

**YASH PAL COMMITTEE REPORT ON HIGHER EDUCATION: CERTAIN
REFLECTIONS BY TEACHERS**

Abstract

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**YASH PAL COMMITTEE REPORT ON HIGHER EDUCATION:
CERTAIN REFLECTIONS BY TEACHERS**

Education is a parameter which makes a difference between a man and a beast. It is this knowledge that makes one capable enough to earn living and live in a disciplined society. Over the years we have followed policies of fragmenting our educational enterprise into cubicles. Most instrumentalities of our education harm the potential of human mind for constructing and creating new knowledge. This is particularly vile at the university level because one of the requirements of a good university should be to engage in knowledge creation- not just for the learner but also for society as a whole. The higher education institution in India are regulated by many statutory agencies such as the All India Council of Technical Education (AICTE), Bar Council of India (BCI), Council of Architecture (COA), Indian Nursing Council (INC), Medical Council of India (MCI), National Council on Teacher Education (NCTE), Pharmacy Council of India (PCI), Distance Education Council (DEC), University Grants Commission (UGC) and so on. In the present scenario, Indian higher education is expanding in quantity but compromising with quality. The universal approach to knowledge demands that boundaries of disciplines be porous

and scholars be constantly on guard against the tendency towards cubicalisation of knowledge. In such a context , a committee viz., ‘The Committee to Advice on Renovation and Rejuvenation of Higher education in India’ headed by Prof. Yash Pal was formed to review the various regulatory bodies connected with higher education.

Hats off to this Committee, which took this matter into account, worked on it and submitted a report on June 24, 2009 to the Human Resource Ministry. Major attributes of Yash Pal Committee Report are related with National Commission for Higher education and Research (NCHER), specialized university, vocational, professional and teacher education etc. Since the submission of this report, there raised different opinions regarding the various activities associated with the report from different sources like teachers, administrators, educationists etc.

Objective

The objective of the present study is to collect the Opinion of teachers of Higher Education on Yash Pal committee report on Renovation and Rejuvenation of Higher Education in India, 2009.

Methodology

The study was conducted on a sample of 100 college teachers in Kozhikode, Malappuram, and Palakkad districts using stratified sampling technique. The sample included teachers from Arts and Science Colleges, Teacher Education Colleges, Professional and Technical College. The technique used to collect the data was personal interview. Percentage analysis was used for interpreting the result.

Analysis and Discussions

Success of any new venture in the field of higher education depends upon the opinion of teachers, who are the life blood of education. In this context the view of teachers play an important role. The investigator also felt that, as majority of teachers are unaware of the recommendations made in the report, this is also a humble attempt to make them go through the report and express their opinion on some of the recommendations in it.

The recommendations of the committee were divided into five dimensions

1. Distance and disconnect between research bodies and universities
2. Architecture of learning
3. Structure, expansion and access
4. Governance and autonomy, and
5. Working of NCHER

Teachers had myriads of opinion regarding the recommendations. Some of the recommendations have got variety of opinions.

Regarding the dimension 'Distance and disconnect between Research bodies and Universities', almost all the teachers agree with the recommendations 'All universities must be teaching cum research universities'(92%), 'Researchers should get teaching opportunities in universities'(93.2%), and 'IITs and IIMs should given individual freedom' (99%). But nearly one-third of the teachers disagreed with the recommendation 'No single discipline or specialized universities should be created'.

Thirty percent teachers disapprove to the recommendation that all universities should have under graduate programmes and all teachers in universities must teach at the under graduate level, which comes under the dimension 'Architecture of Learning'. They opined that if such a system

comes, university teachers can refresh their basics, but they have to go down to the level of the students. They should be aware of the techniques of teaching under graduates. Also their valuable time for extension works will be lessened. For the students, it will be beneficial as it is the age when their educational aspiration will be high, but the calm atmosphere of universities, where studies are done, will be gone.

Under the dimension 'Structure, Expansion and Access' a total of 26.8 percent teachers disagree with the decision of foreign universities coming to India arguing that our studies are culture-based and it will affect our culture, moreover it will lead to commercialization and not quality enhancement. Because of good infrastructural facilities that they provide, the best brains of upper class and middle class may select such universities. But a majority of teachers (72.8 percent) argue that coming of foreign universities will lead to competition among universities, which will increase the quality of education, education will become more systematic, as our best brains will get opportunity to go abroad.

To the recommendation of student assessment of teachers (coming under the dimension Structure, Expansion and Access) a vast majority (97.6 percent) approves it stating that it is an ideal thing,

students are the best authority who can judge their teacher. Also teacher can understand the students' need and improve himself, whereas some believe that the assessment may get biased sometimes. But almost half percent of the teachers strongly disagree to the notion that teachers whose feedback record remains poor, in successive years, should face formal procedures and even shunned by the universities.

Regarding the coming of NCHER, under dimension 'Governance and Autonomy' some of them are not sure, but majority agree, and others opine that it will be like adding one more corrupted body to the existing corrupted bodies. They said that since each statutory body has its own objectives, bringing the regulatory bodies governing technical, professional, arts and science colleges etc. will deviate from its focus areas. Moreover the centre will interfere unwantedly with the authority of state government which is unconstitutional as education comes under concurrent list.

The findings of this study will be of interest to the authorities concerned with Yash Pal Committee and may help the authorities to improve the quality of higher education and to rectify the defects that has crept into the system.

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