

**Roles of Primary schools run by Pune Zilla Parishad in Pune District : A case study on Contribution of social infrastructure in rural development****Mr. Pravin Laxman More**

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**Abstract**

The present study is discussed about the major contributions of Pune Zilha Parishad in term of Infrastructure in Rural Development through providing Primary Schools to eradication of backwardness of the students and Peoples of Pune District with emphasises on Khed Taluka, Shirur Taluka. The main aim of this research study is to investigation and study of Contribution of social infrastructure in rural development by Primary schools run by Pune Zilha Parishad in Pune District. The present study is focusing on 265 schools which are established in Pune District through Pune Zilha Parishad with considered all types of Schools which are based on CBSC Pattern, State Board Pattern etc. Pune Zilla Parishad runs 33452 Schools with around 2,40,000 students are learning. There are many types of languages used in Primary Schools, Secondary Schools etc. Some are English Medium Schools and Some are Marathi Medium Schools available in Pune District area. Pune City is highly qualified people crowded area where no one is illiterate in this city due to here is first time school was established for Girls by Savitribai Phule and Jyotiba Phule in 01 January 1848 at Bhidewada, Budhwarpath, Pune, Maharashtra, India. It became pivotal in the inception of the first girls' school when Tatyasaheb Bhide, a friend of Jyotiba Phule, offered two rooms in his family home for the school. This educational endeavour faced resistance from traditionalists, yet Savitribai Phule, alongside Jyotiba, emerged as a transformative figure in women's education. Savitribai, initially mentored by Jyotirao, later received training to become the headmistress of the Bhide Wada school.

**Key Words** :- Education, Zilha Parishad, Primary School, Secondary School, Rural Development,

## Introduction

Pune district in Maharashtra comprises a mix of urban and rural areas, with the latter often facing challenges such as limited access to education, healthcare, and economic opportunities. Recognizing the importance of education in rural development, Pune Zilha Parishad operates a network of primary schools across the district, aiming to provide quality education and empower communities. The importance of infrastructure for economic growth and development in rural area can hardly be over emphasized in a developing economy like India. With poor rural infrastructure, even a marginal improvement in its quantity and quality could significantly improve economic development and human well-being. Improving basic infrastructure, such as roads, transport, electricity, telecommunications, housing, health, water and sanitation, is essential for development and well-being of the rural population. The development of rural infrastructure could promote economic growth, improve the standard of living of the population and reduce the incidence of poverty by generating both farm and non-farm employment and earning opportunities, increasing productivity, providing access to basic goods and services and improving the health and physical condition of people (NCAER, 2007). Empirical studies also report a strong relationship between infrastructure, economic growth, rural development and poverty reduction. In spite of the crucial importance of infrastructure, significant deficiencies have persisted in rural infrastructure across Indian states. The quantity and quality of infrastructure facilities are substantially lower in rural areas than in urban areas. A relatively low density of population, low household incomes and the absence of scale economies are considered to be challenges to the expansion of basic infrastructure facilities in rural areas. The present study is discussed about the major contributions of Pune Zilha Parishad in term of Infrastructure in Rural Development through providing Primary Schools to eradication of backwardness of the students and Peoples of Pune District. The main aim of this research study is to investigation and study of Contribution of social infrastructure in rural development by Primary schools run by Pune Zilha Parishad in Pune District. The present study is focusing on 265 schools which are established in Pune District through Pune Zilha Parishad with considered all types of Schools which are based on CBSC Pattern, State Board Pattern etc. There are may types of languages used in Primary Schools, Secondary Schools etc. Some are

English Medium Schools and Some are Marathi Medium Schools available in Pune District area. Pune City is highly qualified people crowded area where no one is illiterate in this city due to here is first time school was established for Girls by Savitribai Phule and Jyotiba Phule in 01 January 1848 at Bhidewada, Budhwarpet, Pune, Maharashtra, India. The role of rural infrastructure in rural development has been evaluated in the literature mostly by examining the impacts of specific infrastructure indicators on various aspects of rural development. However, the relationship between rural development and various composite indices of rural infrastructure has not been adequately examined, largely due to the lack of adequate data on rural infrastructural indicators, on the basis of which composite indices can be constructed. Moreover, the status of rural infrastructure facilities and variations across Indian states at different time-points has not been given adequate attention in the literature. This article makes a comprehensive study of rural infrastructure in India by evaluating individual and composite indices across 16 major states, analysing their variations, classifying states into categories based on their achievements in infrastructure building and, finally, examining the effects of individual indicators and composite indices of rural infrastructure on various dimensions of rural development. Education is the powerful weapon. The objective of the study is to explore the problems and challenges faced by the students of zilla parishad school and to examine significant problems and challenges from the problems explored. It is seen that significant challenges faced by the students are Poor Infrastructure, Unhygienic food, Uncleaned Toilets, Incompetent teachers, No library, Traditional teaching method, Pooreducation, Lack of technology, No Computer lab, and No personal Attention etc. Primary education is fundamental for the intellectual, social, and emotional development of children, and Pune Zilla Parishad in Maharashtra recognizes this significance by operating numerous primary schools across the district. These schools serve as the cornerstone of educational infrastructure, aiming to provide quality education to children in rural and urban areas alike. Here is an overview of primary schools run by Pune Zilla Parishad in Maharashtra state:

### **Objectives of Study**

1. To study the fundamental facilities and services provided by Pune Zilha Parishad for Rural Development
2. To study Central Government and State Government Schemes, Services and Facilities for betterment of Pune District's Schools
3. To analysis of barriers and solutions during actual implementation of Government Schemes for Primary Schools in Pune District
4. To assess the role of primary schools in promoting literacy, knowledge dissemination, and skill development in rural areas.
5. To evaluate the impact of primary education on socio-economic indicators such as employment, income generation, and community participation.
6. To understand the challenges and opportunities faced by primary schools in contributing to rural development.

### **Need of Study**

The Basic need of Human is Education so Talking about the rural level schools, due to "limited financial resources", pupils from economically disadvantaged classes living in villages are forced to choose "Government schools". Government schools provide instruction in local languages. The majority of the students attending Zilla Parishad Schools come from "low socioeconomic backgrounds". "Linguistic, social, and financial issues" plague the students at these institutions. Zilla Parishad Schools are those schools which are "state-run schools in India". These schools are "established, supervised, and funded by the District Councils of India (locally known as Zilla Parishad, district level local authorities of states). India is a country where its government offers "free and compulsory education for all children until they complete the age of fourteen years" but recently it has been observed that many students are even choosing to drop out of these schools. In a school, a student goes to gain knowledge but at times there are certain other aspects which are necessary to be considered by the schools which impact a student. These other aspects are those which make a parent think twice before sending their kids to Zilla Parishad Schools. The challenges that are faced by these schools are "infrastructural issues, budgetary and expenditure issues, poor quality of education, issues related to the teachers, poor implementation of RTE Act, and at times patriarchal norms & gender bias". And it is because of these problems and challenges, the government of Maharashtra is planning to change "Zilla Parishad schools to Model Schools". The government officials aim "to provide and promote

merit in education, good academic standards and overall development of children in these schools” by doing so. The Zilla Parishad schools of Pune district that fall in Maharashtra state has also many issues that children must face. It has an equal number of urban as well as rural populations. The children here are willing to learn but if not provided with the best facilities, the parents might hesitate to send their kids to such schools. This initiative of state government adds the same to its primary goal which states “to draw parents to these schools and create an environment where students would voluntarily attend even on Saturdays and Sundays and participate in school activities.”

### **Explanation of Important Terms**

#### **Education**

Education means the knowledge and development resulting from the process of being educated. Education is field of study that deals mainly with methods of teaching and learning in schools its called school.

#### **Hypothesis of the Study**

1. There is same services and facilities are provided in Rural Area of Pune and Urban area of Pune in context of Primary Education
2. Central Government and State Government Education Schemes are well implemented in Rural Pune District at Khed Taluka and Shirur Taluka for primary schools.

#### **Literature review**

1. Bilgaye, K. (2021) identified “the issues about female education and literacy at remote Zilla Parishad schoolssurrounding the village Susri in Yavatmal District of Maharashtra”. The author stated in the study that “the remoteness and accessibility to these institutions present problems, but the infrastructure is in place, allowing for the delivery of education”.

2. Srikanth, N. (2019) studied “the efficacy of using tenses contextually among the high school students of Municipal, Residential, and Zilla Parishad Schools of Guntur District in Andhra Pradesh”. The author of the study found a substantial variance in “learning and using tenses contextually among the students of Municipal, Residential, and Zilla Parishad high schools based on gender, social category, geographical location, and parental annual income”.

3. Pillai, T. J. (2019) identified the aspects which impacted school dropouts in “the Pune district”. The schools were the ones which were under Zilla Parishad. The author found out through the study that the major reasons for dropping out were “individual and family reasons especially the lack of encouragement/casualness from the parents and financial problems”.

4. Pimpale, V. (2018) investigated “the factors and root causes leading student dropout in Palghar district”. In the study, the author highlighted “the societal and parental factors that contribute towards enrolment and retention of primary school children”. The author mentioned in the study the reasons stated by the participants to “drop out of the school at the primary level” which included “household work, large family size, ill health, lack of parental guidance in studies, etc.”

5. Chivate, D. N. (2017) evaluated “the appropriate walling material for Zilla Parishad Schools in Panhala Taluka”. Through this study, the author has provided a beneficial approach to “the low-income groups of rural society and it would add to the status of infrastructural facilities of rural education”. And also, the author stated that this research would prove beneficial for “many other villages in India and it would introduce new construction technology and create awareness about new technology among people”.

6. Kishore, M. (2014) assessed “the management of Zilla Parishad High Schools in Nizamabad District of Telangana”. In this paper, the author has mentioned the findings related to “the availability of infrastructure, physical facilities and management of extracurricular activities”. The conditions of the schools are also concluded in the study.

7. Tejaswani, K. (2012) examined “the performance of students from Zilla and Mandal Parishad Primary schools and the challenges faced”. The author has put forth the problems that were identified during the study about the schools and in all highlighted the scenario of the schools because of the issues. The author also mentioned the outcomes because of these issues over the students. 8. Inamdar, N. R. (1986) examined “the effects of agency of the Zilla Parishad on education”. Through this study, the author has assessed “the role of rural leadership in promoting the cause of primary education.”

## **Material and method**

Mixed research technique is applied in the current study. The problems and challenges faced by students in zilla parishad schools in Pune district are explored through qualitative technique using NVIVO by applying text mining technique. Face to face interview of 30 students have been conducted and the discussions have been converted into transcript. And the significant problems are analyzed by

collecting data from 125 school students using non probability purposive sampling. The data has been collected through offline structured questionnaire. The tool used for the descriptive research design is R studio and technique applied is one sample t test (one tailed).

**1. Accessible Education:**

- Pune Zilla Parishad ensures that primary schools are strategically located to cater to the educational needs of children residing in both urban and rural areas of the district.
- Efforts are made to establish schools in remote and underserved regions, ensuring equitable access to education for all children, irrespective of their socio-economic backgrounds.

**2. Infrastructure and Facilities:**

- Primary schools operated by Pune Zilla Parishad are equipped with basic infrastructure such as classrooms, administrative offices, playgrounds, and sanitation facilities.
- Efforts are made to provide a conducive learning environment by ensuring adequate lighting, ventilation, and sanitation facilities in the schools.

**3. Qualified Teachers:**

- Pune Zilla Parishad appoints qualified and trained teachers to impart education in primary schools.
- Regular training and capacity-building programs are organized for teachers to enhance their teaching skills and pedagogical approaches.

**4. Curriculum and Pedagogy:**

- Primary schools follow the curriculum prescribed by the Maharashtra State Board of Primary Education, focusing on foundational subjects such as languages, mathematics, science, and social studies.
- Innovative teaching methods, interactive learning materials, and multimedia resources are used to make learning engaging and effective for students.

**5. Holistic Development:**

- Along with academic education, primary schools emphasize the holistic development of children by promoting extracurricular activities such as sports, arts, music, and cultural events.

- Co-curricular activities, including debates, quizzes, and exhibitions, are organized to nurture students' creativity, critical thinking, and leadership skills.

**6. Inclusive Education:**

- Pune Zilla Parishad is committed to promoting inclusive education by ensuring access to education for children with disabilities and special needs.
- Special educators and support staff are deployed in schools to provide personalized attention and support to students with diverse learning needs.

**7. Mid-Day Meal Program:**

- Primary schools run by Pune Zilla Parishad participate in the Mid-Day Meal Program, which provides nutritious meals to students to improve their nutritional status and encourage regular school attendance.
- The program also serves as a social equalizer, addressing malnutrition and promoting social cohesion among children from diverse backgrounds.

**8. Community Engagement:**

- Pune Zilla Parishad encourages active involvement of parents, local communities, and stakeholders in the governance and management of primary schools.
- Parent-teacher meetings, school management committees, and community outreach programs are organized to foster collaboration and partnership in promoting educational excellence.

**9. Monitoring and Evaluation:**

- Pune Zilla Parishad conducts regular monitoring and evaluation of primary schools to assess the quality of education, infrastructure, and student learning outcomes.
- Feedback mechanisms are established to solicit inputs from stakeholders and identify areas for improvement in school management and academic performance.

In conclusion, primary schools run by Pune Zilla Parishad in Maharashtra state play a pivotal role in providing accessible, inclusive, and quality education to children, laying the foundation for their future academic and personal growth. Through continuous efforts in infrastructure development, teacher training, curriculum enrichment, and community engagement, these



schools strive to create a conducive learning environment that empowers students to realize their full potential and contribute meaningfully to society.

### Summery Table

WORD LENGTH	COUNT	WEIGHTED	PERCENTAGE (%)
Poor Infrastructure	14	40	9.48
Unhygienic food	10	40	9.48
Unhygienic Drinking water	13	39	9.24
NO PTM (parents teachers meeting)	5	39	9.24
Uncleaned Toilets	7	38	9.00
Incompetent teachers	11	37	8.77
No library	7	33	7.82
Traditional teaching method	11	31	7.35
Pooreducation	13	29	7.11
No Playground	10	24	6.87
Lack of Technology	10	22	5.69
No Computer lab	8	20	5.21
No Personal attention to student	9		4.74

From the above summary it is seen that the problem and challenges faced by Zilla parishad school in villages are poor infrastructure with 40 counts and 9.48 weighted percentage, unhygienic food with 40 counts and 9.48 weighted percentage, Unhygienic Drinking water with 39 counts and 9.24 weighted percentage , NO PTM (parents teachers meeting) with 39 counts and 9.24 weighted percentage , Uncleaned Toilets with 38 counts and 9.00 weighted percentage, incompetent teachers with 37 counts and 8.77 weighted percentage , no library with 33 counts and 7.82 weighted percentage, traditional teaching method with 31 counts and 7.35 weighted percentage, poor education with 30 counts and 7.11 weighted percent, No playground with 29 counts and 6.87 weighted percentage, lack of technology with 29 counts and 6.87 weighted percentage, No computer Lab with 24 counts and 5.69 weighted percentage and attention on student with 20 counts and 4.74 weighted percentage.

## Conclusion

Primary schools run by Pune Zilha Parishad play a transformative role in rural development, serving as catalysts for positive change, empowerment, and socio-economic progress. By providing quality education, fostering community engagement, and addressing local needs, these schools contribute significantly to building resilient, inclusive, and prosperous rural communities in Pune district. As we move forward, continued investment, innovation, and collaboration are essential to further harnessing the potential of primary education in driving rural development and creating a brighter future for generations to come. According to the New Policy, Education should be for all. India is the second largest education system in the world after China, and yet the condition of our government schools needs to be at par. After the Right to Education, although many parents still send their children to school, the atmosphere, classroom conditions, and quality of education are beyond pathetic. The government, on a priority basis, should improve the conditions of these schools. Good and well-trained teachers need to be appointed to benefit these underprivileged children. The infrastructure of these schools should be at the same level as any private school. Proper sanitation facilities should be provided. Schools should have water filters so that children from economically backward backgrounds get clean drinking water. The mid-day meals offered in schools have to go through a proper food inspection channel to be nutritious and made hygienic. There should be scheduled parent-teacher meetings to discuss the child's growth. The authorities should ensure that these schools have a library stocked with reference books and children's books to inculcate the habit of reading among students. Today in this world of information technology digital classroom is a must. Creative and innovative teachers who have the goal of making their students achieve the best possible education should be appointed. Overall holistic development of the student's formal education, as well as sports, should be given the top priority.

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