Introduction

The academic ethos and teaching profession have come a long way since the time when there were no universities but only learned men seeking reliable and fundamental knowledge. We have examined earlier that societies have changed and with them universities have changed too. The obligations of the teachers in the form of discovery, acquisition and dissemination of knowledge have not changed but the conditions in which they are to be brought into action have changed. The decades of the 60s and 70s have been particularly difficult for the academic profession the worldover and this explains to a large measure the tilt towards unionization in the profession. 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 bureaucratisation and simultaneously, along with a depressed academic job market, university teachers laboured under a general feeling of rapidly declining relative economic position. What we have discussed in the earlier units can be reiterated here, it can be said of the teaching profession that it is a "gentlemanly profession informed by the norms of a democratically self governing guild which is in the process of adapting itself to internal and external pressures". This unit is an attempt at analysing the role and development of teachers' organization against this backdrop. The changing attitudes of university teacher with respect to trade union activities can also be understood only in the context of developments in higher education generally.

Learning outcomes

By the end of this unit, you would be able to:
- define the meaning of 'professional organisation';
- narrate the origin and growth of teachers' organisations;
- discuss the role of teachers' organisations in the promotion of professionalism; and
- evaluate the role of teachers' organisations as a pressure group in representing teachers' causes and interests.

Teachers' organisations

Teaching got its legitimate status as a profession in the landmark work of A.M. Carr-Saunders and P.A. Wilson, (1933), who identified sixteen professions including teaching. Teaching is, as we can recall from an earlier discussion, based on a body of knowledge. The practitioners of teaching pass through a rigorous path of discipline orientation before they are brought into the scope of teachers' profession. They commit themselves for the cause of teaching throughout their life. They are bound by a code of conduct. Persons pursuing a profession, after assessing their occupational situation, come to associate in a 'professionally meaningful' fashion. Such professional organizations promote professionalization of the occupation by contributing towards professional identity, solidarity, autonomy and status.
Teachers' organisations are, thus formed in order to promote their members' interests through activities such as political and social action, collective bargaining, publication, conferences and training. They foster the welfare and security of their members, facilitate information exchange and generate and promote codes of conduct. Some of them even openly operate as direct pressure groups in the formulation of public policy. Teachers' organisations vary in terms of their membership, internal governance, goals and activities, and effects. These variations are found among nations, among organisations within nations, and over time within individual organisations.

The teachers' organisations provide an opportunity for teachers to participate in the affairs of the profession, serve as a liaison between teachers on the one hand and the administrators and the public, on the other, and assist in legislative campaigns has been recognized. Thus it would be difficult to exaggerate the importance of teachers' organisations for the effective functioning of teachers as professionals.

Teachers' organisations and professional associations

Most of the teachers' organisations in India are regional or institutional in nature. In higher education these organisations mainly function at affiliated college and/or university levels. The examples of this kind are Delhi University Teachers' Association (DUTA), Baroda University Teachers Association, etc. The only two teachers' organisations having a national character at present, are the All India Federation of University and College Teachers' Organisation (AIFUCTO) and the Federation of Central Universities Teachers' Associations (FEDCUTA). AIFUCTO is a much bigger organisation, and unlike FEDCUTA which only represents the Central (government) universities teachers' associations, it represents the very large number of State universities and other institutions of higher learning. The members of the organisations like these have a common work ethos, common or similar service rules, common academic objectives and common issues and views regarding their profession. On the other hand, we find a number of teachers' organisations 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 organisations do not fight for the economic benefits of their members. Their major thrust is professional development of their peers.

From the above discussion, it is apparent that one teacher may become a member of several organisations. Firstly, she is the member of teachers' organisation which maintains her service security and secondly, she is the member of those associations which look after her professional development. Although, both types of teachers' organisations exist, the former is active in raising teachers' causes and views, whereas the latter works for the professional development of teachers. In the subsequent discussion, we will discuss the role of these organisations. But let us first study the origin and evolution of teachers' organisations in India.

Origin and development of teachers' organisations in India

Teachers' organisations 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 organisation representing both male and female teachers was founded. Fourteen years later, in 1909 the first federal organisation known as the South India Teachers' Union was founded.

The first efforts at organising teachers in the North were perhaps the formation of the Non-Gazetted Educational 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.
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The Uttar Pradesh Secondary Education Association and the Uttar Pardesh Adhyapak Mandal were founded in 1921. During the 1920s, the teachers' movement reached the take off stage and spread to other States and provinces. Among the important organisations that came to be established during this period, mention may be made of the All Bengal Teachers' Association, Bihar Vernacular Association, Bihar and Orissa Secondary Teachers' Association, Central Provinces and Berar Teachers' Association, Bombay Presidency High School Headmasters' Conference, and Baroda Secondary Teachers' Association.

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' organisations in the country. There are also numerous local organisations. The AIFUCTO and FEDCUTA are the only organisations 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 organisations. Among the more powerful organisations 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 Keraia Private College Teachers' Association.

After having an idea about the concept, origin and development of teachers' organisations, we will now examine the role of teachers' organisations.

Role of teachers' organisations

In a democratic society, various professional organisations owe responsibility of contributing dynamism, growth and excellence in their respective professions. Teachers organisations 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' organisations as a very important input in the professionalisation of teaching. It enunciated the following functions of teachers' organisations.

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;

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' organisations 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. The Programme of Action document (November, 1986) which followed the National Policy on Education reemphasises that "strong, unified and responsible teachers' associations are necessary for the protection of the dignity and rights of teachers as also for ensuring proper professional conduct of teachers. It is advisable to encourage development of such associations. Professional associations of teachers should be encouraged to develop awareness of teachers towards their professional growth and development. It is necessary to stress the need for democratic functioning of all organisations in the absence of which they tend to break into small groups and their credibility and capacity to serve the cause suffers", (NPE, 1986: 23.10)

Review of the working of teachers' organisations in India

A review of the working of teachers' organisations in India may not be out of place here, since on the basis of the performance of teachers' organisations, we can contemplate the future role of such organisations.

Since the Education Commission's Report, there have been some studies regarding the role played by various teachers' organisations in India. These studies (NCTE-I, 1983, for instance) reveal that:

i) There is a multiplicity of professional organisations in India. This is due to factors like diverse managements, class consciousness, sectional interest, faction fights, group rivalries, ideological differences among the teachers, administrative divisions in the States, regional heterogeneities and elections to the legislative councils through the teachers constituencies.

ii) The major, and normally, the common objectives these organisations are promoting socio-economic status of the teachers, improving their professional competence and securing for them participatory status in the formulation of educational policies and educational administration.

iii) In the economic field they were successful in getting the salary scales of teachers improved, in achieving parity between government and non-government teachers in the matter of salary, DA, and other allowances, and in securing better security of service for non-government school teachers.

iv) The growth of professional organisation of teachers in India, the United States and the United Kingdom has, however, followed a similar pattern. Initially they had the sole concern for academic excellence but they gradually drifted towards trade unionism.

v) Even though the teachers' organisations have not acquired the status of professional consultants, they do influence the formulation of the educational policies and programmes by unilateral expression of their views. Such organisations in the United States and United Kingdom are not only consulted but are also involved in the process of evolving educational policies. In these countries their participation is ensured through statutorily constituted machineries. The impact of our teachers' organisations on educational planning is, in contrast, very limited.

From the discussion above it is clear that the teachers' organisations 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 adequate representation in influential social bodies in which, if represented, they could have created the necessary conditions for professional development.
Role of teachers' organisations in fostering professionalism

As pointed out earlier, the three major functions of teachers' organisations are:

- Fostering professionalism
- Organising teachers for social action
- Representing the teachers' causes and views

Let us discuss these functions at length.

One of the most important functions of teachers' organisations is to bring out professional growth of its members as well as the teaching community at large, so that education as a whole flourishes. It is pertinent to mention here about the National Commission on Teachers I (1983). The Commission had collected opinions of different teachers' organisations at secondary and primary stages in India regarding their activities for professional growth of member teachers. Some of the activities mentioned by them were:

- organise seminars and symposia,
- run orientation and inservice courses,
- form subject teacher associations,
- help teachers in conducting examinations,
- run regular training courses for teachers once in two years,
publication of a monthly paper like Madhya Pradesh Shikshak Samachar; monthly Adhyapaka-Lokam by teachers association in Kerala,

- provide literature on academic matters of larger interest
- form academic council,
- publish a monthly souvenir,
- conduct research work,
- organize special seminars and meetings to enforce code of conduct among its members.

The teachers organizations at higher education level need to emphasize the following:

- raise the standards of research creating conducive environment for research,
- organize seminars, symposia, debates and workshops, to improve teaching/education,
- form subject teacher association to strengthen various disciplines,
- form interdisciplinary association to exchange views and opinions,
- invite experts from different disciplines to address the teaching community on innovations and new developments,
- help in the curriculum development, conduct of examinations and evaluation,
- publish monthly journal, papers and newsletters evolve a code of conduct or professional ethics for its members and the academic community to follow.

One of the most important dimensions of promoting professional growth is evolving a code of conduct. Let us, now, discuss the need and contents of code of conduct or professional ethics.

**Need for a code of conduct**

If teaching is a profession then it has to lay down its norms of behaviour for teachers and also devise its own ways to guarantee that these norms are followed. This, as we have discussed in a previous unit (13), is implicit in the definition of a profession. Service rules are but a poor substitute for such self-accepted and self-imposed norms.

Every profession is accountable. It is accountable to society. Academic freedom bestowed upon teachers is premised upon the societal responsibility that their profession carries. Their job involves dispassionate search for truth and its transmission and application as recorded knowledge. They are a model to their clients - namely the students - who are highly impressionable. They have to discharge this responsibility through wise yet stern self-discipline. The public image and standing of the teaching profession will improve if its responsibilities are honestly discharged.

**Framing of the code**

The NCT devoted considerable attention to the professional ethics and values of the academic community. Its survey covered not only the values that university and college teachers cherish but also those they ought to uphold but do not. The NCT urged teachers to 'scrutinize their own value system' and impose severe restrictions on themselves so as to raise the profession to "the highest moral level" and earn "the most honourable place" in society (NCT, 1985, pp 55-65).

Ideally, as in any profession, the enforcement of a code of ethics among, teachers should be undertaken by their professional organizations. The AIFUCTO does not exercise any authority, moral or otherwise over the members of the profession as regards their
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professional conduct. In 1976, it adopted a “note” in this regard though it made the observance of this code contingent in the creation of congenial condition and incorporation of a section on the rights of the teachers (UGC, 1986, App. 3).

While framing the code of professional ethics, the All India Federation of University and College Teachers Organisation (AIFUCTO) in its meeting held in Calcutta in November 1976, considered the following:

i) The code of professional ethics is not another set of service conduct rules. Rather, it is such that, while framing service conduct rules, authorities should refer to it. Service conduct rules should so framed as would enable the teachers to properly observe the code. It should be sufficiently broad and its prescriptions should not be legally enforceable; but it should act as a source of constant reference for teachers themselves. It should be morally binding upon the teaching community.

ii) The code should always be framed with adequate consultation with teachers’ organizations and it should be basically self-imposed for betterment of education and profession.

iii) The code should be framed by the academic authorities, namely, the UGC, in consultation with the universities.

iv) The code should cover the relations of teachers vis-a-vis the other components of the society with whom they come in contact while discharging their professional responsibilities.

v) The code will itself have a reference point which is the national goal of education and the basic requirements of teacher much of which we take from our National Policy of Education as accepted by the Parliament.

vi) The code should also contain a section on rights of teachers since in more senses than one, rights and responsibilities are inalienable.

**Code of professional ethics proposed by the AIFUCTO**

The All India Federation of University and College Teachers Organisations (AIFUCTO) proposed a code for commitment to professional ideals and career in teaching. Let us examine this code of ethics.

**Teachers and their responsibilities**

Whoever adopts teaching as a profession assumes the obligation to conduct himself or herself in accordance with the ideals of the profession. A teacher is constantly under the vigilant eyes not only of his or her students but also of society at large. Therefore, every teacher should see that there is no incompatibility between her precepts and practices. The national ideals of education which have already been set forth and which she seeks to inculcate among students must be her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition. Teachers therefore should: a) adhere to a responsible pattern of conduct and demeanour expected of them by the community; b) manage their private affairs in a manner consistent with the dignity of the profession; c) seek to make professional growth a continuous process through study, research, travel and participation at professional meetings, seminars, conferences etc.; d) maintain active membership of professional organisations and strive to improve education and profession through them; e) perform their duties in the form of teaching, tutorial, practical and seminar work conscientiously and with dedication and integrity f) co-operate and assist in carrying out functions relating to the educational responsibilities of the college and the university such as, assisting in appraising applications for admission, advising and counseling students as well as assisting in the conduct of university and college examination, including supervision, invigilation and evaluation; g) participate in co-curricular activities including community service.
A further cut in the research funds, Professor; because we have not shown much in the way of results. (Courtesy: R.K. Laxman).

Teachers and the students

It seems unexceptional that teachers should a) respect the right and dignity of the student in expressing her opinion; b) deal justly and impartially with students regardless of their religions, caste, political, economic, social and physical characteristics; c) recognize the difference in aptitude and capabilities among students and strive to meet their individual needs; d) encourage students to improve their attainments, develop their personalities and attend to community welfare; e) inculcate among students a scientific outlook and respect for physical labour and ideals of democracy and peace; f) be affectionate to the students and not behave in a vindictive manner towards any of them for any reason, g) assess most of students on their attainment; students must be assessed with utmost objectivity and integrity, h) make themselves available to the students even beyond their class hours and help and guide students without consideration of remuneration or reward; i) aid students to develop an understanding of our national heritage and national goals and j) refrain from inciting students against other students, against colleagues or administration. (This however should not interfere with the right of teachers to freely express any difference on principle in seminars, meetings or other places where students also may be present.)

Teachers and colleagues

It also seems most fair and natural that teachers should a) treat other members of the profession in the same manner as they themselves wish to be treated; b) speak respectfully of other teachers and render assistance for professional betterment; c) refrain from lodging secret complaints against colleagues to higher authorities; d) refrain from raising questions of caste, creed, religion, race or sex in their relationship with their colleagues or trying to use the same for improvement of their prospects.

Teachers and authorities

As employees teachers should a) discharge their professional responsibilities according to existing rules, and at the same time they may undertake the responsibility to initiate moves and conduct movements through professional organisations for change of any existing rule detrimental to professional interest; b) conduct professional business through proper channels; c) refrain from undertaking any gainful employment or commitment which is likely to interfere with their professional responsibilities or which may impair their standing with students, their associations and/or the community; d) co-operate in the formulation of policies of the institutions by accepting various offices and discharge responsibilities which such offices may demand; e) co-operate through their organisation.
in the formulation of policies of the institutions and accept offices; f) co-operate with the authorities for the betterment of institutions keeping in view the interest and in conformity with dignity of the profession; g) should adhere to the conditions of contract until (1) service thereunder has been performed (2) the contract has been terminated by mutual consent; or (3) the contract has otherwise been legally terminated; h) give and expect due notice before a change of position is made; and i) refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedules.

Teachers and non-teaching staff

(i) Teachers should treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution (ii) Teachers should help joint staff-councils covering both teachers and the non-teaching staff

Teachers and guardians

Teachers should a) try to see through teacher’s bodies and organisations that institutions maintain contact with the guardians of their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings covered for the purpose for mutual exchange of ideas and for the benefit of the institution.

Teachers’ organizations, have a great role in fostering professionalism among their members and the teaching community based on a set of natural and moral principles which may be called professional ethics. Most of the universities however have ignored this code. Even those universities that have implemented this code in principle are not enforcing it in practice either due to administrative inertia of the fear of agitation by teachers. Given the inability of universities to enforce such a code, there have been cases of High Court imposing financial liability on universities in the form of damages for negligence arising from acts of omission or commission by their teaching or non-teaching staff. Some universities have also been directed to take action against erring employees (Agrawala, 1992).

Self - assessment

3. Write a short note on the role of teachers’ organizations in fostering professionalism.

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4. In the light of your experiences as a teacher, discuss the contents of the code of ethics proposed by the AIFUCTO.

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Teachers’ organisations as pressure group

Teachers’ organisations as pressure or interest groups perceive “interests” as prospective advantages or benefits which would accrue to individual teachers under certain conditions. These benefits are usually understood as pecuniary benefits and physical conveniences.
Members of the academic profession like all other members of society have interests. They are interested in having the highest possible salaries, the most congenial working conditions, appropriate social status, etc. How are these interests to be dealt with in the light of the obligations of the academic profession? "Interests" are often in conflict with "obligations". Should interests override obligations? Is there always a conflict between obligations and interests, and if there is how can a way be found which assuages this conflict? These are some of the important questions that the organisations of teachers ought to be addressing themselves to. In this section, however we are concerning ourselves with the "interests" of the academia as perceived by teacher's organisations.

**Salary**

Salary is one of the most vital aspects which has drawn the attention of teachers' organisations. By and large, they are all one in advocating higher scale of pay, emoluments and other benefits to teachers as compared with other Central Government employees. There have been major revision of pay scales during the last two decades, first, in 1987 (following the Mehrotra Committee Report) and the latest only in 1998 (following the Rastogi Committee Report). Both these revisions were preceded and followed by agitations and negotiations. The pay package set forth by the UGC in 1998 was effective from January 1996. Parity with select categories of government employees has always been a crucial issue at the time of pay-revision. A careful analysis of the Rastogi Committee Report, on which new pay scales are structured, reveals that teachers have at best marginal parity with Central Services Group B officers (Kumar, & Raina, 1997).

While UGC pay package has been accepted in principle all over the country, there are significant variations in its implementation by different States. This was due to the authority vested in the State Governments to alter pay scales and to schedule their implementation. Thus the gross salary of different categories of teachers in terms of their institutional affiliation varies across the country. In other words, though the new pay scales have been introduced, the teachers cannot take the security of their salaries for granted.

**Career advancement**

In addition to the new pay package, the UGC has incorporated a career advancement scheme based on the professional development scheme. Unlike "promotion" career advancement theoretically at least, is not automatic. The cases of teachers seeking career advancement are processed through selection committees that are generally constituted for direct selection of candidates. Consistently satisfactory performance appraisal reports are a prerequisite for advancement from one level to another. Participation in orientation and refresher courses, publication of books and articles, attendance at seminars and conferences, a good record in teaching, contribution to educational innovation and curriculum development, enhancement of the corporate life of the institution, engagement in extension and field outreach activities and so on are given due credit. While this scheme is well thought out its effective implementation cannot be taken for granted. (Jayaram, : 225)

**Workload**

The new pay package also prescribed the number of teaching days and the workload of teachers (UGC (1998) 13, 14) A minimum of 180 "actual teaching days" in a year has been stipulated for universities and college. The workload of teachers in full employment has been fixed at not less than 40 hours a week for 30 working weeks (180 teaching days) in an academic year. Of these a workload of 16 hours of direct teaching per week has been prescribed for Lecturers, and 14 hours per week for Readers and Professors. Professors engaged in administration, research and extension are given a remission of two hours. Furthermore, it is necessary for teachers to be available for at least five hours daily at the university/college.

This quantum of work has been more or less accepted by teachers although the reality on the ground indicates otherwise. In a study conducted by the National Institute of
Planning and Administration (NIEPA) on the work ethos in colleges found that the average number of working days were as low as 87 (Indiresan /:3 13) As late as in 2000, the Delhi University Teachers' Association (DUTA) formally recognised the problem of teacher absenteeism and decided to monitor its members for performance but as sociologist Beteille observes, “The only guarantee of regular and dependable service in their case is the internal censor of each teacher”. (2000, 86-87).

**Status**

‘Status’ is the word that usually stands for social position and prestige enjoyed by a person in society. When applied to teachers it is invested with a very wide connotation. Unless an operational definition of status is formulated, it is difficult to ensure appropriate status to the teachers. Status is a phenomenon, not of intrinsic characteristics of men or women but of social organisation and is likely to vary from society to society and to differ from one professional group to another. We can define the ‘status’ of teachers as both the standing or regard accorded to them that is evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions and other material benefits accorded to them relative to other professional groups. The central point is that considering the crucial role of higher education, salaries should be such as to make the teaching profession attractive. This will result in some of the best students wanting to become teachers. Working conditions should be such as to enable teachers to give their best to teaching, research extension and other related responsibilities. Freedom of expression particularly through scholarly work must be ensured. This could be through autonomy of universities and colleges/departments as also by legal protection of this right for individuals. Numerous recommendations already exist in all these spheres.

**Welfare**

Uniform service conditions throughout the country, medical benefits, housing facilities, provisions of loans to construct own house, family pension, free education throughout to the children of teachers and reservation of seats for admission in professional and technical courses, providing job to the dependents of teachers in case of their premature death, old age, injury invalidity and other benefits for teachers are some of the demands of welfare of the teachers in general. Abolition of private managements and provision of efficient administrative set-up to settle cases of dispute or the cases concerning welfare in the minimum possible time are, sometime pressed upon by the teachers’ organisations.

To conclude, a few observations about the working of teachers’ organisations in the Indian situation are as follows:

**Inadequate involvement of all members**

One of the most striking insights emerging out of date available on the establishment and growth of teachers’ organizations and their actual working is that these organisations are fairly strong or complete inasmuch as large percentage of potential members are actually enrolled as members, but they are not as strong in terms of the involvement of members. To begin with some members are indifferent about joining the organisations and when they do so, they are not consistently active and are sometimes only marginally involved.

**Organisation**

Teacher’s perception of the demands and achievements of their organisation and the nature of help sought by them as is revealed in the working of different organisations makes it obvious that these organisations are more effective in dealing with the immediate problems of pay or job security. This is because of the withdrawal of State funding of higher education which has led to non-implementation of UGC pay scales and service conditions including a lower ceiling for retirement. The middle class prooccupation with
economic issues of teachers, pay scales are the only issue on which they can be mobilized. On issues concerning professionalism and their contribution to social change, the teachers' organizations tend to be ignored by most authorities.

**Summary**

This unit concerns itself mainly with the growth and development of teachers' organisations which is essentially a post World War II development. The 60s and 70s were difficult decades for the academic profession therefore the tilt towards unionisation.

The role of teachers' organizations in fostering professionalism and initiating teachers into social action can hardly be 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. The unit examines, nevertheless, the need for a code of conduct and the main contents of such a code.

A working of the teachers' organizations in India reveals that they have addressed themselves to fulfilling union-type functions. They have been more effective in dealing with the immediate problems of pay or job security than with issues concerning the profession. This is because of their lack of representation in statutory decision-making bodies in which they could contribute to the democratisation of universities and the improvement of professional requirements.

**Unit-end activities**

1. Write your own experiences of being a member of a teachers' organisations. To what extent do you think are teachers' organisations affected by partisan politics, individual interests of leadership and regionalism?

2. Do you feel that the teacher representatives should be members of statutory bodies that take decisions on higher education? How in your opinion, this would make teachers' organisations more effective in contributing to professionalism and social change?

**Points for discussion**

1. Discuss the merits of involving teachers' organisations in major government policy decisions concerning education.

2. Should there be a code of conduct for teachers? Suggest the principal contents of such a code.

**Suggested readings**


AIFUCTO Papers (1976).


University, Grants Commission (UGC), (1998), UGC notification on revision of pay scales minimum qualifications for appointment of teachers in universities and colleges, for and other measures for the maintenance of standards, New Delhi: Author.
