

SKILL, KNOWLEDGE, AND GROWTH: NEW EDUCATIONAL POLICY REFORMS IN TELANGANA

Gedam Kamalakar¹

Abstract

Skill, Knowledge, and Growth: New Educational Policy Reforms in Telangana would focus on the state government's efforts to overhaul the education system to be more responsive to modern economic needs. It would highlight key initiatives aimed at bridging the gap between academia and industry, fostering a culture of innovation, and preparing a skilled workforce for the future. The policy aims to integrate vocational training and practical skills into the academic curriculum at all levels, from school to higher education. This shift is designed to move away from a traditional knowledge-heavy model toward a more skill-oriented system that aligns with industry demands. A central component is strengthening partnerships between educational institutions and the corporate sector. This includes introducing industry-specific courses, providing opportunities for internships, and involving companies in curriculum design to ensure that graduates possess relevant and up-to-date skills. The policy recognizes the critical role of educators. There are plans to implement comprehensive teacher training programs focused on new teaching methodologies and emerging technologies. The government is also considering sending teachers abroad for exposure to global best practices. The government intends to invest in improving school infrastructure, particularly in government schools, to create a conducive learning environment. Additionally, there's a strong emphasis on leveraging digital learning to enhance student engagement and ensure equitable access to quality education. To support these reforms, the government is setting up specialized institutions like the Young India Skills University and a Young India Sports University. The goal is to provide targeted skill development for unemployed youth and promote excellence in sports. These reforms are guided by the Telangana Education Commission, which has been tasked with drafting a comprehensive policy document that considers the state's specific needs while aligning with the broader principles of the National Education Policy (NEP) 2020.

Keywords: Skill Development, Vocational Training, Industry-Academia Collaboration, Workforce.

¹Senior Fellow ICSSR Department of Political Science Osmania University, Hyderabad, Telangana, India.

Introduction

States in India are free to adapt the National Education Policy (NEP) 2020 to local conditions. Telangana's government has recently moved to prepare its own state-level education policy that will draw from NEP-2020 while attempting to respond to the state's particular needs and political priorities. This article compares the broad vision and provisions of NEP-2020 with what is publicly known so far about Telangana's effort to frame a state policy, highlights likely points of divergence, and offers practical considerations for implementation.

Since its formation in 2014, Telangana has pursued a distinct political and developmental trajectory shaped by statehood aspirations, regional identity, and welfare-oriented governance. In recent years, particularly under the Congress-led government headed by Chief Minister A. Revanth Reddy (from December 2023), Telangana's political priorities have undergone a recalibration, balancing continuity with reform. The government's agenda reflects a renewed emphasis on inclusive welfare, social justice, employment generation, and institutional accountability, alongside sustained commitments to economic growth and infrastructure development. These priorities are framed within broader national visions such as *Viksit Bharat @2047*, while also addressing state-specific challenges related to agrarian distress, urbanization, fiscal sustainability, and equity in access to public services. Understanding Telangana's government political priorities is crucial for analyzing the evolving nature of sub-national governance in India, the role of welfare politics in electoral democracy, and the state's efforts to align development with social inclusion and participatory governance.

Short primer: NEP-2020

The National Education Policy 2020 (NEP-2020) is a comprehensive national framework covering school to higher education. Its headline reforms include restructuring school education into a 5+3+3+4 curricular/age structure (to give priority to foundational literacy and numeracy), emphasis on mother-tongue/local language as medium of instruction in early grades, multidisciplinary undergraduate degrees and consolidation of higher-education regulators, large-scale

expansion of vocational education, teacher professional development and a push to increase public spending on education toward 6% of GDP. NEP-2020 is deliberately principle-based and leaves many implementation details to states and to institutions.

Where Telangana stands now (public record)

Telangana's state administration has publicly announced it will study NEP-2020 and prepare a state policy adapted to local priorities. The state has formed committees and commissions to examine implementation issues such as medium of instruction (especially the role of English), infrastructure (including proposals for residential schools), teacher shortages and skill linkages. Political leadership has signaled a major investment drive to upgrade government schools and to prioritise teacher recruitment and digital/physical infrastructure. At the time of writing, Telangana's policy document is in preparation rather than being a final, published policy. Telangana state policy is likely to differ from the national NEP framework either by emphasis, timeline, or operational detail.

1. Federal adaptation and local priorities

NEP-2020: Gives a national vision but explicitly permits states to adapt implementation details (language strategy, timelines, and curriculum choices). The NEP anticipates large variation across states.

Telangana: The state policy will be an adaptation, reflecting Telangana's socio-demographic profile, existing institutional strengths (e.g., concentration of universities and private colleges around Hyderabad) and political commitments such as expanding residential schools and rapid teacher recruitment. Expect Telangana to prioritise strengthening government schools and bridging gaps with private sector schools within the state. Public announcements already indicate significant state investment proposals and specific programmes (e.g., integrated residential schools) that are state-led.

2. Language and medium of instruction

NEP-2020: Recommends mother-tongue/local language as medium

at least until Grade 5 (preferably till Grade 8), while allowing flexibility and encouraging a three-language formula.

Telangana: Public debates in the state (and seminars by state education bodies) show strong focus on the role of English (for employability) alongside strengthening Telugu and tribal languages. The Telangana Education Commission has held seminars specifically on English as medium of instruction, which suggests the state policy will provide a carefully negotiated approach — likely a bilingual/gradual English proficiency push while protecting regional languages. Expect explicit transitional measures (e.g., spoken English labs, teacher training) tailored for Telangana.

3. Governance, institutional design and funding

NEP-2020: Recommends systemic reforms (new regulator architecture, more autonomy for higher-education institutions and a national push to increase public education expenditure). **Telangana:** The state is likely to present a governance map that translates NEP principles into state institutions — e.g., a State Implementation Committee, changes in state directorates, and earmarked financing lines for flagship projects. Recent reporting shows the government preparing large funding proposals (including requests for fiscal flexibility to fund a ₹30,000-crore education mission). This suggests Telangana may be more interventionist and programme-driven in the short term than the NEP's more phased, economy-wide prescriptions.

4. Curriculum, vocationalisation and skills linkage

NEP-2020: Strong emphasis on multidisciplinary education, integration of vocational education from Grade 6 onward, and stronger ties between education and employment. **Telangana:** Expect aggressive linking of schools and higher-education institutions to local industry (IT hubs, biotechnology and manufacturing clusters around Hyderabad). The state may fast-track vocational skilling and the Young India Skill University model to produce employable graduates, plus special projects for rural/tribal areas. The state's policy could therefore have a more immediate employability/industry focus compared with the gradual national rollout envisioned under NEP.

5. Teacher recruitment, training and accountability

NEP-2020: Calls for improved teacher education, continuous professional development, a national device for teacher license/registration and better recruitment norms to reach ideal pupil-teacher ratios.

Telangana: One immediate state priority has been accelerating teacher recruitment and filling long-standing vacancies — an action already visible in recent hirings. The state policy is likely to combine short-term recruitment drives with medium-term teacher-education reforms, in addition to in-service training focused on bilingual instruction and digital pedagogy. Expect concrete teacher hiring targets and time bound schemes in the state policy.

6. Equity, inclusion and special schemes for disadvantaged groups

NEP-2020: Places equity at the centre targeted scholarships, remedial programs, and special measures for socio-economically disadvantaged groups and children with disabilities. Telangana: With a large proportion of backward classes, SC/ST populations and rural learners, Telangana's policy is expected to tailor equity measures (reservation implementation, residential school expansion, mid-day meal strengthening and targeted scholarships). Public statements emphasise a large roll-out of government facilities and special programmes for backward regions. Because of Telangana's demographic profile, equity measures may receive strong emphasis and resources.

Implementation realities and challenges

1. **Fiscal constraints vs. ambitious programmes:** NEP-2020's financing targets are challenging; Telangana has signaled large investments but will need central support or fiscal innovations to sustain capital-intensive programmes like integrated residential schools. Recent state requests for fiscal flexibility indicate awareness of the funding gap.
2. **Capacity and timelines:** NEP envisages gradual systemic change. Translating major structural shifts (multidisciplinary higher education, revamped teacher education, new regulators) into action at

state level requires capacity building inside state departments and institutions; Telangana will have to sequence reforms carefully to avoid disruption.

3. **Materials, textbooks and assessments:** Local curriculum frameworks and textbooks must be redeveloped in line with NEP's competencies approach. Telangana will need state curriculum teams, aligned assessment reforms and strong monitoring (e.g., using PARAKH and other assessment tools) to ensure learning gains.

4. **Political economy and stakeholder buy-in:** Changes such as medium-of-instruction shifts and teacher evaluation can be politically sensitive. The state has begun stakeholder consultations (seminars, commissions), which is a positive signal; sustained consultation will be essential to minimize resistance.

Telangana (practical clues from NEP principles)

- (i) Publish a clear roadmap — timelines, costed action plans and phasing (foundational learning first, then system changes).
- (ii) Protect foundational learning — prioritise literacy and numeracy with measurable targets and teacher support in Grades 1–5.
- (iii) Adopt a pragmatic language transition plan — build Telugu and local language foundations while running intensive spoken English support rather than abrupt medium switches.
- (iv) Design a teacher strategy — short-term recruitment + medium-term professional development + a transparent performance and support system. Cost and finance realistically — align ambitious programmes with multi-year budgeting and explore central partnerships and development financing where needed.

NEP-2020 provides the blueprint; Telangana's forthcoming state policy will be the test of how national vision and local realities combine. Early signs show Telangana emphasising rapid strengthening of government schools, teacher recruitment, and selective flagship investments (residential schools and skill linkages). The final shape of the state policy will be judged by how well it translates NEP-2020's principles into locally feasible, funded and monitored actions that improve learning, equity and employability across the state. Given the political momentum and the administrative steps already visible, Telangana could either become a model of

effective NEP adaptation — or, if poorly sequenced and under-funded, risk partial implementation. Either way, the next 12–24 months will be decisive for how Telangana brings NEP principles to life.

Telangana's education landscape is witnessing a transformative wave of reforms, unified by the vision of Skill, Knowledge, and Growth. The state government under Chief Minister A. Revanth Reddy has embarked on a multi-faceted mission to bridge educational gaps, align education with future-ready skills, and widen access through innovation—aiming to nurture a highly capable, inclusive, and empowered youth.

Skill

- Curriculum realignment: From the 2025–26 academic year, degree programs in Telangana will now include 20% skill-based modules, reinforcing practical abilities alongside theoretical knowledge—especially in fields like engineering and core subjects combining computer science minors
- UGC-backed skill courses: Starting 2025–26, undergraduate degrees will allocate over 20 credits to value-added and skill-based courses (e.g., AI tools, cybersecurity, soft skills), supported by a restructured total of 142 credits for enhanced learning flexibility Advanced skilling institutions:
- Young India Skills University (YISU): Established late 2024 as a public-private partnership, YISU offers industry-aligned programs across logistics, healthcare, pharmaceuticals, BFSI, and soft skills, backed by leaders like Anand Mahindra
- ITI transformation: Traditional Industrial Training Institutes are being upgraded into Advanced Skill Development Training Centers via a ₹2,700 crore MoU with Tata Technologies, offering 9 long-term and 23 short-term courses starting from 2024–25, targeting around 100K beneficiaries

Knowledge

- Digital learning ecosystem: Telangana State Council of Higher

Education. (TSCHE)' revamped e-library now offers students access to 13,500+ international journals, an online grievance cell, newsletters, and research resources surpassing regional limitations.

- Tech-enabled learning partnerships: The government has forged MoUs with NGOs including EkStep, Physics Wallah, Khan Academy, Pi Jam, Prajwala, and Educate Girls to expand AI-driven platforms, STEM videos, coding instruction, competitive exam coaching, child safety training, and literacy outreach across thousands of schools.

Growth

- Institutional reinvestment: A landmark initiative, the Young India Integrated Residential Schools mission, plans investment of ₹30,000 crores: ₹21,000 crore for 105 tech-enabled residential campuses and ₹9,000 crore to strengthen colleges, digital infrastructure, and technical institutions—benefitting an estimated 2.7 lakh students directly and nearly 4 lakh indirectly
- Systemic expansion: Hundreds of new government schools (570 announced earlier in 2025) are being built in underserved regions, emphasizing inclusive education and high standards with added facilities and skill development modules from high school onwards
- Holistic capacity building: CM Reddy is personally overseeing education as a priority portfolio, with focused recruitment of 11,000 teachers in under two months, signaling an aggressive effort to restore quality and trust in government schools Together, these efforts weave Telangana's three pillars of Skill, Knowledge, and Growth into a cohesive strategy:
 - Skill empowers students with future-relevant capabilities.
 - Knowledge enhances learning through digital access and quality enrichment.
 - Growth ensures equitable expansion, infrastructure upgrades, and systemic support. This unified reform agenda is pushing Telangana toward becoming a skill-driven, knowledge-enriched, and inclusive growth powerhouse, marking a new era for education in the state.

New Education Policy Reforms in Telangana

1. Policy Framework and Vision

- A seven-member committee has been formed to draft the Telangana Education Policy (*TEP*), adapting the National Education Policy (NEP) 2020 to the state's context. Chaired by Keshava Rao, with members including education secretaries and the TGCHE chairman, this panel will recommend reforms across school, higher, technical, vocational, and professional education. The aim is also to bolster research and academia-industry partnerships. Final report due by October 30, 2025.
- The State Education Commission (SEC), guided by CM Revanth Reddy, is tasked with preparing a comprehensive policy paper grounded in on-the-ground realities and including inputs from stakeholders like educators, experts, and citizens.

2. Infrastructure and Institutional Upgrades

- The government is pouring investments into building Young India Integrated Residential Schools and a Young India Skills University, aimed at delivering world-class schooling and employability-focused education.
- A Sports University and Sports Academy are underway to nurture rural sporting talent alongside the academic journey.
- ITIs across the state are being upgraded to Advanced Training Centers (ATCs) through a public-private partnership with Tata.

3. Academic Structure & Curriculum Changes

- Telangana is considering merging the Telangana Board of Intermediate Education (TG BIE) with the School Education Department, aligning with the NEP's 5-3-3-4 structure, replacing the current 5-2-3-2 model. This would unify Classes IX–XII under one administrative body.
- There are plans to introduce pre-primary classes Nursery, LKG, UKG—within government schools, initially as a pilot in one or

two schools per Mandal, from the 2025-26 academic year.

4. Technology-Enabled Learning and Support

- Coding, robotics, and AI are being introduced from primary school levels. Teachers have undergone training with pilot programs in place, and AI is being used to simplify learning via activity-based modules. The initiative is expected to scale state-wide by October.
- Tech-enabled coaching is being rolled out through partnerships with NGOs, including Khan Academy, Physics Wallah, EkStep, and others, offering AI-driven learning in foundational subjects, competitive exam prep, coding, child safety programs, and initiatives to boost girls' literacy.
- An AI-powered facial recognition attendance system has been deployed in 430 government junior colleges, enabling real-time attendance updates and better academic monitoring.

5. Teacher Engagement & Accountability

- To address vacant inspection roles, 2% of experienced teachers are being assigned as full-time school inspectors. They will conduct surprise checks on lesson planning, syllabus completion, infrastructure, and more—with targets set for daily and quarterly visits. Teacher unions, however, have raised concerns about added workload.

6. Language, Equity, & Enrolments Initiatives

- Telugu has been made mandatory for Classes 1–10 across boards like CBSE, ICSE, and IB, based on a 2018 state act.
- RTE (Right to Education) admissions in private schools will now apply only where nearby government schools are unavailable or full—strengthening public education utilization and reducing state reimbursements to private schools.
- Since the Congress government came to power, over 300,000 new enrolments have been recorded in government schools, and 11,000 teachers were appointed within 55 days. Annual infrastructure funding stands at ₹130 crores.
- CM Revanth Reddy reiterated that students must uphold

values, avoid drug abuse, and participate actively in building the state.

Table-1

Area	Initiatives / Reforms
Policy Framework	Dedicated TEP committee; SEC-directed policy paper involving stakeholders; report by Oct. 30
Infrastructure	Residential schools, Skills & Sports Universities, ATCs via PPPs
Curriculum Structure	Possible merger of BIE with School Education Department; unified structure; pre-primary in schools
Tech & Learning	AI, coding, robotics, NGO partnerships, AI-based attendance systems
Teacher Oversight	Teachers as inspectors; enhanced recruitment and training
Language & Equity	Telugu compulsory; refined RTE norms; massive increase in government school enrolments

Reforms in Telangana Education

1. Infrastructure & Resource Expansion

- Massive teacher recruitment: Over 11,000 teachers hired in just 55 days.
- Annual ₹130 crore investments to upgrade school infrastructure.
- Young India Integrated Residential Schools: ₹30,000 crore missions for establishing 105 modern residential campuses + bolstering colleges and digital infrastructure to benefit ~2.7 lakh students directly.

2. Curriculum Enhancements

- **Coding, Robotics, AI** introduced from primary level, with AI used for interactive learning. Pilot rolled out and expected to scale by

October.

- **NGO Partnerships:** EkStep, Physics Wallah, Khan Academy, Pi Jam Foundation, Educate Girls, and Prajwala Foundation providing AI tools, STEM content, coding, coaching, safety programs, and support for girls' education.
- **Higher Education Reforms (2025–26):**
- Skill-based modules form 20% of engineering/degree curricula.
- Digital library access to over 13,500 international journals.
- Industry-linked internships and open lectures (T-SAT) with global linkages.
- **Vocational Integration:** Skills and vocational training are being embedded from Class 6 onwards (targeting 30% of curriculum). Collaboration with CII and EY- Parthenon led to introduction of a Skill University and conversion of ITIs to Advanced Technology Centres.

3. Policy Blueprinting

- Formation of a seven-member committee to tailor a Telangana Education Policy (TEP) based on NEP-2020, focused on digital transformation, equity, research, and industry collaborations. Report due by 30 October 2025.

Aspect	NEP 2020 (India)	Telangana Education Reforms
Vision	Holistic, multidisciplinary, flexible education system with focus on knowledge economy	Skill, knowledge, and employment- oriented reforms to meet regional needs
School Structure	5+3+3+4 model (Foundational, Preparatory, Middle, Secondary) replacing 10+2 system	Gradual implementation of new structure, focus on strengthening government school and Gurukul institutions
Medium of Instruction	Emphasis on mother tongue/regional language up to Grade 5	Telugu made compulsory in schools; English medium also expanded in government schools

Curriculum Focus	Multidisciplinary, skill-based, focus on critical thinking, coding, arts integration	Strengthening vocational education, digital learning, and introduction of coding, robotics, AI in higher classes
Higher Education	Multidisciplinary universities, 4- year UG program with multiple exit options, Academic Bank of Credits	Plans to align universities with NEP, but with focus on local employability, skill-based courses, and tie-ups with industries
Vocational Education	To be integrated from Grade 6	Telangana already started vocational and skill training in schools and intermediate colleges
Teacher Training	National Professional Standards for Teachers (NPST); 4-year integrated B.Ed.	Telangana State Teacher Eligibility Test (TET), teacher digital training, and recruitment drives to fill vacancies
Assessment	Shift from rote-learning to competency-based; National Assessment Centre (PARAKH)	Telangana State Board reforms: formative assessments, continuous evaluation, and state-specific digital tools
Technology Integration	National Educational Technology Forum (NETF) for digital learning	Digital classrooms in govt schools, T- SAT channels, Telangana's Digital Education Initiative
Equity and Inclusion	Gender Inclusion Fund, Special Education Zones for disadvantaged groups	Strengthening of Gurukul schools for SC/ST/BC/Minorities; free residential schooling model expanded
Research & Innovation	National Research Foundation to fund and promote research	Telangana planning state-level research support, emphasis on applied research, industry collaboration
Implementation	Phased implementation across states with central guidelines	Customized implementation based on local needs; state-level curriculum revisions and reforms

Challenges in Education

1. Teacher Training & Practical Skills Gaps

A recent SCERT study revealed that over 40% of D.El.Ed trainees show only moderate competence, with 35% citing inadequate practical training and just 26% engaging in professional development. The curriculum remains overly theoretical, with digital readiness disparity across language mediums.

2. Digital & Infrastructure Divide

- ASER 2024 shows sharp declines in foundational literacy rates (e.g., third graders reading proficiency dropped from 12.2% to 6.8%).
- Stark disparities in digital infrastructure: 91.1% of schools lack computers; only 21.9% have internet, versus national average of 46.2%. Smart classrooms and science labs remain limited.
- **Safety, sanitation, and facility gaps** in government schools persist: A volunteer noted schools with no washrooms, makeshift and unsanitary conditions, especially affecting girls.

3. Policy Implementation & Governance Issues

- Lack of autonomy: The State Education Department has limited decision-making authority, slowing down NEP-2020 rollouts despite central programs like NISHTHA.

4. Higher Education Fragmentation & Privatization

- Telangana has nearly 2,000 higher education institutions (HEIs)—most small, privately run, disparate in management and geography making consolidation and standardization challenging.
- Reliance on contractual faculty is high, with only 10% regularized lecturers in universities; infrastructure and staffing gaps persist.

5. Affordability & Fee Structures

- **EAPCET fee uncertainty:** Disparate fee hikes (some institutions charging over ₹2 lakh, others under ₹45k) without clear

regulations, creating anxiety among students and parents.

- **Commercialization concerns:** TEC advocates using Intermediate exam marks

rather than entrance tests for undergrad admissions; they highlighted infrastructure, transport, dropout, and financial challenges in public institutions.

- **Fee exploitation:** Government is considering a regulatory commission to curb ransom-like late fees and arbitrary charges.

Table-3

Area	Policy Reforms	Challenges
Teacher Quality	Massive hiring, coding & AI training, NISHTHA implementation	Practical teaching skills lacking; poor institutional support
Infrastructure & Digital	Residential schools, AI tools, NGO collaborations, digital libraries	Digital access low; literacy dropping; inadequate facilities
Higher Education	Skill modules, e-libraries, internships, vocational focus	Fragmentation, faculty shortages, privatization issues
Policy Framing	TEP committee to adapt NEP-2020 locally	Slow governance, limited autonomy
Affordability	Reform proposals, fee regulation plans	Fee disparities, stress for students/families

Final Thoughts

Telangana is driving forward bold educational reforms spanning infrastructure, curriculum, skills, and policy direction. However, to truly achieve equitable and sustainable impact, these reforms must be accompanied by systemic strengthening of teacher expertise, digital access, institutional governance, and affordability safeguards. Addressing these foundational challenges will be vital for building a resilient, inclusive, and growth-oriented education ecosystem.

Implementation Challenges

Despite Telangana progressive push toward skill-integrated and industry-aligned education under recent policy reforms, the

implementation of these initiatives faces several structural, institutional, and socio-economic challenges.

Institutional Capacity and Faculty Preparedness

One of the foremost challenges lies in the capacity of higher education institutions to deliver skill-based curricula effectively. Many universities and degree colleges face shortages of adequately trained faculty capable of teaching interdisciplinary and technology-driven skill modules. Faculty up skilling, curriculum delivery in emerging areas (AI tools, cyber security, data analytics), and resistance to pedagogical change pose significant hurdles, particularly in rural and semi-urban institutions.

Infrastructure and Resource Constraints

The successful implementation of skill-oriented education requires modern laboratories, digital infrastructure, and industry-standard equipment. While urban institutions are relatively better positioned, colleges in backward districts struggle with inadequate infrastructure, unreliable internet connectivity, and limited access to practical training facilities. This creates uneven implementation and risks widening regional disparities in access to quality education.

Industry–Academia Collaboration Gaps

Although policies emphasize industry-aligned learning, sustained and meaningful industry partnerships remain limited. Many institutions lack local industry ecosystems to support internships, apprenticeships, and live projects. Additionally, aligning academic calendars with industry requirements and ensuring consistent employer engagement remains a logistical and administrative challenge.

Credit Transfer and Curriculum Integration Issues

The integration of skill modules within traditional degree programs has raised concerns regarding academic overload, credit transfer mechanisms, and coherence of learning outcomes. Students and faculty often find it difficult to balance core theoretical subjects with

skill-based courses, particularly when assessment frameworks and credit portability systems are still evolving.

Equity and Inclusion Concerns

While skill-based reforms aim to enhance employability, students from marginalized backgrounds including first-generation learners, rural students, and those from economically weaker sections face disadvantages due to limited digital literacy, language barriers, and lack of exposure to technology-driven learning environments. Without targeted support mechanisms, these reforms risk reinforcing existing inequalities in higher education.

Coordination across Governance Levels

Effective implementation requires coordination between state agencies (TGCHE, universities, skill departments), central bodies (UGC, AICTE), and private partners. Overlapping mandates, regulatory delays, and administrative fragmentation can slow decision-making and dilute accountability, affecting the pace and quality of reform execution.

Monitoring, Evaluation, and Outcomes Measurement

Challenge is the absence of a robust framework to measure learning outcomes, employability gains, and long-term impact of skill-based reforms. Without systematic monitoring and feedback mechanisms, it becomes difficult to assess whether policy objectives are translating into meaningful student outcomes and workforce readiness. Telangana educational reforms represent an important shift toward integrating skill, knowledge, and growth, their success ultimately depends on addressing implementation challenges related to capacity building, infrastructure, equity, and governance. Bridging the gap between policy intent and ground-level execution will be critical for ensuring that these reforms contribute effectively to inclusive development and sustainable human capital formation.

Conclusion

The new educational policy reforms in Telangana, aligned with the spirit of India's National Education Policy 2020 yet tailored to the state's unique socio-economic and cultural needs, mark a significant step toward building a holistic and future-ready education system. By prioritizing skill development, knowledge integration, and inclusive growth, Telangana seeks to bridge the gap between traditional learning and modern industry demands. Initiatives such as curriculum redesign, digital learning integration, vocational training, and stronger industry-academia linkages demonstrate the state's commitment to preparing students for both local opportunities and global competitiveness. However, challenges remain in ensuring adequate infrastructure, faculty training, and equitable access across rural and marginalized communities. Addressing these issues will be crucial for achieving the intended outcomes of the reforms. Overall, Telangana's educational policy vision reflects a forward-looking approach that not only nurtures intellectual growth but also empowers youth with employable skills, thereby contributing to social equity, economic progress, and sustainable development.

References

- Government of India. (2020). *National Education Policy 2020*. Ministry of Human Resource Development.
<https://www.education.gov.in/nep2020>
- Government of Telangana. (2021). *Telangana State Education Policy: Vision 2025*. Department of School Education, Government of Telangana.
- Government of Telangana. (2023). *Telangana Socio-Economic Outlook 2023*. Planning Department, Government of Telangana.
- Government of Telangana. (2024). *CM laid foundation stone to Young India Skill University*. Telangana State Portal.
- Government of Telangana. (2024). *Young India Skill university will be a role model for country*. Telangana State Portal.
- Government of Telangana. (2025). *CM Revanth Reddy reviews Telangana's new education*
- Kumar, S. (2021). National Education Policy 2020 and its implications for state education systems. *International Journal of Education Development*, 81, 102334.
<https://doi.org/10.1016/j.ijedudev.2020.102334>

- Narayana, M. R. (2020). India's new education policy 2020: Development perspectives. *Journal of Development Policy and Practice*, 5(1), 3–23. <https://doi.org/10.1177/2455133320947764>
- policy at Secretariat. Telangana State Portal.
- Reddy, A., & Rao, K. (2022). Higher education reforms in Telangana: Policy directions and challenges. *Journal of Educational Planning and Administration*, 36(2), 145–162.
- Singh, R., & Srivastava, P. (2021). Skill development and employability: Implications of NEP 2020 for Indian states. *International Journal of Training Research*, 19(2), 178–193.
<https://doi.org/10.1080/14480220.2021.1949968>
- The New Indian Express. (2024). *Telangana Assembly clears Young India Skills University Bill*.
- The New Indian Express. (2024). *Telangana government to create corpus fund to run skill varsity*.
- The New Indian Express. (2025). *TGCHE begins comprehensive overhaul of UG curricula to align with NEP 2020*.
- The New Indian Express. (2026). *TGCHE releases reforms including UG curriculum revision, internship programme for 2025–26*.
- Times of India. (2025, May 31). *Over 20 credits allotted to skill-based degree courses in Telangana*.
- UNESCO. (2022). *Reimagining our futures together: A new social contract for education*. Paris: UNESCO Publishing.
- World Bank. (2021). *Transforming education systems for a better future in India*. Washington, DC: The World Bank.