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**Title of Thesis:** A Study of Unit Cost of Education and its Relationship with Quality of Teaching – Learning Process in Academic Institutions

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## **ABSTRACT**

The recent awareness of the quality concerns in the field of higher education has brought the issue of quality of teaching learning process which always been concerned with the fund availability. Hence there is a need to look into the relationship between unit cost and quality of teaching-learning process. Keeping in view this need, the researcher has selected the problem " A study of Unit Cost of Education and its relationship with quality of Teaching – Learning Process in Academic Institutions" The major finding of the study have been given as follow.

- It was found that every institution has a specific thrust area. An institution worth the name has its integral unique character knit around its intent and thrust. Even when the need of the hour is fulfilled, the institutions survive by responding to changes of time.
- The unit cost per student enrolled in high graded universities was higher than that in low graded universities was the case for overall rating of the quality of teaching and learning. The coefficient relationship between the two ( $r = .762$ ) indicates a moderate level of correspondence between them. Smaller is the institution; lower is the unit cost per student. Unit cost per student and overall rating of quality parameters concerned with teaching learning in respect of high graded colleges shows an underlying relationship between the two.
- The universities employ the academic staff with Ph.D degree to around 90 percent and with lowest eligibility qualification to around 10 percent. The colleges do opposite of it. It is true uniformly for high graded and low graded colleges and universities. The teachers' paper qualifications do not appear to contribute to institutional grades. Higher proportion of highly qualified teachers in teaching staff and that of administrative staff in universities as compare to colleges, explains the higher Unit Cost in universities
- The single head of salary consumed more proportion of total budget in high and low graded universities and colleges uniformly. Out of the remaining budget, the higher proportion of budget toward academic services, students' welfare services, general administrative charges, students support and common services discriminate between high graded and low graded universities as well as colleges.
- Unit Cost appears to be a function of the type of institutions and the quality of the institution as well.

- High graded and low graded universities may be differentiated on the basis of numbers and nature of specialised courses at PG and higher level. Universities departments are catering more to the PG and higher programmes than graduate courses. The high graded institutions could be discriminated for attracting more students for higher specialised professional courses and research than low graded institutions.
- The departments of top and bottom ranking universities were differentiated in respect of their proportion of grants to academic services, welfare services and other support services. The grant and aid in respect of high graded university department exceeds that of low graded university departments
- High graded university receives more grants and serves to lesser number of students compared to low graded university. The total grant/aid allocation into Academic and Administration was in the proportion of 44:56 in High graded university and 65:35 in low graded university. In respect of the allocation of funds to different departments, the high graded university has more variation and the low graded university has more uniformity. The different departments vary in strength of students according to trend and socio-economic strata and requirement of the community it serves. The unit costs vary according to grade of the parent university and also from department to department.
- Learning infrastructure of universities was larger than that of colleges. On this dimension neither universities nor colleges with higher grade could be differentiated from those with of lower grade. In respect of academic assurance, universities seem to have maintained a sustained intellectual climate which results into publication of research paper, research Journals and books much more than even the high grade colleges.
- In respect of students perception of delivery of academic services efficient reading rooms in library, counseling mechanism, internet facilities, teacher's use of teaching aids, availability of computer facilities and leadership training were found to correspond with the grade/ranking of the institutions. In respect of the students' perception of quality parameters of teaching learning process, the findings are not uniform. On curricular aspects, the rating of high graded university as well as high graded college was much higher than its counterparts. Quality of Teaching Learning process in respect of selected departments was not found uniform in the universities nor in the different departments of the same university. The number of teachers with Ph.Ds in top ranking universities was more than the bottom ranking universities. On the student's perception of the quality of teaching learning, all the departments of high graded universities were rated higher than of those of low graded universities. The discrimination was much clear curricular aspect and teachings, learning and evaluation and was not that clear an all other aspects. On assessment the cumulative grade point average of almost 50 percents of high graded universities were higher than the same of low graded universities.
- With in each category of institutions, unit cost corresponds with the cumulative quality ratings of teaching learning process. Cumulative quality rating of a high graded small institution (college) with very low unit cost surpasses that of even the high graded university. It can be ascribed to close monitoring of academics and administration both.
- Correspondence between quality of teaching learning process and unit cost incurred in selected departments of the top and bottom graded universities was found  $r = .833$ . It reconfirmed the moderate level of correspondence between unit cost and cumulative quality rating of teaching learning process.