

## Teacher's Organizations and their Role in Teacher's Welfare

Shabina Dhuria

Department of Computer Science, DAV College, Sector-10, Chandigarh  
shabinadhuria@gmail.com

### 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 has overemphasized and given the key position that the teacher holds in a society. These reaffirm the faith in upholding the cause of Teacher's dignity, Right and excellence in academic and research. Without restoring to pointless polemics, verbal excess and blame-game, these reaffirm the commitments to address the long pending and crucial issues as harassment and humiliation of teachers. 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

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 role of the teachers' organizations is considered as a very important input by the Education Commission (1964-66) in the professionalization of teaching. It enunciated the below mentioned functions of teachers' organizations:

- To secure organizations members, individually and collectively and their equitable status: social, economic and professional;
- To preserve their professional interests and secure acceptable environment of work and service;
- To make safe the professional growth of teachers all the way through research, publications, refresher courses, seminars, and library services;



- To work for the advancement of education in response to the challenge of the ever-changing socio-economic circumstances;
- To improve the lessons of subjects in the course by the establishment of subject teachers' associations;
- To ascertain a professional code of conduct for teachers to make sure that it is followed by members.

To uphold effectual learning and enable teachers to contemplate on their tasks, congenial working surroundings and professional organization of teachers could play a vital role.

### **Basis of Formation of Teacher's Organization**

- **ACADEMICALLY ORIENTED TEACHERS ORGANIZATIONS:** These organizations are mainly concerned with curriculum improvement, leadership development, research and publication of materials needed by experts in the field. Information of membership and publication lists is maintained by having the records of the national head quarters or in many cases through local and state contacts.
- **SPECIAL EDUCATION ORGANIZATION:** These organizations participate in activities other than teaching academic classes. Many subjects' material and stuff depends on these specialty groups for the services and resources provided by it.
- **HONORARY TEACHER ORGANIZATIONS:** These organizations exist almost for every area and having specialty of the curriculum. It is also known as recognition organizations.
- **SERVICE AND HONOUR TEACHER ORGANIZATION:** These organizations are related to teacher's own professional welfare. The service and honor society generally appeal to those with a more philanthropic attitude. Interestingly, those groups are growing again probably because teachers have found that they cannot accomplish what they wish on their own. Teachers are finding their political wings and discovering that in order to be an effective teacher, they have to unify their efforts.

### **Objectives of Professional Teacher Organizations**

- To acquire associations of teachers into relations of mutual assistances and cooperation.
- To attain for teachers all the privileges to which they are entitled.
- To raise the standards of teaching profession by securing the situations necessary to the best professional service.
- To support the welfare of the children of the nation by providing with time improved educational opportunity.

- To promote a democratization of the colleges / institutes / departments as well facilitate them better to provide their pupils to take their places in the industrial, social and political life of the community.
- To fight for all forms of racial discrimination in education.

### **Major Priorities of Professional Teacher Organizations**

The organizations of the teachers are broadly representative of the professionalism and give teachers the legal right to do at least the following:

- Formulate and implement policy decisions related to initial licensure and highly developed credentialing of all educational professional.
- Find out, accept and enforce accreditation standards for initial graduate and in-service teacher education.
- Develop and agree to principles and regulations of procedure in accordance with recognized concepts of due process.
- Enforce standards of teaching practice and ethical conduct.

### **Role of Teacher's Organization towards teacher Accountability**

- **NEW EMPHASIS ON LEARNING:** Teaching without learning and learning without teaching is not possible. There is a drastic change in quality of educational institutes or colleges. The professional teacher organizations must make provision of resource teachers, equipment and adequate space. This will lead to a second bi-product of accountability.
- **NEW COMMITMENT:** Primarily there was the demand for more financial allocation. This revised commitment may be called “the principle of equity of results”. In this context the teacher organizations uphold the standard and lead to materialize the calls for “every man’s right to read”.
- **NEW CAPITAL:** The investment of small amounts of venture capital, administered in ways that call out the maximum staff involvement, together with an outside audit of results has been shown to be very effective. The professional organizations take care of their morale.
- **PERFORMANCE STANDARDS:** Accountability triggers wide spread use of behavioral or performance objectives. Educators must make maximum use of the individual parts that tell what the change in the whole has been. Programme planning and budgeting as per decision of the professional organization, the budgets for each individual college / institute / department needs to be submitted with the authorities after the cost benefit analysis.
- **GUIDANCE SERVICES FOR STUDENTS:** The ill effects of unscientific view leads to lots of problems like decreased interest and concentration in studies and co-curricular activities, examination phobia, anxiety, panic and extremely depressed reactions. Among women students many misconceptions, doubts and fear are associated with different normal biological functioning like menstruation,



sexual relationships, pregnancy, breast feeding and menopause. The professional teacher organizations need to work globally to search for a technique of guidance.

### **Teacher's Organizations and Professional Associations**

Teaching got its legitimate status as a profession in the landmark work which recognized 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 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 lakhs of teachers through its affiliated organizations. Among the more powerful organizations of university and college teachers, are Delhi University Teachers' Association (DUTA), Baroda University Teachers Association (BUTA), Panjab University Teacher's association (PUTA), Kurukshetra University Teacher's association (KUTA), West Bengal University and College Teachers' Association, the Delhi University Teachers' Association, Orissa Teachers' Association, Bombay University Teachers' Union, and Kerala Private College Teachers' Association and many more. 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.

### **Conclusion**

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 hegemonies attitude of management and government which is the need of time. It is basically strength of teachers. 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.



**References**

Darland, D. D., National Education Association. Policy Statements for Nea, Washington, D.C.

Encyclopedia of Association, Vol. I, National Organizations of United States, 6th Edition, Gale Research Co., 1970.

Koerner, J. D., Who Controls American Education? A Guide for Layman, Boston, Bacon Press, 1968.

UNESCO, Teachers: The Treasure With In, Report to UNESCO of the International Commission on Education for the Twenty First Century, Paris, UNESCO, 1996.

Walia, K. Competency And Quality Based Teacher Education at the Elementary Stage, Journal of Indian Education, Vol. XXIII, No. 1, 1997.

Khokhar, S., Chirag. Role of Teachers Organization towards Teacher Accountability, Asian Journal of Multidimensional Research Vol.1 Issue 4, September 2012.

