A COMPREHENSIVE STUDY OF PUBLIC EDUCATION AND HERITAGE MANAGEMENT WITH SPECIAL REFERENCE TO PUNE CITY

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By

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January 2026

CERTIFICATE OF THE SUPERVISOR

It is certified that work entitled "A Comprehensive Study of Public Education and Heritage Management with Special Reference to Pune City" is an original research work done by Mr. Abhijit Dhananjay Thite under my supervision for the degree of Doctor of Philosophy in Indology to be awarded by Tilak Maharashtra Vidyapeeth, Pune. To best of my knowledge this thesis

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Abstract

The present research entitled “A Comprehensive Study of Public Education and Heritage Management with Special Reference to Pune City” is an analytical study of the relationship between public education and heritage management in an urban Indian context. Heritage management in contemporary cities is not confined only to the physical conservation of monuments and archaeological remains, but also includes public awareness, education, media engagement, community participation, institutional coordination, and financial mechanisms such as Corporate Social Responsibility (CSR). This study examines how public education functions as a connecting element among these diverse components of heritage management.

Pune city has a rich and layered historical background, a strong presence of educational institutions, active civil society groups, and a vibrant print and digital media culture. These characteristics make it a suitable location for examining how heritage awareness is generated and how citizens engage with heritage in everyday urban life. The study focuses particularly on the role of informal modes of public education such as heritage walks, media narratives, community initiatives, and experiential learning practices.

The research is based on a mixed-method approach. Quantitative data were collected through structured surveys conducted among citizens and working journalists in Pune city, while qualitative data were generated through interviews with heritage professionals, educators, media practitioners, government officials, and representatives of non-governmental organisations. Field observations at selected heritage sites and case studies of heritage-related educational initiatives were also undertaken. In addition, CSR data related to heritage, art, and culture were analysed using official government sources.

The study reveals that heritage awareness and participation are closely associated with factors such as education, duration of residence in the city, and involvement in heritage-related activities. Informal public education initiatives are found to be particularly effective in fostering long-term engagement and conservation-oriented attitudes. The analysis also indicates that CSR contributions to heritage conservation remain limited and underutilised.

Overall, the study highlights the importance of integrating public education, media practices, community participation, and institutional efforts for effective and sustainable heritage management. It emphasises the need for strengthening educational and participatory approaches to preserve and promote urban heritage in a meaningful and socially inclusive manner.

Chapter I

Introduction

Introduction

Heritage management encompasses a wide spectrum of activities aimed at identifying, preserving, interpreting, and transmitting cultural, historical, and natural resources. The global framework for such efforts was significantly shaped by the UNESCO World Heritage Convention of 1972, which laid out shared responsibilities for states in safeguarding heritage sites of universal value. Article 27 of the Convention particularly underscores the importance of creating educational and informational programs to enhance public understanding of heritage and to increase awareness of threats that endanger it (UNESCO 1972). The Convention's implementation philosophy evolved further with the Budapest Declaration of 2002, which introduced four strategic objectives - Credibility, Conservation, Capacity Building, and Communication. UNESCO later added a fifth component, Communities, in 2007, recognizing that sustainable heritage protection depends on active local participation (UNESCO 2002; UNESCO 2007).

Despite the clarity of these international directives, public awareness about heritage remains uneven. Many citizens tend to associate heritage only with well-known monuments while overlooking lesser-known structures, rituals, or cultural expressions that are a key part of the historical continuum. A widespread perception that heritage protection is the exclusive responsibility of government institutions further weakens community engagement. To address these gaps, public education - both formal and informal - becomes essential. Strong educational initiatives can cultivate informed citizens who not only recognise the significance of their heritage but also participate actively in its conservation.

This chapter introduces the conceptual foundations of the study, focusing on how public education and awareness contribute to heritage management. Pune City, with its rich historical and cultural landscape, serves as the focal point. The chapter outlines core concepts such as education, informal learning, and heritage; presents research objectives and questions; and situates the study within broader global and Indian contexts. It argues that heritage management cannot be effective without sustained

public engagement, which is best nurtured through well-planned educational interventions.

1.1 Education

Education may be defined as the dynamic, evolving process through which individuals acquire knowledge, skills, beliefs, habits, and values. It encompasses both institutional and experiential learning pathways that mould cognitive, social, and ethical development across the life span. Nelson Mandela's popular quote *"education is the most powerful weapon which you can use to change the world"* captures its transformative potential not just for individuals but for entire societies.

Education contributes to personal empowerment by enhancing decision-making capacities and expanding opportunities for economic advancement. It also plays a crucial role in societal development by creating skilled human capital, reducing inequalities, and supporting democratic participation. Amartya Sen (1999, 285) argues that education expands human capabilities and forms the foundation of freedom and development.

Globally, education systems vary greatly. Finland's model, which prioritizes teacher autonomy, minimal standardized testing, and holistic development, has gained widespread praise (Sahlberg 2015, 175). The United States, meanwhile, focuses heavily on innovation and accountability, though structural inequalities persist within its decentralized system (Ravitch 2016, 225). Many developing regions, including Sub-Saharan Africa, continue to struggle with access, quality, and resource constraints despite improvements in enrolment (UNESCO 2021)[1].

India's educational journey spans ancient learning traditions - represented by institutions like Nalanda - to the structured frameworks introduced during colonial rule. Contemporary policies with specific reference to the Right to Education Act (2009) and the National Education Policy (2020) aim to strengthen access and improve quality. The NEP emphasizes multidisciplinary learning, foundational literacy, digital skills, and research-oriented approaches (Ministry of Education 2020)[2]. However, systemic

challenges - such as unequal access, high dropout rates, and disparities between regions - highlight the continued need for complementary public education efforts outside formal institutions.

1.2 Informal Education

Whereas structured educational systems offer structured learning governed by curricula and institutions, informal education represents spontaneous, experience-based learning that occurs across daily life. It unfolds in homes, workplaces, community settings, and increasingly through digital environments.

Informal education encompasses cultural transmission within families, social interactions, storytelling, peer learning, mentorship, and skills acquired through observation or participation. Digital media - ranging from online tutorials to social networks - has expanded informal learning opportunities by enabling self-directed, curiosity-driven exploration. Malcolm Knowles, a pioneer of adult learning theory, emphasized that education is a lifelong process rooted in human experience rather than confined to classroom boundaries (Knowles 1980, 44-45).

Today, informal education is now widely acknowledged as a crucial component of lifelong learning. It promotes adaptability, reinforces cultural identity, and helps individuals relate abstract knowledge to practical experiences. In societies with diverse cultural and economic contexts, such as India, informal learning continues to serve as an essential bridge between traditional knowledge systems and modern educational needs.

Informal education is a key factor in shaping individuals' intellectual and emotional development, often filling gaps that formal systems may overlook. Because it occurs naturally within social interactions, work environments, and cultural contexts, it fosters learning that is adaptive, experiential, and highly relevant to real-life situations. Informal learning enhances practical problem-solving, emotional intelligence, and independent thinking - competencies increasingly essential in contemporary societies.

A noteworthy primary advantage of informal education is its accessibility. It's limited by classroom structures, age boundaries, or socio-economic constraints, allowing individuals to learn continuously and at their own pace. For example, community engagement activities, self-directed online learning modules, and intergenerational knowledge transfer contribute to developing civic values, technical skills, and cultural literacy. Such processes align with UNESCO's emphasis on lifelong learning within the broader framework of Sustainable Development Goal 4, which advocates inclusive and equitable quality education for all (UNESCO 2015.).

Globally, informal education has become a vital part of learning ecosystems. Digital platforms - such as Khan Academy, Coursera, and YouTube - have expanded access to knowledge, enabling users to acquire new skills outside traditional classrooms (Veletsianos & Shepherdson, 2016, 198–221). These platforms reflect a growing shift toward open education models that encourage self-paced, curiosity-driven learning. Community learning centers, volunteer networks, and local knowledge-sharing initiatives further reinforce the impact of informal educational engagement in supporting social development.

In India, informal education has deep roots in cultural practices, oral traditions, and apprenticeship models. Historically, knowledge systems were transmitted through storytelling, folk art, religious gatherings, and skill-based learning within communities (Saraswati 1998, 12-18). Even in the present day, informal education remains integral to Indian society, especially through grassroots movements, community libraries, and digital initiatives directed toward expanding educational access. The coexistence of multiple learning pathways in India creates opportunities for holistic development, bridging gaps that institutional systems may leave unaddressed.

1.3 Importance of Informal Education

Public education systems increasingly acknowledge that learning does not occur solely within formal institutions. Informal education enriches public education by providing experiential, socially embedded knowledge that enhances students' worldview. It

cultivates emotional and social competencies - such as empathy, leadership, and collaboration - that are difficult to instil through standardized curricula alone. For instance, participation in community service, cultural programs, or collaborative projects help individuals develop interpersonal skills essential for functioning in diverse social contexts (Astin, 1999, 523-525).

Informal education also has the capacity to contextualize theoretical knowledge acquired in formal classrooms. Through exposure to real-world situations - such as environmental campaigns, science clubs, or neighbourhood improvement drives - learners can better connect academic concepts with their practical implications. This approach echoes the educational philosophy of John Dewey, who emphasized that meaningful learning emerges from interaction with lived experiences (Dewey 1938, 25-28).

Furthermore, informal education fosters cultural understanding and global awareness. Interactions with diverse communities, participation in local traditions, and engagement with digital networks expose learners to multiple perspectives, nurturing tolerance and critical thinking (Brookfield 1987, 37-39). These outcomes are increasingly important in diverse, multi-ethnic societies where social cohesion depends on mutual respect and collective understanding.

Public education systems that integrate informal learning - through collaborations with NGOs, community organizations, cultural institutions, and online platforms - tend to deliver more holistic educational experiences. Such collaborations also promote heritage appreciation, environmental awareness, and civic responsibility. Informal learning can thus complement and strengthen school-based education, making it more relevant, inclusive, and impactful for diverse populations.

1.4 Heritage

Heritage represents the collective legacy of beliefs, values, monuments, practices, and natural landscapes passed on to communities from their predecessors. It serves as a cultural reservoir that preserves the memory of past generations while shaping present

identities and informing future trajectories. Heritage is not merely a set of artifacts or traditions; it is a dynamic system of meanings that communities reinterpret over time. In India, where diverse linguistic communities, religious traditions, and historical experiences intersect, heritage forms a crucial foundation of cultural identity and social continuity.

1.4.1 Defining Heritage

Heritage encompasses both tangible and intangible components. Tangible heritage consists of material objects and physical structures - such as buildings, artifacts, archaeological remains, and monuments - that provide visible evidence of historical and cultural evolution. Intangible heritage, by contrast, refers to the practices, expressions, rituals, performing arts, and knowledge systems that live within communities. Together, these components define the distinctive cultural character of different regions.

Distinct civic identities such as “Punekar” or “Mumbaikar” exemplify how heritage shape collective identity. These identities emerge gradually, influenced by shared customs, urban practices, and cultural norms that develop over generations. As newcomers integrate into these social environments, they adopt local practices, thereby contributing to the continuity and evolution of cultural heritage.

1.4.2 Cultural Heritage

Cultural heritage, as understood across global heritage frameworks, encompasses three key categories:

1. **Tangible heritage:** physical sites, monuments, and artifacts.
2. **Intangible heritage:** rituals, oral traditions, performing arts, linguistic practices, and traditional knowledge.
3. **Natural heritage:** landscapes and ecosystems with cultural, ecological, or scientific value.

1.4.2.1 Tangible Heritage

Tangible heritage consists of material culture that can be physically observed and preserved. These structures serve as visual markers of history, demonstrating architectural ingenuity, religious traditions, political developments, and community life. India hosts numerous heritage sites protected under national legislation and recognized globally for their outstanding significance.

Examples of Tangible Heritage in India

1. **Bhimbetka Rock Shelters,** Madhya Pradesh

The Bhimbetka complex features one of the world's oldest continuous sequences of human habitation, with rock art that spans from the Palaeolithic to the early medieval period. Over 500 of the 750 rock shelters contain paintings depicting hunting scenes, rituals, community activities, and symbolic motifs. The site's antiquity, artistic diversity, and archaeological significance have earned it a place among UNESCO World Heritage Sites (UNESCO).

2. **Mahabodhi Temple,** Bihar

The Mahabodhi Temple in Bodh Gaya ranks among the most sacred Buddhist sites in the world. It marks the location where Siddhartha Gautama reached Buddhahood under the Bodhi Tree. The earliest commemorative structure at the site dates to Emperor Ashoka (3rd century BCE), while the present temple complex reflects architectural developments from the Gupta period (5th-6th century CE). The site preserves archaeological remains of Ashoka's early stupa within its museum collection, and its listing under the UNESCO World Heritage programme recognizes both its spiritual significance and architectural value (UNESCO).

3. **Ajanta Caves,** Maharashtra

The Ajanta Caves, carved along a horseshoe-shaped gorge of the Waghur River, date from the 2nd century BCE to the 6th century CE. The complex is renowned for its Buddhist murals, sculptures, and narrative panels that depict Jataka tales and monastic

life. The caves' artistic excellence and historical importance led to their recognition as a site recognised by UNESCO as World Heritage (UNESCO).

4. **Ellora Caves,** Maharashtra

The Ellora complex comprises 34 rock-cut temples carved between the 5th and 10th centuries CE, representing Buddhist, Hindu, and Jain traditions. The Kailasa Temple (Cave 16) stands out as a monumental monolithic structure carved from a single basalt outcrop - a feat of engineering and artistry unparalleled in the ancient world. The site is admired for its demonstration of religious coexistence and architectural innovation (ASI)[3].

5. **Hampi,** Karnataka

Located along the Tungabhadra River, Hampi was the capital of the Vijayanagara Empire. Its architectural ensemble - including the Virupaksha and Vittala temples - reflects the height of Dravidian craftsmanship. The site's sculptural elements, particularly the famed musical pillars of the Vittala Temple, highlight significant developments in South Indian temple aesthetics. Hampi is recognized by UNESCO for its exceptional historical and cultural value (UNESCO).

6. **Sun Temple,** Konark, Odisha

Sun temple was built by King Narasimhadeva I (13th CE). It is conceived as a colossal chariot of Surya, with intricately carved wheels and horses symbolically "drawing" the structure. Its sculptural program illustrates the mastery of Kalinga architecture, and its UNESCO inscription recognizes its cultural and artistic achievements (UNESCO).

7. **Humayun's Tomb,** Delhi

Constructed in 1570 by Haji Begum, the widow of Mughal Emperor Humayun, this mausoleum marked a seminal moment in the evolution of Mughal architecture. The complex - with its Persian-style Charbagh garden, elevated plinth, and double-dome - prefigures later masterpieces such as the Taj Mahal. The 42.5-meter-high central structure and extensive garden layout illustrate early Mughal experimentation with monumental funerary design (ASI).

8. **Taj Mahal,** Agra

Commissioned by Emperor Shah Jahan in memory of Mumtaz Mahal, the Taj Mahal (completed in 1648, p. 1) is revered globally as a masterpiece of Mughal architectural expression. Its symmetrical layout, marble inlay work, and harmonious proportions have earned it universal acclaim and World Heritage status (UNESCO).

9. **Chhatrapati Shivaji Maharaj Terminus,** Mumbai

Designed by architect Frederick William Stevens and completed in 1888, this Gothic Revival railway terminus integrates Victorian architectural features with Indian motifs. The building's intricate stonework, domes, turrets, and stained glass reflect a synthesis of European and South Asian design idioms. As the headquarters of Central Railway, the station continues to function as a prominent transportation hub and stands as a UNESCO World Heritage Site (UNESCO).

10. **Mountain Railways of India**

The Darjeeling Himalayan Railway, Nilgiri Mountain Railway, and Kalka-Shimla Railway - constructed during the late 19th and early 20th centuries - represent remarkable engineering solutions to challenging mountain terrains. Their continued operation and preservation highlight their historical and technical significance (UNESCO).

1.4.2.2 Intangible Heritage

Intangible cultural heritage includes oral traditions, performing arts, festivals, rituals, craftsmanship, and traditional knowledge systems. These practices are transmitted across generations and require active community participation for continuity. India's intangible heritage is notable for its diversity and depth.

UNESCO-Recognized Intangible Heritage in India

1. **Koodiyattam (Kerala):** A classical Sanskrit theatre tradition marked by elaborate gestures, eye expressions, and ritualized performance structures. UNESCO inscribed it in 2008 for its antiquity and artistic sophistication (UNESCO).
2. **Ramleela:** A theatrical enactment of Tulsidas's Ramcharitmanas, widely performed during Dussehra. Its combination of music, dialogue, and community involvement contributed to its UNESCO recognition in 2008 (UNESCO).
3. **Vedic Chanting:** One of the world's oldest oral traditions, preserved meticulously through mnemonic techniques for over 3,500 years. Inscribed by UNESCO in 2008 (UNESCO).
4. **Navroz:** Celebrated on March 21, this Parsi New Year festival symbolizes renewal and cultural continuity across multiple nations. It was added to UNESCO's list in 2009 (UNESCO).
5. **Rammana:** A ritual theatre tradition from Uttarakhand involving mask performances and Ramayana narratives, recognized by UNESCO in 2009 (UNESCO).
6. **Chhau Dance:** A martial performing art practiced in Jharkhand, West Bengal, and Odisha, combining dance, combat techniques, and epic storytelling. Inscribed in 2010 (UNESCO n.d.).
7. **Kalbelia Dance of Rajasthan:** Performed by the Kalbelia community, known for fluid, serpent-like movements and traditional music. Recognized by UNESCO in 2010 (UNESCO).
8. **Mudiyettu (Kerala):** A ritual performance dedicated to Goddess Kali, involving community-based temple practices. Added to the UNESCO list in 2010 (UNESCO).
9. **Buddhist Chanting of Ladakh:** Ritual chanting practiced by monastic communities of Mahayana and Vajrayana traditions; inscribed in 2012 (UNESCO).
10. **Sankirtana (Manipur):** A Vaishnavite music and dance tradition performed in temples, recognized in 2013 (UNESCO).
11. **Traditional Brass and Copper Craft of Jandiala Guru (Punjab):** The craft of creating metal utensils through specialized hammering techniques, added to UNESCO's list in 2014 (UNESCO).

Regional Intangible Heritage

India's intangible heritage extends far beyond UNESCO listings. Regional traditions - such as Maharashtra's Wari pilgrimage, folk arts like Kirtana, Bharuda, Gondhala, Lavani, and Dashavatara, and indigenous games such as Kabaddi, Kho-kho, Wrestling, and Mallakhamba - form the everyday cultural landscape of communities. Festivals including Ganesh Chaturthi, Urus, Bagada, and Navratri highlight the dynamic cultural rhythms of regional life. Similarly, culinary traditions such as Ukadiche Modak, Misal, Tambda-Pandra Rassa, and Puran Poli embody the intimate connection between food and cultural identity.

India's tangible and intangible heritage together reflect centuries of cultural synthesis, artistic achievement, and social evolution. The protection and promotion of this legacy require coordinated efforts from governments, cultural organizations, and local communities.

1.4.2.3 Natural Heritage

Natural heritage includes landscapes, ecosystems, and biodiversity-rich regions that hold ecological, scientific, and sometimes cultural significance. India's natural heritage areas reflect diverse climatic zones and habitat types.

Examples include:

1. Western Ghats, one of the world's premier biodiversity hotspots.
2. Nanda Devi and Valley of Flowers National Parks in Uttarakhand, known for endemic alpine flora.
3. Khangchendzonga National Park in Sikkim, a mixed heritage site integrating ecological and cultural values.

These regions play crucial roles in ecological stability, scientific research, and cultural traditions associated with natural landscapes.

1.5 Public Education and Heritage Management

Heritage management encompasses the conservation and promotion of both tangible elements - such as monuments, artifacts, and historic buildings - and intangible elements, including traditions, languages, rituals, and performing arts. While formal education provides structured knowledge about heritage through curricular frameworks, informal education facilitates experiential learning avenues extend beyond the classroom. Together, these modes of learning shape public understanding and engagement with heritage.

Informal heritage education often unfolds through community interactions, cultural events, social media platforms, museums, and local initiatives. These channels allow citizens to explore heritage organically, developing personal connections with cultural resources. By participating in heritage walks, attending local festivals, or engaging with digital storytelling, individuals acquire knowledge that encourages a deeper sense of identity, belonging, and responsibility toward conservation.

Informal education contributes to heritage management in several ways. It:

1. Raises awareness about the importance of cultural and natural heritage.
2. Encourages sustainable practices, such as minimizing damage at heritage sites.
3. Preserves traditions by promoting intergenerational knowledge transfer.
4. Strengthens community ownership, motivating people to participate in conservation efforts.
5. Enhances tourism prospects by fostering a culture of appreciation and stewardship.

Numerous initiatives illustrate the effectiveness of community-based informal education. The Indian National Trust for Art and Cultural Heritage (INTACH), for instance, organizes workshops, heritage walks, and restoration projects that involve students, residents, and civil society groups (INTACH)[4]. Similarly, citizen-driven movements such as the ‘Save Our Heritage’ campaign in Mumbai demonstrate how grassroots advocacy can draw attention to neglected structures and influence policy decisions (Kumar 2016, 112-118).

Digital technologies have accelerated informal heritage learning. Social media campaigns - such as #HeritageForAll - encourage users to share images, stories, and historical insights, thereby creating an expansive, participatory archive of local heritage (Singh 2019, 48-51). Video platforms like YouTube enable creators to document oral histories, traditional crafts, and cultural performances, ensuring their preservation and accessibility for wider audiences.

Collectively, these educational processes bridge the gap between institutional heritage management and public participation, making conservation a shared responsibility grounded in informed citizenship.

1.6 Pune City

Pune, one of India's most historically layered urban center, offers a compelling context for examining the intersection of public education and heritage management. The city's cultural landscape spans ancient rock-cut cave temples, medieval structures, and modern-era monuments that reflect various religious, political, and social histories. Pune's evolution - from a settlement mentioned in Rashtrakuta-era copper plate to a prominent political center during the Peshwa period - has resulted in a rich architectural and cultural heritage.

1.6.1 Organisations working in the field of heritage in Pune City

Institutions such as the Bhandarkar Oriental Research Institute, Bharat Itihas Sanshodhaka Mandal, Vedashatrottejaka Sabha and Raja Dinkar Kelkar Museum have contributed significantly to the documentation and preservation of Pune's history.

1. **The Bhandarkar Oriental Institute** in Pune is a premier research centre dedicated to the preservation and study of India's ancient manuscripts and classical traditions. Established in 1917, it has played a vital role in advancing Indological scholarship through critical editions, archival collections, and philological research. Its library

and manuscript repository continue to serve as essential resources for historians, linguists, and scholars of South Asian culture.

2. **Bharat Itihas Sanshodhaka Mandal,** founded in 1910 in Pune, is one of India's earliest institutions devoted to systematic historical research. The Mandal has preserved an extensive archive of rare documents, letters, and administrative records that illuminate regional and national histories. Through its scholarly publications and support for archival studies, it has significantly shaped modern historiography in Maharashtra.
3. **The Vedashastrottejak Sabha,** established in Pune in 1875, is dedicated to promoting the study of the Vedas and classical Sanskrit learning. It has contributed significantly to textual scholarship by publishing critical editions, commentaries, and research on Vedic literature. The Sabha remains an important center for traditional knowledge systems, bridging historical scholarship with contemporary academic inquiry.
4. **The Raja Dinkar Kelkar Museum** in Pune houses an extensive collection of everyday art, craft objects, and decorative items drawn from various regions of India. Built around the personal collection of Dr. Dinkar Kelkar, the museum highlights the aesthetic richness of domestic and folk material culture. Its galleries offer valuable insights into craft traditions, social life, and artistic practices that shaped India's cultural heritage.
5. **Tilak Maharashtra Vidyapeeth,** established in 1921 to honour Lokmanya Tilak, has evolved into a prominent center for higher education rooted in Indian cultural values. The university offers specialized programmes in Indology, Sanskrit, and social sciences, contributing significantly to research on Indian intellectual traditions. The Shri Balmukund Lohia Centre for Sanskrit and Indological Studies is dedicated to advancing rigorous scholarship in classical Sanskrit texts and Indian knowledge systems. Through academic collaborations and outreach activities, it plays a vital role in sustaining and promoting traditional learning in a modern context.
6. **Heritage India Communications Pvt Ltd**, established in 2007 in Pune, is a social enterprise devoted to promoting awareness of India's cultural and historical

heritage. The organisation publishes magazines and coffee-table books and organises heritage tours, interactive walks, lectures, and workshops to engage people with India's architecture, art, history and natural heritage. Through its initiatives like heritage walks and educational outreach, Heritage India aims to foster a sense of pride and responsibility towards preserving India's diverse cultural legacy.

7. **Bhavtal** is a Pune-based environmental initiative that works to promote ecological awareness through community-driven programmes and creative outreach. The group focuses on restoring local biodiversity, encouraging sustainable practices, and strengthening people's relationship with natural habitats. Through workshops, clean-up drives, and conservation campaigns, Bhavtal has helped mobilize citizens toward long-term environmental stewardship.
8. **Ancient Trails** is a heritage-tourism company that designs guided tours to explore India's cultural roots and lesser-known historical landmarks. Their vision emphasizes immersive learning: participants don't just visit monuments - they gain expert-led insights into history, art, and regional traditions while travelling. Through curated heritage routes and offbeat destinations, Ancient Trails facilitates responsible cultural tourism that connects modern travellers with traditional heritage landscapes.
9. **Club Heritage** was established in 2010. It was founded by four students of History who came together with a shared interest in the subject. The group is guided by teachers, professors, and researchers in the field of History. The organization has conducted heritage walks in Pune for a total of seven years, and these walks are offered free of cost to citizens. In addition, they also organize heritage tours. Their aim is to bring heritage and its significance to the public.

Apart from these institutions, **Deccan College** in Pune, established in 1821, is one of India's oldest institutions devoted to higher learning and research. Renowned for its work in archaeology, linguistics, and ancient Indian history, the institute has contributed landmark discoveries and scholarly advancements. Its specialized museums, academic departments, and research projects continue to shape the study of India's cultural and civilizational past.

Yet, the city's heritage extends beyond formal institutions, existing in public memory, community practices, and local cultural traditions. Various festivals that continue to be celebrated in different parts of Pune, today bear witness to the city's historical events and the social–religious beliefs of earlier times. For example, on Akshaya Tritiya, the descendants of the 'Veer' community perform ritual dances at Veeracha Maruti in memory of the Maratha soldiers and officers who were martyred in the Battle of Panipat. Similarly, the Mangirbaba festival near Dandekar Bridge and the Vandevi pilgrimage held during Navaratri in Kothrud-Karvenagar are further examples of such living traditions.

1.6.2 Significant Monuments of Pune

1. Pataleshwar Cave Temple

The Pataleshwar Cave Temple, located on Junglee Maharaj Road, represents one of Pune's earliest surviving architectural monuments. Dating to the 8th century CE, the temple belongs to the Rashtrakuta period, as corroborated by a copper plate inscription issued during the reign of Krishna I (Dhavalikar 1990, 27). Carved into a basalt outcrop, the temple complex lies below ground level and is accessed by descending a flight of steps. Its plan includes a central courtyard dominated by a circular Nandimandapa supported by twelve pillars, a feature that reflects early medieval temple architecture.

Within the main cave, three sanctums are arranged along the rear wall, the central shrine housing a Shiva Linga. Pillared hallways, an ambulatory path, and partially completed carvings - such as depictions of Andhakasur Vadha, Tripurantaka Shiva, Sheshashayi Vishnu, and Gajalakshmi - attest to the unfinished nature of the complex. Though an inscription outside the cave has eroded to illegibility, the site remains protected as an ancient monument and continues to attract pilgrims, particularly during Tripurari Pournima when hundreds of lamps illuminate the cave (Dhavalikar 1990, 27). Adjacent to the cave lies the Samadhi of the revered saint Jangli Maharaj, further enhancing the site's religious significance.

2. Shaniwar Wada

Shaniwar Wada stands as a prominent symbol of Pune's political and cultural heritage. Commissioned in 1730 by Peshwa Bajirao I and completed in 1732, the complex originally served as the principal residence of the Peshwas (PMC)[5]. The site was strategically chosen near the earlier Lal Mahal and reflected Pune's growing importance as the de facto administrative center, located close to Satara - the seat of Chhatrapati Shahu.

Spread across approximately five acres, the complex initially comprised a large wooden palace without fortification walls, since Chhatrapati Shahu discouraged building fort-like structures in residential areas. After his death, the Peshwas completed the defensive walls, adding nine bastions and five monumental gateways. Among these, the Delhi Gate - reinforced with iron spikes and decorated with solar and lunar motifs - served as the primary entrance.

A series of fires between 1791 and 1828 destroyed the palace's wooden superstructures, leaving only the stone plinths, fortification walls, and parts of the Nagarkhana above the Delhi Gate. Under British rule, Shaniwar Wada was repurposed as a collector's residence and later as offices and housing quarters. In the early twentieth century, preservation efforts began under the Archaeology Department, ensuring that the surviving remains continue to serve as a powerful reminder of Pune's Peshwa-era heritage (ASI).

3. Trishundha Ganapati Temple

The Trishundha Ganapati Temple, completed in 1770 under the patronage of Mahant Bhimji Giri-Gosavi, is named after its distinctive three-trunked Ganapati idol (Pune Cultural Mapping Team, Sahapedia)[6]. Architecturally, the temple exhibits intricate stone carvings that integrate medieval stylistic elements with localized iconography. Sculptures of Bharavahaka Yakshas, guardians, and Gajalakshmi adorn the facade, while a unique frieze depicting British soldiers capturing a rhinoceros has been interpreted as a symbolic reference to the Battle of Plassey.

The temple's interior includes a spacious Sabhamandapa and an antechamber leading to the sanctum, which features a Sheshashayi Vishnu carving on the rear wall. A notable feature is the underground chamber that houses the Samadhi of the temple's presiding guru. This space - accessible only on Guru Pournima - contains halls and passageways said to connect to nearby water bodies. The temple remains one of Pune's most architecturally refined medieval structures.

4. Mahatma Phule Wada

Located in Mahatma Phule Peth, the Mahatma Phule Wada was constructed around 1852 and served as the residence of Jotirao Phule and Savitribai Phule, two of India's foremost social reformers. Savitribai Phule, recognized as India's first female teacher, played a pivotal role in advancing women's education and challenging caste-based discrimination. The Wada thus holds deep social and historical significance. (Narake 1982, 45–52).

Protected since 1972 under the Maharashtra Ancient Monuments and Archaeological Sites and Remains Act (1960), the site now houses a permanent photographic exhibition documenting the Phules' life and work. A library on the premises contains writings by and about the Phule, while a statue in the courtyard honours their legacy. There is a historic well that Jotirao Phule opened to people of all castes during a severe drought - reflecting his commitment to social equality and humanitarian values (Narake 1982, 180-185).

5. Aga Khan Palace

Situated along the Pune-Ahilyanagar Road, Aga Khan Palace was constructed between 1892 and 1897 by Sultan Mohammed Shah Aga Khan III as a relief project during a devastating famine. The palace's architectural style blends European and Indo-Saracenic features, with expansive verandas, arched hallways, and spacious rooms arranged around a large, landscaped campus. (ASI)

The palace gained national importance during India's freedom struggle, serving as a site of internment for Mahatma Gandhi, Kasturba Gandhi, and Mahadevbhai Desai following the launch of the Quit India Movement. Both Kasturba Gandhi (1944) and Mahadevbhai Desai (1942) passed away during their captivity here, and their memorials remain within the palace grounds. In 1969, the palace was donated to the Gandhi Smarak Nidhi and now houses exhibitions of photographs, documents, and Gandhian artifacts, making it one of Pune's most significant modern heritage sites.

These five monuments collectively illustrate the layered cultural history of Pune - from ancient cave temple to modern sites of political significance - highlighting the city's suitability as a case study for heritage education and public engagement.

1.7 CSR Funds for Heritage Management and Conservation

Corporate Social Responsibility (CSR) refers to the ethical commitment of businesses to integrate social, cultural, and environmental considerations into their core operations. As defined by Carroll (1999, 283), CSR involves voluntary initiatives that contribute to societal well-being beyond legal compliance. CSR has gained prominence as a mechanism through which private organizations can address social needs, promote sustainable development, and support inclusive growth (UN 2015)[7].

In India, the evolution of CSR reflects increasing recognition of its societal value. Early discussions emerged during the 11th Five-Year Plan, which emphasized inclusive growth (Government of India 2007). The Ministry of Corporate Affairs put forward voluntary guidelines in 2009, followed by the National Voluntary Guidelines on Social, Environmental, and Economic Responsibilities of Business in 2011 (MCA)[8]. A landmark shift occurred with the Companies Act of 2013, which made CSR spending obligatory for companies that meet certain financial thresholds. Section 135 of the Act requires companies with a net profit of ₹5 crore or more to allocate at least 2% of their average net profits to CSR activities (Companies Act 2013).

CSR spending spans a range of priority areas, including:

1. Rural development
2. Health and sanitation
3. Education and livelihood enhancement
4. Women's empowerment
5. Environmental sustainability
6. Heritage, art, and culture
7. Disaster relief (MCA 2014)

1.7.1 CSR and Heritage Conservation

The Ministry of Culture has encouraged utilization of CSR funds for heritage conservation, aiming to support restoration, preservation, and the promotion of cultural heritage (Ministry of Culture 2017). However, data indicates that heritage-focused CSR spending remains relatively low compared to other domains. The official CSR portal recorded contributions of ₹26,210.95 crore from 20,840 companies in 2021-22, but much of this funding supported cultural programs, festivals, or spiritual institutions rather than monument conservation (CSR Portal 2022)[10].

1.7.2 Notable CSR Success Stories

1. Adopt a Heritage Initiative: Corporate groups, including the Dalmia Bharat Group - have undertaken the maintenance of heritage sites such as the Red Fort and Gandikota Fort under public-private partnership models (Adopt a Heritage 2018)[11].

2. ONGC at the Taj Mahal: The Oil and Natural Gas Corporation has supported conservation and environmental management projects at the Taj Mahal (ONGC 2020)[12].

3. Corporate–ASI Partnerships: Large public sector undertakings like Indian Oil Corporation have collaborated with the Archaeological Survey of India on the upkeep of historic monuments (ASI 2021).

These examples demonstrate the potential of CSR to supplement governmental efforts. Strategic alignment between corporate resources and heritage needs can significantly strengthen conservation initiatives while enhancing corporate reputation and community trust (Porter and Kramer 2011, 62-77).

1.8 Aim of the Study

The present study aims to examine how public education - particularly in its informal dimensions - shapes heritage awareness, cultural participation, and conservation practices among citizens. It also aims to analyse the existing mechanisms of heritage management in Pune city and to assess the contributions of Corporate Social Responsibility (CSR) funding to heritage conservation initiatives. Through a systematic exploration of social media content, stakeholder interviews, and field observations, the study evaluates how communities engage with heritage in their everyday lives and how such engagement contributes to sustainable cultural preservation.

1.9 Hypotheses

1. Informal public education significantly contributes to heritage awareness and conservation behaviour. Informal learning spaces - such as media, heritage walks, and community traditions - may cultivate stronger engagement with heritage than formal educational frameworks.
2. Heritage management in Pune reflects both institutional efforts and community-driven participation, but gaps persist in communication, documentation, and resource allocation.
3. CSR funds have the potential to support robust heritage conservation in Pune; however, their utilization remains uneven due to lack of strategic planning and limited prioritization of heritage sectors.

1.10 Research Questions

1. What role does public education and awareness play in fostering local participation in heritage management?
2. How can informal education initiatives improve heritage awareness and management in Pune City?
3. Can heritage conservation be economically sustainable?

1.11 Literature Review

Existing scholarship in heritage management indicates a clear shift in the way heritage is understood and approached. Earlier studies largely treated heritage as a collection of monuments and historically significant structures requiring legal protection and technical conservation. However, contemporary research conceptualises heritage as a broader and dynamic entity that includes tangible remains, intangible traditions, cultural practices, and shared social memories. Scholars such as Smith (2006) and Harrison (2013) argue that heritage derives meaning not only through expert classification or statutory protection, but through social use, everyday interaction, and public interpretation. This shift has expanded the scope of heritage studies beyond physical conservation to include questions of public engagement, interpretation, and shared responsibility.

International literature on heritage conservation has been strongly influenced by policy frameworks and management guidelines developed by organisations such as UNESCO. These frameworks emphasise identification, protection, and systematic management of heritage resources through legal and administrative mechanisms. While they have contributed significantly to global conservation practices, several scholars note their limitations in rapidly urbanising contexts. Infrastructure development, tourism growth, and economic pressures increasingly affect historic sites and cultural environments, creating tensions between preservation and development (Labadi and Long 2010).

These challenges have led researchers to argue that regulatory approaches alone are insufficient and must be complemented by social and educational strategies.

Parallel to heritage studies, education-related literature consistently highlights the role of learning and awareness in shaping public attitudes towards culture and conservation. Researchers argue that long-term heritage protection depends on public understanding of heritage value and relevance. Formal education introduces heritage-related ideas through school and university curricula; however, several studies observe that classroom-based learning often remains abstract and disconnected from lived heritage environments. Consequently, scholars increasingly emphasise public education, experiential learning, and informal modes of engagement as essential for building sustained heritage awareness (Pedersen 2002).

Tourism and heritage studies add another important dimension to this discussion. Research shows that many individuals encounter heritage primarily through site visits, guided tours, festivals, and cultural events. Such encounters function as informal learning experiences and influence public perception of heritage. Authors such as Rabotic (2008) and Timothy and Boyd (2003) note the strong educational potential of heritage tourism, while also pointing out that education is often treated as a secondary outcome rather than as a consciously planned heritage management strategy. This limits the use of tourism as a systematic tool for public education and long-term conservation.

Media and communication studies further expand the literature on heritage awareness. Traditional media, digital platforms, and social media are recognised as powerful channels through which heritage-related information reaches the public. Scholars observe that media plays a key role in shaping public interest, opinion, and visibility of heritage issues. However, much of this literature examines media from the perspectives of promotion, representation, or marketing, rather than as a continuous process of public education linked to heritage management objectives (ICCROM 2006). This indicates a gap in understanding media's pedagogical role in fostering informed and responsible public engagement with heritage.

Governance-oriented literature examines the growing involvement of multiple actors in heritage management, including government agencies, non-governmental

organisations, academic institutions, private sector bodies, and local communities. In the Indian context, particular attention has been given to Public–Private Partnerships and Corporate Social Responsibility initiatives following the Companies Act, 2013. Studies suggest that CSR has the potential to support conservation, awareness-building, and capacity development activities, but also caution that such initiatives are often project-based and unevenly integrated into long-term heritage strategies (Porter and Kramer 2011). Issues of coordination, accountability, and strategic planning therefore remain central concerns.

Indian scholarship reflects many of these global debates while highlighting context-specific challenges such as fragmented institutional responsibility, limited financial resources, and insufficient public participation in urban heritage conservation. Researchers examining cities like Pune emphasise that heritage exists not only in protected monuments but also in neighbourhoods, educational institutions, festivals, and everyday cultural practices. This makes public engagement and awareness particularly critical for conservation outcomes in urban settings.

Overall, the literature reveals a common limitation. Education, tourism, media, governance, CSR, and community participation are generally examined as separate domains, even though heritage management in practice involves their constant interaction. While individual strands of scholarship acknowledge awareness and learning, there is limited research that systematically examines public education as the central mechanism connecting these domains into a coherent heritage management process. This fragmentation is especially evident in Indian urban contexts, where multiple actors simultaneously influence heritage awareness and management.

Addressing this gap, the present study adopts an integrated approach to heritage management that places public education at its centre. It conceptualises heritage management as a socio-educational ecosystem in which citizens, media, educational institutions, NGOs, corporate actors, tourism organisations, and governance structures interact through formal, non-formal, and informal learning processes. By situating the study within the urban context of Pune and by drawing upon data collected between

2019 and 2023, the research seeks to examine how public education shapes heritage awareness, participation, and management outcomes in practice.

This overview of literature provides the conceptual grounding for the detailed review presented in Chapter 2 and directly informs the formulation of the research hypotheses, research questions, and analytical framework. The subsequent chapters build on this foundation by empirically examining the role of public education in heritage management within a contemporary Indian urban context.

1.12 Research Gaps Identified

Despite substantial research, several gaps remain:

1. Limited exploration of informal modes of education and their influence on heritage consciousness. Most studies focus on formal curricula, while few analyse the influence of digital media, community festivals, and local practices.
2. Insufficient documentation of heritage management practices in mid-sized Indian cities such as Pune.
3. Research often prioritizes metropolitan center or nationally recognized heritage sites.
4. Limited research on CSR allocations toward heritage conservation. Although policy frameworks exist, there is inadequate assessment of their effectiveness at the local level.
5. Weak linkage between community narratives and institutional strategies. The lived experiences of residents are underrepresented in academic studies on heritage governance.

Addressing these gaps enables a more holistic understanding of how heritage is experienced, communicated, and preserved in everyday urban life.

1.13 Methodology

This study is informed not only by existing scholarly literature but also by the author's prolonged engagement with heritage-related activities in Pune. Over several years, the author has been associated with heritage walks, public lectures, media documentation, and field-level observation of heritage sites and civic initiatives. These engagements revealed a recurring pattern in which education, media outreach, tourism activities, CSR initiatives, and institutional heritage management often operate in parallel rather than in coordination. Such experiential insights played a significant role in shaping the selection of literature, the framing of research questions, and the development of the analytical framework adopted in this study. The literature review is therefore guided by both academic scholarship and contextual understanding derived from sustained interaction with heritage practices in an urban Indian setting.

The study employs a mixed-methods approach, combining qualitative and quantitative tools to obtain a holistic understanding of heritage communication, management, and CSR involvement.

Time Frame of the Study

The present research is situated within a clearly defined temporal framework. The empirical components of the study, including data related to Corporate Social Responsibility (CSR) initiatives, public surveys, and interactions with media professionals, were conducted during the period from 2019 to 2023. This time frame encompasses both the pre-pandemic and post-pandemic phases, allowing the study to observe heritage-related practices across a period of disruption and gradual re-normalisation.

Primary data collection, including surveys of citizens and journalists, as well as documentation of heritage-related activities, was undertaken within this period. Secondary data, particularly CSR-related information, was analysed with reference to initiatives implemented between 2019 and 2023.

1.13.1 Primary Research

Interviews:

Semi-structured interviews were conducted with heritage activists, journalists, archaeologists, policymakers, and citizens. Interviews explored perceptions of heritage management, media representation, and CSR engagement.

Field Observations:

Site visits to major heritage locations in Pune - such as Pataleshwar, Shaniwar Wada, and the Aga Khan Palace - enabled firsthand analysis of conservation practices, visitor behaviour, and interpretive systems.

1.13.2 Secondary Research

Secondary sources included books, journal articles, ASI reports, CSR guidelines, government policy documents, and UNESCO publications. Historical texts and earlier surveys helped contextualize Pune's heritage landscape.

1.13.3 Sampling and Analysis

1. Purposive sampling identified key stakeholders for interviews.
2. Thematic analysis was used to interpret qualitative data (Braun and Clarke 2006, 79-80).
3. Descriptive statistics summarize quantitative data from media analysis.
4. Triangulation enhanced reliability by comparing information across different data sources.

1.14 Expected Outcome

The study is expected to generate the following outcomes:

1. Enhanced understanding of the role of informal public education in shaping awareness and attitudes toward heritage in Pune.
2. A detailed assessment of heritage management practices, identifying strengths, weaknesses, and opportunities for improvement within Pune's conservation ecosystem.
3. Empirical insights into CSR contributions, providing evidence on the extent and effectiveness of corporate involvement in heritage preservation.
4. Recommendations for policy and practice, supporting more collaborative heritage governance that integrates communities, government bodies, and private stakeholders.
5. A conceptual framework for heritage communication, applicable to other Indian cities seeking to balance cultural continuity with urban development.

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Chapter II

Review of previous research work

2.1 Introduction

A literature review forms an essential foundation for doctoral research, as it enables the researcher to locate the study within existing scholarly work and to understand how knowledge on a given subject has evolved over time. Rather than merely summarising previous studies, a literature review critically examines the arguments, approaches, and findings of earlier researchers to identify dominant themes, methodological trends, and research gaps.

Scholars such as **Hart (1998)** and **Ridley (2012)** emphasise that a well-structured literature review demonstrates the researcher's engagement with existing knowledge and establishes the intellectual context of the study. In interdisciplinary fields, the literature review also performs the important function of bringing together insights from multiple domains that may otherwise remain disconnected.

In the field of heritage management, literature has developed across diverse disciplines including archaeology, conservation studies, education, tourism, media studies, urban planning, governance, and public policy. Early studies largely focused on monuments, legal protection, and expert-led conservation practices. However, more recent scholarship has expanded the understanding of heritage to include intangible traditions, cultural practices, collective memory, and everyday social use of heritage spaces.

Smith (2006) argues that heritage is not simply a collection of objects or sites from the past, but a cultural process shaped by contemporary social values and practices. Similarly, **Harrison (2013)** highlights that heritage gains meaning through interaction, interpretation, and public engagement rather than through official designation alone. These perspectives have significantly influenced later studies by shifting attention from purely technical conservation to socially embedded heritage management.

International literature on heritage conservation has been shaped by policy frameworks developed by organisations such as UNESCO. **Labadi and Long (2010)** examine how global heritage policies attempt to balance universal values with local cultural contexts. While these frameworks provide important guidelines for identification and protection, several scholars note that they face limitations when applied to rapidly urbanising regions,

where development pressures, tourism growth, and changing lifestyles pose complex challenges.

Parallel to heritage studies, education-related literature underscores the role of learning and awareness in shaping public attitudes toward heritage. **Pedersen (2002)**, in his work on managing tourism at World Heritage Sites, stresses that conservation efforts cannot succeed without public understanding and support. He observes that management plans often fail when local communities and visitors are not adequately informed about the significance of heritage resources.

Tourism studies further contribute to this discussion by examining how people encounter heritage through site visits, guided tours, festivals, and cultural events. **Rabotic (2008)**, focusing on heritage interpretation and tourism, highlights the educational potential of experiential engagement. However, he also notes that tourism-driven approaches often prioritise visitor experience over long-term educational outcomes, thereby limiting their contribution to sustainable heritage management.

Media and communication studies add another dimension to the literature on heritage awareness. Researchers point out that newspapers, television, digital platforms, and social media play a crucial role in shaping public perception of heritage. **ICCROM (2006)** emphasises that communication and interpretation are central to conservation, as they translate expert knowledge into forms accessible to the wider public. Nevertheless, several studies observe that media is frequently examined from promotional or marketing perspectives rather than as a sustained process of public education.

Governance-oriented literature examines the increasing involvement of multiple actors in heritage management. Scholars highlight the roles of government agencies, non-governmental organisations, academic institutions, private sector bodies, and local communities. In the Indian context, studies have also focused on Corporate Social Responsibility initiatives following the Companies Act, 2013. **Porter and Kramer (2011)** argue that CSR can create shared value by aligning corporate resources with social objectives, including cultural and heritage conservation. At the same time, researchers caution that CSR-funded heritage projects are often fragmented and lack long-term strategic integration.

Indian scholarship on heritage management reflects many of these global concerns while highlighting context-specific challenges. Studies discuss issues such as fragmented institutional responsibility, limited financial resources, and insufficient public participation in urban heritage conservation. Researchers examining cities like Pune point out that heritage exists not only in protected monuments but also in neighbourhoods, educational institutions, festivals, and everyday cultural practices, making public engagement a critical factor in conservation outcomes.

A review of existing literature thus reveals that education, tourism, media, governance, CSR, and community participation are frequently examined as separate domains. While each body of scholarship offers valuable insights, there is limited research that systematically examines how these elements interact in practice through public education. This fragmentation becomes particularly evident in urban Indian contexts, where heritage management is shaped by multiple actors operating simultaneously.

The present study addresses this gap by reviewing literature across these domains and by examining heritage management through the lens of public education. By focusing on Pune as a case study, the research seeks to understand how public education connects citizens, media, educational institutions, NGOs, corporate actors, tourism organisations, and governance structures into a functioning heritage management ecosystem. This literature review therefore provides the conceptual foundation for the research and informs the formulation of its hypotheses, research questions, and analytical framework.

This chapter therefore moves from conceptual discussions of heritage to an examination of specific mechanisms—education, media, governance, and partnerships—through which heritage management operates in contemporary urban contexts.

2.2 Studies on Heritage and Heritage Management

Scholarly work on heritage and heritage management shows a clear evolution in the way heritage has been defined, understood, and managed over time. Early heritage studies largely focused on monuments, archaeological sites, and historically significant buildings, with emphasis on physical preservation, legal protection, and expert-led conservation

practices. Heritage management during this phase was primarily concerned with safeguarding material remains through scientific methods, regulatory frameworks, and institutional control.

Ashworth, Graham, and Tunbridge (2007) argue that this early approach treated heritage as a fixed and objective entity, often detached from social context. According to them, heritage selection and preservation were dominated by state institutions and experts, leaving limited scope for public interpretation or community involvement. Such models prioritised authenticity, age, and architectural value, while social meaning and everyday use of heritage spaces received comparatively less attention.

From the late twentieth century onwards, scholars began questioning this monument-centric and technocratic orientation. **Smith (2006)** introduced the idea of the "authorised heritage discourse," arguing that heritage is not merely inherited from the past but actively constructed in the present through cultural, political, and social processes. She emphasises that heritage management should be understood as a cultural practice shaped by power relations, institutional narratives, and public engagement rather than as a neutral technical activity.

Harrison (2013) further expands this perspective by highlighting heritage as a dynamic process involving memory, identity, and contemporary values. He argues that heritage is produced through interaction between people, places, and narratives, and therefore cannot be managed effectively without considering public participation and interpretation. This shift in thinking significantly influenced later heritage management literature by foregrounding social meaning alongside material conservation.

International policy frameworks have played an important role in shaping heritage management practices worldwide. The adoption of the **UNESCO** World Heritage Convention in 1972 marked a significant moment by establishing shared global responsibility for heritage protection. While the Convention initially focused on identification and protection of sites with outstanding universal value, subsequent operational guidelines increasingly acknowledged the importance of management planning, community involvement, and public awareness.

Pedersen (2002), in his widely cited manual on managing tourism at World Heritage Sites, argues that heritage management must balance conservation with use, particularly in contexts where tourism pressure is significant. He emphasises that visitor management, interpretation, and education are integral components of effective heritage management. According to Pedersen, conservation efforts are likely to fail if visitors and local communities do not understand the value and vulnerability of heritage sites.

Labadi and Long (2010) critically examine UNESCO's heritage frameworks and point out the challenges of applying universal standards within diverse local contexts. They argue that while global guidelines provide legitimacy and structure, successful heritage management depends on local acceptance, cultural relevance, and public engagement. Their work highlights the tension between international policy models and ground-level realities, especially in developing and rapidly urbanising regions.

Indian scholarship on heritage management reflects similar debates while drawing attention to context-specific issues. Studies on monument protection under the Archaeological Survey of India (ASI) highlight the strong legal and institutional framework governing nationally protected monuments. However, researchers also point out limitations related to staffing constraints, funding shortages, and restricted public involvement in decision-making processes.

Ghosh (2001) and Jain (2017) observe that heritage management in India has traditionally been state-led, with limited integration of community perspectives. While this approach has ensured legal protection for many monuments, it has often resulted in alienation of local communities who interact with heritage spaces daily. This disconnect weakens long-term conservation outcomes, particularly in urban areas where heritage sites coexist with dense residential and commercial activity.

Urban heritage studies in India further underline the complexity of heritage management in cities. **Kumar (2016)** and **Singh (2019)** highlight how rapid urbanisation, infrastructure expansion, and real estate development place continuous pressure on historic neighbourhoods and cultural landscapes. They argue that heritage management in cities cannot rely solely on regulatory mechanisms and must incorporate public awareness, education, and participatory planning.

Civil society organisations have played a growing role in addressing these gaps**. The Indian National Trust for Art and Cultural Heritage** (INTACH) have been widely discussed in Indian literature for its work in documentation, advocacy, and community-based conservation. Researchers note that INTACH's initiatives demonstrate how heritage management can extend beyond monument protection to include public education, heritage walks, capacity-building programmes, and stakeholder engagement at the local level.

Studies focusing on cities such as Pune highlight the importance of viewing urban heritage as a living system rather than as isolated sites. **Tikekar's (1999)** historical account of Pune traces how social institutions, neighbourhoods, and public spaces collectively shaped the city's cultural identity. Such works reinforce the argument that heritage management must address everyday urban life, social memory, and cultural practices alongside physical conservation.

Overall, existing literature on heritage and heritage management reflects a gradual shift from expert-driven, monument-focused conservation toward more inclusive and socially embedded approaches. International frameworks, critical heritage studies, and Indian urban research collectively emphasise the importance of public engagement, interpretation, and education. However, despite this shift, many heritage management models continue to prioritise institutional control and technical expertise, with public education often treated as a supportive rather than central component. This limitation creates space for further research that examines heritage management through an education-centred and integrative perspective.

2.3 Education and Public Education in Heritage Management

Education has been consistently recognised by scholars as a critical factor influencing heritage awareness, public attitudes, and long-term conservation outcomes. However, the literature clearly distinguishes between formal education and public education, assigning different roles to each within heritage management processes. Researchers argue that while formal education provides an initial foundation, public education sustains and broadens heritage awareness across diverse sections of society.

John Dewey's educational philosophy provides an early theoretical basis for linking education with lived experience. **Dewey (1938)** emphasised that meaningful learning occurs through active engagement with one's environment rather than through passive reception of information. Applied to heritage contexts, this perspective suggests that heritage education must move beyond textbook-based instruction and encourage experiential interaction with cultural environments.

Pedersen (2002, 6–7), in his work on heritage and tourism management, explicitly links education with conservation outcomes. He argues that heritage management plans remain ineffective if the public does not understand the significance of heritage resources or the reasons for their protection. According to Pedersen, education is not an auxiliary activity but a prerequisite for sustaining conservation efforts, particularly in contexts where public access and tourism are involved.

Formal education systems play an important role in introducing heritage-related concepts at an early stage. Studies in education and heritage research indicate that exposure to history, archaeology, and cultural studies within school and university curricula helps develop sensitivity toward cultural assets and fosters civic responsibility. However, several scholars point out the limitations of formal education when it remains detached from lived heritage environments.

Mocarelli (2021, 1–3), in his study on teaching economic and cultural history, observes that contemporary learners often struggle to connect historical knowledge with present-day realities. He argues that when heritage is presented primarily as a subject of the past, disconnected from everyday urban life, its relevance diminishes for learners. This disconnect weakens sustained engagement and reduces the impact of education on heritage-related behaviour.

Urban heritage scholars further highlight that education must respond to the realities of cities where heritage coexists with commercial activity, infrastructure development, and routine social practices. **Rabotic (2008, 214–216)**, in his analysis of cultural tourism and interpretation, argues that heritage cannot be managed effectively as a collection of isolated monuments. Instead, it must be understood as part of a broader cultural environment shaped

by social interaction and public perception. He emphasises that education in urban contexts must therefore extend beyond formal institutions.

In response to these limitations, contemporary scholarship increasingly foregrounds public education as a central component of heritage management. **Rabotic (2008, 214–218)** defines public education in heritage as informal and non-formal learning processes that occur through heritage walks, exhibitions, public lectures, festivals, workshops, museum programmes, and site-based engagement. Such formats allow individuals to develop understanding through direct observation, interpretation, and emotional connection with heritage spaces.

UNESCO's youth and community-oriented initiatives further reinforce the importance of public education. **UNESCO (2003, 5–7)** highlights that heritage awareness develops most effectively when communities and young people participate in interactive and locally grounded activities. These initiatives emphasise workshops, volunteer programmes, and community events as means of fostering long-term stewardship rather than short-term awareness.

Several studies also address public perceptions of responsibility in heritage management. **Rabotic (2008, 218–219)** observes that many citizens perceive heritage conservation primarily as a financial or technical task, leading them to view it as the exclusive responsibility of government agencies or experts. This perception discourages public participation, particularly among lower-income groups. However, heritage education literature emphasises that public contribution extends beyond monetary support to include responsible behaviour, cleanliness, documentation, advocacy, volunteering, and respect for heritage regulations.

Age-based analyses provide further insight into the role of public education. Studies focusing on youth engagement suggest that students and young adults possess the time, adaptability, and enthusiasm required for sustained heritage involvement. **UNESCO (2006)** and **ICCROM (2009)** note that when young people are educated about heritage and its management, they can contribute through volunteering, guiding, digital documentation, and peer communication.

In the Indian context, policy-oriented literature links these ideas with educational reform. **The National Education Policy (NEP) 2020** emphasises experiential learning, community engagement, and the integration of local knowledge systems within education **(Ministry of Education 2020, 12–13)**. Scholars argue that although NEP 2020 primarily addresses formal education, its emphasis on experiential learning creates opportunities for heritage sites to function as extended learning spaces, bridging formal and public education.

Recent education-oriented studies further reinforce the importance of experiential and community-based learning in heritage contexts. Research focusing on teacher education and heritage awareness suggests that learning outcomes are significantly stronger when heritage is approached as a lived environment rather than as abstract historical content **(ICCROM 2009)**. Such studies emphasise that schools, universities, and informal learning platforms must function together to sustain long-term public engagement with heritage, particularly in urban settings where everyday interaction with heritage spaces is continuous.

At the same time, community heritage studies highlight the role of elders in heritage education. Scholars note that senior citizens act as carriers of memory and lived experience, contributing through storytelling and intergenerational knowledge transfer. **UNESCO (2003)** underlines that such intergenerational engagement strengthens early exposure to heritage and supports the transmission of cultural values across generations.

Despite widespread recognition of its importance, the literature reveals a persistent gap. Public education is often treated as a supportive or secondary component within heritage management frameworks rather than as a core strategy. Educational initiatives are frequently short-term, project-based, and weakly integrated into management plans. As a result, their potential to influence long-term behaviour and participation remains limited.

In summary, existing literature clearly establishes education—particularly public education—as a key mechanism linking heritage knowledge with public participation. Scholars such as **Dewey**, **Pedersen**, **Rabotic**, **Mocarelli**, and **UNESCO** consistently emphasise that conservation cannot be sustained without informed and engaged publics. However, the lack of systematic integration of public education within heritage

management models represents a significant gap, especially in urban contexts. This gap underscores the need to reposition public education as a central and continuous process within heritage management strategies.

2.4 Heritage and Heritage Management in Urban Contexts

Heritage studies literature broadly defines heritage as a complex combination of tangible and intangible elements that carry historical, cultural, social, and symbolic meanings. **Laurajane Smith (2006)** challenges the traditional, monument-centric understanding of heritage and argues that heritage is not merely an object or site, but a cultural process through which meanings are produced, negotiated, and contested in society. According to Smith, heritage gains significance through social practices, public narratives, and everyday engagement rather than through expert designation alone. This perspective shifts heritage management away from a purely technical exercise toward a socially embedded process.

Building on this approach, **Harrison (2013)** further expands the concept of heritage by emphasising its dynamic and present-oriented nature. He argues that heritage is continuously shaped by contemporary concerns, values, and power relations, and therefore cannot be managed solely through static conservation frameworks. Harrison's work highlights the importance of public interpretation, communication, and participation in sustaining heritage relevance, particularly in urban environments where change is constant and rapid.

Ashworth, Graham, and Tunbridge (2007) contribute significantly to urban heritage discourse by examining the relationship between heritage, identity, and place-making. They argue that cities are arenas of multiple and often competing heritage narratives, shaped by diverse social groups with differing interests and memories. From this perspective, heritage management becomes an exercise in negotiation rather than preservation alone. Their work underscores that urban heritage cannot be managed effectively without acknowledging the role of local communities, visitors, and civic actors in defining what is valued as heritage.

Early heritage management models, however, were largely dominated by technical and institutional priorities. **Pedersen (2002)**, in his UNESCO manual on managing tourism at World Heritage sites, notes that traditional approaches focused primarily on physical conservation, regulatory control, and expert-led decision-making. While such models were effective in safeguarding monuments, they often paid limited attention to public understanding and visitor behaviour. Pedersen explicitly argues that conservation objectives cannot be achieved without educating visitors and local populations about heritage significance and management challenges.

International policy frameworks have played a crucial role in shaping contemporary heritage management practices. The 1972 World Heritage Convention established the principle that heritage of "outstanding universal value" represents a shared responsibility of humanity. While the Convention initially emphasised identification and protection, subsequent UNESCO documents increasingly highlighted public awareness, education, and community participation as essential components of sustainable heritage management **(UNESCO 2003)**. UNESCO's youth-focused programmes further stress that long-term conservation depends on cultivating heritage awareness from an early age through both formal and informal educational initiatives.

Indian scholarship reflects similar concerns while foregrounding context-specific challenges. **Singh (2009)** examines heritage management in Indian cities and argues that rapid urbanisation, population pressure, and infrastructure development pose serious threats to historic environments. He notes that conservation efforts in India often suffer from fragmented governance structures and limited coordination between cultural, urban development, and tourism authorities. **Jain (2017)** similarly observes that heritage management policies in India tend to prioritise monument protection while neglecting surrounding cultural landscapes and community engagement.

Civil society organisations have attempted to address some of these gaps in the Indian context. **The Indian National Trust for Art and Cultural Heritage** (INTACH) have played a formative role in promoting heritage awareness, documentation, and community-based conservation. Scholars note that INTACH's initiatives move beyond statutory protection by emphasising education, public outreach, and local participation as integral to

heritage management. Such efforts illustrate how non-state actors contribute to bridging the gap between expert knowledge and public engagement.

Urban heritage literature further highlights that cities function as living heritage environments rather than collections of isolated sites. **Tikekar's (1999)** historical account of Pune demonstrates how neighbourhoods, educational institutions, public spaces, and social practices collectively shape the city's cultural identity. His work shows that Pune's heritage is embedded in everyday urban life, making public awareness and civic engagement particularly important for conservation outcomes. Documentation by the Archaeological Survey of India similarly identifies a wide range of tangible and intangible heritage assets within Pune, reinforcing the need for multidisciplinary and participatory management approaches.

A recurring theme across heritage management literature is the tension between conservation and development. Ashworth and Tunbridge argue that urban heritage is often caught between economic growth imperatives and preservation goals, leading to conflicts over land use and resource allocation. **Pedersen (2002)** suggests that education and interpretation act as mediating tools in this tension by fostering informed public debate and encouraging conservation-sensitive development decisions.

Studies examining visitor experience and crowding in heritage destinations highlight that unmanaged public interaction can negatively affect both conservation outcomes and visitor perception. Research on crowding perception in heritage tourism contexts indicates that informed visitor behaviour plays a crucial role in balancing access and preservation. These findings strengthen the argument that heritage management must integrate education and interpretation strategies to guide public behaviour, rather than relying solely on regulatory controls.

Despite these conceptual advances, scholars consistently point to a critical limitation. While heritage management literature increasingly acknowledges public engagement and education, these elements are often treated as supportive measures rather than as central strategies. **Smith (2006)** explicitly criticises heritage management frameworks that focus on regulation and expertise while marginalising public voices. This limitation becomes

particularly visible in urban contexts, where long-term conservation depends heavily on everyday public behaviour and attitudes.

In summary, heritage management literature demonstrates a clear shift from monument-focused conservation toward socially embedded and participatory approaches. International frameworks, urban heritage theory, and Indian scholarship collectively emphasise the need to integrate public understanding, education, and engagement into conservation practice. However, the role of public education as a systematic and continuous mechanism within heritage management remains insufficiently theorised. This gap provides a strong rationale for examining heritage management through an education-centred analytical lens, particularly within complex urban settings such as Pune.

2.5 Role of Media and Social Media in Heritage Awareness and Management

Scholarly literature widely recognises media as a powerful agent in shaping public awareness, opinion, and cultural understanding. In the context of heritage management, media functions as an intermediary that translates expert knowledge, institutional discourse, and policy concerns into narratives accessible to the public. **McQuail (2010)** argues that mass media plays a central role in agenda-setting by determining which issues gain public visibility and sustained attention. Applied to heritage contexts, this suggests that media coverage significantly influences whether heritage conservation is perceived as a public concern or remains confined to specialist circles.

Traditional mass media—such as newspapers, television, radio, and documentary formats—has historically contributed to heritage awareness by reporting on monuments, cultural events, conservation challenges, and heritage-related debates. **Anderson (1991)** highlights that print media contributes to the formation of shared cultural imagination by repeatedly circulating symbols, narratives, and collective memories. Heritage reporting, therefore, does not merely inform but actively constructs public understanding of cultural identity and historical continuity.

Several scholars emphasise the educational function of media in heritage contexts. **Silverstone (2007)** conceptualises media as a site of informal learning, where audiences

acquire knowledge not through structured curricula but through repeated exposure, interpretation, and discussion. In heritage management, such informal learning occurs through feature articles, interviews with historians, visual storytelling, and coverage of heritage walks, exhibitions, and festivals. These formats enable audiences to connect heritage with everyday life, reinforcing its relevance beyond academic or institutional settings.

In the Indian context, **Swain (2018)** examines the role of media in cultural awareness and argues that regional newspapers and local television channels play a particularly important role in linking heritage issues with civic identity. He notes that heritage-related reporting often gains traction when it is connected to urban concerns such as development, infrastructure, and governance. This observation is significant for cities like Pune, where heritage debates frequently intersect with issues of urban growth and public space.

The emergence of digital media has further transformed the role of communication in public education. **Jenkins (2006)** introduces the concept of participatory culture, arguing that digital platforms blur the boundaries between producers and consumers of content. In heritage contexts, this shift allows citizens to actively engage with heritage narratives rather than passively receiving information. Blogs, online archives, podcasts, and digital exhibitions expand access to heritage knowledge and allow users to interpret and share cultural content in personalised ways.

Museum studies literature reinforces this transformation. **Falk and Dierking (2013)**, through their Contextual Model of Learning, argue that learning in cultural spaces is shaped by personal, social, and physical contexts. Digital media extends these contexts beyond museum walls, enabling continuous engagement before, during, and after site visits. Their work suggests that media-supported heritage education enhances retention, emotional connection, and meaning-making.

Museum and visitor studies further support the view that heritage spaces operate as important sites of informal learning. Research on postmodern museum experiences demonstrates that visitors actively construct meaning through interaction, media engagement, and personal interpretation rather than passive consumption of information. This perspective aligns with heritage education literature, which recognises museums and

heritage sites as dynamic educational environments shaped by communication, media, and visitor participation.

Social media platforms represent a particularly influential dimension of contemporary public education. **Kaplan and Haenlein (2010)** define social media as applications that enable the creation and exchange of user-generated content. Scholars studying heritage communication argue that social media facilitates peer-to-peer learning, collective memory-building, and participatory interpretation. Posts, photographs, reels, and short videos shared by users often become primary sources through which heritage sites and practices are encountered, especially by younger audiences.

Vitenu-Sackey (2021) highlights that social media functions as a space of innovation and knowledge exchange in tourism and cultural sectors. In heritage contexts, this enables tourists, residents, journalists, and influencers to co-create narratives about places and traditions. However, scholars caution that such narratives may prioritise visual appeal or entertainment value over historical accuracy. **Smith (2006)** warns that uncritical circulation of heritage images can reinforce selective or superficial understandings of the past.

Tourism and destination studies further acknowledge the educational implications of media. **Balint and Tutunea (2010)** argue that digital presence significantly shapes how destinations and heritage sites are perceived even before physical visitation occurs. **OECD (2010)** similarly notes that digital communication influences visitor expectations, behaviour, and awareness of sustainability concerns. Media, therefore, plays a role not only in attracting visitors but also in shaping how they interact with heritage spaces.

At the same time, literature identifies ethical challenges associated with media-driven heritage representation. **Rogerson (2021)** emphasises the need for ethics education in digital environments, arguing that misinformation, sensationalism, and excessive commercialisation can undermine cultural values. In heritage management, inaccurate or decontextualised media narratives may lead to overcrowding, misinterpretation, or disrespectful behaviour at sites.

Institutional literature underscores the strategic importance of media in heritage education. **ICCROM (2006)** explicitly recognises media-supported outreach as an essential tool for

linking school education with real-world heritage contexts. UNESCO's youth engagement initiatives similarly advocate the use of media to promote heritage awareness, intercultural understanding, and civic responsibility among younger generations.

Despite this extensive body of work, scholars point to a recurring limitation. Media and social media are often analysed within marketing, branding, or innovation frameworks rather than as integral components of heritage management. Learning outcomes, behavioural change, and long-term conservation impact remain underexplored in media-centred heritage studies. This conceptual gap limits the ability of heritage managers to harness media systematically as a public education tool.

In summary, existing literature establishes media and social media as powerful instruments of public education in heritage contexts. Traditional media contributes to awareness-building and legitimacy, while digital and social media enable participatory, continuous, and peer-driven learning. However, the educational role of media is rarely integrated into heritage management frameworks in a systematic manner. This gap reinforces the need to conceptualise media not merely as a promotional channel but as a central educational mechanism that shapes public understanding, attitudes, and participation in heritage conservation—particularly in urban settings such as Pune.

2.6 Public–Private Partnerships, Stakeholders, CSR and Governance in Heritage Management

Contemporary heritage management literature increasingly recognises that conservation can no longer be understood as the sole responsibility of the state. As heritage environments have become more complex—particularly in urban contexts—scholars argue for governance models that involve multiple actors, including public authorities, private sector organisations, civil society groups, academic institutions, and local communities. **Graham, Ashworth, and Tunbridge (2000)** emphasise that heritage management is inherently political and negotiated, shaped by competing interests and power relations among stakeholders.

Public–Private Partnerships (PPPs) have emerged as a significant governance mechanism within this multi-actor landscape. According to **Hodge and Greve (2007)**, PPPs are collaborative arrangements in which public and private actors share responsibilities, risks, and resources in the delivery of public goods. Applied to heritage and tourism sectors, PPPs are often justified on the grounds of efficiency, innovation, and access to financial and managerial capacity that public agencies may lack.

Policy-oriented literature, particularly from international organisations, documents the growing role of PPPs in heritage and tourism development. The **UNWTO (2015)** argues that private sector participation can enhance infrastructure, visitor facilities, interpretation centres, and destination marketing, thereby improving overall site management. However, the same report cautions that PPPs are not value-neutral and must be carefully structured to ensure alignment with conservation and public interest objectives.

From a heritage management perspective, scholars repeatedly highlight a critical tension within PPP arrangements. While private actors often prioritise revenue generation, visitor numbers, and experiential consumption, public authorities are responsible for safeguarding heritage values, ensuring equitable access, and maintaining long-term conservation standards. **Pedersen (2002, 56–58)** observes that when economic objectives dominate without adequate regulatory oversight, heritage risks being commodified and reduced to a market-driven tourism product. This concern is particularly relevant in urban heritage contexts, where commercial pressures are intense.

Several authors argue that education plays a mediating role in resolving this tension. **Timothy and Boyd (2003)** suggest that PPP models which incorporate interpretation programmes, public awareness initiatives, and community education are more likely to contribute positively to heritage conservation. In such cases, tourism infrastructure and visitor services are not treated merely as revenue-generating assets but as platforms for public learning and engagement.

Beyond formal PPPs, recent literature emphasises the importance of broader stakeholder partnerships. **Freeman's (1984)** stakeholder theory provides a useful conceptual foundation by arguing that organisations must consider the interests of all groups affected by their actions. Applied to heritage management, this perspective highlights the

interconnected roles of government agencies, NGOs, academic institutions, museums, tourism enterprises, media organisations, and local communities.

Academic institutions and universities are increasingly recognised as important stakeholders in heritage governance. Industry–academia collaboration studies indicate that universities contribute research expertise, documentation, evaluation frameworks, and training programmes that strengthen heritage management capacity **(Boon, 2011)**. Such collaborations also support public education by translating scholarly research into accessible knowledge through exhibitions, lectures, publications, and digital platforms.

Literature on industry–academia collaboration indicates that universities can act as knowledge intermediaries in heritage and tourism governance. Such collaborations contribute to documentation, evaluation, training, and public outreach, thereby strengthening both management capacity and public education. Studies argue that academic involvement enhances evidence-based decision-making and supports the translation of research into practice within heritage management frameworks.

Community participation occupies a central place in stakeholder-oriented heritage literature. Scholars consistently argue that local communities are not merely beneficiaries but custodians of heritage resources. **Murphy (1985)** and later authors on community-based tourism stress that local involvement enhances legitimacy, cultural authenticity, and sustainability. However, several studies caution that participation without adequate education and capacity building often remains symbolic, limited to consultation rather than genuine decision-making.

Lahdesmaki and Matilainen (2013) emphasise that community participation becomes meaningful only when supported by continuous learning processes. Awareness, skills, and confidence are necessary for communities to engage effectively with heritage governance structures. Without education, power asymmetries between stakeholders persist, and local voices remain marginalised in planning and implementation.

Corporate Social Responsibility (CSR) has further expanded the stakeholder landscape, particularly in the Indian context. Following the **Companies Act (2013)**, CSR spending became mandatory for certain categories of companies, creating new opportunities for

corporate involvement in heritage conservation, education, and public space improvement. Scholars such as **Porter and Kramer (2011)** argue that CSR initiatives can create shared value by aligning corporate objectives with social and cultural needs.

Recent studies on CSR implementation in tourism and cultural sectors further note that while corporate funding contributes valuable resources, its impact remains limited without strategic alignment with education and governance mechanisms. Scholars argue that CSR initiatives yield more sustainable outcomes when integrated with public awareness programmes, community engagement, and long-term heritage management planning rather than isolated project-based interventions.

Indian studies on CSR and heritage note that corporate funding has supported restoration projects, interpretation centres, heritage walks, exhibitions, and educational outreach. **Sengupta (2021)** observes that CSR has the potential to address funding gaps in heritage management, especially where public resources are constrained. At the same time, literature cautions that CSR initiatives are often project-based, short-term, and driven by branding considerations rather than long-term conservation strategies.

Non-governmental organisations (NGOs) and civil society groups play a crucial mediating role within this ecosystem. Studies on NGOs in sustainable tourism and heritage management highlight their capacity to bridge gaps between government agencies, communities, and private actors **(Bramwell and Lane 2011)**. NGOs often prioritise education, advocacy, and community mobilisation, making them particularly important contributors to public education in heritage management.

Governance literature consistently identifies implementation as one of the most persistent challenges in heritage management. **Dan Wang and Ap (2006)** argue that even well-designed policies fail without effective coordination, clear role definition, and communication among stakeholders. Risk management studies further highlight long-term uncertainties related to funding continuity, political change, and environmental pressures, all of which affect heritage projects **(Kumar 2021).**

In the Indian urban context, governance challenges are compounded by institutional fragmentation. Heritage management often involves multiple departments—such as

culture, tourism, urban development, municipal administration, and education—operating with limited coordination. Scholars note that this fragmentation weakens accountability and dilutes educational initiatives. While national frameworks increasingly emphasise partnerships and participation, local implementation remains uneven.

The National Education Policy (NEP) 2020 provides an enabling policy backdrop by emphasising experiential learning, community engagement, and cross-sectoral collaboration. Several scholars argue that NEP 2020 creates opportunities to integrate heritage education with governance and stakeholder partnerships. However, the literature also points out that translating policy intent into practice requires strong institutional linkages and education-centred governance models.

In summary, existing literature demonstrates that PPPs, CSR initiatives, stakeholder participation, and governance structures are central to contemporary heritage management. PPPs and corporate involvement provide resources and managerial capacity but require strong public oversight and explicit educational integration. Community participation enhances legitimacy and sustainability when supported by continuous public education. NGOs and academic institutions contribute mediation and knowledge-building functions but remain constrained without stable governance support. The absence of a cohesive framework that systematically links education with partnerships and governance represents a significant gap—one that is particularly visible in complex urban contexts such as Pune.

2.7 Public Education as the Linking Thread

The review of literature across education, heritage management, media, tourism, and governance reveals a recurring yet under-theorised element: public education. While individual bodies of scholarship acknowledge the importance of awareness, learning, and capacity building, these concepts are generally examined within disciplinary silos. As a result, heritage management emerges in existing literature as a collection of parallel practices rather than as an integrated socio-educational process.

Several applied studies across tourism, education, and governance implicitly point toward the need for integrative approaches, even when they do not explicitly propose unified

frameworks. Research on stakeholder coordination, digital engagement, and community-based initiatives repeatedly demonstrates that education, media, governance, and participation operate simultaneously in practice. This convergence strengthens the case for an analytical framework that explicitly recognises public education as the linking mechanism within heritage management systems.

Heritage management studies, particularly those influenced by international frameworks, tend to prioritise conservation policies, legal instruments, and institutional responsibilities. Authors such as **Smith (2006)** and **Harrison (2013)** emphasise the social construction of heritage but stop short of offering an operational framework that explains how public learning sustains conservation in practice. Education literature, on the other hand, focuses on pedagogical processes, learning outcomes, and curriculum design, often without engaging deeply with heritage governance structures. Tourism studies, as noted by **Timothy and Boyd (2003)**, highlight experience and visitor engagement, while media studies focus on communication, representation, and visibility. Governance literature concentrates on partnerships, policy design, and implementation challenges **(Graham, Ashworth, and Tunbridge 2000)**.

Although these strands intersect conceptually, they are rarely brought together within a single analytical framework. Several scholars implicitly point toward the need for such integration. **Pedersen (2002, 6–7)** repeatedly emphasises that heritage management cannot succeed without informed publics, while **Rabotic (2008, 214–218)** demonstrates how learning is embedded in tourism and interpretation practices. Similarly, **Lahdesmaki and Matilainen (2013)** highlight education as a prerequisite for meaningful community participation. However, these insights remain dispersed across disciplinary boundaries.

In response to this fragmentation, the present study proposes an integrated analytical framework that positions public education as the central linking mechanism within heritage management. This framework conceptualises heritage management not merely as a technical or administrative process, but as a socio-educational system in which multiple actors interact through formal, non-formal, and informal learning processes.

At the core of the framework lies heritage management, which provides the normative, institutional, and regulatory foundation for conservation. As argued by **UNESCO (2003)**,

heritage represents a shared responsibility, implying that protection cannot be sustained through legislation and expert intervention alone. Public education fulfils this requirement by translating expert knowledge, conservation ethics, and policy objectives into forms that are accessible and meaningful to diverse publics.

Formal education constitutes one layer of this framework. Authors such as **Mocarelli (2021)** note that schools and universities play an important role in introducing heritage concepts and historical understanding. However, as several scholars caution, formal education alone remains insufficient, particularly in urban contexts where many citizens are outside academic institutions. Public education therefore extends this foundation through experiential and informal learning processes.

Within this framework, tourism is conceptualised as a form of applied public education. **Rabotic (2008)** and **Timothy and Boyd (2003)** demonstrate that heritage tourism encounters—through guided tours, interpretation, and site-based experiences—function as informal learning processes. When tourism is designed with explicit educational intent, it reinforces conservation goals by fostering informed and responsible behaviour among visitors. Without such intent, tourism risks prioritising consumption over understanding.

Media and social media occupy a crucial position in sustaining continuous public education. **Falk and Dierking (2013)** argue that contemporary learning increasingly occurs through mediated experiences rather than formal instruction alone. Traditional media contributes to agenda-setting and awareness-building, while digital and social media enable participatory learning and narrative co-creation. However, as **Rogerson (2021)** cautions, these platforms must be guided by ethical and educational principles to avoid misinformation and heritage commodification.

Public–Private Partnerships, CSR initiatives, and multi-stakeholder collaborations are located within the framework as resource- and capacity-enabling structures. **UNWTO (2015)** recognises the potential of such partnerships to strengthen heritage management, but scholars such as **Pedersen (2002)** warn that economic objectives can undermine conservation if not balanced by education and public accountability. The framework therefore treats partnerships not merely as financial arrangements, but as educational

structures that shape public understanding through interpretation centres, outreach programmes, and community training.

Community participation is conceptualised both as an outcome and a process of public education. **Murphy (1985)** and later community-based tourism scholars emphasise that participation enhances legitimacy and sustainability only when communities are informed and empowered. Education enables communities to move from passive stakeholders to active custodians by strengthening awareness, confidence, and decision-making capacity. Intergenerational learning, storytelling, and youth engagement emerge as key mechanisms through which heritage values are transmitted and sustained.

Governance and policy frameworks regulate and coordinate the interactions among these components. **Dan Wang and Ap (2006)** highlight that effective governance depends on coordination, transparency, and communication across stakeholders. In the Indian context, **NEP 2020** provides an enabling policy environment by emphasising experiential learning, community engagement, and cross-sectoral collaboration. However, literature also indicates a persistent gap between policy intent and implementation, reinforcing the need for governance models that explicitly embed public education within heritage management practice.

The integrated analytical framework proposed in this study can be summarised through the following interlinked components:

1. Heritage management as the institutional and regulatory foundation
2. Public education as the central enabling mechanism
3. Formal education as the source of foundational knowledge
4. Tourism as experiential and applied learning
5. Media and social media as continuous public education platforms
6. PPPs, CSR, and stakeholders as resource and capacity enablers
7. Communities as co-producers and transmitters of heritage values
8. Governance and policy as coordinating and sustaining structures

By positioning public education as the connective tissue linking these elements, the framework addresses a critical gap in existing literature. It moves beyond sector-specific

analysis and provides a holistic lens for examining heritage management as a socio-educational ecosystem. This framework is particularly relevant for urban contexts such as Pune, where heritage awareness and management are shaped through everyday interactions among citizens, media, educational institutions, tourism practices, civic initiatives, and governance structures rather than through conservation policy alone.

2.8 Concluding Synthesis of the Literature Review

The review of literature undertaken in this chapter demonstrates that heritage management has been examined through multiple disciplinary perspectives, including conservation studies, education, public awareness, tourism, media and communication, governance, community participation, and corporate involvement. Each of these bodies of scholarship contributes important insights into specific aspects of heritage management. However, the literature also reveals that these perspectives are largely developed in isolation, resulting in a fragmented understanding of how heritage is managed and experienced in practice.

Heritage studies have progressively moved beyond monument-centric approaches to recognise heritage as a socially constructed and dynamic process. Authors such as **Smith (2006)** and **Harrison (2013)** emphasise that heritage derives meaning through social use, interpretation, and everyday interaction. International policy frameworks, particularly those advanced by UNESCO, reinforce the importance of protection, planning, and institutional responsibility. At the same time, scholars have repeatedly noted that regulatory and technical approaches alone are insufficient to ensure long-term conservation, especially in rapidly urbanising contexts.

Education-related literature consistently highlights learning and awareness as essential foundations for sustainable heritage management. Formal education systems introduce heritage-related concepts and historical understanding, but several authors argue that classroom-based learning often remains detached from lived heritage environments. As a result, scholars increasingly emphasise public education, experiential learning, and informal engagement as more effective means of cultivating lasting heritage awareness and responsibility.

Tourism literature adds further depth to this discussion by demonstrating that many individuals encounter and learn about heritage through site visits, guided tours, festivals, and cultural events. While authors such as **Timothy and Boyd (2003)** and **Rabotic (2008)** show that tourism functions as an informal learning process, much of the tourism literature continues to treat education as a secondary outcome rather than as a deliberate heritage management strategy. This limits the conceptualisation of tourism as a systematic tool for public education.

Media and communication studies highlight the growing influence of traditional media, digital platforms, and social media in shaping public understanding of heritage. Scholars note that media plays a key role in making heritage visible, relevant, and accessible to wider audiences. However, media is often analysed in terms of promotion, representation, or marketing, with limited attention to its role as a continuous educational process linked to heritage management objectives.

Governance-oriented literature underscores the increasing involvement of multiple actors in heritage management, including government agencies, private sector organisations, NGOs, academic institutions, and local communities. Studies on Public–Private Partnerships and Corporate Social Responsibility, particularly in the Indian context, suggest that these mechanisms can provide valuable financial and organisational support. At the same time, scholars caution that such initiatives are frequently project-based, unevenly implemented, and weakly integrated into long-term conservation and education strategies.

A key insight emerging from this review is the centrality of public education as a connecting element across these diverse domains. While individual strands of literature acknowledge education, awareness, or capacity building, they rarely conceptualise public education as the core mechanism that links conservation policy, tourism practice, media communication, stakeholder participation, and governance. This conceptual gap is particularly evident in Indian urban contexts, where heritage management involves a wide range of actors operating simultaneously.

Urban centres such as Pune illustrate the complexity of this challenge. Pune’s heritage landscape is shaped by its layered history, strong educational institutions, active civil

society, vibrant media environment, growing heritage tourism sector, and increasing corporate involvement through CSR. Journalists, social media influencers, educators, universities, museums, NGOs, corporate actors, tourism enterprises, and citizens all contribute to heritage awareness in different ways. However, existing literature does not sufficiently analyse how these actors' function together, nor how public education integrates their contributions into a coherent heritage management process.

Addressing this gap, the present study adopts an integrated approach that places public education at the centre of heritage management. By synthesising insights from education, tourism, media, governance, and stakeholder literature, the study conceptualises heritage management as a socio-educational ecosystem. This approach moves beyond fragmented analysis and provides a holistic framework for examining how awareness, participation, and conservation outcomes are shaped in practice.

The literature review thus establishes a strong theoretical foundation for the present research. It directly informs the formulation of the research hypotheses and questions and justifies the selection of an integrated analytical framework. The subsequent chapters build on this foundation by empirically examining how public education operates in the context of Pune, how different actors contribute to heritage awareness, and how education-centred strategies can strengthen heritage management in contemporary Indian cities.

Chapter III

Research Methodology

3.1 Introduction

Research methodology is the foundation of any academic study, serving as a structured plan to conduct research effectively and systematically. It encompasses the tools, techniques, and processes employed to gather, analyse, and interpret data. This chapter elaborates on the research methodology adopted for this study, which focuses on understanding the awareness, perception, and management of heritage in Pune city. It integrates both qualitative and quantitative methods, utilizing primary data through surveys and interviews, and secondary data analysis (Creswell, 2014, 215-218).

3.2 Research Methodology

The selection of an integrated analytical framework for the present study is closely informed by the findings of the literature review as well as by the researcher's field-based engagement with heritage-related activities in Pune. As discussed in the preceding chapter, existing scholarship on heritage management has developed across multiple domains such as education, media, tourism, governance, Corporate Social Responsibility, and community participation. While each of these bodies of literature provides valuable insights, they are largely examined in isolation, resulting in a fragmented understanding of heritage management processes.

The literature review indicates that public education, awareness-building, and learning are repeatedly acknowledged as important components of heritage conservation. However, these elements are often treated as supplementary or supportive activities rather than as central mechanisms that connect different actors and practices. As a result, conventional analytical models that focus on single variables—such as policy frameworks, tourism impact, or institutional governance—are inadequate for explaining how heritage awareness and participation are shaped in complex urban contexts.

Field-based observations conducted during this research further reinforced this limitation. The researcher's engagement with heritage initiatives in Pune revealed that heritage management operates through the simultaneous interaction of multiple elements. Heritage walks, for instance, function not only as tourism activities but also as informal educational

platforms that involve media visibility, community participation, and civic engagement. Similarly, CSR-supported conservation projects intersect with public awareness initiatives, institutional governance mechanisms, and local stakeholder involvement. These examples demonstrate that heritage management in practice functions as an interconnected process rather than as a set of discrete activities.

Given this practical interdependence, the use of a fragmented or sector-specific analytical approach would provide only a partial explanation of the research problem. An integrated framework is therefore required to capture the relational nature of heritage management processes and to examine how different actors and mechanisms operate together in shaping public awareness and conservation outcomes.

The present study addresses this requirement by adopting an integrated analytical framework that positions public education as the central linking mechanism within heritage management. In this framework, public education is conceptualised not merely as formal instruction, but as a continuous process encompassing informal and experiential learning through media, tourism practices, community engagement, institutional initiatives, and civic participation. By placing public education at the centre, the framework allows for a holistic examination of how awareness, attitudes, and behaviour related to heritage are formed and sustained.

This framework also provides a strong methodological justification for the adoption of a mixed-methods research design. The quantitative component of the study enables the measurement of levels of awareness, participation, and perceptions among citizens and media professionals, while the qualitative component captures deeper insights into processes, experiences, and institutional practices through interviews, observations, and case-based analysis. The integrated framework ensures coherence between these methods by situating both quantitative and qualitative findings within a single conceptual structure.

Furthermore, the framework is particularly suited to the urban context of Pune, where heritage awareness is shaped less by formal conservation policy alone and more by everyday interaction with media, educational institutions, tourism activities, civic initiatives, and governance structures. Pune’s layered history, active civil society, strong

media presence, and growing heritage tourism sector require an analytical approach that can accommodate complexity, overlap, and interaction among multiple actors.

By adopting this integrated analytical framework, the study establishes methodological alignment between its research objectives, hypotheses, data collection strategies, and analytical techniques. The framework thus serves as the conceptual backbone of the research methodology, enabling a systematic and context-sensitive examination of public education as a core component of heritage management in a contemporary Indian urban setting.

This research adopts a mixed-method approach to address the objectives comprehensively. Mixed methodology combines quantitative and qualitative data collection and analysis, enabling a holistic understanding of the research problem. Quantitative research focuses on numerical and statistical analysis of data, whereas qualitative research contributes insights into underlying opinions, motives, and cultural nuances. Together, these methods ensure robust, multi-dimensional findings.

Quantitative research is characterized by systematic data-collection techniques, including surveys, and focuses on numerical measurement and statistical analysis. It allows for hypothesis testing and generalization of results across populations. In contrast, qualitative research is exploratory and seeks to understand perspectives, experiences, and cultural phenomena through unstructured or semi-structured interviews and observations (Creswell, 2014, 173-180).

Using both approaches enables the study to numerically assess awareness and perception levels, while also obtaining deeper insights into stakeholder roles and institutional involvement in heritage management (UNESCO)[1].

3.3 Explanation of Quantitative and Qualitative Research

3.3.1 Quantitative Research

Two structured surveys were conducted as part of this research:

A. General Survey

1. **Participants**: 1,037 individuals residing in Pune city.
2. **Structure**: 20 multiple-choice questions.
3. **Focus**:
    1. Demographic details: age, gender, income, education, and duration of residence in Pune.
    2. Awareness and knowledge about Pune's heritage.
    3. Perception of the importance of heritage and individual responsibilities.
    4. Identification of key heritage sites through photographs of five significant locations from ancient to pre-independence periods.

B. Survey for Working Journalists

1. **Participants**: 120 journalists.
2. **Structure**: 20 multiple-choice questions.
3. **Focus**:
    1. Demographic details and professional background: age, beat (cultural, court, education, etc.), subject interests, and working position (reporting or desk).
    2. Awareness and perception of heritage importance.
    3. Identification of heritage sites through photographs.

C. Statistical Analysis

Additional Quantitative Analysis Methods:

1. **Cronbach's alpha:** It is applied in the present research to verify the reliability of the questionnaire by examining whether the individual items operate consistently

as a single scale. Rather than assessing items in isolation, the statistic indicates the extent to which they collectively reflect the same underlying concept. The resulting coefficient falls between 0 and 1, with values closer to 1 signifying a higher level of internal consistency. In empirical social science studies, a threshold value of 0.70 is commonly accepted as an indication of satisfactory reliability. Due to its clarity and effectiveness in assessing the consistency of multi-item instruments, Cronbach's alpha is considered an appropriate reliability measure for this study.

2. **Symmetric Measures**: These measures are employed in this study to assess the strength and form of association between pairs of categorical variables. The term "symmetric" indicates that the interpretation of the relationship does not change based on which variable is positioned as dependent or independent in the analysis. Measures such as Phi, Cramer's V, and the Contingency Coefficient are applied to interpret associations observed in cross-tabulated data, without making any claims about cause-and-effect relationships. These measures are particularly suitable for social science research, where analytical emphasis is often placed on categorical classifications rather than on continuous numerical values.

3. **Descriptive Statistics**: Descriptive statistics are used in the present study as an initial analytical step to organise and interpret the data in a systematic manner. Measures of central tendency, including the mean, median, and mode, are applied alongside indicators of variability such as range, variance, and standard deviation. Together, these measures assist in identifying dominant patterns, overall distributions, and emerging trends in the dataset, thereby providing a basis for subsequent inferential analysis.

4. **Crosstabulation**: It is utilised in the present research to examine relationships between categorical variables by organising response data into row-and-column formats. This arrangement enables a clear representation of frequency distributions, which assists in identifying comparative patterns and variations across different groups. Owing to its simplicity and clarity, crosstabulation is widely used in empirical social science studies as a preliminary analytical step for exploring associations before proceeding to more advanced statistical testing.

5. **Binomial Test**: It is applied in this study to determine whether the proportion observed within a binary variable differs significantly from a predefined or expected proportion. The test is particularly appropriate in situations involving small sample sizes or data structured around two possible outcomes. By evaluating observed frequencies against expected probability-based values, the binomial test assists in determining whether the variation identified is likely to have occurred by chance or represents a statistically meaningful pattern within the population.

6. **Mann-Whitney Test Ranks:** Mann–Whitney test ranks are used in the present study to compare two independent groups by converting individual observations into ranked positions arranged from the lowest to the highest values. Rather than relying on direct comparison of raw scores, the analysis is based on the distribution of rank totals assigned to each group, which makes it possible to identify whether one group consistently exhibits higher or lower values than the other. As this procedure operates on ranked data and does not depend on assumptions of normality, it is particularly suitable for the analysis of ordinal variables or interval data that do not follow a normal distribution.

7. **Mann-Whitney Test Statistics**: This test statistics are used in this study to determine whether two independent groups show meaningful differences in their overall distributions based on ranked data. Following the ranking of observations from both groups, a U value is computed for each group by summing the assigned ranks. The smaller of the two U values is taken as the test statistic and is subsequently evaluated through critical values or significance levels. A comparatively low U value is interpreted as evidence that the distributions of the two groups differ in a statistically meaningful manner.

D. Hypotheses:

- **Null Hypothesis (H_0)**: There is no association between demographic factors and awareness levels about heritage.
- **Alternative Hypothesis (H_1)**: There is a significant association between demographic factors and awareness levels about heritage.

E. Statistical Test:

1. A Chi-square test of independence was applied in this study to examine the hypotheses by analysing relationships between categorical variables. The test assesses whether the distribution of observed frequencies across categories differs meaningfully from the pattern that would be expected in the absence of any association. By comparing observed and expected values within a contingency framework, the analysis identifies whether the variables operate independently or exhibit a statistically significant relationship. Higher chi-square values, when accompanied by appropriately low significance levels, are interpreted as evidence that the observed association is unlikely to have occurred by chance.
2. Additional statistical tests, such as Mann-Whitney Test, were used to assess non-parametric data.

3.3.2 Qualitative Research

Interviews: Interviews were conducted with key stakeholders in heritage management:

Institutions and Government Bodies

1. Pune Municipal Corporation (Heritage Cell)
2. Archaeology Department

NGOs and Heritage Experts

1. Bhandarkar Oriental Research Institute
2. Bharat Itihas Sanshodhak Mandal
3. Raja Dinkar Kelkar Sangrahalay
4. Club Heritage (tangible and intangible heritage)
5. Bhavtal (natural heritage)
6. Ancient Trails (heritage tourism)

7. INTACH

Educators and Media Influencers

1. School teachers and college professors
2. Social media influencer focusing on public education

Each participant was asked a standardized set of open-ended questions focusing on:

1. Perceptions of heritage awareness and its importance.
2. Challenges and opportunities in heritage management.
3. Insights into roles and responsibilities of stakeholders.
4. The role of social media in promoting public education related to heritage.

Additionally, Tilak Maharashtra Vidyapeeth, Maharashtra Times, and Heritage India were studied in the context of their Heritage Walk initiative (2015-2019). Interviews were conducted with representatives from these organizations, and an in-depth analysis of the initiative was performed.

3.4 Description of Secondary Data

Secondary data regarding Corporate Social Responsibility (CSR)[2] funding for heritage was collected from the official website of the Ministry of Corporate Affairs for six years (2017-18 to 2022-23). The analysis included:

1. **Total CSR Spending:** National, state (Maharashtra), and Pune district levels.
2. **HAAC Allocation:** Total amount spent on Heritage, Art, and Culture (HAAC) at all three levels (Ministry of Corporate Affairs)[3].
3. **Company Contributions:** Number of companies contributing to HAAC and heritage-related activities in Pune district.
4. **Breakdown of HAAC Spending:** Proportions allocated to Heritage, Art, and Culture.

5. **Projects Undertaken:** Analysis of heritage-related initiatives funded through CSR.
6. **Spending Gap Analysis:** Differences between total CSR funding and allocations for heritage.

The research methodology employed in this study integrates a combination of quantitative and qualitative methods to provide a comprehensive analysis of heritage awareness, perception, and management in Pune. Surveys captured statistical insights into public and professional awareness levels, while interviews revealed deeper perspectives and institutional roles. Secondary data analysis highlighted funding trends and gaps in CSR contributions to heritage. Together, these methods form a robust foundation for actionable recommendations on heritage preservation and management.

Reference Websites

1. www.unesco.org
2. www.csr.gov.in
3. www.mca.gov.in/Ministry

Chapter IV

Data Analysis and Interpretation

4.1 Introduction

The analysis and interpretation of data is a crucial chapter in any research thesis, serving as the bridge between the raw data collected and the meaningful insights drawn to answer the research questions or hypotheses. In line with the University Grants Commission (UGC) guidelines, this chapter aims to present, analyse, and interpret the results systematically to support the study's objectives and derive logical conclusions.

Data analysis includes organizing, summarizing, and applying statistical or qualitative techniques to the collected data to identify patterns, relationships, or trends. It is a systematic approach used to transform raw data into a form that can inform decision-making or conclusions (Kothari, 2004, 22-28). Quantitative research typically uses statistical analysis, while qualitative research focuses on coding, thematic analysis, and narrative descriptions (Miles & Huberman, 1994, 17-32).

4.2 Survey about knowledge of heritage and heritage management

Do common people think about Heritage? What, in their view, is heritage management? Do they think that conservation of heritage is necessary? Do they think that the heritage of the city is very much related to them and their culture?

A questionnaire was set, and a survey was conducted, during January and February 2021. Due to 'COVID' pandemic situation, survey was done online- through Mails, WhatsApp etc. Individuals had to answer twenty questions and had to recognise five photographs relating to heritage monuments in Pune city. Questions were formed in a way that answer could be given by clicking a box or in one or two words: to make answering easy. (Questionnaire, appendix 1) Personal information like name, sex, area of residence, age group, income group, education was asked to know, if that can influence one's thought process about heritage management. The pictures in the questionnaire represent Pune City's heritage monuments from different eras and cultural background. They were: Pataleshwar Cave, Shaniwar Wada, Trishunda Ganapati Temple, Mahatma Phule Wada, and Aga Khan Palace. These 5 monuments (from ancient to British period) have a great significance in Pune city's heritage.

Apart from personal information and pictures, heritage and heritage management related questions were asked to know the understanding about heritage and heritage management and its importance.

To collect answers 'Google Form' link was sent by email and WhatsApp to individuals and groups. All the answers were downloaded to excel sheet and then it was studied.

4.2.1 Statistical data analysis and interpretation

Case Processing Summary			
		No.	%
Cases	Valid	1032	99.51
	Excluded	32	0.49
	Total	1037	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	No. of Items
0.732	20

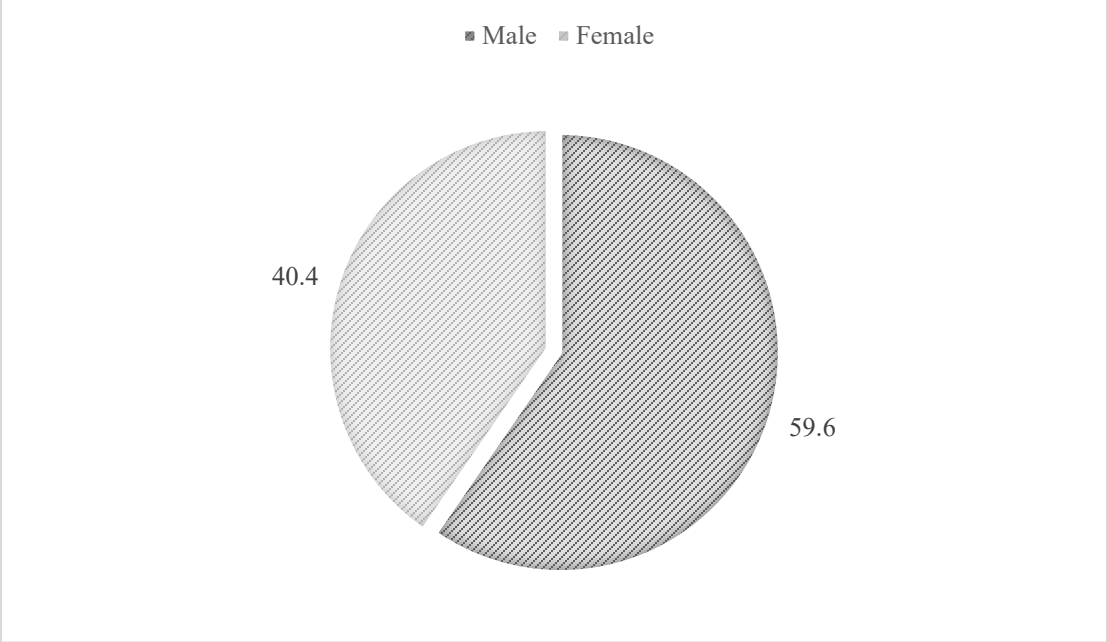
Interpretation:

The study's data analysis and interpretation involved examining total number of 1032 valid cases. 32 cases were excluded due to listwise deletion based on the full set of variables. The reliability of the data, as measured by Cronbach's alpha, was found to be 0.732 for the 20 items included in the study. This indicates a moderate level of internal consistency among the variables being measured. Overall, the study's findings are based on a robust sample size of 1032 valid cases, providing a solid foundation for the data analysis. The decision to exclude 32 cases through listwise deletion ensures the integrity of the results by removing any potential outliers or incomplete data points. Additionally,

the satisfactory Cronbach's alpha value of 0.732 suggests that the variables under investigation are reliable and consistently measure the constructs of interest. In simple words, 32 cases were removed because their answers were incomplete for the questions used in this test. 1032 cases are used for Cronbach's Alpha. 1037 is final usable records, not the original dataset count. (Annexture VI)

4.2.2 Frequency Table

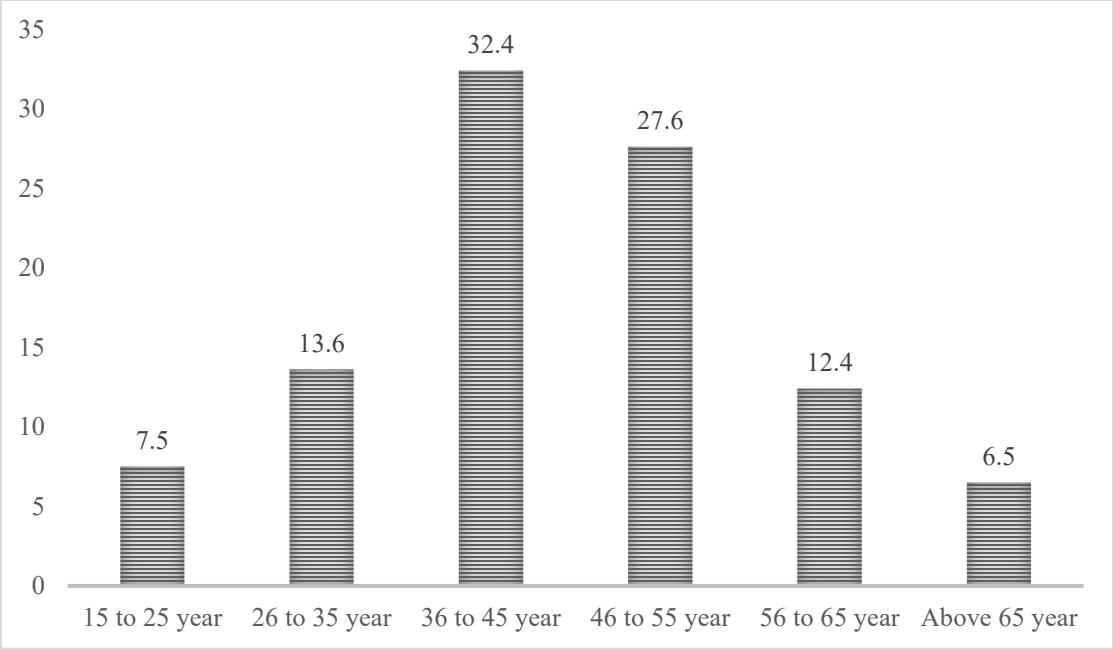
Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	618	59.6	59.6	59.6
	Female	419	40.4	40.4	100.0
	Total	1037	100.0	100.0	



Interpretation:

Moving forward, the gender breakdown of the sample reveals a slight majority of male participants at 59.6%, compared to 40.4% of female participants. This distribution will be important to consider when analysing the data for any potential gender differences or trends. The large sample size allows for a more comprehensive analysis and provides greater confidence in the generalizability of the findings. The next step in the data analysis process will include examining the relationship between gender and the variables of interest to determine if there are any significant differences between male and female participants.

Age group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 to 25 years	78	7.5	7.5	7.5
	26 to 35 years	141	13.6	13.6	21.2
	36 to 45 years	335	32.3	32.4	53.5
	46 to 55 years	286	27.6	27.6	81.2
	56 to 65 years	128	12.3	12.4	93.5
	Above 65 years	67	6.5	6.5	100.0
	Total	1035	99.8	100.0	
Missing		2	0.2		
Total		1037	100.0		

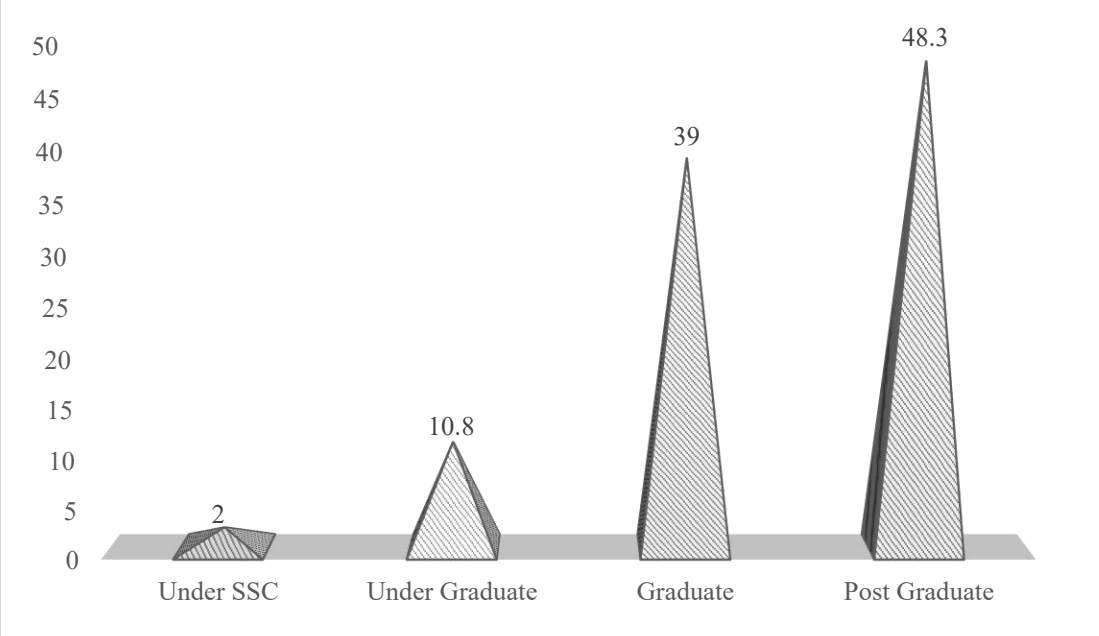


Interpretation:

The data shows that most participants fall within the 36-to-55-year age group, with 32.4% of participants in the 36-to-45-year category and 27.6% in the 46-to-55-year category. This information will be crucial in our analysis as we explore potential age-related trends in the variables of interest. Additionally, we will also examine any missing data to ensure that our analysis is as comprehensive and accurate as possible.

Education					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under SSC	21	2.0	2.0	2.0
	Undergraduate	111	10.7	10.8	12.8
	Graduate	402	38.8	39.0	51.7
	Postgraduate	498	48.0	48.3	100.0
	Total	1032	99.5	100.0	

Missing		5	0.5		
Total		1037	100.0		

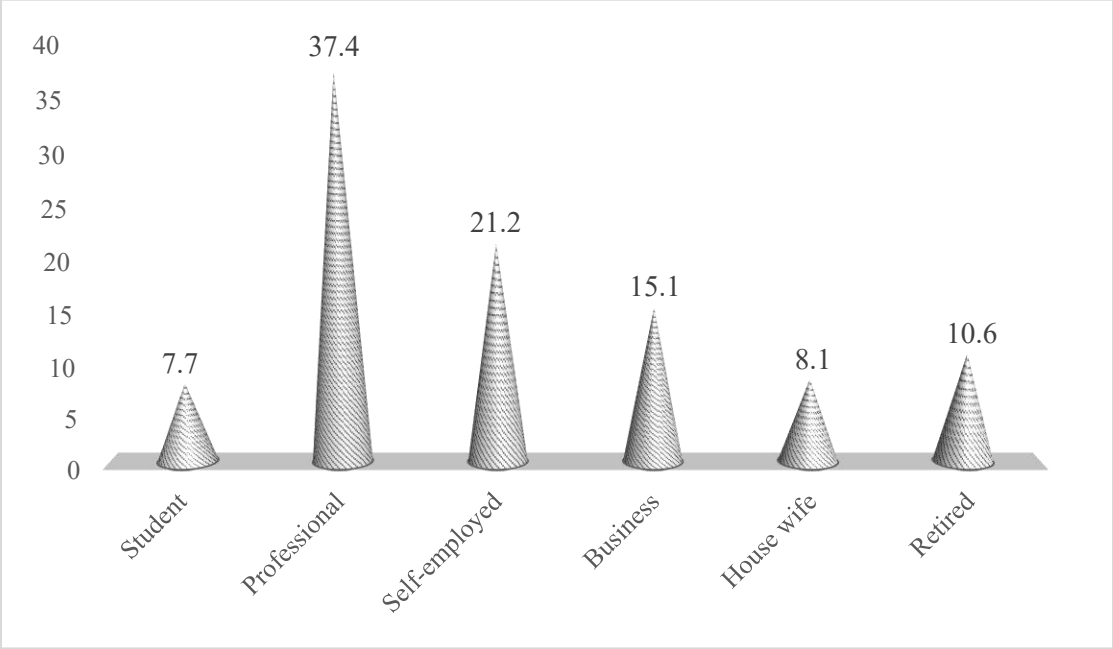


Interpretation:

In terms of education level, the data shows that most participants have a postgraduate degree, making up 48.3% of the total sample. This is followed by those with a graduate degree at 39.0%, undergraduate degree at 10.8%, and those with education under SSC at 2.0%. It will be important to consider how education level may impact the variables being studied. Additionally, we will need to address the incomplete data from five participants to ensure our analysis is thorough and accurate.

Occupation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	79	7.6	7.7	7.7
	Professional	385	37.1	37.4	45.0
	Self-employed	218	21.0	21.2	66.2

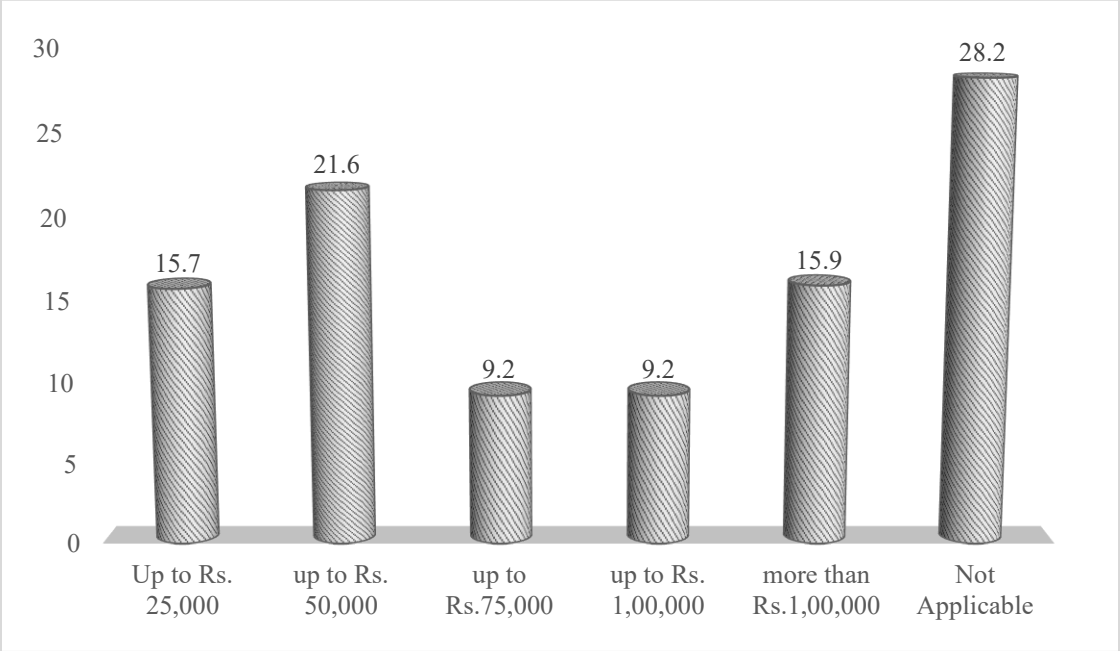
	Business	156	15.0	15.1	81.4
	Housewife	83	8.0	8.1	89.4
	Retired	109	10.5	10.6	100.0
	Total	1030	99.3	100.0	
Missing		7	0.7		
Total		1037	100.0		



Interpretation:

The table shows the distribution of participants' education level and occupation. 39.0% of participants have a post-graduate degree, 10.8% have an undergraduate degree, and 2.0% have education below the SSC. It is important to consider how education level may impact the variables being studied in the analysis. Additionally, there are available data points from five participants that should be considered to ensure the analysis is thorough and accurate. In terms of occupation, the most common categories are professional at 37.4% and self-employed at 21.2%.

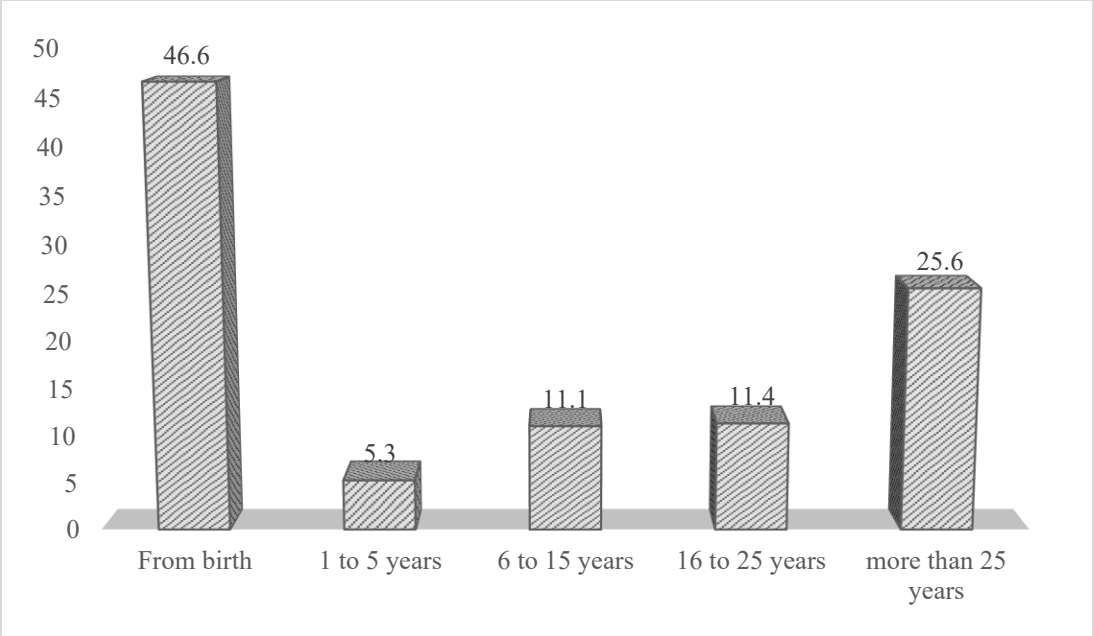
Monthly income					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to Rs. 25,000	155	14.9	15.7	15.7
	up to Rs. 50,000	213	20.5	21.6	37.4
	up to Rs.75,000	91	8.8	9.2	46.6
	up to Rs. 1,00,000	91	8.8	9.2	55.8
	more than Rs.1,00,000	157	15.1	15.9	71.8
	Not Applicable	278	26.8	28.2	100.0
	Total	985	95.0	100.0	
Missing		52	5.0		
Total		1037	100.0		



Interpretation:

The table provides information on 985 participants' monthly income and occupation, with 52 missing data points that need to be addressed. The most common occupations are professional at 37.4% and self-employed at 21.2%. Regarding monthly income, the majority fall within the categories of up to Rs. 50,000 (37.4%) and more than Rs. 1,00,000 (15.9%). Overall, this data should be carefully analysed, and any missing information should be accounted for to ensure accurate results.

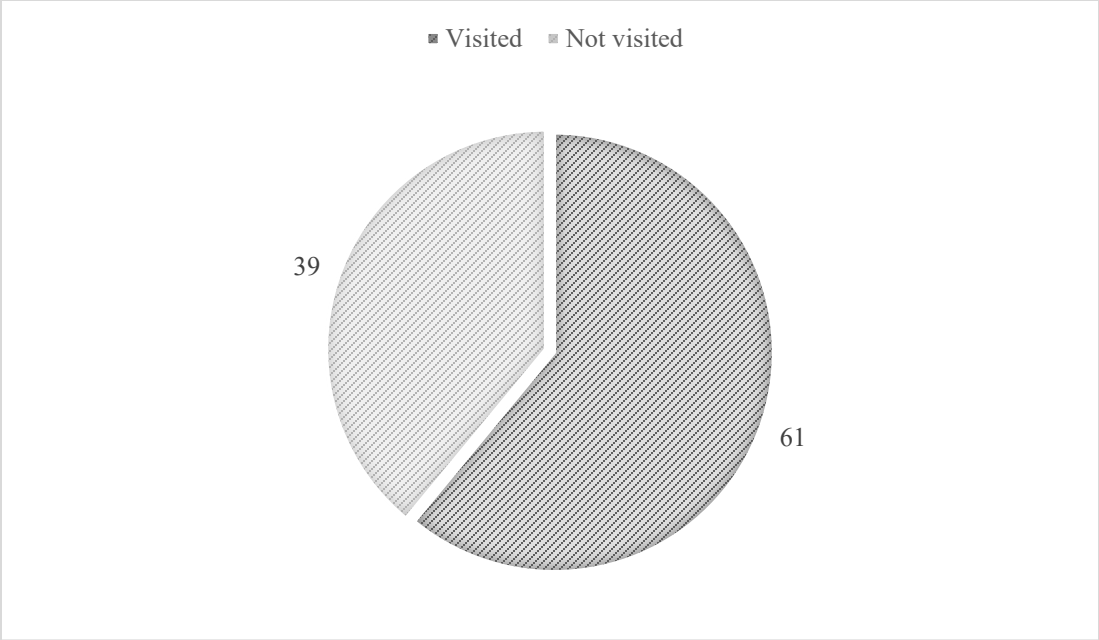
Residing at Pune from					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	From birth	476	45.9	46.6	46.6
	1 to 5 years	54	5.2	5.3	51.9
	6 to 15 years	113	10.9	11.1	62.9
	16 to 25 years	117	11.3	11.4	74.4
	more than 25 years	262	25.3	25.6	100.0
	Total	1022	98.6	100.0	
Missing		15	1.4		
Total		1037	100.0		



Interpretation:

The table shows the distribution of individuals residing in Pune based on the duration of their stay in the city. Most people (25.6%) have lived in Pune for more than 25 years, indicating a significant long-term residency. It is noteworthy that certain data points are missing (1.4%), which should be considered when analysing the results to ensure accuracy. Additionally, when looking at income levels, a large portion of individuals fall within the categories of up to Rs. 50,000 (37.4%) and more than Rs. 1,00,000 (15.9%),

Please name the heritage place in Pune visited around the year					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Visited	633	61.0	61.0	61.0
	Not visited	404	39.0	39.0	100.0
	Total	1037	100.0	100.0	

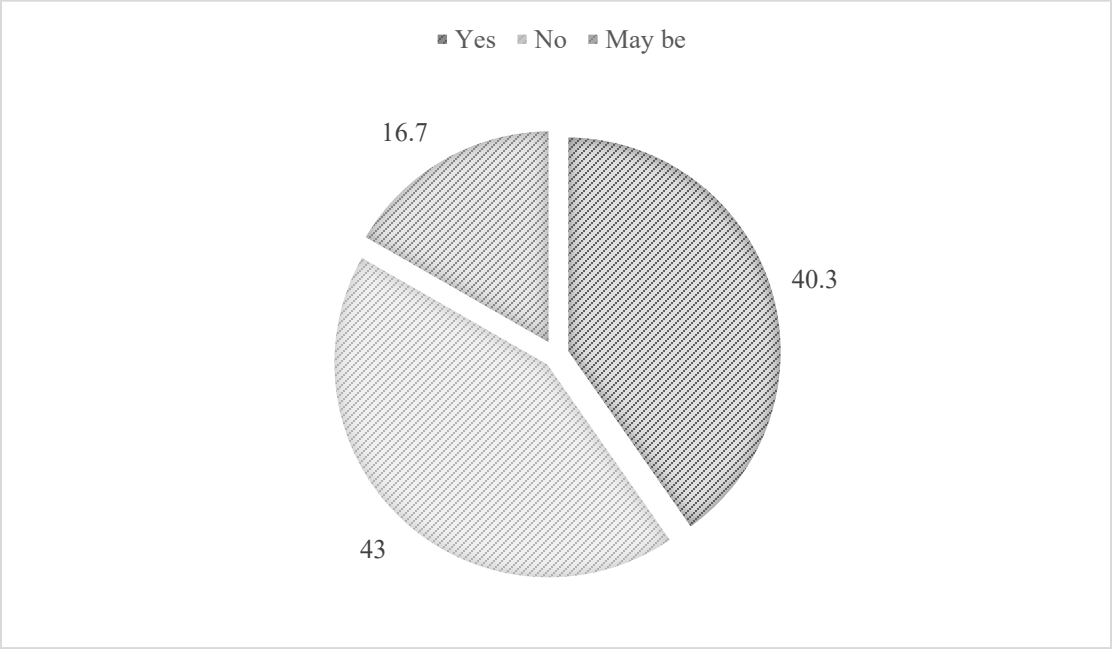


Interpretation:

The data on income levels reveals a significant disparity among the population, with a large percentage falling within the lower and higher income brackets. Moving on to the analysis of heritage places visited in Pune around the year, it is evident that 61% of respondents reported visiting these sites, while 39% did not. This suggests a notable interest in exploring the cultural heritage of the city among the surveyed individuals. Furthermore, the cumulative data shows that most respondents, totalling 61%, have taken the opportunity to visit heritage sites in Pune. This indicates a positive trend towards cultural exploration and appreciation within the community. Additionally, the disparity in income levels does not appear to have hindered individuals from engaging in these enriching experiences, as both lower and higher income brackets are represented among the visitors. Overall, the findings suggest a strong interest and value placed on preserving and experiencing the cultural heritage of Pune.

Are you aware of any heritage related activity happening in the city?				
	Frequency	Percent	Valid Percent	Cumulative Percent

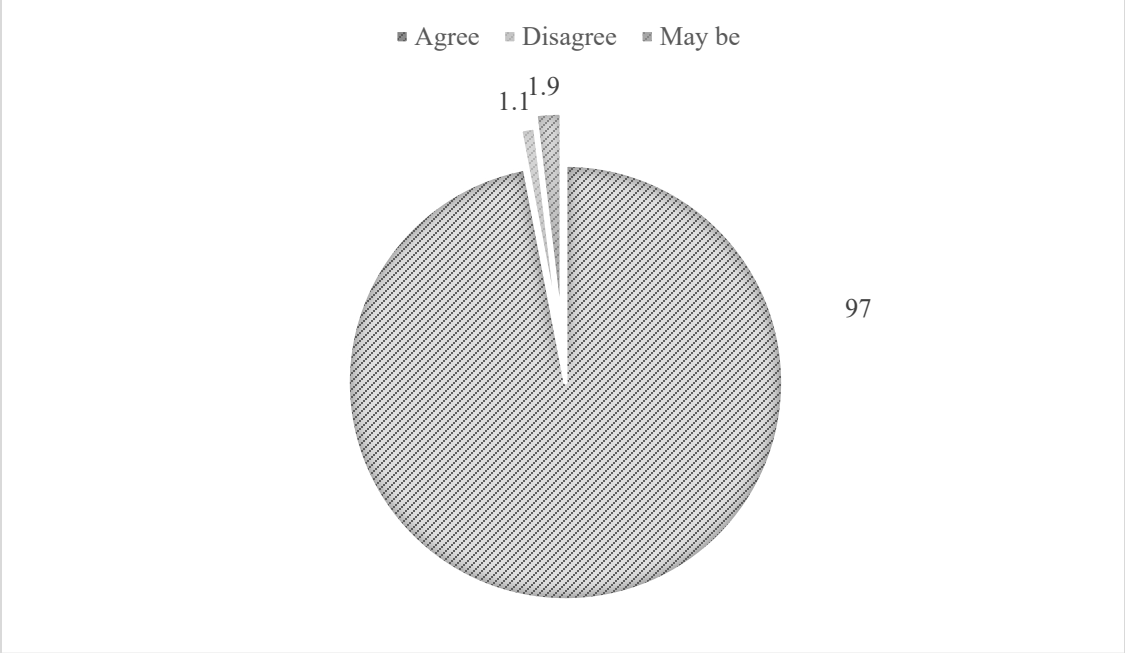
Valid	Yes	418	40.3	40.3	40.3
	No	446	43.0	43.0	83.3
	May be	173	16.7	16.7	100.0
	Total	1037	100.0	100.0	



Interpretation:

The table indicates that a significant number of respondents reported visiting heritage places in Pune, with a considerable 61% showing interest. Additionally, 40.3% of respondents are aware of heritage-related activities happening in the city, while 43% are not. This shows that there is a good level of interest in and engagement with cultural heritage among the surveyed individuals in Pune. Furthermore, 16.7% of respondents were unsure if there were heritage-related activities happening in the city, indicating a potential opportunity for increased promotion and awareness. Overall, the data paints a positive picture of the community's interest in preserving and participating in heritage-related events in Pune. There is a strong foundation of support for cultural heritage in the city, which bodes well for the preservation and promotion of its rich historical sites and traditions.

Do you think, heritage is an important aspect of life, and is its conservation needed in current scenario?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1006	97.0	97.0	97.0
	Disagree	11	1.1	1.1	98.1
	May be	20	1.9	1.9	100.0
	Total	1037	100.0	100.0	

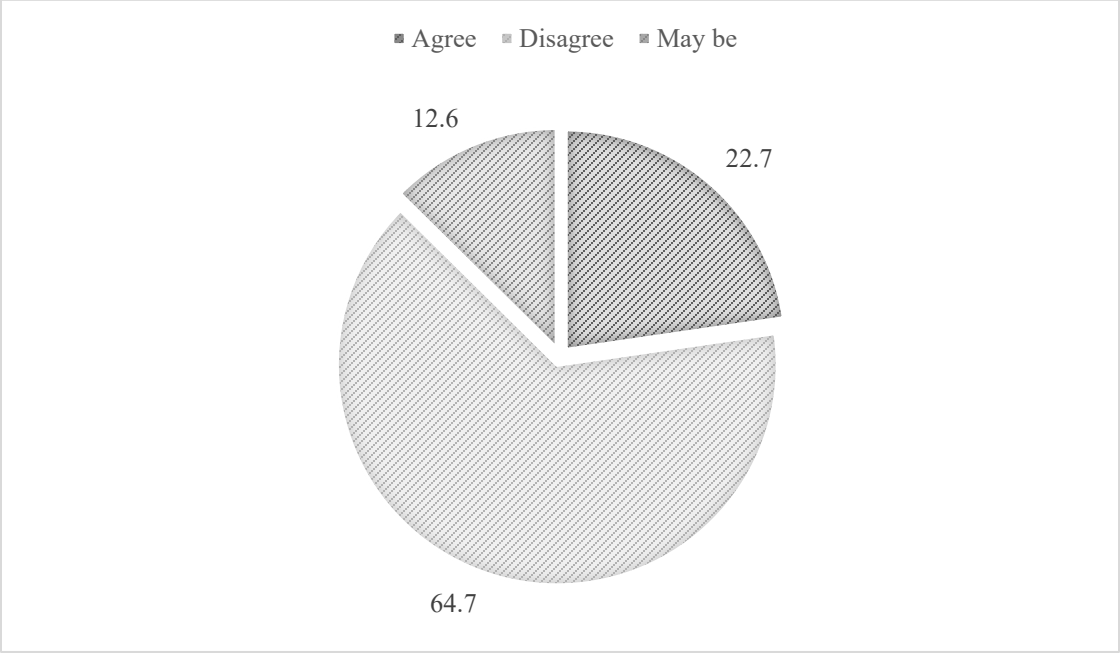


Interpretation:

The data shows that 97% of respondents agree that heritage conservation is important, underscoring its strong alignment with cultural preservation in Pune. Only 1.1% disagreed with this sentiment, while 1.9% was unsure. This high level of agreement shows that there is a solid foundation of interest and commitment towards preserving the city's historical sites and traditions, highlighting the value of heritage in Pune's community life. This underscores the need for continued promotion and awareness efforts

to ensure the conservation and promotion of Pune's a vibrant cultural heritage preserved for future generations.

Is heritage conservation is the sole responsibility of Government?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	235	22.7	22.7	22.7
	Disagree	671	64.7	64.7	87.4
	May be	131	12.6	12.6	100.0
	Total	1037	100.0	100.0	

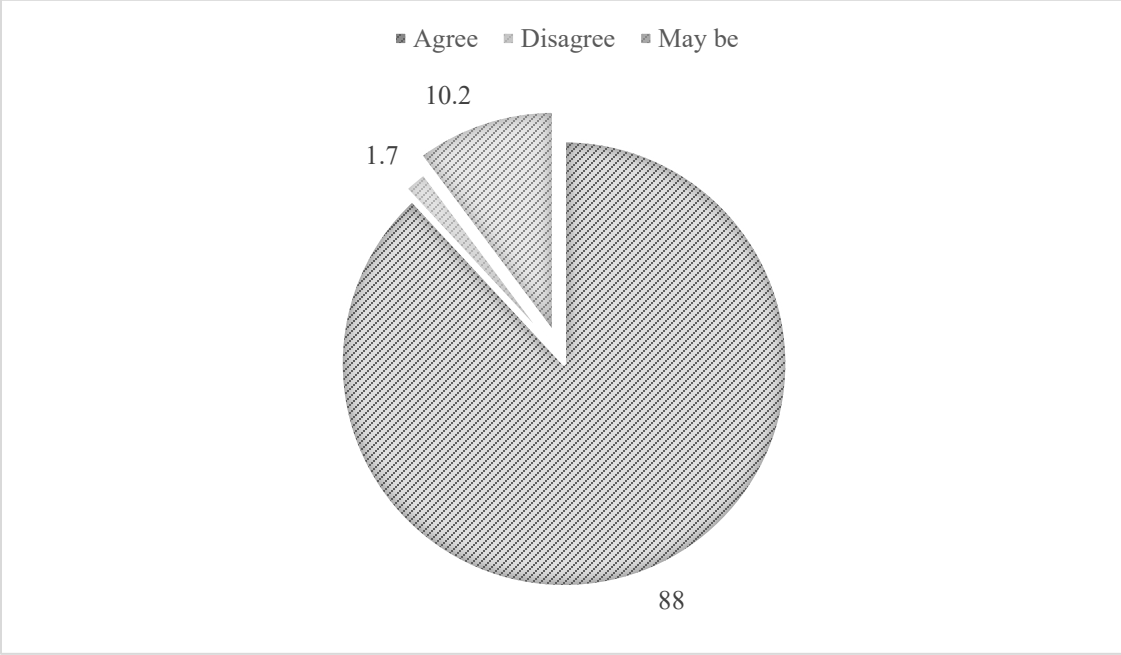


Interpretation:

The table reflects that that majority of respondents (64.7%) disagree that heritage conservation is solely the responsibility of the government, while 22.7% agree and 12.6% are unsure. This indicates presence of a belief that among the community that individuals and organizations also make a substantial contribution to preserving Pune's cultural

heritage. It indicates a shared responsibility and a call for collective efforts to promote and safeguard the city's historical sites and traditions for future generations.

Can people contribute to heritage management and heritage conservation?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	913	88.0	88.0	88.0
	Disagree	18	1.7	1.7	89.8
	May be	106	10.2	10.2	100.0
	Total	1037	100.0	100.0	

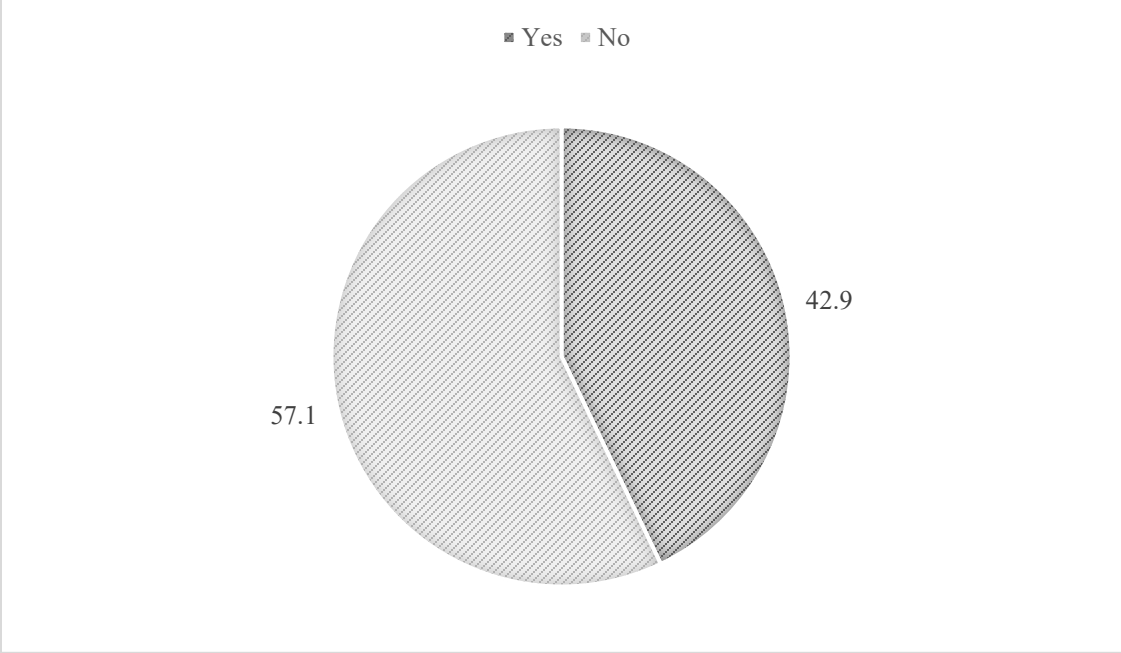


Interpretation:

The table shows that 88% of respondents agree that individuals and organizations serve as a key factor in preserving Pune's cultural heritage, while only 1.7% disagrees. This suggests a strong belief in shared responsibility and collective efforts to promote and safeguard the city's historical sites and traditions for future generations. The data

indicates that people are willing to contribute to heritage management and conservation initiatives in Pune. The high percentage of agreement also reflects a sense of pride and attachment towards Pune's rich cultural heritage, motivating individuals to take an active role in its preservation. Additionally, the small percentage of disagreement signifies a minority opinion that may require further understanding and engagement to address any concerns or barriers to heritage conservation efforts. Overall, the data highlights a positive outlook and willingness among the community to work together towards the sustainable safeguarding of Pune's cultural legacy.

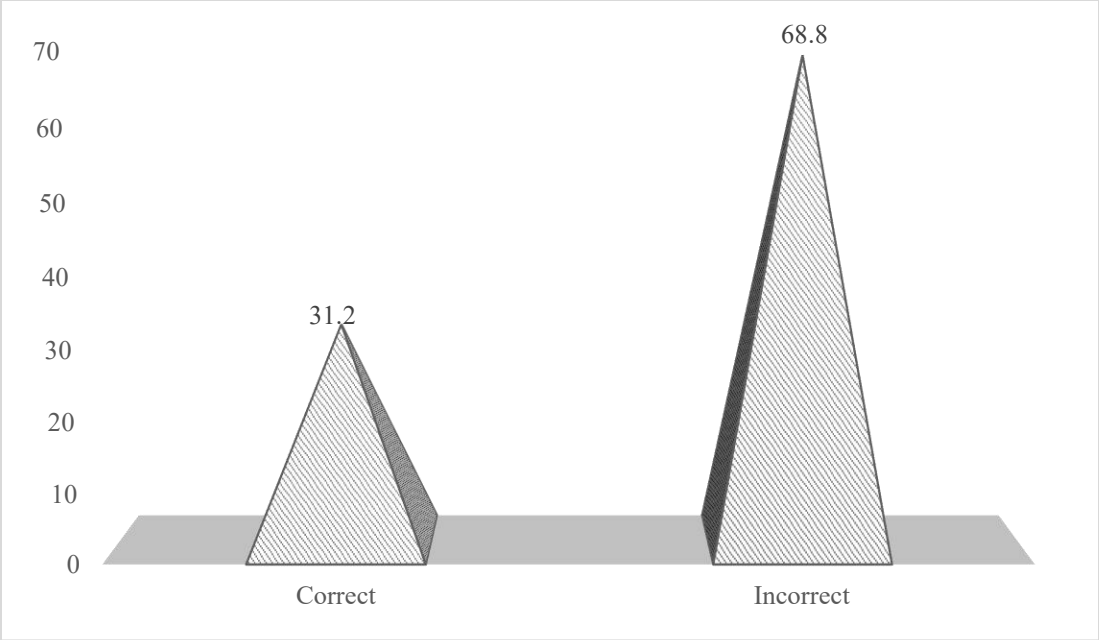
Have you attended any heritage related activity?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	445	42.9	42.9	42.9
	No	592	57.1	57.1	100.0
	Total	1037	100.0	100.0	



Interpretation:

The table shows that out of 1037 respondents, 445 (42.9%) have attended a heritage-related activity, while 592 (57.1%) have not. This points to a significant portion within the community is actively engaged in heritage preservation efforts in Pune. The high percentage of those who have participated suggests a strong interest in cultural heritage and a willingness to play a role to its conservation. The data further suggests the existence of a smaller percentage of individuals who have not attended heritage related activities, indicating there may be some barriers or lack of awareness that could be addressed through further outreach and education initiatives. Overall, the results demonstrate a positive attitude towards heritage conservation and a potential for collective action within the community to safeguard Pune's cultural legacy for future generations.

Please name any ancient heritage site in Pune					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	324	31.2	31.2	31.2
	Incorrect	713	68.8	68.8	100.0
	Total	1037	100.0	100.0	

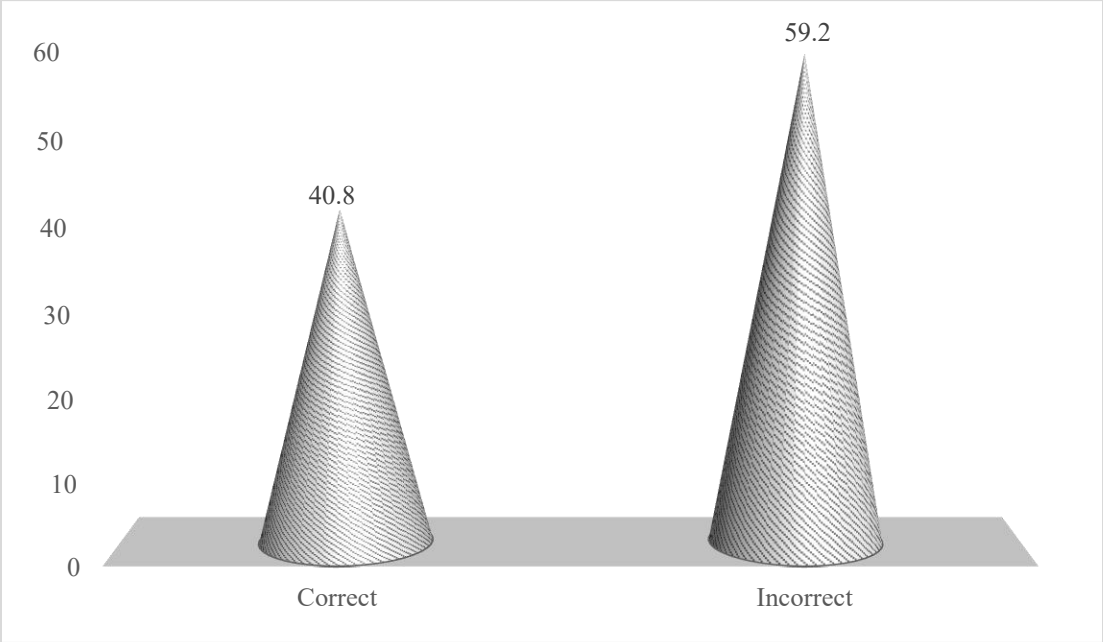


Interpretation:

According to the table, 31.2% of respondents correctly named an ancient heritage site in Pune, while 68.8% incorrectly named one. Out of the total 1037 respondents, 324 provided a correct answer and 713 provided an incorrect answer. This data suggests that there may be some confusion or lack of knowledge among most respondents when it comes to naming ancient heritage sites in Pune. Some people mentioned Sinhagad, Shaniwarwada, and Aga Khan Palace as ancient sites. Among these, Shaniwarwada belongs to the medieval period. Sinhagad does not fall within the limits of Pune city and is also medieval. Aga Khan Palace is a structure from the pre-independence era. They did not understand the difference between ancient and medieval. It is concerning that most respondents were unable to correctly identify these historical landmarks, indicating a possible need for increased education and awareness about Pune's rich cultural heritage. Further efforts may be needed to promote these sites and their significance to the community.

Please name any medieval heritage site in Pune				
	Frequency	Percent	Valid Percent	Cumulative Percent

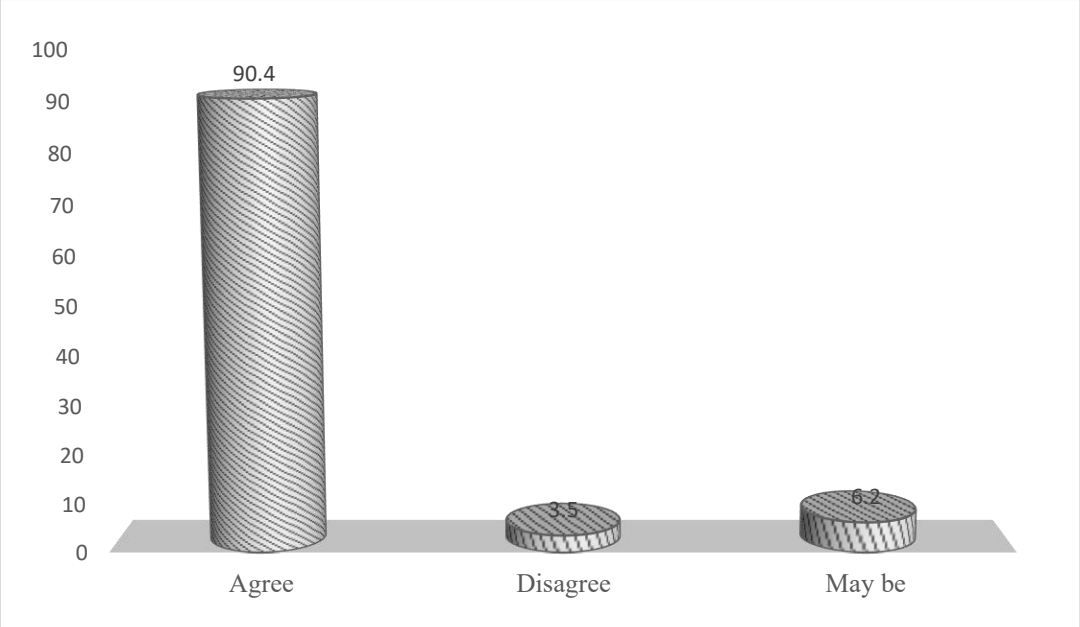
Valid	Correct	423	40.8	40.8	40.8
	Incorrect	614	59.2	59.2	100.0
	Total	1037	100.0	100.0	



Interpretation:

The table shows that out of 1037 respondents, 40.8% correctly identified a medieval heritage site in Pune, while 59.2% were incorrect. This shows that there is a lack of awareness among people about historical landmarks in Pune such as Shaniwar Wada, Vishrambaug Wada, and Omkareshwar Temple. It may be necessary to implement educational initiatives to promote these sites and increase community engagement with Pune's cultural heritage. By educating the public about the significance of these landmarks, we can help preserve Pune's rich history for future generations. Creating guided tours and informational pamphlets can also help increase awareness and interest in these historical sites. By taking these steps, we can ensure that Pune's cultural heritage remains a source of pride and inspiration for its residents and visitors alike.

Heritage related activities like walks, lectures, media presentation can play an important role in public education, do you agree?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	937	90.4	90.4	90.4
	Disagree	36	3.5	3.5	93.8
	May be	64	6.2	6.2	100.0
	Total	1037	100.0	100.0	

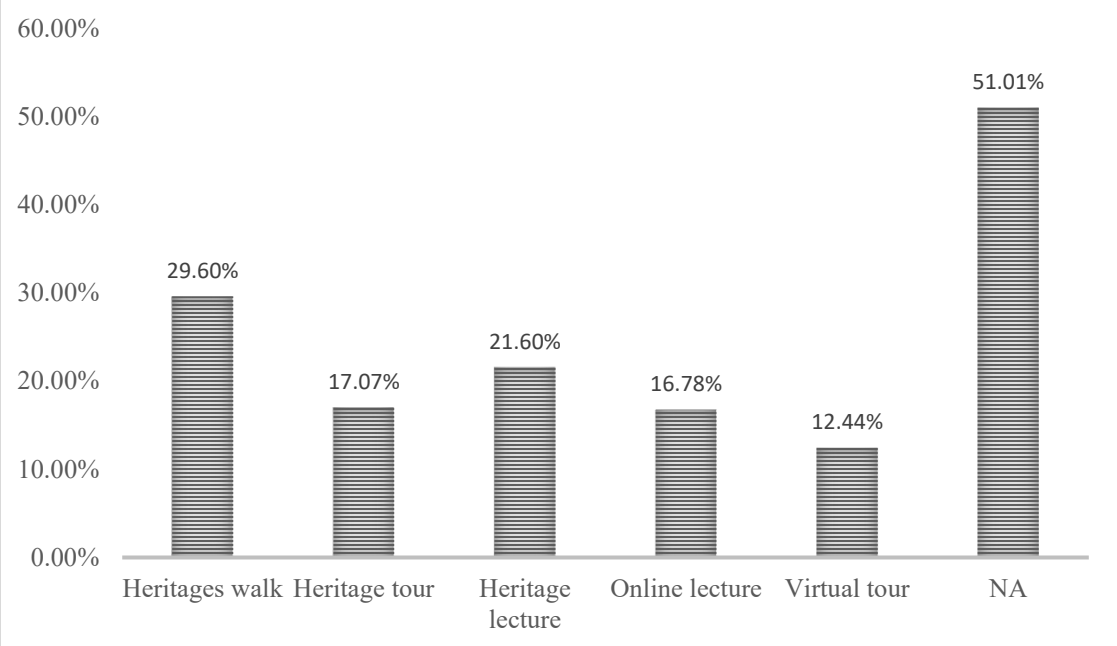


Interpretation:

From the statistical analysis of the table, it is evident that most respondents (90.4%) agree that heritage-related activities such as walks, lectures, and media presentations can play an important role in public education. Only a small percentage (3.5%) disagrees with this statement, while 6.2% are unsure or neutral about it. Overall, the The data clearly shows strong support for the idea that heritage activities can be beneficial for public education. Additionally, the cumulative percent valid agree reaches 100%, showing that most respondents either agree or are unsure about the importance of heritage-related activities in public education. This demonstrates a broad agreement among participants that these

activities have value in educating the public about cultural heritage and history. The results suggest that further investment and promotion of such activities could be beneficial in enhancing public education and awareness of heritage-related topics.

In which activity have you participated?			
Sr. No	Type of Activity	Frequency	Percentage
1	Heritages walk	307	29.60%
2	Heritage tour	177	17.07%
3	Heritage lecture	224	21.60%
4	Online lecture	174	16.78%
5	Virtual tour	129	12.44%
	NA	529	51.01%

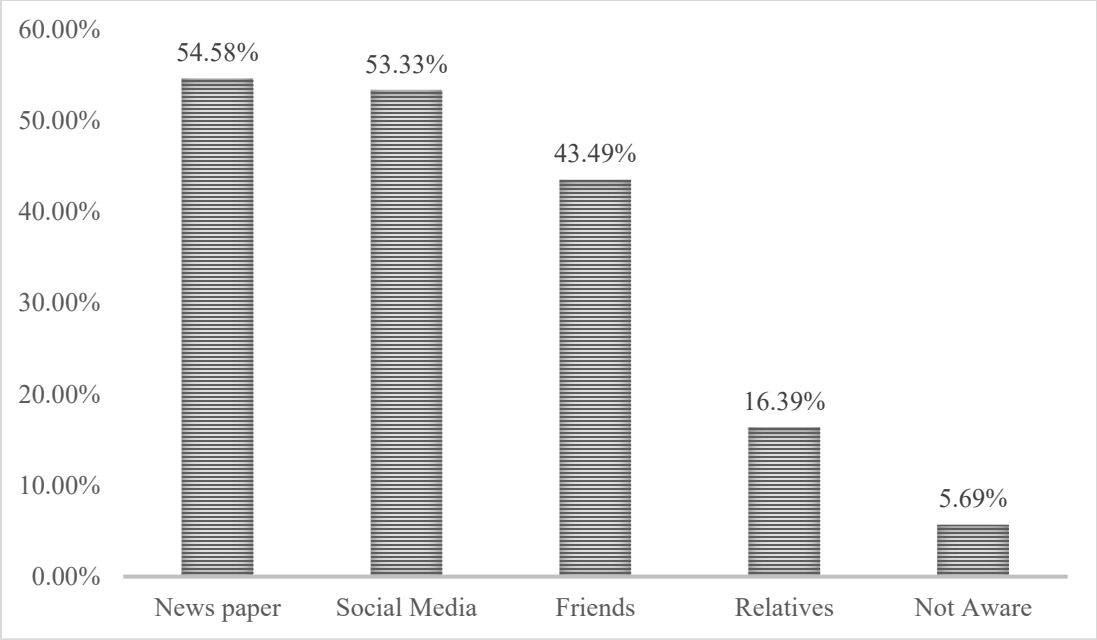


Interpretation:

The data presented shows the different types of activities that participants have engaged in, with the majority participating in heritage walks at a frequency of 29.60%. Following closely behind is heritage lectures at 21.60% and online lectures at 16.78%. Virtual tours and heritage tours also received significant participation at 12.44% and 17.07%

respectively. It is interesting to note that a significant number of participants, 51.01%, did not specify their participation in any activity. This could indicate a potential area for further investigation or outreach to understand the reasons behind this lack of engagement. Further data analysis revealed that age and education may play a role in the types of heritage activities individuals choose to participate in. Younger participants tended to favour online lectures and virtual tours, while older participants showed a preference for heritage walks and tours. Additionally, people with higher level of educational qualification were more likely to engage in heritage lectures and tours compared with people having lower levels of education. These findings shows that targeted outreach efforts tailored to different demographics may be necessary to increase participation and interest in heritage activities among all groups.

From where you get to know about heritage related activity in Pune city?			
Sr. No	Particular	Frequency	Percentage
1	News paper	566	54.58%
2	Social media	553	53.33%
3	Friends	451	43.49%
4	Relatives	170	16.39%
5	Not Aware	59	5.69%

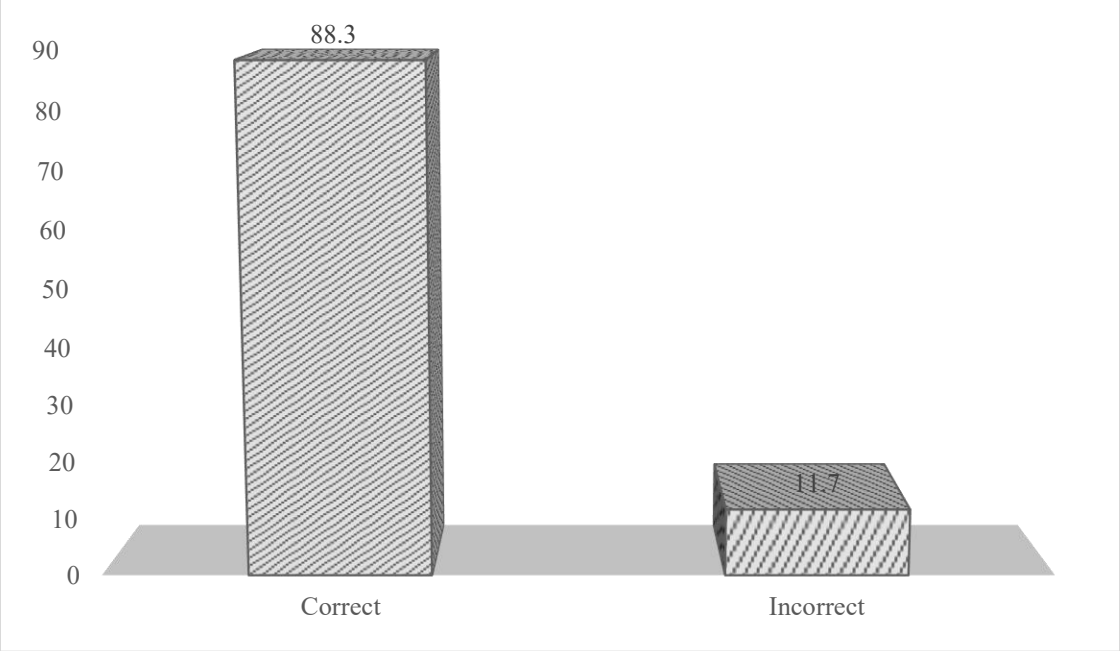


Interpretation:

Some possible sources of information about heritage-related activities in Pune city include newspapers, social media, friends, and relatives. Analysis of the survey results shows that most respondents, about 54.58%, reported learning about heritage activities through newspapers, while social media was close behind at 53.33%. Friends and relatives were also common sources of information, with 43.49% and 16.39% of respondents respectively. However, a small percentage of respondents, 5.69%, indicated that they were not aware of any heritage-related activities in the city. This highlights the need for increased awareness and outreach efforts to make sure that all residents have access to and are informed about the rich heritage of Pune city. Furthermore, the survey showed that younger respondents were more inclined to learn about heritage activities through social media, while older respondents relied more on traditional sources like newspapers. This suggests that targeted outreach campaigns tailored to different age groups may be beneficial in increasing awareness among all residents. Furthermore, forming collaborations with local schools, community centres, and cultural organizations could also help in spreading information about heritage activities and engaging a wider audience in preserving Pune's cultural identity. It is essential to ensure that heritage-

related events and initiatives are accessible and appealing to residents of all ages and backgrounds to foster a sense of pride and connection to their city's rich history.

Please choose the name of the heritage site given below. (Agakhan Palace)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	916	88.3	88.3	88.3
	Incorrect	121	11.7	11.7	100.0
	Total	1037	100.0	100.0	

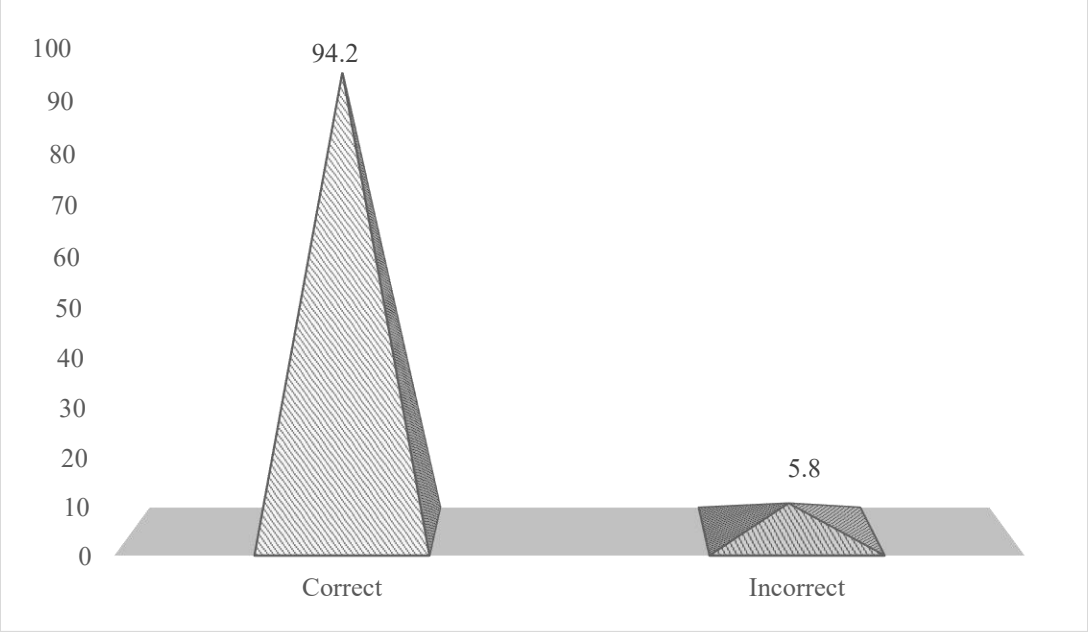


Interpretation:

Based on the table provided, out of a total of 1037 responses, 916 correctly identified the heritage site as Agakhan Palace, representing 88.3% of the total responses. On the other hand, 121 responses incorrectly identified the heritage site, accounting for 11.7% of the total responses. Overall, most respondents correctly identify Agakhan Palace as the heritage site in question. This high percentage of correct responses indicates a strong level of awareness and recognition of Agakhan Palace among the respondents. It reflects the significance and prominence of the heritage site in the local community. The results

suggest that efforts to promote and educate the public about Agakhan Palace have been successful, as most respondents accurately identify it. This finding supports the preservation and appreciation of Agakhan Palace as a cultural landmark. The findings also highlight the importance of ongoing initiatives to raise awareness about historical sites and cultural heritage.

Please choose the name of the heritage site given below. (Shanivar Wada)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	977	94.2	94.2	94.2
	Incorrect	60	5.8	5.8	100.0
	Total	1037	100.0	100.0	

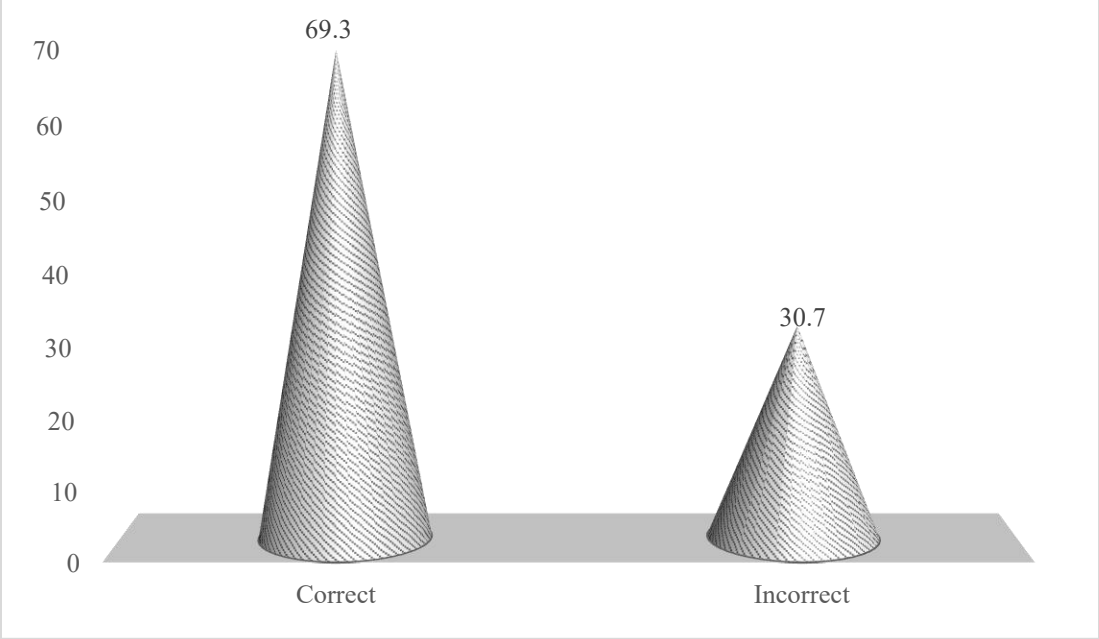


Interpretation:

Most respondents correctly identified Shanivar Wada as the heritage site, with 94.2% of participants selecting the correct answer. This high percentage suggests that the site is well-known and easily recognizable to those surveyed. However, there were still 5.8% of

respondents who incorrectly identified the heritage site. The photograph of Shaniwar Wada was deliberately taken from the inside. These participants may not have seen it from the inside, so they were unable to recognize it. Had the picture shown the exterior, they might have been able to identify it. Further education and awareness efforts may be needed to make sure that a greater number of people are able to correctly identify and appreciate this important historical site.

Please choose the name of the heritage site given below. (Mahatma Phule Wada)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	719	69.3	69.3	69.3
	Incorrect	318	30.7	30.7	100.0
	Total	1037	100.0	100.0	

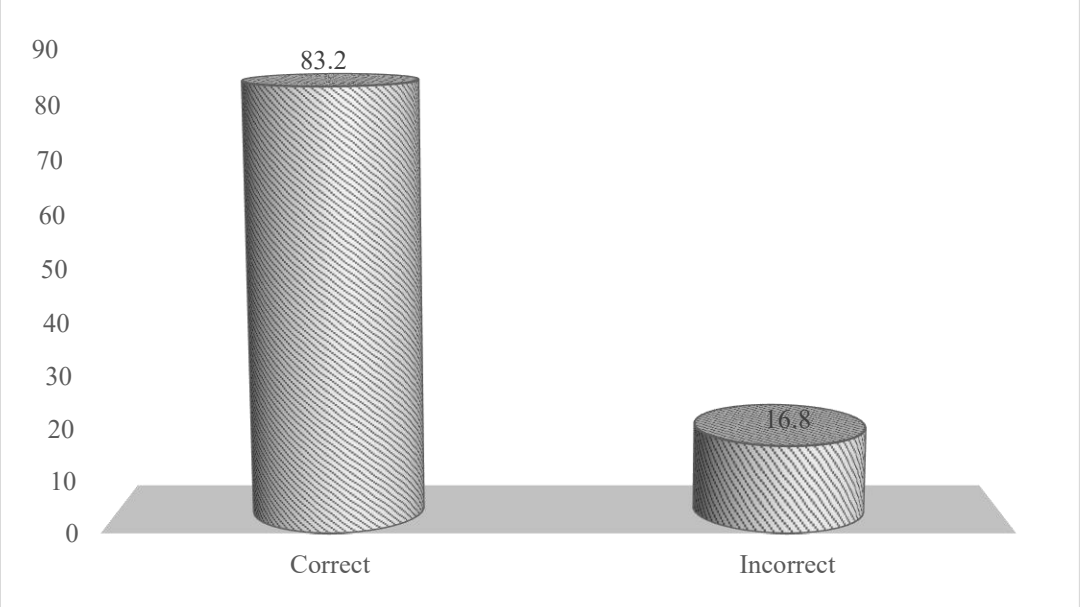


Interpretation:

Based on the table provided, 69.3% of respondents correctly identified the heritage site as Mahatma Phule Wada, while 30.7% incorrectly identified it. This indicates that most

respondents were able to correctly recognize the heritage site. This level of accuracy in recognizing Mahatma Phule Wada as a heritage site indicates a strong knowledge and awareness among the respondents regarding historical landmarks in the area. It is encouraging to see that majority of participants correctly identify the site, showcasing a connection to and appreciation for the cultural significance of Mahatma Phule Wada. This data highlights the importance of preserving and promoting awareness of heritage sites like Mahatma Phule Wada for future generations to appreciate and learn from.

Please choose the name of the heritage site given below. (Trishunda Ganpati Mandir)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	863	83.2	83.2	83.2
	Incorrect	174	16.8	16.8	100.0
	Total	1037	100.0	100.0	

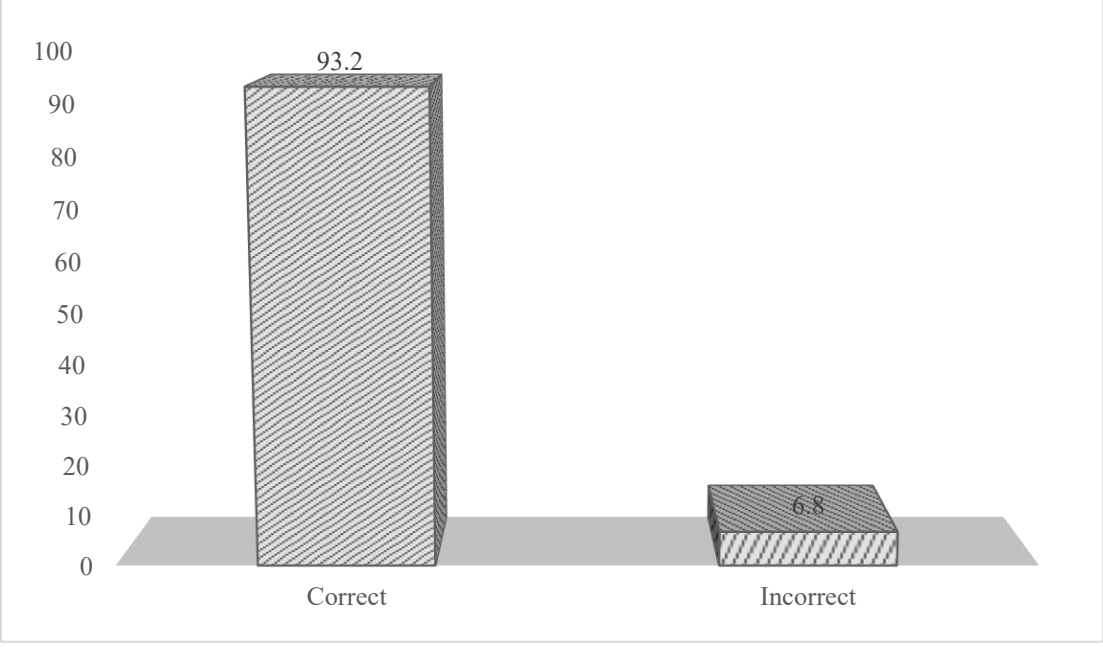


Interpretation:

Most respondents, 83.2%, correctly identified the name of the heritage site as Trishunda Ganpati Mandir. This suggests a strong level of awareness and knowledge among the

participants regarding this cultural landmark. However, it is also concerning that 16.8% of respondents provided an incorrect answer. A deeper investigation may be necessary to understand why some individuals do not correctly identify the heritage site. Possible reasons for the incorrect responses could include limited knowledge of the heritage site, confusion with similar-sounding names, or simply less interest in cultural landmarks. These issues should be addressed to ensure that accurate facts about the Trishunda Ganpati Mandir is disseminated and appreciated by the community. By conducting further research and education initiatives, we can work towards increasing the overall knowledge and appreciation of this important cultural site.

Please choose the name of the heritage site given below. (Pataleshwar)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	966	93.2	93.2	93.2
	Incorrect	71	6.8	6.8	100.0
	Total	1037	100.0	100.0	



Interpretation:

The data shows that most respondents correctly identified the heritage site as Pataleshwar, with 93.2% of participants giving the correct answer. This high accuracy rate indicates a strong knowledge and awareness of this heritage site among the respondents. Only a small percentage, 6.8%, gave an incorrect answer, suggesting that there may be some confusion or limited knowledge about the site among a minority of participants. Overall, the results highlight the significance and recognition of Pataleshwar as a notable heritage site. This level of recognition and awareness is promising for the preservation and promotion of Pataleshwar as a significant heritage site. It also indicates that efforts to educate and raise awareness about the historical and cultural importance of Pataleshwar have been somewhat successful. With such a high percentage of correct responses, Pataleshwar holds a special place in the hearts and minds of many individuals, showcasing its importance in the local community. This strong connection to the heritage site signals strong potential for its ongoing relevance and significance in the future.

4.3 Working journalists survey about knowledge of heritage and heritage management.

Newspapers and media have played a major role in public education since the freedom movement. From 'Hicky's Gazette' - the first newspaper in India, established in the year 1780 - to till date, newspapers and from last 28 years private news channels are not only publishing or telecasting news, but also are educating their readers or viewers about social, economic, cultural, health and much more issues. In British era, newspapers were educating people about independence, unfair British laws, and provoking readers to speak out against injustice.

'Kesari' (1881) of Lokamaya Bal Gangadhar Tilk and 'Sudhark' (1888) of Gopal Ganesh Agarkar are good examples. Editorials and articles published in 'Kesari' create a wave of nationalism in people. Gopal Ganesh Agarkar propagated values of individual freedom, rationalism, materialism from 'Sudharak.' He attacked the caste system, child marriage,

Keshavapan (deliberately removing all hairs of a widow and make her bald). News and articles were published about it.

After independence newspapers in Maharashtra stood for separate state for Marathi speaking population. 'Maratha' by Aacharaya P. K. Atre was a frontline soldier in the Sanyukta Marashtra movement. Newspapers experience censorship in independent India, at the time of emergency (1975) called by central government. Newspapers fought for freedom of expression.

After globalisation newspapers change as per hours need. New technology was introduced. Marketing style changed. Circulation touches hight. Total claimed circulation of Marathi language newspapers is more than 3 cr. (RNI - 2022). Though market, technology, marketing style changes basic editorial values are the same. *'Although for some readers newspapers are mostly for entertainment, its major role is for public education. All round education and awareness of the society should be done through newspapers,'* (Parulekar, N. 1983, 12) Today newspapers published from Pune city are trying to inform, educate and enlighten readers on various topics (from civic issues to social-cultural issues and from politics to health). They publish various columns on various subjects to inform and educate their readers.

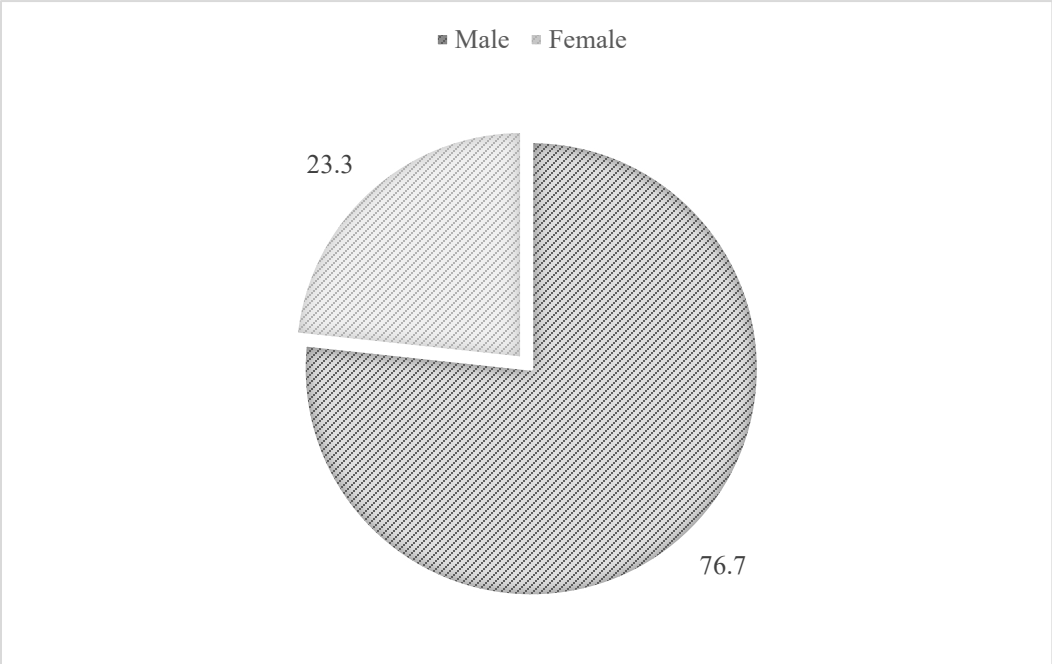
This survey was conducted to know whether journalists from Pune city are aware of heritage and heritage management and its importance.

To collect answers 'Google Form' link was sent by email and WhatsApp to individuals and groups. All the answers were downloaded to excel sheet and then it was studied.

4.3.1 Journalist Data Analysis and Interpretation

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	92	76.7	76.7	76.7
	Female	28	23.3	23.3	100.0

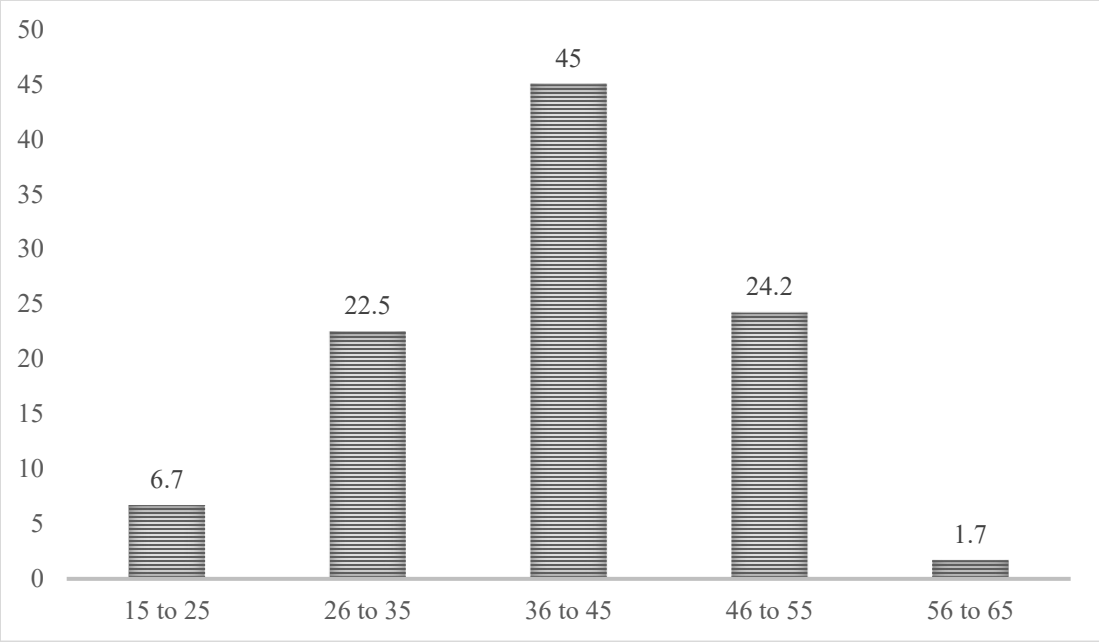
	Total	120	100.0	100.0	



Interpretation:

The data shows that 76.7% of the participants were male, while 23.3% were female. This indicates a clear majority of males in the sample population. This could potentially skew the outcome from the study or survey if the gender distribution is not representative of the overall population. It is necessary to consider this imbalance when drawing conclusions or generalizing based on the data collected. Further research may be needed to understand why there is a disparity in gender representation in the sample. This could be due to various factors such as recruitment methods, participant demographics, or even biases in the study design. It is crucial to address this issue to ensure the validity and reliability of the findings. By conducting additional analyses or adjusting the sample size, researchers can mitigate the impact of this imbalance and produce more accurate and meaningful results. Ultimately, understanding and addressing these disparities is essential for producing high-quality research that can be applied effectively in real-world contexts.

Age group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 to 25	8	6.7	6.7	6.7
	26 to 35	27	22.5	22.5	29.2
	36 to 45	54	45.0	45.0	74.2
	46 to 55	29	24.2	24.2	98.3
	56 to 65	2	1.7	1.7	100.0
	Total	120	100.0	100.0	

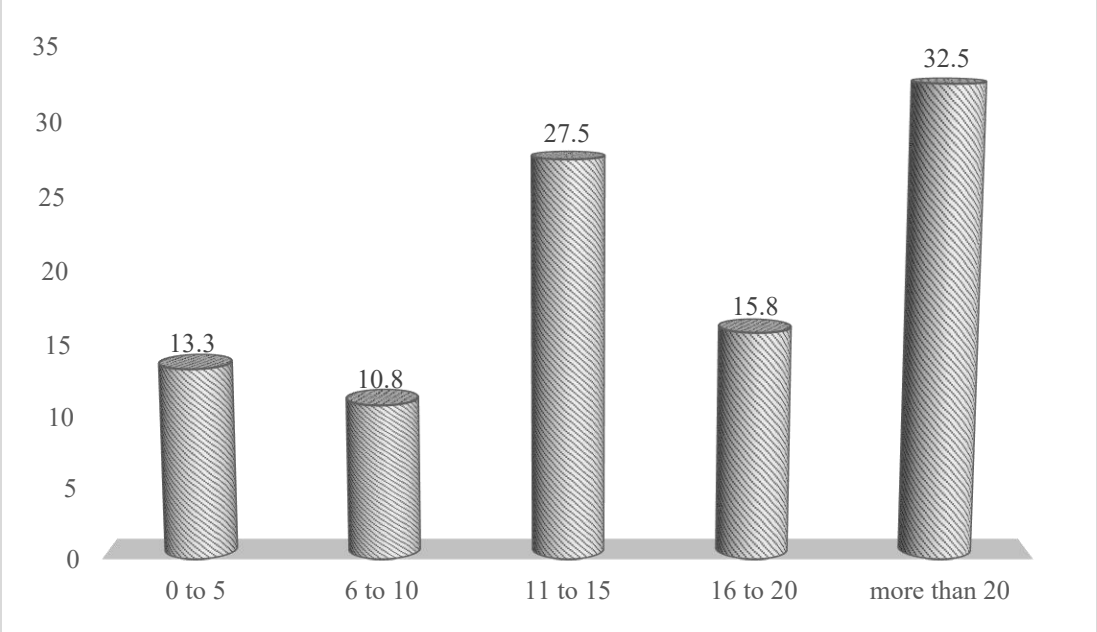


Interpretation:

The data indicate that a large proportion of respondents fall within the 36 to 45 age group, accounting for 45% of the total sample. The next largest age group is 26 to 35, making up 22.5% of the respondents. Overall, the distribution of age groups is evenly spread out with only a small percentage in the 56 to 65 categories at 1.7%. The age distribution of the respondents suggests that the survey captured a diverse range of participants across different age brackets. Notably, the 36 to 45 age group is the most represented, indicating a strong middle-aged demographic. Conversely, the 56 to 65 age

group appears to be underrepresented, possibly due to lower participation rates in surveys among older individuals. Nonetheless, the overall sample size of 120 respondents provides a comprehensive snapshot of opinions and insights from individuals of varying ages.

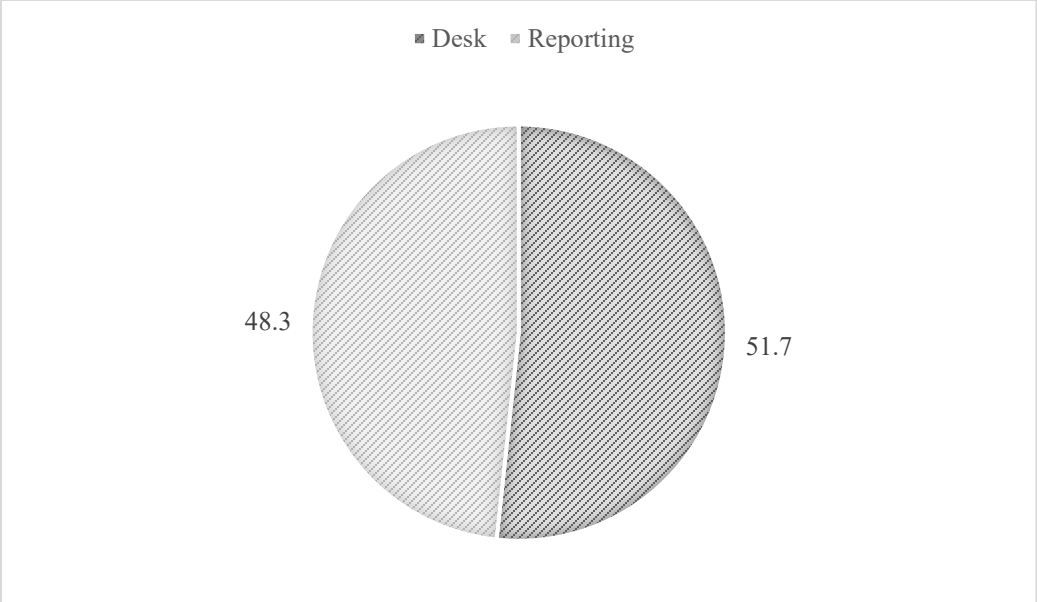
Working years					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 to 5	16	13.3	13.3	13.3
	6 to 10	13	10.8	10.8	24.2
	11 to 15	33	27.5	27.5	51.7
	16 to 20	19	15.8	15.8	67.5
	more than 20	39	32.5	32.5	100.0
	Total	120	100.0	100.0	



Interpretation:

In analysing the data collected from working journalists, it is observed that 13.3% reported working between 0 to 5 years, while 10.8% reported working between 6 to 10 years. A significant portion of 27.5% reported having worked between 11 to 15 years. Additionally, 15.8% reported falling within the range of 16 to 20 years of experience, and the largest percentage of journalists, at 32.5%, reported having more than 20 years of experience in journalism. Overall, the data collected shows a considerable range of experience levels among working journalists. Significantly, most journalists surveyed have more than 20 years of experience, highlighting the depth of knowledge and expertise within the profession. The distribution of years of experience also suggests that journalism is a field where individuals tend to stay and grow over time, with a significant number of journalists having worked for over a decade in the industry. This data provides valuable insights into the demographics and experience levels of journalists, shedding light on the diverse backgrounds and skill sets present in the profession.

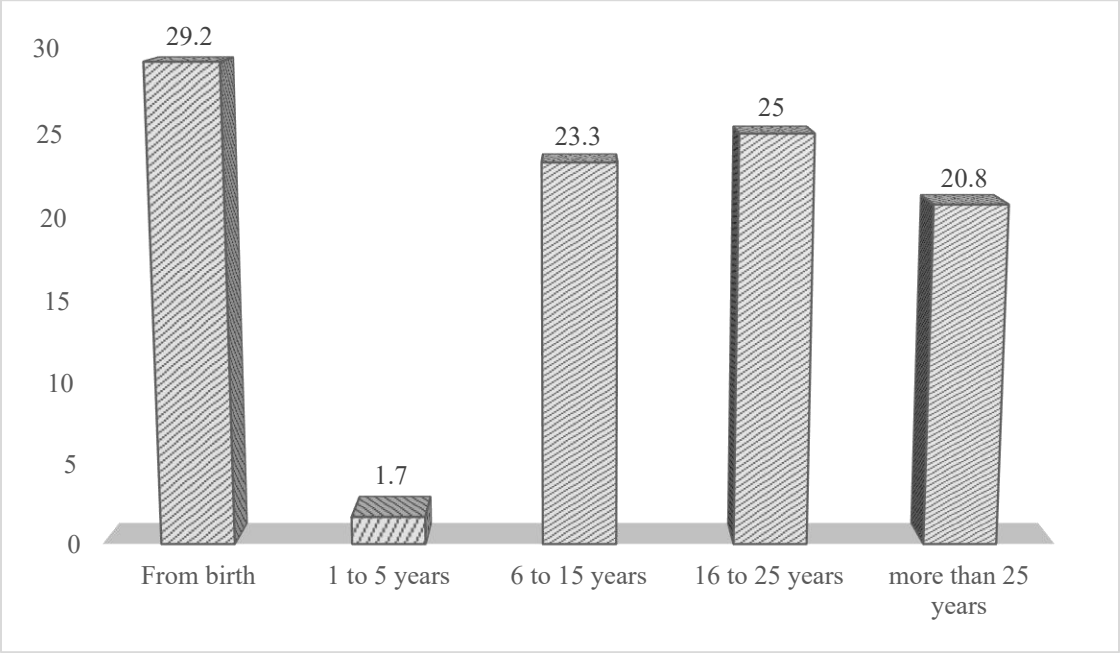
What position are you working in?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Desk	62	51.7	51.7	51.7
	Reporting	58	48.3	48.3	100.0
	Total	120	100.0	100.0	



Interpretation:

According to the data, 51.7% of employees work at a desk while 48.3% are in reporting roles. This means that most individuals at the company are in desk positions. They are responsible for verifying the received content, editing the news, adding value to it, giving an effective headline, translation, and presenting the news properly. It is important to consider the implications of this distribution on the work environment and overall efficiency of the company. With most employees working at desks, it may be necessary to ensure that the workspace is optimized for productivity and comfort.

Residing years in Pune city					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	From birth	35	29.2	29.2	29.2
	1 to 5 years	2	1.7	1.7	30.8
	6 to 15 years	28	23.3	23.3	54.2
	16 to 25 years	30	25.0	25.0	79.2
	more than 25 years	25	20.8	20.8	100.0
	Total	120	100.0	100.0	

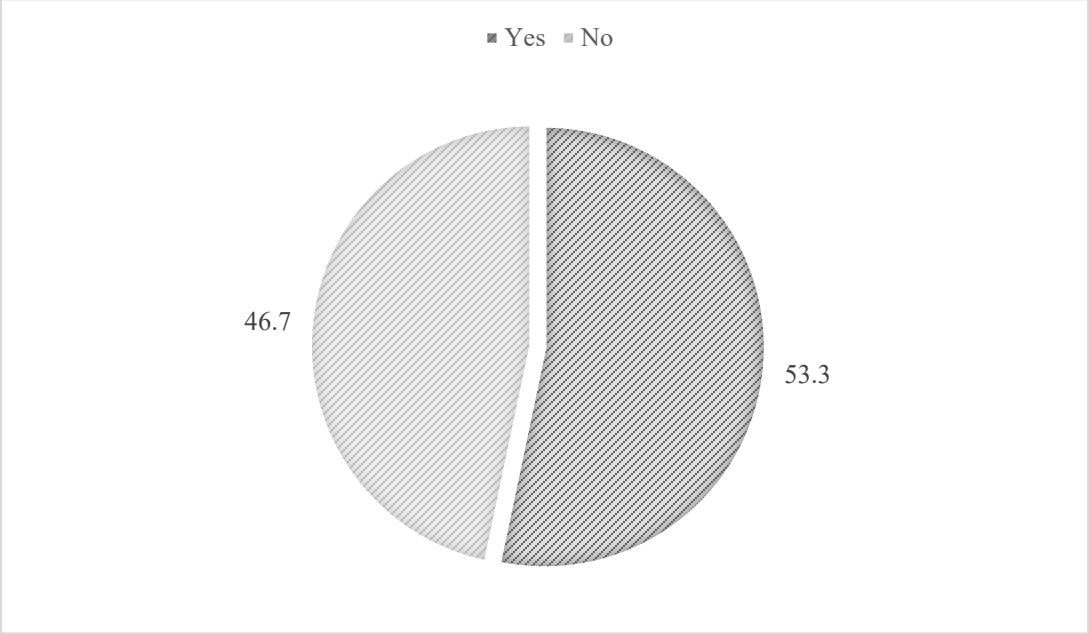


Interpretation:

Out of 120 respondents in Pune, around 29.2% have been residing in the city since birth and 25% for 16 to 25 years. Overall, most of the respondents have lived in Pune for a significant period, with only a small percentage having moved there within the last 5 years. This indicates a strong sense of rootedness and long-term commitment to the city among the respondents. The data suggests that Pune is a place where people tend to settle down and establish long-term connections, whether it be through family, work, or other factors. It also reflects a stable and established community, with a relatively low rate of turnover or transient population. Overall, the data paints a picture of Pune as a city that fosters a sense of belonging and permanence among its residents.

Have you reported on history or heritage by assignment?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	64	53.3	53.3	53.3
	No	56	46.7	46.7	100.0

	Total	120	100.0	100.0	

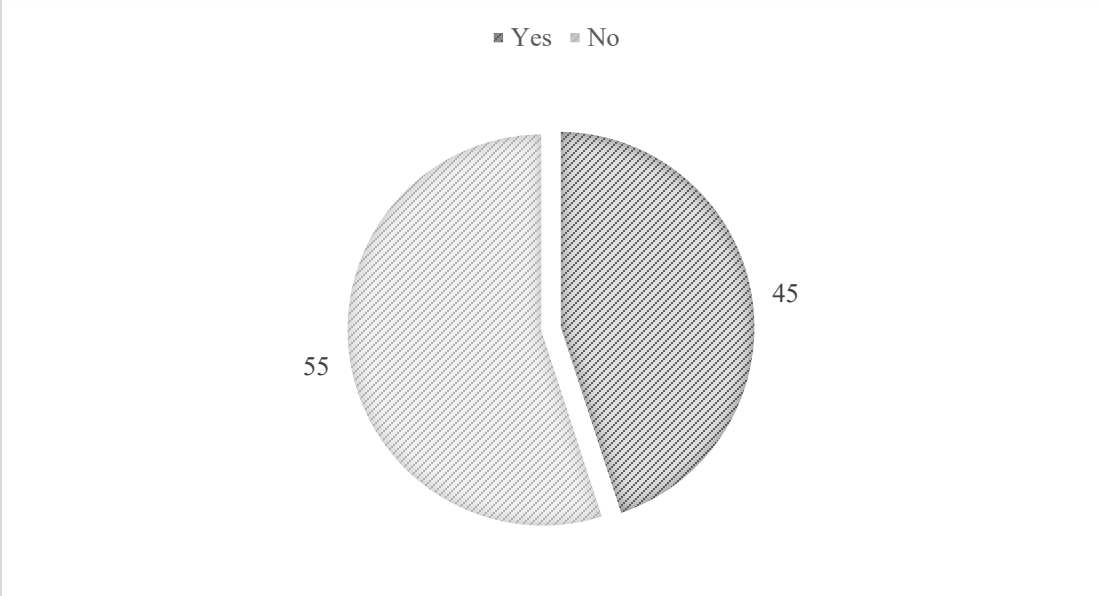


Interpretation:

Most respondents, 53.3%, reported that they have reported on history by assignment or heritage, while 46.7% said they have not. This data suggests that a significant portion of the sample population has engaged with history in some form through their assignments or heritage. This could indicate a strong interest in or connection to historical events or cultural backgrounds within the group surveyed. It would be interesting to go deeper into the reasons behind individuals' approach towards reporting history. Additional studies could generate valuable understanding of insights into the effect associated with personal experiences and backgrounds on individuals' engagement with history.

Have you done a separate news or article on heritage?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	45.0	45.0	45.0
	No	66	55.0	55.0	100.0

	Total	120	100.0	100.0	

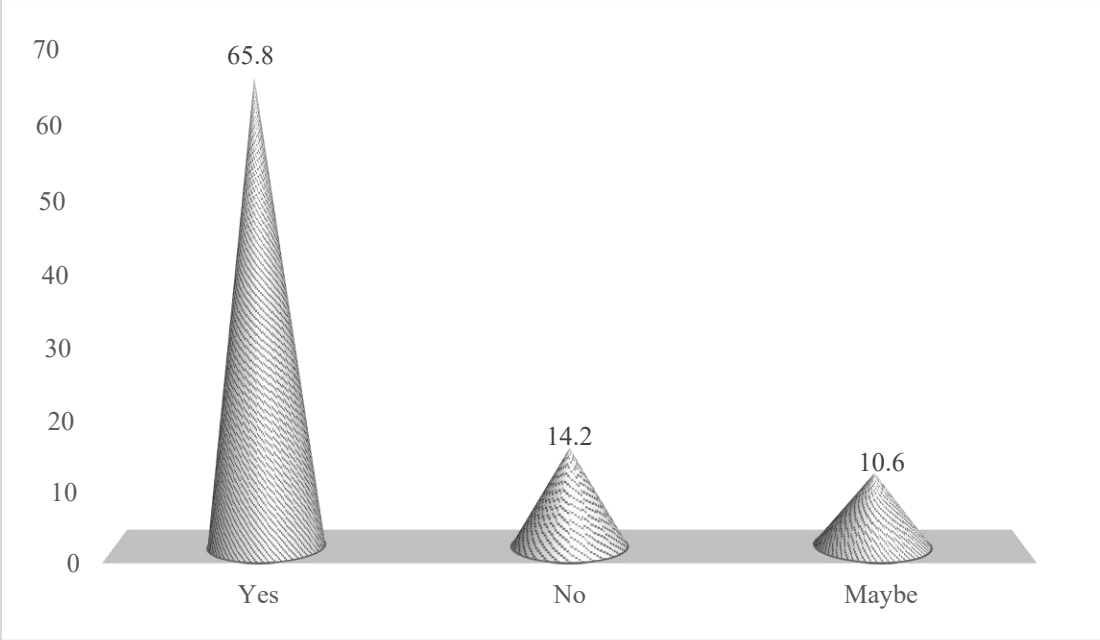


Interpretation:

In a survey of 120 individuals, 45% reported that they have done a separate news or article on heritage, while 55% stated that they have not. This indicates that a significant portion of the participants have engaged with heritage-related content in some form. Heritage is a topic of interest for many individuals, as nearly half of the respondents have taken the time to understand this subject more through separate news or articles. This suggests a strong connection to their cultural roots and a desire to learn more about their heritage. The results of this survey highlight the importance of creating and sharing content related to heritage to engage with a wide audience**.**

Are you aware of any heritage related activity happening in the city?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	79	65.8	65.8	65.8
	No	17	14.2	14.2	80.0
	Maybe	24	20.0	20.0	100.0

	Total	120	100.0	100.0	

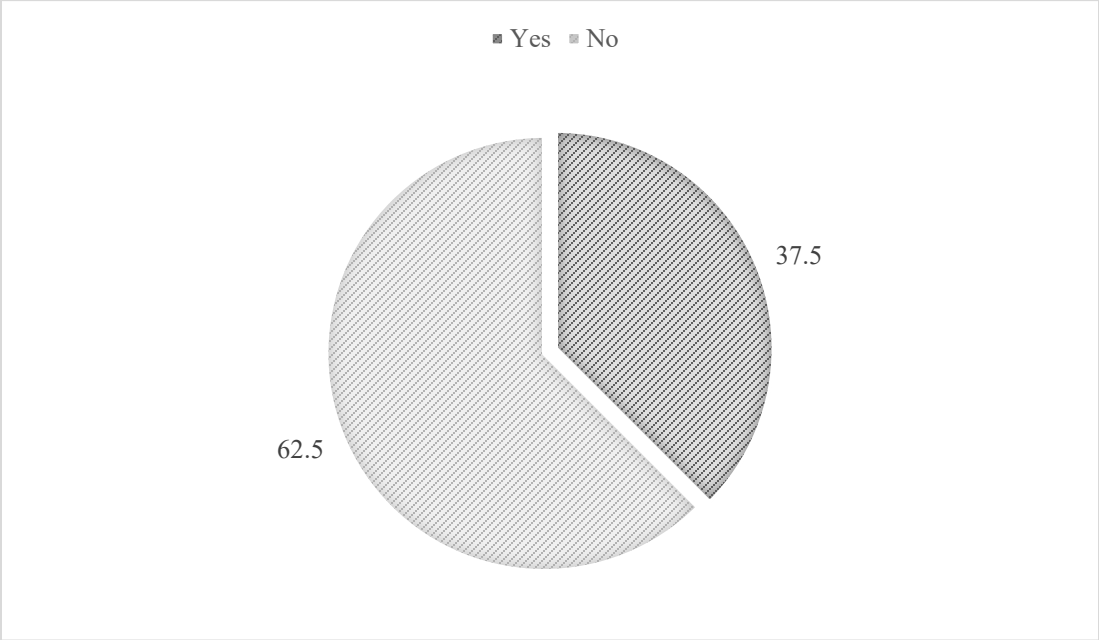


Interpretation:

Based on the data, 65.8% of respondents are aware of heritage related activities happening in the city, while 14.2% are not aware and 20% are unsure. This suggests that most people exhibit some knowledge or involvement in heritage related events or projects in the city. Overall, it seems that there is notable level of engagement with heritage activities in the city, with most respondents indicating that they are aware of such events. This could indicate a strong interest in preserving and celebrating the city's cultural heritage. It may be worth exploring further to understand what specific activities or projects are drawing people's attention and participation. Perhaps there is an opportunity to further promote and expand these initiatives to engage even more members of the community in celebrating and preserving the city's heritage.

Have you published any news or report or article regarding heritage activity?				
	Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Yes	45	37.5	37.5	37.5
	No	75	62.5	62.5	100.0
	Total	120	100.0	100.0	

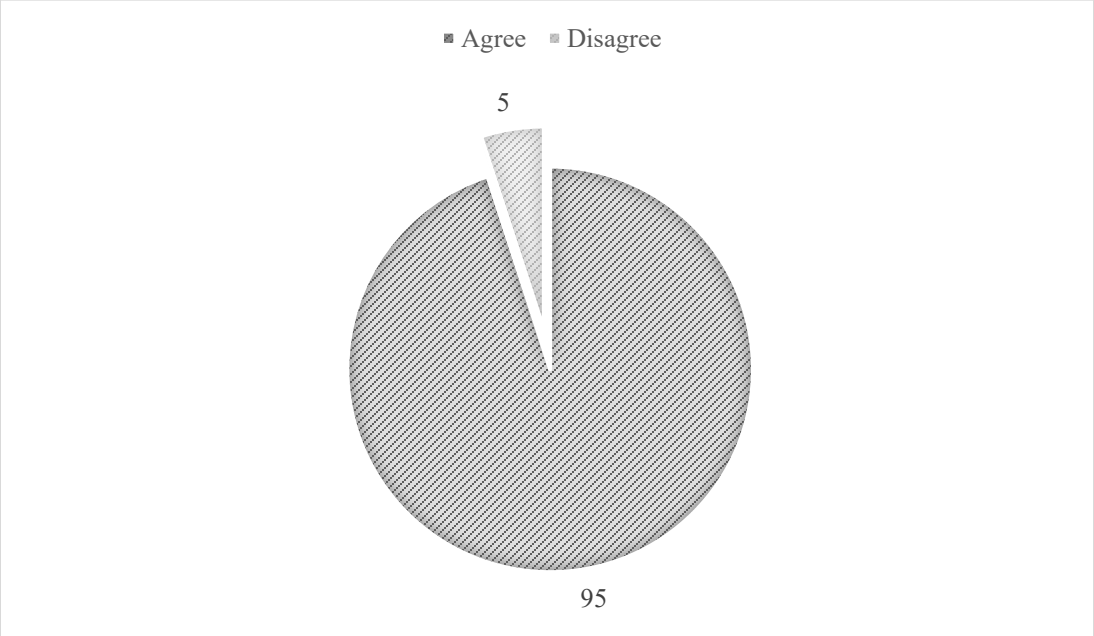


Interpretation:

In a survey of 120 respondents, 37.5% have published news, reports, or articles regarding heritage activities, while 62.5% have not. This shows that there is a substantial portion of respondents actively engaged in sharing information about heritage activities. This level of engagement suggests a strong interest in preserving and promoting cultural heritage within the community. It also highlights the importance of communication and media in raising awareness and educating the public about the significance of heritage activities. As more individuals continue to publish and share information in this area, it is likely that interest and participation in heritage activities will continue to grow.

Do you think, heritage is the important aspect of life, and is its conservation needed in current scenario?				
	Frequency	Percent	Valid Percent	Cumulative

					Percent
Valid	Agree	114	95.0	95.0	95.0
	Disagree	6	5.0	5.0	100.0
	Total	120	100.0	100.0	

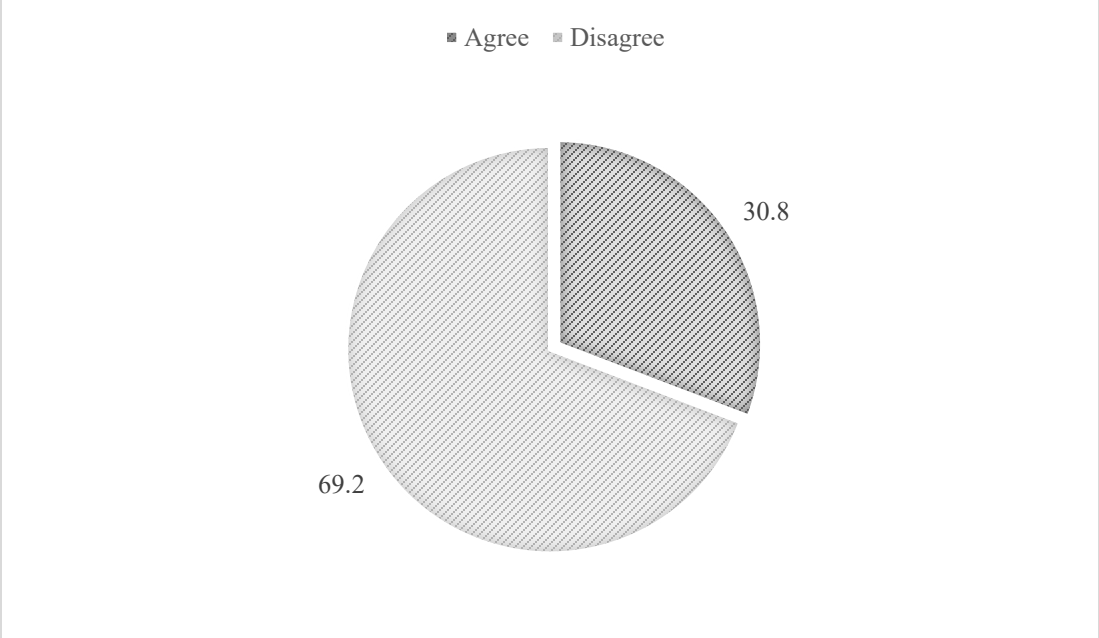


Interpretation:

The findings indicate that 95% of respondents agree that heritage conservation is important in today's world, while only 5% disagree. This indicates a widespread belief that preserving heritage for future generations is important. The majority recognize the importance of heritage in our lives and support its conservation. It is evident from the data that there is a clear consensus among the respondents regarding the meaningfulness of heritage conservation. The overwhelming support for heritage preservation suggests that people value their cultural roots and history. This united front in favour of heritage management bodes well for the measures to safeguard and promote our shared heritage for generations to come. Overall, the resounding support for heritage preservation indicates a collective understanding of the role that our cultural past plays in shaping our identity and sense of belonging. The data underscores the deep connection that people feel to their heritage and the desire to ensure that it is safeguarded for future generations

to appreciate and learn from. With such a strong consensus in place, it is hopeful that efforts to preserve our shared heritage will continue to receive the necessary support and resources to thrive and endure for years to come.

Is heritage conservation is the sole responsibility of Government?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	37	30.8	30.8	30.8
	Disagree	83	69.2	69.2	100.0
	Total	120	100.0	100.0	

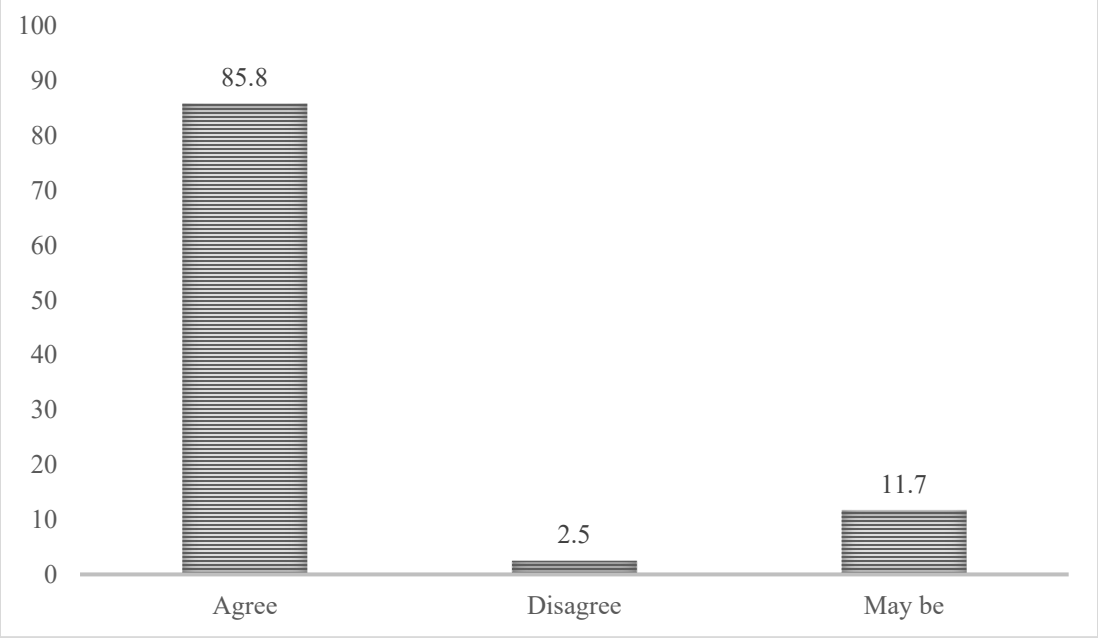


Interpretation:

A survey of 120 individuals showed that 30.8% agree that heritage conservation is the sole responsibility of the government, while 69.2% disagree with this statement. This suggests a significant portion of the population believes that heritage conservation is a shared responsibility among various stakeholders, not just the government. It also shows that there is a diversity of opinions on who should bear responsibility for preserving

heritage sites and landmarks. This highlights the importance of collaboration between the government, private organizations, and the community to ensure the protection and maintenance of cultural heritage for future generations. Ultimately, the survey results emphasize the need for a comprehensive and inclusive approach to heritage conservation that involves multiple stakeholders working together towards a common goal.

Can we also play a part in heritage preservation and conservation?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	103	85.8	85.8	85.8
	Disagree	3	2.5	2.5	88.3
	May be	14	11.7	11.7	100.0
	Total	120	100.0	100.0	

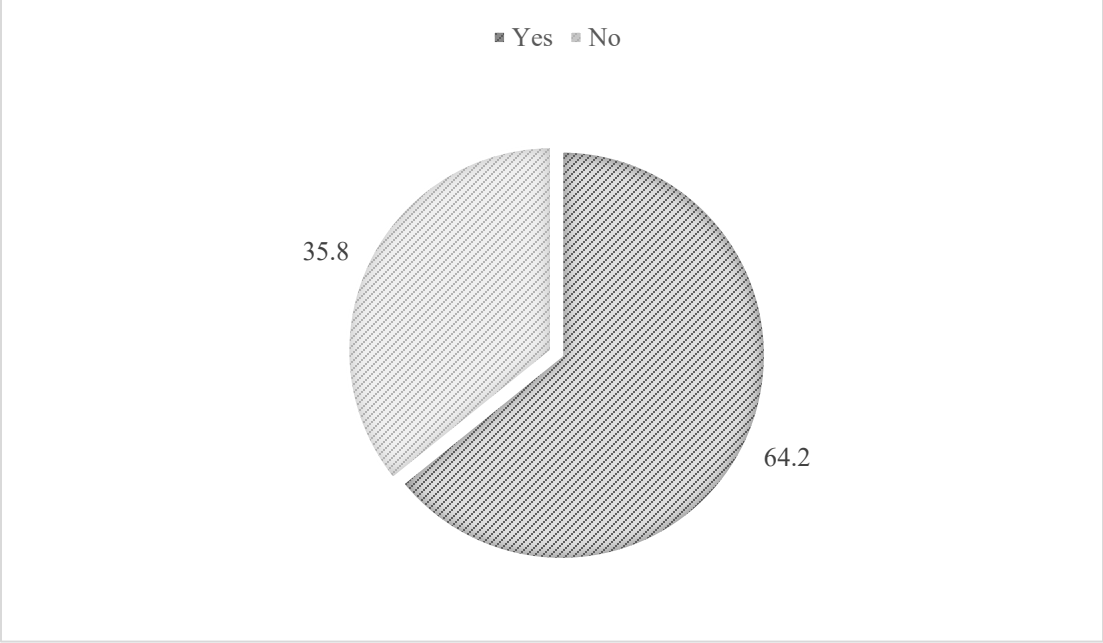


Interpretation:

Based on the data, it appears that most respondents, 85.8%, agree that we can play a part in heritage preservation and conservation. While 2.5% respondents disagree it. 11.7% are

unsure or feel that it may be possible to contribute in some way. Overall, it seems that most respondents appear receptive to the idea of being involved in heritage preservation efforts. This positive sentiment expressed by most respondents indicates a strong potential for community engagement in heritage preservation and conservation initiatives. With such considerable agreement, there is a clear a platform for individuals to act and make a difference in preservation of cultural and historical heritage. By harnessing this willingness to participate, we can work together to ensure that our heritage is protected and maintained for future generations to appreciate and enjoy.

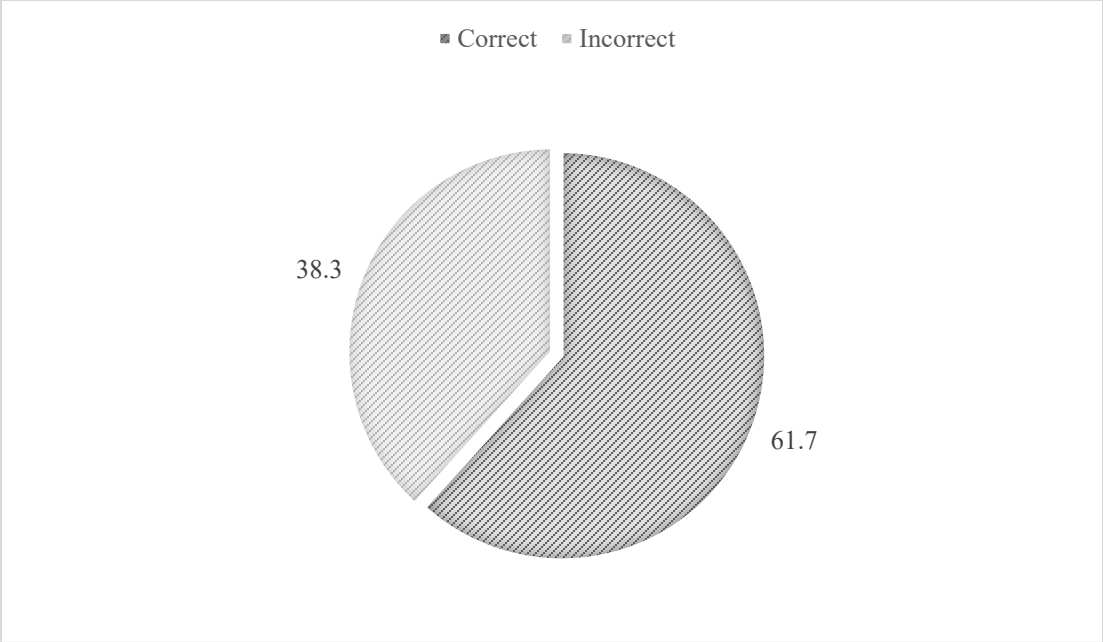
Have you attended any heritage related activity?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	77	64.2	64.2	64.2
	No	43	35.8	35.8	100.0
	Total	120	100.0	100.0	



Interpretation:

In the survey, 64.2% of respondents indicated that they have attended a heritage related activity, while 35.8% stated that they have not. This indicates that most participants have engaged in heritage activities. This reflects a strong interest and involvement in preserving and celebrating cultural heritage within the community. It is encouraging to see that a significant number from the participants values and participates in heritage-related events and initiatives. Overall, these findings suggest a positive level of engagement and appreciation for heritage among the respondents surveyed. This encouraging response highlights the importance of heritage preservation and its significance in our society. It also indicates a desire within the community to learn about and connect with their cultural roots. With such a high level of participation, heritage activities play a vital role in bringing people together and fostering a sense of pride in one's heritage.

Please name any ancient heritage site in Pune					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	74	61.7	61.7	61.7
	Incorrect	46	38.3	38.3	100.0
	Total	120	100.0	100.0	

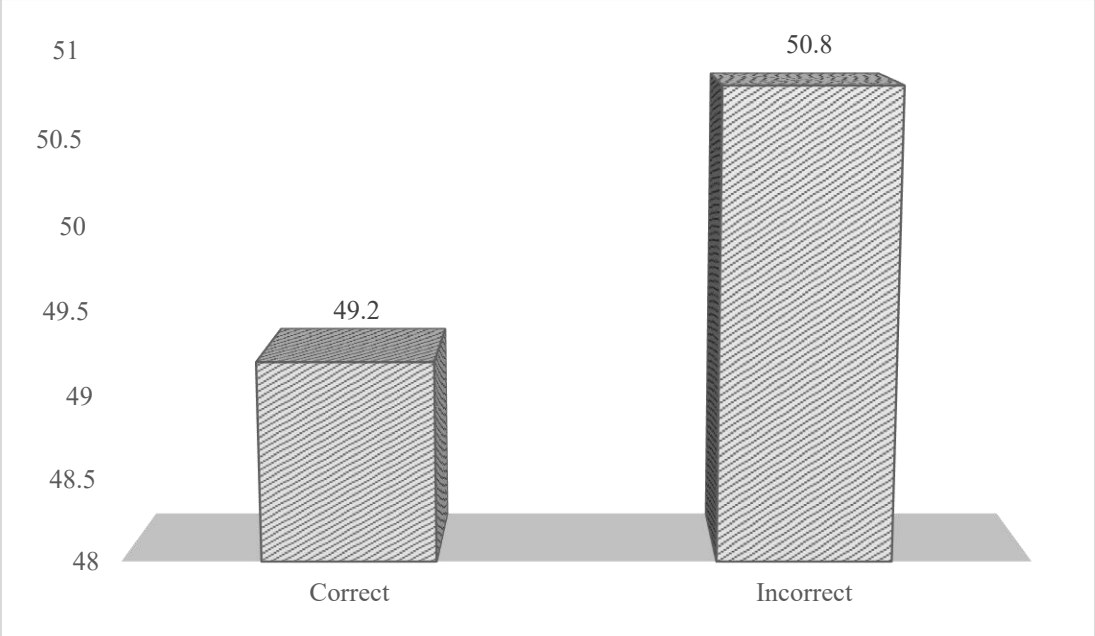


Interpretation:

In a survey conducted, 61.7% of respondents correctly identified an ancient heritage site in Pune, while 38.3% incorrectly identified. This makes it clear that there is a good level of knowledge and recognition of ancient heritage sites in Pune among the participants surveyed. One of the ancient heritage sites in Pune that was likely correctly identified by most respondents is Pataleshwar Cave, an ancient rock cut temple dedicated to Lord Shiva. The survey results indicate that Pune's journalists have a strong awareness and appreciation for their city's historical landmarks. This deep connection to their heritage is evident in the way they value and preserve these ancient sites. The enthusiasm shown by the participants in identifying and recognizing these landmarks reflects pride in Pune's rich history and cultural significance.

Please name any medieval heritage site in Pune					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Correct	59	49.2	49.2	49.2
	Incorrect	61	50.8	50.8	100.0

	Total	120	100.0	100.0	

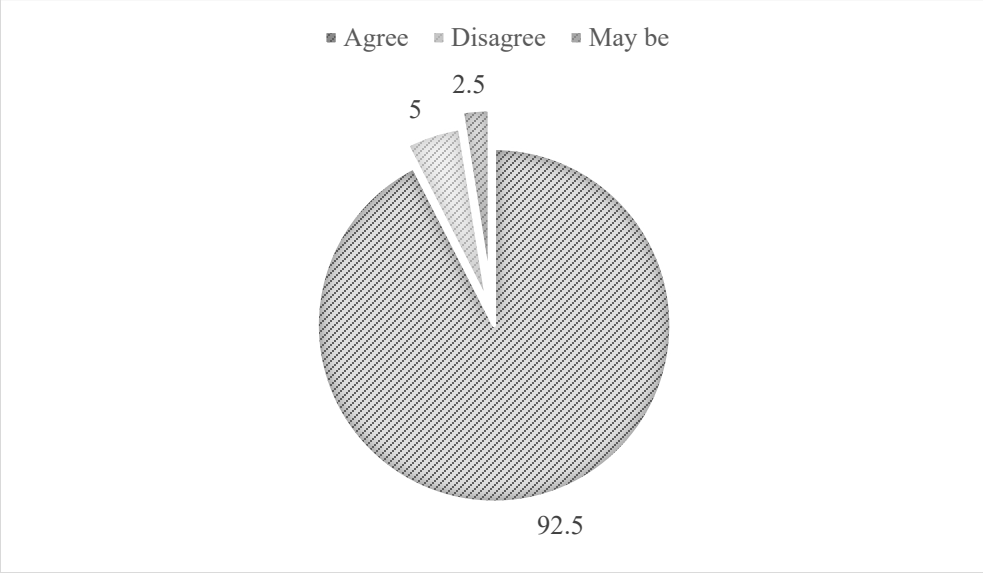


Interpretation:

In this data set, 49.2% of respondents correctly named a medieval heritage site in Pune, while 50.8% provided incorrect answers. Overall, out of the total 120 participants, half were able to accurately identify a medieval heritage site in Pune. An example of a medieval heritage site in Pune is the Shaniwar Wada. Other medieval heritage sites in Pune include the Vishrambaug Wada, Omkareshwar Temple. These sites offer a glimpse into the rich history and culture of Pune during the medieval period. It is crucial to preserve and protect these heritage sites so that they remain accessible to future generations to learn about and appreciate their significance. The Shaniwar Wada is known for its architectural beauty and historical importance, making it a popular tourist destination in Pune.

Heritage related activities like walks, lectures, media presentation can play an important role in public education, do you agree?				
	Frequency	Percent	Valid Percent	Cumulative

					Percent
Valid	Agree	111	92.5	92.5	92.5
	Disagree	6	5.0	5.0	97.5
	May be	3	2.5	2.5	100.0
	Total	120	100.0	100.0	



Interpretation:

Based on the survey results, 92.5% of respondents agree that heritage related activities like walks, lectures, and media presentations can be beneficial for public education. Only 5% participants disagree with this statement and 2.5% are unsure. Most participants see the value in incorporating these activities for educational purposes. These findings shows that there is a strong opinion among the respondents regarding the positive impact of heritage-related activities on public education. The overwhelming support for such initiatives indicates a recognition of the importance of preserving and promoting cultural heritage through various means. With such high levels of agreement, it is evident that these activities are considered important tools for strengthening public knowledge and understanding of heritage. This data underscores the potential of walks, lectures, and media presentations to effectively contribute to educational efforts in the community.

4.4 Hypotheses Testing

Hypothesis testing is a fundamental concept in statistics that enables researchers to draw conclusions based on sample data (Montgomery, 2019, 111-118). It provides a structured approach to decision-making by evaluating assumptions or claims about a given parameter. This method is widely used in various disciplines, including medicine, economics, psychology, and engineering, to validate theories, assess relationships, and support data-driven conclusions.

Annexure VII - Tests Used for Hypothesis Testing and Their Explanation

Hypothesis testing primarily involves the formulation of two opposing hypotheses:

- Null Hypothesis (H_0): This represents the assumption that there is no substantial effect, difference, or relationship in the population. It serves as the default assumption until sufficient evidence suggests otherwise.
- Alternative Hypothesis (H_1 or Ha): This contradicts the null hypothesis and suggests that a significant effect, difference, or relationship does exist.

4.4.1 Hypothesis 1

Null Hypothesis (H_0): There is no significant relationship between the age group of participants and their awareness of heritage-related activities in the city.

Alternative Hypothesis (H_1): There is a significant relationship between the age group of participants and their awareness of heritage-related activities in the city.

Crosstab						
			Are you aware of any heritage related activity happening in the city?			Total
			Yes	No	May be	
Age group	15 to 25 years	Count	33	31	14	78
		In %	42.3%	39.7%	17.9%	100.0%
	26 to 35 years	Count	51	60	30	141

		In %	36.2%	42.6%	21.3%	100.0%
	36 to 45 years	Count	118	161	56	335
		In %	35.2%	48.1%	16.7%	100.0%
	46 to 55 years	Count	113	121	52	286
		In %	39.5%	42.3%	18.2%	100.0%
	56 to 65 years	Count	68	47	13	128
		In %	53.1%	36.7%	10.2%	100.0%
	Above 65 years	Count	33	26	8	67
		In %	49.3%	38.8%	11.9%	100.0%
Total		Count	416	446	173	1035
		In %	40.2%	43.1%	16.7%	100.0%

Interpretation:

The data provided shows the distribution of individuals within different age groups. To test a hypothesis, we can compare the percentage of individuals aged 26 to 35 years to the total percentage within each age group. By analysing the data, we can determine if there is a significant variation in the distribution of individuals aged 26 to 35 years compared to other age groups. This will help us draw conclusions about any potential relationships between age demographics and other variables of interest.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.506[a]	10	0.034
Likelihood Ratio	19.531	10	0.034
Linear-by-Linear Association	7.920	1	0.005
McNemar-Bowker Test			.[b]

No. of Valid Cases	1035		

Interpretation:

The results of the chi-square test reveal a statistically significant association between age group and count. The likelihood ratio and Pearson chi-square tests both have a p-value of 0.034, suggesting that the distribution of counts differs significantly across age groups. Additionally, the linear-by-linear association test also shows a significant result with a p-value of 0.005. This indicates that there is a relationship between age group and count in the dataset.

Symmetric Measures					
		Value	Asymptotic Standardized Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	-0.088	0.031	-2.824	0.005[c]
Ordinal by Ordinal	Spearman Correlation	-0.091	0.031	-2.931	0.003[c]
No. of Valid Cases		1035			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Based on normal approximation.					

Interpretation:

The test results demonstrate that there is a statistically significant relationship between the variables being studied, with a p-value of 0.034 for the Pearson Chi-Square and Likelihood Ratio tests. Additionally, there is evidence of a linear-by-linear association with a p-value of 0.005. The symmetric measures also indicate a negative correlation

between the variables, with Pearson's R at -0.088 and Spearman Correlation at -0.091, both statistically significant with p-values of 0.005 and 0.003, respectively. These results support the hypothesis that there is an association between the variables being examined.

4.4.2 Hypothesis 2

Null Hypothesis (H_0): There is no significant relationship between the age group of participants and attendance of heritage-related activities in the city.

Alternative Hypothesis (H_1): There is a significant relationship between the age group of participants and attendance of heritage-related activities in the city.

Crosstab					
			Have you attended any heritage related activity?		Total
			Yes	No	
Age group	15 to 25 years	Count	33	45	78
		In %	42.3%	57.7%	100.0%
	26 to 35 years	Count	81	60	141
		In %	57.4%	42.6%	100.0%
	36 to 45 years	Count	120	215	335
		In %	35.8%	64.2%	100.0%
	46 to 55 years	Count	130	156	286
		In %	45.5%	54.5%	100.0%
	56 to 65 years	Count	56	72	128
		In %	43.8%	56.3%	100.0%
	Above 65 years	Count	23	44	67
		In %	34.3%	65.7%	100.0%
Total		Count	443	592	1035
		In %	42.8%	57.2%	100.0%

Interpretation:

According to the data shown in the tables, we can test the hypothesis that the distribution of individuals by age group is not uniform. By analysing the percentage within each age group, we can see that there are variations in the proportions of individuals across different age categories. For example, in the 26- to 35-year age group, 57.4% of individuals fall within that category, while in the above-65-year-old age group, only 34.3% of individuals are represented. This indicates the possibility of significant variations in population distribution by age group. Further statistical analysis can be conducted to determine if these differences are statistically significant.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.863[a]	5	0.001
Likelihood Ratio	21.848	5	0.001
Linear-by-Linear Association	1.776	1	0.183
McNemar-Bowker Test	.	.	.[b]
N of Valid Cases	1035		

Interpretation:

The chi-square test results indicate that there is a significant association between age group and the count of individuals in each age range (p = 0.001). This suggests that age groups may have an impact on the distribution of individuals within each age range. The linear-by-linear association test did not show a significant relationship (p = 0.183), indicating that the relationship between age group and count of individuals within each age range may not be linear. Additionally, there were 1035 valid cases included in the analysis.

Symmetric Measures

		Value	Asymptotic Standardized Error[a]	Approximate T[b]	Approximate Significance
Interval by Interval	Pearson's R	0.041	0.031	1.333	0.183[c]
Ordinal by Ordinal	Spearman Correlation	0.036	0.031	1.147	0.252[c]
N of Valid Cases		1035			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					
c. Based on normal approximation.					

Interpretation:

The results of the tests conducted suggest that there is a significant relationship between the variables being analysed, as indicated by the low p-values in both the Pearson Chi-Square and Likelihood Ratio tests (p = 0.001). Additionally, there appears to be a non-significant linear-by-linear association between the variables (p = 0.183). The symmetric measures show a weak correlation between the variables, with Pearson's R at 0.041 and Spearman Correlation at 0.036. These results are based on normal approximations and should be interpreted with caution. Overall, it seems that there is some relationship between the variables, but further analysis may be needed to fully understand the nature of this relationship.

4.4.3 Hypothesis 3

Null Hypothesis (H_0): There is no significant relationship between the educational qualification of participants and their attitudes towards heritage conservation.

Alternative Hypothesis (H_1): There is a significant relationship between the educational qualification of participants and their attitudes towards heritage conservation.

Descriptive Statistics					
	No.	Mean	Std. Deviation	Minimum	Maximum
Education	1032	3.33	0.749	1	4
Heritage is important aspect of life, and its conservation is needed in current scenario?	1037	1.05	0.292	1	3
Heritage conservation is sole responsibility of Government?	1037	1.90	0.586	1	3
People can contribute to heritage management and heritage conservation?	1037	1.22	0.614	1	3

Interpretation:

Further analysis of the data revealed some interesting findings. For instance, the mean score for the question "Heritage is an important aspect of life, and its conservation is needed in the current scenario" was 1.05, indicating that most participants strongly agreed with this statement. On the other hand, the mean score for the question "Heritage conservation is the sole responsibility of the Government" was 1.90, suggesting that participants were more divided on this issue. Additionally, the mean score for the question "People can contribute to heritage management and conservation" was 1.22, indicating that there was a consensus among participants that individuals can play a role in preserving heritage sites. These findings provide valuable insights into the attitudes of the participants towards heritage conservation and suggest that there may be a significant relationship between educational qualification and these attitudes.

Test Statistics				
	Education	Heritage is important aspect of life, and its conservation is needed in current scenario?	Heritage conservation is sole responsibility of Government?	People can contribute in heritage management and heritage conservation?
Chi-Square	605.093	1892.287	474.939	1407.925
df	3	2	2	2
Asymp. Sig.	0.000	0.000	0.000	0.000

Interpretation:

From the results of the chi-square test, the findings suggest a significant relationship between educational qualification and attitudes towards heritage conservation. The p-values associated with each test statistic are all less than 0.05, indicating that there is strong evidence to reject the null hypothesis in each case. Therefore, people with different levels of education are likely to have differing attitudes towards heritage conservation. Further research may be needed to explore this relationship in more depth. This finding suggests that educational background has an important role in shaping individuals' perspectives on heritage preservation. It is possible that people with higher levels of education may have a greater appreciation for the importance of conserving historical sites and landmarks. Future research could explore the specific factors that contribute to these varying attitudes among respondents with different educational backgrounds qualifications. Overall, the results of this study highlight the need for targeted educational initiatives aimed at fostering a greater sense of cultural heritage conservation among diverse populations.

4.4.4 Hypothesis 4

Null Hypothesis (H_0): There is no significant relationship between the time span of stay in Pune city and awareness of heritage-related activities.

Alternative Hypothesis (H_1): There is a significant relationship between the time span of stay in Pune city and awareness of heritage-related activities.

Residing at Pune from * Are you aware of any heritage related activity happening in the city? Crosstabulation						
			Are you aware of any heritage related activity happening in the city?			Total
			Yes	No	May be	
Residing at Pune from	From birth	Count	194	194	88	476
		In %	40.8%	40.8%	18.5%	100.0%
	1 to 5 years	Count	26	14	14	54
		In %	48.1%	25.9%	25.9%	100.0%
	6 to 15 years	Count	44	53	16	113
		In %	38.9%	46.9%	14.2%	100.0%
	16 to 25 years	Count	35	60	22	117
		In %	29.9%	51.3%	18.8%	100.0%
	more than 25 years	Count	115	114	33	262
		In %	43.9%	43.5%	12.6%	100.0%
Total		Count	414	435	173	1022
		In %	40.5%	42.6%	16.9%	100.0%

Interpretation:

The table presents the distribution of individuals according to their duration of stay in Pune city, categorized by age groups. According to the data, most people have lived in Pune for more than 25 years, with respondents who have lived there for 1 to 5 years following. To test the hypothesis that duration of stay in Pune is not significantly associated with age group, a chi-square test can be conducted using the given data. The

chi-square test will determine if there is a significant relationship between the duration of stay in Pune and awareness of heritage-related activities. If the test results in a p-value less than 0.05, the results indicate that there is a significant association. This analysis will provide deeper insights into the relationship between awareness of heritage-related activities and duration of stay in Pune city.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.285[a]	8	0.019
Likelihood Ratio	18.905	8	0.015
Linear-by-Linear Association	0.982	1	0.322
No of Valid Cases	1022		

Interpretation:

Based on the results of the Chi-Square Tests, the p-value for Pearson Chi-Square is 0.019 and for Likelihood Ratio is 0.015. Since both values are less than 0.05, it can be concluded that there is a significant relationship between the duration of stay in Pune and awareness of heritage-related activities. This analysis provides valuable insights into how duration of stay in Pune city influences awareness of heritage-related activities. Additionally, the Linear-by-Linear Association value of 0.322 indicates a weak association between these two variables. With a total of 1022 valid cases, the results suggest that the longer individuals stay in Pune, the more likely they are to be aware of heritage-related activities. This information can be utilized by local authorities and tourism organizations to tailor their marketing strategies and enhance the promotion of cultural heritage in the city.

4.4.5 Hypothesis 5

Null Hypothesis (H_0): There is no significant relationship between participants' monthly income and their attitudes towards the responsibility for heritage conservation and the role of personal contribution in heritage management.

Alternative Hypothesis (H_1): There is a significant relationship between participants' monthly income and their attitudes towards the responsibility for heritage conservation and the role of personal contribution in heritage.

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Monthly income	985	3.73	1.895	1	6
Heritage is important aspect of life, and its conservation is needed in current scenario?	1037	1.05	0.292	1	3
Heritage conservation is sole responsibility of Government?	1037	1.90	0.586	1	3
People can contribute to heritage management and heritage conservation?	1037	1.22	0.614	1	3

Interpretation:

Based on the provided descriptive statistics, it appears that there is a significant relationship between participants' attitudes towards responsibilities for heritage conservation and their monthly income. The mean monthly income of participants is 3.73, with a standard deviation of 1.895, indicating some variability in income levels. Additionally, participants generally agree that heritage conservation is important and that individuals can contribute to heritage management, suggesting a potential correlation between income and attitudes towards heritage conservation responsibilities. Further statistical analysis would be needed to confirm this relationship as per the hypothesis.

Test Statistics				
	Monthly income	Heritage is important aspect of life, and its conservation is needed in current scenario?	Heritage conservation is sole responsibility of Government?	People can contribute in heritage management and heritage conservation?
Chi-Square	159.502[a]	1892.287[b]	474.939[b]	1407.925[b]
df	5	2	2	2
Asymp. Sig.	0.000	0.000	0.000	0.000

Interpretation:

The statistical analysis conducted on the relationship between monthly income and attitudes towards heritage conservation responsibilities in our sample population showed significant results. There appears to be a strong correlation between income level and the belief that heritage is an important aspect of life, as well as the belief that people can contribute to heritage management. However, further investigation would be required to confirm if income level also impacts the belief that heritage conservation is solely the responsibility of the government. Overall, the findings suggest that individuals with higher monthly incomes are more likely to value heritage conservation and feel personally responsible for its preservation. This could have implications for government policies and funding allocation towards heritage conservation efforts. Further research could delve deeper into the reasons behind this correlation and explore potential strategies to engage individuals across all income levels in heritage conservation initiatives.

4.4.6 Hypothesis 6

Null Hypothesis (H_0): The proportion of participants who can name ancient and medieval heritage sites in Pune does not differ significantly based on whether they have attended heritage-related activities.

Alternative Hypothesis (H_1): The proportion of participants who can name ancient and medieval heritage sites in Pune differs significantly based on whether they have attended heritage-related activities.

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Have you attended any heritage related activity?	1037	1.57	0.495	1	2
Please name any ancient heritage site in Pune	1037	1.69	0.464	1	2
Please name any medieval heritage site in Pune	1037	1.59	0.492	1	2

Interpretation:

Based on the data provided, there does not appear to be a significant difference in the proportion of participants who can name ancient and medieval heritage sites in Pune based on whether they have attended heritage-related activities. The means for naming ancient and medieval heritage sites are relatively similar at 1.69 and 1.59 respectively, suggesting that attendance at heritage-related activities may not have a strong impact on knowledge of these sites. Further statistical analysis would be needed to confirm this hypothesis.

Binomial Test						
		Category	N	Observed Prop.	Test Prop.	Exact Sig. (2-tailed)
Have you attended	Group 1	Yes	445	0.43	0.50	0.000

any heritage related activity?	Group 2	No	592	0.57		
	Total		1037	1.00		
Please name any ancient heritage site in Pune	Group 1	Correct	324	0.31	0.50	0.000
	Group 2	Incorrect	713	0.69		
	Total		1037	1.00		
Please name any medieval heritage site in Pune	Group 1	Incorrect	614	0.59	0.50	0.000
	Group 2	Correct	423	0.41		
	Total		1037	1.00		

Interpretation:

The results of the exact significance test show that there is a significant difference between Group 1 and Group 2 in terms of attending heritage related activities (p = 0.000). Additionally, there is a significant difference between the two groups in correctly naming ancient heritage sites in Pune (p = 0.000). However, there is not a significant difference between the two groups in correctly naming medieval heritage sites in Pune (p = 0.000). These findings suggest that individuals who attend heritage-related activities are more likely to correctly identify ancient heritage sites compared to those who do not attend such activities. This highlights the importance of actively engaging in heritage related activities to enhance one's knowledge and recognition of historical sites in their city. It also suggests that attendance at these activities may have a greater impact on familiarity with ancient heritage sites specifically, rather than medieval sites. Future research could further explore the reasons behind this discrepancy and investigate ways to increase awareness and appreciation of all types of heritage sites among the general population.

4.4.7 Hypothesis 7

Null Hypothesis (H_0): There is no significant association between individuals attending heritage-related activities and their interest or knowledge about heritage.

Alternative Hypothesis (H_1): There is a significant association between individuals attending heritage-related activities and their interest or knowledge about heritage.

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Have you attended any heritage related activity?	1037	1.57	0.495	1	2
Please choose the name of the heritage site given below.	1037	1.12	0.321	1	2
Please choose the name of the heritage site given below.	1037	1.06	0.234	1	2
Please choose the name of the heritage site given below.	1037	1.31	0.461	1	2
Please choose the name of the heritage site given below.	1037	1.17	0.374	1	2
Please choose the name of the heritage site given below.	1037	1.07	0.253	1	2

Interpretation:

The data shows that out of 1037 respondents, the mean for attending heritage-related activities is 1.57 with a standard deviation of 0.495. This indicates that, on average, most respondents have attended some form of heritage-related activity. In contrast, when asked to choose the names of specific heritage sites, the mean values range from 1.06 to 1.31, indicating a slightly lower level of engagement with choosing specific heritage sites compared to attending general heritage activities.

Chi Square Test Statistics						
	Have you attended any heritage related activity?	Please choose the name of the heritage site given below.	Please choose the name of the heritage site given below.	Please choose the name of the heritage site given below.	Please choose the name of the heritage site given below.	Please choose the name of the heritage site given below.

Chi-Square	20.838	609.474	810.886	155.064	457.783	772.445
df	1	1	1	1	1	1
Asymp. Sig.	0.000	0.000	0.000	0.000	0.000	0.000

Interpretation:

The Chi-Square test statistics show a significant difference in attendance at specific heritage sites compared to general heritage activities. The p-values for all heritage sites are below 0.05, indicating that the difference is statistically significant. This suggests that individuals prefer attending specific heritage sites over general heritage activities. One possible explanation for this preference could be the unique and distinct experiences offered by each heritage site, drawing visitors with a particular interest in the history, culture, or architecture associated with that specific location. The significant Chi-Square test statistics underscore the importance of catering to these specific interests when promoting and preserving heritage sites, as they are more likely to attract visitors and contribute to the overall appreciation and conservation of cultural heritage. Therefore, it is crucial for heritage site management to focus on highlighting the distinct features and significance of each site to continue to attract and engage visitors effectively.

4.4.8 Hypothesis 8

Null Hypothesis (H_0): There is no significant relationship between the years of experience as a working journalist and whether they have covered heritage-related activities beyond their assigned work.

Alternative Hypothesis (H_1): There is a significant relationship between the years of experience as a working journalist and whether they have covered heritage-related activities beyond their assigned work.

working journalist? * Have you done a separate news or article on heritage?				
Crosstabulation count				
		have you done a separate news or article on heritage?		
		Yes	No	Total
working journalist?	0 to 5	8	8	16
	6 to 10	5	8	13
	11 to 15	15	18	33
	16 to 20	8	11	19
	more than 20	18	21	39
Total		54	66	120

Interpretation:

The crosstabulation data shows the relationship between years of experience as a working journalist and whether they have covered heritage-related activities beyond their assigned work. From the data, it appears that journalists with more than 20 years of experience are more likely to have covered heritage-related activities compared to those with less experience. This suggests there may be a significant relationship between years of experience and covering heritage topics.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	0.474	4	0.976
Likelihood Ratio	0.476	4	0.976
Linear-by-Linear Association	0.003	1	0.958
N of Valid Cases	120		

Interpretation:

Based on the statistical tests conducted, there does not appear to be a significant relationship between years of experience as a working journalist and covering heritage-related activities beyond assigned work. The Pearson Chi-Square value of 0.474 and the likelihood ratio value of 0.476 both have p-values greater than 0.05, indicating that the relationship is not statistically significant. Additionally, the linear-by-linear association test also shows a p-value of 0.958, further supporting the lack of a significant relationship. Overall, it seems that years of experience as a journalist may not play a major role in determining whether they cover heritage topics.

4.4.9 Hypothesis 9

Null Hypothesis (H_0): There is no significant difference in the reporting of history by assignment and the reporting of heritage in separate news or articles.

Alternative Hypothesis (H_1): There is a significant difference in the reporting of history by assignment and the reporting of heritage in separate news or articles.

Mann-Whitney Test Ranks				
	have you done a separate news or article on heritage?	N	Mean Rank	Sum of Ranks
Have you reported on history by assignment, heritage?	Yes	54	38.06	2055.00
	No	66	78.86	5205.00
	Total	120		

Mann-Whitney Test Statistics[a]	
	Have you reported on history by assignment, heritage?
Mann-Whitney U	570.000
Wilcoxon W	2055.000
Z	-7.399
Asymp. Sig. (2-tailed)	0.000

a. Grouping Variable: have you done a separate news or article on heritage?

Interpretation:

The Mann-Whitney test results show a significant difference in reporting on history by assignment or heritage between those who have done a separate news or article on heritage (Mean Rank = 38.06) and those who have not (Mean Rank = 78.86). The Mann-Whitney U statistic is 570.000, and the Z score is -7.399, indicating a strong difference between the two groups in terms of reporting on heritage. This suggests that there may be a bias towards reporting on heritage among those who have done separate news or articles on the topic. This stark contrast between the two groups implies that individuals who have previously worked on heritage-related pieces are more inclined to report on history compared to those who have not. The significant results of the Mann-Whitney test indicate that this discrepancy is not due to mere chance but rather a deliberate choice or bias towards covering heritage topics. Further research could delve into the reasons behind this trend and its implications for journalism and public understanding of history.

4.4.10 Hypothesis 10

Null Hypothesis (H_0): There is no association between a person's work position and their awareness of heritage-related activities in the city.

Alternative Hypothesis (H_1): A person's work position is significantly associated with their awareness of heritage-related activities in the city.

What position are you working in? * Are you aware of any heritage related activity happening in the city?					
Crosstabulation Count					
		Are you aware of any heritage related activity happening in the city?			
		Yes	No	Maybe	Total
What position are you	Desk	43	9	10	62

working in?	Reporting	36	8	14	58
Total		79	17	24	120

Interpretation:

The results of the test show that there is no significant association between a person's work position and their awareness of heritage-related activities in the city. This means that regardless of whether someone works at a desk or in reporting, their level of awareness of heritage activities does not vary significantly. The null hypothesis that there is no association between work position and awareness of heritage activities is supported by the data.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.214[a]	2	0.545
Likelihood Ratio	1.216	2	0.544
Linear-by-Linear Association	1.072	1	0.300
N of Valid Cases	120		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.22.			

Interpretation:

Based on the chi-square tests conducted, there is no significant association between work position and awareness of heritage activities in the city. The p-values for the Pearson Chi-Square, Likelihood Ratio, and Linear-by-Linear Association tests are all above 0.05, indicating that there is no statistical evidence to reject the null hypothesis. This suggests that individuals' work positions do not influence their level of awareness of heritage activities. Additionally, it is noted that none of the cells have expected counts less than 5, ensuring the validity of the chi-square test results. Overall, these findings indicate that work position does not play a significant role in individuals' awareness of heritage activities in the city. This suggests that factors other than work position may be more

influential in shaping individuals' level of awareness. The validity of the chi-square test results further strengthens the confidence in these conclusions, highlighting the robustness of the analysis conducted. Future research may explore other potential factors that could impact individuals' awareness of heritage activities to gain a more comprehensive understanding of this phenomenon.

4.4.11 Hypothesis 11

Null Hypothesis (H_0): Heritage management and conservation are solely the responsibility of the government.

Alternative Hypothesis (H_1): Heritage management and conservation require collective responsibility, including individuals, communities, and private organizations, rather than being solely the responsibility of the government.

Heritage is important aspect of life, and its conservation is needed in current scenario. * Heritage conservation is sole responsibility of Government.				
Crosstabulation Count				
		Heritage conservation is sole responsibility of Government?		Total
		Agree	Disagree	
Heritage is important aspect of life, and its conservation is needed in current scenario?	Agree	34	80	114
	Disagree	3	3	6
Total		37	83	120

Interpretation:

The crosstabulation count shows that out of the 120 respondents, 114 agree that heritage is an important aspect of life, and its conservation is needed in the current scenario. Only 6 respondents disagree with this statement. This suggests that there is a strong consensus

among the participants regarding the significance of heritage conservation. Additionally, the data indicates that there is a belief that heritage management and conservation should not be solely the responsibility of the government, but rather a collective effort involving individuals, communities, and private organizations.

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.088	1	0.297		
Continuity Correction[b]	0.348	1	0.555		
Likelihood Ratio	1.008	1	0.315		
Fisher's Exact Test				0.371	0.268
Linear-by-Linear Association	1.079	1	0.299		
N of Valid Cases	120				
Computed only for a 2x2 table					

Interpretation:

The results of the Chi-Square Tests indicate that there is no significant association between the variables being studied. The p-values for the Pearson Chi-Square, Continuity Correction, Likelihood Ratio, and Linear-by-Linear Association tests are all above the typical significance level of 0.05, suggesting that there is no statistically significant relationship between the variables. This implies that any observed differences in the data are likely due to random chance rather than a true relationship between the variables. Overall, the lack of a significant association between the variables suggests that they are not related in a meaningful way. This finding may have important implications for future research in this area, as it indicates that further investigation into the relationship between these variables may not be warranted. It is important to consider these results in the context of the sample size and study design, as they may influence the generalizability of

the findings. Additional analyses or different study designs may be needed to better understand the nature of the relationship between these variables.

4.4.12 Hypothesis 12

Null Hypothesis (H_0): There is no significant association between attending heritage-related activities and believing that individuals can play a part in heritage preservation and conservation.

Alternative Hypothesis (H_1): There is a significant association between attending heritage-related activities and believing that individuals can play a part in heritage preservation and conservation.

Descriptive Statistics					
	N	Mean	Std. Deviation	Minimum	Maximum
Can we also play a part in heritage preservation and conservation?	120	1.26	0.655	1	3
Have you attended any heritage related activity?	120	1.36	0.482	1	2

Interpretation:

Based on the descriptive statistics provided, it appears that the mean score for believing individuals can play a part in heritage preservation and conservation is 1.26, with a standard deviation of 0.655. This suggests that, on average, participants somewhat believe they can contribute to heritage preservation and conservation. On the other hand, the mean score for attending heritage-related activities is 1.36, with a standard deviation of 0.482. This indicates that participants have attended some heritage-related activities.

However, when testing the hypothesis that there is a significant association between attending heritage-related activities and believing individuals can play a part in heritage preservation and conservation, the results suggest that there is no significant association

between these two variables. This means that attending heritage-related activities does not necessarily impact one's belief in their ability to contribute to heritage preservation and conservation.

Chi Square Test Statistics		
	Can we also play a part in heritage preservation and conservation?	Have you attended any heritage related activity?
Chi-Square	150.350	9.633
df	2	1
Asymp. Sig.	0.000	0.002

Interpretation:

Based on the chi-square test statistics of 150.350 and a p-value of 0.000, we can reject the null hypothesis that there is a significant association between attending heritage-related activities and believing individuals can play a part in heritage preservation and conservation. This suggests that there is no strong relationship between attending such activities and one's belief in their ability to contribute to heritage preservation and conservation. Therefore, it is possible that factors other than attendance at heritage-related activities may influence one's beliefs in this regard. Further research could explore these alternative factors that may affect individuals' beliefs about their role in heritage preservation. Understanding these influences can help develop more targeted strategies to promote conservation efforts among the public. Additionally, future studies could also investigate the potential impact of different types of heritage-related activities on individuals' attitudes and behaviours towards heritage preservation and conservation. By gaining a deeper understanding of these relationships, we can better inform conservation initiatives and engage more people in safeguarding our cultural and natural heritage for future generations.

4.4.13 Other observations

4.4.13.1: It is observed that participant journalists who have attended any heritage related activities are more informed about various terminologies. Attending any activity leads to information and then to knowledge. It is observed in various correlations. ‘Ancient’ and ‘Medieval’ is a terminology used to describe the time frame of any heritage monument. ‘Ancient’ is of earlier period than the ‘Medieval’ period. Surprisingly participants who have not attended any heritage related activities are more in percentage than attended participants who gave correct answer. Though the difference of percentage is only 1.76, it is there. Most have answered Pataleshwar cave as ancient monument. The difference of 8.03 percent is observed in ‘attended’ and ‘not attended’ variants. ‘Attended’ participants are more in percentage (54.54%), than percentage of ‘not attended’ participants (46.51). It is observed that ‘attended’ participants have named other monuments like ‘Trishunda Ganapati’, Nana Wada’, ‘Vishrambaug Wada’ with ‘Shaniwar Wada’ and ‘Lal mahal’ for ancient monument. ‘Not attended’ participants have named ‘Shaniwar Wada’ and ‘Lal mahal’ other than Pataleshwar.

4.4.13.2: Though there are a greater number of reporters reporting cultural, crime, politics, and health beat, reporters are also seen interested in heritage related activities. They cover heritage related activities by assignment and by interest also. Pune is the cultural hub of Maharashtra. More than one cultural event happens in the city daily. This is why there are a greater number of reporters who are deputed for cultural beat. This correlation shows the interesting fact that the percentage of political reporters covering cultural events by assignment and by choice are a bit more than cultural beat reporters. The percentages are 75 and 73.91 respectively. Though this can be seen as a sign of awareness among political reporters about heritage, there is a social aspect also. Many political events occur at heritage sites. Bhide Wada – first school for girls started by Mahatma Jotiba Phule and Savitribai Phule is a historical site. There was a long court fight for possession of this property, to build a memorial monument. In December 2023 Pune Municipal Corporation won this case and the old building was demolished to construct a memorial monument. Within the last few years many political leaders visited

Bhide Wada. So, political reporters covered the event. To generate special news, they tried to find out the history of Bhide Wada. This example is interesting because to add more information to the news, political reporters study the history of this monument. This is an example of where the past meets the present.

Crime reporters have covered a few heritages related stories; but they are interested in heritage. The percentage of 'assigned' and 'by interest' is equal (16.66).

Because of the number of cultural events happening in the city, various beat reporters are also covering it, it is a good sign for heritage awareness. Awareness about heritage can be spread among all the journalists. It is not restricted to cultural beat only.

4.4.13.3: Five historical monuments related to cultural, social, and political events were selected. Photographs with options were presented to participant journalists. They were asked to choose the correct name of the monument. It is observed that both groups – 'attended' and 'not attended' – know these monuments. The percentage of correct answers varies from 100 to 74.41. The lowest percentage of identifying monuments is for option D – which is Mahatma Phule Wada. Both 'attended' and 'not attended' groups have the lowest percentage for this option of all options.

Journalists must have knowledge about the city they are reporting on. They are purposely sent outside the office to cover various events occurring in various parts of the city. This knowledge about prominent monuments is reflected in answers. Surprisingly Mahatma Phule Wada is less well known. A difference is recorded between journalists working at the desk and reporters. The percentage of correctly identifying reporters is 94.82 and of desk is 91.93. Beat wise segregation shows different aspect. The percentage of identifying option D is 100 in crime and politics beat, while it is 85.71 percent in cultural beat. It is because political personalities visit Mahatma Phule Wada. These events are covered by political reporters. Crime reporters visit various police stations in the city and there is the main firefighting station of the city near Mahatam Phule Wada. So, crime reporters are familiar with this monument. Cultural events are organized mostly in the central city or in the Kothrud area. That is why cultural reporters are not very familiar

with Mahatma Phule Wada. Mahatma Phule was a social reformer, he started educating girls for the first time in India, he was against caste wise classification. It is important for a cultural reporter to know about his work and his house.

This shows the requirement of education related to heritage management to working journalists. Heritage is not restricted to a particular area and selected people of the city. It is off and for all. To penetrate this thought in all population of the city, heritage education for journalists is a most needed thing.

4.4.13.4 It is said that anything done with interest outcome is better than anything done by instruction or order. It is applicable to journalists also. If a news article or feature is written with interest in the subject, it can create more impact. Awareness about the importance, and education can create interest in the subject.

It is observed in this correlation that though journalists working for more than 20 years count is more in total number, they are covering heritage related news by assignment more. The percentage is 66.66. 46.15 percent form this variant is covering such news because of subject of interest. The difference is 20.51 percent. On the contrary, journalists working from '0 to 5 years show more interest in heritage related activities. Percentage is interesting. The percentage covering heritage related news by assignment is 18.75 and by interest is 50 percent. The difference is 31.25 percent. Journalists working from '6 to 10 years' are also more into covering heritage related news by assignment. The percentage is 53.84. News coverage by interest in this variant is 38.46 percent. The difference falls to 15.38 percent.

Young brigade in journalism is more curious about the heritage of Pune city. Their curiosity is reflected in this survey. They want to know more. When working years as journalist was correlated with 'residing at Pune since', only two participants were residing in the city from '1 to 5 years.' Others have been residing in the city for more than five years. This observation leads to the conclusion that residing for years in a city is not a very important point for interest in heritage. Heritage-related workshops, heritage

walks, and tours will be helpful to create interest in the subject for journalists. It will reflect in their newspaper writing or telecasting such news features.

4.4.13.5 As part of the general questionnaire, respondents were asked two descriptive questions regarding their visits to heritage sites in Pune city: (i) heritage sites visited prior to the COVID-19 pandemic, and (ii) heritage sites visited during the one-year period following the pandemic. These questions were included for descriptive documentation and do not form a core component of the primary research objectives. The findings presented below are therefore limited to reporting observed response patterns.

For the pre-COVID period, out of a total of 1,037 respondents, 645 provided valid responses by naming one or more heritage sites, while 197 respondents did not respond. Among those who reported visits, Shaniwar Wada was the most frequently mentioned site, with 298 respondents (46.20%). This was followed by Parvati Hill (119 respondents, 18.44%) and the Pataleshwar Caves (91 respondents, 14.10%). Other sites reported included Sarasbaug Ganapati Temple (46 respondents, 7.13%), Trishund Ganapati Temple (30 respondents, 4.65%), and Kasba Ganapati Temple (20 respondents, 3.10%).

In the post-COVID period, 594 out of 1,037 respondents provided valid responses, while 289 respondents did not respond. Shaniwar Wada remained the most frequently reported site, with 271 respondents (45.62%). Parvati Hill was reported by 144 respondents (24.24%), and the Pataleshwar Caves by 131 respondents (22.05%). Other sites mentioned during this period included Sarasbaug Ganapati Temple (56 respondents, 9.42%), Trishund Ganapati Temple (42 respondents, 7.07%), and Kasba Ganapati Temple (25 respondents, 4.20%).

In addition, 31 respondents (5.21%) reported visits to the Shrimant Dagdusheth Halwai Ganapati Temple, although it is not formally classified as a heritage site. This inclusion reflects respondent-reported visitation rather than official heritage classification.

A comparative review of the pre- and post-COVID responses indicates a higher reporting of religious and devotional sites in the post-pandemic period. This observation is

recorded here as a descriptive finding only, without drawing any interpretative conclusions.

The number of respondents reporting visits to the Raja Dinkar Kelkar Museum remained largely consistent, with 49 respondents in the pre-COVID period and 44 respondents in the post-COVID period.

4.5 Contribution by corporate social responsibility (CSR) funds to heritage management and conservation.

CSR was introduced to involve corporate companies into countries cultural, social, and economic growth and wellbeing. It was implemented from 1st April 2014. A company contribute two percents of its net profit to CSR activity. There are criteria for companies to contribute to CSR fund. Companies can directly donate or undertake a work under CSR. For this there are guidelines in the act. CSR data is available online on its official website. It's in public domain (www.csr.gov.in). In the year 2021-22 total 20840 companies contributed to CSR activities. It amounted to 26,210.95 crore rupees in total. This figure is self-explanatory.

Discussion about corporate social responsibility started from the year 2007. In the 11th five year plan a point was discussed. It was adoption of inclusive growth. In the year 2009 voluntary guidelines on CSR were published. In the year 2012 a parliamentary standing committee on finance presents its 21st report on companies' bill, 2009. National voluntary guidelines on social, environmental, and economic responsibilities of business were published in the year 2011 and in the year 2014 mandatory provision was done for CSR under section 135 of the companies act, 2013. Companies earning net profit of five crore rupees, and more are included in CSR.

Companies can spent the amount of CSR for - rural development; encouraging sports; prime ministers national relief fund; health and sanitation; clean ganga fund; environment, animal welfare, conservation of resources; gender equality, women empowerment, old age homes, reducing inequalities; education, differently abled,

livelihood; Swachh Bharat; slum development, other sectors (technology incubator and benefits to arms forces and admin overheads); heritage, Art and culture.

While the rule and regulations were in discussion heritage sector was added with art and culture sector for CSR. The ministry of culture takes lead. The ministry says that the rules consist of many things. First is conservation of culture and heritage. After this comes management and conservation of heritage monuments. The ministry of culture clearly mansion objectives of CSR for heritage on public portal (ncf.nic.in). In the view of the ministry, it is good for both parties, that are companies and cultural heritage and heritage monuments in the country. The funds received under CSR activities will help to restore, cultivate, and conservation for cultural heritage. While on the other hand the companies will be able to create goodwill, brand name and it may achieve long term profits, if the society is better and uplifted.

To see the amount spent for heritage related activities from CSR fund, data was collected and sorted. It is observed that though the ministry of culture is enthusiastic about CSR in heritage, the amount spent in actual heritage related activities are low. More funds are spent on art and culture (cultural events, musical events, donations to spiritual organisations, donations to temples etc.) than heritage. To correlated and to find amount spent on heritage and its impact data segregation and correlation is done. Six years data – from the year 2017-18 to the year 2022-23 – which is made available by the Government in public domain is considered for this correlation. (www.csr.gov.in)

Findings

4.5.1 Year 2017-18

All amounts are in crore rupees. HAAC stands for heritage, art, and culture.

National total	HAAC	State	HAAC	Pune Dist.	HAAC
17098.57	**395.22**	**2797.53**	**16.04**	**241.07**	**1.47**

Number of companies spent for HAAC in Pune District: 6

Actual amount spent for heritage: 1.39 cr. Rs.

Amount spent for art and culture: 0.08 cr. Rs.

Companies who spend for heritage related activities are:

Sr. no.	Company	Activity	Amount
1.	Infosys	Raja Dinkar Kelkar museum	1
2.	Sterlite technologies ltd	Jeewan Jyoti Ved Vidyalaya, preservation of heritage language	0.39

From the total number of six companies who spent 1.39 crore rupees for heritage, art, and culture, only two companies spent for heritage related activities. Infosys spent a handful amount of one crore rupees for Raja Dinkar Kelkar museum and Sterlite technologies ltd spent for preservation of heritage language, that is Sanskrit.

4.5.2 Year 2018-19

All amounts are in crore rupees. HAAC stands for heritage, art, and culture.

National total	HAAC	State	HAAC	Pune Dist.	HAAC
20217.65	**225.94**	**3147.72**	**14.05**	**308.08**	**6.37**

Number of companies spent for HAAC in Pune District: 12

Actual amount spent for heritage: 0

Amount spent for art and culture: 6.37 Cr. Rs.

It is observed that total number of 12 companies spent 6.37 crore rupees for heritage, art, and culture; but no one spent amount for heritage related activities in this year.

4.5.3 Year 2019-20

All amounts are in crore rupees. HAAC stands for heritage, art, and culture.

National total	HAAC	State	HAAC	Pune Dist.	HAAC
24965.82	933.57	3353.24	18.72	324.92	2.13

Number of companies spent for HAAC in Pune District: 17

Actual amount spent for heritage: 1.11 cr. Rs.

Amount spent for art and culture: 1.03 cr. Rs.

Company who spends for heritage related activities is:

Sr. no.	Company	Activity	Amount
1.	P. N. Gadgil and sons Ltd.	Artist identification, Promotion, Protection of national heritage, restoration of buildings and sites	1.11

It is observed that P. N. Gadgil and sons ltd had spent more than 50 percent in heritage in HAAC section. They have invested in two sectors. First is protection of national heritage. It is an undertaking of ministry of culture. The company has donated amount for this cause. Second is artist identification. It is an interesting concept. The company opens art galleries in their Satara Road, Kothrud, Aundh and Chinchwad stores in Pune city under P. N. Gadgil and son's art initiative. It is to promote painting art. These galleries are allotted free for young artists. They also have worked for disappeared or fading art from Kinnal (Karnataka) and Savantwadi (Maharashtra). Kinnal art was about making of God idols and other objects with wood, cloth, and tamarind seed powder. Wood art of Savantwadi was also known to people of Maharashtra. To revive these art forms the company arranged residential workshops for artists in Pune. Interested artists from Pune and other cities attended the workshops. Lectures and actual working sessions by masters of these art forms were arranged in workshops. Participants were encouraged to work on these art forms. Exhibits by participants were exhibited in art galleries.

Another project under artist identification was carried out with The Indian national trust for art and cultural heritage (INTACH). It was about reviving of Ganjifa. It is a card game from Persia. It was bought to India by Mughals in 16th CE. It was Indianized at that time. Savantwadi was known for making of Ganjifa. As time passed, this card game was on the brink of extinction. Royal mother Satwasheela Devi Bhonsale took the initiative to preserve the art of Ganjifa making and playing. The company with INTACH arranged Ganjifa making residential workshops for artists in Pune. Artists from Pune, Savantwadi and from other cities participated. The company noted that some artists have started making and selling Ganjifa. The dying game is now reviewed.

4.5.4 Year 2020-21

All amounts are in crore rupees. HAAC stands for heritage, art, and culture.

National total	**HAAC**	**State**	**HAAC**	**Pune Dist.**	**HAAC**
26210.95	**493.13**	**3464.81**	**18.31**	**392.59**	**0.91**

Number of companies spent for HAAC in Pune District: 14

Actual amount spent for heritage: 0.28 cr. Rs.

Amount spent for art and culture: 0.63 cr. Rs.

Companies who spend for heritage related activities are:

Sr. no.	**Company**	**Activity**	**Amount**
1.	P. N. Gadgil and sons ltd.	Raja Dinkar Kelkar museum	0.08
2.	Mercedes-Benz India Pvt Ltd	Raja Dinkar Kelkar museum	0.10
3.	Supreme Holdings & Hospitality (India) Ltd	Protection of national heritage	0.05

4.	Technova Imaging Systems Private Limited	Raja Dinkar Kelkar museum	0.05

From the total number of 14 companies only four companies spent an amount on heritage related activities. Thress of them donated to Raja Dinkar Kelkar museum and one company donated amount for Protection of national heritage – a ministry of culture's initiative.

4.5.5 Year 2021-22

All amounts are in crore rupees. HAAC stands for heritage, art, and culture.

National total	**HAAC**	**State**	**HAAC**	**Pune Dist.**	**HAAC**
25932.79	**241.24**	**5229.31**	**23.11**	**659.25**	**2.20**

Number of companies spent for HAAC in Pune District: 20

Actual amount spent for heritage: 0.74 cr. Rs.

Amount spent for art and culture: 1.46 cr. Rs.

Companies who spend for heritage related activities are:

Sr. no.	**Company**	**Activity**	**Amount**
1.	Amphenol Interconnect India Private Limited	Protection of national heritage	0.36
2.	Oerlikon Balzers Coating India Private Limited	Conservation of cultural heritage and education	0.25
3.	Rmk Infrastructure Pvt Ltd	Protection of national heritage	0.11
4.	Genie Infotech Pvt Ltd	Bhandarkar Oriental Research Institute	0.02

Of the total number of 20 companies contributing to heritage, art, and culture, only four have contributed to heritage related activities. Three companies have contributed to the initiative of the Ministry of Culture. One company has donated to Bhandarkar oriental research institute.

4.5.6 Year 2022-23

All amounts are in crore rupees. HAAC stands for heritage, art, and culture.

National total	**HAAC**	**State**	**HAAC**	**Pune Dist.**	**HAAC**
29986.92	**441.02**	**5497.3**	**62.48**	**1053.09**	**4.85**

Number of companies spent for HAAC in Pune District: 30

Actual amount spent for heritage: 2.70 cr. Rs.

Amount spent for art and culture: 2.15 cr. Rs.

Companies who spend for heritage related activities are:

Sr. no.	**Company**	**Activity**	**Amount**
1.	Bharat Forge Ltd	Support to Shivshrushti Project	0.95
2.	Fineotex Chemical Ltd	Protection of National Heritage	0.50
3.	P. N. Gadgil & Sons Ltd	Chhatrapati Shivaji Maharaj Vastu Sangrahalayaa, Bharat Itihas Sanshodhak Mandal	0.05 0.12
4.	City Corporation Ltd	Development of Sites of Historical Importance and Works of Art	0.30

5.	Desai Brothers Ltd	Shivshrushti Theme Park	0.25
6.	Fspl Specialities Private Ltd	Preserving Places of Historic Importance and Values	0.15
7.	A2Z Online Services Pvt Ltd	Protection of National Heritage, Art and Culture Including Restoration Of Buildings and Sites	0.13
8.	Agarwal Global Foundation	Maharaja Agrasen Palace	0.11
9.	Divgi Torqtransfer Systems Limited	Bharat Itihas Sanshodhak Mandal	0.06
10.	Bajaj Auto Ltd	Development & Modernization of Raja Dinkar Kelkar Museum	0.05
11.	Jbm Solar Power Maharashtra Pvt Ltd	National Heritage Monument of Maharaja Shivchatrapati	0.03

Out of 30 companies contributing to Heritage, Art and Culture, 11 companies have contributed to actual heritage related activities. More amount is donated to Shivasrushti, Ambegaon BK.

How to receive funds from CSR.

To receive funds from CSR, there are three mandates:

1. The company must have obtained an 80 G certificate, and the company must have registered under section 12A of the Income Tax Act.
2. The company must have a track record of at least three years of undertaking similar activities.
3. It must file a form CSR-1 to central government and receive a unique registration number.

4.5.6 Relation between the total amount of CSR and for heritage related activities.

To find if heritage related activities gained from CSR activities, relation between total amount spent and spent on heritage related activities is necessary. Relation is done on three levels, that are national, state, and Pune district. All the figures are for six years (from 2017-18 to 2022-23), which are available on public domain. (www.csr.gov.in)

Relation of various questions, the findings are:

4.5.6.1

Between total CSR amount spent nationally and on heritage, art, and culture (HAAC).

2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Total Spend					
17098.57	20217.65	24965.82	26210.95	25932.79	29986.92
HAAC					
395.22	225.94	933.57	493.13	241.24	441.02

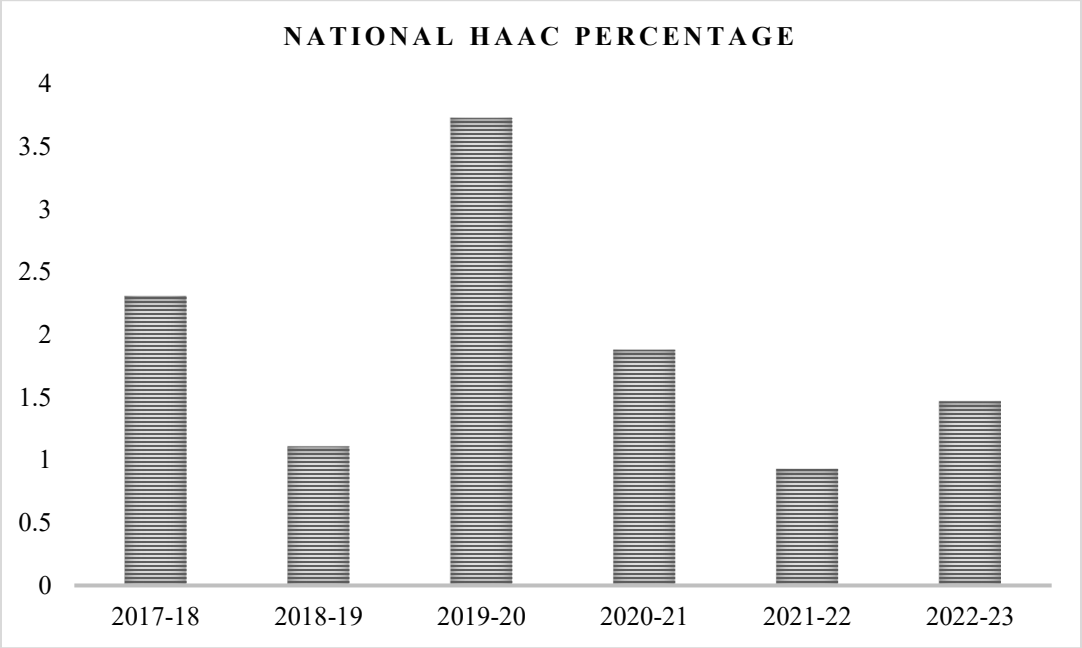
(All amounts are in crore rupees. Given figures are available on public domain.)

To compare and correlate, the figures of HAAC are converted into percentages.

National HAAC percentage

2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
2.31	1.11	3.73	1.88	0.93	1.47

Graphical presentation:



The relation between amount spent nationally for heritage, art, and culture from 2017-18 to 2022-2023 is more in the year 2019-2020 and less in the year 2021-22. Though 2019-2020 is the year of COVID-19, amount spent is more than pre and after COVID years.

The amount spent for HAAC is less than 5 percent. Maximum spent is 3.73 percent and minimum percentage is 0.93. Though total spend was more in the year 2019-20, amount allocated to HAAC is 3.73 percent only.

4.5.6.2

Between the total CSR amount spent in Maharashtra state and spend on heritage, art, and culture (HAAC).

2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Total Spend					
2797.53	3147.72	3353.24	3464.81	5229.31	5497.3

HAAC

16.04 14.05 18.72 18.31 23.11 62.48

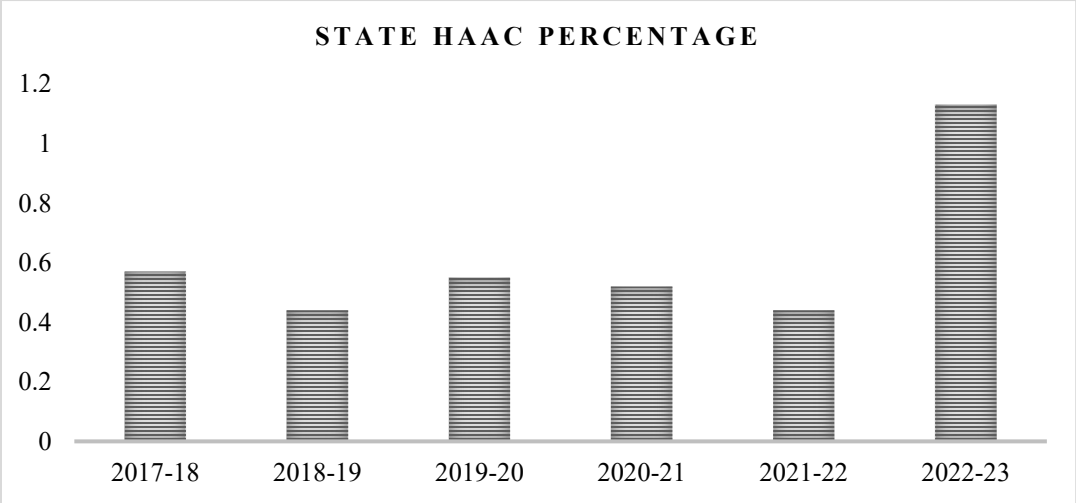
(All amounts are in crore rupees. Given figures are available on public domain.)

To compare and correlate, the figures of HAAC are converted into percentages.

State HAAC percentage

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
0.57	0.44	0.55	0.52	0.44	1.13

Graphical Presentation:



It is observed that the maximum percentage of contribution in HAAC is in the years 2022-23 which is 1.13 percent and lowest is in 2018-19 and 2020-21 which is 0.44 percent for both years. Allocation of amount is high in COVID year – 2019-20 and low in pre and after covid years, which are 2018-19 and 2020-21. After the covid era allocation is high in 2022-23.

4.5.6.3

Between the total CSR amount spent in Pune district and spend on heritage, art, and culture (HAAC).

2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Total Spend					
241.07	308.08	324.92	392.59	659.25	1053.09
HAAC					
1.47	6.37	2.13	0.91	2.20	4.85

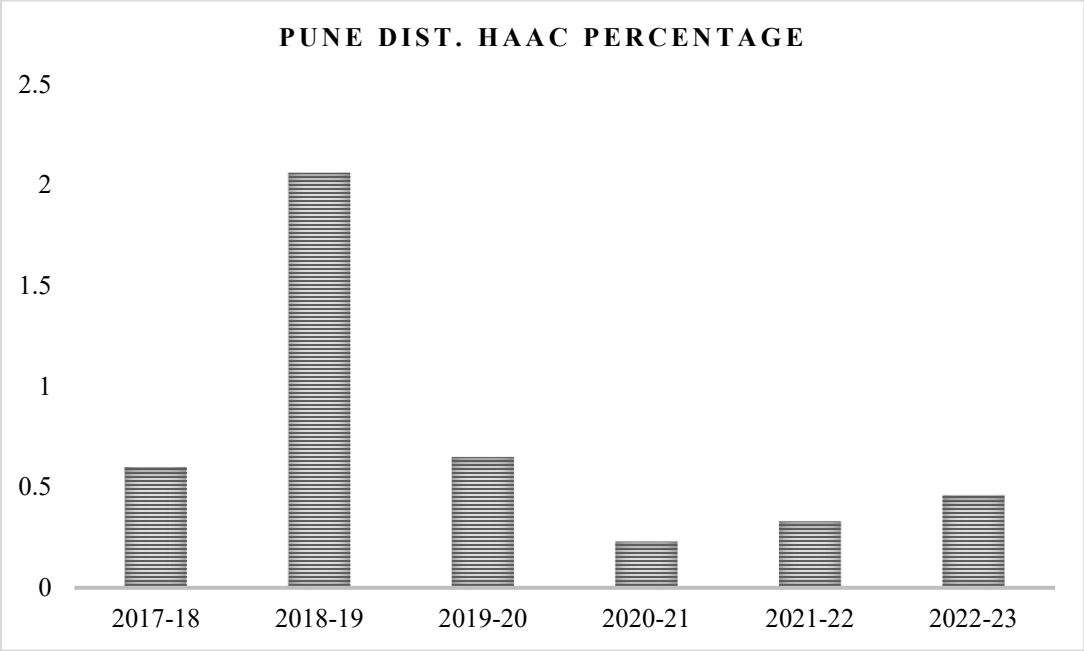
(All amounts are in crore rupees. Given figures are available on public domain.)

To compare and relate, the figures of HAAC are converted into percentages.

Pune Dist. HAAC percentage

2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
0.60	2.06	0.65	0.23	0.33	0.46

Graphical presentation:



The percentage of contribution in HAAC is lowest in the year 2020-21 and highest in the year 2018-19. In the COVID year (2019-2020) it was 0.65 percent. The lowest amount was allocated in the year 2020-21.

The maximum allocation of amount in this relation is 2.06 percent.

4.5.6.4

Between CSR amount spent in national, state and district level on heritage, art, and culture (HAAC).

HAAC

2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
National					
395.22	225.94	933.57	493.13	241.24	441.02

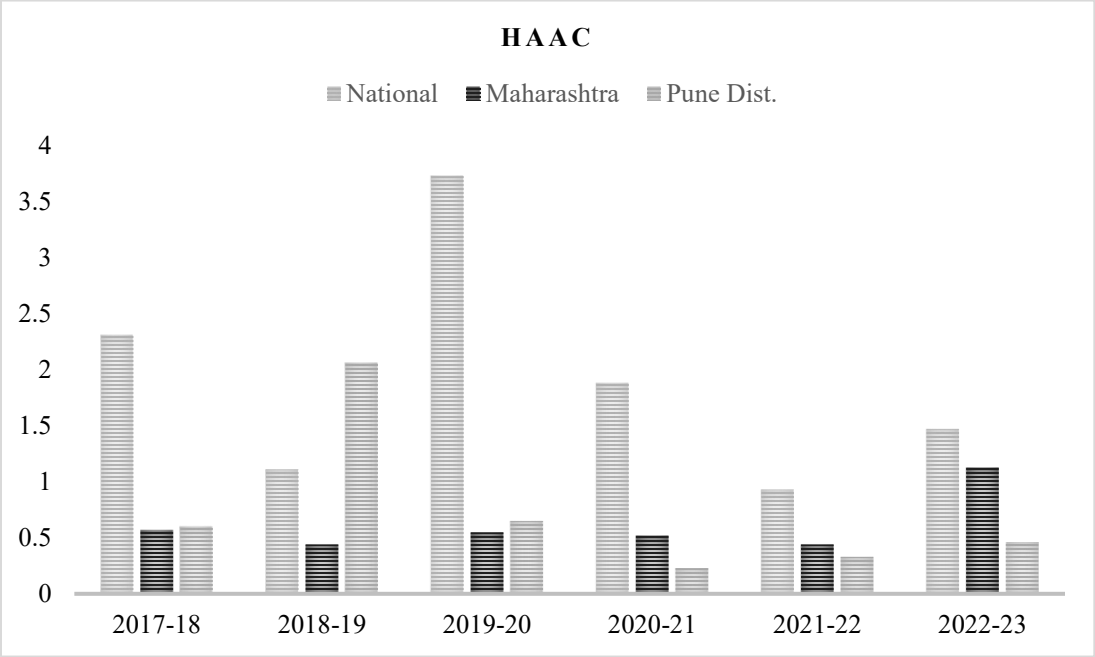
Maharashtra					
16.04	14.05	18.72	18.31	23.11	62.48
Pune Dist.					
1.47	6.37	2.13	0.91	2.20	4.85

(All amounts are in crore rupees. Given figures are available on public domain.)

To compare and correlate, the figures of HAAC are converted into percentages.

HAAC					
2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
National					
2.31	1.11	3.73	1.88	0.93	1.47
Maharashtra					
0.57	0.44	0.55	0.52	0.44	1.13
Pune Dist.					
0.60	2.06	0.65	0.23	0.33	0.46

Graphical presentation:



Contribution to HAAC is nationally high in the years 2019-2020. In the year 2018-19 the contribution from Pune district to HAAC was high. It was 2.06 percent. State-wise, the contribution is never higher than one percent. The maximum national percentage of contributing to HACC is 3.73, Maharashtra is 0.57 percent for the year 2017-18 and Pune district is 2.06. In the recorded six years five percent contribution to HAAC is not achieved.

4.5.7

Between total CSR spend in Pune district on heritage and on art, and culture.

Pune Dist.

2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Heritage					
1.39	0	1.11	0.28	0.74	2.70

Art and culture

0.08	6.37	1.03	0.63	1.46	2.15

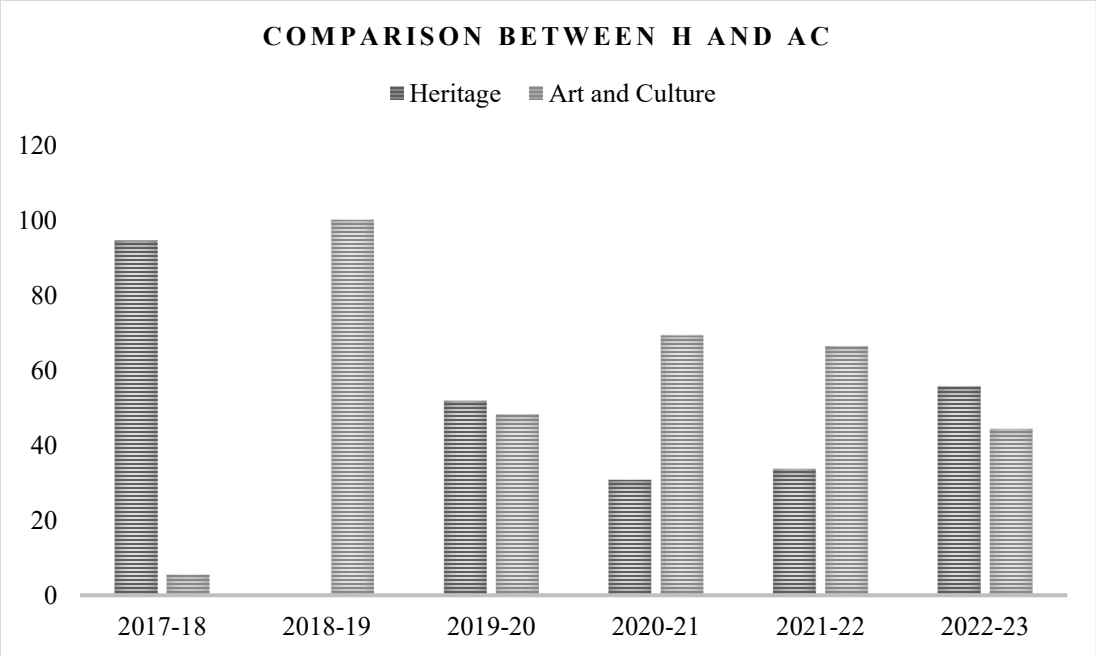
(All amounts are in crore rupees. Given figures are available on public domain.)

To compare and correlate, figures are converted into percentages with total of HAAC section of Pune district.

Pune Dist.

2017-18	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Heritage					
94.55	0	51.86	30.76	33.63	55.67
Art and culture					
5.45	100	48.14	69.24	66.37	44.33

Graphical presentation:



The percentage of contribution towards heritage related activities is high in the year 2022-23 and lowest in the year 2018-19 which is zero percent. In the year 2019-20 spend

in heritage related activities is more than art and culture related activities. Total spending in art and culture related activities is more than heritage related activities. In the year 2017-18 Infosys and Sterlite technologies Ltd spent 1.39 crore rupees and in the year 2019-2020 P. N. Gadgil and Sons ltd spend 1.11 crore rupees in heritage related activities, which is reflected in the chart. In the year 2022-23, rupees 1.2 crore were donated to Shivasrushti, near Katraj. Which is 44.44% to actual donations to heritage.

4.6 Qualitative Analysis of various interviews

Qualitative analysis is a research method used to explore and interpret non-numerical data, such as interviews, observations, and textual materials. It focuses on understanding human experiences, behaviours, and social phenomena through in-depth analysis rather than statistical measurements. Since interviews were conducted for this qualitative analysis, it falls under qualitative research methods that emphasize subjective interpretation and thematic exploration. Thematic analysis, for example, helps in identifying recurring themes across interview responses, providing a structured yet flexible way to interpret data.

4.6.1 Analysis of Interviews of experts and practitioners

This qualitative analysis is based on interviews conducted with experts and practitioners in the field of heritage management. The study involves 21 structured questions aimed at understanding the perspectives of key stakeholders on heritage conservation, public education, and citizen involvement. The respondents include Sudhanwa Ranade (Director, Raja Dinkar Kelkar Museum), Pandurang Balkawade (Secretary, Bharat Itihas Sanshodhak Mandal), Sourabh Marathe (Executive Committee Member, INTACH Pune Chapter), Umesh Pote (Coordinator, Club Heritage), Dr. Shreenand Bapat (Registrar, Bhandarkar Oriental Research Institute), Abhijit Ghorpade (Executive Director, Bhavtal), and Girinath Bharde (Partner, Ancient Trails). The qualitative method used for this analysis involves thematic categorization of responses, comparative analysis, and interpretation of insights drawn from these professionals.

1. Understanding the Role of Institutions in Heritage Management

Heritage management encompasses diverse responsibilities, including preservation, conservation, documentation, and public education. The institutions involved in this study approach heritage management in different ways. Raja Dinkar Kelkar Museum emphasizes scientific artifact preservation and curation, providing historical narratives to educate visitors. Bharat Itihas Sanshodhak Mandal houses vast collections of historical manuscripts, copper plates, and inscriptions, serving as a key research hub.

INTACH Pune Chapter employs a structured approach through divisions such as architectural heritage, natural heritage, and crafts heritage. Their goal is to integrate heritage into contemporary societal frameworks. Meanwhile, BORI focuses on manuscript conservation and advisory services for private collections. Organizations like Club Heritage and Ancient Trails adopt a more public-centric approach, conducting heritage walks, seminars, and awareness campaigns.

Institutions use a mix of research, conservation, and public engagement. Their effectiveness lies in integrating these aspects for holistic heritage management.

2. Perspectives on Heritage Conservation and Preservation

Heritage conservation and preservation are two complementary but distinct processes. All interviewees agree on their equal importance. Girinath Bharde of Ancient Trails argues that conservation ensures that heritage remains intact for future generations. INTACH differentiates preservation (halting further decay) from conservation (active maintenance and repair) and emphasizes that both strategies must be context specific.

Moreover, Dr. Bapat from BORI asserts that manuscript conservation requires specialized care, making professional guidance essential. Similarly, Kelkar Museum highlights that tangible artifacts demand rigorous conservation methodologies.

While conservation ensures longevity, preservation maintains authenticity. A balanced approach is necessary for sustainable heritage management.

3. Role of Government and Private Sector in Heritage Management

While the government plays a role in heritage management, respondents' express dissatisfaction with its level of involvement. INTACH notes that government efforts tend to be passive, while Ancient Trails and BORI advocate for increased financial and logistical support.

Bharat Itihas Sanshodhak Mandal emphasizes the importance of private sector funding, which allows NGOs and researchers to focus on their work rather than securing resources. Similarly, Bhavtal underlines the necessity for corporate social responsibility (CSR) initiatives to support heritage projects.

A more proactive role from the government, complemented by private sector engagement, can lead to sustainable heritage conservation.

4. Contribution of Citizens to Heritage Conservation

All interviewees acknowledge the importance of citizen participation. Heritage conservation is not solely the responsibility of institutions; public involvement plays a key role. Contributions include:

1. **Awareness and Education:** Heritage walks and lectures create a sense of collective responsibility (Club Heritage, Ancient Trails).
2. **Cleanliness and Protection:** Reporting damage, preventing vandalism, and maintaining cleanliness are crucial steps (Bhavtal, Bharat Itihas Sanshodhak Mandal).
3. **Documentation and Financial Support:** Citizens can contribute by recording historical details and offering financial aid (INTACH, BORI).

While citizens are interested, their involvement is often passive. Encouraging active engagement in preservation and documentation is essential.

5. Effectiveness of Heritage Communication to the Public

The effectiveness of heritage communication varies. Some organizations, like Club Heritage and Kelkar Museum, believe that awareness has improved, particularly with digital tools like virtual tours. However, INTACH and Ancient Trails highlight that the public still views heritage as disconnected from daily life.

INTACH further notes that people expect the government to handle conservation efforts, which reduces their sense of responsibility.

Digital tools and interactive programs can enhance communication, making heritage more relatable and accessible to citizens.

6. Strategies for Enhancing Public Education on Heritage

A key theme in the interviews is the need for improved public education. The strategies suggested including:

1. **Incorporating Heritage into School Curricula:** Teaching children about heritage fosters long-term appreciation (Bharat Itihas Sanshodhak Mandal, Ancient Trails).
2. **Leveraging Media and Technology:** Using print, digital, and social media expands outreach (Bhavtal, Club Heritage).
3. **Experiential Learning Programs:** Organizing museum-on-wheels and guided heritage walks creates immersive educational experiences (Kelkar Museum, Club Heritage).

Blending traditional education with interactive experiences ensures more effective heritage learning.

7. Public Participation in Heritage Education Programs

Participation statistics from institutions demonstrate varied levels of public engagement:

1. **Kelkar Museum:** 300-1000 daily visitors.
2. **INTACH:** 20-200 participants per event.
3. **Club Heritage:** 150 weekly attendees.
4. **Bhavtal:** 700-1500 engaged participants regularly.
5. **Ancient Trails:** 1000 annual attendees, 60% returning.

Public engagement is strong, but ensuring repeat participation remains a challenge.

8. Observed Impact of Heritage Awareness Efforts

Impact is measured through:

1. **Increased Participation:** Growing involvement in heritage quizzes and guided tours (INTACH, Discover Pune events).
2. **Enhanced Public Curiosity:** Greater interest in geological surveys and documentation projects (Bhavtal).
3. **Feedback Mechanisms:** WhatsApp groups and online testimonials indicate positive responses (Club Heritage).

While awareness has increased, deeper engagement through structured programs can yield more significant results.

9. Role of Collaboration Among Heritage Organizations

A recurring concern is the lack of collaboration among heritage organizations. INTACH, BORI, and Ancient Trails suggest forming alliances to pool resources and amplify impact. Respondents agree that partnerships with governmental bodies could enhance the sustainability of conservation efforts.

Establishing formal collaborations between institutions can lead to more effective heritage preservation strategies.

4.6.2 Analysis of Educational Perspectives

This analysis provides an in-depth exploration of perspectives shared by academic professionals specializing in history and heritage education. The study comprises responses to 21 structured questions, addressing aspects of heritage conservation, preservation, and public education from an educationalist's perspective. The key respondents include:

1. Dr. Dinkar Murkute - Professor of History, S. M. Joshi College
2. Mohan Shete - History Teacher, Ramanbaug Prashala

The research employs qualitative content analysis, categorizing responses into thematic sections to capture the depth of perspectives rather than just numerical data. The primary focus is on the role of education in fostering heritage awareness and conservation.

1. Public Education as a Pillar of Heritage Management

Both Dr. Murkute and Mohan Shete emphasize the critical role of education in heritage conservation. Their approach centres on using structured academic programs and practical experiences to install a sense of responsibility and appreciation for cultural heritage among students.

1. Dr. Murkute incorporates heritage awareness into study tours, where students engage with local communities and understand conservation challenges firsthand.
2. Shete implements experiential learning through heritage site visits, cleanliness drives, and historical exhibitions, ensuring students build a personal connection with heritage.

Both professionals stress that education should extend beyond textbooks and include active participation, community projects, and student-led heritage initiatives.

2. Role of Schools and Colleges in Heritage Conservation

1. Shete highlights the importance of integrating heritage management topics into school curricula, ensuring students develop an understanding of conservation and preservation at an early age.
2. Dr. Murkute suggests that history education should include discussions on tangible and intangible heritage, helping students recognize the importance of cultural narratives in modern society.

Both experts argue that educational institutions should act as catalysts for heritage conservation efforts, organizing field visits, workshops, and practical engagement opportunities.

3. Heritage Conservation vs. Preservation – The Educational Approach

Both respondents agree that conservation and preservation are equally important, but they emphasize different aspects from an educational perspective:

1. Dr. Murkute believes that conservation (active maintenance and repair) must be complemented by widespread heritage education to prevent damage in the first place.
2. Shete argues that preservation should begin at the household level, with families maintaining records of their customs, traditions, and artifacts to prevent cultural erosion.

By introducing conservation-related themes in school syllabi, both formal and informal education can play a significant role in fostering long-term awareness.

4. The Role of Educators in Encouraging Citizen Participation

Educators hold the power to transform students into proactive heritage advocates. Suggestions for effective strategies include:

1. Encouraging students to participate in heritage walks and site clean-ups (Shete)
2. Promoting discussions on historical significance in classroom settings (Dr. Murkute)
3. Assigning projects that involve documenting local traditions and family history (Shete)

Shete also emphasizes that citizen engagement needs structured guidance, suggesting that NGOs and government bodies should collaborate with educational institutions to streamline volunteer efforts.

5. Challenges in Public Awareness and Education on Heritage

Despite ongoing efforts, both respondents acknowledge significant gaps in heritage awareness among the public.

1. Dr. Murkute notes that while students are increasingly aware, many people outside academia lack exposure to conservation principles.
2. Shete argues that public education should go beyond lectures and include visual storytelling methods, such as posters and multimedia projects, to engage a wider audience.

6. Enhancing Public Education through Modern Strategies

Education is seen as the most effective long-term strategy for heritage conservation. Suggestions include:

1. Making heritage a mandatory part of school curricula (Shete)
2. Organizing heritage exhibitions and public lectures (Dr. Murkute)
3. Utilizing digital platforms, social media, and documentaries to reach a broader audience (Shete)

4. Encouraging hands-on conservation activities such as student-led cleanup drives (Shete)

Shete provides an example of an impactful initiative where students-built model forts and recreated historical events using sound and light effects, attracting thousands of visitors and fostering cultural pride.

7. Measuring the Impact of Heritage Education

Both professionals observe positive trends in heritage awareness among students:

1. Dr. Murkute notes an increase in curiosity among students, who actively seek historical references and discuss heritage sites in greater depth.
2. Shete highlights how student involvement extends beyond the classroom, with alumni continuing to engage in heritage conservation activities.

8. Financial vs. Hands-on Contributions to Heritage Conservation

There is a clear preference for financial contributions over physical conservation work:

1. Dr. Murkute notes that citizens are more likely to donate funds than actively engage in preservation work.
2. Shete suggests structured volunteer programs that encourage hands-on participation in conservation efforts.

Both agree that financial support is crucial, but practical engagement through education is the key to sustainable heritage conservation.

9. The Need for Collaboration Between Educational Institutions, NGOs, and Government Bodies

Both respondents stress the importance of collaborative efforts in heritage conservation:

1. Shete believes a standardized framework for heritage education should be developed, ensuring consistent messaging across schools and universities.
2. Dr. Murkute suggests that educational institutions should partner with heritage organizations to provide students with direct conservation experience.

By integrating academia with public heritage initiatives, a larger and more sustainable impact can be achieved.

4.6.3 Analysis Based on Social Media Content Creators' Responses

Heritage awareness and management have found a new platform through social media, where content creators play a crucial role in engaging the public. This analysis is based on the responses provided by two social media content creators from Pune: Sayali Palande Datar and Ashutosh Bapat. Both individuals have leveraged digital platforms to promote heritage awareness, albeit with different approaches and target audiences and both are ideologists. Sayali Palande Datar is actively involved in heritage awareness through Facebook, Instagram, and WhatsApp groups. Her content includes historical facts, interviews, conservation efforts, and advocacy for preservation. She collaborates with multiple institutions and organizations, ensuring that heritage management remains a collective and interdisciplinary effort. Ashutosh Bapat primarily uses Facebook to share historical facts, photographs, and cultural insights. His primary aim is to spread awareness and encourage heritage tourism. His content has led to tangible conservation efforts, including community-led heritage site cleanups.

This analysis explores the role of public education in heritage management and examines the effectiveness of social media in this domain.

1. Platforms and Frequency of Content Sharing

Sayali actively uses multiple platforms, including Facebook, Instagram, and WhatsApp, with daily posts, whereas Ashutosh focuses on Facebook with weekly updates. The frequency and choice of platforms determine the reach and engagement of heritage

content. The use of diverse platforms ensures wider audience penetration, with Instagram and WhatsApp allowing for informal yet effective heritage discussions.

2. Types of Heritage Content and Their Impact

Both creators emphasize historical narratives and visual documentation. Sayali also incorporates expert interviews, conservation alerts, and advocacy, which help in generating academic and institutional interest. Ashutosh's approach is more direct and public-driven, where his posts have led to actual heritage site conservation efforts. Public education through engaging, well-researched content plays a pivotal role in shaping heritage perspectives.

3. Audience Engagement and Measuring Impact

The engagement methods differ between the two creators:

1. Sayali evaluates impact based on audience feedback, discussions, and collaboration with heritage organizations. She emphasizes the importance of long-term engagement rather than one-time actions.
2. Ashutosh measures success through direct actions resulting from his content, such as newspapers picking up his articles and communities acting upon them.

Both highlight the gap in structured public participation—while there is growing interest, systematic channels for heritage involvement remain limited.

4. Challenges in Heritage Content Creation

Common challenges faced by both creators include:

1. Lack of verified information and the prevalence of misinformation.
2. Scattered and inaccessible data, requiring content creators to develop their own interpretation aids.

3. Limited collaboration with official bodies, where individual efforts often surpass institutionalized initiatives.
4. Low audience engagement at times, due to heritage content competing with more entertainment-driven digital trends.

5. Role of Social Media in Enhancing Heritage Awareness

Both creators agree that social media is an effective but underutilized tool for heritage awareness. They suggest several ways to improve its impact:

1. Creating short and long-form content formats such as reels, memes, podcasts, and interactive campaigns.
2. Developing structured collaborations between experts and content creators to ensure authenticity.
3. Integrating technology like QR codes, augmented reality, and mobile apps to create immersive experiences.
4. Encouraging citizen-led initiatives to foster active participation in heritage management.

6. Need for Structured Public Education in Heritage Management

Both creators strongly advocate for structured public education initiatives, emphasizing:

1. Interdisciplinary collaboration between historians, educators, urban planners, and conservationists.
2. Incorporation of heritage education into academic curricula to ensure sustained learning.
3. Policy-driven approaches that integrate public awareness into city planning and tourism strategies.

4. Funding and institutional backing for independent researchers and social media initiatives.

4.6.4 Analysis Based on stakeholders' responses

This analysis is based on responses from two sources: Dr. Vilas Vahane, Assistant Director at the Directorate of Archaeology and Museums, Government of Maharashtra, and the content published on the website of Pune Municipal Corporation (PMC). While Dr. Vahane provides insights based on his experience in heritage conservation and public awareness initiatives at the state level, PMC's responses reflect an institutional approach toward heritage management at the municipal level.

Both perspectives emphasize the importance of conservation, the role of the government, public-private partnerships, and the necessity of citizen participation in heritage preservation. However, the approaches and implementation strategies differ based on the institutional framework of each respondent.

1. Approaches to Heritage Management

1. Dr. Vilas Vahane's responses highlight a structured conservation approach that includes documentation, restoration, and public engagement. His insights focus on how citizen awareness and active participation can strengthen conservation efforts.
2. PMC's Heritage Cell, on the other hand, presents a broader city-level heritage management strategy, which includes initiatives such as heritage walks, light and sound shows, branding of Pune's heritage, and preservation of significant sites. PMC's approach combines policy-driven heritage categorization (Grades I, II, and III) with efforts to integrate heritage into urban planning and tourism.

2. Conservation vs. Preservation

1. Dr. Vahane stresses that both conservation and preservation are equally important. While conservation focuses on maintaining the original state of heritage sites, preservation ensures their long-term sustainability without alteration.
2. PMC echoes similar sentiments, but adds a future-oriented approach, acknowledging that emerging heritage sites, such as Pune's IT parks, might hold cultural significance for future generations. This perspective reflects an evolving understanding of heritage.

3. Role of Government and Private Sector

1. Both sources acknowledge the significant role of government bodies and private organizations in heritage management.
2. Dr. Vahane mentions that while government and private funding support conservation efforts, there is scope for greater public-private collaboration.
3. PMC provides specific examples of CSR-funded projects, such as the exhibition at Nana Wada, demonstrating successful government-private sector partnerships.

4. Citizen Participation in Heritage Management

1. Dr. Vahane emphasizes that citizens play a crucial role in conservation through awareness, volunteering, and advocacy. He suggests direct engagement through restoration projects, education programs, and community outreach.
2. PMC's approach is more indirect, encouraging citizens to respect and protect heritage sites rather than participate in direct conservation activities. Their efforts focus on education through tourism (heritage walks, Pune Darshan bus service) and digital initiatives.

5. Effectiveness of Public Education and Awareness

1. Both sources agree that public education is crucial in raising heritage awareness.
2. Dr. Vahane notes that while efforts have positively impacted people's perception, more targeted educational programs are needed.
3. PMC emphasizes the role of media and publications in making heritage information more accessible. They highlight the importance of branding and tourism-driven awareness strategies.

6. Measuring Public Engagement

1. Dr. Vahane provides specific data on public participation, estimating 100-200 annual participants in heritage programs, with 20-30% being repeat attendees.
2. PMC does not provide numerical data, but one can track participation through ticket sales, feedback mechanisms, and public interest in heritage walks and Pune Darshan tours.

7. Collaboration and Future Recommendations

1. Dr. Vahane calls for greater collaboration between organizations to enhance public education and awareness.
2. PMC acknowledges the role of educational institutions and NGOs in raising awareness, reinforcing the need for a multi-stakeholder approach.

4.6.5 Heritage walks initiative by TMV, Maharashtra Times and Heritage India.

Between 2015 to 2019, a unique initiative took place in Pune. A newspaper, a university, and a private limited company working in the field of heritage joined hands to launch a heritage walk program for the people of Pune, conducted once every fifteen days. This was the first such attempt in Pune. Previously, there had been efforts where media

provided partnership to heritage walk organizers, or colleges conducted heritage walks, but this was the first time that three institutions collaborated and worked in a unified direction.

This initiative was significant in terms of spreading awareness about heritage among the public. Through this medium, accurate information reached a larger audience, making it a crucial effort from the perspective of public education.

To understand this initiative in detail - why these institutions decided to come together, what benefits they derived from it-an in-depth interview was conducted with **Dr. Geetali Tilak**, Vice-Chancellor of *Tilak Maharashtra Vidyapeeth*, **Shridhar Loni**, the editor of the Pune edition of *Maharashtra Times*, and **Manjiri Khandekar**, Director of *Heritage India*.

All three were asked the same set of questions to gather insights on the initiative, its significance, and its impact. Their detailed responses and a qualitative analysis based on their inputs are presented comprehensively.

Questionnaire for Understanding the Heritage Walk Initiative in Pune

TMV = Tilak Maharashtra Vidyapeeth, MT = Maharashtra Times, HI = Heritage India

1. Can you provide a brief history of the Heritage Walk initiative? When and why did it start?

TMV: It started in 2015 when Maharashtra Times approached the Shree Balmukund Lohia Centre of Sanskrit & Indological Studies of Tilak Maharashtra Vidyapeeth for this activity. It was basically started for the dissemination of knowledge about heritage in Pune.

MT: On January 7, 2010, the Pune edition of Maharashtra Times was launched. Along with regular news, we highlighted topics of interest and concern to Punekars, addressing their issues. Special pages were published on topics such as education and healthcare in

Pune. Among these, a page on Pune's heritage was also featured. Inspired by this, the association of Marathi Builders in Pune suggested initiating a heritage walk. The members of this association had recently returned from a tour of Gujarat, where they had experienced a heritage walk. With their assistance, we organized a few initial walks. At the time, we sought the guidance of known history experts and professors to conduct the walks. In September 2015, through articles, we connected with professors from the Sanskrit and Indology Department of Tilak Maharashtra Vidyapeeth (TMV). We realized that involving TMV in our occasional heritage walks could help deliver authentic information to the public through subject matter experts. Accordingly, discussions were held with them. During these discussions, the name of Heritage India Pvt Ltd, a company dedicated to heritage, also came up. They took on the responsibility of planning and executing these walks. Thus, the fortnightly heritage walks, jointly organized by the three of us, began.

HI: Our company, Heritage India Communications Pvt Ltd was set up in May 2007 with the mission of creating awareness about India's rich and vast heritage. We did this primarily through a quarterly publication called 'Heritage India' of which the first issue was launched in February 2008. The magazine was a first of its kind venture and covered a wide range of topics covering different aspects of our tangible and intangible heritage including monuments, architecture, people, performing arts, arts & crafts, literature and so on. While working on the magazine, we realised that people needed to be sensitised about heritage, since, at that time, contrary to the situation today, there were few private players in this field and people generally believed heritage to be only something of interest to academicians and scholars. Since our company was based in Pune, we started heritage walks and lecture series towards sensitising people and with the aim of increasing our subscriber base. The association with Maharashtra Times and Tilak Maharashtra Vidyapeeth was a follow up to these walks.

2. What was the primary goal of this activity? Was it focused on awareness, education, or something else?

TMV: Yes, it was started for the creation of awareness among the citizens of Pune about the history and heritage.

MT: From the perspective of Maharashtra Times, initially, it was important to bring people together under its banner and establish communication with them. Since Punekars are known for their love of history, it was anticipated that the heritage walks would attract a good crowd, and this expectation proved true. Subsequently, as mentioned earlier, there was a focus on ensuring that people received accurate and relevant information. Over time, the public's response - such as families bringing their grandchildren during Diwali or summer vacations - highlighted the growing awareness among them. This led to a shift in perspective, where each walk was planned not only to provide historical information but also to raise awareness. The emphasis expanded to include authentic information about the sites, their significance for the city, their place in our culture, the need to preserve them, and practical ways to do so. These aspects also started finding space in the news articles published after each walk, further contributing to the mission of raising awareness.

HI: We were very surprised and disturbed to find that the average person was not aware of, nor interested in heritage and some who were interested had no access to getting to know more about it. So, the primary goal of the walks was both – creating awareness and educating people towards the importance of heritage, the scope of what heritage represented and sensitising them to their role and responsibility in preserving and caring for this heritage. Our secondary goal was also to interact with people, to inform them about our mission and widen our network of subscribers, writers and photographers.

3. How was the collaboration between Tilak Maharashtra Vidyapeeth, Maharashtra Times, and Heritage India initiated?

TMV: Mr. Abhijit Thite, who was a student of the Indology (M.A.) programme and an employee of Maharashtra Times, approached Dr. Manjiri Bhalerao to start this activity. She knew Mrs. Manjiri Khandekar of Heritage India Communications Pvt Ltd. When

they discussed this idea Heritage India proposed to be the sponsoring agency for this noble cause. Thus started this journey.

MT: As mentioned earlier, it was decided to conduct fortnightly heritage walks in collaboration with TMV and Heritage India Pvt Ltd. Once the location for heritage walk was finalized, TMV took the responsibility of identifying subject matter experts and inviting them to the walk. TMV ensured that authentic information was delivered to the participants in simple language and that the concept of heritage management reached them effectively. Heritage India managed various logistical aspects such as coordinating with experts, arranging their presence at the event, handling their honorariums, guiding the attendees, maintaining attendance records, noting feedback post-event, and obtaining permissions from the institutions responsible for heritage sites if access was required. Maharashtra Times took on the responsibility of publicizing the program. News articles announcing the event beforehand and reporting on it afterward were published. This helped spread awareness about such programs to a larger audience. Additionally, Maharashtra Times also assisted in obtaining permissions for walks at heritage sites when needed.

HI: Dr Manjiri Bhalerao, faculty with Tilak Maharashtra Vidyapeeth suggested that Maharashtra Times was interested in partnering with us to conduct heritage walks and that would help us gain access to a wider audience. Since this fit in perfectly with our vision, we were very happy to sign such a three-way collaboration. Dr Bhalerao built the bridges between the three organisations. Together we decided on a plan with respect to the sites to be visited and the frequency of the walks. On behalf of TMV, she coordinated with scholars for each site visit. Abhijit Thite coordinated with us on behalf of Maharashtra Times and the initiative took off in a beautiful way which enriched not just the citizens of Pune but also all the three organisations involved in the partnership.

4. What motivated your organization to participate in the Heritage Walk initiative?

TMV: TMV itself is a heritage university as it is more than 100 years old. We have a great legacy of Lokamanya Bal Gangadhar Tilak, who himself was Indology personified.

He was a polymath and was an expert in several fields related to Indian history and culture. Further TMV has been conducting various short- and long-term programmes on Sanskrit and Indology for a long time. Hence the work of dissemination of knowledge was already being carried out in our Vidyapeeth. This was a practical extension of it. Hence when the offer came from the Maharashtra Times, Dr. Manjiri Bhalerao (coordinator of all the courses of Indology) brought this proposal to Dr. Deepak Tilak (who was the Vice Chancellor at that time). Dr. Deepak Tilak had cautioned her about the extra workload that she may have with this activity. But she was ready to do it. Thus started this journey of heritage walks for the citizens of Pune.

MT: Meeting and engaging with at least 200 readers every fortnight was a significant achievement. It provided an opportunity to understand their opinions about Maharashtra Times. Since the mother edition of Maharashtra Times is based in Mumbai, some people perceived it as a "Mumbai newspaper." However, through initiatives like the heritage walk, it became possible to convey to readers that this newspaper is equally connected to Pune. The message that Maharashtra Times understands Pune, cares for the city as much as its residents do and shares a bond with it was effectively established in the minds of readers. Over time, awareness about heritage was created, and dedicated columns on this topic were started in Maharashtra Times. Today, whenever the subject of heritage arises, the name Maharashtra Times is naturally associated with it, which is a testament to the success of this initiative.

HI: We needed a platform to widen our network. Since we were new in the field, not many people were aware of our existence. We were neither an academic institution, nor a government body or an NGO. Our resources for marketing and publicity were limited. We had a very ambitious goal with no real means to achieve it. Tilak Maharashtra Vidyapeeth believed in us because of the work output they had seen in the previous two years, and we had a lot of scholars who had by then started realising the importance of what we were doing. Yet, reaching the masses was an uphill task. Maharashtra Times provided the ideal platform to bridge this gap. With their circulation and reputation, they could provide us with more credibility and standing and that’s exactly what happened. It

was a unique partnership between a media house, an academic institution and a private company to create awareness and promote our city's heritage.

5. How did your organization directly or indirectly benefit from participating in this activity?

TMV: Yes, of course! I will answer the second question first. As informed in the previous answer, the goal of out Vidyapeeth was to make people aware of their rich legacy as a part of the four-fold principles propounded by Lokamanya. Hence this was perfectly in line with our vision and mission. Both the Vidyapeeth and the SBL Centre of Sanskrit & Indological Studies were benefited a lot by this activity. The TMV and the centre reached hundreds of people through the newspaper as well as the actual participation in the heritage walks. It directly reflected in the growing number of admissions to learn about the history and culture of our country.

Another good result was the appreciation made by the NAAC committee members when they had visited our campus. They liked this activity and expressed so.

MT: As mentioned earlier, directly interacting with an average of 200 readers fortnightly was a significant achievement. This provided an opportunity to engage with readers, understand their opinions about Maharashtra Times, and listen to their suggestions. Additionally, contributing, even in a small way, to the important subjects of heritage and heritage management was another success of this initiative. It not only fostered a connection with the readers but also created a meaningful impact in raising awareness about these vital topics.

HI: Our organisation benefitted both directly and indirectly from participating in this activity. Before every walk, Maharashtra Times would write about the upcoming event and invite people to join in. This brought in big crowds without us having to invest finances in advertising. Post event, MT reported on how the walk was conducted, what was the response, the importance of the site visited etc… This encouraged more people to join in. The people were very happy with the way the walk was conducted to learn so much in depth about their heritage and history. At every walk we also informed people about what we were doing and so more people got to know about us and join us in our

mission. This whole exercise helped in a big way for the people of Pune to become aware of the city's heritage and of the extremely important role it had played in the writing of the country's history – from trade routes and caves of the Satavahan era, the copper plates and Pataleshwar temple legacy of the Rashtrakutas, to Chhatrapati Shivaji Maharaj's role in laying the seeds of 'Swarajya', Girls education and the freedom struggle.

6. Were there any specific targets or outcomes that your organization set before participating in this initiative?

TMV: No, in fact we had not set any specific target as such before starting this activity. We just wanted to be a part of this noble cause.

MT: No, at the beginning, it was neither anticipated nor planned that these outcomes would be achieved through this initiative. The initial expectation was simply to create an opportunity to meet people - our readers. It was primarily seen to connect with them directly.

HI: We already had some experience in organizing heritage walks and based on that experience we knew that such an activity was needed as also wanted by the people. Thus, we hoped that with this initiative we would be able to increase the database of our subscribers as also interact with more citizens and create a larger platform of heritage lovers.

7. How was the public response to the Heritage Walks recorded?

TMV: The SBL Centre of Sanskrit & Indological Studies has maintained the record of this activity with them.

MT: Feedback from participants attending the heritage walks was recorded by our reporters. These included comments about the event as well as feedback about Maharashtra Times. After returning to the office, the reporter would share details with the Chief Reporter and Editor about how the event went, the number of attendees, how well the expert's information was received by the participants, and any notable reactions,

especially specific feedback or suggestions for Maharashtra Times. Some of these suggestions were even implemented. For instance, one recurring suggestion from a regular participant highlighted the discrepancy between the official names of roads in Pune and the colloquial names commonly used by the public. For example, the popular Alka Talkies Chowk is officially Lokmanya Tilak Chowk, but most people refer to it as Alka Chowk. Similarly, the Maharashtra Times office is located on Namdar Gopal Krishna Gokhale Path, but the road is widely known as Ferguson Road and even addresses often mention it that way. This reader, who actively participated in the walks, repeatedly brought this to our attention and even wrote letters to the Editor. The matter was discussed in one of our meetings, and the importance of their suggestion was recognized. As a result, we began using "Namdar Gopal Krishna Gokhale Path" in our official address, initially adding "Ferguson Road" in brackets for clarity. Over time, we stopped using the colloquial name altogether. Today, the official name is well-established in usage. This, too, is an example of preserving heritage - acknowledging and promoting the legacy of Namdar Gopal Krishna Gokhale, a significant figure from the pre-independence era whose contributions were immense. Even Mahatma Gandhi considered him a mentor.

HI: A heritage India coordinator was present for every walk, and we created a register for listing the names of all of those who attended the specific walk. We also spoke with the participants to get their opinions and impressions of what they felt about the activity. We clicked photographs and maintained a database of the photographs, as well as of all the information obtained and recorded the same for posterity. We also created WhatsApp groups so that people could interact with each other and give their opinions, as also pass on suggestions and comments. In this way people who had attended some walks but not the others could yet interact with all the people who had participated in the various heritage walks.

8. Was there a structured system in place to collect and analyse feedback from participants?

TMV: It was more on one-to-one basis. In fact, people do not like to write anything in the form of a feedback form, but they like to chat and discuss things on one-to-one basis. They used to talk to the coordinator and the experts for a long time.

MT: Our reporter would be present at the site to cover the heritage walk. He would interact with the participants who had come for the walk and convey their suggestions regarding the newspaper or the initiative to the editors. Through this process, we were able to understand what our readers truly felt about us.

HI: Yes, at every walk we ensured that a Heritage India representative would be present and was equipped with all the tools required for that walk. We recorded the information regarding where the walk was held, who conducted the walk, as well as information regarding the site. Post the event we also noted our impressions of how the walk was conducted, as also the participants comments and suggestions. All of this was entered into one database in our office. Once a collective decision between the Tilak Maharashtra Vidyapeeth, Maharashtra Times and Heritage India representatives had been taken regarding which site and which scholar would be selected for the next site visit, all of this information was passed on to the Maharashtra Times where a write-up was published in the papers to invite participants and post the event again the summary of the whole event was given to the Maharashtra times representative in order that it would be published in the paper.

9. Did this feedback lead to any changes or improvements in the format or content of the Heritage Walk? If yes, can you provide examples?

TMV: Yes, many a times people suggested different sites for this purpose. That we used to look for the expert and then organise walks at that site.

MT: Significant changes were not required for the initiative. Participants often suggested heritage sites for future walks and provided input on the preferred day (Saturday or Sunday) and time for the walks. Whenever feasible, walks were organized based on the suggestions regarding the locations, days, and timings provided by the participants. This

flexibility and responsiveness to participant input helped enhance engagement and ensured the walks were convenient and appealing to a wider audience.

HI: The feedback led to us thinking about what new things could we give to people or what different sites could be arranged depending on expectations or maybe sometimes even ignorance. Likewise, we organized a walk to the Vedshastrottejak Sabha in Pune to showcase some of our intangible heritage. We eventually even expanded the scope of the Heritage Walk to include a half day or one day trip to some sites within the vicinity of Pune for example the Bhooleshwara Temple at Yawat.

10. Why was it necessary to involve two other organizations in this initiative?

TMV: In fact, we did not involve Maharashtra Times in this. It was the other way round. They involved us. Heritage India Pvt Ltd was a private organization, and it wanted to associate itself with this noble cause, as it was also working with the same cause but through the print media. Thus was a natural alliance of all of us. Hence it offered to bear the expenses of the expert. But by paying that it also got a lot of publicity though newspaper and in the walk itself.

MT: Managing a fortnightly heritage walk, finding experts on the topic, and inviting them for the walks were not typical tasks for a media house. These activities were outside the usual expertise of a media organization, whose strength lies in writing news and ensuring it reaches as many people as possible. Thus, the idea was to focus on what we do best - writing and promoting the initiative - and delegate the management of the walks and delivery of accurate information to experts and organizations in the respective fields. This approach made the planning and execution of the initiative more efficient. It ensured that accurate information and the right message reached the participants. By collaborating with subject-matter experts, the process became not only easier but also more impactful. Hence, we partnered with TMV and Heritage India, leveraging their expertise to enhance the quality and effectiveness of the initiative.

HI: Heritage India alone would not have been able to achieve the milestones nor conduct the activity as efficiently as it was done in collaboration with the two organizations. First,

we needed an academic institution to provide us with a knowledge partner and so we had no reasons to doubt the expertise or knowledge of the scholar who conducted the site visit. Secondly, our capacity to publicize each event was limited and so Maharashtra Times stepping in as a media partner helped. Heritage India sponsored the honorarium for every walk, and we got on board people from our existing databases and helped unite the audience onto a common platform.

11. How did the roles and responsibilities of each organization complement one another?

TMV: The Maharashtra Times was the media partner, so it gave the pre and post event publicity of the heritage walk. TMV was the knowledge partner hence we identified the location and the expert. Heritage India paid the expenses of the expert. It was a golden shake hand of all the three agencies.

MT: For an initiative to be successful, it must be executed effectively. This involves proper promotion, providing accurate and reliable information to participants, and ensuring that the management is inclusive and well-coordinated. The collaboration between Maharashtra Times (a newspaper), Tilak Maharashtra Vidyapeeth (an educational institution), and Heritage India (a private limited company specializing in heritage related activities) achieved these objectives. These three entities became the pillars of the heritage walk initiative. Each contributed to their respective strengths, ensuring the initiative's success. The newspaper handled the promotion, spreading awareness about the initiative to a larger audience. The educational institution invited experts to ensure the authenticity and richness of the information shared. The Company took charge of managing the walks, handling logistics, and ensuring smooth operations. Together, this partnership brought credibility, efficiency, and wide reach to the heritage walk initiative.

HI: All three organizations had expertise in a different sphere of work, and each was competent enough to handle their side of what was required, and so they complemented each other rather than being in a competitive space. Neither of the organizations could

have stepped into the space of the other and that would have left a void in achieving the objective. For example, it would not have been in the scope of Maharashtra times to conduct heritage walks independently or it would have been possible for Heritage India to publicise about the walks only by word of mouth, but not in the media without a financial investment. Thus, the three organizations work in together give the activity more impetus credibility and efficiency.

12. Did collaboration help in achieving a broader reach or impact compared to working independently?

TMV: Of course, as the followers of all the three agencies started knowing each other and our reach expanded automatically.

MT: Yes, the collaboration of these three institutions ensured that the heritage walk initiative reached a larger audience, delivering authentic and accurate information. This combination of widespread reach, credibility, and effective management made the initiative more impactful. By leveraging their respective strengths, the three organizations created a synergy that elevated the initiative's quality and influence, leaving a lasting impression on participants.

HI: The collaboration did help in achieving a broader reach and a much wider impact compared to working independently. First, the target audience of each organization was very different. Maharashtra times being a media house had a reader base, while Tilak Maharashtra Vidyapeeth had an active student and faculty base. On the other hand, Heritage India did not have a specific target audience but a much larger one, comprising of the average Puneite which would have included both -the readers of Maharashtra Times and the students of Tilak Maharashtra Vidyapeeth together. All three organizations had different strengths, and this collaboration helped in leveraging those strengths independently and creating more of an impact.

13. Is your organization still actively involved in heritage-related activities?

TMV: Yes, but in the form of conducting short- and long-term courses related to history, heritage and culture.

MT: Yes.

HI: Yes. We are committed to creating awareness about our heritage and we have been doing this diligently for almost 18 years now through publications, heritage walks, online and offline lecture series, one day trips and heritage tours.

14. If yes, can you describe the independent or collaborative initiatives you are currently working on?

TMV: Currently we are working with the Vedashastrottejaka Sabha to promote the knowledge of the Vedas. Our students are going to visit that institution and see their museum based on the knowledge about the Vedas like the utensils, the vedis, texts etc.

MT: We act as the media partner for the heritage walks. We regularly publish news and articles related to cultural heritage. For the past five years, we have been running the column “Majhe Pune” which delves into Pune's history. This column covers a wide range of topics, from historical monuments and significant personalities to local cuisines and the history behind the names of iconic city squares. In addition to providing detailed news about developments in the field of heritage, we also publish in-depth articles on major events in the Sunday supplement. This consistent effort highlights our commitment to promoting awareness and preserving the cultural heritage of Pune.

HI: Apart from Heritage India magazine we also published a quarterly for the Maharashtra Tourism Development Corporation for 5 years. We won the ICE (In house communication excellence) award at the national level in the government category for consecutive four years for the magazine. Simultaneously we’ve been conducting heritage walks and lecture series. During and post COVID we had a collaboration with the Bhandarkar Oriental Research Institute for online lecture series which was a great success. In 2021 we published a book called Punya Katha - million years of Pune’s

history. Last year we conducted a summer module for FLAME University. We have also been continuously organizing heritage trips. Now we are working on a coffee table book on Maharashtra and there is also a plan to relaunch Heritage India magazine.

15. Would your organization be open to restarting or revisiting the Heritage Walk initiative in the future?

TMV: Yes, we are open for it.

MT: We are currently participating as a media partner in a heritage walk initiative.

HI: Yes, we would like to revisit the heritage walk initiative especially if it is in collaboration with like-minded organizations.

16. Is there any additional information or insight you'd like to share about the impact or legacy of the Heritage Walk initiative?

TMV: Yes, we are glad to see that this activity has had a snowball effect. Once the standards of the heritage walks were set up, many other institutes followed out footsteps. The publicity of such activities is made on the social media. Now the other cities have also started this activity. This is spreading like anything now. People have gone one step ahead and they now go out of the city or state or country to visit the heritage sites. So, the business of the heritage tourism companies is also booming. This is a win-win situation now.

MT: This initiative sparked curiosity among people about the subject of heritage. Through this endeavour, we were able to bring the cultural heritage of Pune city closer to the public. Not just ancient heritage, but also medieval, pre-independence heritage, and the significance of art and literature were effectively conveyed to the people.

HI: The Heritage Walk initiative in collaboration with Maharashtra Times and Tilak Maharashtra Vidyapeeth had a huge impact towards creating awareness about heritage. It was a first of its kind venture where three reputed organizations had come together

towards a not-for-profit goal, which was solely aimed at promoting the city's heritage and sensitizing the people towards their rich legacy. Post this initiative a lot of people got engaged in preservation and conservation activities for heritage with organizations like the INTACH and heritage cells of the PMC. A lot of people also enrolled in TMV to explore further because of the interest created by the heritage works. And several people set up their own initiatives in the field of heritage. All in all, it was a very enriching and mutually beneficial activity for all concerned.

4.6.6 Analysis of heritage walk initiative

The heritage walk initiative was conceptualized through interactions between Maharashtra Times, TMV's Shree Balmukund Lohia Centre of Sanskrit & Indological Studies, and Heritage India. The collaboration began when MT approached TMV for their expertise in history and Indology. Heritage India, already involved in heritage awareness, joined as an executing partner.

Maharashtra Times had already been covering heritage topics in its publication and saw potential in expanding this engagement through a structured public event. TMV brought scholarly expertise, ensuring the dissemination of accurate and credible heritage knowledge, while Heritage India managed logistics, expert coordination, and walk execution.

1. Objectives and Impact

Each participating organization had unique motivations for joining the initiative:

1. TMV saw it as a natural extension of its academic mission in history and Indology, promoting heritage education to the public.
2. Maharashtra Times aimed to enhance its public engagement by positioning itself as an active cultural player, deepening its readership connection.

3. Heritage India viewed the initiative to expand its outreach, interact with a broader audience, and increase heritage awareness beyond academic circles.

While the initiative primarily focused on awareness and education, additional impacts emerged over time. The public began to engage deeply with heritage sites, leading to growing participation. People started bringing up their children, showcasing intergenerational learning. The walks also generated discussions about urban heritage management and preservation, leading to further initiatives.

2. Collaboration Model and Role Division

One of the key factors contributing to the success of the initiative was the well-defined collaboration among the three organizations:

1. Maharashtra Times served as the media partner, ensuring wide-reaching publicity through pre-event promotions and post-event reports.
2. Tilak Maharashtra Vidyapeeth functioned as the knowledge partner, identifying locations and selecting subject matter experts to ensure authenticity in historical information.
3. Heritage India managed logistics, coordinated expert participation, handled honorariums, and maintained attendance records.

This collaboration proved to be highly effective, allowing each organization to focus on its strengths while contributing to a shared goal. It also ensured that the initiative reached a broad audience, effectively blending public engagement, scholarly input, and media outreach.

3. Public Response and Adaptations

The public response was overwhelmingly positive, with an average of 200 participants per walk. Feedback mechanisms were put in place through WhatsApp groups, participant

registers, and informal discussions. Some of the key takeaways from participant feedback included:

1. Requests for walks at specific heritage sites, leading to expansions in the range of locations covered.
2. Scheduling preferences (weekends were more convenient for families and working professionals).
3. Interest in exploring intangible heritage, which led to visits to institutions like the Vedshastrottejak Sabha.

Although there was no formal structured survey, anecdotal feedback helped shape the initiative dynamically, making it more accessible and engaging for participants.

4. Broader Impact and Legacy

One of the most remarkable outcomes of this initiative was its snowball effect. The structured nature of these walks set a precedent, inspiring many other institutions, NGOs, and local groups to conduct similar heritage engagement programs. Some of the key long-term impacts include:

1. Increased public awareness of Pune's historical and cultural landmarks.
2. Strengthening of heritage tourism, as people began to seek similar experiences outside Pune.
3. Growth in enrolment for heritage-related academic programs at TMV.
4. Contributions to Pune's larger conservation movement, with participants later engaging in initiatives such as INTACH's conservation projects and PMC's heritage cell activities.

5. Future Scope and Relevance

All three organizations remain committed to heritage awareness, though the heritage walk initiative has concluded in its original form. TMV continues to offer courses in history and Indology, Maharashtra Times remains an active media partner for heritage events, and Heritage India continues conducting heritage walks, lectures, and publications. The possibility of reviving the heritage walk initiative remains open, particularly through collaborations with like-minded institutions.

Chapter V

Conclusion

5.1 Introduction

At the beginning of the present research, three principal hypotheses were developed to structure the investigation. The analysis of data obtained from surveys and interviews supports these hypotheses and further extends the inquiry by enabling the formulation and testing of twelve additional propositions related to the role of public education in heritage awareness and management. Taken together, the findings expand the analytical scope of the study and offer a deeper understanding of the ways in which informal learning processes, institutional mechanisms, community participation, and Corporate Social Responsibility (CSR) initiatives influence heritage management practices in Pune. This chapter brings these strands together by presenting an integrated interpretation of the results derived from the study.

The conclusion chapter of this research consolidates the findings from quantitative and qualitative analysis, CSR contributions, and heritage walk initiatives to assess whether public education plays a significant role in heritage management. This chapter systematically presents the interpretations drawn from data analysis and interviews. It provides a comprehensive understanding of awareness, public engagement, and the effectiveness of various initiatives about heritage.

In addition, the chapter revisits the research questions to examine how heritage conservation may be strengthened through structured educational efforts, informal learning practices, and coordinated stakeholder involvement. It also outlines a context-specific approach to sustainable heritage management and presents recommendations aimed at guiding future initiatives in this field.

5.2 Understanding Public Education's Role in Heritage Management

Heritage management is a dynamic field that requires a blend of educational outreach, policy support, and meaningful public participation. Based on qualitative insights taken from heritage professionals, with the help of interviews, the analysis (discussed in chapter VI - Data Analysis and Interpretation, 4.6.2) underscores the significance of strategic collaborations between governmental bodies, private entities, and grassroots initiatives to

ensure long-term preservation of cultural heritage. While efforts are being made at various levels, a coordinated strategy is necessary to enhance sustainability and impact.

5.3 The Role of Education in Heritage Conservation

Education, as a catalyst for building awareness and nurturing sustained interest in heritage conservation. The integration of heritage education into school and college curricula is essential to instil a sense of cultural responsibility among students from an early age. Educators should employ innovative methodologies such as field visits, hands-on conservation projects, and storytelling to make learning engaging and experiential. (4.6.2)

Furthermore, structured public outreach programs can help to fill the gap between academic discussions and practical conservation efforts. Heritage education should not be limited to theoretical knowledge but should also emphasize community-based initiatives that allow citizens to actively participate in preservation efforts. Collaborative programs between schools, universities, NGOs, and government bodies can help to create opportunities for students and the public to engage with heritage sites beyond sporadic volunteerism.

5.4 Public Engagement and Institutional Collaborations

Active involvement from citizens forms an essential component of effective heritage management. While individual efforts have led to noteworthy results, systematic frameworks supported by institutions are required to scale these initiatives. A key takeaway from the interviews with experts such as Sayali Palande Datar and Ashutosh Bapat is essential for structured and sustained participation beyond social media discourse. In todays' world importance of digital tools and experiential learning in making heritage conservation more inclusive and accessible cannot be overlooked. (4.6.2)

For public education to effectively contribute to heritage conservation, several strategies must be implemented:

1. **Diversifying content formats:** Using a mix of videos, blogs, interactive storytelling, and virtual tours to engage broader audiences.
2. **Institutional partnerships:** Strengthening ties between heritage organizations, academic institutions, and government agencies to ensure a more structured approach to heritage initiatives.
3. **Sustained public participation:** Encouraging long-term community involvement through guided programs rather than isolated events.
4. **Leveraging technology:** Utilizing digital platforms and media campaigns to spread awareness and make heritage content more engaging and interactive.

5.5 Heritage Management through Governmental and Private Sector Involvement

The findings from interview with Dr. Vilas Vahane from the State Archaeology Department and insights from the Pune Municipal Corporation's (PMC) Heritage Cell (Chapter IV, 4.6.4 Analysis Based on stakeholders' responses) highlight the distinct, yet complementary approaches undertaken by different stakeholders. While the State Archaeology Department focuses on structured conservation efforts, citizen engagement, and policy formulation, PMC's approach emphasizes heritage branding, tourism development, and policy execution.

A balanced approach that integrates community participation, structured public education, and government-led initiatives is crucial for effective heritage management. Strengthening collaboration between agencies and leveraging digital communication platforms can significantly enhance public awareness and involvement in cultural preservation.

The synergy between state-driven policies and grassroots movements will determine the future of heritage conservation. Public participation must be channelled through structured frameworks where education, awareness, and community efforts align with institutional objectives.

The qualitative analysis of interviews with heritage professionals underscores the necessity of a well-coordinated heritage management strategy. Education, institutional collaboration,

and public engagement serve as key pillars for sustainable conservation efforts. By integrating heritage education into formal curricula, fostering structured public outreach programs, and leveraging digital tools, heritage preservation can transcend academic discussions and become a widely embraced movement. Governmental, private, and grassroots collaborations must work in harmony for cultural heritage. If it is done, cultural heritage will remain protected and appreciated by future generations.

The future of heritage conservation depends on how effectively education and engagement strategies are implemented. As heritage continues to evolve, embracing these multi-dimensional approaches will be crucial in safeguarding our cultural legacy.

5.6 Case Studies and Public Education Initiatives: Detailed Examples

Several real-world public education initiatives reinforce the role of informal education in enhancing heritage awareness. The following examples, drawn from expert interviews, gives insights about different educational models, which are been successful in creating long-term public engagement.

5.6.1 Public Participation Initiatives

Experiences shared by Abhijit Ghorpade, Executive Director of Environmental Organization “Bhavatal”:

“Bhiju Ya Moju Ya” (Let’s Get Wet and Measure): This initiative started in the year 2020 during the monsoon season (June to October) and it is ongoing till date. Participants register in advance and can join if they are above 10 years of age. Younger children can participate only if accompanied by a guardian.

About the Initiative: Participants are taught how to create and use rainfall measuring instruments to measure rainfall. Instructional programme is conducted both online and in-person and is free of cost. The rain gauges are placed at various locations such as homes, terraces, farms, schools, and offices. Every morning, participants measure the collected rainwater and report the data to “Bhavatal.”

Impact: While these gauges may not measure rainfall with 100% accuracy, they provide a reliable average. The data collected gives a broad overview of rainfall patterns in different parts of Pune city. Since its inception, the initiative has received a positive response. In 2024, around 250 people reported rainfall measurements. This information is categorized and analysed to understand rainfall and its impact, forming the basis for various environmental studies.

Nature Recording in the COVID-19 Lockdown: In the pandemic years, outdoor activities were halted. To engage members from home, "Bhavatal" initiated another project encouraging people to observe and record changes in nature visible from their windows, balconies, or terraces.

Participants noted observations about plants, insects, birds, and trees seen around them, accompanied by photos. They recorded their findings twice a day. This initiative began in May 2020 and continued until the month of December and saw about 100 registrations. While daily records dwindled over time, 75-80% of participants maintained consistent seasonal observations, offering insights into Pune's changing nature over different seasons.

Experiences Shared by Mohan Shete, History Teacher:

"Utensil Showcase": During the pandemic, schools were conducted online. One day, during a discussion about kitchen utensils, the word "khalbatta" (mortar and pestle) came up. A student mentioned that he had a brass *khalbatta* at home and asked if he could show it. After getting permission from Shete Sir, the student showed the brass *khalbatta* from his home. After seeing it, another student showed a marble one, a third student displayed a wooden one, and another showed a large iron *khalbatta*. One student came from a family of jewellers. At his house, there was a small silver *khalbatta*. He informed his father, took it out from where it was kept, and showed it to everyone. That day, this memorable event took place.

Outcome: After schools reopened, Shete sir encouraged his students to organize an exhibition showcasing traditional utensils in yearly gatherings. Students listed utensils from their homes, cleaned and labelled them with details such as their names, materials,

and uses. Not only students but also their parents praised the exhibition, rekindling fond memories and a sense of heritage. The following year, a similar exhibition was held with the theme of clothing. Through this, the students learned that apart from the usual shirts, pants, or traditional *zabba-surwar-dhoti* attire, there are other types of clothing as well.

Summer Vacation Discussions: After the summer break, students were asked to share their vacation experiences. If they visited relatives or stayed in familiar places, Shete sir introduced them to historical sites and cultural landmarks of those locations, encouraging them to observe and document their findings. Over time, students developed an interest in local history and began preparing detailed notes to present in class after trips.

Experiences Shared by Dr. Dinkar Murkute, History Professor at S.M. Joshi College:

Heritage Walks with Public Participation: Murkute's students organized a heritage walk open to the public, managing all aspects from selecting locations and obtaining permissions to guiding participants.

Outcome: Students learned management, public speaking, and research skills. They later organized a heritage lecture and conducted a study tour of historical caves at Karla and Bhaje. The tour planning involved logistical arrangements, budgeting, and coordinating meals and transportation. The successful trip not only provided an educational experience but also generated a small profit of ₹4000.

Experiences Shared by Girinaath Bharde, Partner at Ancient Trails:

Girinaath Bharde highlights professional benefits also. According to him, heritage walks and tours form only a small segment of the overall tourism sector. The public is usually more interested in group outings where they visit popular tourist spots, enjoy food, and have fun. In contrast, heritage tourism involves the presence of a subject expert during the tour. Along with visiting heritage sites, participants gain in-depth knowledge from the expert, making it an educational experience.

However, Bharde clarifies that these trips are not only academic. They also introduce participants to local heritage food, arts, and culture, ensuring that the tours remain enjoyable. Still, the core focus of heritage tours remains understanding the historical significance of the sites. The key difference between regular travel packages and heritage tours is that the latter is not about "ticking off" destinations from a list but about immersing oneself in the history and stories of the site.

This approach also results in a significant difference in group size. For example, a regular tour to Cambodia or Vietnam organized by a travel company may have a group of 70-75 people, while a heritage-focused tour to the same location may have only 25 participants. The reason for this is that a general tour may spend just half an hour at a famous site like the Angkor Wat temple, whereas a heritage group may spend the entire day exploring it in depth.

Public education and increased awareness of heritage have positively impacted the popularity of heritage tours. People are now willing to spend money to gain information, then more understanding of historical sites. This willingness is noteworthy, as heritage tours are more expensive than regular tours. Additionally, after participating in one such tour, many travellers' express interest in joining other heritage tours, indicating the growing impact of heritage awareness among the public.

These initiatives illustrate how public education fosters experiential learning, enhances historical and cultural awareness, and offers career insights to students. They also show that well-designed programs can bridge the gap between entertainment and education, creating meaningful engagement with history, culture, and the environment.

5.7 Insights from Hypotheses Testing

Based on data analysis, hypotheses were tested to know the relationship between public education, economic benefits, media influence, tourism impact, and CSR contributions to heritage conservation.

Hypothesis 1 (Chapter IV – 4.4.1)

The chi-square analysis indicates a statistically significant association between participants' age groups and their level of awareness of heritage-related activities in the city. On this basis, the null hypothesis is rejected.

Hypothesis 2 (Chapter IV – 4.4.2)

The chi-square analysis ($p = 0.001$) demonstrates a statistically significant relationship between participants' age groups and their attendance at heritage-related activities. On this basis, the null hypothesis is rejected.

Hypothesis 3 (Chapter IV – 4.4.3)

The chi-square analysis indicates a statistically significant association between educational qualifications and attitudes toward heritage conservation. On this basis, the null hypothesis is rejected.

Hypothesis 4 (Chapter IV – 4.4.4)

The chi-square analysis ($p = 0.019$) demonstrates a statistically significant relationship between the length of residence in Pune city and awareness of heritage-related activities. On this basis, the null hypothesis is rejected.

Hypothesis 5 (Chapter IV – 4.4.5)

The analysis reveals a statistically significant association between monthly income and attitudes toward responsibilities related to heritage conservation. On this basis, the null hypothesis is rejected.

Hypothesis 6 (Chapter IV – 4.4.6)

The binomial test indicates a statistically significant difference in the proportion of participants who can identify ancient and medieval heritage sites in Pune, based on their participation in heritage-related activities. Accordingly, the null hypothesis is rejected.

Hypothesis 7 (Chapter IV – 4.4.7)

The chi-square analysis ($p = 0.000$) demonstrates a statistically significant association between participation in heritage-related activities and an individual's level of interest in, or knowledge of, heritage. Accordingly, the null hypothesis is rejected.

Hypothesis 8 (Chapter IV – 4.4.8)

The chi-square analysis ($p > 0.05$) does not reveal a statistically significant relationship between a journalist's working experience and the likelihood of having covered heritage-related activities beyond assigned responsibilities. Accordingly, the null hypothesis is retained.

Hypothesis 9 (Chapter IV – 4.4.9)

The Mann–Whitney test reveals a statistically significant difference between reporting on history as part of assigned coverage and reporting on heritage through separate news items or articles. On this basis, the null hypothesis is rejected.

Hypothesis 10 (Chapter IV – 4.4.10)

The chi-square analysis ($p > .05$) does not indicate a statistically significant association between an individual's work position and their level of awareness regarding heritage-related activities in the city. Accordingly, the null hypothesis is retained.

Hypothesis 11 (Chapter IV – 4.4.11)

The chi-square analysis does not reveal a statistically significant association between the belief that heritage management and conservation are solely the responsibility of the government and the view that such efforts require collective responsibility. Accordingly, the null hypothesis is retained.

Hypothesis 12 (Chapter IV – 4.4.12)

The chi-square analysis ($p = 0.000$) indicates a statistically significant association between participation in heritage-related activities and the belief that individuals can actively contribute to heritage preservation and conservation. On this basis, the null hypothesis is rejected.

5.7.1 Conclusions from Hypothesis Testing

Heritage awareness, participation, and conservation are affected by multiple demographic and social factors. The hypothesis testing conducted in the present research highlights valuable understanding into how age, education, income, profession, and experience impact an individual's involvement within heritage-related activities. The conclusions are important for shaping future heritage management and public education policies.

Age and Heritage Awareness

The findings indicate a significant relationship between age group and awareness of heritage activities (4.4.1). Age-based analysis indicates that awareness is less pronounced among respondents aged 15–25 than among older cohorts. Participation patterns also vary by age, as attendance is more prominent among those aged 26–35. This suggests that targeted outreach programs could improve heritage awareness among younger generations.

Education and Attitudes Toward Heritage Conservation

A participant's level of education plays a crucial role in shaping their attitudes toward heritage conservation (4.4.3). Individuals with higher educational qualifications shows a stronger appreciation for heritage conservation. The results demonstrate that education fosters a sense of responsibility for heritage preservation, pointing to the growing requirement for heritage-related content to be systematically included in educational frameworks.

Duration of Stay in Pune and Heritage Awareness

The study confirms that the longer a person resides in Pune, the more likely they are to be aware of heritage-related activities (4.4.4). This suggests that local engagement and exposure contribute significantly to heritage appreciation. However, for newer residents, structured programs introducing them to the city's cultural heritage could be beneficial.

Income and Perceptions of Heritage Conservation

Monthly income influences an individual's perspective on heritage management responsibilities (4.4.5). Participants from higher income groups are comparatively likely to believe in the importance of conservation and personal engagement with heritage preservation. This indicates need for monetary incentives, such as tax benefits or subsidies, to encourage broader public participation in heritage conservation efforts across different income groups.

Participation and Heritage Knowledge

Attending heritage-related activities significantly enhances an individual's ability to identify and appreciate ancient and medieval heritage sites (4.4.6). This underlines the importance of experiential learning in increasing heritage awareness. Public events, workshops, and guided tours could be effective tools for enhancing heritage literacy.

Media Professionals and Heritage Reporting

Years of experience as a journalist do not necessarily influence whether an individual reports on heritage beyond their assigned work. However, journalists who have previously covered heritage stories show a greater inclination toward reporting historical topics. This suggests that fostering heritage interest among media professionals through specialized workshops or incentives could enhance heritage storytelling in mainstream media.

Work Position and Awareness

The data reveals no significant relationship between an individual's work position and awareness of heritage-related activities (4.4.10). This suggests that heritage knowledge is not necessarily dependent on professional roles, the analysis shows the need for greater widespread and participatory heritage education.

Government vs. Collective Responsibility

The study finds no significant association between the belief that heritage conservation is solely a government responsibility and the idea that individuals and private organizations should also be involved (4.4.11). This highlights a gap in public perception that could be addressed through campaigns promoting collaborative heritage management models.

Encouraging Public Participation

The final hypothesis confirms that attending heritage-related activities motivates individuals to contribute to heritage conservation. This supports the need for ongoing public engagement initiatives, including community-led conservation projects, volunteer programs, and awareness campaigns (4.4.12).

Overall, the hypothesis testing confirms that public education, engagement, and socio-economic factors significantly impact heritage awareness and conservation efforts. Strengthening heritage education, encouraging experiential learning, and promoting

collaborative heritage management will be key to ensuring long-term conservation success. Future initiatives should focus on bridging the awareness gap among younger age groups, increasing media representation of heritage issues, and fostering collective responsibility for heritage conservation at all levels of society.

5.8 Influence of Mainstream and Social Media on Heritage Awareness

Media platforms possess significant potential in advancing public understanding and awareness. The editorial department is called head of the media industry, as they are the mentors of the product, whether it is a newspaper, magazine, or electronic media. To achieve greater success in spreading information and educating people, journalists of all the media should be aware of the importance of heritage. Awareness is the first step. Second is education. To achieve this goal government authorities and heritage related NGOs should take the first step.

The survey of journalists and correlation throws light on many aspects (Chapter IV – 4.3.1). It is observed that there is awareness about well-known heritage monuments in the city. Participant journalists know an individual can play a role in heritage management and heritage related activities are helpful for public education. When it comes to governments' responsibility, there is a difference in opinion. Some of the journalist participants think that the government is solely responsible for heritage management. This difference is shown in the participants who attended any heritage related activity. This leads to a conclusion that though they are interested in heritage or heritage related activities, it is about the event or the monument or about covering some news. Most of the participants are unaware of heritage management, its importance and what could be achieved by public participation.

Special educational workshops, heritage walks, and tours will help to improve understanding about heritage and its management for journalists. *"The Pune Union of Working Journalists"* (PUWJ) arrange study tours for members every year. An orientation programme followed by a heritage walk or tour will be helpful for transferring understanding about heritage to media professionals. The archaeological survey of India,

State archaeology department, Pune Municipal corporations' heritage cell or NGOs can take the initiative.

Newspapers across Pune city regularly publishing news along with features about cultural heritage. From last 12 years 'Maharashtra Times' is partnering for heritage walks. They are also publishing a column named 'Maze Pune' (my Pune) in Pune Plus supplement. They have documented many heritage monuments of the city. 'Sakal' newspaper runs two columns in Sunday supplement 'Saptrang'. One is about heritage sites and second is about texts. 'Kesari' newspaper also publishes news and features about heritage. To create interest in the public and to engage them in heritage management only documentation is not enough. Proper training, guidance and education for journalists will help.

Survey findings confirm that mainstream and social media serve as major factors in public awareness. Newspapers (54.58%) and social media (53.33%) were the most common sources for heritage-related information.

Role of Traditional Media

1. Historical analysis shows that newspapers have long played an educational role, from nationalist movements to social reform efforts.
2. However, only 37.5% of journalists actively publish heritage-related content, indicating low media prioritization of heritage issues.

Role of Social Media

1. Social media allows interactive engagement, enabling individuals to share photographs, virtual tours, and personal experiences related to heritage.
2. However, misinformation and lack of structured narratives often dilute the accuracy and depth of heritage education.

5.9 CSR Contributions to Heritage Conservation

Corporate Social Responsibility (CSR) contributions have shown considerable variation in their support for heritage conservation efforts. An analysis of CSR reports (2017-2023) indicates fluctuating investments in heritage preservation. (4.5)

CSR can offer financial support for various assignments as prescribed by law, with heritage being one of them. However, from the available correlations and data in the public domain, it is observed that NGOs and government authorities related to heritage are not receiving substantial funds from CSR. The national percentage of CSR funds allocated to heritage, art, and culture is less than four percent of the total CSR expenditure. The actual amount spent on heritage-related activities in Pune district is also minimal, though in the year 2022-23, it surpassed the amount spent on art and culture.

It is observed that the amount allocated to heritage, art, and culture (HAAC) has consistently remained below five percent over the six-year period analysed (Chapter IV - 4.3.2 to 4.3.4). The percentage of CSR funding for heritage in Pune district was higher in the year 2018-19 than the national and state percentages; however, when compared to the actual amount allocated to heritage-related activities, it was found to be zero. In the year 2017-18, the percentage of allocated funds for heritage-related activities was 94.55%. This was due to a single donation of ₹1 crore by Infosys to the Raja Dinkar Kelkar Museum.

Companies tend to allocate more funds to musical events, temple renovations, and donations to social NGOs like Rotary Club rather than to direct heritage conservation. The primary recipient of heritage-related CSR funding is the government's heritage conservation program (Adopt a Heritage 2.0 program). Donations to museums and cultural institutions rank second.

Heritage conservation has significant economic benefits. A well-maintained heritage site attracts tourists, boosting local economies through souvenir shops, food stalls, hotels, travel services, and related businesses. This economic advantage also fosters a sense of responsibility among local communities, as they recognize the financial benefits of heritage preservation. People are more inclined to protect sites that generate employment and financial opportunities.

The example of P. N. Gadgil & Sons is illustrative. They utilized CSR funds to revive a dying art form (4.5.3). Their initiative extended beyond organizing free residential workshops for artists; they also hosted exhibitions to showcase the painters' work. These exhibitions were open to the public, serving a dual purpose. First, they inspired and financially supported artists, and second, they enhanced public understanding about the need for safeguarding cultural heritage – tangible or intangible.

While financial aid for the conservation of heritage monuments is crucial, awareness and education among the public are equally important but often overlooked. The percentage of total CSR funds allocated to heritage, art, and culture remains very low. To secure more funding, continuous and structured efforts are necessary. NGOs, institutions, and government organizations must actively work in this sector.

It has been observed that a significant number of NGOs comply with statutory mandates to receive CSR funding in areas such as education, health, and the environment. However, in the heritage, art, and culture sector, cultural institutions and music organizations are more aware of CSR funding opportunities compared to heritage organizations. Heritage-related organizations must strengthen their efforts in this area. Increased funding would facilitate free workshops, heritage walks for students and young people, and other educational initiatives. Regular funding would enable the organization of consistent free programs, generating greater public interest in heritage conservation.

Raising awareness among the public will also support government authorities in managing heritage sites more effectively. This creates a positive cycle, benefiting all stakeholders and ensuring long-term heritage conservation.

Challenges and Solutions

Challenges:

1. Lack of sustained corporate interest in heritage conservation.
2. Competing priorities in CSR funding, favouring other sectors like education and health.

Potential Solutions:

1. Government-led incentive structures to encourage CSR contributions to heritage.
2. Tax benefits for companies investing in heritage conservation.
3. Dedicated funding schemes to streamline financial support for heritage-related activities.

5.10 Scope for Future Research

This research highlights areas where further study is needed to enhance heritage management strategies and ensure long-term conservation efforts. Future research can build upon the findings of this study by exploring the following key areas:

1. **Policy-Driven Models for Sustainable Heritage Funding:** Investigating government-led funding models, tax incentives, and public-private partnerships to establish long-term sustainable funding mechanisms for cultural heritage conservation.
2. **Longitudinal Studies on Heritage Awareness:** Measuring how heritage awareness is shaped over time through persisted exposure to public education, policy interventions, and community engagement initiatives.
3. **Comparative Analysis Across Cities:** Understanding how heritage engagement differs in cities with strong heritage policies versus those with weaker heritage education models.
4. **Impact of Digital Experiences:** Measuring impact of digital tools like virtual tours, augmented reality (AR), digital museums in fostering heritage awareness and engagement across diverse audiences.
5. **The Role of Digital Technology in Heritage Conservation:** Assessing how emerging technologies such as AI-driven historical reconstructions, 3D mapping, and the use of blockchain technology in heritage-related documentation can strengthen conservation practices.

6. **Economic Viability of Heritage Conservation:** This section analyses the structuring of tourism income, public incentives, and corporate social responsibility contributions to achieve financial continuity alongside positive outcomes for local economies.

By addressing the identified gaps, subsequent studies may advance the development of effective, scalable, and sustainable frameworks for cultural heritage conservation. Such findings can support policymakers, academic institutions, and conservation practitioners in refining heritage management practices, while strengthening the long-term protection of cultural assets for coming generations.

5.11 Final Conclusion

This study brings together quantitative findings, qualitative stakeholder insights, and case-based observations to examine the role of public education in heritage management. The evidence presented across chapters indicates that heritage conservation outcomes are strongly influenced by levels of awareness, access to information, and opportunities for meaningful public engagement.

Restating the Central Research Questions and Key Findings

The research was guided by three central questions:

1. **What function does public education and awareness serve in fostering local participation in heritage management?**

   Public education significantly enhances community engagement by increasing awareness, fostering a sense of cultural responsibility, and encouraging participation in conservation activities. Formal and informal educational approaches, including heritage curricula, field visits, and digital initiatives, are essential for sustainable heritage management.

2. **How can informal education initiatives improve heritage awareness and management in Pune City?**

   Informal education initiatives such as heritage walks, museum outreach, and community-led programs bridge the gap between theoretical knowledge and active participation. These initiatives help individuals build deeper connections with heritage sites and encourage experiential learning.

3. **Can heritage conservation be economically sustainable?**

   Heritage conservation becomes economically sustainable when aligned with tourism, community enterprise, and responsible corporate support. Strategic investments, tax benefits, and CSR contributions can support long-term conservation efforts while simultaneously benefiting local economies.

Key Insights from the Study

1. **Public education is critical for heritage conservation:** Integrating heritage education into formal curricula and leveraging informal learning experiences enhances public participation in conservation efforts.
2. **Institutional collaboration fosters sustainability:** Heritage management requires partnerships between government agencies, NGOs, corporate entities, and grassroots initiatives to ensure long-term preservation.
3. **Media engagement is necessary for outreach:** Digital tools, media campaigns, and social media platforms plays pivotal role in broadening awareness, though structured narratives and expert-driven content are required to maintain accuracy.
4. **CSR funding remains underutilized in heritage conservation:** Less than four percent of total CSR allocations are directed toward heritage, art, and culture. Encouraging corporate participation through incentives and structured funding schemes can significantly contribute to heritage preservation.

5. **Economic sustainability is possible through multi-sector collaboration**: Heritage-linked tourism, local businesses, and strategic policy intervention can make certain that heritage conservation remains financially viable.

5.12 Recommendations for Strengthening Heritage Conservation

To take these research findings forward, the following recommendations are proposed:

- **Education and Awareness Building**
    1. Embed heritage-related learning components across primary, secondary, and higher education frameworks.
    2. Broaden community-facing initiatives such as guided walks, curated exhibitions, and digitally mediated storytelling formats to foster wider civic engagement.
- **Corporate Support and Economic Alignment**
    1. Implement incentive-based policy measures, including fiscal concessions, to encourage private sector involvement in heritage-related initiatives.
    2. Encourage tourism models that align conservation objectives with region-specific livelihood and economic activities.
- **Media Capacity and Digital Approaches**
    1. Organise capacity-building initiatives aimed at enhancing journalistic understanding and reporting of heritage-related issues.
    2. Employ technology-enabled platforms, including immersive virtual environments and digitally layered experiences, to improve access to and interaction with heritage locations.

- **Governance and Institutional Coordination**

    1. Develop structured collaborative frameworks linking public authorities, academic bodies, and civil society organisations to support coordinated heritage management.

    2. Create ring-fenced funding structures to secure long-term financial continuity for conservation-related work.

When considering Pune city, it is often said and written that this is a historical city and that its people love history. To some extent, this is true; however, it is equally true that Pune lacks a distinctive heritage artifact that can serve as its unique identity. Let's take examples of other historical cities - mention Kolhapur, and images of *Tambada-Pandhara Rassa* (Kolhapuri spicy and mild curry), the Kolhapuri turban, Kolhapuri chappals, and Kolhapuri Saaj (jewelry) immediately come to mind. In Sangli, the *Ganpati Panchayatan* and the local *bhel* (snack) are well-known. But what about Pune?

The *Puneri Pagdi* (traditional turban) and *Bhikbali* (an ear ornament) strike our mind. Among festivals, *Ganeshotsav*, the *five revered Ganpatis*, and the *immersion procession* are world-famous. However, while the *Puneri Pagdi* and *Bhikbali* hold historical significance, they are not secular symbols; they are associated with the Brahmin caste. The *Puneri Pagdi* was traditionally worn by Brahmins, and *Bhikbali* was a mark of honor. Not every Brahmin could wear a *Bhikbali* simply by birth - it had to be earned as a recognition of merit. In contemporary times, the *Puneri Pagdi* was awarded at public events, but its use remains somewhat restricted. Gradually, people from various backgrounds have started wearing *Bhikbali*, marking a shift in cultural perceptions.

However, *Puneri Jode* (Pune-style leather sandals) transcend caste, religion, or any other boundary. Until the pre-independence era, these sandals were widely used across Pune. Over the time, they were replaced by boots and modern footwear. In his autobiography *Karheche Pani*, Acharya Atre wrote about *Puneri Jode*, describing people flaunting their bright red sandals. He also pointed out their flaws - during rains, the dye would bleed, staining *dhotis* or *pajamas* with muddy patterns. Perhaps the sandals lacked proper heel counter or a reinforced toe section, which caused these issues. Despite these minor

drawbacks, no one has yet thought of revamping and reintroducing these iconic *Puneri Jode* in the market.

Pune's *Ganpati Visarjan* procession is grand and visually captivating. The *dhol-tasha* (drums and cymbals) troupes are a major highlight, and young men and women dress in *zabba-surwar* (traditional attire) with *phetas* (turbans) or *Puneri Pagdis*. However, they wear *Kolhapuri chappals*, *Rajasthani mojdis*, or even sports shoes on their feet. If their needs were considered and *Puneri Jode* were redesigned for comfort - soft from the inside, sturdy and slip-resistant from the outside - they could become an attractive feature of the *visarjan* procession. This would bring global recognition to *Puneri Jode* and will establish them as an iconic representation of the city. Heritage conservation could thus lead to the creation of a thriving new business.

The discussion illustrates that heritage conservation is not limited to monumental structures alone but also includes everyday cultural practices and material traditions. Attention to such elements enables heritage initiatives to remain socially relevant while creating opportunities for innovation, economic engagement, and cultural continuity.

The significance of public education in heritage management can be clearly understood through two contrasting real-life incidents. In February 2019, at Hampi in Karnataka—a World Heritage Site symbolising the prosperity and artistic excellence of the Vijayanagara Empire—four tourists deliberately damaged ancient stone pillars, treating the act as mere amusement. Their actions reflected a complete lack of awareness regarding the cultural, historical, and ethical value of heritage sites. The incident received wide media coverage and was reported across national and international platforms, including The Hindu, The Indian Express, the BBC, NDTV, and several other media outlets. Although the court-imposed penalties and directed the offenders to assist in restoration work under the Archaeological Survey of India, the episode highlighted how ignorance can result in serious harm to cultural heritage.

In contrast, an incident from September 2022 near Nashik, Maharashtra demonstrates the constructive potential of informed public engagement. During a heritage walk organised by Maharashtra Times at the "Tatoba Math" in the village of Odha, participants were confronted with the neglected condition of the site. The visible decay evoked concern and

discussion among citizens, which soon translated into collective civic action. By forming a human chain around the structure and ensuring media documentation of the act, participants sought to draw institutional attention to the site's condition. This response illustrates how awareness, facilitated through informal public education and media engagement, can transform concern into responsible and organised participation.

These two contrasting incidents demonstrate the role of public education in shaping public responses towards heritage. The incident at Hampi in 2019 illustrates how the absence of cultural awareness can result in irreversible damage to historically significant sites, despite legal safeguards and institutional oversight. In contrast, the response observed during the heritage walk at Tatoba Math near Nashik in 2022 highlights the outcomes that emerge when citizens are informed and sensitised through media-led and informal educational initiatives.

The comparison reinforces a central finding of this study: public awareness functions as a decisive factor in determining whether heritage sites are neglected or actively protected. When individuals understand the historical, cultural, and social significance of heritage, their engagement shifts from passive observation to responsible participation. Heritage conservation therefore increasingly depends on coordinated involvement across public institutions, educational bodies, media platforms, corporate actors, and local communities. Such an integrated framework strengthens continuity in heritage management and supports long-term stewardship of cultural assets.

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Annexture I

General questionnaire

1. Name
2. Address or area (eg. Kothrud, Sahakarnagar etc.)
3. Gender
   - Female
   - Male
   - Other
4. Age group
   - 15 to 25
   - 26 to 35
   - 36 to 45
   - 46 to 55
   - 56 to 65
   - Above 65
5. Education
   - Under SSC
   - Undergraduate
   - Graduate
   - Postgraduate
6. Occupation
   - Student
   - Professional
   - Self-employed
   - Business
   - Housewife
   - Retired
7. Monthly income
   - Up to Rs. 25,000
   - Up to Rs. 50,000

Up to Rs.75,000

Up to Rs. 1,00,000

More than Rs.1,00,000

Not Applicable

8. Residing at Pune from

From birth

1 to 5 years

6 to 15 years

16 to 25 years

More than 25 years

9. Please name the heritage place in Pune visited around the year.

10. Are you aware of any heritage related activity happening in the city?

Yes

No

Maybe

11. Is heritage an important aspect of life and is its conservation needed in the current scenario?

Agree

Disagree

Maybe

12. Is heritage conservation the sole responsibility of the Government?

Agree

Disagree

Maybe

13. Can people contribute to heritage management and heritage conservation?

Agree

Disagree

Maybe

14. Have you attended any heritage related activities?

Yes

No

15. Which activity?

Heritage walks

Heritage tour

Heritage lecture

Online lecture

Virtual tour

16. Please name any ancient heritage site in Pune.

17. Please name any medieval heritage site in Pune.

18. Where do you get to know about heritage related activities in Pune city?

Newspaper

Social Media

Friends

Relatives

19. Heritage related activities like walks, lectures, and media presentations can play an important role in public education, do you agree?

Agree

Disagree

Maybe

20. Please choose the name of the heritage site given below.



Agakhan Palace, Rajbhavan, Shinde Chattri

Please choose the name of the heritage site given below.



Vishrambaug Wada, Saras Baug, Shanivar Wada

Please choose the name of the heritage site given below.



Mahatma Phule Wada, Mahatma Phule mandai, Mahatma Phule Sangrahalay

Please choose the name of the heritage site given below.



Trishunda Ganpati Mandiar, Modi Ganpati Mandiar, Kasba Ganpati Mandir

Please choose the name of the heritage site given below.



Someshwar, Nageshwar, Pataleshwar

Annexture II

Questionnaire for working journalists

1. Name
2. Address or area (eg. Kothrud, Sahakarnagar etc.)
3. Gender
   - Female
   - Male
   - Other
4. Age group
   - 15 to 25
   - 26 to 35
   - 36 to 45
   - 46 to 55
   - 56 to 65
   - Above 65
5. How long have you been working as a journalist?
   - 0 to 5 years
   - 6 to 10 years
   - 11 to 15 years
   - 16 to 20 years
   - More than 20 years
6. What is your news beat or favorite subject of study?
7. What position are you working in?
8. Residing at Pune from
   - From birth
   - 1 to 5 years
   - 6 to 15 years
   - 16 to 25 years
   - more than 25 years

9. Have you reported on history and heritage? Or have written any article or news feature?

    Yes

    No

10. Apart from occasional or topical news or articles, have you done a separate news or article on heritage?

    Yes

    No

11. Please name the heritage place in Pune visited around the year.
12. Are you aware of any heritage related activity happening in the city?

    Yes

    No

    Maybe

13. Have you participated in any heritage conservation activity in Pune? Have you published any news or reports or articles regarding heritage conservation?

    Yes

    No

14. Heritage is an important aspect of life, and its conservation is needed in the current scenario…

    Agree

    Disagree

    Maybe

15. Heritage conservation is the sole responsibility of the Government…

    Agree

    Disagree

    Maybe

16. Can we also play a part in heritage preservation and conservation?

    Agree

    Disagree

    Maybe

17. Have you attended any heritage related activities?

    Yes

    No

18. Which activity?

    Heritage walks

    Heritage tour

    Heritage lecture

    Online lecture

    Virtual tour

19. Please name any ancient heritage site in Pune.

20. Please name any medieval heritage site in Pune.

21. Heritage related activities like walks, lectures, and media presentations can play an important role in public education, do you agree?

    Agree

    Disagree

    Maybe

22. Please choose the name of the heritage site given below.



Agakhan Palace, Rajbhavan, Shinde Chattri

Please choose the name of the heritage site given below.



Vishrambaug Wada, Saras Baug, Shanivar Wada

Please choose the name of the heritage site given below.



Mahatma Phule Wada, Mahatma Phule mandai, Mahatma Phule Sangrahalay

Please choose the name of the heritage site given below.



Trishunda Ganpati Mandiar, Modi Ganpati Mandiar, Kasba Ganpati Mandir

Please choose the name of the heritage site given below.



Someshwar, Nageshwar, Pataleshwar

Annexture III

Questions asked to representatives of NGO's working in the field of heritage

1. Your institution works for heritage management. How do you achieve this?
2. Do you believe heritage conservation is as important as heritage preservation?
3. What is the involvement of the government and private companies in heritage management? Is it sufficient, and to what extent should it be?
4. Do you think common citizens can contribute to heritage management (preservation and conservation)?
5. How do you think citizens can contribute to this effort?
6. Do you believe the importance of heritage has been effectively communicated to common citizens?
7. What measures should be taken to convey the importance of heritage to the public?
8. Do you think public education can help raise awareness about the importance of heritage?
9. What strategies can be implemented to enhance public education on this subject?
10. Does your organization actively engage in public education regarding heritage?
11. Do you think your efforts have positively impacted the general public's perception of heritage?
12. What evidence or observations make you believe there has been a positive impact?
13. What is the average number of citizens who participate in your public education programs?
14. What is the average number of citizens who frequently participate in these events?
15. Is there a system in place to record attendance and gather feedback from participants in these programs?
16. Have you noticed a change in the involvement of ordinary citizens in heritage preservation and conservation after their perceptions were improved?
17. How can citizens participate in heritage preservation and conservation activities?
18. How many people are willing to participate in such activities? Do individuals who participate once tend to join other activities as well?

19. What is the average age group of citizens who participate in heritage programs and conservation projects? Do you maintain records of this demographic information?
20. Are ordinary citizens more inclined to offer financial support, contribute through physical work, or do both?
21. Do you feel that enough efforts are being made to create public awareness and education about heritage? Do you think it is necessary for organizations working in this field to collaborate and make such efforts together?

Annexture IV

Questions asked to educators

1. As a teacher of history, what is your approach to promoting heritage management among your students and the wider community?
2. Do you believe heritage conservation is as important as heritage preservation?
3. What role do you think the government and private organizations play in heritage management? Do you believe their involvement is adequate?
4. Can common citizens significantly contribute to heritage management? If so, how?
5. Do you think the significance of heritage is effectively communicated to the public, particularly to younger generations?
6. What strategies or measures can be adopted to better convey the importance of heritage to society?
7. Do you believe public education is an effective way to raise awareness about the importance of heritage? Why or why not?
8. What specific strategies can be implemented to improve public education on heritage management?
9. Does your institution or department actively engage in initiatives to educate the public about heritage? If yes, can you share examples of such efforts?
10. Do you believe your teaching or outreach efforts have positively impacted how students and the public perceive heritage?
11. What evidence, observations, or feedback make you believe your efforts have had a positive impact?
12. On average, how many participants engage in public education programs or events related to heritage organized by your department or institution?
13. What proportion of participants in these events regularly attend or engage in such activities?
14. Do you have a system in place to track attendance and gather feedback from participants in heritage-related programs?
15. Have you observed an increase in the involvement of citizens in heritage conservation and preservation after participating in your programs?

16. In what ways can citizens contribute to heritage preservation and conservation activities?
17. Have you noticed a trend in the willingness of individuals to participate in such activities? Do those who participate once tend to engage in further activities?
18. What is the typical age group of individuals who participate in heritage programs or conservation projects?
19. Are citizens more inclined to support heritage through financial contributions, physical work, or a combination of both?
20. What additional steps do you think can be taken to encourage active citizen participation in heritage management?
21. Do you feel that enough efforts are being made to create public awareness and education about heritage? Do you think it is necessary for organizations working in this field to collaborate and make such efforts together?

Annexture V

Questions asked to stakeholders

1. Your institution works for heritage management. How do you achieve this?
2. Do you believe heritage conservation is as important as heritage preservation?
3. What is the involvement of the government and private companies in heritage management? Is it sufficient, and to what extent should it be?
4. Do you think common citizens can contribute to heritage management (preservation and conservation)?
5. How do you think citizens can contribute to this effort?
6. Do you believe the importance of heritage has been effectively communicated to common citizens?
7. What measures should be taken to convey the importance of heritage to the public?
8. Do you think public education can help raise awareness about the importance of heritage?
9. What strategies can be implemented to enhance public education on this subject?
10. Does your organization actively engage in public education regarding heritage?
11. Do you think your efforts have positively impacted the general public's perception of heritage?
12. What evidence or observations make you believe there has been a positive impact?
13. What is the average number of citizens who participate in your public education programs?
14. What is the average number of citizens who frequently participate in these events?
15. Is there a system in place to record attendance and gather feedback from participants in these programs?
16. Have you noticed a change in the involvement of ordinary citizens in heritage preservation and conservation after their perceptions were improved?
17. How can citizens participate in heritage preservation and conservation activities?
18. How many people are willing to participate in such activities? Do individuals who participate once tend to join other activities as well?

19. What is the average age group of citizens who participate in heritage programs and conservation projects? Do you maintain records of this demographic information?
20. Are ordinary citizens more inclined to offer financial support, contribute through physical work, or do both?
21. Do you feel that enough efforts are being made to create public awareness and education about heritage? Do you think it is necessary for organizations working in this field to collaborate and make such efforts together?

Annexture VI

Questions asked to social media influencers

1. On which social media platforms do you actively share content about heritage? (Select all that apply)

   Facebook

   Instagram

   Twitter/X

   YouTube

   LinkedIn

   Other (Please specify)

2. How frequently do you post content related to heritage?

   Daily

   Weekly

   Monthly

   Occasionally

3. What type of heritage-related content do you create? (Select all that apply)

   Historical facts and stories

   Photographs and videos of heritage sites

   Interviews with experts or historians

   Conservation and restoration efforts

   Cultural events and festivals

   Other (Please specify)

4. What is your primary goal in sharing heritage-related content?

   Spreading awareness about historical significance

   Encouraging heritage tourism

   Advocating for preservation and conservation

   Engaging with a community of heritage enthusiasts

   Other (Please specify)

5. Who do you think is the primary audience for your heritage-related content? (Select all that apply)

   General public

   Students and educators

   Researchers and historians

   Government and policymakers

   Travelers and tourists

6. How do you measure the impact of your heritage-related content?

   Number of views/likes/shares

   Audience feedback and comments

   Collaborations with heritage organizations

   Increased public engagement in heritage conservation activities

   Other (Please specify)

7. Have you observed any significant changes in public awareness or attitudes towards heritage due to your content? If yes, please elaborate.

8. What challenges do you face while creating and sharing heritage-related content? (Select all that apply)

   Lack of verified information

   Low audience engagement

   Other (Please specify)

9. Do you collaborate with any heritage organizations, museums, or institutions for content creation? If yes, please mention them.
10. In your opinion, how can social media be used more effectively for heritage awareness and conservation?
11. Do you have any suggestions for improving heritage-related content on social media?
12. Do you feel that enough effort is being made to create public awareness and education about heritage? Do you think it is necessary for organizations working in this field to collaborate and make such efforts together?
13. Do you think public education can help raise awareness about the importance of heritage?

Annexture VII

Explanation of Statistical Terms and Output Indicators

1. **Valid and Excluded Cases in Statistical Procedures**

Why are there 1032 valid cases (99.51%) and 32 excluded cases?

In procedures using listwise deletion, only those cases that contain complete data on all variables included in the analysis are retained.

Total cases in the dataset: 1037

Cases excluded due to missing values: 32

Expected complete cases: 1037 – 32 = 1005

But the output shows:

Valid cases = 1032

Excluded cases = 32

Total = 1037

The value 1032 (instead of 1005) indicates that no additional deletion occurred beyond the identified 32 cases. The difference arises from the fact that missingness patterns vary across procedures, and only cases missing on variables specifically used in that analysis are excluded.

“Listwise deletion based on all variables in the procedure” means that any case with missing data on at least one variable included in that analysis is removed from that analysis.

2. Reliability Statistics (Cronbach’s Alpha)

Measure	Value
Cronbach’s Alpha	0.732
Number of Items	20

A Cronbach's Alpha value of 0.732 indicates acceptable internal consistency. This suggests that the 20 items in the scale measure the same underlying construct reasonably well. In research practice, $\alpha \geq 0.70$ is considered acceptable for exploratory studies.

3. Pearson Chi-Square Test

The Pearson Chi-Square test examines whether a significant association exists between two categorical variables (e.g., gender and product preference, region and voting behavior).

Higher Chi-Square value: Stronger evidence of an association.

Lower Chi-Square value: Weak or no association.

Superscript "a"

When the output shows a notation such as 12.3^{a}, it refers to a footnote indicating that some cells had low expected frequencies. This may affect the reliability of the Chi-Square test.

4. Likelihood Ratio

This is an alternative to the Pearson Chi-Square test. It uses a different computational method but serves the same purpose—testing relationships between categorical variables. It is particularly useful when data has small or uneven frequencies.

Both tests usually lead to similar conclusions.

5. Linear-by-Linear Association

Used when both variables are ordinal (naturally ordered categories).

Examples:

Education levels (Primary → Secondary → Graduate)

Agreement scales (SD → D → N → A → SA)

Income levels (Low → Medium → High)

Purpose: To assess whether a trend exists (increasing or decreasing) across the ordered categories of the two variables.

6. McNemar–Bowker Test

It is applicable when the same respondents are measured twice (paired data), and the response categories are more than two.

Example:

Rating performance as Poor / Average / Good before and after a training program.

Purpose: To determine whether the pattern of responses changes significantly over time or between matched pairs.

7. Value (Test Statistic)

"Value" refers to the numerical result of a statistical test, such as: Pearson Chi-Square Value, Likelihood Ratio Value, Test statistics in nonparametric tests.

This value itself is not interpreted directly in most cases; it is used to compute the p-value.

8. Degrees of Freedom (df)

Degrees of Freedom represent the number of independent comparisons available in a test. Used solely to determine the correct p-value. df does not describe the data itself but is a mathematical property of the test.

9. Asymptotic Significance (2-sided)

This is the p-value, indicating whether a result is statistically significant.

General rule:

$p < 0.05 \rightarrow$ Significant

$p \geq 0.05 \rightarrow$ Not significant

"2-sided" means the test checks for any difference (increase or decrease).

Superscript "b" Indicates a footnote explaining: corrections applied, exact vs. approximate methods, or conditions under which the p-value is computed.

10. Symmetric Measures

These statistics describe the strength and direction of the relationship between two variables. They differ from Chi-Square which only tests existence of a relationship.

Key terms:

Value – magnitude of the relationship (e.g., Pearson's r, Spearman correlation).

Asymptotic Standardized Error[a] – estimation error; footnote "a" explains the calculation.

Approximate T[b] – test statistic used to evaluate significance; footnote "b" explains formulas and assumptions.

Approximate Significance – p-value.

11. Pearson's r (Interval-by-Interval) – Superscript "c"

Used when both variables are numerical. Indicates direction and strength of linear association:

$r = +0.60 \rightarrow$ Positive relationship

$r = -0.40 \rightarrow$ Negative relationship

$r \approx 0 \rightarrow$ Weak/no relationship

Superscript "c" indicates that significance was computed using the t-distribution or certain assumptions.

12. Spearman Correlation (Ordinal-by-Ordinal) – Superscript "c"

Used when data are ranked or ordinal. Measures monotonic trends (increasing/decreasing). Ranges from –1 to +1 like Pearson's r. Superscript "c" refers to notes on significance testing assumptions.

13. Summary Table of Measures

Term	Meaning
Value	Strength of the relationship
Asymptotic Standardized Error[a]	Statistical uncertainty measure
Approximate T[b]	Test statistics for significance
Approximate Significance	p-value
Pearson's r	Correlation for numerical data
Spearman correlation	Correlation for ordinal data
Superscripts a, b, c	Footnotes describing computation methods

14. Asymp. Sig.

"Asymp. Sig." refers to the asymptotic p-value, commonly seen in Chi-Square tests, correlation tables, and nonparametric tests.

Interpretation:

Asymp. Sig. $< 0.05 \rightarrow$ Significant

Asymp. Sig. $\geq 0.05 \rightarrow$ Not significant

Example: Asymp. Sig. = .032 → Significant ($p < .05$)

15. Mann–Whitney U Test Statistics

Mann–Whitney U main test statistic based on ranks. Used to compare two independent groups. Interpretation depends on the p-value, not the U value.

Wilcoxon W

Sum of ranks for one group. Appears due to the relationship with the Wilcoxon Rank-Sum Test. Not typically used in interpretation.

Z

Standardized form of U. Used to compute the p-value (Asymp. Sig.). Indicates how many standard deviations the result differs from chance expectation.

Annexure VIII

Suggested Teaching and Learning Framework for Introducing Heritage Management at the School Level

1. Purpose of the Framework

This annexure proposes a practical and implementable teaching and learning framework for introducing basic concepts of *heritage management* at the school level. The objective is not to introduce a separate subject, but to integrate heritage awareness into existing curricular and co-curricular structures through formal and informal methods of learning.

A key principle underlying this framework is dialogic and participatory learning, where students actively contribute knowledge drawn from their lived experiences, while teachers facilitate understanding by contextualizing, interpreting, and expanding that knowledge.

The framework draws upon:

1. Classroom-based practices suggested by schoolteachers,
2. Qualitative insights from educator interviews, and
3. Proven experiential learning approaches observed nationally and internationally.

2. Introducing Heritage Management: Foundational Concepts

2.1 Understanding Heritage and Its Types

At the primary and middle school levels, students may be introduced to the concept of heritage through structured classroom activities, focusing on:

1. The meaning of heritage as something inherited from the past and carried into the future,

2. Types of heritage: Tangible heritage (buildings, objects, monuments), Intangible heritage (customs, rituals, languages, skills), and Natural heritage (landscapes, forests, rivers).

These concepts can be taught through:

1. Exercise,
2. Visual aids and photographs,
3. Short classroom discussions based on familiar examples.

Link with qualitative insights:

Educators interviewed during this study emphasized that students understand heritage concepts more effectively when these are connected to everyday objects, practices, and experiences rather than abstract definitions.

3. Place-Based Learning: Linking Curriculum with Local Context

3.1 Mapping Local Heritage

Students may be encouraged to identify heritage sites:

1. Near their homes,
2. Around the school, or
3. Along their daily route between home and school.

Activities may include:

1. Preparing simple lists of nearby heritage places,
2. Marking locations on basic maps,
3. Writing short descriptive notes in simple language.

This approach helps students understand that heritage is not limited to famous monuments but exists within their immediate environment.

Support from field analysis:

Teachers noted that student engagement increases significantly when learning is linked to familiar places rather than distant or nationally recognized sites.

4. Experiential Learning through Objects and Everyday Culture

4.1 Household Objects as Heritage Resources

Schools may encourage students to bring (physically or visually) traditional household objects for classroom discussion, such as utensils, tools, clothing, or photographs.

Possible activities include:

1. Classroom sharing sessions,
2. Small exhibitions during annual school programmes,
3. Labelling objects with their name, material, and traditional use.

Illustrative example from field practice:

The “Utensil Showcase” initiative demonstrated how domestic objects, such as different types of *Khalbatta*, became effective tools for introducing material heritage, family memory, and cultural continuity. This example illustrates how informal learning experiences can later be formalized into structured school activities.

5. Teaching Intangible Heritage through Participatory Practices

Intangible heritage - such as customs, rituals, festivals, oral traditions, music, and food practices - is lived and transmitted through everyday social contexts. Schools can address this dimension of heritage through discussion-based, inquiry-oriented, and participatory learning methods.

5.1 Rituals, Customs, and Festivals

Classroom discussions may be organized around commonly observed festivals to understand variations within shared traditions. For example, during discussions on Ganesh festival celebrations, students may be encouraged to share:

1. The duration of Ganesh worship followed in their homes (one-and-a-half days, five days, seven days, or ten days),
2. Differences in worship practices, and
3. Variations in customs, associated with the arrival of Gauri or Mahalaxmi

Students may be asked to:

1. Describe practices followed in their households,
2. Inquire with elders about the reasons behind these traditions, and
3. Reflect on the meanings associated with these practices.

Inviting a subject expert, such as a cultural practitioner or researcher, can further deepen understanding. Through this process, students begin to recognize rituals as carriers of meaning, symbolism, and social memory.

5.2 Living Traditions: The Example of the Pandharpur Wari

The Pandharpur Wari tradition in Maharashtra offers a valuable opportunity to introduce large-scale living heritage practices within school education. If students belong to families with a tradition of participating in the Wari, they may be encouraged to collect and share related information.

Possible activities include:

1. Sharing family narratives related to the Wari,
2. Collecting and documenting *abhangas* composed by saints,
3. Encouraging students with musical ability to sing selected *abhangas* in class,

4. Inviting a *dindi* leader or Warkari to speak about the organization, discipline, and spiritual significance of the pilgrimage.

In cities such as Pune, where Wari groups halt during their journey, schools may arrange guided visits to observe *dindi* arrangements. Students can learn about travel routes, resting points, devotional sequences, and community-based organization supporting the pilgrimage.

5.3 Food Practices as Intangible Cultural Knowledge

Food traditions provide another accessible entry point to understanding intangible heritage. On a designated day, students may be asked to bring the same traditional food item, such as *modak* or dishes prepared using *puran*.

Through such activities, students may observe that:

1. Modaks can be prepared using different methods (steamed or fried),
2. Puran-based dishes vary across households (poli, kadabu, etc.),
3. Preparation methods and ingredients differ among families.

Sharing food and discussing preparation practices fosters curiosity and encourages students to explore cultural variation by engaging with family members and elders.

6. Heritage through Travel and Observation

Post-vacation classroom discussions may be used as opportunities to introduce heritage awareness.

Teachers may encourage students to:

1. Observe historical sites, temples, old neighborhoods, or cultural landmarks during travel,
2. Note simple observations,

3. Share findings orally or in short written formats after returning to school.

Over time, students may be guided towards basic documentation practices such as note-taking and sketching.

Qualitative support:

Educator interviews indicate that such practices gradually cultivate curiosity, observation skills, and a habit of linking personal experiences with historical understanding.

7. Visits, Walks, and Field Engagement

Schools may organize:

1. Visits to museums and heritage sites,
2. Heritage walks in nearby historic areas,
3. Interactions with local experts, guides, or officials.

During these visits, students can be encouraged to:

1. Observe site conditions,
2. Understand why protection is necessary,
3. Discuss appropriate behavior at heritage sites.

Such activities introduce students to the idea that heritage management involves both awareness and responsibility.

8. Teaching Conservation, Care, and Civic Responsibility

Basic principles of heritage care may be introduced, including:

1. The importance of cleanliness at heritage sites,
2. The negative impact of vandalism and negligence,

3. Appropriate ways to respond if damage is observed.

Students may be guided on:

- Whom to inform (teachers, parents, authorities),
- How collective responsibility supports conservation.

Interview-based insight:

Educators emphasized that awareness-based prevention is more effective than corrective conservation measures alone.

9. Role of Teachers and Need for Training

For effective implementation, teacher preparedness is essential. Suggested measures include:

1. Short orientation programmes for teachers on heritage concepts,
2. Exposure visits to museums and heritage sites,
3. Provision of simple manuals and activity guides,
4. Collaboration with local heritage institutions.

Qualitative findings suggest that while many teachers already engage in heritage education intuitively, structured training would enhance confidence, consistency, and scalability.

10. Institutional Collaboration and Support

To sustain heritage education efforts, collaboration is necessary between:

1. Schools and colleges,
2. NGOs working in heritage and culture, and
3. Government departments and heritage authorities.

A coordinated framework would help:

1. Standardize core messages,
2. Avoid duplication of efforts, and
3. Channel student participation in meaningful and ethical engagement.

11. Conclusion: From Dialogue to Long-Term Engagement

The proposed teaching and learning framework demonstrate that heritage management education can be effectively introduced at the school level through integrated, flexible, and low-cost methods. By combining formal classroom instruction with informal, experience-based learning, schools can nurture awareness, responsibility, and sustained engagement with heritage.

A defining strength of this approach lies in its dialogic nature, where students contribute knowledge from their homes and communities, and teachers enrich this knowledge through explanation and contextual interpretation. This reciprocal process moves learning beyond one-way instruction and enables students to understand both the practice and the meaning of heritage.

Rather than treating heritage management as a specialized or isolated domain, this framework positions it as a shared civic responsibility, cultivated through education from an early age.

A COMPREHENSIVE STUDY OF PUBLIC EDUCATION AND HERITAGE MANAGEMENT WITH SPECIAL REFERENCE TO PUNE CITY

A Thesis Submitted to The

TILAK MAHARASHTRA VIDYAPEETH, PUNE

For The Degree Of

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By

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80_Recommendation

5.1 Introduction

At the beginning of the present research, three principal hypotheses were developed to structure the investigation. The analysis of data obtained from surveys and interviews supports these hypotheses and further extends the inquiry by enabling the formulation and testing of twelve additional propositions related to the role of public education in heritage awareness and management. Taken together, the findings expand the analytical scope of the study and offer a deeper understanding of the ways in which informal learning processes, institutional mechanisms, community participation, and Corporate Social Responsibility (CSR) initiatives influence heritage management practices in Pune. This chapter brings these strands together by presenting an integrated interpretation of the results derived from the study.

The conclusion chapter of this research consolidates the findings from quantitative and qualitative analysis, CSR contributions, and heritage walk initiatives to assess whether public education plays a significant role in heritage management. This chapter systematically presents the interpretations drawn from data analysis and interviews. It provides a comprehensive understanding of awareness, public engagement, and the effectiveness of various initiatives about heritage.

In addition, the chapter revisits the research questions to examine how heritage conservation may be strengthened through structured educational efforts, informal learning practices, and coordinated stakeholder involvement. It also outlines a context-specific approach to sustainable heritage management and presents recommendations aimed at guiding future initiatives in this field.

5.2 Understanding Public Education's Role in Heritage Management

Heritage management is a dynamic field that requires a blend of educational outreach, policy support, and meaningful public participation. Based on qualitative insights taken from heritage professionals, with the help of interviews, the analysis (discussed in chapter

VI - Data Analysis and Interpretation, 4.6.2) underscores the significance of strategic collaborations between governmental bodies, private entities, and grassroots initiatives to ensure long-term preservation of cultural heritage. While efforts are being made at various levels, a coordinated strategy is necessary to enhance sustainability and impact.

5.3 The Role of Education in Heritage Conservation

Education, as a catalyst for building awareness and nurturing sustained interest in heritage conservation. The integration of heritage education into school and college curricula is essential to instil a sense of cultural responsibility among students from an early age. Educators should employ innovative methodologies such as field visits, hands-on conservation projects, and storytelling to make learning engaging and experiential. (4.6.2)

Furthermore, structured public outreach programs can help to fill the gap between academic discussions and practical conservation efforts. Heritage education should not be limited to theoretical knowledge but should also emphasize community-based initiatives that allow citizens to actively participate in preservation efforts. Collaborative programs between schools, universities, NGOs, and government bodies can help to create opportunities for students and the public to engage with heritage sites beyond sporadic volunteerism.

5.4 Public Engagement and Institutional Collaborations

Active involvement from citizens forms an essential component of effective heritage management. While individual efforts have led to noteworthy results, systematic frameworks supported by institutions are required to scale these initiatives. A key takeaway from the interviews with experts such as Sayali Palande Datar and Ashutosh Bapat is essential for structured and sustained participation beyond social media discourse. In todays' world importance of digital tools and experiential learning in making heritage conservation more inclusive and accessible cannot be overlooked. (4.6.2)

For public education to effectively contribute to heritage conservation, several strategies must be implemented:

1. **Diversifying content formats:** Using a mix of videos, blogs, interactive storytelling, and virtual tours to engage broader audiences.
2. **Institutional partnerships:** Strengthening ties between heritage organizations, academic institutions, and government agencies to ensure a more structured approach to heritage initiatives.
3. **Sustained public participation:** Encouraging long-term community involvement through guided programs rather than isolated events.
4. **Leveraging technology:** Utilizing digital platforms and media campaigns to spread awareness and make heritage content more engaging and interactive.

5.5 Heritage Management through Governmental and Private Sector Involvement

The findings from interview with Dr. Vilas Vahane from the State Archaeology Department and insights from the Pune Municipal Corporation's (PMC) Heritage Cell (Chapter IV, 4.6.4 Analysis Based on stakeholders' responses) highlight the distinct, yet complementary approaches undertaken by different stakeholders. While the State Archaeology Department focuses on structured conservation efforts, citizen engagement, and policy formulation, PMC's approach emphasizes heritage branding, tourism development, and policy execution.

A balanced approach that integrates community participation, structured public education, and government-led initiatives is crucial for effective heritage management. Strengthening collaboration between agencies and leveraging digital communication platforms can significantly enhance public awareness and involvement in cultural preservation.

The synergy between state-driven policies and grassroots movements will determine the future of heritage conservation. Public participation must be channelled through structured frameworks where education, awareness, and community efforts align with institutional objectives.

The qualitative analysis of interviews with heritage professionals underscores the necessity of a well-coordinated heritage management strategy. Education, institutional collaboration, and public engagement serve as key pillars for sustainable conservation efforts. By integrating heritage education into formal curricula, fostering structured public outreach programs, and leveraging digital tools, heritage preservation can transcend academic discussions and become a widely embraced movement. Governmental, private, and grassroots collaborations must work in harmony for cultural heritage. If it is done, cultural heritage will remain protected and appreciated by future generations.

The future of heritage conservation depends on how effectively education and engagement strategies are implemented. As heritage continues to evolve, embracing these multi-dimensional approaches will be crucial in safeguarding our cultural legacy.

5.6 Case Studies and Public Education Initiatives: Detailed Examples

Several real-world public education initiatives reinforce the role of informal education in enhancing heritage awareness. The following examples, drawn from expert interviews, gives insights about different educational models, which are been successful in creating long-term public engagement.

5.6.1 Public Participation Initiatives

Experiences shared by Abhijit Ghorpade, Executive Director of Environmental Organization “Bhavatal”:

“Bhiju Ya Moju Ya” (Let’s Get Wet and Measure): This initiative started in the year 2020 during the monsoon season (June to October) and it is ongoing till date. Participants register in advance and can join if they are above 10 years of age. Younger children can participate only if accompanied by a guardian.

About the Initiative: Participants are taught how to create and use rainfall measuring instruments to measure rainfall. Instructional programme is conducted both online and in-person and is free of cost. The rain gauges are placed at various locations such as homes,

terraces, farms, schools, and offices. Every morning, participants measure the collected rainwater and report the data to “Bhavatal.”

Impact: While these gauges may not measure rainfall with 100% accuracy, they provide a reliable average. The data collected gives a broad overview of rainfall patterns in different parts of Pune city. Since its inception, the initiative has received a positive response. In 2024, around 250 people reported rainfall measurements. This information is categorized and analysed to understand rainfall and its impact, forming the basis for various environmental studies.

Nature Recording in the COVID-19 Lockdown: In the pandemic years, outdoor activities were halted. To engage members from home, “Bhavatal” initiated another project encouraging people to observe and record changes in nature visible from their windows, balconies, or terraces.

Participants noted observations about plants, insects, birds, and trees seen around them, accompanied by photos. They recorded their findings twice a day. This initiative began in May 2020 and continued until the month of December and saw about 100 registrations. While daily records dwindled over time, 75-80% of participants maintained consistent seasonal observations, offering insights into Pune’s changing nature over different seasons.

Experiences Shared by Mohan Shete, History Teacher:

“Utensil Showcase”: During the pandemic, schools were conducted online. One day, during a discussion about kitchen utensils, the word “khalbatta” (mortar and pestle) came up. A student mentioned that he had a brass *khalbatta* at home and asked if he could show it. After getting permission from Shete Sir, the student showed the brass *khalbatta* from his home. After seeing it, another student showed a marble one, a third student displayed a wooden one, and another showed a large iron *khalbatta*. One student came from a family of jewellers. At his house, there was a small silver *khalbatta*. He informed his father, took it out from where it was kept, and showed it to everyone. That day, this memorable event took place.

Outcome: After schools reopened, Shete sir encouraged his students to organize an exhibition showcasing traditional utensils in yearly gatherings. Students listed utensils from their homes, cleaned and labelled them with details such as their names, materials, and uses. Not only students but also their parents praised the exhibition, rekindling fond memories and a sense of heritage. The following year, a similar exhibition was held with the theme of clothing. Through this, the students learned that apart from the usual shirts, pants, or traditional *zabba-surwar-dhoti* attire, there are other types of clothing as well.

Summer Vacation Discussions: After the summer break, students were asked to share their vacation experiences. If they visited relatives or stayed in familiar places, Shete sir introduced them to historical sites and cultural landmarks of those locations, encouraging them to observe and document their findings. Over time, students developed an interest in local history and began preparing detailed notes to present in class after trips.

Experiences Shared by Dr. Dinkar Murkute, History Professor at S.M. Joshi College:

Heritage Walks with Public Participation: Murkute's students organized a heritage walk open to the public, managing all aspects from selecting locations and obtaining permissions to guiding participants.

Outcome: Students learned management, public speaking, and research skills. They later organized a heritage lecture and conducted a study tour of historical caves at Karla and Bhaje. The tour planning involved logistical arrangements, budgeting, and coordinating meals and transportation. The successful trip not only provided an educational experience but also generated a small profit of ₹4000.

Experiences Shared by Girinaath Bharde, Partner at Ancient Trails:

Girinaath Bharde highlights professional benefits also. According to him, heritage walks and tours form only a small segment of the overall tourism sector. The public is usually more interested in group outings where they visit popular tourist spots, enjoy food, and have fun. In contrast, heritage tourism involves the presence of a subject expert during the

tour. Along with visiting heritage sites, participants gain in-depth knowledge from the expert, making it an educational experience.

However, Bharde clarifies that these trips are not only academic. They also introduce participants to local heritage food, arts, and culture, ensuring that the tours remain enjoyable. Still, the core focus of heritage tours remains understanding the historical significance of the sites. The key difference between regular travel packages and heritage tours is that the latter is not about "ticking off" destinations from a list but about immersing oneself in the history and stories of the site.

This approach also results in a significant difference in group size. For example, a regular tour to Cambodia or Vietnam organized by a travel company may have a group of 70-75 people, while a heritage-focused tour to the same location may have only 25 participants. The reason for this is that a general tour may spend just half an hour at a famous site like the Angkor Wat temple, whereas a heritage group may spend the entire day exploring it in depth.

Public education and increased awareness of heritage have positively impacted the popularity of heritage tours. People are now willing to spend money to gain information, then more understanding of historical sites. This willingness is noteworthy, as heritage tours are more expensive than regular tours. Additionally, after participating in one such tour, many travellers' express interest in joining other heritage tours, indicating the growing impact of heritage awareness among the public.

These initiatives illustrate how public education fosters experiential learning, enhances historical and cultural awareness, and offers career insights to students. They also show that well-designed programs can bridge the gap between entertainment and education, creating meaningful engagement with history, culture, and the environment.

5.7 Insights from Hypothesis Testing

Based on data analysis, hypotheses were tested to know the relationship between public education, economic benefits, media influence, tourism impact, and CSR contributions to heritage conservation.

Hypothesis 1 (Chapter IV – 4.4.1)

The chi-square analysis indicates a statistically significant association between participants' age groups and their level of awareness of heritage-related activities in the city. On this basis, the null hypothesis is rejected.

Hypothesis 2 (Chapter IV – 4.4.2)

The chi-square analysis ($p = 0.001$) demonstrates a statistically significant relationship between participants' age groups and their attendance at heritage-related activities. On this basis, the null hypothesis is rejected.

Hypothesis 3 (Chapter IV – 4.4.3)

The chi-square analysis indicates a statistically significant association between educational qualifications and attitudes toward heritage conservation. On this basis, the null hypothesis is rejected.

Hypothesis 4 (Chapter IV – 4.4.4)

The chi-square analysis ($p = 0.019$) demonstrates a statistically significant relationship between the length of residence in Pune city and awareness of heritage-related activities. On this basis, the null hypothesis is rejected.

Hypothesis 5 (Chapter IV – 4.4.5)

The analysis reveals a statistically significant association between monthly income and attitudes toward responsibilities related to heritage conservation. On this basis, the null hypothesis is rejected.

Hypothesis 6 (Chapter IV – 4.4.6)

The binomial test indicates a statistically significant difference in the proportion of participants who can identify ancient and medieval heritage sites in Pune, based on their participation in heritage-related activities. Accordingly, the null hypothesis is rejected.

Hypothesis 7 (Chapter IV – 4.4.7)

The chi-square analysis ($p = 0.000$) demonstrates a statistically significant association between participation in heritage-related activities and an individual's level of interest in, or knowledge of, heritage. Accordingly, the null hypothesis is rejected.

Hypothesis 8 (Chapter IV – 4.4.8)

The chi-square analysis ($p > 0.05$) does not reveal a statistically significant relationship between a journalist's working experience and the likelihood of having covered heritage-related activities beyond assigned responsibilities. Accordingly, the null hypothesis is retained.

Hypothesis 9 (Chapter IV – 4.4.9)

The Mann–Whitney test reveals a statistically significant difference between reporting on history as part of assigned coverage and reporting on heritage through separate news items or articles. On this basis, the null hypothesis is rejected.

Hypothesis 10 (Chapter IV – 4.4.10)

The chi-square analysis ($p > .05$) does not indicate a statistically significant association between an individual's work position and their level of awareness regarding heritage-related activities in the city. Accordingly, the null hypothesis is retained.

Hypothesis 11 (Chapter IV – 4.4.11)

The chi-square analysis does not reveal a statistically significant association between the belief that heritage management and conservation are solely the responsibility of the government and the view that such efforts require collective responsibility. Accordingly, the null hypothesis is retained.

Hypothesis 12 (Chapter IV – 4.4.12)

The chi-square analysis ($p = 0.000$) indicates a statistically significant association between participation in heritage-related activities and the belief that individuals can actively contribute to heritage preservation and conservation. On this basis, the null hypothesis is rejected.

5.7.1 Conclusions from Hypothesis Testing

Heritage awareness, participation, and conservation are affected by multiple demographic and social factors. The hypothesis testing conducted in the present research highlights valuable understanding into how age, education, income, profession, and experience impact an individual's involvement within heritage-related activities. The conclusions are important for shaping future heritage management and public education policies.

Age and Heritage Awareness

The findings indicate a significant relationship between age group and awareness of heritage activities (4.4.1). Age-based analysis indicates that awareness is less pronounced among respondents aged 15–25 than among older cohorts. Participation patterns also vary by age, as attendance is more prominent among those aged 26–35. This suggests that targeted outreach programs could improve heritage awareness among younger generations.

Education and Attitudes Toward Heritage Conservation

A participant's level of education plays a crucial role in shaping their attitudes toward heritage conservation (4.4.3). Individuals with higher educational qualifications shows a stronger appreciation for heritage conservation. The results demonstrate that education fosters a sense of responsibility for heritage preservation, pointing to the growing requirement for heritage-related content to be systematically included in educational frameworks.

Duration of Stay in Pune and Heritage Awareness

The study confirms that the longer a person resides in Pune, the more likely they are to be aware of heritage-related activities (4.4.4). This suggests that local engagement and exposure contribute significantly to heritage appreciation. However, for newer residents, structured programs introducing them to the city's cultural heritage could be beneficial.

Income and Perceptions of Heritage Conservation

Monthly income influences an individual's perspective on heritage management responsibilities (4.4.5). Participants from higher income groups are comparatively likely to believe in the importance of conservation and personal engagement with heritage preservation. This indicates need for monetary incentives, such as tax benefits or subsidies,

to encourage broader public participation in heritage conservation efforts across different income groups.

Participation and Heritage Knowledge

Attending heritage-related activities significantly enhances an individual's ability to identify and appreciate ancient and medieval heritage sites (4.4.6). This underlines the importance of experiential learning in increasing heritage awareness. Public events, workshops, and guided tours could be effective tools for enhancing heritage literacy.

Media Professionals and Heritage Reporting

Years of experience as a journalist do not necessarily influence whether an individual reports on heritage beyond their assigned work. However, journalists who have previously covered heritage stories show a greater inclination toward reporting historical topics. This suggests that fostering heritage interest among media professionals through specialized workshops or incentives could enhance heritage storytelling in mainstream media.

Work Position and Awareness

The data reveals no significant relationship between an individual's work position and awareness of heritage-related activities (4.4.10). This suggests that heritage knowledge is not necessarily dependent on professional roles, the analysis shows the need for greater widespread and participatory heritage education.

Government vs. Collective Responsibility

The study finds no significant association between the belief that heritage conservation is solely a government responsibility and the idea that individuals and private organizations should also be involved (4.4.11). This highlights a gap in public perception that could be addressed through campaigns promoting collaborative heritage management models.

Encouraging Public Participation

The final hypothesis confirms that attending heritage-related activities motivates individuals to contribute to heritage conservation. This supports the need for ongoing public engagement initiatives, including community-led conservation projects, volunteer programs, and awareness campaigns (4.4.12).

Overall, the hypothesis testing confirms that public education, engagement, and socio-economic factors significantly impact heritage awareness and conservation efforts. Strengthening heritage education, encouraging experiential learning, and promoting collaborative heritage management will be key to ensuring long-term conservation success. Future initiatives should focus on bridging the awareness gap among younger age groups, increasing media representation of heritage issues, and fostering collective responsibility for heritage conservation at all levels of society.

5.8 Influence of Mainstream and Social Media on Heritage Awareness

Media platforms possess significant potential in advancing public understanding and awareness. The editorial department is called head of the media industry, as they are the mentors of the product, whether it is a newspaper, magazine, or electronic media. To achieve greater success in spreading information and educating people, journalists of all the media should be aware of the importance of heritage. Awareness is the first step. Second is education. To achieve this goal government authorities and heritage related NGOs should take the first step.

The survey of journalists and correlation throws light on many aspects (Chapter IV – 4.3.1). It is observed that there is awareness about well-known heritage monuments in the city. Participant journalists know an individual can play a role in heritage management and heritage related activities are helpful for public education. When it comes to governments' responsibility, there is a difference in opinion. Some of the journalist participants think that the government is solely responsible for heritage management. This difference is shown in the participants who attended any heritage related activity. This leads to a conclusion that

though they are interested in heritage or heritage related activities, it is about the event or the monument or about covering some news. Most of the participants are unaware of heritage management, its importance and what could be achieved by public participation.

Special educational workshops, heritage walks, and tours will help to improve understanding about heritage and its management for journalists. *"The Pune Union of Working Journalists"* (PUWJ) arrange study tours for members every year. An orientation programme followed by a heritage walk or tour will be helpful for transferring understanding about heritage to media professionals. The archaeological survey of India, State archaeology department, Pune Municipal corporations' heritage cell or NGOs can take the initiative.

Newspapers across Pune city regularly publishing news along with features about cultural heritage. From last 12 years 'Maharashtra Times' is partnering for heritage walks. They are also publishing a column named 'Maze Pune' (my Pune) in Pune Plus supplement. They have documented many heritage monuments of the city. 'Sakal' newspaper runs two columns in Sunday supplement 'Saptrang'. One is about heritage sites and second is about texts. 'Kesari' newspaper also publishes news and features about heritage. To create interest in the public and to engage them in heritage management only documentation is not enough. Proper training, guidance and education for journalists will help.

Survey findings confirm that mainstream and social media serve as major factors in public awareness. Newspapers (54.58%) and social media (53.33%) were the most common sources for heritage-related information.

Role of Traditional Media

1. Historical analysis shows that newspapers have long played an educational role, from nationalist movements to social reform efforts.
2. However, only 37.5% of journalists actively publish heritage-related content, indicating low media prioritization of heritage issues.

Role of Social Media

1. Social media allows interactive engagement, enabling individuals to share photographs, virtual tours, and personal experiences related to heritage.
2. However, misinformation and lack of structured narratives often dilute the accuracy and depth of heritage education.

5.9 CSR Contributions to Heritage Conservation

Corporate Social Responsibility (CSR) contributions have shown considerable variation in their support for heritage conservation efforts. An analysis of CSR reports (2017-2023) indicates fluctuating investments in heritage preservation. (4.5)

CSR can offer financial support for various assignments as prescribed by law, with heritage being one of them. However, from the available correlations and data in the public domain, it is observed that NGOs and government authorities related to heritage are not receiving substantial funds from CSR. The national percentage of CSR funds allocated to heritage, art, and culture is less than four percent of the total CSR expenditure. The actual amount spent on heritage-related activities in Pune district is also minimal, though in the year 2022-23, it surpassed the amount spent on art and culture.

It is observed that the amount allocated to heritage, art, and culture (HAAC) has consistently remained below five percent over the six-year period analysed (Chapter IV - 4.3.2 to 4.3.4). The percentage of CSR funding for heritage in Pune district was higher in the year 2018-19 than the national and state percentages; however, when compared to the actual amount allocated to heritage-related activities, it was found to be zero. In the year 2017-18, the percentage of allocated funds for heritage-related activities was 94.55%. This was due to a single donation of ₹1 crore by Infosys to the Raja Dinkar Kelkar Museum.

Companies tend to allocate more funds to musical events, temple renovations, and donations to social NGOs like Rotary Club rather than to direct heritage conservation. The primary recipient of heritage-related CSR funding is the government’s heritage

conservation program (Adopt a Heritage 2.0 program). Donations to museums and cultural institutions rank second.

Heritage conservation has significant economic benefits. A well-maintained heritage site attracts tourists, boosting local economies through souvenir shops, food stalls, hotels, travel services, and related businesses. This economic advantage also fosters a sense of responsibility among local communities, as they recognize the financial benefits of heritage preservation. People are more inclined to protect sites that generate employment and financial opportunities.

The example of P. N. Gadgil & Sons is illustrative. They utilized CSR funds to revive a dying art form (4.5.3). Their initiative extended beyond organizing free residential workshops for artists; they also hosted exhibitions to showcase the painters' work. These exhibitions were open to the public, serving a dual purpose. First, they inspired and financially supported artists, and second, they enhanced public understanding about the need for safeguarding cultural heritage – tangible or intangible.

While financial aid for the conservation of heritage monuments is crucial, awareness and education among the public are equally important but often overlooked. The percentage of total CSR funds allocated to heritage, art, and culture remains very low. To secure more funding, continuous and structured efforts are necessary. NGOs, institutions, and government organizations must actively work in this sector.

It has been observed that a significant number of NGOs comply with statutory mandates to receive CSR funding in areas such as education, health, and the environment. However, in the heritage, art, and culture sector, cultural institutions and music organizations are more aware of CSR funding opportunities compared to heritage organizations. Heritage-related organizations must strengthen their efforts in this area. Increased funding would facilitate free workshops, heritage walks for students and young people, and other educational initiatives. Regular funding would enable the organization of consistent free programs, generating greater public interest in heritage conservation.

Raising awareness among the public will also support government authorities in managing heritage sites more effectively. This creates a positive cycle, benefiting all stakeholders and ensuring long-term heritage conservation.

Challenges and Solutions

Challenges:

1. Lack of sustained corporate interest in heritage conservation.
2. Competing priorities in CSR funding, favouring other sectors like education and health.

Potential Solutions:

1. Government-led incentive structures to encourage CSR contributions to heritage.
2. Tax benefits for companies investing in heritage conservation.
3. Dedicated funding schemes to streamline financial support for heritage-related activities.

5.10 Scope for Future Research

This research highlights areas where further study is needed to enhance heritage management strategies and ensure long-term conservation efforts. Future research can build upon the findings of this study by exploring the following key areas:

1. **Policy-Driven Models for Sustainable Heritage Funding:** Investigating government-led funding models, tax incentives, and public-private partnerships to establish long-term sustainable funding mechanisms for cultural heritage conservation.
2. **Longitudinal Studies on Heritage Awareness:** Measuring how heritage awareness is shaped over time through persisted exposure to public education, policy interventions, and community engagement initiatives.

3. **Comparative Analysis Across Cities:** Understanding how heritage engagement differs in cities with strong heritage policies versus those with weaker heritage education models.
4. **Impact of Digital Experiences:** Measuring impact of digital tools like virtual tours, augmented reality (AR), digital museums in fostering heritage awareness and engagement across diverse audiences.
5. **The Role of Digital Technology in Heritage Conservation:** Assessing how emerging technologies such as AI-driven historical reconstructions, 3D mapping, and the use of blockchain technology in heritage-related documentation can strengthen conservation practices.
6. **Economic Viability of Heritage Conservation:** This section analyses the structuring of tourism income, public incentives, and corporate social responsibility contributions to achieve financial continuity alongside positive outcomes for local economies.

By addressing the identified gaps, subsequent studies may advance the development of effective, scalable, and sustainable frameworks for cultural heritage conservation. Such findings can support policymakers, academic institutions, and conservation practitioners in refining heritage management practices, while strengthening the long-term protection of cultural assets for coming generations.

5.11 Final Conclusion

This study brings together quantitative findings, qualitative stakeholder insights, and case-based observations to examine the role of public education in heritage management. The evidence presented across chapters indicates that heritage conservation outcomes are strongly influenced by levels of awareness, access to information, and opportunities for meaningful public engagement.

Restating the Central Research Questions and Key Findings

The research was guided by three central questions:

1. **What function does public education and awareness serve in fostering local participation in heritage management?**

   Public education significantly enhances community engagement by increasing awareness, fostering a sense of cultural responsibility, and encouraging participation in conservation activities. Formal and informal educational approaches, including heritage curricula, field visits, and digital initiatives, are essential for sustainable heritage management.

2. **How can informal education initiatives improve heritage awareness and management in Pune City?**

   Informal education initiatives such as heritage walks, museum outreach, and community-led programs bridge the gap between theoretical knowledge and active participation. These initiatives help individuals build deeper connections with heritage sites and encourage experiential learning.

3. **Can heritage conservation be economically sustainable?**

   Heritage conservation becomes economically sustainable when aligned with tourism, community enterprise, and responsible corporate support. Strategic investments, tax benefits, and CSR contributions can support long-term conservation efforts while simultaneously benefiting local economies.

Key Insights from the Study

1. **Public education is critical for heritage conservation:** Integrating heritage education into formal curricula and leveraging informal learning experiences enhances public participation in conservation efforts.

2. **Institutional collaboration fosters sustainability:** Heritage management requires partnerships between government agencies, NGOs, corporate entities, and grassroots initiatives to ensure long-term preservation.
3. **Media engagement is necessary for outreach:** Digital tools, media campaigns, and social media platforms plays pivotal role in broadening awareness, though structured narratives and expert-driven content are required to maintain accuracy.
4. **CSR funding remains underutilized in heritage conservation:** Less than four percent of total CSR allocations are directed toward heritage, art, and culture. Encouraging corporate participation through incentives and structured funding schemes can significantly contribute to heritage preservation.
5. **Economic sustainability is possible through multi-sector collaboration**: Heritage-linked tourism, local businesses, and strategic policy intervention can make certain that heritage conservation remains financially viable.

5.12 Recommendations for Strengthening Heritage Conservation

To take these research findings forward, the following recommendations are proposed:

- **Education and Awareness Building**
    1. Embed heritage-related learning components across primary, secondary, and higher education frameworks.
    2. Broaden community-facing initiatives such as guided walks, curated exhibitions, and digitally mediated storytelling formats to foster wider civic engagement.
- **Corporate Support and Economic Alignment**
    1. Implement incentive-based policy measures, including fiscal concessions, to encourage private sector involvement in heritage-related initiatives.
    2. Encourage tourism models that align conservation objectives with region-specific livelihood and economic activities.

- **Media Capacity and Digital Approaches**

    1. Organise capacity-building initiatives aimed at enhancing journalistic understanding and reporting of heritage-related issues.
    2. Employ technology-enabled platforms, including immersive virtual environments and digitally layered experiences, to improve access to and interaction with heritage locations.

- **Governance and Institutional Coordination**

    1. Develop structured collaborative frameworks linking public authorities, academic bodies, and civil society organisations to support coordinated heritage management.
    2. Create ring-fenced funding structures to secure long-term financial continuity for conservation-related work.

When considering Pune city, it is often said and written that this is a historical city and that its people love history. To some extent, this is true; however, it is equally true that Pune lacks a distinctive heritage artifact that can serve as its unique identity. Let's take examples of other historical cities - mention Kolhapur, and images of *Tambada-Pandhara Rassa* (Kolhapuri spicy and mild curry), the Kolhapuri turban, Kolhapuri chappals, and Kolhapuri Saaj (jewelry) immediately come to mind. In Sangli, the *Ganpati Panchayatan* and the local *bhel* (snack) are well-known. But what about Pune?

The *Puneri Pagdi* (traditional turban) and *Bhikbali* (an ear ornament) strike our mind. Among festivals, *Ganeshotsav*, the *five revered Ganpatis*, and the *immersion procession* are world-famous. However, while the *Puneri Pagdi* and *Bhikbali* hold historical significance, they are not secular symbols; they are associated with the Brahmin caste. The *Puneri Pagdi* was traditionally worn by Brahmins, and *Bhikbali* was a mark of honor. Not every Brahmin could wear a *Bhikbali* simply by birth - it had to be earned as a recognition of merit. In contemporary times, the *Puneri Pagdi* was awarded at public events, but its

use remains somewhat restricted. Gradually, people from various backgrounds have started wearing *Bhikbali*, marking a shift in cultural perceptions.

However, *Puneri Jode* (Pune-style leather sandals) transcend caste, religion, or any other boundary. Until the pre-independence era, these sandals were widely used across Pune. Over the time, they were replaced by boots and modern footwear. In his autobiography *Karheche Pani*, Acharya Atre wrote about *Puneri Jode*, describing people flaunting their bright red sandals. He also pointed out their flaws - during rains, the dye would bleed, staining *dhotis* or *pajamas* with muddy patterns. Perhaps the sandals lacked proper heel counter or a reinforced toe section, which caused these issues. Despite these minor drawbacks, no one has yet thought of revamping and reintroducing these iconic *Puneri Jode* in the market.

Pune's *Ganpati Visarjan* procession is grand and visually captivating. The *dhol-tasha* (drums and cymbals) troupes are a major highlight, and young men and women dress in *zabba-surwar* (traditional attire) with *phetas* (turbans) or *Puneri Pagdis*. However, they wear *Kolhapuri chappals*, *Rajasthani mojdis*, or even sports shoes on their feet. If their needs were considered and *Puneri Jode* were redesigned for comfort - soft from the inside, sturdy and slip-resistant from the outside - they could become an attractive feature of the *visarjan* procession. This would bring global recognition to *Puneri Jode* and will establish them as an iconic representation of the city. Heritage conservation could thus lead to the creation of a thriving new business.

The discussion illustrates that heritage conservation is not limited to monumental structures alone but also includes everyday cultural practices and material traditions. Attention to such elements enables heritage initiatives to remain socially relevant while creating opportunities for innovation, economic engagement, and cultural continuity.

The significance of public education in heritage management can be clearly understood through two contrasting real-life incidents. In February 2019, at Hampi in Karnataka—a World Heritage Site symbolising the prosperity and artistic excellence of the Vijayanagara Empire—four tourists deliberately damaged ancient stone pillars, treating the act as mere amusement. Their actions reflected a complete lack of awareness regarding the cultural, historical, and ethical value of heritage sites. The incident received wide media coverage

and was reported across national and international platforms, including The Hindu, The Indian Express, the BBC, NDTV, and several other media outlets. Although the court-imposed penalties and directed the offenders to assist in restoration work under the Archaeological Survey of India, the episode highlighted how ignorance can result in serious harm to cultural heritage.

In contrast, an incident from September 2022 near Nashik, Maharashtra demonstrates the constructive potential of informed public engagement. During a heritage walk organised by Maharashtra Times at the "Tatoba Math" in the village of Odha, participants were confronted with the neglected condition of the site. The visible decay evoked concern and discussion among citizens, which soon translated into collective civic action. By forming a human chain around the structure and ensuring media documentation of the act, participants sought to draw institutional attention to the site's condition. This response illustrates how awareness, facilitated through informal public education and media engagement, can transform concern into responsible and organised participation.

These two contrasting incidents demonstrate the role of public education in shaping public responses towards heritage. The incident at Hampi in 2019 illustrates how the absence of cultural awareness can result in irreversible damage to historically significant sites, despite legal safeguards and institutional oversight. In contrast, the response observed during the heritage walk at Tatoba Math near Nashik in 2022 highlights the outcomes that emerge when citizens are informed and sensitised through media-led and informal educational initiatives.

The comparison reinforces a central finding of this study: public awareness functions as a decisive factor in determining whether heritage sites are neglected or actively protected. When individuals understand the historical, cultural, and social significance of heritage, their engagement shifts from passive observation to responsible participation. Heritage conservation therefore increasingly depends on coordinated involvement across public institutions, educational bodies, media platforms, corporate actors, and local communities. Such an integrated framework strengthens continuity in heritage management and supports long-term stewardship of cultural assets.