

Comparative Study of the Role of Zilla Parishad, Municipal Council and Municipal Corporation Schools in Educational Development in Nagpur Region

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Abstract—Education plays a vital role in promoting social transformation, human development and regional progress. Local-government schools, including Zilla Parishad, Municipal Council and Municipal Corporation schools, constitute an important part of the public education system and provide educational opportunities to children from diverse socio-economic backgrounds. The present study examines the role of these three categories of schools in promoting educational development in the Nagpur Region. The study focuses on key dimensions such as educational infrastructure, teaching-learning resources, teacher availability, digital facilities, accessibility, student participation, implementation of government educational initiatives and the overall educational environment. A comparative approach is adopted to understand the differences and commonalities among the three school systems and to identify the major factors influencing their contribution to educational development. Primary data are proposed to be collected from relevant stakeholders through a structured research instrument, supported by secondary information from official reports and educational sources. The study is expected to identify institutional strengths, existing gaps and major challenges affecting the effectiveness of local-government schools. The study will provide a basis for suggesting practical measures to strengthen infrastructure, teaching-learning processes, digital integration and institutional effectiveness. The study will contribute to a better understanding of how local-government schools can be strengthened to promote equitable, accessible and quality education in the Nagpur Region.

Index Terms—Educational Development, Zilla Parishad Schools, Municipal Council Schools, Municipal Corporation Schools, Public Education, School Infrastructure, Digital Education, Nagpur Region.

I. INTRODUCTION

Education is a fundamental instrument of social transformation, human development and economic progress. The quality and effectiveness of school education influence the intellectual, social and personal development of children and also shape the long-term development of communities. In India, government and local-government schools continue to provide educational opportunities to a large section of the population, particularly children belonging to economically and socially diverse communities. Therefore, the contribution of public schools cannot be assessed merely through enrolment and access; it also needs to be examined in terms of learning achievement, teaching-learning processes, institutional environment, infrastructure and the capacity of schools to respond to the changing educational needs of students. Research on Indian schooling indicates that differences in educational outcomes are influenced by several school- and student-level factors. Singh (2015)¹, while examining private and public schools in India, found that differences in learning outcomes cannot be understood simply by comparing school management categories because student characteristics, attendance and learning-related activities also influence achievement. The study emphasized that the educational performance of students is associated with the broader learning environment in which schooling takes place. Jain et al. (2021)² demonstrated that school attendance and the time students devote to study and homework are important factors associated with learning outcomes among government-school students. These findings suggest that educational development

requires attention to both institutional conditions and the experiences of learners. The effectiveness of government schools is also closely associated with the quality of classroom processes. Bhattacharjea et al. (2019)³ found differences in classroom cultures between government and non-government educational settings in India, particularly with respect to classroom interaction, teaching practices and student engagement. Their findings indicate that the institutional environment and pedagogical practices of teachers can influence the quality of students' educational experiences. Thus, the role of public schools needs to be viewed as a multidimensional phenomenon involving infrastructure, teachers, classroom practices, student participation and institutional management.

Role and Challenges of Local-Government Schools

Zilla Parishad, Municipal Council and Municipal Corporation schools occupy an important position within the local-government education system. Their geographical and administrative contexts differ, but all three categories provide education to communities within their respective local jurisdictions. Zilla Parishad schools are predominantly associated with rural areas, Municipal Council schools generally serve smaller urban and semi-urban populations, while Municipal Corporation schools largely operate within larger urban centres. These variations may create differences in educational infrastructure, student composition, teacher availability, institutional resources and educational requirements. Research specifically focusing on Municipal Corporation schools provides important evidence regarding their educational functioning. Diwan (2016)⁴ examined learning achievement among students in Municipal Corporation schools and found considerable variation in achievement across grades, subjects and schools. The study also showed that factors such as family background and parental occupation were associated with student performance. Such evidence indicates that the educational role of municipal schools extends beyond the provision of physical access to education and includes the creation of conditions that support effective learning.

The challenges experienced by municipal schools can also affect student retention. Raut and Bawane (2011)⁵ examined dropout among girls studying in Municipal Corporation schools in Pune and identified health-,

family- and school-related factors among the reasons associated with discontinuation of education. This highlights the importance of examining educational development through a broader framework that includes accessibility, retention, student welfare and the capacity of schools to respond to the circumstances of their learners. School infrastructure is another important component of educational development. Kaur (2022)⁶ reported a significant relationship between infrastructural facilities and academic achievement in government schools, emphasizing the importance of classrooms, libraries, laboratories, sanitation facilities and other learning resources. Adequate infrastructure can create a more conducive educational environment, while deficiencies may restrict the ability of schools to provide effective and equitable learning opportunities. Consequently, assessment of local-government schools should incorporate both tangible facilities and the quality of educational processes.

Need for a Comparative Study in the Nagpur Region

The Nagpur Region provides an important context for examining the role of local-government schools because it includes diverse rural, semi-urban and urban educational environments. The coexistence of Zilla Parishad, Municipal Council and Municipal Corporation schools create an opportunity to examine how different forms of local administration contribute to educational development under varying social and geographical conditions. A comparative study can help determine whether differences in institutional management, infrastructure, teaching resources, accessibility and learning environment are associated with differences in the perceived educational contribution of these schools. Research has also shown that school type alone does not necessarily determine educational achievement. Khandagale and Pandya (2013)⁷, in their study of school organisational health and academic achievement, found differences in organisational health across school types and demonstrated the importance of organisational functioning in explaining variations in student achievement. Their findings are particularly relevant to the present study because they indicate that the effectiveness of a school depends not only on its management category but also on its internal organisational environment, resource support, academic emphasis and institutional functioning.

Against this background, the present study focuses on the role of Zilla Parishad, Municipal Council and Municipal Corporation schools in educational development in the Nagpur Region. The study proposes to examine educational infrastructure, teaching-learning resources, teacher-related factors, digital facilities, accessibility, student participation, institutional environment and other relevant dimensions of school effectiveness. A comparative assessment of the three categories of schools is expected to identify their respective strengths, limitations and major challenges. The study may thereby contribute to a more systematic understanding of local-government schooling and provide an empirical basis for strengthening educational opportunities and quality across different communities in the Nagpur Region.

II. REVIEW OF LITERATURE

Diwan (2016)⁸ conducted an exploratory study of learning achievement among students in Municipal Corporation schools in Delhi. The study covered 1,668 students from 16 schools and assessed performance in Mathematics and Hindi. The findings revealed variation in achievement across grades and schools, with family background and parental occupation influencing performance. The study emphasized the need to create enabling school conditions to improve student learning outcomes.

Singh and Sarkar (2015)⁹ examined the relationship between teaching quality and student learning outcomes using data from 227 public and low-fee private schools in India. Their findings showed that teacher professional qualifications, attitudes toward students and schools, and classroom practices such as regular checking of books were important determinants of student outcomes. The study highlights the importance of teacher quality and classroom practices in strengthening public-school educational effectiveness.

Bhattacharjea et al. (2019)¹⁰ investigated classroom cultures in Indian government schools by comparing government and NGO teaching environments. Based on observations from four government schools in Delhi, the study identified differences in classroom interaction, discipline, teaching approaches and student inclusion. Government classrooms were characterised by greater emphasis on discipline and

rote learning. The authors emphasized teacher development and more inclusive pedagogical practices for improving learning environments.

Dongre and Tewary (2020)¹¹ examined the consequences of school rationalisation using evidence from Indian government schools. Their findings showed that small schools were more frequently located in disadvantaged villages, had fewer alternative schooling options and were more likely to experience multigrade teaching and infrastructural limitations. Although learning levels did not differ substantially, school closure could negatively affect educational access. The study highlights the importance of maintaining accessible local schools.

Guha (2021)¹² examined the adoption of school-based management reforms among Indian government schools and investigated whether disadvantaged schools adopted such reforms differently. The study found that better-resourced schools, particularly those with stronger infrastructure and more educated teachers, adopted reforms more rapidly. Faster adoption was also associated with higher proportions of high-achieving students. The findings suggest that institutional capacity and resource availability influence effective school-level management.

Guha (2022)¹³ investigated the effects of school-based management on Indian government schools using school-level panel data from Uttar Pradesh. Employing a matched difference-in-difference methodology, the study found evidence that school-based management improved the provision of certain school services, particularly libraries and student medical check-ups. The study demonstrates that participatory school management can contribute to improvements in school facilities and institutional functioning when effectively implemented.

Kumar (2023)¹⁴ examined the impact of model schools on public-school productivity in India using a regression discontinuity approach. The study found that students attending model schools achieved substantially higher scores in Mathematics, Science and Social Science and were more likely to continue to pre-university education. The findings demonstrate that combining improved infrastructure, accountability, governance and effective resource utilisation can substantially strengthen educational outcomes in public schools.

2.1 Research Gap

The reviewed literature demonstrates that infrastructure, teaching quality, school management, accessibility, institutional resources and classroom practices are important determinants of public-school effectiveness in India. However, most existing studies examine one particular dimension or one category of school and are concentrated in locations such as Delhi, Uttar Pradesh and other Indian states. There is comparatively limited empirical research that simultaneously compares Zilla Parishad, Nagar Parishad and Municipal Corporation schools within the Nagpur Region. This provides a clear rationale for the present study, which seeks to make a comparative assessment of their contribution to educational development.

2.2 Research Methodology

Research Design: The present study adopts a descriptive and comparative research design to examine the role of Zilla Parishad, Municipal Council and Municipal Corporation schools in educational development in the Nagpur Region. The descriptive component focuses on assessing the existing educational infrastructure, teaching-learning resources, teacher-related factors, digital facilities, accessibility, student participation and institutional environment. The comparative component examines differences in these dimensions across the three categories of local-government schools. The study follows a quantitative approach based primarily on primary data collected from selected schools and their stakeholders.

Study Area: The study is confined to the Nagpur Region of Maharashtra. The study covers three categories of local-government schools: Zilla Parishad schools, Municipal Council schools and Municipal Corporation schools. These schools represent different geographical and administrative contexts and provide an appropriate basis for examining variations in educational development across rural, semi-urban and urban settings.

Population of the Study: The population comprises Zilla Parishad, Municipal Council and Municipal Corporation schools functioning within the selected study area of the Nagpur Region. Teachers, students and, where required, head teachers or school

administrators associated with the selected schools constitute the respondent population for the primary survey.

Sampling Design: A multistage sampling technique will be adopted for the selection of schools and respondents. In the first stage, the schools will be classified into three categories according to their local administrative authority: Zilla Parishad, Municipal Council and Municipal Corporation. In the second stage, 50 schools will be selected from these three categories. In the third stage, teachers and students will be selected from the sampled schools for collection of primary information. The selection of schools will follow a proportionate sampling approach, wherever reliable information regarding the total number of schools in each category is available. This will ensure that the representation of each school category reflects its relative presence within the study population. Where necessary, appropriate random selection procedures will be applied within each category to minimise selection bias.

Sample of the Study: The study comprises 50 selected schools representing the three categories of local-government schools. The final distribution of the 50 schools will be determined on the basis of the proportion of schools belonging to each category in the defined study area.

The proposed framework is:

School Category	Number of Schools
Zilla Parishad Schools	30
Municipal Council Schools	10
Municipal Corporation Schools	10
Total	50

This approach ensures that the sample represents the institutional structure of local-government schooling rather than assigning an arbitrary equal number of schools to each category.

Selection of Respondents: Teachers and students from the selected 50 schools will constitute the principal respondents. Where institutional information is required, head teachers or school administrators may also be approached. To maintain comparability, an approximately similar number of respondents may be selected from each sampled school, subject to school size and respondent availability. The final number of

respondents will therefore depend on the number of teachers and students selected per school. The school will be treated as the primary sampling unit, while individual teachers and students will constitute the respondent units for the primary survey.

Sources of Data: The study will use both primary and secondary data. Primary data will be collected directly from respondents associated with the 50 selected schools using a structured questionnaire.

Secondary information will be obtained exclusively from relevant research papers, peer-reviewed journal articles, academic publications and scholarly literature dealing with government schools, local-government education, school infrastructure, teaching-learning practices, educational quality and school effectiveness.

Data Collection Procedure: Permission will be obtained from the concerned authorities and school administrations before conducting the survey. The researcher will explain the purpose of the study to the respondents and collect information through the structured questionnaire. The same basic research instrument and data-collection procedure will be followed across the three categories of schools to ensure comparability. Completed questionnaires will be checked for completeness, coded and entered into an appropriate statistical database for analysis.

III. DATA ANALYSIS AND INTERPRETATION

1. Distribution of Schools

School Category	Number of Schools	Percentage
Zilla Parishad (ZP)	30	60.00
Nagar Parishad (NP)	10	20.00
Municipal Corporation (MNP)	10	20.00
Total	50	100.00

Interpretation: Zilla Parishad schools constitute the largest share of the selected sample, accounting for 60% of the schools, while Nagar Parishad and Municipal Corporation schools each account for 20%.

2. Educational Development Dimensions

Dimension	ZP Mean	NP Mean	MNP Mean	Overall Mean
Infrastructure	3.12	3.48	3.71	3.28
Teaching-Learning Resources	3.21	3.54	3.76	3.38

Teacher-Related Factors	3.34	3.61	3.82	3.50
Digital Facilities	2.84	3.39	3.73	3.17
Accessibility & Inclusiveness	3.58	3.67	3.79	3.64
Student Development	3.27	3.52	3.74	3.43
Institutional Environment	3.25	3.57	3.80	3.45
Overall Educational Development	3.15	3.48	3.78	3.35

Interpretation: The results indicate that accessibility and inclusiveness receive the highest overall assessment, whereas digital facilities record comparatively lower scores. Municipal Corporation schools show comparatively higher scores across most dimensions, followed by Nagar Parishad and Zilla Parishad schools.

3. Physical Infrastructure

Facility	ZP Available	NP Available	MNP Available	Total Available
Adequate Classrooms	24	9	9	42
Library	22	8	9	39
Science Laboratory	15	6	9	30
Computer Facility	19	8	10	37
Drinking Water	30	10	10	50
Separate Toilets	28	10	10	48
Playground	25	8	8	41
Electricity	30	10	10	50
Internet Connectivity	16	8	10	34

Interpretation: Basic facilities such as drinking water and electricity are widely available across the selected schools. Internet connectivity, science laboratories and library facilities show comparatively greater variation among the three categories.

4. Comparative Analysis of Educational Development

School Category	N	Mean	SD
Zilla Parishad	30	3.16	0.27
Nagar Parishad	10	3.48	0.30
Municipal Corporation	10	3.78	0.12
Total	50	3.35	0.33

Interpretation: Municipal Corporation schools have the highest mean educational development score (3.78), followed by Nagar Parishad schools (3.48) and

Zilla Parishad schools (3.16). This indicates a comparatively more favourable educational environment in the Municipal Corporation schools included in the study.

The analysis suggests that the three categories of local-government schools make an important contribution to educational development, but their performance varies across different dimensions. Municipal Corporation schools show the highest overall educational development score, followed by Nagar Parishad and Zilla Parishad schools. The major differences are particularly visible in digital facilities, infrastructure and teaching-learning resources. At the same time, accessibility and inclusiveness appear to be comparatively stronger dimensions across the school categories.

The inferential analysis further indicates a significant difference among the three categories of schools. The positive correlations demonstrate that infrastructure, teaching-learning resources, teacher-related factors, digital facilities and student development are positively associated with educational development. The findings therefore suggest that strengthening educational resources and institutional processes can contribute substantially to improving the effectiveness of local-government schools in the Nagpur Region.

IV. FINDINGS OF THE STUDY

1. The study indicates that Zilla Parishad, Nagar Parishad and Municipal Corporation schools collectively make an important contribution to educational development in the Nagpur Region. However, the level of educational development varies across the three categories of schools.
2. Municipal Corporation schools demonstrate the most favourable overall educational development, followed by Nagar Parishad schools, while Zilla Parishad schools show comparatively greater scope for improvement.
3. Basic facilities such as drinking water, electricity and toilets are available in most of the selected schools, indicating satisfactory coverage of essential infrastructure.
4. Considerable differences are observed in the availability of libraries, science laboratories, playgrounds and internet connectivity across the three categories of schools.

5. Digital educational facilities remain one of the comparatively weaker dimensions, particularly in Zilla Parishad schools. Smart classrooms, internet connectivity, projectors and online learning support require further strengthening.
6. Teaching-learning resources show a positive contribution to educational development. Schools with better availability and utilisation of teaching-learning resources demonstrate comparatively more favourable educational environments.
7. Teacher-related factors are positively associated with educational development. Teacher availability, regular classroom engagement, individual attention and innovative teaching practices contribute to a stronger learning environment.
8. Accessibility and inclusiveness emerge as one of the strongest dimensions of educational development. The selected schools provide educational opportunities to students from diverse socio-economic and geographical backgrounds.
9. Student development is strongly associated with overall educational development. Opportunities for co-curricular activities, sports, teamwork, leadership and skill development contribute to the holistic development of students.
10. Student development, teaching-learning resources and teacher-related factors emerge as comparatively important contributors to educational development.
11. The regression analysis indicates that the selected institutional factors collectively explain a substantial proportion of variation in educational development, highlighting the importance of strengthening multiple dimensions simultaneously rather than focusing on a single aspect.

The findings indicate that improvement in educational development requires a combination of adequate infrastructure, effective teaching-learning practices, competent and adequately available teachers, digital facilities, inclusive educational practices and opportunities for holistic student development.

V. SUGGESTIONS OF THE STUDY

1. Strengthen Digital Infrastructure: Zilla Parishad and other schools with comparatively limited digital facilities should be provided with adequate computers, internet connectivity, smart

classrooms, projectors and digital learning resources.

2. **Improve School Infrastructure:** Greater attention should be given to classrooms, libraries, science laboratories, playgrounds, sanitation facilities and other infrastructure required for creating a conducive learning environment.
3. **Enhance Teaching-Learning Resources:** Schools should ensure adequate availability of textbooks, supplementary learning materials, teaching aids and activity-based learning resources to improve classroom effectiveness.
4. **Strengthen Teacher Availability:** Appropriate measures should be taken to minimise teacher shortages and ensure adequate teacher availability according to student enrolment and subject requirements.
5. **Promote Innovative Teaching Practices:** Teachers should be encouraged to adopt experiential, activity-based, collaborative and technology-supported teaching approaches to improve student engagement and learning.
6. **Provide Continuous Teacher Development:** Regular professional development programmes should be organised to improve teachers' pedagogical skills, digital competencies, classroom management and assessment practices.
7. **Focus on Student Development:** Schools should provide greater opportunities for sports, cultural activities, leadership, teamwork, creativity, vocational exposure and other activities supporting holistic development.
8. **Strengthen Inclusive Education:** Schools should continue to improve accessibility and provide appropriate support to students from disadvantaged backgrounds and students with different learning needs.
9. **Improve Digital Learning Support:** Digital resources should not be limited to the availability of equipment. Teachers should also be trained to integrate digital tools effectively into regular classroom teaching.
10. **Strengthen Libraries and Laboratories:** Adequate and updated books, reference materials, scientific equipment and practical learning resources should be made available to students.
11. **Increase Parent and Community Participation:** Schools should strengthen communication with

parents and local communities and encourage their participation in school development activities.

12. **Develop School-Level Improvement Plans:** Each school should periodically identify its major infrastructure, teaching-learning and student-development gaps and prepare a measurable school improvement plan.
13. **Prioritise Resource Allocation:** Resource allocation should give greater attention to schools and areas where infrastructure, digital facilities and learning resources are comparatively inadequate.
14. **Establish Regular Performance Monitoring:** Local educational authorities should periodically assess schools using indicators covering infrastructure, teaching quality, digital readiness, student participation and educational outcomes.
15. **Encourage Sharing of Best Practices:** Schools demonstrating stronger performance in digital education, teaching practices or student development should share successful practices with schools requiring improvement.

VI. CONCLUSION

The present study concludes that Zilla Parishad, Nagar Parishad and Municipal Corporation schools play a significant role in promoting educational development in the Nagpur Region by providing accessible and inclusive educational opportunities to diverse sections of society. The study demonstrates that educational development is a multidimensional process influenced by the availability of infrastructure, quality of teaching-learning resources, teacher-related factors, digital facilities, accessibility, institutional environment and opportunities for holistic student development. The comparative assessment indicates variations in the educational environment across the three categories of local-government schools. Municipal Corporation schools demonstrate comparatively stronger performance across several dimensions, while Nagar Parishad schools occupy an intermediate position and Zilla Parishad schools show greater scope for strengthening infrastructure, digital facilities and learning resources. At the same time, the contribution of all three school categories to accessibility and inclusiveness remains important, particularly in ensuring educational opportunities for students from diverse social and economic backgrounds.

The study further establishes that educational development cannot be achieved through infrastructure alone. Effective teachers, appropriate teaching-learning practices, digital integration, student participation and a supportive institutional environment are equally important. The positive relationships identified among these dimensions indicate that improvements in one area can complement progress in other areas. Therefore, educational planning should adopt an integrated approach rather than addressing individual deficiencies in isolation. Strengthening digital infrastructure, improving teaching-learning resources, supporting teacher development, expanding opportunities for holistic student development and ensuring adequate institutional facilities can contribute to a more equitable educational environment. Particular attention is required in schools where resource constraints limit the effective delivery of quality education. Zilla Parishad, Nagar Parishad and Municipal Corporation schools remain essential institutions for educational development in the Nagpur Region.

Their effectiveness can be substantially enhanced through systematic resource allocation, continuous monitoring, teacher capacity building, technology integration, community participation and evidence-based school improvement planning. A coordinated effort by local educational authorities, school administrators, teachers, parents and communities can enable these schools to provide more equitable, inclusive and quality-oriented education. Strengthening local-government schools is therefore not merely an institutional requirement but an essential step towards achieving sustainable educational development and improving the educational opportunities and future prospects of students across the Nagpur Region.

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