

# Remedial Teaching Arrangements in Higher Education Institutions (HEIs) in Telangana State: An Empirical analysis

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## ABSTRACT

*The study is an attempt to assess the presence of remedial teaching or support programmes in higher education institutions (HEIs) in Telangana through telephonic interviews with college authorities. The study covered 1,575 colleges across 31 districts. The findings show that 50.4% of colleges are in rural areas, while 49.6% are in urban areas. Hyderabad has the highest number of HEIs (320), followed by Ranga Reddy (230) and Nalgonda (135). The study results revealed that 69% of institutions have UGC recognition, and 31% do not. Only 13% of institutions are eligible for UGC grants, while 88% are not. 91% of authorities stated that students have varied academic abilities. 95% of institutions acknowledge that some students struggle with understanding classroom content, and 78% offer special classes similar to remedial teaching. However, about half of the college authorities were unaware of remedial teaching methods. Despite this, several institutions in districts like Hyderabad, Ranga Reddy, and Warangal have remedial arrangements. Only 43 institutions (2.7% of the total) availed UGC funds for remedial teaching during the Twelfth Plan (2012–17). The study highlights a critical need for more remedial teaching programmes in Telangana's higher education institutions.*

**Keywords:** Remedial Teaching, Higher Education Institutions (HEIs), Telangana, Educational Support

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## CONTEXT

Developmental or remedial education supports students who are underprepared and struggle to cope with their coursework. It is provided in many higher education institutions worldwide to help students develop the basic academic skills needed for their courses. Differences in students' backgrounds, circumstances, and abilities can contribute to such under-preparedness. If not addressed, it can lead to dropouts and difficulties in managing the learning environment. Developmental education is grounded in developmental psychology and learning theories, promoting cognitive and emotional growth while being responsive to individual differences.

In India, with growing aspirations for education and increased higher education enrollment, students from SC/ST/OBC and minority communities often face difficulties in coping with coursework, leading to dropouts. To address this, the UGC introduced remedial assistance during the Twelfth Five Year Plan to support these students and promote higher education for marginalized groups. 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. Among these again institutions which are having sufficient number students belonging to SC/SC/OBC (non-creamy layer) and minority, are to get financial assistance for the remedial support programme<sup>1</sup>.

Such a programme has been implemented since it was introduced during the 12<sup>th</sup> Five Year Plan (2012-17). 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 makes an attempt to rapidly assess the presence of the remedial assistance programme across higher education

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<sup>1</sup> UGC guidelines allow economically backward general candidates (say belonging to BPL families as identified by the Central Government /State Government) are also allowed 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.

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.

**Some Aspects of Higher Education in Telangana**

As per the Periodic Labour Force Survey 2018-19, out of the total adult population (15 years and above) in the state, 11.3% are graduates and 3.9% are postgraduates or above<sup>2</sup>. All these figures are higher than the corresponding all-India average (Telangana Socio Economic Outlook, 2021).

**Higher education indicators for Telangana and India**

The State of Telangana has been adequately accomplishing the education in terms of access, equity and excellence, the three tenets of higher education. The central universities and institutions of the state are catering to the needs of the cosmopolitan populations and multiple branches of learning. The geographical distribution of higher education institutions in the state is based on the district as a unit in order to cater to the needs of urban, rural and tribal populations.

**Table.1: Higher education indicators for Telangana and India**

Higher education indicators	Telangana	India
Gross Enrolment Ratio (GER)*	36.2	26.3
College Population Index (CPI)**	50	28
Average enrolment per college	554	693
Gender Parity Index (GPI)***	1.02	1

*Source: Department of Higher Education, 2020*

\* Ratio of population in the age group of 18-23 years to the number of people enrolled in higher education. \*\* Number of colleges per one lakh eligible population (18-23 years). \*\*\* The ratio of the number of females to the number of males enrolled.

In addition to the conventional courses and institutions, the health, language, culture, agriculture and gender issues are prioritized to establish universities and institutions. Telangana stands in Gross Enrolment Ratio (GER) at 6th place in SC/ST categories and 9th place in all categories in the country. Some of the higher education indicators for Telangana state in comparison with India level are presented in Table.1.

The main objective of the study is to assess the presence of the remedial support programmes across higher education institutions in the state, how they are functioning and their effectiveness and impact.

**METHODOLOGY**

The basic methodology of the study is census survey of all the higher education institutions (HEIs) in the state, whether 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 is to map all the institutions including those under the UGC Act 1956 (2a and 12f) and investigate into the presence of any remedial teaching programme. In presence of Covid-19 health crisis, the study was carried out using a telephonic survey. 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 small 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 they made any attempt to avail it and then whether they could avail it any point of time during 12<sup>th</sup> Plan period.

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<sup>2</sup> Periodic Labour Force Surveys (PLFS). 2020. Annual Report (July 2018 - June 2019). National Statistical Office, Ministry of Statistics and Programme Implementation, Government of India.

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. For some of the technical and professional colleges contact details 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.

**Findings**

This study investigated the presence of remedial teaching across different higher educational institutions in the state and found some of the prominent below mentioned features.

**Location of the institutions**

The study results show that the distribution of colleges is almost equal between rural and urban areas in the state. About 50.4% of the colleges are situated in rural areas, while 49.6% are located in urban areas. This equal distribution reflects the widespread presence of higher education institutions throughout both regions of Telangana (Table.2).

**Table.2: Location of the institutions**

Location of the Institutions	No. of Colleges/Institutions	Per cent
Rural	794	50.4
Urban	781	49.6
Total	1575	100.0

Source: Field data

Field data suggests that district wise spread of institutions shows that out of total 1575 surveyed colleges Hyderabad has highest number of higher education institutions (320) followed by Ranga Reddy district (230), Nalgonda (135) and Karimnagar (122). It is found that Mulugu a newly formed district has only one higher education institution and Gadwal, Jayashankar Bhupalpally, Mahabubabad and Wanaparthy has three institutions each in the districts.

**Type of the Institutions**

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.3).

**Table.3: Type of the Institutions**

Type of the Institution	No. of Colleges/Institutions	Per cent
Affiliated College	1547	98.2
Autonomous Colleges	15	1.0
University	13	.8
Total	1575	100.0

Source: Field data

District wise spread of institutions shows that most of the affiliated, autonomous colleges are concentrated in Hyderabad (318), Ranga Reddy (230), Nalgonda (135), Karimnagar (122) and Warangal districts (152). Hyderabad and Ranga Reddy districts have 8 autonomous colleges out of total 15 colleges that are covered in the study. Remaining autonomous colleges are spread in Warangal, Khammam, Mahabubnagar and Medak districts.

**Management of Institutions**

It is found from the results that 87.6% i.e.1379 colleges are private unaided colleges followed by public or government managed institutions about 9% i.e.140 colleges and there are about 56 private-aided (3.6%) colleges in the state. (Table.4). District wise spread of institutions shows that most of the private unaided colleges are concentrated in Hyderabad (281), Ranga Reddy (218), Nalgonda (125), Karimnagar (109) and Warangal districts (137).

**Table.4: Management of Institutions**

Management of Institutions	No. of Colleges/Institutions	Per cent
Private-Unaided	1379	87.6
Private-Aided	56	3.6
Public	140	8.9
<b>Total</b>	<b>1575</b>	<b>100.0</b>

Source: Field data

Out of total 140 public or government managed institutions are spread across the state however concentration of these institutions is in Hyderabad (12), Medak (15), Warangal (14), Nizamabad (12), Karimnagar (11), Ranga Reddy (10) districts.

**UGC & its council’s recognition**

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 professional 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). These councils of UGC offer grants to undergraduate programmes (offered at various colleges/universities), promote professional institutions, and provide recognition to different courses. Results revealed that 69% of institutions (1,087 out of 1,575) reported UGC or statutory council recognition, while 31% (488 institutions) stated they were not recognized. (Table.5).

**Table.5: UGC or statutory council’s recognition**

Recognized by UGC / Statutory professional councils	No. of Colleges/Institutions	Per cent
Yes	1087	69.0
No	488	31.0
<b>Total</b>	<b>1575</b>	<b>100.0</b>

Source: Field data

District wise spread of institutions with regard to their UGC or its statutory council’s recognition shows that most of the recognized institutions/ colleges are concentrated in Hyderabad (188), Ranga Reddy (222), Nalgonda (125), Warangal districts (109) and Karimnagar (65).

National Assessment and Accreditation Council (NAAC) accreditation, valid for five years, assesses institutes' quality in areas like education, infrastructure, and research. The study revealed that only 10% of the colleges have NAAC accreditation, while 90% do not. District-wise, the majority of NAAC-accredited colleges are in Hyderabad (47), followed by Ranga Reddy (35), Warangal (10), and Nalgonda (9) (Table.6).

**Table.6: NAAC accreditation**

Institution has NAAC accreditation	No. of Colleges/Institutions	Per cent
Yes	158	10.0
No	1417	90.0
<b>Total</b>	<b>1575</b>	<b>100.0</b>

Source: Field data

**Grants from UGC or statutory professional councils**

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. It is found that only a meagre 13% institutions are eligible

receiving grants from UGC /Statutory professional councils whereas rest 88% expressed that they are not eligible to receive the grants (Table.7).

**Table.7: Institutions eligible for receiving grants from UGC /Statutory professional councils**

Eligible for receiving grants from UGC /Statutory professional councils	No. of Colleges/Institutions	Per cent
Yes	200	12.7
No	1375	87.3
Total	1575	100.0

Source: Field data

**Table.8: Statutory Professional Councils eligibility**

District	Number of Eligible Colleges
Hyderabad	47
Ranga Reddy	33
Warangal	29
Nalgonda	13
Medchal Malkajgiri	13
Karimnagar	10
Khammam	10

Source: Field data

District wise spread of institutions with regard to UGC or statutory professional councils eligibility for grant shows that eligible colleges are concentrated more in Hyderabad (47) followed by Ranga Reddy (33), Warangal districts (29) and Nalgonda (13), Medchal Malkajgiri (13), Karimnagar (10) and Khammam (10) (Table.8).

### Students from various Social Backgrounds

When college authorities were asked, whether their institutions are admitting students from various social backgrounds viz. SC/STs/OBCs and minorities, almost 99% colleges said that they are admitting students from various social backgrounds in their institutions/colleges. Only 1 % of the colleges said that they are not following reservations as per government provisions or may be some of these colleges are specifically functioning for minority communities (Table.9).

**Table.9: Admitting students from various social backgrounds**

	No. of Colleges/Institutions	Per cent
Yes	1558	98.9
No	17	1.1
Total	1575	100.0

Source: Field data

### Academic capacities/level of understanding of the students

Academic capabilities are student's functional skills and organizational ability while pursuing any course whereas checking for understanding 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' errors and misconceptions.

When a question was posed to college authorities on this issue that whether they consider that the students in each discipline/programme in their institution have equal academic capacities/level of understanding, only a meager percent about 9% 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.10).

**Table.10: Academic capacities/level of understanding of the students**

	No. of Colleges/Institutions	Per cent
Yes	146	9.3
No	1429	90.7
Total	1575	100.0

Source: Field data

To supplement above question another question was posed to the college authorities whether the student in each discipline/programme in their institution, understand equally that is taught in the classrooms and perform same, for which about 95.4% of the colleges revealed that in fact their students are not understanding equally and also their performance varies. Only in 4.6% of the institutions authorities expressed that there is equal level of understanding on the subjects taught in the classrooms (Table.11).

**Table.11: Understanding and performance of the students**

	No. of Colleges/Institutions	Per cent
Yes	72	4.6
No	1503	95.4
Total	1575	100.0

Source: Field data

**Students lag behind in understanding the classroom teaching**

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 peer groups. These students are more likely to drop out of colleges as compared to other students if no proper measure such as teaching at a level that is appropriate for their current level of skills is undertaken. 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. To capture the issue of students lagging behind in understanding the classroom teaching among study institutions a question was posed to the college authorities in the study area that whether some the students in their institutions lagging behind or fall behind in understanding the classroom teaching. Their responses are presented in Table.9 shows that about 95% institutions felt that some 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.12).

**Table.12: Students lag behind in understanding the classroom teaching**

	No. of Colleges/ Institutions	Per cent
Yes	1494	94.9
No	81	5.1
Total	1575	100.0

Source: Field data

**Special classes, for the students who are lagging behind**

A foremost concern of the institution or college has always been 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 guideline suggest that the institutions or colleges to arrange remedial classes for the weak students on a regular basis. Special classes should be allotted 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 error of the students and to resolve them under personalized care. To capture the information that whether special classes or tutorial classes are arranged in the study institutions, a question was posed to the college authorities whether they have any such arrangements. Responses

revealed that among study institutes in about 78% institutes they have such arrangements, whereas in 22% institutes they do not have such arrangements. Some of the reasons for not having such arrangements that were expressed by the college authorities are that they cannot extend class hours beyond college hours due to transport issues as the colleges are located away from nearby cities and towns from where the students and faculty generally commute and colleges cannot provide separate buses to facilitate the students and faculty who engage in extra study hours (Table.13).

**Table.13. Special classes, for the students who are lagging behind**

	No. of Colleges/Institutions	Per cent
Yes	1229	78.0
No	346	22.0
Total	1575	100.0

Source: Field data

Study results shows that apart from Hyderabad (285), Ranga Reddy (171), Warangal (114), Karimnagar (98) remarkably in districts like Khammam (67), Mahabubnagar (65), Adilabad (60) and Nizamabad (59) also it is noticed that quite good number of institutions have arrangements like special classes, for the students who are lagging behind in understanding the classroom teaching.

**Awareness about remedial teaching**

To capture the information about the awareness levels about remedial teaching or developmental education which is aimed at helping the students who are facing difficulties in coping with the course work and classroom teaching a question was posed among higher education institutions to get responses which revealed that almost half of the college authorities are not aware about the remedial teaching methods (Table.14).

Further it is observed from the data that Hyderabad district (140) has highest number of colleges which are not aware about the remedial teaching programmes followed by Ranga Reddy (100), Warangal (85) and Nalgonda (83).

**Table.14: Awareness about remedial teaching**

	No. of Colleges/Institutions	Per cent
Yes	775	49.2
No	800	50.8
Total	1575	100.0

Source: Field data

**UGC Scheme of Remedial Teaching for SC/ST/OBC and Minorities**

To help students from SC/ST/OBC (non-creamy layer) and Minority communities who require remedial coaching, the UGC provided financial assistance for special classes outside the regular timetable during the Twelfth Plan (2012–17). Students from other backward classes and general candidates could also benefit. The UGC remedial coaching scheme targets students from marginalized and non-creamy layer groups who struggle with regular classroom teaching and lack motivation. Rural students, often without English education in school, are the primary beneficiaries. When asked about awareness of the UGC remedial teaching scheme for SC/ST/OBC and Minorities, only about one-third of the institutions (32.4%) reported being aware of it, while two-thirds were unaware (Table.15).

**Table.15: Awareness about UGC Scheme of Remedial Teaching**

	No. of Colleges/Institutions	Per cent
Yes	511	32.4
No	1064	67.6
Total	1575	100.0

Source: Field data

Further it is observed from the data that Hyderabad district (176) has highest number of colleges/institutions which expressed that they are not aware about the UGC Scheme of remedial teaching for SC/ST/OBC and minorities followed by Ranga Reddy (144), Warangal (124) and Nalgonda (101).

**Funds availed from UGC for Remedial Teaching**

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. For instance during the year 2012-13, the UGC has released a grant of Rs.73.24 crores to 4254 colleges under this schemes. However, it is evident from the results of primary data that only 43 colleges/ institutions i.e. a meagre per cent (2.7%) of total institutions i.e.1575 availed funds from UGC to conduct remedial teaching programmes in their institutions during the Twelfth Plan (2012–17). 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 (Table.16). It is observed from the data that Warangal and Nalgonda districts have about 9 colleges in each where remedial teaching methods are being in practice followed by Hyderabad with 8 colleges, Karimnagar (4) and Khammam (4).

**Table.16: Funds availed from UGC for Remedial Teaching**

	No. of Colleges/Institutions	Per cent
Yes	43	2.7
No	1532	97.3
Total	1575	100.0

Source: Field data

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.

**Table.17: Average no of years grant received by colleges**

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 data

It is also noticed that mean (average) years of grant received is highest in case of degree colleges followed by others to the extent of 2 years on average (Table.17).

**Spread of colleges by type of colleges**

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. Those broadly categorized 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. It is found from the primary data analysis 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.

**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 in many of the engineering colleges faculty is on contract basis on an average to the extent of 22 faculty per college followed by medical colleges 19 faculty, degree colleges with 10 faculty are on contract basis.

**Institutions Affiliation**

Analysis suggested that among engineering colleges 93% colleges are affiliated colleges which are affiliated to some or the other university in the state but most of them are affiliated to JNTU Hyderabad few are affiliated to Osmania University and Kakatiya University. They have to follow the syllabus prescribed by the university and also the norms and regulations etc. The admissions are decided centrally by the University. The exams too are conducted by the university. There are 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. only 3 are university colleges viz. JNTU College of Engineering Hyderabad, OU College of Engineering Hyderabad, Kakatiya Institute of Technology and Science. It is found that almost 99% of the degree colleges are affiliated colleges and there are only 4 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.

**Type of institutions and management**

Results revealed that 93% of engineering colleges, 95% of teacher education colleges, 95% of management and commerce colleges, 92.5% of pharmacy and nursing colleges, 90% of medical colleges, and 84% of degree colleges are private unaided institutions.

**Table.18: Percentage of Private Unaided Colleges**

Type of College	Percentage of Private Unaided Colleges
Engineering Colleges	93%
Teacher Education Colleges	95%
Management and Commerce Colleges	95%
Pharmacy and Nursing Colleges	93%
Medical Colleges	90%
Degree Colleges	84%

Source: Field data

Private-aided colleges make up only a small percentage (3.6%) of the total. Government-run or publicly managed colleges are more prominent among degree colleges, with 118 such institutions, as well as 8 university-affiliated engineering colleges and 5 public or university medical colleges in the state.

**Type of institutions and UGC & its council's recognition**

Study revealed that 98% of engineering colleges, 96% of pharmacy and nursing, 88 % of the management and commerce, 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 among them degree colleges are high in number (378) followed by teacher education institutions (65), hotel and tourism management institutes (10) (Table.19).

**Table.19: UGC & its council's recognition**

Type of College	Percentage Recognised by UGC or Statutory Professional Councils
Engineering Colleges	98%
Pharmacy and Nursing Colleges	96%
Management and Commerce Colleges	88%
Medical Colleges	72%
Degree Colleges	60%
Teacher Education Colleges	59%

Source: Field data

**Type of institutions and NAAC accreditation**

Study revealed that among the institutions only 69 out of total 179 engineering colleges (38%) have NAAC accreditation and a meagre per cent of other institutions have NACC accreditation i.e. only 10% of the institutions have NAAC accreditation and rest 90% of the institutions do not have the accreditation.

**Type of institutions and eligible for receiving grants from UGC & its council's**

Study revealed that among the institutions only for about 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. For about 87 % of the colleges are not eligible for receiving grants from UGC & its council's and they are generating financial resources on their own.

**Type of institutions and student's academic capacities**

It is found from the results that majority of the college authorities (91%) opined that students have varied academic capacities and level of understanding in following the course work. 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.

**Type of institutions and student's lagging behind**

It is found from the results that majority of the college authorities (95%) opined that some the students in their institutions lag behind or fall behind in understanding the classroom teaching. 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 (Table.20).

**Table.20: Type of institutions and student's lagging behind**

Type of Institution	Percentage of Colleges Reporting At least Some Students Lagging Behind in Understanding
Medical Colleges	98.5%
Engineering Colleges	96%
Degree Colleges	95%
Management and Commerce	94%
Pharmacy and Nursing	92.5%

Source: Field data

**Type of institutions and arrangements like special classes**

The results show that 78% of institutes have special class arrangements for students lagging behind in classroom teaching, while 22% do not. Among different types of institutions, 82% of engineering colleges, 80% of medical colleges, 81% of management and commerce colleges, 78% of degree colleges, and 75% of pharmacy and nursing colleges have such arrangements.

**Table.21: Percentage of institutions providing special classes**

Type of Institution	Percentage of Institutions Providing Special Classes for Students Lagging Behind
Engineering Colleges	82%
Medical Colleges	80%
Management and Commerce	81%
Degree Colleges	78%
Pharmacy and Nursing	75%
Overall Institutions	78%

Source: Field data

However, many engineering colleges expressed an interest in conducting special classes after regular hours but face transport issues, as most colleges are located far from towns and cities, making it difficult to provide transport for students and faculty. Thus, they offer extra classes during regular hours for needy students.

**Type of institutions and aware of the remedial teaching**

Study revealed that among the institutions only for about half of the institutions are aware about the remedial teaching methods and rest are not aware about the programme. 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.

**Type of institutions and awareness about UGC Scheme of Remedial Teaching**

Study revealed that only about one third of the institutions (32.4%) expressed that they are aware about the UGC scheme about remedial teaching whereas two third institutions (67.2%) are not aware about the scheme. 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 expressed that they are aware about the UGC scheme and 2 out of 6 sports and physical education colleges are aware about the scheme.

**Type of institutions and availed funds from UGC**

Study revealed that only 43 colleges/ institutions in the state i.e. a meagre per cent (2.7%) of total institutions i.e.1575 availed funds from UGC to conduct remedial teaching programmes in their institutions 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.

**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.

**Remedial coaching for Minorities / SC/ST and women**

UGC annual report 2018-19 states that the scheme of UGC for remedial coaching has not created the desired impact in the country, according to 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.

**UGC 2(f) 12(B) institutes in Telangana**

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.

**Table.22: Number of UGC 2(f) and 12 B recognised colleges**

District	Number of UGC 2(f) and 12 B Recognised Colleges
Hyderabad	91
Ranga Reddy	39
Warangal	29

Karimnagar	19
Mahabubnagar	17
Medak	17
Khammam	17

Source: Field data

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 Ranga Reddy (39), Warangal rural and urban districts (29), Karimnagar (19), Mahabubnagar (17), Medak (17) and Khammam (17).

### CONCLUSION

The study results reveal that 50.4% of higher education institutions in Telangana are located in rural areas, while 49.6% are in urban areas. Hyderabad has the highest number of institutions (320), followed by Ranga Reddy (230) and Nalgonda (135). Around 69% of institutions have UGC recognition, while 31% do not. Only 13% of institutions are eligible for UGC grants, and 91% of authorities report that students have varied academic abilities. Over 95% of institutions acknowledge that some students lag behind in understanding classroom teaching, and 78% offer special classes similar to remedial teaching. However, nearly half of the college authorities are unaware of the UGC remedial teaching scheme. Despite this, many institutions, especially in districts like Hyderabad, Ranga Reddy, and Warangal, have arrangements for special classes for students who struggle with coursework. Only 43 colleges (2.7% of the institutions) availed UGC funds for remedial programmes during the Twelfth Plan (2012–17), indicating a need for more remedial teaching programmes in Telangana.

The study also highlights the distribution of various types of institutions. Engineering colleges are most numerous in Ranga Reddy, followed by Hyderabad, and other specialized colleges like pharmacy, nursing, and management follow a similar pattern. Around 95% of medical colleges, 91% of degree colleges, and 85% of engineering colleges reported varied academic abilities among students. While most colleges acknowledge that some students fall behind, awareness of remedial teaching programmes varies across types of institutions, with engineering colleges showing the most awareness (73%). Despite the challenges, 82% of engineering colleges and similar percentages in other institutions report offering special classes. Engineering colleges face logistical issues, such as transportation, preventing them from holding classes after regular hours. However, they strive to offer extra classes during regular hours for students in need.

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