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# UNIVERSITY NEWS

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## Factors Responsible for Deficiency of Quality in Indian Higher Education

Reena Agarwal\* and Priyanka Maurya\*\*

In ancient times, India was a 'Viswaguru' and was a unique hub of higher education. Takshila and Nalanda and many other higher education institutions were the epitome of quality higher education. Their fame attracted foreign scholars from China, Korea, Japan, Persia and Indonesia etc. it produced eminent scholars like Charak and Susruta, Aryabhatta, Kautilya and many more who are known for their immense contribution in the field of knowledge. Today, India has third largest higher education system after USA and China but the reputation of it is deteriorating day by day. It is deviating from its initial enriched path. There are many factors which are responsible for this deterioration of quality in higher education in India.

### Quantity Vs Quality

There is a dramatic increase in growth of higher education institutions. According to All India Survey on Higher Education (AISHE) 2018-19 Report, Gross Enrolment Ratio (GER) in higher education has been increased from 25.8 per cent in 2017-18 to 26.3 per cent in 2018-19. This data shows the achievement in quantity (numbers) of students and institutions of higher education but when it comes to quality it goes down. Quality of higher education reflects from the qualification of faculty, mode of teaching-learning, quality of research and the knowledge, skills and attitude attained by the pass-out students.

The quality of faculty members depends on the recruitment process. Though there is a minimum qualification set by the Government for the selections of teachers at higher level, yet higher education is not meant for minimum. It is for excellence or for one who can contribute to the institutions in some authentic way. It has been observed that candidates having minimum qualification get selected for the job through interview. No need to mention that the recruitment has been changed by the Government from time to time to maintain quality, still it needs some attention to pay. In Government and aided colleges teachers are selected through written examination followed by interview but in universities, recruitment of teachers is completely based on interviews which raises a question about transparency of the selection procedure. In private colleges the recruitment norms follow but selected teachers do not engage in work. This is another perspective which affects the quality of higher education adversely.

\* Professor, Department of Education, University of Lucknow, Lucknow -226007 (U.P.). Email: reenaagarwal\_lu@rediffmail.com

\*\* Senior Research Fellow, Department of Education, University of Lucknow, Lucknow-226007 (U.P.). Email: priya19maurya@gmail.com