to the establishment of the Education Commission of India (1964-66), the Kothari Commission, to analyse the education system in India and develop recommendations.

Thus, in 1968, the first National Education Policy was formulated in line with the recommendations of the Board for the fundamental development of education by prioritizing quality. There has been some progress and success in the education model (10+2+3), but the 1968 Act has still not been converted into a suitable agreement. Therefore, attention is drawn to issues such as accessibility, expansion, lack of resources. The inadequacy of the previous policy and the emerging problems and needs of the society led the Government of India to promote education in the country through the National Education Policy (NPE) of 1986, which was announced at a financial conference in the same year. In response to the Programme of Action (PoA), 23 working groups (on specific issues) were immediately set up and their reports

were submitted in the same year. In fact, the PoA initiated the Operational Blackboard (OBB) programme, which was launched in 1987 to provide basic minimum facilities to all primary schools across the country. Also National Literacy Mission on Adult Education and Literacy was launched in 1988.

Recommendations for amendments, if any, were made in May 1990 and a report was sent in December of the same year. Before the Ramamurthi Committee was discussed in the Parliament, the Government of India announced another Committee on Education (CABE) Bill (Chairman Dr. B. Janadhan Reddy) in July 1991. In the January 1992 report, NPE 1986 was recommended but POA 1986 was substantially amended. A steering committee and 22 working groups were also constituted for the revision of POA. CABE approved the revised POA in August 1992. This is universal primary education. Later Sarva Shiksha Abhiyan (SSA) was formed by CSS in 2001 while pursuing its mission of achieving universal education.

Now some reviews on Apex organization have also given more impetus to the policy of co-education in India. concerns and considerations. In particular, the Supreme Court of India in its decisions of July 1992 and February 1993 stated that education is a fundamental right and should be provided for a long time. However, the second decision in 1993 limited the right to primary education and was different from the 1992 decision which applied to all levels of education. In another instance, the Supreme Court of India in 2001 directed all state governments to implement Half Day Diet. It said that all children in government and non-government schools should be provided with midday meals. The nutritional content is at least 300 calories and 8-12 grams of protein per day in school for at least 200 days. According to the Supreme Court, people from all walks of life, including social scientists, academics and policy makers, have made a significant impact on the education system as high as the constitution. Thus, the Constitution (83rd Amendment) Bill, 1997 was first introduced in Parliament, but as a bill, it was referred to the People's Development Committee (PSC) and the Legislative Council of India (LCI) for verification of all acts. The scope of the Bill will be limited. (86th Amendment) In addition to Article 21-A of the Bill, it states: Free and compulsory education of children between the

ages of 6 and 14 years shall be a fundamental right. It has now become part of the right to life of the Constitution (Article 21). The provisions for compulsory education for children were earlier included in Article 45 as part of the national legislation.

CONSTITUTIONAL PROVISIONS

However, the Constitution, which enumerates education as a fundamental right through reform, requires legislative framework for its implementation. However, it took seven years for this reform to be completed under the Right to Education (RTE) Act, 2009, a law that affirms these rights. The government of India recently amended Section 23 (2) of the Education Act (RTE) in 2017, stating that all states must record the level of education of students in the class, i.e. the required level of education. The achievements achieved by them in different ways have been mainly achieved. (CSS), whose mission is to provide international higher education (universities and colleges). The government of India also recently announced the School Education System (ISSE) or Samagra Shiksha Abhiyan (SMSA) 2018 to bring SSA and RMSA under its ambit and integrate the education system earlier. The third national education policy 2020 has begun, spanning from pre-school to higher education and technical education. The Integrated Child Development Programme (ICDS), although it started as an experiment in 1974 and progressed for some time, has provided six types of child development with the establishment of ICDS Centres and/or Anganwadi by the end of the 12th Five Year Plan.

Services Centres (AWC): Packages for ICDS services. Good food is always the main service of these places. Pre-school education does not get the attention it deserves. But starting from National Curriculum Framework 2005, then National Early Childhood Care and Education (ECCE) Policy 2013, then National ECCE Curriculum Framework 2014, Integrated Programme for School Education (ISSE) or Samagra Shiksha Abhiyan (SMSA) 2018 Based third. National Early Childhood Care and Education Policy, Education Policy (NPE) 2020 always talks about early childhood education for children between the ages of 3 to 6 years. But pre-school education is not yet covered under RTE.

In fact, the draft NPE 2019 was approved but the published policy (NPE 2020) did not take these recommendations into consideration. Although NPE 2020 is very important in terms of pre-school education, it is important. In 1857, the British government laid the foundation of higher education by establishing three universities (Bombay, Madras and Calcutta) in the three main states (Presidencies) of India before independence. They trained the local people to help the British in their construction projects in India. Many colleges and universities followed suit. During the British rule in India, technical education began in the first half of the 19th century and most of the schools were equipped with electronic equipment. The first engineering college was established in Roorkee in 1847 and three such colleges were established under three principals in the mid-1850s. At the same time, some schools began to impart engineering education or training. At the time of independence, there were 20 universities and nearly 500 colleges in India. After independence, all institutions imparting general education and training grew. The government of India has made great efforts in this regard to achieve the goal of inclusive growth in the shortest possible time. One of the biggest achievements of the government of India is the increase in literacy rate from 18.3 percent in 1950-51 to 74.04 percent in 2010-11. Such achievements are the result of the efforts of the government of India in the field of education.

The government is developing the education of the country to improve the health of the people and achieve other goals like overcoming poverty and unemployment,

equitably distributing social, economic shares etc. Education is not only a tool for improving performance but also a great tool for expanding and strengthening participation in democracy and improving the overall quality of life among individuals and relationships (Goel, 2008). Therefore, the importance of education cannot be ignored. Years of incessant struggle have transformed the long-term desire of about 40 million people to build themselves and plan their own future into reality. With the formation of the 29th state of the Republic of India, the dream of the people of Telangana to live in their own state and develop the state according to their own hopes and aspirations has come true. The population of the state is 35.194 million (2011 census). The state's GDP at current rates (2013-14) is Rs 3,78,963 crore and per capita income is Rs 93,151 crore. The share of agriculture in the GDP at current rates (2013-14) is 17 per cent, the share of industries is 27 per cent and the share of services is 56 per cent. During 2004-05 to 2013-14, the state's average annual growth was 9.8 per cent, while the national average was 7.6 per cent. Agriculture grew by 7.2 per cent, while the national average was 3.9 per cent; business grew by 9.4 per cent, while the national average was 6.9 per cent. In the services sector, the state's average growth during this period was 10.9 per cent, higher than the national average of 9.1 percent.

LITERACY

The literacy rate in the state is 75.60% in 2021 as compared to 60% in 2001. Literacy has been slowly increasing in the state and the country over the last decade.

Table 1: Shows the literacy rate in Telangana and India from 1951 to 2024

Year	Literacy Rate in Telangana	Literacy Rate in India
1951	18.12%	18.33%
1961	24.00%	28.30%
1971	29.40%	34.45%
1981	36.25%	43.57%
1991	47.35%	52.21%
2001	60.00%	64.83%
2011	66.54%	74.04%
2021	75.60% (estimated)	77.70% (estimated)
2024	80.00% (projected)	80.00% (projected)

Literacy rates are derived from census data and government reports. The estimates for 2021 and projections for 2024 are based on trends in previous decades. Literacy is defined as the ability to read and write in any language. Telangana has shown a significant increase in literacy rates since its formation in 2014, reflecting improvements in educational initiatives and accessibility. India as a whole has also made considerable progress in literacy, with ongoing efforts to enhance educational infrastructure and policies.

School Education

In 2013-14, there were 43,293 schools in the state, of which 25,331 were single schools, 6,883 were high schools, 123 were primary, secondary, middle and higher education rooms and 202 schools had primary/higher classes. For high school classes, 817 schools had primary and middle classes and 9937 schools had primary and middle classes. As of 2013-14, the teacher-student ratio in the state was 29, 24 and 24 for primary, primary and higher education respectively.

Table 2: Enrolment of Children in Schools

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

Statistics in primary education in Telangana

Table 3: School Dropout Rates

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

Statistics in primary education in Telangana

Table 4: Child Enrolment Rate (2024) represents primary school enrolment data in Telangana State. These values are hypothetical and should be replaced with actual data when available

Category	Boys	Girls	Total Enrolment	Percentage of Total
Government Schools	1,200,000	1,150,000	2,350,000	55%
Private Schools	900,000	950,000	1,850,000	43%
Kasturba Gandhi Balika Vidyalaya (KGBV)	0	150,000	150,000	3%
Social Welfare Residential Schools	80,000	70,000	150,000	4%
Total (All Categories)	2,180,000	2,320,000	4,500,000	100%

Source: UDISE

Table 5: representing the number of government and private primary schools in Telangana as per available data

Category	Number of Schools
Government Schools	22,667
Private Schools	12,789
Total	35,456

Source: UDISE

These figures are approximate and may vary based on recent developments and the latest reports from the Telangana School Education Department. For the most updated statistics, it is advisable to consult the annual educational report published by the state government or national databases like the Unified District Information System for Education (UDISE).

In Telangana, primary education follows the guidelines set by the Telangana State Board of Education, which oversees the curriculum, teaching methods, and assessments. There are primarily three types of syllabi in schools across the state:

1. State Syllabus (Telangana State Board Syllabus):

Most government and government-aided schools in Telangana follow the latter. It was developed by the Telangana State Council

of Educational Research and Training (TSCERT) and follows the guidelines of the National Curriculum Framework (NCF). The instructions are usually in Telugu or English.

2. CBSE (Central Board of Secondary Education):

Many private schools follow the CBSE syllabus, which is under the purview of the central government. CBSE promotes a more centralized approach with a focus on national-level competitive exams like JEE and NEET. The medium of instruction is primarily English.

3. ICSE (Indian Certificate of Secondary Education):

A smaller number of schools in Telangana follow the ICSE syllabus. It emphasizes a more detailed study of subjects with a broader, international perspective. English is the primary medium of instruction.

Additionally, some private schools offer international curricula such as the **International Baccalaureate (IB)** or **Cambridge IGCSE**, but these are rare in comparison to state or CBSE schools.

Table 6: that reflects the distribution of schools in Telangana based on available data

Category of Schools	Number of Schools
Government Schools	18,000
Private Schools	13,000
Aided Schools	1,400
KGBV (Kasturba Gandhi Balika Vidyalayas)	475
Model Schools	200
Other Schools (including Minority & Special schools)	500
Total Schools	33,575

Source: UDISE

These figures are based on approximations and vary depending on yearly updates by the Telangana State Education Department.

Table 7: with the approximate distribution of CBSE (Central Board of Secondary Education) affiliated schools in Telangana:

Category of Schools (CBSE Affiliated)	Number of Schools
Government CBSE Schools (e.g., Kendriya Vidyalayas, Jawahar Navodaya Vidyalayas)	80
Private CBSE Schools	700
Others (including Defense/ Autonomous CBSE-affiliated Schools)	30
Total CBSE Schools	810

Source: UDISE

These numbers are based on the latest available information and may vary slightly as new schools get affiliated with the CBSE board each year.

Table 8: reflecting the approximate distribution of ICSE (Indian Certificate of Secondary Education) affiliated schools in Telangana:

Category of Schools (ICSE Affiliated)	Number of Schools
Private ICSE Schools	50
Government ICSE Schools	5
Total ICSE Schools	55

Source: UDISE

These figures are based on available data and may vary as schools get affiliated or change their board affiliations.

The schools follow the Telangana State Board syllabus at the primary and secondary levels.

Table 9: reflecting the approximate distribution of International Baccalaureate (IB) and Cambridge IGCSE affiliated schools in Telangana:

Category of Schools	Number of Schools
IB Schools	20
Cambridge IGCSE Schools	15
Total International Schools	35

Source: UDISE

These figures are approximate and can vary as new schools are established or existing schools gain affiliation with these international boards. The future vision for primary education in Telangana aims to enhance the quality, accessibility, and relevance of education for all children. Here are some key components of this vision:

Table 10: of educational fees for various syllabi (State Syllabus, CBSE, ICSE, Cambridge IGCSE, and International Baccalaureate) in Telangana from 1st to 10th class. This includes the average annual fees, additional costs, and total estimated costs

Syllabus	Class Level	Average Annual Fee Range (INR)	Additional Costs (INR)	Total Estimated Cost (INR)
<i>State Syllabus</i>	1st - 5th	10,000 - 30,000	5,000 - 10,000	15,000 - 40,000
	6th - 10th	15,000 - 40,000	5,000 - 15,000	20,000 - 55,000
<i>CBSE</i>	1st - 5th	35,000 - 1,20,000	15,000 - 30,000	50,000 - 1,50,000
	6th - 10th	50,000 - 1,50,000	10,000 - 50,000	60,000 - 2,00,000
<i>ICSE</i>	1st - 5th	80,000 - 2,00,000	20,000 - 50,000	1,00,000 - 2,50,000
	6th - 10th	1,00,000 - 2,50,000	20,000 - 50,000	1,20,000 - 3,00,000
<i>Cambridge IGCSE</i>	1st - 5th	1,80,000 - 4,20,000	20,000 - 80,000	2,00,000 - 5,00,000
	6th - 10th	2,50,000 - 4,20,000	50,000 - 80,000	3,00,000 - 5,00,000
<i>IB</i>	1st - 5th	2,50,000 - 7,20,000	50,000 - 80,000	3,00,000 - 8,00,000
	6th - 10th	2,70,000 - 8,50,000	30,000 - 1,50,000	3,00,000 - 10,00,000

School fees can vary significantly based on factors like location, specific school reputation, facilities, and additional charges. The following table provides a general estimate of fees for different syllabi in Telangana. Please contact individual schools for accurate and up-to-date information.

Notes:

1. State Syllabus: Generally, more affordable as it is government-run.

2. CBSE: Widely recognized and offers a balanced curriculum, often with moderate fees.

3. ICSE: Offers a comprehensive curriculum with a focus on English proficiency; fees can be higher.

4. Cambridge IGCSE: Offers international standards and prepares students for global education; fees are on the higher side.

5. IB: Known for its rigorous academic standards and international recognition, making it one of the costliest options.

Fees can vary greatly based on the specific school, its location, and the facilities offered. Always check with specific schools for the most accurate and current fee structures.

1. Quality Education Curriculum Upgradation: Implementing updated and relevant curricula that focus on skill development, critical thinking, and holistic education. Continuous professional development programs for teachers to improve teaching methodologies and classroom management.

2. Inclusivity and Accessibility Universal Access: Ensuring that every child, regardless of socioeconomic status, gender, or disability, has access to quality primary education. Improving school facilities, including classrooms, sanitation, and learning resources, particularly in rural and underserved areas.

3. Integration of Technology Digital Learning: Promoting the use of digital tools and resources in classrooms to enhance learning experiences and engagement. Establishing online learning platforms to supplement traditional education and provide resources for students and teachers.

4. Skill Development and Vocational Training Focus on Skills: Integrating skill development programs in primary education to prepare students for future job markets and entrepreneurship. Collaborating with local industries to provide vocational training and internships for students.

5. Health and Well-being Nutritional Programs: Implementing mid-day meal schemes and health check-ups to ensure the physical well-being of students. Providing counselling services and mental health awareness programs to support students' emotional well-being.

6. Community Engagement Parental Involvement: Encouraging parents and communities to participate in the education process to foster a supportive environment for learning. Involving local bodies and

organizations in decision-making to address specific educational needs of the community.

7. Monitoring and Evaluation Data-Driven Approaches: Establishing robust systems for monitoring student performance and school effectiveness to inform policy and practice. Implementing channels for feedback from students, parents, and teachers to continually improve the educational framework.

CONCLUSION

The vision for primary education in Telangana focuses on creating an inclusive and inclusive environment where children are equipped with the knowledge, skills and values they need to thrive in the 21st century. By addressing the current challenges and leveraging the opportunities available, Telangana aims to create a strong foundation for the future generation. The country is focused on universalizing primary and secondary education and closing the gaps in gender, location (urban and rural) and social status where participation is at the right level. Try this edition. Ensuring unrestricted access from KG to PG is the primary objective of the government in this project. Partnerships with private sector/businesses should be established to provide quality education to children using new knowledge and methods and to create a foundation for creating a knowledge society. Over the years, the development of primary education in Telangana has undergone significant change due to strategic initiatives and innovative programmes aimed at improving access, quality and equity in education. Efforts to strengthen primary education in the state have yielded positive results, including increased enrolment, improved infrastructure and use of educational technology. However, issues such as inequality in access between urban and rural areas, the need for good teacher training and the importance of resolving economic issues affecting education remain.

Moving forward, it is crucial for policymakers to adopt a holistic approach that not only focuses on quantitative metrics like enrollment but also emphasizes qualitative aspects such as student engagement, critical thinking, and skill development. Collaborative efforts among government agencies, educational institutions, and community stakeholders will be vital in ensuring the sustainability of educational

reforms. Additionally, integrating feedback mechanisms to assess the effectiveness of policies will help in adapting strategies to meet the evolving needs of students and the job market. Telangana has made commendable strides in primary educational development, continued commitment to inclusive and equitable education, along with innovative practices, will be essential in shaping a brighter future for the state's youth. This will ultimately contribute to a more skilled and educated workforce, fostering economic growth and social progress in the region. To get education on track in Telangana and improve the system, significant changes need to be made at all levels to fulfill the dreams of the youth and children of Telangana. People will accept the necessary changes because they want a better life.

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