

It is a basic premise of all serious writing on higher education that the teacher represents the heart of the academic universe. Whether it is the communication of existing knowledge or the extension of the frontiers of knowledge, it is a university's body of teachers which bears the burden of its primary functions. Commission after commission has been set up under one luminary or another... Radhakrishnan, Kothari, Sen, but only their negative recommendations have been chosen for immediate implementation by government while the positive ones have been rejected or postponed indefinitely. The cumulative effect of such a policy has been draconian.

Each such commission has emphasised the imperative need to attract a fair proportion of the country's talent into the teaching profession. But how have we gone about this task? We have kept raising the entrance qualifications without enhancing the corresponding rewards. We have encouraged a demand for research degrees without assuming the burden or providing research facilities and fellowships on a national scale. This approach has already driven many dynamic young men and women away from teaching into alternative avenues. Any profession needs stability of service conditions if it is to attract talent. Such stability has been conspicuous by its absence in the case of teaching.

What the profession has needed desperately is a stable wage policy which defines a respectable minimum wage for teachers throughout the country but is flexible enough to allow for variations from university to university. At the present rate, it would take the country another 50 years at least before there is an infrastructure for large scale research in every field. What we really need is a system which permits two channels of promotion, the first on the basis of satisfactory teaching over a given span of time, and the second, an

accelerated one, on the basis of significant research. This would restore to teaching its centrality in the profession and will also give continuing research the recognition which it has lacked.

Further, in order to improve its performance, the profession needs certain basic facilities. One is unable to see why in India we have to deny our teachers a desk and a chair and office space which the lowest functionary in the bureaucracy can call his own. Academics also needs grants for books and journals, for xeroxing and typing, for study travel and for teaching and study aids if they are to raise the quality of teaching and research.

If we want the teaching profession to enrich the life of the nation, then we have to learn to cherish it more by honouring the living teacher than by celebrating rituals such as Teachers' Day. Freedom is the prime condition of full life and if we wish to help an organisation flourish, we can do so best by assuring it the sustenance it needs.

(471 words)

In higher education, teacher is the center of academics in terms of communicating and increasing knowledge. In this regard, multiple commissions have been set up by government, but only their selective recommendations have been implemented. Each commission recommended to take measures to attract talented youth towards teaching profession. In response, government repeatedly increased qualification criteria without increasing rewards. No research support and fellowships are provided on national scale. It has taken youth away from teaching. In this field, no stable service and wage policy is there. At present rate, long time is needed to build up proper research infrastructure. Good teaching and sufficient research are fundamental requirements to bring honours to teaching profession. Currently, it lacks access to basic facilities like furniture, whereas to raise quality of teaching and research, the provision of special grants to teachers is necessary. In short, for growth of teaching profession, teachers must be respected and honoured.

Title: The Need of Facilitating Teachers