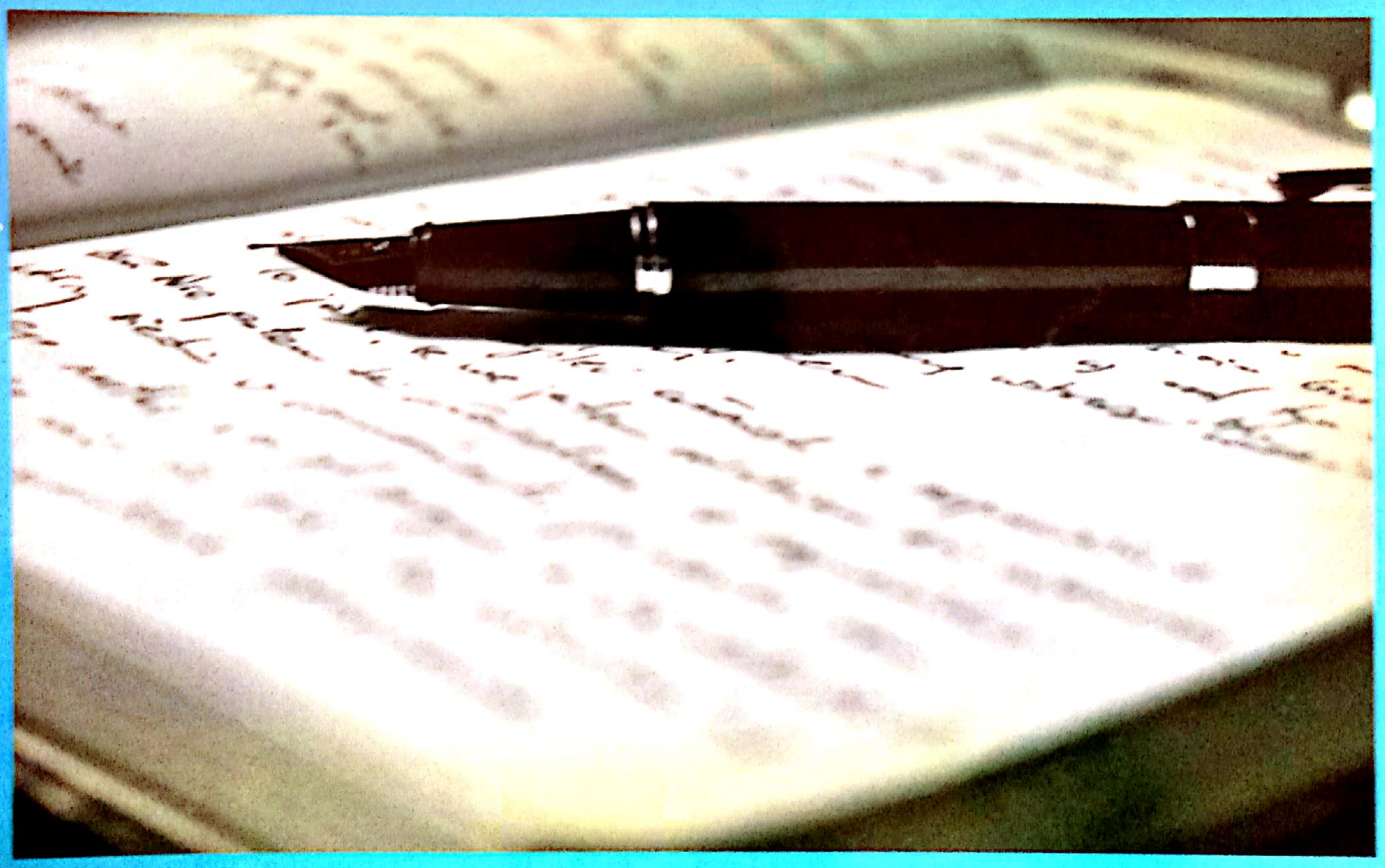
Vol-2, Issue-6 (July 2012)

ISSN:2230-7850

ISRJ

Indian Streams Research Journal



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ISRJ

INDIAN STREAMS RESEARCH JOURNAL

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ISSN NO:-2230-7850

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Indian Streams Research Journal
Volume 2, Issue. 6, July 2012
ISSN:-2230-7850

Available online at www.isrj.net

ORIGINAL ARTICLE

Teachers' Organisations and Their Role in Teachers Welfare

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Abstract:
The paper is aimed at to acquaint regarding teachers organizations and their role in teacher welfare. Teachers' organization has to play decisive role in back drop of the recent educational reforms. The role of teachers' organizations in fostering professionalism and initiating teachers into social action can hardly is overemphasized given the key position that the teacher holds in a society. The obligations which constitute the academic ethics are not the same as a comprehensive code of conduct for university teachers in all spheres of life. A working of the teachers' organizations in India reveals that they have addressed themselves to fulfilling union-type functions.

INTRODUCTION:

The 60s and 70s were difficult decades for academic profession, therefore, the tilt towards unionization. The post World War II period was marked by an increasing dependence on higher education for technological developments, research and training and as a means for solving national problems. Consequently, the latter period witnessed dramatic increases in expenditure on higher education and equally dramatic enrolment increases. The growth in size and numbers had its own set of problems while increased funds implied government interest in the affairs of the academic and demands that universities account for their activities. There was also a growing dissatisfaction with the internal operation of the universities and their increasing bureaucratization and simultaneously, alongwith a depressed academic job market, university teachers laboured under a general feeling of rapidly declining relative economic position.

ORIGIN AND DEVELOPMENT OF TEACHERS' ORGANIZATIONS IN INDIA

Teachers' organizations in India have a long history, longer than that of the trade union movement. The earliest known effort in the direction of organising' teachers in the South was the founding of the Women Teachers' Association in Madras in 1890. Five years later, the Madras Teachers' Guild, an organization representing both male and female teachers was founded. Fourteen years later, in 1909 the first federal organization known as the South India Teachers' Union was founded.

Please cite this Article as : Bijendr Pradhan , Teachers' Organisations and Their Role in Teachers Welfare : Indian Streams Research Journal (July ; 2012)

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The first efforts at organizing teachers in the North were perhaps the formation of the Non-Gazetted Education Officers' Association of Uttar Pradesh, and also of what is now the Association of the Heads of Anglo-Indian Schools in India at Allahabad in 1920. During the 1920s, the teachers' movement reached the take off stage and spread to other states and proveniences.

OBJECTIVE:

The objective is as given below: (1) Promote their members' interests through activities such as political and social action, collective bargaining, publication, conferences and training. (2) They foster the welfare and security of their members. (3) Facilitate information exchange and generate and promote codes of conduct. (4) Provide an opportunity for teachers to participate in the affairs of the profession. (5) To it as liaison between teachers and government.

Teachers' organizations vary in terms of their membership, internal governance, goals and activities, and effects. These variations are found among nations, among organizations within nations, and over time within individual organizations.

TEACHERS' ORGANIZATIONS AND PROFESSIONAL ASSOCIATIONS

Teaching got its legitimate status as a profession in the landmark work of A.M. Carr-Saunders and P.A. Wilson, (1933), which identified sixteen professions including teaching. Most of the teachers' organizations in India are regional or institutional in nature. In higher education these organizations mainly function at an affiliated college and/or university levels. The examples of this kind are Delhi University Teachers' Association (DUTA), Baroda University Teachers Association (BUTA) etc.

The credit for bringing together, at the national level, teachers of all grades and categories goes to Shri D.P. Khattry and Professor P. Seshadri. The former founded the All India Federation of Teachers' Association (renamed in 1933 as the All India Federation of Educational Association). Since Independence, there has been a phenomenal growth of teachers' organizations in the country. There are also numerous local organizations. The AIFUCTO and FEDCUTA are the only organizations of University and College teachers at the national level. AIFUCTO has been in existence for over a decade now and claims a membership of more than one lakh teachers through its affiliated organizations. Among the more powerful organizations of university and college teachers, are the West Bengal University and College Teachers' Association, the Delhi University Teachers' Association, the All Orissa Teachers' Association, the Bombay University Teachers' Union, and the All Kerala Private College Teachers' Association. On the other hand, we find a number of teachers' organizations which are formed on the basis of commonality among the members with regard to their disciplines. The examples of these are All India Science Teachers Association, All India Association for Educational technology, All India Association of teacher Educators, All India Association of Educational Researchers, etc. These associations are mainly formed with a view to promoting a particular discipline or some related discipline. These organizations do not fight for the economic benefits of their members. Their major thrust is professional development of their peers.

ROLE OF TEACHERS' ORGANIZATIONS:

In a democratic society, various professional organizations owe responsibility of contributing dynamism, growth and excellence in their respective professions. Teachers' organizations are no exception in this regard. They assume a greater role in nation building process because teachers participate in shaping the quality of human material which is basic to any concept of national development and social growth. Through their research and critical studies on a wide range of problems they contribute to the national capacity to tackle these problems. They are responsible for the professional growth of their members. They can act as a liaison between the world of knowledge and that of its utilization. In other words, they bring the academic community to the doorsteps of the larger society.

The Education Commission (1964-66) conceived of the role of the teachers' organizations as a very important input in the professionalization of teaching. It enunciated the following functions of teachers' organizations.

i)to secure for their members, individually and collectively, their rightful status – social, economic and professional;
ii)to safeguard their professional interests and secure satisfactory conditions of work and service;
iii)to secure the professional growth of teachers through refresher courses, seminars, publications, library service and research;

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iv)to work for the improvement of education in response to the challenge of the ever-changing socio-economic situation;
v)to improve the teaching of subjects through the establishment of subject teachers' associations and
vi)to establish a professional code of conduct for teachers to ensure that it is followed by members.

The National Policy on Education (1986), highlighting the role of teachers' organizations states that teachers associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers could prepare a code of professional ethics for teachers and see to its observance.

It may be concluded that the teachers' organizations in India have been more effective in expressing their demands and rights as compared to their role in furthering professionalism and intervening in social change. This is because of their lack of representation in statutorily constituted bodies, and the lack of acquaint representation in influential social bodies in which, if represented, they could have created the necessary conditions for professional development. In the present scenario the role of teachers' organization has become very decisive for the welfare of teachers. Teacher organizations have to act buffer against the hegemonious attitude of management and government which is the need of time. It is basically strength of teachers.

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