CHAPTER-XII

SUMMARY, FINDINGS AND CONCLUSION
This thesis is a modest attempt to examine and to delve deep into the ocean of political science, so that a comprehensive analysis will be obtained. In the present political environment political parties are not able to cope with the interests and demands of various groups of people in the state and in a large country like India with a plural society no government can satisfy the interests of all groups of people at all the times. Every group has to be vocal and be active in safeguarding its own interests. It is with this firm belief that this researcher has made an effort to take up the task of studying the nature, functions and techniques besides reflecting the focus on less representation and participation of women as well as role and impact of caste in the important Teachers' Unions in his own district i.e., Krishna District. In the very first chapter, the problem of the study, the objectives and methodology are discussed bringing into light the importance and need for the study.

It is not easy to decide historically when the pressure groups did origin. Yet, it can be observed that the pressure groups have been functioning in one form or the other since the inception of organized society. Pressure groups are small associations by nature which are believed to be apolitical. These pressure groups came into existence to promote the socio-economic interests, viz., social conditions, social justice, removal of discrimination, granting of socio-economic privileges, ensuring proper working conditions, giving pecuniary benefits, etc. The ideas of well-known Indian writers like Fadia, Fartyal and Misquitta have also been briefly presented.

The origin of pressure groups had been a consequent result of miseries that were being faced by certain sects of people, who were deprived of certain rights, and were compelled to lead miserable life under oppressive dictatorial rulers. Having had suffered frustrated life for long years, their emotions suddenly burst out and started raising their voice loudly against the oppressive restrictions and started to fight for minimum rights, eventually attracting the attention of the
personnale working in various sectors and of the people of different sectors and of different sects to form into groups so that they could fight collectively to achieve their own interests.

Further, society comprises of people having various interests and of different homogenic features as well as of various sects of people. Usually people of same homogenic features and of same interests form into group, share views and woes and make collective effort to enjoy and fulfill their needs; they strive and stand collectively to protect their interests. Gradually, these groups have been transformed into pressure groups. Eventually, people of different sects living and working under similar conditions and similar socio-economic standards have also formed into separate groups of their own. Teachers’ Interest Groups are such type of Pressure Groups. In this broad conceptual view point the origin and growth of pressure group in India and Andhra Pradesh are presented. Further, the origin and growth of Teachers’ Unions which also belong to the family of pressure groups are discussed.

Education is the backbone of any democratic system. Especially primary education is the foundation for the entire educational system in the country. However, this is the most neglected area in this country. Inspite of high ideals in the Fundamental Rights and Directive Principles of the Indian Constitution, the literacy rate has not achieved remarkable mark, which constitutes in India at present 65.38 per cent only. Especially in the area of primary education, governmental efforts have been inadequate. Both in terms of its structure and functioning the primary educational system run by the government has been very weak. It is so weak that the private sector has almost shadowed the government sector in the field of primary education. The limited success, if any in the government run primary schools is only because of the commitment and the efforts of the primary school teachers. The infrastructural facilities and the
financial strength of the primary school system is diplorable compared to its private counterpart. The teachers working in these schools really reflect the spirit of the saying - Batakaleka Badipanthulu, (School teachers' job is the last resort for livelihood). However there is a silver lining in the cloud.

Ever since the dawn of Independence, various pressure groups of different sectors of people with varied interests have been working in the society for fulfillment of their respective interests. After the society has entered into the threshold of progressive development, the interests of the people have got increased and have been broadened. Consequently numerous interest groups or pressure groups have been formed. The Teachers' Interest Groups or Teachers' Unions are among those pressure groups, striving solely for the cause of teachers' welfare.

The growth and development of Teachers' Unions in India has been influenced by the educational policies and reforms that have been introduced from time to time. The reports of several commissions on education, appointed both in the pre and post independence periods have left a significant affect leading to the formation of Teachers' Unions.

The educational policies did have their influence in the growth of Teachers' Unions in India. As a result of teachers' urge to participate in the process of decision making while resoluting the structure of educational system as well as strong their desire for involvement in the formation of educational policies strengthened the functioning of their unions in India.

Another prominent factor that strongly motivated the teachers to form their own unions is their desire to better their socio-economic conditions and improve their living standards. As the awareness among teachers to protect and better their economic standards got developed to a greater extent, the teachers' unions emerged in India during the second Great War. Further, the developmental
planning formulated during the post-independence period, had created certain economic compulsions. These conditions had greatly influenced the growth of Teachers’ Unions.

The teachers rendering service under various managements had been experiencing critical conditions, and these coupled with discriminatory treatment by those managements and state governments in terms of pay scales, retirement benefits and allowances etc., led to the growth of some Teachers’ Unions. Further, the discrimination shown by the administration between gazetted and non-gazetted teachers, subject teachers and language teachers had created difference among them, had divided the teachers community into groups or factions and their unions had further contributed to the phenomenon of multiplicity of teachers’ unions.

Class consciousness within the teaching profession is another factor which influenced the teachers in different stages of education i.e., primary, secondary, collegiate and university to form different unions of their own. Even the All India Federation of Educational Association (1925), which represented the teachers working at all stages could not retain in its fold the teachers of all cadres and virtually lost its all-pervasive character. As a result the All India Primary Teachers’ Federation was established followed by the All India Secondary Teachers’ Federation. Thus class consciousness among the teachers led to the growth of separate teachers’ unions in almost all the states.

The undue involvement of different political forces in the affairs of teachers and their unions coupled with the involvement of teachers in the politics, have further added to the growth of certain teachers unions. Obviously political parties which are in opposition, support the teachers’ union in claiming their demands. If the functionaries of the unions subscribe to any political ideology, they become more susceptible to political influence.
A brief review of the existing literature at the global as well as the Indian level has been made. The wide range of topics covered by the group theorists—topics like legislation, public policies and administration, theories of organisation and leadership etc., has been touched upon. Research in group theory has been an amalgamation of studies by psychologists, sociologists, economists as well as political scientists. In fact the area has been the focus of great interdisciplinary research in social sciences. To the extent possible, attempt has been made in the touch upon eminent writers and their work. Based on their research, concrete analysis of the salient features of pressure groups, definitions given by popular encyclopedias as well as important writers like Finer, Almond, Olson and Salisbury are presented as a background to the study. Olsons’s concern about material benefits of joining a pressure group—namely income or service benefits is clearly reflected in this study about the PRTU, UTF and STU. All leaders and members have a rational choice in joining these unions. Most of them have and wish to derive tangible benefits like monetary benefits, better service conditions, satisfactory retirement benefits etc. Their rationality is reflected in the regularity and commitment in attending organizational activities, their high levels of awareness regarding administrative matters and their effort to develop an effective support system to keep up the organisation alert and agile.

Olson also mentions solidarity incentives of joining a pressure group like fun, friendship, status and prestige. This researcher feels that this proposition is also largely applicable in the case of PRTU, UTF and STU. All the members who have been interviewed expressed a great sense of solidarity and friendship that is pervading the organisation. In fact most of them spend their evenings at the local PRTU, UTF and STU offices which act as friendship clubs. And all of them take pride in being teachers and also for being members of these three unions. Organizational elections are mostly a formality but very often consensus prevails
over competition. The successful publication of their monthly journals Panchayat Raj Upadhyaya, Ikya Upadhyaya and Upadhyaya Vani continuously for the last thirty years holds a mirror to the creative abilities of the members of these three unions. The type of issues they take up in this journal are multifarious. Apart from issues related to teaching community like service conditions, pay scales etc, there are articles discussing contemporary social themes like values in education, gender, reforms in school education, text-book reforms etc. Such academic excellence can result only from thorough discussions and intellectual reflections. In the case of three selected unions Olson’s proposition sounds extremely relevant.

Salisbury refers to purposive reward derived from advancing a particular cause or ideology. In the case of selected three unions though there was no direct link with the Congress, Communist Party of Marxist (CPM) and Communist Party of India (CPI) as such, many of the state level leaders of these three unions turned out to be sympathizers of Marxist ideology and for majority of cases it was an ideological orientation only. These three unions are known to be above corruption and never resorts to unethical means to solve the problems of their members. In other words, problem solving, whether at individual or general level is considered a technical, rational activity rather than as an underhand dealing to get things done. One of the reasons why PRTU, UTF and STU are popular among many teachers is said to be their transparent and rational modes of functioning. There are a few cases of corruption by the leadership. On the other hand the leaders are all known for their tireless and self-sacrificing nature and self-discipline. This has been the observation of the researcher during the interviews as well as opinions of the members themselves. There after, the Indian scenario in terms of research in the area of pressure groups also has been reviewed.
It is unfortunate to state that contemporary society is fraught with casteism, factionalism and regionalism. Of these three social evils, the casteism is the most threatening which damages the integrity of the society. This evil has also viciously spread into the Teachers' Unions. There is another feeble factor in the society, that is, gender discrimination. Women who constitute nearly fifty percent of the population do constitute remarkable percentage in the teaching community, but their representation and participation in the union activities are negligible. Hence, in this regard an effort has been made to study the impact of the caste on Teachers' Unions and the causes for the inconsiderable and inactive representation and participation of women in the activities of Teachers' Unions.

The prominent teachers' unions, namely the PRTU, the UTF and the STU have been playing a key-role in upholding the self-respect of the teachers and voicing out their grievances through an organized effort.

A thorough examination of the structure and the functions of the selected teachers' unions is the main objective of this study. Perusal of the important official documents in the library and interviewed with randomly selected respondents have helped in analyzing the activities of the unions and the mind-set of the leaders and the members.

These three major Teachers' Union functioning in Krishna District together have a total membership of 15,874 teachers. Of the three unions, the UTF occupies first place in membership potential, with 8,174 members, and the PRTU follows it in second place with 4,500 members, while STU comes at third place with 3,200 members. All these three groups make strenuous efforts to achieve their demands and work to extract needed benefits from the government. In view of assessing the functioning of these three unions, their profiles are examined.
To acquire comprehensive understanding and obtain indepth analysis the Krishna district in Andhra Pradesh has been selected as sample. For a clear information, particulars of strength of pupils in all Primary and High Schools along with the strength of teachers imparting education in all those institutions have also been taken into account.

To evaluate the functioning and assess the performance of the teachers’ unions, study is made on these three popular unions, working in the Krishna District are selected as samples. For a comprehensive analysis the techniques adopted by the unions to get their problems solved, the impact of caste on Teachers’ Unions and the reasons for the least participation of women in the activities of the unions are studied, besides the consideration of the Teachers’ Unions as pressure groups are interpreted in the preview of the following objectives.

12.1 OBJECTIVES OF THE STUDY:

➢ To study the role of selective factors (caste and gender) in selected Teachers’ Unions.
➢ To examine the extent of the application of pressure group techniques used by selected Teachers’ Unions.
➢ To make a comparative study of the three Teachers’ Unions as pressure groups.

12.2 FINDINGS:

To make an indepth investigation into the functions of the Teachers’ Unions, to examine the techniques employed by the Teachers’ Unions in the process of solving their problems, to estimate the impact and influence of caste in Teachers’ Unions and to observe the reasons behind the least representation of
women in Teachers' Unions, the sample respondents (members) are asked certain pre-designed questions. The findings derived from their responses are given here under.

- Interpreting caste-wise distribution, the forward caste forms major chunk in the sample unions while the backward caste occupy second position in the respect of size of membership in the unions. There is wide gap between the membership size of Scheduled Caste, which constitute less than 20 per cent and of the Forward Castes (F.Cs) and BCs, while it is quite negligible of the STs.
- It is observed during personal observation and from the responses of the members, there is the influence and impact of caste in one way or the other and in one form or the other in the teachers' unions, which sometimes plays dominating role.
- Caste shows its impact and influence on the members at executive levels also, and dominants in respect of leadership. Despite that, dedication, sincerity, honesty and industry of the leaders besides their presence of mind and updated and advanced knowledge are always highly respected and honoured at all levels.
- The membership of women in teachers' unions is not in proportionate to their total size. Their membership is less than fifty percent in the general membership and it is quite negligible at executive levels and their participation in the activities of unions is nominal and inactive.
- In the sample area, the proportionate share of women in the unions is less than that of at state level. But, surprisingly to observe the number of women in teaching community is at remarkable level, which is expected to increase further more.
- As the women are busy with their domestic duties for which they are traditionally bound besides their professional duties, their participation in
the activities of the unions as executives at mandal, district and state levels is quite negligible and inactive. Their busy schedule does not permit them with free time to concentrate the activities of the unions. So, they are not completely aware of the activities of the union and do not have comprehensive understanding about them.

- Many a teacher has been facing problems in terms of service conditions, transfers and the deprival of promotions.
- Teachers will discuss their problems at meetings and the problem related to service conditions is the major one.
- There is no other source or way for the teachers to get their problems solved except through the teachers' union. However, there are other ways, but they are mentioned by negligible percentages of members except the way of political leaders, which is mentioned by a considerable percentage of members.
- Teachers' Unions employ different techniques in the process of solving their problems. Of them the predominant one which is mentioned by majority of the members, is to solve their problems through discussions. However, it also depends on the issue and severity of the problem.
- Since, the foremost aim and objective of the unions is to strive for the cause of teachers' welfare and prosperity, the teachers could render their honest and dedicated service to the society through improving literacy, the executives desire to have and maintain cordial, friendly and healthy relationship with the executives and members of other unions, and fight collectively for the common good of the teaching community. Further, the executives maintain good and smooth relationship with the superior authorities concerned.
- Majority of the sample members are in the energetic, enthusiastic and dynamic age group of 31 to 40 years, and majority of them are put in 6 to 10 years and 11 to 15 years of experience.
The duration of membership ranges from 1-5 years to 21-25 years, while majority have membership for 6 to 10 years and a considerable number of them have membership for 11 to 15 years.

According to the statements of most of the members the aims and objectives of the Teachers’ Unions are ‘to avoid exploitation and to achieve special rights as well as to solve professional problems’.

Almost all the Teachers’ Unions are affiliated to one political party or the other. But, it is the Congress Party which influences the unions most, while the CPI (M) and CPM do have influence to considerable extent. The TDP also has its influence. And there is ideological influence of the ruling party to considerable extent.

The role of teachers and their respective unions in the improvement of literacy is remarkable.

It is peculiar to observe dual membership among the members of the unions, which is quite contrary to the other pressure groups.

The teachers’ unions are a means for the leaders to enter into direct politics, since they have frequent interaction with the political leaders, parties and the government.

The MLCs have been rendering their services to voice the problems of the teachers in the legislative council and make efforts to solve the problems of the teachers.

Teachers’ agitations never show any impact on society or disturb and affect the public life. In no way they effect usual societal life. Hence, the government pays no attention on the agitations of teachers and delays to respond and will be negligible.

The major problem in the Teachers’ Unions is financial. As there is no perfect and regular annual audit, the funds of the unions may be misappropriated.
• There observed, internal disputes and factionalism in the Teachers' Unions. This leads to delay in getting their problems solved.

• Other unions and associations of Lorry Owners, Mazdoor union and various unions of Road Transport Corporation (R.T.C.) are formed with their own peculiar ideologies. The nature of their work and problems differ. Hence, they cannot join together on any purpose at any situation. But the Teachers' Unions differ one from another in matters, they are simple and delicate and their ultimate goal is the common good of teachers. So, if any serious problem occurs all the unions of teachers join together, form Joint Action Committee and fight collectively to get their problem solved. Moreover, as they are of noble profession, their minds and thoughts will be broad.

• It is worrying to find that the teachers belonging to lower castes are indifferent to improve their positions higher than the mandal level. There is no encouragement for them from higher levels.

• It is observed that majority of members subscribed dual membership are women teachers. It is understood that they feel that either of the groups would respond and act immediately for their problems. With this notion many of the women teachers subscribe dual membership.

12.3 SUGGESTIONS:

➢ As majority of the teachers are in the energetic and dynamic age groups, they should be encouraged and their sincere and dedicated services should be utilized. They should be provided with required benefits and facilities. Problems leading to frustration should be solved and prevented.

➢ As there are also considerable number of teachers who put in more than 20 years of service, their experience should be properly utilized, especially in making solutions and in the process of resoluting policies for the development of education and improving literacy rate.
➢ The teachers should be free from facing any kind of problems related to their profession, and exploitation in this regard should be strictly prevented. Then only teachers could concentrate, impart education to the pupils and render sincere service with dedication and free mind.

➢ It is observed that there is ideological influence of the ruling parties on the Teachers’ Unions. Such type of influence, and undue interference of political parties should be avoided, as it leads to disturbances.

➢ As the role of teachers in the improvement of literacy is very prominent, they should be encouraged with awards and rewards.

➢ As the Teachers’ Unions are a means and a way to enter into direct politics, corruption may prevail in the election of leaders. So, the teachers should be alert in this regard without giving scope to the selfish leaders.

➢ The teachers should be cautious in electing their MLCs. Only dedicated and sincere leaders should be elected MLCs as their role in solving problems is crucial.

➢ The policy makers should immediately respond to the needs of the teachers. They should solve the problems relating to the service conditions, transfers and promotions of teachers within no time, without causing the teachers get frustrated.

➢ As Teachers’ Unions are the only way for solving problems the unions should be strong enough. No room should be given to prejudices and disputes. All should work united.

➢ As the Teachers’ Unions get their problems solved through discussions with the authorities concerned and with the representatives of the governments, the teachers claims and pleas should not be neglected. Moreover, the teachers’ unrest least affects the public or society. So, many a time it is found their problems are unheeded and unattended to. Such type of negligence should not be there with the officials concerned or with the government.
Teachers’ Unions should be very careful, that there is no room for disputes or prejudices among them, as their collective effort is essentially prominent in improving the literacy rate, to build up integrity of the nation and support for the nations’ development.

Insignificant role of women in the activities of the unions is observed. Their representation at executive levels is quite negligible. So, it is very essential that their representation should be enhanced and their participation should be increased to a considerable extent, as they constitute around fifty per cent of the teaching community. For this, women should be encouraged and they should be set free from traditional bonds.

Though caste, is important in certain issues, the casteism, as an evil should not be encouraged. No discrimination should be there. As the teachers are the pole stars of the society they should be broadminded, should have secular principles, teach the pupils those divine principles and make them inculcate such principles.

It is observed that the teachers’ representation from weakers sections at executive level is very less. In this regard, it is suggested that their representation should be there so that the problems of weaker sections may be voiced and brought into light and there will be scope for their problems to be solved.

As the women teachers do not participate in the activities of the unions actively, they can not acquire awareness on the functions and functionaries of the unions. Hence, they should be encouraged in improving awareness. The women teachers should not be indifferent to the activities of the unions.
12.4 CONCLUSION:

Teachers' Unions, namely, PRTU, UTF and STU, the prominent unions in the state of Andhra Pradesh do have their predominant influence on teachers in Krishna District. Since they play a key-role in upholding the self-respect of the teachers and voicing out their grievances through an organized effort, placing the status of teachers at an elevated altar in the society. Strenuous and sincere efforts are being afforded by the leaderships of their three unions to get their problems solved and to fulfill their demands extracting needed facilities and benefits from the government.

However, there are certain lapses that affect the aims and objectives of the Teachers' Union and disturb the very spirit of the Noble Profession, Teaching. Yet, these lapses can be and have to be rectified to revive the spirit and enthusiasm of the teachers and inculcate a sense of faith and confidence in the teachers.

The first and foremost drawback that can be remarked is the impact of caste in the functions and activities of the unions. Though appears secular on the surface when intensive and indepth investigation is made casteism can be traced out, especially at mandal and institution levels. This should not be a hindrance to the prosperity and sincerity of teachers as well as of their union. If the teachers of all social categories are treated impartially, recognized and respected equally, without inhibitions and prejudices, the teachers flourish, preparing the future generations of the society as the protectors of an elevated society. The broad mindedness of the teachers brightens the lives of the students and creates a sacred society. Hence, the disparities, variation should be erased completely from the minds of teachers as well as from the mind of society.
The other feeble factor that adds to the weakness of the Teachers’ Unions is the negligible representation and participation of women teachers in the activities of the unions. Their role as members in the unions is negligible, their participation in the activities of the unions is abject and their representation at executive level is anaemic. They constitute in higher proportion in the teaching community. Despite their large size, they are oppressive under the patriarchal and traditionally bounded system of society. They should come out freely into the vast society of a social activities. Then only they could acquire indepth knowledge and awareness about the issues and matters prevailing in this society of diversified activities and thoughts. For this they should be encouraged with broad mindedness.

Further, the undue interference and involvement of political parties in the activities of the Teachers’ Unions diverts the very pious spirit of teaching community. Better their involvement is less.

It is good to find collective action of the three unions, with mutual cooperation and coordination as well as friendliness, inspite of their ideological disparities, to fight collectively for a common cause.

It is remarked during group discussions that the primary school teachers are not eligible to exercise vote in the elections for members of legislative council from Teachers’ Constituencies. It is quite undesirable. They are getting deprived of what they deserve. Comparatively, the primary teachers constitute large proportion than that of high school teachers. As their proportion is large, their problem are more and varied. Irrespective of their large size, they are deprived of voicing their problems at the houses. They could do it only through the elected M.L.C., who hails from higher educational institution. In this regard it is felt rational to suggest a proposal that the primary teachers should also be given right to elect their own legislative councilor.
It is a welcoming trend to find increase of Teachers' Unions and other professional pressure groups in the developing countries like India. The more the pressure groups, the more the development is. The more the literacy rate, the more the prosperity is. Yet, the protesting of the teachers for their demands is unneeded. The raise of their voice to solve their problem has become a voice in wilderness.

However, the teachers, who are dedicated to their Noble profession, rendering peerless and invaluable service to impart education and to better the status of literacy rate to ennoble the society.