Report

Rising Telangana, Rising Youth

TGCHE Awareness Programme on New UG and PG Courses

17 March 2026

Introduction

The programme **"Awareness / Interactive Programme on UG / PG Courses in New and Emerging Areas"** took place on **17 March 2026** with **T-SAT** as the venue. At the very beginning, the Chairman of the Telangana Council of Higher Education, **Prof V. Balakista Reddy**, delivered a PowerPoint-based presentation that set out the logic and scope of a major reform drive in higher education.

Broadcast on T-SAT, the education channel of the Telangana Government, the programme aimed to explain new undergraduate and postgraduate courses in fields such as aerospace, defence, maritime studies, fintech, cyber security, biomedical sciences, and climate science. The T-SAT host steered the discussion and invited viewers to phone in during a long Question and Answer segment.

The tone throughout remained urgent but measured. Prof Reddy argued that Telangana youth form the state greatest strength, yet they often graduate without the skills or exposure that modern sectors require. He linked course reform to two large targets. At national level, the Prime Minister speaks of **Viksit Bharat 2047** and a thirty trillion-dollar economy. At state level, the Chief Minister speaks of **Rising Telangana 2047** and a three trillion-dollar state

contribution. In that framing, higher education moves from a support service to a central economic driver.

Brief overview of the topic

The broadcast explained how the **Telangana Council of Higher Education (TGCHE)** is redesigning degree programmes to match new job fields. It set out:

- New UG and PG courses in defence and security, aerospace, maritime studies, AI, cyber security, fintech, travel and tourism, biomedical sciences, medical technology, climate science, and others.
- A shift towards **four-year honours degrees** with a research focus and industry projects.
- **Apprenticeship Embedded Degree Programmes (AEDP)** and compulsory internships as core parts of study.
- Strong **industry partnerships**, use of **AI tutors**, and large-scale **English learning support**.
- Concerns raised by callers, including rural access, course continuity, language barriers, and staff shortages.

Significance — why it matters

For students and parents in Telangana, this is not an abstract policy conversation. It is a debate about whether a BA, BSc, or BCom will still mean unemployment, or whether it can open doors in airports, sea ports, research laboratories, hospitals, cybercrime units, and data firms. Callers repeatedly asked one candid question. Will these courses lead to real jobs. The answers on air tried to show that the Council has moved beyond slogans and towards concrete arrangements with industry, research centres, and professional bodies.

Background and Context

T-SAT serves as a state-run channel for academic content and policy communication. On 17 March 2026 it hosted this awareness and interactive session with the four top authorities of TGCHE:

- **Prof V. Balakista Reddy** — Chairman
- **Prof E. Purushotham** — Vice-Chairman-I
- **Prof S.K. Mahamood** — Vice-Chairman-II
- **Prof Sriram Venkatesh** — Secretary

The host opened by noting rapid global changes, including artificial intelligence, and argued that education steers all other sectors. He turned at once to the guests and asked what new courses are being introduced, how they differ from older ones, and what they mean for student futures.

The Chairman Prof V. Balakista Reddy answered with his PowerPoint slides. He described TGCHE as a statutory body created by law, with a mandate to design and consolidate programmes, draft syllabi, work with universities, and follow the University Grants Commission and other regulators. Within that mandate, the Council has spent several months studying labour markets and consulting experts.

The wider policy context involves twin slogans. **Viksit Bharat 2047** sets a national target for a developed India by the hundredth year of independence. **Rising Telangana 2047** sets a state target, including a three trillion-dollar contribution to the national economy. The Council connects those targets to India youth profile. Around half the population is under twenty-five, and a large share lives in Telangana. If education misfires, the state loses its demographic dividend and faces frustration among graduates.

The programme also drew on national and international reports. Speakers mentioned **Maritime India Vision 2030**, where the Government of India projects huge investment and about twenty lakh jobs in the maritime sector alone. They referred to studies from **NITI Aayog**, **UNESCO**, the **World Economic Forum**, **NASSCOM**, and the **OECD** about future skills, AI, and technological shifts. TGCHE claims to have used these studies, along with local consultations, to shape its reform plan.

Vision, course design, and the new sectors

Prof Reddy set out the **core vision** in his presentation. In his view, youth need two basic things: **quality education** and **good employment**. Education reform must therefore start from labour market needs rather than from tradition.

He listed several **new and emerging sectors** where the Council wants to introduce or expand degree programmes:

- **Defence and security** — for example, a proposed BA in Defence and Security Studies.
- **Land, agriculture, and rural development** — where he sees many posts but few tailored academic routes.
- **Hospitality administration and health management**.
- **Aviation and aerospace, including airport and airline management.**
- **Maritime studies**, including maritime technology and maritime commerce and management.
- **Fintech, e-commerce and mobile commerce**.
- **Agri-food technology and food security**.
- **Travel and tourism**.

He used a striking line several times. Opportunities run from the **deep sea** to the **sky**. Previous decades treated defence, maritime affairs, and aerospace mainly as public sector domains. Now private firms join through public-private partnerships. India therefore needs graduates who understand these sectors, including technology, commerce, and regulation.

The Chairman also laid out **four compulsory strands** that every new course will include:

1. **Technology** — no course will remain purely non-technical.
2. **Management and commerce** — to cover business and financial aspects.
3. **Law, governance, and policy awareness** — since every sector operates under legal rules.
4. **Research** — introduced at UG level to grow a research culture.

He rejected the idea of sudden, disruptive change. He described the courses as **evolutionary**. First semester content will remain basic, then move to intermediate and advanced topics. This is meant to protect students who come from rural schools or low-resource colleges.

The host asked when students will actually see these new programmes. The Chairman replied that **2026-27** is the target academic year. TGCHE has already drafted course outlines and shared them with universities. Over the next four months, the Council expects feedback from stakeholders and will refine content before final approval. The broadcast itself was presented as a **teaser**, an early look intended to prompt suggestions.

Four-year honours, AEDP, and science-technology clusters

The second emphasis lay on **science, technology, and skill-integrated degrees**. Here Vice-Chairman-II Prof Mahamood and others expanded on the Chairman points.

They described a move towards **four-year honours degrees** at undergraduate level, especially in science and computing. The pattern is:

- **Years 1-3** — classroom and laboratory learning, with smart classrooms, simulation labs, and digital libraries.
- **Year 4** — two semesters of industry-based work and projects.

Students who finish three years may exit with a standard degree. Those who complete the fourth year receive an **honours research degree**. This opens a **direct path to PhD** for those who qualify through schemes such as the Junior Research Fellowship.

Concrete course examples include:

- **BSc Biomedical Sciences (4-year honours)** — already running in several colleges with strong demand.
- **BSc Bioinformatics and Drug Discovery**.
- **BSc Cyber Security and Narcotics** — planned with the police department.
- Upgraded **BSc Data Science** and **BSc Artificial Intelligence** courses in four-year formats.

In the **life sciences**, speakers underlined Hyderabad status as a **pharma and life sciences hub**, with institutions like **CCMB**, **IICT**, and **CDFD**, and with **Genome Valley** at Shamirpet hosting around two hundred companies. Yet industry often struggles to find suitably trained local graduates. Many workers in Hyderabad pharma units come from other states, not because local students lack ability, but because courses have not matched actual job profiles. This mismatch helped drive the design of programmes in biomedical sciences, bioinformatics, drug discovery, and medical microbiology.

The panel also spoke about new **medical-related MSc programmes** such as Medical Microbiology, Medical Immunology, Medical Physiology, and Medical Imaging. These are being planned for conventional universities such as Osmania, Kakatiya, and JNTU, in coordination with the Medical Council and health universities.

In **computing and AI**, the message was that fields such as cyber security, data science, machine learning, and robotics should not remain the preserve of engineering colleges. Under the new scheme, even BA, BSc, and BCom students can follow tracks that involve these subjects as core or elective components.

A crucial element is the **Apprenticeship Embedded Degree Programme (AEDP)**. This has already started in some government degree colleges. Under AEDP, a **tripartite agreement** links TGCHE, the university or college, and the industry partner. Internships and apprenticeships are compulsory, not optional extras. Students learn in classrooms and then go to workplaces backed by formal obligation on the part of firms.

Speakers argued that this approach has worked well in pilot sites. The Skill Development Corporation of India backs these schemes. Private colleges are now being allowed to participate, on the condition that they secure proper industry tie-ups.

To support all this, the Council is creating a **pool of experts**. Retired staff from DRDO, defence and aerospace services, IT companies, and health systems will join teaching teams, often under the title **Professor of Practice**. Teaching will combine face-to-face, online, and blended modes. **MOOCs, NPTEL**, and **NASSCOM** courses will count for up to twenty to thirty per cent of credits, as allowed by UGC rules.

Throughout, the Chairman came back to skills. He gave vivid examples. An electrical engineering graduate who cannot use a tester during a power cut has not truly learnt engineering. A farmer child who eats fruit at home but has never seen a field or orchard does not grasp agriculture. He argued that **without skill, any course is useless**. With skill, even a humanities degree can lead to real work.

Industry links, English, equity, and caller concerns

The third strand of the programme revolved around questions from viewers and more detailed answers from the panel.

Several callers focused on **aviation and aerospace**. One caller asked how industrial collaboration would function. Prof Reddy replied that the Chief Minister has taken direct charge of higher education because he believes it was neglected for a decade. Under the new approach, **obsolete courses** are being phased out and **employment-oriented ones** pushed forward. In aviation, he pointed to the rapid growth of airports in India — around seventy to seventy-five new airports in a decade — and the shortage of specialised degrees in aviation management, airspace control, and related areas. The Council now plans such courses and is in discussion with airport authorities and other stakeholders.

Other callers drew attention to **course continuity problems**. A management representative, **Mr Suryanarayana Reddy**, President of the Telangana Private Degree College Management Association, noted that earlier courses like BSc Data Science, BCom Analytics, Biotechnology, BCA, and MSIS had once started with industry backing from firms like Infosys and TCS but later faded. Syllabi were not updated, books were scarce, and postgraduate progression was weak. He urged TGCHE to avoid repeating this pattern.

The Chairman agreed that earlier attempts had faltered. He said that this time, universities and the Council are working together from the start on **complete syllabi, learning materials, and course brochures** that cover subjects, credit plans, and career routes. Only colleges with **memoranda of understanding with industry** will be allowed to run the new high-skill courses.

Several questions addressed **rural access and internships**. A caller asked whether students would have to arrange internships on their own. The Chairman answered that internships must be treated as compulsory, and that colleges and the Council will work with firms so that students have structured openings. He gave the example of **NALSAR University**, where law students complete multiple internships and often secure placements before graduation. At the same time, he warned that **no one can promise jobs**. Universities can teach and open doors, but employment decisions rest with employers.

Another major topic was **English and bilingual learning**. Many students from rural backgrounds fear English. Under the Chief Minister's instruction, TGCHE has prepared a **270-page English Learning Material**, plus audio lessons, a **student workbook**, and a **teacher handbook**. All are **free to download**, and a scrolling message on screen informed viewers about access. The first-year content is already available on the TGCHE website, and the second-semester material will be uploaded shortly. The Council is now working on third and fourth semester packages. The aim is to **remove fear of English in two years** for degree students across Telangana.

At the same time, the Chairman defended **Telugu** as a carrier of identity and culture. He argued that students in North India have long used Hindi in exams and interviews, and that the new multilingual arrangements now extend similar space to Telugu. A caller raised the importance of subjects like Telugu, psychology, and sociology. The Chairman agreed that **every subject becomes important when students gain skill in it**. He warned against discarding languages just because they do not appear fashionable.

Social concerns surfaced through questions about **gender violence and crime against women**. One caller suggested a degree in gender studies. TGCHE officers replied that such courses require trained staff and infrastructure. As a practical immediate step, they are adding a compulsory course named **Introduction to Law and Constitution** for all students, to spread legal awareness and basic knowledge of rights.

Security and law-enforcement themes also came up in relation to **cybercrime**. A caller asked about MSc Cyber Security. The panel explained that **BSc Cyber Security** and related courses at UG level, and **MSc Cyber Security** at PG level, are being planned in cooperation with the Telangana Police Department. The programmes will integrate study of drugs, crime, digital forensics, and policing practice.

Another expert caller from Visakhapatnam described how his college had shifted some credits away from languages to **quantitative reasoning, competitive English, and coding**, which led to better placements. He also offered help with AI and data science course design. The panel welcomed the suggestion but mentioned that credit volumes must follow UGC norms.

Accessibility across geography formed a final thread. Callers worried that new courses might stay limited to Hyderabad and large cities. The Chairman responded that **technology can narrow the gap** between rural and urban colleges. AI tutors, online content, and blended teaching should give village students the same conceptual teaching as city students, even if laboratory work must still happen locally. He stressed four guiding words for higher education — **accessibility, affordability, quality, and inclusiveness** — and argued that digital tools support all four.

Expert / Stakeholder Input

Throughout the broadcast, TGCHE officers emphasised that the Council works as a **team** and does not act alone. They described formal and informal consultation with:

- **University Vice-Chancellors** and academic boards.
- **Research institutions** in Hyderabad: CCMB, IICT, CDFD, NGRI, DRDO, DRDL, among others.
- **Industry bodies**, including the **Bulk Drug Manufacturers Association**.
- **Hospitals** seeking trained staff, even for non-clinical roles such as administration and billing.
- **Police and forensic agencies**, including state and central forensic laboratories at Ramanthapur and Lakdikapul and the office of the **Director General of Police**.
- **NGOs and research organisations** involved in skill development and education policy.

Callers and commentators added further input. Rural college managements raised questions about staff, syllabi, and university support. Students and parents asked about age limits, job prospects, and course availability outside major cities.

One caller from a government college in Shadnagar recounted how he had started a **BA in History, Economics, and Journalism** six years earlier. The absence of a journalism department in the affiliating university meant there was no help with syllabus or question papers, and the course collapsed. TGCHE officers responded that universities are now being told not to reject serious new course proposals simply because they lack internal departments, though government-run colleges may still face technical constraints.

Another stakeholder urged TGCHE to consider **single-major degrees** on the Andhra Pradesh pattern, which allow deeper study of one subject plus a minor. The Chairman said this proposal has already reached the Chief Minister and is under consideration.

The officers repeatedly pointed to the willingness of **retired civil servants, defence officers, and scientists** to contribute time and expertise. The Chairman described conversations with retired IAS officers and defence personnel who are ready to teach, mentor, and help design curricula in new areas.

At the policy analysis level, TGCHE cites **reports from NITI Aayog, the World Economic Forum, UNESCO, NASSCOM, and the OECD** as intellectual backing for its emphasis on AI, multidisciplinary programmes, and skill integration. Those reports stress the need for updated teaching methods, industry partnerships, and global standards in higher education.

Implications and Relevance for Audience

Why this matters to learners and viewers

For students, this programme signals a **redefinition of the degree promise** in Telangana. Traditional three-year degrees that stay cut off from industry may increasingly be seen as risky. New four-year honours programmes, apprenticeship-based degrees, and sector-specific BAs and BScs offer more direct contact with real workplaces and clearer progression to research and professional qualifications.

The focus on **research at UG level** matters too. It can change student culture from rote learning towards problem-solving and investigation. In sectors like cyber security, climate science, medical imaging, or fintech, employers value graduates who can handle unfamiliar data and tools, not just recite theories.

For viewers in rural areas, the repeated concern with **bilingual support, AI tutors, and free English material** holds particular weight. Degree students from village colleges often arrive with weak schooling backgrounds and little confidence in English. The state-wide English project and the plan for AI-assisted tutoring offer practical support, not just verbal sympathy.

Parents heard a series of plain truths. Government jobs remain scarce. New private-sector fields now hold large numbers of posts. Courses that ignore labour market needs do students no favour. This may push families to take second looks at programmes with titles like aviation management, climate science, or cyber security that once sounded unfamiliar or risky.

Applications and takeaways for students, parents, and teachers

Students can act on the discussion in several ways. They can:

- Track the release of **detailed course brochures** from TGCHE and universities and compare content, credits, and industry partners.
- See **internships and apprenticeships** as central to learning and career building, even when stipends are low or absent at first.
- Use the **English materials**, MOOC courses, and AI learning tools mentioned on air rather than depending only on classroom teaching.

Parents can:

- Question colleges about **industry tie-ups**, laboratory facilities, and placement records before choosing programmes.
- Support children who opt for new areas such as cyber security, medical technology, travel and tourism, or entrepreneurship, once they understand that these courses respond to concrete job fields.

Teachers and college managements can:

- Prepare for **faculty development** around AI, new subjects, and blended teaching, which TGCHE has promised to organise.
- Start building **links with local industry**, hospitals, police units, and research centres to host internships and guest lectures.
- Push for **practical components** and avoid treating lab work, projects, or field visits as formalities to pass.

The programme also gives a broader message. Courses in psychology, sociology, gender issues, language, and law are not luxuries. They answer real problems, from mental strain in engineering colleges to crimes against women and confusion about rights. Where such subjects feed into degree structures, they should be handled with seriousness equal to that of technical content.

Conclusion

The T-SAT broadcast on 17 March 2026 offered a detailed and at times blunt account of higher education reform in Telangana. Anchored by the T-SAT host, shaped at the outset by a PowerPoint presentation from **Prof V. Balakista Reddy**, and enriched through interventions by fellow Council officers and callers, it set out both ambition and anxiety.

The ambition rests on a simple idea. Telangana wants its youth to form the backbone of a **three trillion-dollar state economy** by 2047 and to contribute to a **thirty trillion-dollar national economy**. To reach that goal, degrees must connect to sectors where work actually exists — from maritime logistics and airport operations to cybercrime units, biomedical labs, and fintech firms.

The anxiety comes from past experience. The state has seen new courses launched and then allowed to wither, colleges without proper staff, and students left with certificates that employers do not value. Callers reminded the panel of these failures. The Council responded with assurances of full syllabi, industry memoranda, apprenticeship obligations, and strict conditions for colleges that want to run the new programmes.

Across the hour, several themes stayed constant. Every course will carry technology, management, law or governance awareness, and research. Four-year honours degrees and AEDP formats will push students into real workplaces and research environments. AI tutors and free English learning packages aim to level the ground between rural and urban campuses. Retired experts from administration, defence, research, and industry are expected to strengthen teaching teams.

The Chairman summed up the moral burden with striking directness. If students spend years in higher education and then fail to find meaningful work, the system has failed, and he, as head of the Council, shares that failure. He called on government, universities, faculty, industry, and retired professionals to work together. Jobs exist across sea, land, air, and cyberspace. The task now is to **match education to those jobs**, so that young people in Telangana study courses that carry both intellectual depth and real prospects.

For viewers, the programme offered no magic promises, but it did offer a change of direction. Degrees are being rebuilt around skills, apprenticeships, and research. Students, parents, and teachers who engage with these reforms early may be better placed to shape them and to benefit from them.

Source

T-SAT Network. (2026, March 17). *Awareness programme on new UG and PG courses [Video]*. YouTube. https://www.youtube.com/live/4Gv07daaH2s