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Remedial Teaching Arrangements in Higher Education Institutions (HEIs) in Telangana

Preliminary Survey Findings

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Remedial Teaching Arrangements in Higher Education Institutions (HEIs) in Telangana State: Preliminary Survey Findings

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I Context

Developmental or remedial education is meant for those students who are under-prepared for and/ or not able to cope up with the course work in an educational programme they are enrolled. Such developmental education is being provided in many higher education institutions across the world for the students who require such support (Chandrasekhar, 2021; Casazza and Silverman, 1996; Brier, 1984). All the students admitted into an academic programme or courses may not be well prepared for and equipped with the required academic skills to take up the course. The circumstances and background characteristics of students along with their own innate ability might cause such differences. Students' under preparedness to cope up with the course otherwise addressed properly may result in not only their drop-out and/or wastage but also difficulty in managing the learning environment. In this regard, as it is observed development education is a field of practice and research having its theoretical foundation in the developmental psychology and learning theories. While being sensitive and responsive to individual differences and special needs among learners, it helps to promote cognitive and effective growth of learners.

In India, while growing aspirations and demand for education are increasing the enrolment in higher education, state affirmative action and supportive programmes facilitate students from different socio-economic and academic backgrounds and learning achievements. However, it is observed that students from SC/ST/OBC and minority communities have been facing difficulties in coping with the course work leading to their dropout or wastage¹. In this regard, with an aim to make special allocations for promoting higher education for the Minorities along with other marginal and backward classes, the UGC during the Twelfth Five Year Plan has introduced remedial assistance programme for students focussing particularly those belonging to SC/ST/OBC (non-creamy layer) and minorities. The scheme of remedial coaching is made applicable to those higher education institutions (universities and colleges) established under section 2(f) and Section 12(B) of the UGC Act, 1956. Moreover, institutions which are having sufficient number of students belonging to SC/SC/OBC (non-creamy layer) and minority, also get financial assistance for the remedial support programme².

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¹ Definitely, alien language in class room and outside, prejudice and culture of discrimination, lack of parental guidance in studies, etc., do make progress in education more difficult and challenging for students from marginalised communities.

² UGC guidelines allow economically backward general candidates (belonging to BPL families as identified by the Central Government /State Government) also for such coaching classes. The percentage of OBC (non-creamy layer) and poor general candidates may be increased up to 40% if sufficient number of SC/STs and Minority students are not available.

Such a programme has been implemented since it was introduced during the 12th Five Year Plan (2012-17). However, there has not been much research or assessment on its working or impact of the remedial support scheme of the UGC. In this regard, the present study attempts to make a rapid assessment of the presence of the remedial assistance programme across higher education institutions in Telangana state. In fact Telangana is one of the states in India having higher gross enrolment ratio across social groups. The state has considerably higher representation of SC/ STs/ OBC and minorities in the state population.

II Methodology

The basic methodology of the study is census survey of all the higher education institutions (HEIs) in the state, whether or not they have been implementing any remedial teaching support programme. According to AISHE recent report (2018-19) Telangana consists of around 2084 colleges and 24 universities imparting higher education courses in the state and these institutions have a total enrolment (regular mode) of 1.4 million students. The study intends to map all the institutions including those under the UGC Act 1956 (2a and 12f) and investigate the presence of any remedial teaching programme. Due to Covid-19 health crisis, the survey was conducted telephonically. Interviews are structured in a way to investigate presence of the remedial assistance programme at the institution level and across programmes disciplines (Science, Social science, Arts and Humanities, Professional courses etc.,).

A brief one-and-half page structured schedule was prepared seeking preliminary details of its recognition and their programmes along with their enrolment and faculty strength. Then the actual intent of the assessment is probed with “yes’ or ‘no’ type questions on the respondents awareness of need for remedial teaching and actual provision (any kind of such arrangement) in the institute for those who required it. Also, for those HEIs which are eligible for getting UGC funds for such programme whether they are aware of it, if so whether they made any attempt to avail it and whether they received such financial assistance at any point of time during 12th Plan period.

Contact numbers of the HEIs in the state were searched in the web initially and then sought from the Commissionerate of Higher Education for Degree colleges (public and private) in the state. Contact details of some of the technical and professional colleges were sought from the Telangana State Council for Higher Education (TSCHE). Around 1575 HEIs have responded to telephonic interviews out of total 2084 colleges/ institutions that are existing and their responses were recorded. Finally, although the survey was conducted in the academic year 2020-21, the inquiry was referring to the previous academic year i.e. 2019-20.

III Findings

This study investigated the presence of remedial teaching across different higher educational institutions in the state and found details of the operation of remedial education programme, awareness about UGC scheme providing assistance and nature of courses where remedial education was offered by the HEIs covered in the study.

Distribution of Colleges by Location and other Attributes

The survey revealed that almost equal number of colleges are spread across rural and urban areas in the state. There are about 50.4% colleges located in rural areas whereas 49.6% colleges are located in urban areas (Table-1). An attempt is made to broadly categorize different types of colleges into nine major types to find out the distribution of those colleges in the state viz. rural urban, district wise. These broad categories of nine types of colleges are engineering & technology, degree colleges, pharmacy and nursing, teacher education, medical colleges, management and commerce, hotel and tourism management, sports/ yoga/ physical education and law colleges. Survey results indicate that majority of engineering colleges (62.6%) are located in rural areas followed by B.Ed colleges (62.7%), pharmacy and nursing colleges (59%), and degree colleges (47%). It is found that most of the law colleges (77%) and all the hotel and tourism management colleges (16) are located in urban areas in the state.

District wise spread of institutions shows that out of total 1575 surveyed colleges, Hyderabad has highest number of higher education institutions (320) followed by Rangareddy district (230), Nalgonda (135) and Karimnagar (122). It is found that Mulugu a newly formed district has only one higher education institution and Jogulamba-Gadwal, Jayashankar-Bhupalpally, Mahabubabad and Wanaparthy have three institutions each in the districts. Further it is observed from the district wise spread by type of the institutions that highest number of engineering colleges are located in Rangareddy district (57) followed by Hyderabad (37), Karimnagar (15), Nalgonda (13) and Khammam (12). Out of total 941 degree colleges covered in the survey, the majority of colleges are located in Hyderabad (187) followed by Rangareddy (101), Warangal urban and rural districts together (89), Nalgonda (79), Karimnagar (74) and Adilabad (69). Most of the pharmacy and nursing colleges are concentrated in Warangal urban and rural (24), Hyderabad (25), Rangareddy (21) and Nalgonda (15). Similarly a large number of B.Ed. colleges are concentrated in Rangareddy (22), Warangal urban and rural (19), Mahbubnagar (20) and Nalgonda (19). Majority of the medical colleges are located in and around Hyderabad (21), followed by Rangareddy (7), Medchal-Malkajigiri (7) and Nalgonda (5).

The study revealed that majority of management colleges are located in Rangareddy (19) and Hyderabad (18), Warangal urban and rural districts only. Out of total 16 colleges almost all the hotel and tourism management colleges are located in Hyderabad district (13) only. Sports and physical education colleges are spread across Siddipet (2), Karimnagar (1), Nalgonda (1), Rangareddy (1) and Warangal districts. Further it is found that majority of the law colleges are located in Hyderabad (6), followed by Karimnagar (2), Rangareddy (1), Medchal-Malkajigiri (1), Mahbubnagar (1), Siddipet (1) and Warangal (1). The above observations reveal that most of the higher education institutions are concentrated in Hyderabad capital region (Greater Hyderabad) which spread across Hyderabad, Medchal-Malkajigiri and Rangareddy districts.

It is noticed that among surveyed colleges 98.2% colleges are affiliated colleges to the universities located in the state whereas there are 15 autonomous colleges and 13 universities (Table-1). Distribution of institutions by districts shows that most of the affiliated and autonomous colleges are concentrated in Hyderabad (318), Rangareddy (230), Nalgonda (135), Karimnagar (122) and Warangal districts (152). Hyderabad and Rangareddy districts have 8 autonomous colleges out of total 15 colleges that are covered in the survey. Remaining

autonomous colleges are spread across Warangal, Khammam, Mahbubnagar and Medak districts.

Table-1: Distribution of Colleges in Telangana Covered in the Survey by Location, Type, Management and other Attributes

Characteristics		No. of Colleges/Institutions	Per cent
Total		1575	100.0
Location	Rural	794	50.4
	Urban	781	49.6
Type of HEI	Affiliated College	1547	98.2
	Autonomous Colleges	15	1.0
	University	13	.8
Management	Private-Unaided	1379	87.6
	Private-Aided	56	3.6
	Public	140	8.9
Recognized by UGC / Statutory professional councils	Yes	1087	69.0
	No	488	31.0
Institutions having NAAC Accreditation	Yes	158	10.0
	No	1417	90.0
Eligible for receiving UGC Grants	Yes	200	12.7
	No	1375	87.3

Source: Field Survey

Most of the HEIs covered in the survey are private unaided colleges constituting 87.6% i.e. 1379 colleges followed by public or government managed institutions forming 9% i.e. 140 colleges and a mere (3.6%) or 56 private-aided colleges in the state (Table-1). Among surveyed colleges it is found that 93% of engineering colleges, 95% of teacher education, 95 % of management and commerce, 92.5% of pharmacy and nursing, 90 % medical colleges, and 84% of degree colleges are private unaided colleges. Private-aided colleges constitute a meagre 3.6 per cent of colleges in the state. Government run or publicly managed colleges are in good number (118) among degree colleges and 8 university engineering colleges and 5 public or university medical colleges are present in the state. Most of the private unaided colleges are concentrated in Hyderabad (281), Rangareddy (218), Nalgonda (125), Karimnagar (109) and Warangal districts (137). While 140 public or government managed institutions are spread across the state, around half of them are located in six districts viz., Hyderabad (12), Medak (15), Warangal (14), Nizamabad (12), Karimnagar (11), and Rangareddy (10).

The University Grants Commission (UGC) is a statutory body of the Government of India that is established to maintain the standards of higher education in India. UGC has 15 statutory professional councils viz. All India Council of Technical Education (AICTE), Medical Council of India (MCI), Indian Council for Agricultural Research (ICAR), National Council for Teacher Education (NCTE), Dental Council of India (DCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC)³. These councils of UGC offer grants to undergraduate programmes (offered at various colleges/ universities), promote professional institutions, and provide recognition to different courses. More than two thirds of the institutions (69%) surveyed are recognised by UGC or its statutory professional councils i.e. 1087 institutions out of 1575 and about 488 institutions (31%) are not recognised (Table-5). Survey revealed that 98% of engineering colleges, 96% of pharmacy and nursing, 88 % of the management and commerce,

³ There are around 15 such councils but many other are related to research programmes.

72 % medical colleges, 60% of degree colleges and 59% of teacher education are recognised by UGC or its statutory professional councils such as AICTE, Medical Council of India (MCI) etc. About 31% of institutions have no recognition, and they include a high number of degree colleges (378), followed by teacher education institutions (65), and hotel and tourism management institutes (10). Distribution of the institutions recognised by UGC or its statutory councils shows that most of these institutions/ colleges are concentrated in Hyderabad (188), Rangareddy (222), Nalgonda (125), Warangal districts (109) and Karimnagar (65).

National Assessment and Accreditation Council (NAAC) refers to the certification given by NAAC which is valid for a period of five years which determines the quality of the institute in terms of education, infrastructure, research, teaching & learning etc. More specifically NAAC accreditation confirms status of the institute regarding the quality of education, research output, teaching-learning, infrastructure and value of degree offered by the higher learning institutes. Survey findings reveal that only 10% of the institutions have NAAC accreditation whereas 90% of the colleges do not have NAAC accreditation (Table-1). The study revealed that only 69 out of total 179 engineering colleges (38%) have NAAC accreditation and a meagre per cent of **all the other institutions** (Degree colleges offering conventional under-graduation programme and the other professional colleges) have NAAC accreditation i.e. only 10% of such institutions have NAAC accreditation and rest 90% of these institutions surveyed do not have the accreditation. District wise spread of institutions with regard to their NAAC accreditation shows that most of the NAAC accredited institutions/ colleges are concentrated in Hyderabad (47) followed by Rangareddy (35), Warangal districts (10) and Nalgonda (9).

The University Grants Commission (UGC) or statutory professional councils provide financial assistance to eligible colleges which are included under section 2(f) and declared fit to receive central assistance (UGC grant) under section 12 (B) of UGC Act, 1956 as per approved pattern of assistance under various schemes. Apart from inclusion of colleges under section 2(f) section 12(B) makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the central government. Inquiry regarding whether the institution is eligible for receiving grants from UGC or any statutory professional councils only about a meagre 13% institutions answered they are eligible whereas rest 88% expressed that they are not eligible to receive grants (Table.7). Only one third of engineering colleges (36%) are eligible for receiving grants from UGC or AICTE followed by pharmacy and nursing (14%), and degree colleges (11%). None of the hotel and tourism management or sports and physical education colleges is eligible for receiving grants in the state. Institutions having eligibility for grants of UGC or statutory professional councils shows that eligible colleges are concentrated predominantly in seven districts viz., Hyderabad (47), Rangareddy (33), Warangal (29), Nalgonda (13), Medchal-Malkajgiri (13), Karimnagar (10) and Khammam (10).

Colleges Facilitating Students from various Social Backgrounds

Almost all the college authorities (99%) in the survey expressed that they are admitting students from various social backgrounds in their institutions: they are admitting students from SC/ STs/ OBCs and minorities (Table-2). Only 1 % of the colleges said that they are not following reservations as per government provisions or some of these colleges are specifically functioning for minority communities. Only 4 colleges out of 175 engineering colleges and 9 degree

colleges and one pharmacy and nursing college and one teacher education college, one management and commerce college expressed that they are not following reservations as per government provisions or may be some of these colleges are specifically functioning for minority communities. Among such HEIs 4 colleges in Hyderabad, 3 in Rangareddy, 3 in Warangal, 2 in Medak and one college each in Jagtial, Karimnagar, Khammam, Medchal-Malkajgiri and Nalgonda districts.

Academic capabilities are student's functional skills and organizational ability while pursuing any course whereas checking for understanding the levels of students is an important step in the teaching and learning process. In fact, checking for students understanding is part of a constructive assessment system in which teachers identify learning goals, provide students feedback, and then plan instruction based on students' shortcomings and misconceptions. The survey findings reveal that most of the HEIs are aware that not all students have equal level of academic capabilities and skills. Only a meager 9% of the surveyed institutes expressed that all the students have equal level of understanding, whereas 91% of the college authorities opined that students have varied academic capacities and levels of understanding in following the course work (Table-2). Among different types of institutions 95% of medical colleges 93% of pharmacy and nursing, teacher education colleges, 91 % of degree colleges and 85 % of engineering colleges opined that they have students with varied academic capacities or level of understanding in their institutions. Most of the institutions (146) that believe all students are equal in academic capacities or understanding and therefore do need customized assistance to achieve expected outcomes are found in Hyderabad district (81) followed by Karimnagar (27). Perhaps diversity of students in terms of their socio-economic background may be very low in these institutions being located in urban areas and elite ones by nature.

To supplement the question about inequalities in academic capacities another question was posed to the college authorities whether the student in each discipline/ programme in their institution, understands equally what is taught in the classrooms and perform same. About 95.4% of the colleges answered that in fact their students are not understanding equally and also their performance varied. Only 4.6% of the institutions (72 colleges) expressed that there is equal level of understanding among the subjects about what is taught in the classrooms and they perform equally (Table-2). Of these 72 colleges, most of them are found in Warangal Urban and Rural (32 colleges) and Medak district (9 colleges).

Table-2: Distribution of Colleges Surveyed by Awareness about Students' Social and Academic Background

Characteristics		No. of Colleges/ Institutions	Per cent
Total		1575	100.0
Admitting Students from different Social Backgrounds	Yes	1558	98.9
	No	17	1.1
Equal academic capacities and levels of understanding among students	Yes	146	9.3
	No	1429	90.7
Equal Performance of Students in Class	Yes	72	4.6
	No	1503	95.4
Aware of some Students fall behind in understanding the classroom teaching	Yes	1494	94.9
	No	81	5.1

Source: Field Survey

Students can fall behind for any number of reasons. Students with rural backgrounds or low academic standards that they had in earlier classes continue to lag significantly behind their peers. These students are more likely to drop out of colleges compared to other students if no assistance is provided through proper measures such as teaching in a manner they can grasp and make progress towards achieving the expected learning levels. Students who are not making sufficient progress may find themselves in a risk of not completing the course within the stipulated course duration, which could endanger their financial aid such as getting scholarships in subsequent course time. The college authorities covered in the survey were asked whether some of their students lagged behind or fall behind in understanding the classroom teaching. Their responses presented in Table-2 shows that about 95% institutions felt that some of the students in their institutions lag behind or fall behind in understanding the classroom teaching, whereas only 5% of the institutions expressed that students in their institutions are performing more or less equally and there are no students who fall behind in understanding the classroom teaching (Table-2). Among different types of institutions 98.5% medical colleges expressed that some of the students lag behind in understanding the classroom teaching followed by engineering colleges (96%), degree colleges (95%), management and commerce (94%) and pharmacy and nursing (92.5) colleges. District-wise data on students falling behind the classroom teaching shows that it varies across the districts like Hyderabad (307), Rangareddy (223), Warangal (146), Nalgonda (127) and Karimnagar (113).

Remedial Teaching Arrangements for Students Falling Behind

A foremost concern of the institution or college is to augment the students' academic improvement. To follow this up, steps may be taken to identify students who are lagging behind in academics, to recognize their areas of difficulties and to find ways to address them. Often it is seen that students do not do well in academics not because they are less intelligent but for lack of preparedness. The UGC guidelines suggest that the institutions or colleges to arrange remedial classes for the weak students on a regular basis. Special classes should be organised outside the normal routine. The administration also should take note of the regularity of the students in these classes and their effectiveness. Small tutorial groups are suggested to create with the purpose of identifying individual obstacles and shortcomings of the students and to resolve them under personalized care.

Practice of organising special classes or tutorial classes in the study institutions, was ascertained by asking the college authorities whether they have any such arrangements. Responses revealed that about 78% institutes have such arrangements, whereas 22% institutes do not have such arrangements (Table-3). Some of the reasons cited by the college authorities for not having such arrangements are that they cannot extend class hours beyond college hours due to transport issues and they cannot provide separate buses to facilitate the students and faculty who engage in extra study hours because these colleges are located away from nearby cities and towns from where the students and faculty generally commute. Study revealed that 82% of engineering colleges have arrangements like special classes, for the students who are lagging behind in understanding the classroom teaching. Similar arrangements are seen in other institutions such as medical colleges (80%), management and commerce (81%), degree colleges (78%) and pharmacy and nursing (75%) colleges. Field observations revealed that many of the engineering colleges are interested in conducting special classes for the students after the college hours but

are not able to do so. Study results show that institutes arranging special classes are more prominent among some districts like Hyderabad (285), Rangareddy (171), Warangal (114), Karimnagar (98), Khammam (67), Mahbubnagar (65), Adilabad (60) and Nizamabad (59).

The role of remedial courses in higher education institutions has been the subject of on-going debate among policymakers and educationists. Some of the educationists suggest there is scope to bring a paradigm shift in Indian higher education sector with the help of new-age learning tools. Policy makers and education leaders at all levels including higher education institutions, colleges and teachers have to be aware and be able to support learners according to their needs. Remedial teaching is one such provision to support students who are slow learners to provide them with the necessary help and guidance to help them overcome their challenges and shortcomings.

Awareness levels of authorities of higher education institutions about remedial teaching or developmental education aimed at helping the students who are facing difficulties in coping with the course work and classroom teaching, was captured by posing specific questions to the authorities. Findings revealed that almost half of the college authorities are not aware about the remedial teaching methods (Table-3). Among different types of institutions 73% of engineering colleges expressed that they are aware about the remedial teaching programmes followed by medical colleges (55%), management and commerce (54%), pharmacy and nursing (53%), education and teacher training institutes (52%). Among other institutes such as degree colleges, hotel and tourism management, sports/yoga/physical education awareness is pretty less i.e. about 35 to 43% only. Further it is observed that highest number of colleges which are not aware about the remedial teaching programmes are in Hyderabad district (140), followed by Rangareddy (100), Warangal (85) and Nalgonda (83).

Table-3: Distribution of Colleges by Remedial Teaching Arrangements

Characteristics		No. of Colleges/ Institutions	Per cent
Total		1575	100.0
Special classes, for the students who are lagging behind	Yes	1229	78.0
	No	346	22.0
Awareness about the Concept of Remedial Teaching	Yes	775	49.2
	No	800	50.8
Awareness about UGC Scheme of Remedial Teaching	Yes	511	32.4
	No	1064	67.6
Funds availed from UGC for Remedial Teaching	Yes	43	2.7
	No	1532	97.3

Source: Field Survey

In order to enable students belonging to SC/ST/OBC (non-creamy layer)/ Minority communities, who need remedial coaching for pursuing higher studies efficiently and to reduce their failure and drop-out rate, the UGC provided financial assistance for conducting special classes outside the regular timetable during the Twelfth Plan (2012–17). Students belonging to other Backward Classes and General Candidates are also allowed get the benefits of such coaching classes. The basic idea of UGC remedial coaching scheme is meant for those students belonging to marginalized social groups and other non-creamy layer group students who are not able to cope up with regular class-room teaching. Most of the rural students being blessed with no English education in their schooling have become the primary beneficiaries of the scheme.

When a question was posed to college authorities on the awareness about the UGC scheme of remedial teaching for SC/ST/OBC and Minorities only about one third of the institutions (32.4%) expressed that they are aware about the UGC scheme about remedial teaching whereas two third (67.2%) of institutions are not aware about the scheme (Table-3). Among different types of institutions 51% of engineering colleges expressed that they are aware about the UGC scheme followed by management and commerce (38%), degree colleges (31%), pharmacy and nursing (28%). It is found that 7 out of total 13 law colleges are aware about the UGC scheme and 2 out of 6 sports and physical education colleges are aware about the scheme.

Financial assistance of Rs. 5 Lakhs, for non-recurring items, as one time grant and Rs.7 Lakhs per annum, for recurring items, is provided to Universities under the UGC Scheme of Remedial Teaching. Colleges are eligible to receive Rs. 5 Lakhs, for non-recurring items, as one time grant and Rs. 2 Lakhs per annum, for recurring items, under the scheme. During the year 2012-13, the UGC has released a grant of Rs.73.24 crores to 4254 colleges under this scheme. However, the results of this study revealed that only a meagre per cent (2.7%) i.e., 43 out of 1575 colleges/ institutions surveyed availed funds from UGC to conduct remedial teaching programmes during the Twelfth Plan (2012–17). Among different types of institutions 38 degree colleges (88%) and only 2 engineering colleges have availed funds from UGC to conduct remedial teaching programmes, 2 management and commerce colleges and one teacher education training college (B.Ed) availed such grant. It shows that presence of remedial teaching methods in higher education institutions in Telangana is very less and there is critical need for more remedial teaching arrangements in the state. It is observed from the data that Warangal and Nalgonda districts have about 9 colleges in each where remedial teaching is practiced followed by Hyderabad with 8 colleges, Karimnagar (4) and Khammam (4).

Table-4: Distribution of colleges by average number of years grant received

Type College	Mean years of grant received	Total no. of Colleges/Institutions
Engineering & Technology	2.00	2
Degree college	3.58	38
Education/Teacher Education	2.00	1
Management and Commerce	2.00	2
Total	3.40	43

Source: Field Survey

Further it is found that out of total 43 colleges that have received grants from UGC to conduct remedial teaching programmes most of them are degree colleges (88%) i.e. 38 colleges out of 43 colleges and only five other colleges viz. engineering and technology, management and commerce colleges and one teacher education college have received the grants. It is also noticed that mean (average) years of grant received is 3.58 years by degree colleges followed by others to the extent of 2 years on average (Table-4). UGC annual report 2018-19 in fact states that the scheme of UGC for remedial coaching has not created the desired impact in the country, according the report only an amount of Rs. 16.27 lakh has been released to five centres in the country under remedial coaching for SC/ST/OBC & Minority Community Students respectively during 2018-19.

Other features of Institutions covered in the Survey

Average Students Enrolment and Faculty strength of the Institution

It is found from the analysis that there are about 9.3 lakh students enrolled across the surveyed colleges. Average students enrolled are high among engineering colleges with 1500 students per college on an average followed by degree colleges (561), medical colleges (329), management and commerce (322) and pharmacy and nursing (311). Similarly faculty strength is highest among engineering colleges on average with 111 faculty per each college followed by medical colleges (58), pharmacy and nursing (30) and degree colleges (21). It is found that faculty in many of the colleges is on contract basis. There are on an average 22 faculty per engineering college followed by medical colleges (19), degree colleges (10) on contract basis.

Institutions Affiliation

Only three are university colleges viz. JNTU College of Engineering Hyderabad, OU College of Engineering in Hyderabad, Kakatiya Institute of Technology and Science. The study revealed that among engineering colleges 93% are affiliated to some university in the state. Most of the engineering colleges are affiliated to JNTU Hyderabad, while a few are affiliated to Osmania University and Kakatiya University. These engineering colleges follow the syllabus prescribed by the university and also the norms and regulations etc. The admissions are decided centrally by the University and the exams too are conducted by the university. Only 5.6 % colleges are autonomous such as Chaitanya Bharathi Institute of Technology (CBIT), Vasavi College of Engineering, VNR Vignana Jyothi Institute of Engineering and Technology etc. It is found that almost 99% of the degree colleges are affiliated colleges and there are only four autonomous degree colleges like Nizam College, St. Francis College for women in the state. Most of the medical and management colleges are affiliated colleges (98%) whereas all the pharmacy and nursing colleges and hotel and tourism management, sports and physical education colleges are affiliated colleges.

Colleges under section 2 (f) & 12(B) of the UGC Act

The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2(f) and declared fit to receive central assistance (UGC grant) under Section 12 (B) of UGC Act, 1956 as per approved pattern of assistance under various schemes. The UGC had notified Regulations for recognition of colleges under Section 2(f) of the UGC Act, 1956. The colleges are brought under the purview of UGC in terms of these Regulations as and when the proposals are received from the colleges for inclusion under Section 2(f) and they are found fit for inclusion as per the provisions contained in the Regulations. Apart from inclusion of colleges under Section 2(f), the UGC includes the Colleges under Section 12(B) of its Act in terms of rules framed under the Act. This makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the Central Government. Such assistance includes for conducting remedial teaching programmes in colleges or universities eligible under these sections.

It is found from the UGC secondary databases that there are about 262 higher education institutions in Telangana state with UGC 2(f) recognition, whereas out of those 262 institutions only 186 institutions have 12(B) status. Among different types of institutions that these 262 colleges have UGC 2(f) recognition 45% (118) are located in rural areas and 55% (144) are located in urban areas. Among them most of them are public funded i.e. state government

(41%) followed by private unaided (37%) and private aided (16%). Among these 2 (f) recognized institutions in the state 250 are affiliated colleges, 10 are constituent or university colleges and 2 are PG centres or off-university campus centres. Regarding 12(B) recognised colleges there are about 186 colleges present in the state, among them 174 are university affiliated colleges, 10 are constituent or university colleges and 2 are PG centres or off-university campus centres. District wise spread of institutions among 262 UGC 2(f) and 12 B recognised colleges in the state shows that Hyderabad district has highest number of colleges (91) followed by Rangareddy (39), Warangal rural and urban districts (29), Karimnagar (19), Mahabubnagar (17), Medak (17) and Khammam (17).

IV Conclusions

It is found from the survey results that there are about 50.4% higher education institutions in the state which are located in rural areas whereas 49.6% colleges are located in urban areas. District wise spread of institutions shows that Hyderabad has highest number of higher education institutions (320) followed by Rangareddy (230) and Nalgonda (135) districts. It is found that 69% of the institutions have UGC & its council's recognition and about 31% colleges are not recognized. It is also found that only about a meagre 13% institutions expressed that they are eligible to receive grants from UGC or any statutory professional councils whereas rest 88% expressed that they are not eligible. Survey revealed that only a meager 9% of the institutions expressed that all the students in their institutions have equal level of understanding whereas 91% of the college authorities opined that students have varied academic capacities and levels of understanding in following the course work. Ninety five per cent of the institutions felt that certain number of students in their institutions lag behind or fall behind in understanding the classroom teaching. About 78% institutes are conducting special classes similar to remedial teaching arrangements. Almost half of the college authorities are not aware about the remedial teaching scheme or about the UGC scheme for remedial teaching. However, it is observed that quite a good number of institutions have arrangements like special classes, for the students who are lagging behind in understanding the classroom teaching in districts such as Hyderabad (285), Rangareddy (171), Warangal (114), Karimnagar (98) and also in districts like Khammam (67), Mahbubnagar (65), Adilabad (60) and Nizamabad (59). Only 43 colleges/ institutions i.e. 2.7% of total surveyed institutions availed funds from UGC to conduct remedial teaching programmes in their institutions during the Twelfth Plan (2012–17). It shows that practice of remedial teaching in higher education institutions in Telangana is not popular and there is critical need for improving remedial teaching arrangements in the state.

It is observed from the study that Warangal and Nalgonda districts have about 9 colleges in each where remedial teaching methods are in practice followed by Hyderabad with 8 colleges, Karimnagar and Khammam 4 colleges each in the district. Study found that out of total 43 colleges that have received grants from UGC to conduct remedial teaching programmes most of them are degree colleges (88%) i.e. 38 colleges out of 43 colleges and only five other colleges viz. engineering and technology, management and commerce colleges and one teacher education college have received the grants.

Analysis on geographic distribution of colleges by type of colleges in the state revealed that highest number of engineering colleges are located in Rangareddy district (57) followed by Hyderabad (37), Karimnagar (15), Nalgonda (13) and Khammam (12). Similar pattern is noticed for pharmacy and nursing, medical colleges, management and commerce, hotel and tourism management colleges.

Among different types of institutions 95% of medical colleges, 93% of pharmacy and nursing, teacher education colleges, 91 % of degree colleges and 85 % of engineering colleges opined that they have students with varied academic capacities or level of understanding in their institutions. Further survey results revealed that 98.5% medical colleges opined that certain number of students in their colleges lag behind in understanding the classroom teaching followed by engineering colleges (96%), degree colleges (95%), management and commerce (94%) and pharmacy and nursing (92.5) colleges. Among different types of institutions 73% of engineering colleges expressed that they are aware about the remedial teaching programmes followed by medical colleges (55%), management and commerce (54%), pharmacy and nursing (53%) and education and teacher training institutes (52%). Among other institutes such as degree colleges, hotel and tourism management, sports/yoga/physical education awareness is pretty less i.e. about 35 to 43% only.

Among different types of institutions 82% of engineering colleges expressed that they have arrangements like special classes. Even similar arrangements are seen in other institutions such as medical colleges (80%), management and commerce (81%), degree colleges (78%) and pharmacy and nursing (75%) colleges. Field observations revealed that many of the engineering colleges are interested in conducting special classes for the students after the college hours but are not able to do so because of the difficulties in arranging transport facilities for students and faculty beyond normal hours. But college authorities expressed that to the extent possible they are facilitating extra classes during college hours only for the needy students.

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