

Exploratory study on problems and challenges faced by Zilla Parishad school in villages of Palghar district.

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Abstract:

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 in palghar district and to examine significant problems and challenges from the problems explored. Text mining technique using NVIVO have been used to explore the challenges and Parametric one sample t test is used to analyse the significant problem It is seen that significant challenges faced by the students are Poor Infrastructure, Unhygienic food, Uncleaned Toilets, Incompetent teachers, No library, Traditional teaching method, Poor education, Lack of technology, No Computer lab, and No personal Attention. Further studies can be conducted applying EFA technique.

Keywords: *Mixed research, exploratory, government school.*

Introduction:

When an individual is born, he or she naturally gains “the Right to Education.” When provided with the right education, there is no doubt that an individual would rise to greater heights. It teaches individuals “*morals, values, and appropriate conduct*”. Every parent may it be a rural or urban-dwelling family, wants to provide the best possible education for their children. Every parent, regardless of education level, wants the best possible “future and career” for their kids. The school is the first step toward receiving a proper education, and the facilities on offer are used to gauge the quality of that education.

In India, there are three major types of schools: “those that use the state curriculum, those that use the national curriculum, and those that use the international curriculum”. As a result, the kids studying in three different types of schools have different perspectives and also have different levels of academic understanding. Also, at times there is a difference in the teaching at urban level schools and rural level schools.

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 Palghar district that fall in Maharashtra state has also many issues that children must face. Palghar is in "the Konkan division of Maharashtra state, India and a municipal council". 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."

Teachers in Zilla Parishad schools must also take into consideration the mentality and financial standing of the students who attend these institutions. To inspire the kids in these Parishad schools to thrive academically, the teachers in these institutions must be able to teach the material to the students while also being cognizant of the challenges that the students encounter daily. The challenges and issues that the Zilla Parishad schools encounter are well-known to the instructors. As a result, occasionally the teachers can give the state government detailed information about these issues and aid in the improvement of the situation. The current study focuses on the upkeep of the academic atmosphere and physical amenities in Zilla Parishad schools. The results of the current study show that a variety of factors affect how well kids do in Zilla Parishad schools. The study is being conducted to draw attention to the problems preventing students from making progress.

Literature review

1. **Bilgaye, K. (2021)** identified "the issues about female education and literacy at remote Zilla Parishad schools surrounding 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.”

Objectives

1. To explore challenges and problems faced by students in zilla parishad schools in palghar district.
2. To analyse significant problems faced by students in zilla parishad schools in palghar district.

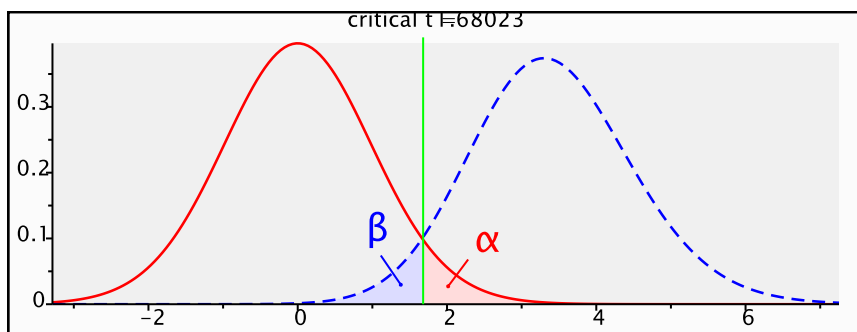
Hypothesis

Ho: The problems and challenges faced by students in zilla parishad schools in palghar district are insignificant. (Mean problem ≤ 3)

Ha: The problems and challenges faced by students in zilla parishad schools in palghar district are significant. (Mean problem > 3)

Material and method

Mixed research technique is applied in the current study. The problems and challenges faced by students in zilla parishad schools in palghar 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 analysed by collecting data from 125 school students using non probability purposive sampling. (As per Faul et al minimum required sample to run one sample t-test one tailed=45) 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).



Test family		Statistical test	
t tests		Means: Difference from constant (one sample case)	
Type of power analysis			
A priori: Compute required sample size - given α , power, and effect size			
Input Parameters		Output Parameters	
Determine =>		Tail(s)	One
		Effect size d	0.5
		α err prob	0.05
		Power (1- β err prob)	0.95
		Noncentrality parameter δ	3.3541020
		Critical t	1.6802300
		Df	44
		Total sample size	45
		Actual power	0.9512400

Table no 1 - Summary 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
Poor education	13	30	7.11
No Playground	10	29	6.87
Lack of technology	10	24	5.69
No Computer lab	8	22	5.21
No personal Attention towards students	9	20	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.

Figure word cloud



Table no:2 one sample t test

Items	t – statistics	P – value	Ha: mean score of problems faced by the students of zilla parishad school in palghar district > 3
Poor Infrastructure	10.41	0.000	Significant problem
Unhygienic food	11.01	0.000	Significant problem
Unhygienic Drinking water	- 9.66	1	Insignificant problem
NO PTM (parents teachers meeting)	-11.12	1	Insignificant problem
Uncleaned Toilets	15.36	0.000	Significant problem
Incompetent teachers	11.08	0.000	Significant problem
No library	12.31	0.000	Significant problem
Traditional teaching method	10.86	0.000	Significant problem
Poor education	14.11	0.000	Significant problem
No Playground	-12.12	1	Insignificant problem
Lack of technology	10.50	0.000	Significant problem
No Computer lab	11.33	0.000	Significant problem
No personal Attention towards students	13.37	0.000	Significant problem

P value < 0.05 in case of Poor Infrastructure, Unhygienic food, Uncleaned Toilets, Incompetent teachers, No library, Traditional teaching method, Poor education, Lack of technology, No Computer lab and No personal Attention towards students indicating problems are significant.

Conclusion

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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