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# MEGA PROJECT NEEDS ASSESSMENT

REPORT

OF

BIHAR

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April 12, 2010

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### Introduction

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The goal of the MEGA component of the MEGA-Sky project is to provide and strengthen the educational opportunities to disadvantaged minority (particularly Muslim) children and youth (6 to 18 years of age) in four states, with a specific emphasis on girls and on mainstreaming into India's formal education system. This Report describes the MEGA component's needs assessment in the state of Bihar and defines the outcomes brought into light through RNA. The purpose of this needs assessment was to identify, describe, and prioritize strategies that would achieve MEGA's goal. The specific targets for the MEGA component are set out in Table 1:

**Table 1: MEGA Outcomes and Targets**

OUTCOMES	TARGETS
<b>Madrasas</b> (35% of Total Effort)	
1. Teachers Trained	100
2. Improved Basic Skills	70% of newly enrolled students
3. New Curriculum and Materials Adopted	2
<b>Formal Schools</b> (35% of Total Effort)	

DRAFT

Bihar

April 12, 2010

4. Increased Muslim Children and Youth enrolled in Formal school	20,000
5. Gender-friendly teaching/learning programs in formal schools	2
<b>NFE Programs</b> (10% of Total Effort)	
6. Increased Muslim children/youth in formal school	10,000
<b>Skill Training/Livelihood Programs</b> (10% of Total Effort)	
7. Increased youth participating	10,000
<b>Agencies</b> (10% of Total Effort)	
8. MOUs	5
9. Grants	1

The needs assessment was focused on identifying (1) a set of interventions that could be successful within these constraints; (2) local partners who could help implement these strategies, and (3) sources of additional support for implementation.

### Methodology

The initial needs assessment design was drafted at EDC's headquarters in the U.S. and then refined through dialogue between the U.S. staff and India staff. The needs assessment was comprised of three components: (1) secondary data collection, (2) primary data collection, and (3) an intervention strategy conference. The secondary data analysis collected information from existing sources at the state and district level and looked at national sources to identify national

DRAFT

Bihar

April 12, 2010

insights that might be useful and national programs that might provide support to implementation. The primary data collection employed interviews, observations, and focus group discussions and was carried out in (1) Bisfi block in Madhubani district, (2) Phulwarisharif block in Patna district, (3) Bahadurganj block in Kishanganj district, and (4) Balrampur block in Katihar district. The tools for the assessment study were designed in the last two weeks of December 2009 and field tested in the second week of April 2010, while the actual field work was undertaken from 11-22 April 2010.

**Time and weather constraints:** Given the fixed duration of the 12-day field trip, the team had limited time for exploring some schools located in the interior parts of 4 districts. Meetings with certain officials could not be held due to conflicting time schedules. Additionally, Katihar, Kishanganj experienced heavy cyclonic rains, as a result of which visits to certain sites were restricted.

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### Secondary Data

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Bihar is situated in the eastern part of India. It is the twelfth largest state in geographic size and has the third largest population in the country, which is comparable to the population of Germany. The state capital is Patna. Bihar is divided into 37 administrative districts. The 2001 Census reaffirmed that Bihar is one of the most educationally backward states in India. While the total literacy rate of India is 75.9 per cent, the literacy rate of Bihar is only 59.7 per cent.

DRAFT

Bihar

April 12, 2010

### Literacy Rate from 1951 to 2001

SL	Year	Persons	Males	Females
1	2	3	4	5
1.	1951	13.49	22.68	4.22
2.	1961	21.95	35.85	8.11
3.	1971	23.17	35.86	9.86
4.	1981	32.32	47.11	16.61
5.	1991	37.49	51.37	21.99
6.	2001	47.53	60.32	33.57

The State of Bihar was bifurcated, with the formation of the State of Jharkhand in November 2000. Presently, the State has 38 districts, after its reorganization, 534 blocks and 45,103 villages with a total population of 82,998,509. Table 2 presents the population profile of the state.

**Table 2: Population of Bihar**

<b>Total Population (State)</b>	<b>82,998,509</b>
Schedule Caste Population	13,048,608
Schedule Tribe Population	758, 351
Muslim Population	16.36%

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### Education

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The educational statistics for Bihar lag far behind the national average in India, positioning it as one of the states with the lowest literacy rates, especially among women. Bihar has a total literacy rate is 47%. Overall Males and Female literacy rate is 59.7% and 33.1% respectively. Total Rural literacy rate is 43.9%. In rural areas of Bihar, Males and Female literacy rate is 57.1

DRAFT

Bihar

April 12, 2010

and 29.6 respectively. Total Urban literacy rate is 71.9. In urban areas of Bihar, Males and Female literacy rate is 79.9 and 62.6 respectively. Total number of literates in Bihar is 3,16,75,607 which consists 2,09,78,955 Male and 1,06,96,652 Female. Patna has highest Literacy Rate of 63.82% followed by Rohtas (62.36%) and Munger (60.11%). Kishanganj has lowest Literacy Rate of 31.02% followed by Araria (34.94 %) and Katihar (35.29%). Table 3 below presents the educational profile of Bihar. There are 71832 (approx.) schools in Bihar which includes pre-primary, primary, secondary, elementary, secondary and senior secondary schools. The schools in Bihar are either government aided or run by private organizations.

The total number of schools across 38 districts in Bihar is 67,874. The number of schools in Bihar shows an impressive increase of 12,990 schools (23.67 percent) over the previous year revealing that the state has opened a number of new schools which is also reflected in the significant increase in enrolment during the same period. It is observed that except in Bihar, Chandigarh, Delhi, Gujarat, Haryana and Punjab in most of the other states the share of girls' enrolment at the Primary level has been above 47 percent. In Bihar, it was only 46.56 percent at Primary level and at Upper Primary level, it was 43.04 percent. 90 percent elementary enrolment in Bihar was located in rural areas in the case of private management.

**Table 3: Educational Demographics of Bihar**

Level	Persons	Male	Female
Literate without educational	1,715,049	1,109,731	605,318
Below Primary	7,890,329	4,754,137	3,136,192
Primary	8,334,709	5,130,917	3,203,792
Middle	4,390,226	3,012,151	1,378,075
Secondary	4,751,560	3,439,918	1,311,642
Higher Secondary	1,826,093	1,385,282	440,811

DRAFT

Bihar

April 12, 2010

Technical Diploma	24,989	20,088	4,901
Non-technical Diploma	48,532	40,458	8,074
Graduate & above	2,109,415	1,737,651	371,764
Unclassified	18,675	14,043	4,632

**Bihar** is the least literate state in India with 47% literacy. Modern Bihar has a grossly inadequate educational infrastructure creating a huge mismatch between demand and supply. This problem is further compounded by increases in population. The craving for higher education among the general population of Bihar has led to a massive migration of the student community from the state. This has led to a "flooding" of students to seek educational opportunities in other states, such as New Delhi and Karnataka, even for graduation level college education. In spite of the meager investment on education in Bihar, compared to other poorer Indian states, the students have done very well. Famed national institutes of learning such as IIT, IIM and AIIMS have always had a good representation from Bihar. In spite of the poor condition of schools in Bihar, students are performing excellently with respect to other economically better off states of India thanks to the law of affirmative action which provides for reservations in jobs and education for people of backward classes. A recent survey by Pratham rated the absorption of their teaching by the Bihar children better than those in other states.

According to the Annual Status of Education Report 2007 for the rural areas, Bihar has shown a considerable decline in the percentage of out of school children in the age group of 6-14, down from 12.8 per cent in 2006 to 6.3 per cent in 2007. While the 2006 data reveals that nearly 17.6 per cent of girls in the age group 11-14 years were out of school in the state, the last year (2007) has seen the number drop to 9.7 per cent. The ASER that was recently released ranks Bihar, Andhra Pradesh and Himachal Pradesh as the top three states in education.

The state government has also witnessed a substantial jump in percentage of children going to government primary schools, which is higher than the national average. The number has increased to 84.1 per cent in 2007 as compared to 72.2 per cent in 2006. The national average of enrolment in primary schools is 75.3 per cent.

DRAFT

Bihar

April 12, 2010

According to a Government of Bihar communiqué, the states success in meeting the primary education challenge can be attributed to its four schemes Mukhya Mantri Samagra Vidyalaya Vikas Yojana, Mukhya Mantri Balika Poshak Yojana, Mukhya Mantri Balika Cycle Yojana and Mukhya Mantri Samagra Shiksha Purshkar Yojana.

"All these schemes have significantly contributed for enrolment and enhancement of retention in government primary schools," according to the HRD Principal Secretary, state government of Bihar.

**Table 4: Bihar Compared to the National Literacy Rates**

	<b>Bihar</b>	<b>India</b>	<b>Difference</b>
Overall Literacy	47%.%	65.38%	18.38%
Female Literacy	33.57%	54.16%	20.6%
Muslim Literacy	36%	59.1%	23.1%
SC Literacy	15.58%	54.69%	39.11%
ST Literacy	28.2%	47.10%	18.9%

**Table 4: Gross enrollment ratio**

	<b>6–11 years</b>			<b>11–14 years</b>		
	Total	Boys	Girls	Total	Boys	Girls
India	94.9	104.1	85.2	58.8	67.2	49.7
Bihar	78.7	95.5	61.2	30.1	38.2	21.1

These figures become more worrisome because the female GER in both 6-11 & 11-14 age groups stands way below at 61.2 per cent and 21.1 per cent respectively.<sup>10</sup> Thus, it is clear that Bihar has a huge problem of dropouts as well as never-enrolled children, particularly girl children. Exclusion based on the social *locus standi* of an individual is extensive in India, which translates into discrimination and exclusion based on caste, tribe, religion, and other factors.

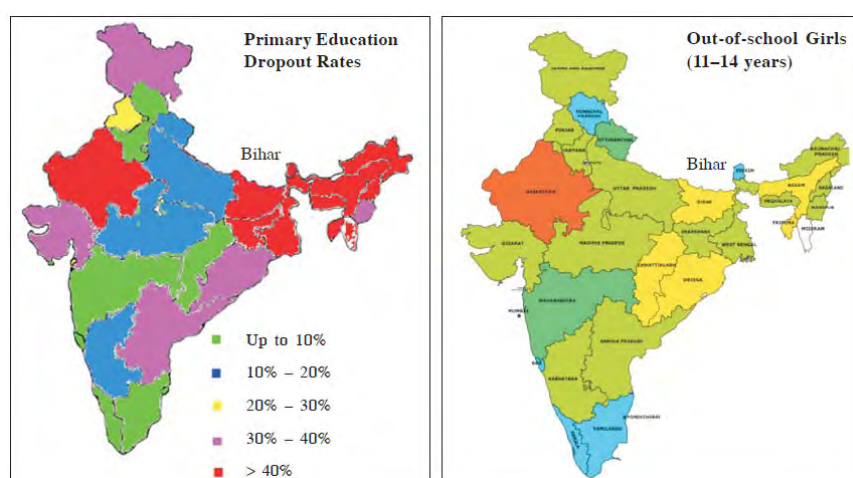
**Table 6: Distribution of Elementary School in Bihar by location**

	<b>Government Schools</b>	<b>Private Schools</b>	<b>Total</b>
<b>All</b>	<b>53034</b>	<b>850</b>	<b>53884</b>
<b>Located in rural area</b>	<b>50564 (95.15%)</b>	<b>627 (73.7%)</b>	<b>51091(94.8%)</b>

Source: Analytical Report, DISE 2006-07, NUEPA

April 12, 2010

Category wise distribution of schools reveals that majority of the schools (94.8%) is independent primary schools. The increase in the number of schools is also reflected in the ratio of primary to upper primary schools, which clearly shows the impact of Sarva Shiksha Abhiyan under which a large number of schools have been opened in the recent past. This ratio (for all India level) for the year 2006-07 is one upper primary school for every set of 2.45 primary schools compared to 2.57 in 2005-06 and 2.68 schools in 2004-05. However in Bihar the ratio is quite high i.e. as a result it still needs to be improved. In terms of enrollment, 99% students in Primary schools in Bihar still attend government schools



**Table 7: School Infrastructure in Bihar**

Classrooms/Other rooms						Number of schools by type of building*						
School category	Avg. CLS rooms	Total CLS rooms	% good cond.	% minor repair	% major repair	Other rooms	Pucca	Partially pucca	Kuchcha	Tent	Multiple type	No bldg.
Pry. only	1.9	95,369	51.92	31.57	16.51	20,566	28,684	1,343	316	153	4,666	14,646
Pry + U.Pry	4.9	82,384	53.89	27.36	18.75	21,558	10,035	537	121	8	5,455	524
P+UP+Sec	5.2	3,223	55.34	26.71	17.95	926	354	38	14	0	152	56
U. Pry. only	4.5	909	58.93	23.55	17.52	313	122	10	3	0	56	11
U.P. + Sec	5.7	2,684	46.51	35.31	18.18	1,310	286	30	2	0	122	26

*Source: Elementary education State Report Card 2007-08*

The distribution of schools by types of building shows that 28,684 primary schools have pucca buildings as compared to 1,343 having partially pucca and another 316 having kuchcha building. In fact a small number (153) is also functioning in tents. Effort should be made to provide all schools a pucca building. The government and aided schools having rented buildings should be provided buildings on a priority basis. The analysis reveals that a few schools do not have adequate number of classrooms. Some of the schools that have a classroom may not be in good

## DRAFT

Bihar

April 12, 2010

condition and would need repairs. In a few states, like Bihar (7.09 percent against 11.51 percent in 2006-07), the number of single-classroom Primary schools is high. In the case of Primary schools, the ratio in Bihar (92 in 2006-07 against 97 in 2007-08) very high. There are only a few such Primary schools in Bihar (5.98 percent) that has enrolment size up to 50. The percentage of single-teacher Primary schools is 7.86 in Bihar. Amongst the major states Bihar (70.95 percent), had majority of Primary schools with hand-pump facility in the school. The percentage of Primary schools for Bihar, is only 39.69, (common toilets) and 15.30, (separate girls' toilets). The percentage of schools with electricity connection was low at 3.02 percent in Bihar.

Distance from school can be a barrier to participation, particularly for girls since parents are concerned about safety. Another concern for both parents and children is the quality of the school. Low quality, both in terms of instruction and facilities, is an important factor in retention. Table 5 presents some measures of quality.

**Table 8: Status of School Facilities that May Have an Impact on Quality**

S.N.	Indicators	Primary Schools		All Schools	
		Bihar	India	Bihar	India
	% of single classroom schools	11.51	13.79	8.61	9.71
	% of single teacher school	6.79	15.90	5.12	11.76
	% schools with pre primary section	8.72	26.69	9.45	24.22
	% of schools with common toilet	38.88	53.75	46.73	58.13
	% of girls toilet	10.28	34.06	16.21	42.58
	% students in schools having electricity connection	1.60	21.39	3.60	33.23
	% government management schools having drinking water facility	88.35	82.19	90.13	83.93
	% of private management schools having drinking water facility	97.18	84.31	95.29	89.64
	% of schools having ramp facilities	15.52	25.82	17.74	26.61
	% of schools with PTR $\geq$ 100	16.35	16.35	17.17	4.94
	% of primary school established since 1994	12.44	33.20	9.08	31.94

Source: Analytical Tables 2006-07, Elementary Education in India

## DRAFT

Bihar

April 12, 2010

% enrolment in govt. schools	99.33	87.43	98.66	78.56
%Student classroom ratio	92	40	91	36
%School having playground	28.6	45.89	33.57	52.48
%Girls enrolment (Primary)	45.89	48.09	45.17	47.67
%Girls enrolment (Upper Primary)	41.66	46.51	45.17	47.67
% SC enrolment	17.62	20.11	16.85	19.87
%SC girls to SC enrolment	43.72	48.01	43.02	47.53
% ST enrolment	1.82	11.36	1.69	10.69
% ST girls to ST enrolment	45.76	47.98	45.35	47.24
%Enrolment in schools with SCR ratio $\geq$ 60	77.99	36.42	81.37	31.33
%Female teachers	28.41	40.89	27.91	41.86
%Pupil teacher ratio (PTR)	62	39	64	34
%Gender parity index	0.85	0.93	0.82	0.91

According to a report of CSS (Common School system) 37.8% of Bihar's teachers could not be found during unannounced visits to schools, the worst teacher absence rate in India and one of the worst in the world. The percentage of Schools with ramps increased significantly from 12 percent 2005-2006 to 17% in 2006-07; this may help more physically challenged children to school. Gender parity index in Bihar is 0.82 in 2006-07. The improvement in girls' enrolment has reflected 48.6% in 2006-07 compared to 45% in the previous year. Girls share in total enrolment at upper primary level is 40.3% which was 35% in 2005-06. However, in case of Primary schools, the student classroom ration in Bihar (91) is still very high. At upper primary and primary level Bihar reported a high PTR of 62:1. Bihar with a dropout rate of 9.34% seems to be far away from the goal of universal retention at primary level. In Bihar 8.9% students at the primary level and 6.6% at the upper primary level are Muslims. At class 1 3.8% of the students are leaving the school system in Bihar. This clearly signifies the lack of Bihar education system to retain all its children to continue the next grade. 31% of students leave the school just after completing the primary level of education. The reason behind this may be due to the problem of getting an access to upper primary school. Around 9.3% students leave the education system in Bihar. Bihar still struggles with 28% female teachers at primary level. It reflects that inadequate number of teaching force still persists.

There are two classrooms in primary and 4 classrooms per upper primary schools in Bihar. It shows that Bihar still struggles to provide a good number of classrooms for each grade. Bihar has depressing figure of 2800 at primary level and 15 upper primary schools without a classroom. 11.51% primary schools are single classroom schools in Bihar and 6.79% schools are managed

DRAFT

Bihar

April 12, 2010

by single teacher for 5 primary grades. This indicates that work quality education to the enrolled children is a distant dream. It also focuses on the inadequacy of teachers in primary school.

The above table indicates that Bihar has toilet facilities in only 38% primary schools and 66% upper primary schools. In Bihar only 10.28% schools have girls' toilet facilities in comparison to the national average of 34.06%. The situation reflects upon the reason for low participation of girls in the primary education in Bihar. 88% schools in Bihar have potable drinking water facilities.

In Bihar, over 95 percent of the total Primary schools are being run by the Department of Education and also majority of the independent Upper Primary schools are being run by the Department of Education.

*Source: Analytical Tables 2006-07, Elementary Education in India*

**Table 9: Facilities in Primary Schools (2007-08)**

	<b>India</b>	<b>Bihar</b>
<b>Total number of Schools</b>	805,667	49,868
<b>Percentage of schools which has drinking water</b>	84.8	75.2
<b>Common toilet</b>	58.6	36.7
<b>Girls Toilet</b>	42.0	15.3
<b>Kitchen shed</b>	41.4	9.6
<b>Computer</b>	11.6	0.6
<b>Average number of classrooms</b>	3.0	1.9

Source: NUEPA (2009)

Table shows various school facilities in Primary schools in Bihar. It is clear that Bihar is much less equipped with infrastructure, particularly girls' toilet and kitchen sheds. Furthermore, the percentage of having electricity and furniture for all students (Primary to Senior Secondary schools) is only 3.6 percent and 7.7 percent respectively (Source: Government of Bihar, 2008).

DRAFT

Bihar

April 12, 2010

Average class student ratio 97 in Bihar in comparison with 37 in India (NUEPA 2009). According to a survey (IDE Survey) it was found that only 5 out of 16 schools have classrooms for each grade. Classes are overcrowded in a typical village school, even if not all enrolled students turn up. Lack of infrastructure is likely to affect teaching and students' learning outcome.

The number of teachers per Primary school in Bihar is 3.7. However, pupil teacher ratio is 54 and 59 in Primary and upper Primary schools respectively. It shows that number of teachers have to catch up with the rapidly growing number of schools and children at school age. The number of female teachers which is regarded as making a positive impact on attendance of female students is low at a percentage of 22.0 in 2002. Actually 50% seats are reserved for female teachers in Bihar.

**Table 10: Learning Achievement in Rural Area**

	Class I-II Learning level		Class III-IV Learning level			
	% of children (Grade 1-2) who can		% of children (Grade 3-5) who can			
	Read letter, words or more	Recognise numbers 1-9 & more	Read level 1 (Class 1 text) or more	Do subtraction or more	Tell time of both clocks	Do currency tasks
<b>Bihar</b>	<b>68.2</b>	<b>70.0</b>	<b>67.7</b>	<b>62.2</b>	<b>52.3</b>	<b>75.4</b>
<b>India</b>	<b>75.4</b>	<b>75.7</b>	<b>66.6</b>	<b>54.9</b>	<b>46.9</b>	<b>73.1</b>

Source: PRATHAM

An adverse school environment, as well as inadequate quality and quantity of teachers are likely to affect learning outcome. In Bihar the learning level at Grade 1 and 2 are lower than national average; however, the performance is better than Grade 3-5.

DRAFT

Bihar

April 12, 2010

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## **Status of Muslim Education in Bihar**

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Bihar has the highest number of Muslims in India after Uttar Pradesh, and is characterized by widespread poverty and inequality. Muslims rank among the poorest communities in the state. According to 2001 census, the Muslims in Bihar numbered 137.2 lakhs, constituting 16.5% of the State's total population and 9.9% of the country's total Muslim population. 87% of the Muslim population in Bihar lives in rural areas and the rest in towns and cities (Source: ADRI). The 2001 Census also shows that whereas the all India literacy rate is 65.6%, the all India Muslim literacy rate is 59.1%. Muslim literacy rate in Bihar is below State literacy rates.

Nearly one-fourth of India's out-of-school children are in Bihar, who, as in the case of out of school children elsewhere include the working children, children in small, remote habitations, children of Minority, Scheduled Castes and Scheduled Tribes and other disadvantaged groups. The reasons for their non-enrolment include lack of easy access, illiteracy and ignorance of parents of the importance of their children's education, early dropout or pre-mature withdrawal to support family occupations and sibling care, etc. In addition, the problems severely affecting education of Muslim children from poor households are:

- Socio-cultural apathy towards education of girls;
- Challenges involved in modernization of makhtabs and madrasas (religious schools) attended by the poor among Muslims, which relates not just to the infrastructure facilities and need for additional teachers, but also the inclusion of formal primary school subjects, changes in curriculum and classroom processes and training of teachers; and
- Lack of involvement of the community for enrolment and continued monitoring of the children's learning till school completion as well as school/teacher efficiency.

Educational backwardness is a key factor responsible for the social cultural economic and political backwardness of the Muslim community in Bihar. Very few authentic studies are available on this subject. No serious effort has ever been made to know the actual condition of the community. Despite many central and state government sponsored educational schemes for minorities, only 36% Muslims are literate in the state of Bihar. The reason behind this is because they are unaware of the government schemes being run in the state for the minorities.

The Census 2001 data reveals that 16.5% Muslim population reside in Bihar. During 1991-2001, the population of Bihar had grown by 28.4% and Muslim population slightly higher i.e. 29% which constitute about 130 lakh. 84.5% of Muslim population lives in rural areas and 15.5% in urban areas. There are nine divisions in Bihar mentioned below-

DRAFT

Bihar

April 12, 2010

**Table 11: Division wise ranking of Muslim Population**

<b>Rank</b>	<b>Division</b>	<b>Muslim Population</b>
<b>1</b>	Purnea Division	26.76 lakh
<b>2</b>	Tirhut Division	21.5 lakh
<b>3</b>	Darbhanga Division	13.01 lakh
<b>4</b>	Saran Division	9.07 lakh
<b>5</b>	Patna Division	8.98 lakh
<b>6</b>	Magadh Division	6.95 lakh
<b>7</b>	Munger Division	5.68 lakh
<b>8</b>	Kosi Division	4.80 lakh
<b>9</b>	Bhagalpur Division	4.44 lakh

*Source: Bihar Times*

**Table 11: District wise Literacy rate**

<b>S.N.</b>	<b>Name of district</b>	<b>Literacy rate</b>
1	Patna	63.82%
2	Rohtas	62.36%
3	Munger	60.11%
4	Bhojpur	59.71%
5	Aurangabad	57.50%
6	Buxar	57.49%
7	Jehanabad	56.03%
8	Kaimur	53.64%

## DRAFT

Bihar

April 12, 2010

9	Nalanda	53.64%
10	Saran	52.01%
11	Siwan	52.01%
12	Vaishali	51.63%
13	Gaya	51.07%
14	Bhagalpur	50.28%
15	Sheikhpura	49.01
16	Begusarai	48.55%
17	Lakhisarai	48.21%
18	Gopalganj	48.19%
19	Muzaffarpur	48.15%
20	Nawada	47.36%
21	Samastipur	45.76%
22	Darbhanga	44.32%
23	Banka	43.40%
24	Jamui	42.74%
25	Madhubani	42.35%
26	Khagaria	41.56%
27	West Champaran	39.63%
28	Sitamarhi	39.38%
29	Saharsa	39.28%
30	East Champaran	38.14%

DRAFT

Bihar

April 12, 2010

31	Supaul	37.8%
32	Madhepura	36.19%
33	Purnea	35-51%
34	Sheohar	37.01%
35	Madhepura	36.19%
36	Katihar	35.29%
37	Ararai	34.34%
38	Kishanganj	31.02%

Source: Bihar Times

Out of 38 districts of the state, there are 14 districts, which have high Muslim - concentration ranging from more than three lakh to over seven lakh. The district with relatively higher Muslim concentration is all in the north Bihar. As a matter of fact, all the Muslim groups in the state are backward. The literacy rate among Muslims is far less than the general literacy rate. According to a household survey conducted by the Asian Development Research Institute (ADRI) Patna, for the literacy rate among Muslims, the outcome was as follows: Patna 43.1%, Rohtas 41.9% Munger 53%, Kishanganj 24% and Katihar 28.9%.

One thing that is clear from these figures is that the literacy rate in the high concentration Muslim areas is far less than the national average and it is less than the state average also. The number of illiterates among Muslims is as high as 64%. Muslims students in Primary to Higher Secondary are 33.6%. In Higher education: graduation, post graduation and Technical, the combined figure is 2.4%. It means only 36% Muslims are literate in the state of Bihar (ADRI). As per census report 2001 literacy rate for Muslim is 38% and 44.4% among general population. Majority of the Madrasas and Maktabas also have general education but lack quality and relevance, hence not effective. *A lot of schemes like KGVB, scholarships etc have been introduced in the last 4-5 yrs and will take time (that is after they are actually implemented to some effectiveness) to show results. There are some important schemes mentioned below which have been introduced by the government for the minorities-*

- Every minority student scoring above 60 percent gets Rs. 10,000. The scholarships have already been disbursed among the 2008 group.
- The government also ensures that minority students get bank loans for education without hassle.
- The Bihar State Minorities Finance Corporation has been asked to be more generous in providing loans for income-generating projects.

DRAFT

Bihar

April 12, 2010

- The State government contributes Rs. 3,000 to a fund for each minority girls under age 15, which she however gets only upon getting married after attaining the age of 18. This amount is provided under the 'marriage insurance' program of the government.
- Besides, the government offers Rs. 10,000 to each divorced or deserted minority woman.
- Under the Chief Minister's Cycle Project, about 4,000 girls who are students of Fauqania (equivalent to Class 10) would be provided bicycles, particularly in rural areas. At present, the Fauqania course is available in 150 of the total 1,119 government-run madrasas in the state.

There are some other interesting statistics available about the type of educational institutions and presently school/college going students in the state of Bihar. 51.1 students opt for government institutions in rural areas and 53.9% in urban areas. 2% students opt for expensive private institution in rural areas and 7.6% in urban areas. 15.7% go to ordinary private institutions in rural areas and 24.6% in urban areas. Only 4.1% students study in minority schools in rural areas and 3.2% in urban areas. 24.1% of rural students and 9.0% of urban students go to Madrasas. The educational facilities and standard of education in Urdu/ Hindi medium schools are far less in comparison to English medium institutions, which is reflected in the low level of performance of students of these institution in general education as well as other competitive examinations. Thus the problem of education is manifold- High mass illiteracy, low standard of education and low level of performance.

According to the Sachar Committee Report, 96 per cent of Muslim children do not attend madrasas for schooling. Indeed, if the modernization of madrasas education is the only policy for increasing access for Muslim school children for a modernized education, it will only result in their being further isolated.

The latest figures, part of National University of Educational Planning and Education's statistics, to be released shortly, shows that both in primary and upper primary level, Muslim enrolment has improved. Though it is early, a definite improvement can be seen in north Indian states. Data collected from 1.29 million recognised elementary schools in 633 districts revealed a total enrolment of 14.83 million Muslim children in primary classes in 2008-09, which is 11.03% of the total 134.38 million enrolments in primary (I to V) classes. Bihar continued to be among the performing states. In Bihar, Muslim enrolment at primary level improved from 11.27% in 2007-08 to 12.96% in 2008-09. In Bihar, upper primary enrolment of Muslims improved from 8.22% in 2007-08 to 10.35% in 2008-09. On the other hand, 25 districts in the country had more than 50% Muslim enrolment in primary classes in 2008-09 compared to 20 such districts in case of upper primary enrolment. Fifteen districts of J&K, one each in Bihar, West Bengal, Andhra Pradesh, Lakshadweep and Kerala and five districts of Assam had more than 50% Muslim enrolment in primary classes.(Source: National University of Educational Planning and Education's statistics). State of particular concern is Bihar, where Muslim enrolment is much lower than their share in the population.

DRAFT

Bihar

April 12, 2010

**Table 12: Percentage of Muslim Enrolment in Primary: 2008-09**

		<b>% Muslim Enrolment: 2008-09</b>			
<b>State</b>	<b>% Muslim Population Census 2001</b>	<b>Primary Level</b>			
<b>Bihar</b>		<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>% girls enrolment</b>
	16.53	8.95	11.27	12.96	49.71

Source: DISE 2008-09 Data

Muslims who make 16.5% of the total population of Bihar (2001 census) are less likely to send their children to school. In the state of Bihar, Muslims proportionate enrolment share is reported to be lower. In this state, enrolment share in Upper Primary classes is lower than their share in population and below than their share in Primary classes. The education survey data does show dropout rates for Muslim girls are alarmingly high after the primary levels.

**Table 13: Muslims as a Percentage of Total School Enrolment in Classes I-XII**

<b>Primary I-V</b>	<b>Upper Primary VI-VIII</b>	<b>Elementary level I-VII/VIII</b>
<b>11.27%</b>	<b>8.22%</b>	<b>10.72%</b>

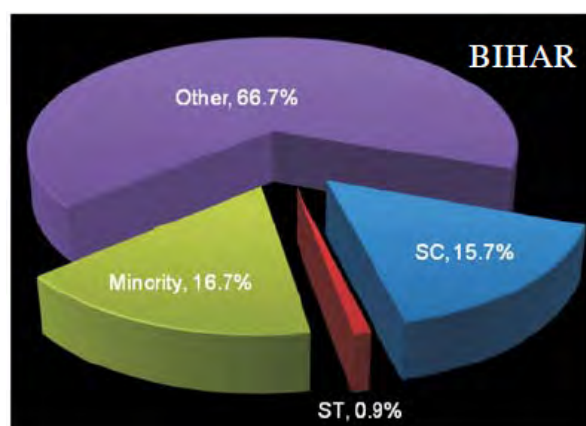
Source: Elementary Education in India: Analytical Report 2007-08

**Table 14: the out of school Muslim children in Bihar**

<b>SN</b>	<b>State</b>	<b>% of out of school children</b>	<b>Boys (in lakhs)</b>	<b>Girls (in lakhs)</b>	<b>Total (in lakhs)</b>
1	Bihar	28%	3.28	2.94	6.22

Source: PIB

**Table 14: Population**



## DRAFT

Bihar

April 12, 2010

In 2002–2003, there were 45 lakh out-of-school children in Bihar, which has now been reduced to 7–10 lakh.<sup>13</sup> In 2007, the Ministry of Human Resource Development reported that Bihar has the highest gender gap in primary education, significant gaps in social structure education, and one of the highest dropout rates in the country. Muslims who make 16.5% of the total population of Bihar (2001 census) have a high number of children out of school.

In the age group of 6-14 years, 25 per cent of Muslim children are either dropouts or have never attended school. The share of Muslim children is lower compared to the SCs and STs as far as enrolment ratio in schools is concerned. The dropout ratio at every level – primary, secondary and higher secondary – is the highest among Muslims. Only 3 per cent of Muslim children attend madrasas. A sizeable section among the Muslims is Urdu-speaking, but the infrastructure to teach Urdu is very dismal. Even after recommendations by various committees, no substantial action has been taken by successive governments to improve the situation vis-à-vis teaching Urdu. The situation in primary teaching in Urdu with regard to infrastructure in states like UP, Jharkhand, Andhra Pradesh and Bihar is pathetic. In almost every three Muslim-dominated villages, one does not have a school. Some important observations regarding Muslim education in Bihar

- ❑ Overall Muslim enrollment decreases as one moves from Primary to Senior Secondary Stage
- ❑ Girls enrollment at Primary Level is higher but significantly diminishes thereafter
- ❑ Drop Out rates for girls are higher than for boys after Primary

### **Some facts about Madrasas in Bihar:**

There are over 3,500 madrasas in Bihar, including 1,111 under government control where the Bihar government pays the salary of the teaching and non-teaching staff. In Bihar, 23 Madrasas are up to B.A. level and 13 up to M.A. level. However, the number of Madrasas imparting regular quality education at par with the government and other institutions recognized by State Boards is very limited. Madrasas with limited access to funds will be happy to receive state support and comply with the conditions; however, there are problems with the implementation of the schemes.

### **Categories of Madrasas** (Source: Bihar State Madarsa Board)

Presented below is, both, the boys and girls Madrasas in the State of Bihar. These Madrasas may be classified in three categories on the basis of their mode of registration and affiliation, with the Bihar State Madrasa Education Board, Patna. *These categories are -*

#### **Category –A:**

Total = 1027, Madrasas (-)

138 – Madarsa shifted to be Jharkhand State, now in Bihar there are 889 Madrasas for both boys and girls.

DRAFT

Bihar

April 12, 2010

With the promulgation of the Bihar State Madrasas Education Board Ordinance, 12.04.1979, which was later on, converted into act known as the ***Bihar State Madrasa Education Board Act (1981)***, all those Madrasas under the then Directorate of Islamic Education, were brought under the ambit of the Bihar State Madrasa Education Board. Since, these Madrasas were already aided by the then State Govt. since 1922. The State Govt. of Bihar continued to provide financial aids to them. These Madrasas have very high standard of Education and have shifted from the traditional DARSE NIZAMIA system of education to the Modern DARSE ALIA, system of education. This includes subjects such as Hindi, English, Math, Science, History, Geography, Economics, and Civics etc., known as modern subjects in addition to the oriental subjects. Students from these Madrasas Examination Board, under the directorate of Islamic Education since – 1922 and thereafter, at examinations conducted by the Bihar State Madarsa Education Board, under this category, now in the Bihar there are, 889, Madrasas both boys & girls. Total number of teaching & non-teaching staff of Madrasas in Bihar is about 6149 under both boys & girls Madrasas.

**Category – B:**

Total = 226, Madrasas (-)

32, Madrasas shifted to be Jharkhand State, now in Bihar there are 194 Madrasas for boys and girls.

During the period from 1979-1980-81, there was some more growth of Madrasas which were affiliated too, with the Bihar State Madarsa Education Board. Their number raises to 278. Initially, these were affiliated only to provide opportunity. To the students of theses Madrasas to appear at examinations conducted by the Madarsa Board, by adopting the DARSE ALIA, system of Education. A list of 226, Madrasas, out of the total number of 278, was submitted to the State Govt. to consider providing them financial aids. The basis was regularity of the appearance of students from these Madrasas, at examinations conducted by the Madrasas Education Board. And thus, out of 278, Madrasas, affiliated between 1979 to 1980-81, fifty two (52) Madrasas were left out, an account of irregularity of their students appearing at different examinations from the Madarsa Board, and only 226 Madrasas were considered to provide financial assistance by the State Govt. of Bihar. The State Govt. notified their registration with the Bihar State Madarsa Education Board, on dated 09.10.1987, vide notification no. – B/B-29-07-84-sikcha-441 dated 09.10.1987 and decided to provide them financial aids with effect from, 01.01.1986. The total no. of both teaching and non-teaching staff in Bihar, about 1119 both under boys and girls Madarsas.

**Category – C:**

Total = 52, Madrasas (-)

17, shifted to be Jharkhand State, now in Bihar there are 35 Madrasas for both boys and girls.

Under this category those Madrasas have been listed which were, infect, left-out of the 278, Madrasas, affiliated between 1979-1981, and which could not be included in the earlier notification of 226, categories of Madrasas notified by the State Govt. on 09.10.1987 which

DRAFT

Bihar

April 12, 2010

came to be known, as Madrasa under the Madrasa of 52 category. This was due to irregularity of their students appearing at the examinations conducted by the Madrasa Board. And as such a second list of 52 Madrasas out of the 278, were once again submitted to the State Govt. which was notified on 23.11.1994 vide notification No. 1428, dt. 23.11.1994 and financial aid were decided to be provided to them with affect from 23.11.1994 by the State Govt. Department of Secondary Education. The total number teaching and non-teaching staff under Bihar – 213 both (both boys and girls Madrasas).

**Table 15: Madrasas Standard wise**

Category	Wastania (Primary)	Fauquania (Secondary)	Maulavi (Intermediate)	Alim (Graduate)	Fazil (Post-Graduate)	Total
C (A) 889	710	89	55	22	13	889
C (B) 194	192	02	-	-	-	194
C (C) 035	034	01	-	-	-	035
<b>1118</b>	<b>936</b>	<b>92</b>	<b>55</b>	<b>22</b>	<b>13</b>	<b>1118</b>
N.B. C - Stands for Category A - Stands for Category - A B - Stands for Category - B C - Stands for Category - C						

**Table 16: Girls Madrasas Out Of (1118) in the State Of Bihar**

Category	Wastania (Primary)	Fauquania (Secondary)	Maulavi (Intermediate)	Alim (Graduate)	Fazil (Post-Graduate)	Total
C (A) 889	10	03	-	-	-	13
C (B) 194	15	01	-	-	-	16
C (C) 035	03	-	-	-	-	03
<b>1118</b>	<b>28</b>	<b>04</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>32</b>
N.B. C - Stands for Category A - Stands for Category - A B - Stands for Category - B C - Stands for Category - C						

DRAFT

Bihar

April 12, 2010

Category	Wastania (Primary)	Fauqania (Secondary)	Maulavi (Intermediate)	Alim (Graduate)	Fazil (Post-Graduate)	Total
C (A) 889	700	86	55	22	13	876
C (B) 194	177	01	-	-	-	178
C (C) 035	031	01	-	-	-	032
<b>1118</b>	<b>908</b>	<b>88</b>	<b>55</b>	<b>22</b>	<b>13</b>	<b>1086</b>

	Wastania (Primary)	Fauqania (Secondary)	Maulavi (Intermediate)	Alim (Graduate)	Fazil (Post-Graduate)	Total
<b>Boys</b>	908	88	55	22	13	1086
<b>Girls</b>	028	04	-	-	-	032
<b>Total</b>	<b>936</b>	<b>92</b>	<b>55</b>	<b>22</b>	<b>13</b>	<b>1118</b>

**Table 19: Terminology commonly used for various levels in Madarsa**

Standard	Equivalent to	Period of Study
Tahtania	Primary Education	4 Years
Wastania	Middle Education	4 Years
Fauqania	High School	2 Years
Moulvi	Intermediate	2 Years
Aalim	B.A.	3 Years
Fazil	M.A.	2 Years

Source: *Madarsah System in India: Past, Present, and Future* (Amir Ullah Khan, Mohammad Saqib and Zafar H. Anjum)

DRAFT

Bihar

April 12, 2010

### **Some other Facts on Madarasa and Maktabas**

- ❑ There are over 4,000 Madarsas in Bihar, including over 1,118 state-run Islamic schools where the salary of the staff is paid by the Bihar government.
- ❑ There are 2,459 un-aided Madarsas and hundreds of others operating at different places.
- ❑ In Bihar, According to the first ever status paper brought out by the Bihar State Madrasa Education Board, there are only 32 Madarsas for girls under the government-aided category and 576 Madarsas in the un-aided category.
- ❑ 1005 recognized Madarsas and 847 Maktabas have been supported under SSA.
- ❑ 368 AIE centres are being run through NGO's for the minority community such as the Imrat-e-Sharia, Adar-e-Sharia, Rahmani Foundation etc.
- ❑ Textbooks & bridge course materials has been developed in Urdu.

In Bihar and UP the percentage of Muslims in government jobs are found to be less than a third of their population percentages. Various stakeholders need to act with synergy to bring the situation in conformity with their professed objectives and claims.

Muslim representation in senior positions has over the decades declined. In the whole of Bihar there is only one Muslim Vice Chancellor and that too in a minority institution like Maulana Mazharul Haq Arabic University. Besides, there used to be 2-3 VCs and chairman of University Service Commission or Bihar Public Service Commission would also be Muslim, but this is not the case now.

*Source- Danish Ahmad Khan is a journalist based at New Delhi. He worked for Patna-based The Times of India, The Milli Gazette, and The Qaumi Tanzeem.*

April 12, 2010

**Table 19: The state wise break-up of Muslim representation in government jobs**

States	Muslims in Total population (%)	Muslim Representation in Government jobs (%)	Muslim Representation in PSU jobs (%)	
			Higher posts	Lower posts
Assam	30.9	11.2	No information	No information
West Bengal	25.2	4.2	0	1.4
Kerala	24.7	10.4	9.5	11.1
Uttar Pradesh	18.5	5.4	6.2	5.3
Bihar	16.5	7.6	8.6	6.4
Jharkhand	13.8	6.7	No information	No information
Karnataka	12.2	8.5	8.6	9.9
Delhi	11.7	3.2	2.1	5.6
Maharashtra	10.6	4.4	1.9	1.1
Andhra Pradesh	9.2	8.8	No information	No information
Gujarat	9.1	5.4	8.5	16.0
Tamilnadu	5.6	3.2	3.2	2.6
<b>Total</b>	15.4	6.4	3.2	2.6

The situation is particularly grim in the states of Assam, West Bengal, UP and Bihar. Delhi and Maharashtra also fare poorly. Karnataka and Andhra Pradesh have a better record than the other states in this regard. As far as Muslim representation in jobs in PSUs is concerned, Kerala and Karnataka have a better record than the other states. West Bengal, UP, Delhi and Maharashtra have poor representation of Muslims in PSU jobs, especially in the higher positions. (*Sachar Commission*). The Sachhar Committee has remarked that under-representation of Muslims is one of the major reasons for judicial bias against Muslims. Representation of Muslims is only 3 per cent in IAS, 1.8 per cent in IFS and 4 per cent in IPS.

DRAFT

Bihar

April 12, 2010

## THE SILVER LINING

### **RURAL MUSLIMS IN BIHAR MORE INCLINED TO CIVIL SERVICES -BY MUMTAZ ALAM**

*FALAH, TWO CIRCLES.NET*

New Delhi: **Most of 37 Muslim candidates who qualified this year for top government jobs in Bihar by clearing Bihar Public Service Commission exam are from rural areas in the state. A heavy majority of aspiring as well as working civil servants are also from rural areas or small towns/qasbas.** Urban Muslims, however, are more interested in easy and early earning – so prefer private jobs or business.

Why do rural Muslims want government jobs more than private ones or businesses when many private jobs pay many times more than a government job?

“The rural people still have craze for government jobs particularly civil services,” says Khursheed Ahmed who teaches at NIIT Patna. “The rural people want to see their sons as DM, SP, DSP, SDM etc. while urban people want early income, they don’t have patience for long struggle for a government job,” he adds.

“Moreover, preparation for civil services wants time, devotion and patience which rural people are ready to give and which urban people lack,” says Khursheed who also runs a coaching institute at Ramna Road, the Mecca of coaching centres in Bihar’s capital city of Patna.

The Sarvodaya Civil Services coaching centre took its 46 students all through Preliminary and Mains to the interview for Bihar administrative services conducted by BPSC this year. Most of them were from rural Bihar. Of 46, 42 were Muslims, and of them 16 got success. All of these 16 Muslim youths except a few are from rural areas or small towns.

Perween Jahan, the only lady among 37 successful Muslim candidates, belongs to Patna and Md Irfan Alam to Muzaffarpur. Among others, three are from Saran, two each from Siwan and Banka and one each from Nalanda, Gopalganj, Bhagalpur, Aurangabad, Madhubani, Ara and Sitamadhi.

Making true the dream of their parents, some of these boys will assume office as SDM, DSP, District Election Officer or District Education Officer.

On why more rural people are taking civil services, M Rafi, Director of Sarvodaya Civil Services coaching centre says: “As commercialization is increasing, urban people tend to earn as soon as they get some ability or skill. They want to earn early and for this they do some professional courses like computer, MBA etc. But in rural areas there is still craze for civil services.”

He further says: Rural parents have dream to make their sons IAS, IPS. In urban areas they want to make their kids engineer, doctor and other professional to earn money early. In rural areas, parents do not want money from their kids early. But in town, even before graduation, people start earning. Jobs of civil services want devotion, and urban people lack this.

DRAFT

Bihar

April 12, 2010

By April 1, 2008, there were 1492 Bihar Administrative Service officers in civil category in Bihar. Of them 166 were Muslims. Of these 166, only 13 were from Patna, 9 from Muzaffarpur and 5 from Gaya. The rest were from small towns/qasbas. Contrast this Muslim urban-rural divide with the Hindu community.

Of 1326 working Bihar Administrative Service officers in civil category by April 1, 2008, 174 were from Patna, 41 from Muzaffarpur and 48 from Gaya.

### **Government supported Programmes for Minorities**

The Bihar Madaris Education Board which is government funded and has a semblance of organisation. It entails 17 years of study for graduating as a Fazil which is equivalent to M.A. *The road to Fazilat degree under this system of education follows the following sequence:*

Eligibility for employment, both in public and private sectors, depend on the quality and content of education. A large section of minority population is still not aware of the schemes and programmes of the government and agencies. It is, therefore, necessary that adequate publicity is made in minority concentrated areas regarding all schemes.

#### **1) KGBV**

KGBV scheme is the heart and soul of girls' education and of SSA. Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below poverty line. The KGBV scheme is to be implemented in coordination with other existing schemes, and in Bihar, it is being implemented through the Mahila Samakhya (MS) Society in the districts where MS exists, and other districts by Bihar Education Project Council in collaboration with local NGOs/VSS. KGBV scheme in Bihar adopts model III.

**Dr. Rajesh Bhushan**, State Project Director, Bihar Education Project focuses on three important issues i.e., Identification and Enrolment, Management and Future Directions. Regarding identification, he was of the view that the participation of NGOs can play an effective role in terms of increasing enrolment and retention of girls and identifying teachers. As regards Management, he stated that there needs to be a convergence of various schemes so that budgetary constraints may be resolved. Regarding the Future Direction, he suggested that the scheme should be upgraded up to secondary level and that one KGBV in each district may be converted into a **resource centre** so that it could act as a role model for other KGBVs.

DRAFT

Bihar

April 12, 2010

- 2) **SSA** - Based on the 1981 Census, 93 districts (now 99) in 16 states have been identified under the SSA for focused attention. The major focus is on the states of Bihar West Bengal, Uttar Pradesh and Assam.

**Action taken by State SSA programmes in Bihar**

- ✓ 1005 recognized madrasas and 847 makhtabs have been supported under SSA.
- ✓ 2926 madrasas teachers received training. 2708 of them received teacher grants & 21,792 children received free textbooks in madrasas.
- ✓ 1731 EGS centres have been opened in minority dominated areas covering 27,492 children.
- ✓ 1911 Angana schools have been opened for minority girls benefiting 9840 girls.
- ✓ 368 AIE centres are being run through NGO's for the minority community such as the Imrat-e-Sharia, Adar-e-Sharia, Rahmani Foundation etc.
- ✓ Textbooks & bridge course materials has been developed in Urdu.
- ✓

Source: PIB

**a. Special focus on 93 districts including Bihar (1981 Census) with more than 20% Muslim population, for SSA investments in 2006-07 & 2005-06-**

- Targeted sanctions to meet infrastructure gaps for schools, classrooms & teachers
- Provision for 22 lakh children out of school through EGS/AIE
- Additional madarsas/makhtabs to be supported under AIE component

**b. Initiatives to cover Muslim Population**

- Provision of Urdu textbooks for Urdu medium schools
- 2 Urdu teachers in KGBV opened in Muslim concentrated blocks
- Support to Madarsa maktab

✓ **Coverage of uncovered Madarsa:**

✓ **Recognised Madarsa:**

- School grant to primary & upper primary School
- Teacher Grant
- Free text books for all
- Additional Teacher
- Teachers Training

✓ **Unrecognised Madarsa:**

- Setting up of an EGS /AIE Intervention
- Free text books
- An instructor
- Contingencies etc

→ During 2007-08, 11591 Madarsa/Makhtab are supported under SSA with coverage of 10.69 lakh children

DRAFT

Bihar

April 12, 2010

- During 2008-09, 10865 unrecognised Madarsa/Makhtab has been sanctioned. Out of which 10216 are in Million plus states
- From 2006 onwards, the category Minority (Muslim) is being included in the reporting of enrolment from each school in the country under the DISE database of SSA. Similarly, each state could collect habitation wise information on out of school children for which the Muslim Community is being included as a separate category.

*(Source: Press Information Bureau)*

### **c. SSA Class**

A large percentage of older girls continued to remain out of schools and were hard to reach as they felt shy in attending classes with children much younger than them in the learning centers. The SSA program was thus launched in 2005 with support from Sarva Siksha Abhiyaan in the slums of Patna to help mainstream the children in the age group of 11-14 years, especially girls.

It will take a bold and creative policy to bridge this gap. Acknowledging this, the Indian Government has made female education a priority. Its flagship programme for the achievement of universal primary education—Sarva Shiksha Abhiyan (SSA) or “Education for All”—places special emphasis on female education and the achievement of gender parity. The question remains, of course, whether this can be attained before the MDGs deadline in 2015. - *Sushrut Desai -UN Chronicle*

### **3) The Innovative Programme for Enrolment, Retention and Learning in Northern States Program**

This program was approved by the Ministry of Human Resource Development for two years i.e. 2006-07 to 2007-08 to cover 300 bastis (aimed at 45,000 out-of school children) spread in rural Bihar and to ensure that every child achieves the above mentioned goals. One basti Shiksha Kendra per basti / village, one library per basti / village, and 1,800 classes during the summer months (summer camp) were proposed to be run every year. The program was run in Sitamarhi, Purnia, Kishanganj and Darbhanga. By December 2007, 54,672 children were enrolled into schools.

### **4) Bihar education project**

Bihar Education Project (BEP) was launched in 1991 with the express purpose of bringing about quantitative and qualitative improvement in the elementary system in Bihar. The project lays emphasis on the education of deprived sections of society, such as SCs, STs and women. Participatory planning and implementation are crucial ingredients of the project. A midterm review highlighted certain major achievements such as: a) a strong Mahila Samakhya component; b) organisation of VECs and community involvement in programme implementation at grassroots level; and c) non-formal education through NGOs. The review suggested:

- Consolidation of the programme in the existing seven districts,
- Establishing strong linkages between BEP and the education system in Bihar,
- Giving greater focus to the primary stage of classes I-V,
- Building better linkages with the activities in other states under DPEP and other programmes,

DRAFT

Bihar

April 12, 2010

- Providing more emphasis to MLLs and teacher training and conducting periodic base line studies.

It has now been decided to extend the project to the second phase of two years duration. The total outlay for the second phase (1996-98) is estimated to be Rs. 613 million to be shared between UNICEF, Government of India and Government of Bihar as per the existing funding formula of 3:2:1. The total project outlay for BEP is Rs. 3600 million. It is proposed to merge the project with DPEP during the next five years.

### **5) Operation Blackboard**

This scheme launched in 1987, is aimed at improving the school environment and enhancing retention and learning achievement of children by providing minimum essential facilities in all primary schools. The scheme has brought about a remarkable quantitative and qualitative improvement in primary education. In all, 523,000 primary schools have been covered as originally envisaged. These schools have been provided with central assistance.

### **6) HUNAR & AUZAAR Pariyojana**

Aimed at making women from minority communities self-dependent, 'Hunar', a scheme jointly launched by the Human Resources Development Ministry and Bihar government, has turned out to be a huge success. The scheme, which has more than 13,000 candidates on rolls in the first phase, started on an experimental basis from July, 2008. Hunar is a huge success in Bihar which is the first state in India to implement the scheme. Altogether 13,884 candidates got enrolled for imparting training for their self-dependent last year. National Institute of Open Schooling (NIOS) under Union HRD ministry in collaboration with Bihar Education Project is engaged in implementing the scheme. The success of women training in a number of skills including weaving, knitting, computer use and child and maternity care has emboldened the state government to extend the scheme for a further period of one year with a plan to enrol 50,000 Muslim girls this year.

In a bid to empower Muslim girls, the Bihar Government launched a new scheme, "Auzar", under the umbrella of its flagship programme "Hunar". According to the 2001 Census, the female literacy rate in Bihar is the lowest in the country at 33.57 per cent, with the literacy of Muslim women standing at a pathetic 31.5 per cent. The target is to make everybody in the State literate and instill a sense of self-confidence in them. Currently there were 10 lakh children still out of school with most of them belonging to Muslim or Maha Dalit communities. The Government plans to integrate them by giving them education via such schemes. Hunar, which is a collaborative project of the Bihar Government and the Union Human Resource Development Ministry, was launched in Delhi last year and endeavors to raise the educational standards of Muslim girl. According to data released by the Bihar Education Project Council and National Institute of Open Schooling, the pilot scheme covered 13,768 girls from 298 blocks across the State. The pilot scheme proved to be a success with 12,000 girls passing in the first attempt. The Government proposes to give Rs.2,500 to each Muslim girl under this scheme for buying a sewing machine and other requisite tools to enable them to eke out a living. The money would be given directly to each girl by opening a bank account in her name. By this move, it will be easy

DRAFT

Bihar

April 12, 2010

to eliminate middlemen and reduce the incidence of financial irregularities. Bihar is the first State in the country to implement the Hunar scheme. The second phase of the programme envisages extending the scheme to girls from other disadvantaged groups as well as Maha Dalit communities.

Describing the programme as 'highly-effective' in Bihar, state minority commission chairperson Mr Naushad Ahmed said the scheme was proving to be 'a big help in improving the social condition of the Muslims'.

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## Profile of Districts Covered under Rapid Need Assessment

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The four districts covered under RNA are Patna, Katihar, Madhubani and Kishanganj. 18.49 per cent in Kishanganj to 24.03 per cent in Katihar and 63.82 in Patna and 42.35% in Madhubani. Table 8 provides a profile of these four districts.

**Table 20: Profile of Districts**

	Patna	Katihar	Kishanganj	Madhubani
<b>Population</b>	47,09,851	23,89,533	12,94,063	35,70,651
<b>SC Pop</b>	729988	208384	85833	481922
<b>ST Pop</b>	9236	140418	47116	1260
<b>Muslim Pop</b>	366,164 (7.8%)	1,017,495 (42.5%)	876,105 (67.6 %)	755,005 (19.2 %)
<b>Literacy</b>				
<b>Male</b>	73.81%	45.51%	42.8%	57.26%
<b>Female</b>	52.17%	24.03%	18.63%	26.56%

### Conclusion on the basis of above table 10 and 11:

Primary schools are lesser in number in the 2 districts, Kishanganj and Katihar followed by Madhubani and Patna.

Literacy rates for women in the 3 districts are significantly lower than those for men.

Although we have no data available for the Enrollment of Muslim girls at the primary level but whatever we could gather during discussions reveals that their enrolment is less than the enrollment for Muslim boys in all four districts.

There is only 1 school at the Upper Primary level in Kishanganj and no Primary schools in other 3 districts, the enrollment of Muslim girls is lower than the enrollment for Muslim boys. There are 240 recognized Madarasas in Kishanganj district. Most of these Madarasas are imparting education from classes I-XII and beyond (i.e. till graduation / *Fazil*). The education being imparted in these Madarasas is based on *deeni talim* (religious education). It was reported that the government-aided Madarasas have within them the

April 12, 2010

component of elementary education (SSA) and the provision of cooked mid-day meals. Introduction of modern education is the key to the improvement of the state of Madararas in the district.

**Table 21: Number of schools by management and school category in 4 districts of RNA**

District Name	No. of Schools by School Category							No. of Schools by Management Category										
	Primary Only	Primary with Upper Primary	Upper Primary Only	Primary with Upper Primary and Secondary/Higher Secondary	Upper Primary with Secondary and Higher Secondary	No Response	Total	Department of Education	Tribal/ Social Welfare Department	Local body	Private Aided	Private Un-Aided	Others	Un-recognized	No Response	Recognized/Aided Madarasa or Sanskrit	Recognized Private	Total
<b>Kishanganj</b>	911	311	1	83	12	0	<b>1318</b>	1079	0	0	0	0	0	0	0	240	0	<b>131</b>
<b>Madhubani</b>	2132	817	0	96	136	3	<b>3184</b>	2976	6	1	0	1	0	0	3	196	4	<b>3187</b>
<b>Katihar</b>	1440	475	0	0	58	1	<b>1974</b>	1894	1	0	0	0	0	0	1	77	0	<b>1974</b>
<b>Patna</b>	2224	1151	0	0	179	0	<b>3574</b>	3550	0	1	3	7	0	1	9	7	0	<b>3578</b>

DRAFT

Bihar

April 12, 2010

**Table 22: Block Profiles**

	<b>Phulwarisharif</b>	<b>Balrampur</b>	<b>Bahadurganj</b>	<b>Bisfi</b>
Total Population (2001 Census)	1,37,554 On the list of educationally backward blocks	1,22,541 On the list of educationally backward blocks	1,77,880 On the list of educationally backward blocks	2,61,762 On the list of educationally backward blocks
Muslim Pop.				
Female Literacy	38.26%	32.24%	28.14%	34.24%
Gender Gap in Literacy	23.48%	50%	43.72%	31.52%
Main Occupations (for Muslims)	Agriculture, small time daily wage laborer, fitter, tailor, bakery	Agriculture, cloth business	Agriculture and Jute business	Bidi rolling, Agriculture, Bindi, Zari, painting, fishery
Muslim Pop Profile	Ansari, Quraishi, Sheikh	Sunni Muslims are in majority followed by Shahabadi and Barelwi	Mixed community with majority population of Barelwi	Sheikh, Ansari, Naddaf, Hajjam, Dhunia, Shikalgarh
<b><u>Out of school Child Population</u></b>				
	<b>Boys</b> <b>Girls</b>	<b>Boys</b> <b>Girls</b>	<b>Boys</b> <b>Girls</b>	<b>Boys</b> <b>Girls</b>
<b>6-8 years</b>	415      372	817      808	2075    2045	2205    1792
<b>8-11 years</b>	277      248	545      538	1055    1022	8091    1603
<b>11-14 years</b>	237      237	1612    1744	1455    1351	1721    1550

DRAFT

Bihar

April 12, 2010

**Table 23: Number of schools by management and school category in Bisfi, Balrampur, Phulwarisharif, Bahadurganj**

Block Name	No. of Schools by School Category							No. of Schools by Management Category										
	Primary Only	Primary with Upper Primary	Upper Primary Only	Primary with Upper Primary and Secondary/Higher Secondary	Upper Primary with Secondary and Higher Secondary	No Response	Total	Department of Education	Tribal / Social welfare Department	Local body	Private Aided	Private Un-Aided	Others	Un-recognized	No Response	Recognized/Aided Madarsa or Sanskrit	Recognized Private	Total
BAHADURGANJ	149	49	0	32	4	0	<b>234</b>	167	0	0	0	0	0	0	0	67	0	<b>234</b>
BISFI	142	54	9	4	4	0	<b>209</b>	191	0	0	0	0	0	0	0	18	0	<b>209</b>
BALRAMPUR	99	39	0	0	2	0	<b>140</b>	127	0	0	0	0	0	0	0	13	0	<b>140</b>
PHULWARISHARIF	125	47	0	0	9	0	<b>181</b>	181	0	0	0	0	0	0	0	0	0	<b>181</b>

DRAFT

Bihar

April 12, 2010

**Table 24: Performance level of 4 Districts under the RNA**

Districts	Anganwadi Or Balwadi	Out of school	Private school	Tuition	Mothers' Reading	Std I-II : Learning levels			Std III-V : Learning levels		
						% Children (Age 3-4) in anganwadi or pre-school	% Children (Age: 6-14) out of school	% Children (Age: 6-14) in private school	% Children (Std IV-VIII) attending tuition classes	% Mothers (Age: 17-55) who CAN READ	% Children (Std I-II) who CAN READ letters, words or more
<b>Katihar</b>	<b>92.0</b>	<b>2.3</b>	<b>0.3</b>	<b>49.0</b>	<b>43.0</b>	<b>73.9</b>	<b>73.4</b>	<b>44.1</b>	<b>54.6</b>	<b>60.0</b>	<b>11.3</b>
<b>Kishanganj</b>	<b>22.1</b>	<b>11.2</b>	<b>7.2</b>	<b>42.5</b>	<b>20.9</b>	<b>72.5</b>	<b>77.8</b>	<b>46.7</b>	<b>56.6</b>	<b>53.0</b>	<b>7.3</b>
<b>Madhubani</b>	<b>71.3</b>	<b>3.5</b>	<b>1.4</b>	<b>72.2</b>	<b>32.9</b>	<b>69.5</b>	<b>69.3</b>	<b>40.0</b>	<b>69.4</b>	<b>70.2</b>	<b>16.4</b>
<b>Patna</b>	<b>58.5</b>	<b>4.5</b>	<b>11.4</b>	<b>54.6</b>	<b>43.3</b>	<b>73.0</b>	<b>76.2</b>	<b>55.2</b>	<b>62.0</b>	<b>61.1</b>	<b>27.4</b>

Source: ASER 2009 District Report

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## Primary Data

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The analysis of the primary data is based on six indicators: (1) Access, (2) Quality, (3) Environment, (4) Skills, (5) Official Responses and (6) Resources & Collaborations.

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### Access

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Graph 1: Field survey



The national norm of having a primary school within 1 KM distance and an upper primary school within 3 KM distance is not being followed in the 4 blocks, namely Balrampur, Bahadurganj and Bisfi. Children come to attend high schools from a distance of 5 kms in Phulwarisharif. Access to madrasas and makhtabs in Muslim dominant areas is not an issue in any of the four blocks. 1 Madarsa is running under the Imarat-e-Sharia, Phulwarsharif and other 3 residential

Madarsas are running only for girls.

The total number of existing classrooms is not sufficient to accommodate the total number of enrolled students. Elementary schools in Kishanganj and Katihar are in dire need of additional classrooms. Although Sarva Shiksha Abhiyan (SSA) is operational in since 2002-03, Kishanganj is still facing an unprecedented crisis of having more than 36.57 thousand out of school children and it is the same in other districts too. The girls residing in the residential school come from poor families and approve of the facilities provided. However, focus group discussions conducted with community and parent groups in nearby villages revealed that they were unaware of this facility. *The condition of KGBV is very bad in all the blocks covered. Existing physical facilities in KGBV are moderate such as availability of one toilet for 100 girls.* Lack of provision of toilet for girls and gender sensitive teachers and staff of KGBVs are some of the major reasons for the low enrollment of Muslim girls. Health issues of girls are a major concern which requires provision of adequate funds. *Although the scheme has immense potential of which helps in recovering the losses that girls face in being pushed out of formal schools due to multiple*

DRAFT

Bihar

April 12, 2010

*reasons, many Muslim parents don't allow their girls to study in KGBV. While the scheme appears to be laudable in its conception, great care should be taken in its implementation.*

There are a number of maktabas in the area which has insufficient infrastructure. There are no seating arrangements and no blackboards. In few schools there were blackboards but they were not being used by the teacher. There is no weekly schedule or annual budget. The noise level is too high as the maktabas is located in main town on the roadside which creates disturbance in study. There is poor infrastructure in Primary and middle schools. There is no sufficient number of benches; room is in a dilapidated condition. There is no provision for toilets. There is a felt need for provision of infrastructure facilities in high schools including construction of additional classrooms, laboratories, toilets for girls, teachers' and students' common rooms, libraries and hostel rooms. Thus, sanctioning new secondary schools and strengthening existing ones is a felt need in the district.

The presence of large number of Muslim students in Primary and middle school in Phulwarisharif is a positive scenario. Dropout rates for both Muslim boys and girls are high after the primary level but for girls it is significantly higher due to a general lack of female teachers in schools and particularly a scarcity of girls-only schools. Generally there is a tendency to withdraw girls from school after they reach puberty and there is grave hesitation in sending girls to co-education institutions above the primary level. In lower classes there is more number of girls than boys but their number gradually reduces in higher classes. About 15% girls dropout after class 10, near about the same after class 12. There are fewer number of graduate and matriculate girls in Bisfi. Parents believe that there no need for higher education of girls as they have to get them married. They are married at an early age. The parents comment- "*Padh likh ke kya karegi ladki, are zyada padh legi to ladka uski takkr ka kahan se laayenge.*"

*However, it is not sufficient to make girls' education more affordable; it also must be made more important as a social preference. We can see numerous examples of schemes to do just that—schemes which qualitatively alter the very environment of education and challenge the very attitudes that restrict educational access.*

In light of India's commitment to the Millennium Development Goal (MDG) of universal primary education, its major challenge is gender disparity—and the resulting financial and societal blocks that prevent access of girls to primary education. Societal blocks to female education must be understood as part of a much larger social fabric, which has spawned numerous institutions of gender inequality. Traditionally, a boy's education has been seen as an investment, increasing the earnings and social status of the family; however, different standards apply for girls. The benefits of a girl's education are generally seen as going to the family she marries into, thus providing little incentive to invest scarce resources, both human and monetary, into such activity.

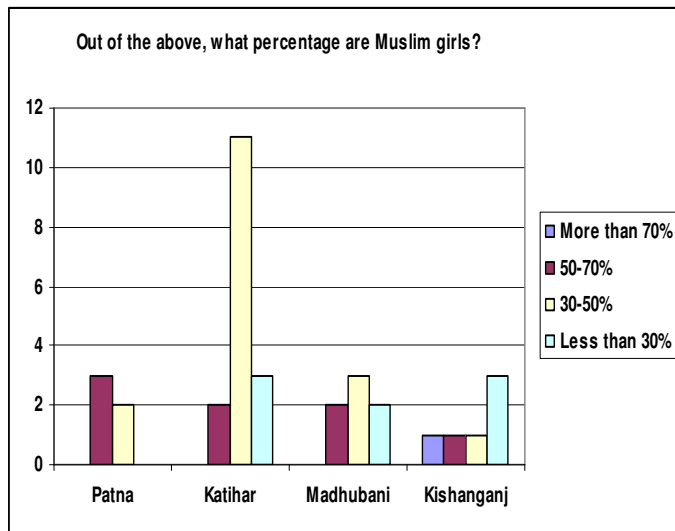
Also, given the relatively low educational attainment, especially in rural areas, the marriageability of an educated girl presents its own problems. These factors combine to cement attitudes inherently opposed to female education. - **UN Chronicle**

Physical access is a critical issue for girls in general due to safety and transport factors but for Muslim girls distance becomes a major obstacle due to the prevalent social-religious norms that prevent mobility beyond their immediate home environment.

In a focus group discussion with mother and dropout girls said that there is one Government Residential SCs/ STs

School in Kishanganj (Sadar) run by the District Welfare Department, but there is no provision for residential education to SCs/STs and minority girls in the district.

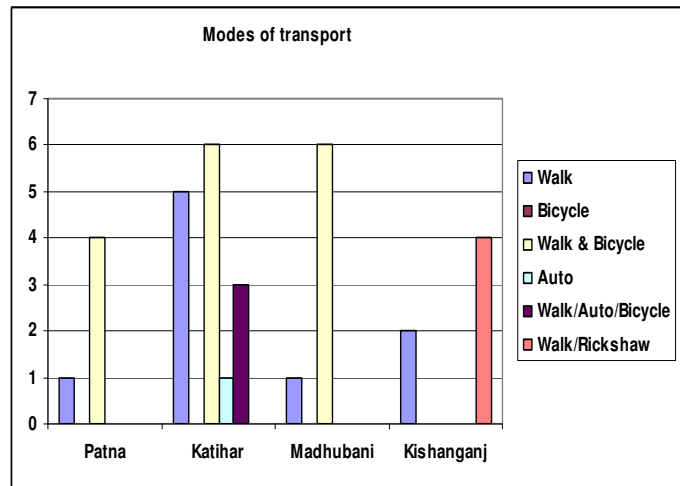
Graph 3: Field survey



In focus group discussions with school-going girls, mothers, school dropout girls, and community elders, across four blocks, it emerged very clearly that education for the girls is not seen as important. They only require basic education. Very complicated and strict socio-cultural and religious factors hampers the overall development of girls. During the interview when asked as to what was their future dream and aspiration, they said- “we have no dreams. We are waiting to get married.”

Although the team found that contrary to other blocks the socio-cultural apathy towards girls was less in Phulwari.

During the FGD a mother thrashed her daughter as she had left home to meet her friend and left the household work incomplete.



Graph 2: Field survey

DRAFT

Bihar

April 12, 2010

Lack of teacher is a big issue. The teacher student ratio in Bisfi is 60:1. The other obstacles to access, as described by members of the community and students (even at the primary level) are lack of female teachers in most schools, multi-grade teaching, and lack of Muslim and Urdu-speaking teachers in Muslim concentration localities. The high school with high Muslim enrollment in Bisfi block in Madhubani lacks sufficient number of teachers. Lack of infrastructure hampers the quality of education. There is lack of sufficient number of classrooms in all the blocks. Boys and girls have to cover a distance of 5-8 km by cycle. But the girls said that even though the roads were in bad shape they still found it convenient to reach school on bicycle. This has led to a considerable increase in girls' attendance in school. This indicates that access to school due to bicycles has improved. Although this was found only in those schools where bicycle has been provided. Without bicycle it is a major problem for girls as the roads are not in good condition.

It was observed in the FGD of community leaders and mothers that due to flood accessibility to school was a difficult task. There were no pucca roads. Parents felt insecure in sending their girls to school as a result. The girls also feared of violence by roadside Romeoos while going to schools. Most of the parents during the FGD were found to be illiterate. FGD with out of school boys revealed that they were not interested in studies as the teacher was either unqualified or absent from school. They said that they used to visit villages to give polio drops. Teachers are paid low salaries so they are not interested in teaching. FGD with the community, mother and dropouts that due to unsound financial condition children had to leave school as their parents were unable to support them towards their fees and books. No TLM was being provided.

*The parents said that "what will happen after studies? Their boys are not going to get good jobs even after that, so it is much better to leave school and assist parents in their family business".* This indicates the indifferent attitude of parents towards girls' education.

FGD with NGOs revealed that there was unawareness among the students regarding vocational skills and Health.

Water supply is a big problem in almost every school.

During the FGD a boy said, humko lagta hai ki humlogo ko HIV/AIDS ke bare mein sunkar AIDS ka bimari ho jayega.

The FGD revealed that several programs such as minority scholarship, poshak yojana, cycle yojana, Talimi Markaz, Utkarsha Kendra and Mina munch were being run by the government.

DRAFT

Bihar

April 12, 2010

Surprisingly, one of the teachers in the FGD in Kishanganj said that with the appointment of Panchayat Shiksha Mitra, the absenteeism of teachers in Primary Schools has improved.

There is an ITI in the Kishanganj district by the name of Tauheed Education Trust. Although there is a Polytechnic in the district, it was reported that the same was not fully functional. Students of the district therefore have to go to the nearby Katihar district or to other distant places to acquire technical education. Vocational education in the district is also non-existent; Higher Secondary Schools/Inter-Colleges has no facilities for imparting vocational education. There is only 1 privately run ITI in Bisfi.

It can be concluded that access is an important issue, the redressal of which is possible only through improving the quality and overall condition of schools. There is a felt need for provision of infrastructure facilities in high schools, Madarsas, including construction of additional classrooms, laboratories, toilets for girls, teachers' and students' common rooms, libraries and hostel rooms. Schools and Madarsas with better infrastructure lure parents to send their boys to private Madarsas.

There is large number of private run Madarsas in Bisfi. They are well furnished and have hostel accommodation for boys. An exorbitant fee is demanded. Parents prefer private schools and Madarsas over government schools because they observe that the quality of education in private institutions is better. Muslims parents also prefer to send their children to private schools, but most are unable to do so due to economic reasons and the fact that private schools are often far from their homes.

## Quality

The aims of education reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. Locating the term quality in educational discourse is now a universal concern today. The quality of education is certainly the most challenging task faced by the HRD. Director Higher education of the state stated that quality is an important factor in increasing enrollment and retention in government schools. The quality of education is influenced by a number of factors such as physical infrastructure, training of teachers, teacher-student ratios, use of teaching learning materials (TLM), the attitude and behavior of teachers, interaction between students and teachers and among students, and the overall support and incentives provided for retention.

TLM satisfaction had very little effect on school attendance motivation. Findings raised question about proper use of TLM in primary school. Basic infrastructures like mid-day meal, textbooks

DRAFT

Bihar

April 12, 2010

and teaching predicted changes in school attendance motivation. Among supportive infrastructures, friendship, health check up and toilet facilities acted as important motivating factors to attend school.

Almost all Madarasas have general education now. The issue is poor quality and relevance in most of them yet one could safely say that 50% or more the learning outcome is better than the government schools. As per Pratham report some 60% class 5 children in government schools across India are unable to write their own names in class 5.

Most of the schools visited by the FIs had inadequate toilet facilities and in some of them such facilities simply did not exist. A good number of KGBV schools had no boundary walls.

Deployment of teachers was much below par. Teachers are not well trained. They are following the old pattern of teaching method. Female teachers in schools are not either not appointed or not present. They are lowly paid and so they lack interest in teaching. They also leaving government schools as there is huge salary differential which suggests that many private school teachers may be receiving enormous salaries.

None of the secondary schools had a functioning laboratory and the library facilities in these schools were either non-existent or utterly inadequate. As a result parents prefer to send their children to private schools. Analysis of data collected in the four blocks reveals that parents would prefer to send their children to private schools as the classes are held regularly but due to the absence of teachers in government schools forces them to get their children out of school.

According to ASER, between 2005 and 2008, the percentage of rural 6 – 14 year olds going to private schools has increased from 16.4% to 22.5% at the All India level. However, there are wide variations across states. Kerala more than doubled private school enrolment between 2005 and 2008 --- from 22.4% to 49%. UP and Punjab are the other high private school states. Private school enrolment in these states increased from 27.9% to 35.9% and 25.3% to 41.7%, respectively, between 2005 and 2008. On the other hand, Bihar, Chattisgarh and West Bengal have very low enrolment in private schools. For instance, in Chattisgarh private school enrolment increased from 4% in 2005 to 10% in 2008. In Bihar, it fluctuates between 8 and 10% and in West Bengal between 3 and 8%.

In the name of sports and extracurricular activities Madarasas conduct Quami Jalsa, Naat Khani and Eid. Most middle and primary school have no sufficient classrooms, playground, space, sports material and facilities toilets, electricity and water supply. Facility for vocational education was rarely seen. This was the case of Bisfi as well as other blocks.

Madarsa and private school teachers have not undergone any training under SSA. Although in some blocks (Bisfi needs special attention) teachers from middle and primary schools have

DRAFT

Bihar

April 12, 2010

undergone such trainings for 10-30 days on teaching methods. Some have also found DIET training to be useful. Those who have not undergone such training want it. Newly appointed school teachers to Madaras and private schools are being trained by IGNOU whereas, all the Middle and Primary school teachers are undergoing 10 to 50 days training on different methods of teaching through BRC. This was specifically mentioned in IDI interviews with Headmaster in Bisfi.

Kasturba Gandhi Balika Vidyalaya Scheme is a special scheme for girls of rural areas, but the people of Kishanganj are unaware of the scheme. Despite being located in Patna district Phulwarisharif block does not have a single KGBV school.

Government high schools in Phulwarisharif block have computer lab, science lab and library in running condition. TLM was provided by the SSA to the registered Middle schools in Phulwarisharif block.

The qualification of teachers varies as per the type of institution. In residential Madarsa it is Maulvi and in other Madaras the qualification is Fazil whereas in non-residential Madaras it is Maulvi and Fazil. In schools the highest qualification is PH.D and minimum qualification is Matric and Fauquania.

In Phulwarisharif block children in all types of schools participate in sports, debate, painting and Quiz competition, which presents a positive scenario. This can be reflected in this case study below-

Zia-ul Haue, a student of government (+2 high school) in Phulwarisharif block topped in science debate (topic-Population). Tasneem Fatima topped in Painting competition

Classroom observations revealed that the methods of teaching are very outdated and poor with no scope for interactive learning. Students are not allowed to question teachers and if they dare to do so they are beaten. The situation is the same in schools and madrasas. The use of teaching learning materials was not observed in any school or madrasas. In private schools the interaction is much better.

According to a focus group discussion in Bisfi, Bahadurganj, Balrampur and Phulwari some teachers were found out of class administering polio drops in the village to meet their financial requirements.

Detailed information with regard to student oriented programmes have not been compiled and maintained by the district authorities so that it could be shared with all members of public. This would also fulfill the purpose of implementation of schemes and Right to Information Act.

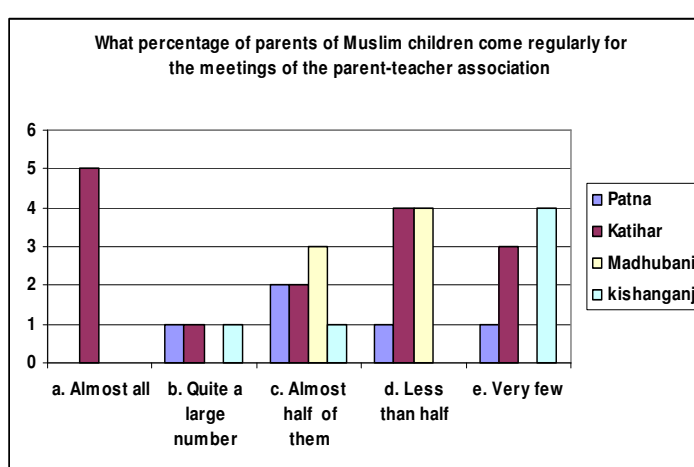
April 12, 2010

In many schools it was observed that in spite of blackboards being available, the teachers were not using it. There was no chalk and duster in the classrooms. Children were found to be sitting on the floor and studying.

Teachers are not interested in the students' performance neither are they interested in checking their home works.

Many students have no textbooks, copies and pen. Parents are too poor to support them. This clearly reflects that the government related schemes of free distribution was not being implemented by the school authorities whereas the school authorities were of the view that they were not provided any fund by the government officials.

Across four blocks, PTA meetings were found to be superfluous and teachers reported low attendance. But the Focus groups and interviews with mothers revealed that either of the parents attended the meetings on information. On the other hand PTA meetings were held regularly in Private schools and the teachers made it a point that it was necessary for the parents to attend.



Graph 4: Field survey

The FGD with mothers revealed that Muslim parents visited Madarsas and Primary schools to enquire about their child's performance. Mostly mothers attended the PTA meeting.

The FGD also revealed that some well to do parents support private tuition as the education in government schools was not up to the mark. But for majority of the parents it was unaffordable. *The reason – 70% students in the 4 blocks covered were even unable to get any kind of educational support from their parents. From Isapur to Karbala in Phulwarisharif block itself 80% of the population belong to the BPL category.*

The above analysis reveals that there is grave need to improve the quality of education in terms of TLM, infrastructure and teachers. Introduction of general education in all recognized Madarsas is the key to the improvement of the state of Madarsas in the district. Opening of separate ITIs for girls from minority community may be explored. Efforts are also needed to introduce public-private partnership with a view to opening more and more schools in the districts by giving one-time grant to interested individuals provided they arrange land and

DRAFT

Bihar

April 12, 2010

personnel on their own. This can reduce the load on Government resources. Private initiative with State patronage may solve the problem of inadequate secondary infrastructure in the districts.

## Environment

The availability of schooling facilities in habitations, attitudes and behaviors of teachers, students, enough space for playground and classrooms, seating facilities, sound and healthy interaction between the community members of different sects are one of the crucial indicators, for better education attainment and environment which is lacking in almost all the schools. Such schools modest buildings and lack adequate security around these buildings as there are no boundary walls. They are located in areas where there are significant health problems, few public services, considerable pollution and higher than average levels of violence

Again availability of school infrastructure depends upon the communication system in locality. The leaders, parents and other members of the community should demand improvement in infrastructure from the school authorities and the education officials. The basic infrastructure facilities in schools, specially, drinking water source, toilets, benches, playgrounds and electricity are lacking in majority of the schools covered under the 4 blocks.

School authorities should strive to provide an environment that is physically safe, emotionally secure and psychologically enabling. Favorable attitude towards school infrastructure will lead to school attendance motivation.

Anil Sadgopal, an eminent educationist and a member of the Central Advisory Board of Education (CABE), said the dismal performance in primary schools should open the minds of the authorities at both the state and central levels. "Many primary schools in India don't have basic infrastructure like proper buildings and blackboards. Thousands of teachers in schools are either unskilled or don't attend classes". "Let's be realistic and start working on our elementary school system."

FGD with community leaders No communal disharmony was found in all the four blocks covered. Whereas, in some schools Muslim students preferred to move in groups and mingle with children from their own community. Mothers during the FGD said that they felt insecure to send their girls to faraway schools as there was fear of the roadside urchins who would tease them.

Community leaders said that that there is lack of proper guidance among the students.

The dropout students in their FGDs said that teachers used to beat them. The school should prohibit physical punishment of students by school staff.

DRAFT

Bihar

April 12, 2010

In the in depth interview the head master said that there is a need for open discussion among the community leaders, head masters, LSTC heads, parents and local leaders and NGOs in order to reduce the communication gap and create a better understanding.

Interviews and FGD with parents, community leaders and out of school children revealed that among the teaching community there is a opinion that Muslim students are not good at studies. This poor performance is due to poverty, high absence rates, lack of family support, and the need for the children to work and support their families in traditional trades as helpers or mechanics.

FGD with dropout students also revealed that many boys were not interested in studies so they quit. They were more interested in following family trade or work as part time mechanics at a repair shop. Some said that were earning money to open their own repair shop.

Lack of female teachers was seen as one of the major problematic issue for Muslim girls. They were either not appointed or absent from their duty. In addition, free text books are scarce and hard to access for most students as parents are unable to pay for it. This situation was more or less the same in all four blocks.

The FGD with mothers revealed that they attended their child's PTA meeting but due to social taboos they felt hesitant in talking to male teachers. They thought that attending the PTA meeting was either useless or irrelevant. Mothers wanted to educate girls but due to conservative societal pressure they were unable to do so. They believed in early marriage of girl as she was a huge responsibility.

Having large number of children and lack of education led to their economic and educational backwardness. Flood was cited as another important reason for economic backwardness. This was the version of all the 4 blocks.

In Phulwarisharif the business leaders said that they were initiating education to be imparted through Mosque. In Madhubani they were planning to open a Madarsa for Deeni Talim. In Katihar they had plans to open primary schools at Village/Panchayat level. There was no answer from Kishanganj. Asked as to what was the response of the Muslims the business leaders from Patna said that enrolment had increased as a result but the rest of the 3 blocks did not find any response from them. Muslims did not make good use of the benefits available to them under various schemes of the Government due to lack of awareness for schemes. More and more formal education is required for Muslims according to them in Phulwarisharif block. They are getting enough of Deeni Talim. Business leaders said their initiatives were not constructive due to conservatism and economic backwardness.

But it was observed that majority of the Madarsas are absolutely open to interventions to raise the quality of education from any general organisations who is sensitive/respectful and does not have any other agenda that clashes with their social/religious ethos.

DRAFT

Bihar

April 12, 2010

Focus groups with female school dropouts in all four blocks revealed that the prime reason for dropping out is lack of access to schools beyond the primary level in their localities. In addition to this, parents do not encourage girl's education and surrender to religious pressures that discourage girls' education. These girls reported that, given an opportunity, they would like to continue their education but till today higher education was a dream that will never be fulfilled as they will get married or forced to leave school due to poverty and their brothers were given first preference. They wanted the religious leaders to encourage their parents to send their daughters to school which was being done at some schools.

The community elders, parents, students, dropouts and government officials were of the opinion that the environment for education can be improved through access to scholarships, tutoring classes, and vocational training, career guidance, and involvement of religious leaders in awareness generation, creating awareness about available government schemes and programs.

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### **Skill Enhancement**

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All the groups (students, teachers, community leaders, religious leaders and mothers) were of the opinion that boys and girls both need vocational training to enhance their skills but practically boys were given preference. They wanted to learn and earn. Many computer centers are functioning in Phulwarisharif block whereas it was the greatest requirement in other 3 blocks. A few private IT's available in Phulwarisharif. But it is unaffordable for the poor students. They need financial support and special package. In some blocks HUNAR programme of the government is being run but many are unaware.

Focus group discussions with dropouts and in-school students show a great desire for vocational training and career guidance. Even girls felt a dire need for vocational training in tailoring, stuffed toy making, jute products, embroidery so that they can earn a decent livelihood. It will enable them to lead their life with self respect.

Most of the jut mills in Kishanganj were found to be closed. It would have provided tremendous opportunities for employment. Many girls are skilled in Madhubani painting but they require proper exposure and encouragement which is lacking

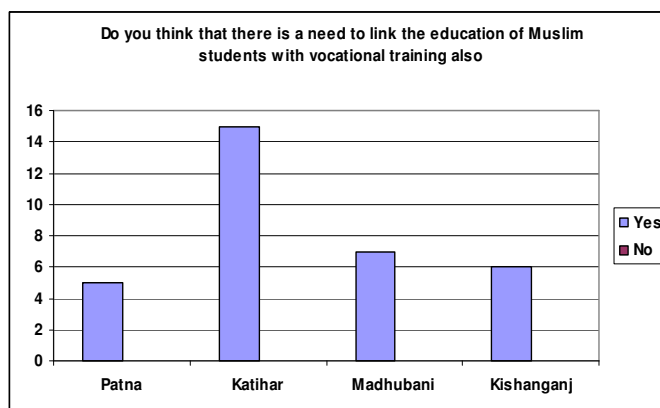
FGD with youths revealed that 70%-80% youths in Madhubani migrate to other states for better employment prospects. They work mostly as Zari workers, carpet weavers, toy making and Bindi making. Flood is the main reason for migration. They send money orders to their family members. Many of them are engaged in small family business assisting their parents in Kishanganj. They are engaged in beedi rolling in Phulwarisharif and Madhubani.

DRAFT

Bihar

April 12, 2010

The overall assessment revealed the need for vocational training in all the blocks. Vocational training will enhance the livelihood skills of youths and they will be able to lead a better and independent life. They wanted their parents to be made aware about the relevance of vocational training and it could be done through their teachers and religious leaders by visiting the household at village level and Panchayat level & motivate both the parents & students regarding the importance of education & vocational training & their future prospects.



Graph 5: Field survey

Educational Camps at village & Panchayat level should be initiated and appointment of Urdu teachers should be made.

When asked as to whether the parents, community leaders were aware of any special efforts being made for Muslim students under the SSA, they said that they knew nothing about it in Kishanganj. In Katihar there was a mixed response. But there was a positive response in Madhubani as they said that they were aware about TLM, Scholarship, Talimi markaj, Scholarship, Recovery, Appointment of Urdu Teachers, Taalimi markaz, scholarship, schemes, Meena manch, and Hunar program.

### District and State level Government Response

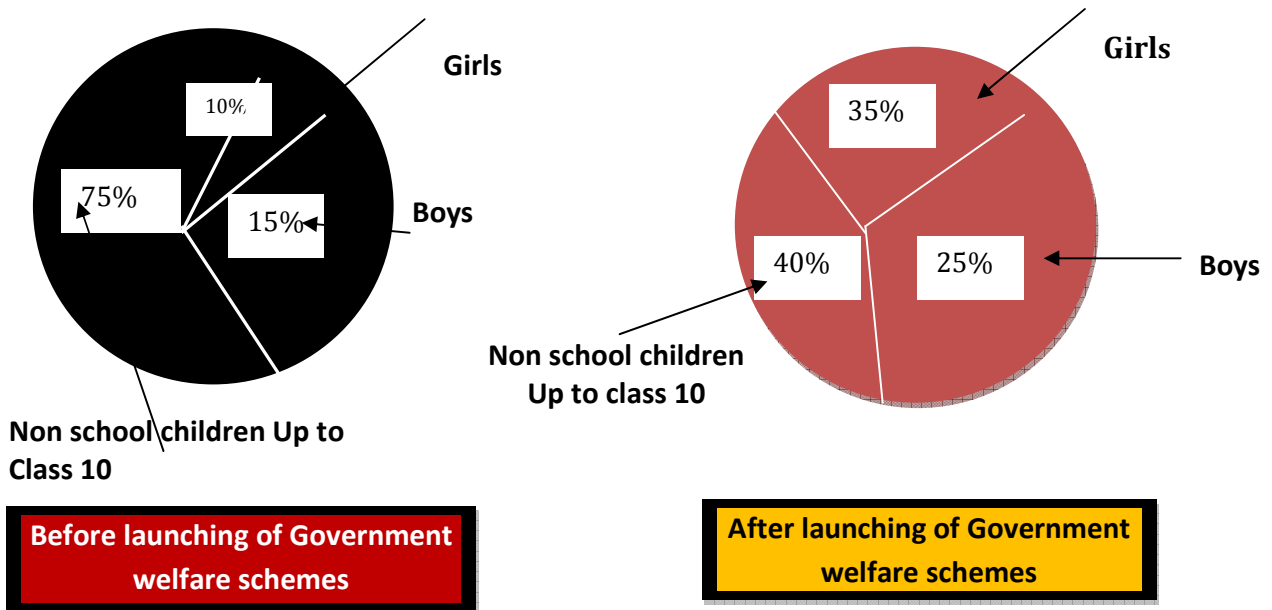
According to the Head Master, DSE, BEO, Director Higher education Bihar, BRC and Chairman Bihar State Madarsa board, Nazim, Ex- MLA and Wardens of KGBV, several schemes were being run by the government for the advancement of Muslim Education. They were minority scholarship, free distribution of text books, Poshak Yojana, Cycle Yojana, mid day meal, Utpreerana Kendra, Hunar programmes were being run by the government. According to them the impact of these programs was visible in the increase of enrolment of Muslim girls.

Currently there were 10 lakh children still out of school with most of them belonging to Muslim or Maha Dalit communities. The Government plans to integrate them by giving them education through launching schemes such as, “Auzar”, under the umbrella of its flagship programme “Hunar”. In 2010 target is to empower 50,000 girls — 25,000 Muslim and the rest belonging to

April 12, 2010

the Maha Dalit and other backward communities. Hunar, which is a collaborative project of the Bihar Government and the Union Human Resource Development Ministry, was launched in Delhi last year and endeavors to raise the educational standards of Muslim girl.

According to data released by the Bihar Education Project Council and National Institute of Open Schooling, the pilot scheme covered 13,768 girls from 298 blocks across the State. The Government proposes to give Rs.2,500 to each Muslim girl under this scheme for buying a sewing machine and other requisite tools to enable them to make out a living. The money would be given directly to each girl by opening a bank account in her name. By this move, it is hoped to eliminate middlemen and reduce the incidence of financial irregularities. Bihar is the first State in the country to implement the Hunar scheme. The second phase of the programme envisages extending the scheme to girls from other disadvantaged groups as well as Maha Dalit communities.



Source: Field Data

According to the Government officials of education department the results revealed that 35% girls and 25% boys were motivated to attend the school. Previously the enrolment rate for Muslim girls was 10% and boys were 15%. This is a remarkable achievement on the part of government initiative towards promoting education. Before the launching of government schemes 75% children were out of school and now it has reduced to 40%.

DRAFT

Bihar

April 12, 2010

The government officials felt that that still more and more Muslim parents should be motivated to send their children to school as well as to vocational training centers. They said in their interview that there was need for community mobilisation for education and considered NGOs as the best source of support.

*In spite of these above data there are many areas which need special attention:*

The FGDs also revealed that Government staffs and official at the block and district level have an indifferent attitude towards education of Minorities and as a result they are either slow in their delivery mechanism or not interested due to caste bias. They also favored the privileged ones in the community. Many parents were not even aware of different education benefit and vocational schemes and as a result their children were left behind. They said that they were ready to provide support in monitoring but they were not involved. Many parents in Kishanganj had not even heard about KGBVs.

The total number of existing classrooms is not sufficient to accommodate the total number of enrolled students. Elementary schools are in dire need of additional classrooms. The provision of additional classrooms in existing elementary schools and new structures in EGS centers are a felt need in the district. Private initiative with State patronage may solve the problem of inadequate secondary infrastructure in the districts.

There is a felt need for setting up a technical/vocational education complex with limited trades to begin with. There is also a need for opening guidance and coaching/counseling unit each in the Employment Exchange and Degree Colleges so as to empower both the school pass outs and dropouts to seek ways for self-employment with the assistance of Government agencies/banks. A government official in Patna said that such concepts were in their mind and they will be implemented shortly.

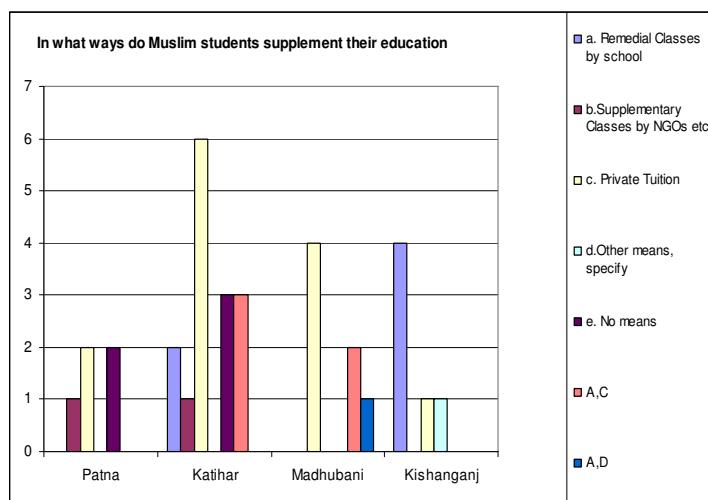
*The State Government should make adequate provision in the State Plans for development of education system including technical education in Kishanganj district said a local NGO.*

The district administration has not yet linked up with private agencies to promote computer literacy in schools. Due to erratic power supply and unavailability of electrification in some of the blocks covered computer was merely a show piece in the schools. There were no instructors for computer training.

The FGDs with out of school girls revealed that there is a need for setting up residential education centers for Muslim girls, as the district lags behind in education of girls of weaker sections. This was particularly expressed in Bahadurganj block.

April 12, 2010

Graph 6: Field survey



A large number of Muslims students in Katihar followed by Madhubani, Patna and Kishanganj supplement their education through private coaching. This is due to absence of teachers in government schools. This indicates that Government should appoint capable teachers and pay a decent and regular salary. Teachers should be given proper training in modern methods of teaching.

The Chairman Bihar State Madarsa Board in his interview blamed Central government's apathy towards promoting education in Bihar. The Central government was not sanctioning the required fund for the development of educational status of children. Otherwise, the State Government was doing its level best in this direction in spite of all the constraints. With the appointment of Panchayat Shiksha Mitra, the absenteeism of teachers in Primary Schools has improved.

**In spite of all these above achievements defined by the Government officials and Muslim political leaders, much is needed to be done at the ground level-**

The teachers said- 'No doubt government puri koshish kar rahi hain but hum teachers ko non teaching work main involve karke humain busy rakhte hain. Hum students ko time kaise de? Bahadurgunj middle school ke teacher M.D. Iqlakh ka kahna hain ke is desh main 3 logo ki hi chalti hain -1 PM 2 CM 3 DM. baki kisi ki nahi. Humlogo ne bahut se acche muslim students ko study chor kar kam karne ke liye jate dekha hain jiska humko dukh hain, par hum majboor hain'.

'The NGOs said- 'Humlog paise se nahi balki apni talim, apni soch se garib hain. Agar hum apni soch or apni talim ko sahi karle to garibi hamara kya bigar payegi? Jinke pas money hain who bhi toh talim nahi de rahe hain bus acchi tarah unche makan main rahna he inki dili khwish hoti hain'.

DRAFT

Bihar

April 12, 2010

**Above all:**

**The RNA team members vehemently tried to take appointments with the senior officials of the State government and NABARD but they were unsuccessful. If by any chance any one of them were able to reach them, the reply was- ‘Go to my seniors and take their permission and then only can we express our views before we talk to you on such a sensitive issue – ‘Minorities’. Is this not a sign of apathy on the part of the major stakeholders? If they can’t spare their valuable time to speak on this matter what result can we expect from them?**

**The challenges**

Nevertheless, the study also found that there are considerable challenges to overcome before the concept of improving the Muslim education system can be widely implemented. Sustainability is inevitably a critical factor – because system leaders must first be successful school leaders. The RNA team notes that these conditions for long-term success were not all in place in any of the RNA. The conservative culture of Muslim leaders is reflected below which is one of the major challenges to overcome is:

Religious leaders in Balrampur block in the FGD and a few respondents in the IDI revealed that – ‘Muslim parent apne bachho ko government school is liye nahi bhejna chahte kyunki usse unke religious feelings hurt hota hain. Government school main VANDE MATRAM gaya jata hain aur ISLAM ek ishwarwad wali religion hain. Hum ALLAH ko chor kar kissi ko bhi pujniye nahi kah sakte chahe woh dharti mata hi kyun na ho aur hamari mulk parasti par shaque na kare, yah kaum shuru se hi mulq ki khushhali ke liye Qurbani deti aayi hain or deti rahegi, iska itihah gawah hain’.

**Conclusion**

There still exists disparity in access to primary education across socio-economic strata, gender and districts among others in Bihar. Nevertheless, overall access to school has increased slowly over the years, however, unequal opportunity in access to an equitable quality of education remains. The recent policies of government related to teachers and mushrooming of private schools would further lead to hierarchy of schools, exacerbate socio economic opportunities and intensify the socio- economic status quo for future generation. Under such circumstances and the existing financial constraints, the State will have to adopt low cost strategy to expand education. Bihars educational progress would play a key role in the economic development of the state to catch up with the rest of india. Education for all in Bihar would be also important in the government’s recent strategy of ‘inclusive growth’ in India as a whole.

DRAFT

Bihar

April 12, 2010

## Recommendations & Suggestions

<b>Districts Issues</b>	<b>Bisfi</b>	<b>Balrampur</b>	<b>Bahadurganj</b>	<b>Phulwarisharif</b>
<b>Access</b>	<ul style="list-style-type: none"><li>▪ The national norm of having a primary school within 1 KM distance and an upper primary school within 3 KM distance needs to be strictly enforced</li><li>▪ Awareness about available schemes and programs in the community through Community and Religious leaders</li><li>▪ Awareness on the benefits of education and importance of educating girls through the involvement of Muslim religious leaders</li><li>▪ Appointment of more female and Muslim teachers in schools</li><li>▪ Focus on the relative attractiveness of school leaders' salaries</li><li>▪ Filling of vacancies of Urdu teachers</li><li>▪ Introduce transport facilities to long distance schools</li><li>▪ Provide funds to develop infrastructural facilities</li><li>▪ Open separate girls hostel in every schools to provide residential education to Muslim girls</li><li>▪ For girl students, education should be made free up to graduation level.</li></ul>			
<b>Quality</b>	<ul style="list-style-type: none"><li>▪ Training for teachers in schools and madrasas on development and use of TLM</li><li>▪ Strengthening of general education in Madarasas</li><li>▪ Providing sports facilities and equipment in schools and madrasas</li><li>▪ Creation of Monitoring Committee comprising of different groups from the community/parents/ NGOs to monitor teaching methods and environment in schools and madrasas</li><li>▪ Orientation and training of maulvies in teaching methodologies</li><li>▪ Religious leaders should be involved in community mobilisation for the promotion modern education in Madrasas</li><li>▪ Middle and High schools should be opened in sufficient numbers</li><li>▪ Construction of an Education Complex for higher studies with all facilities especially for Muslim girls</li><li>▪ The provision of additional classrooms in existing elementary schools and new structures in EGS centers</li><li>▪ Sanctioning new secondary schools and strengthening existing ones</li><li>▪ Introduce public-private partnership with a view to opening secondary schools</li><li>▪ Sensitisation of key role player towards the importance of education</li><li>▪ Gender sensitization as a component of training of teachers and other</li></ul>			

April 12, 2010

	educational personnel
<b>Environment</b>	<ul style="list-style-type: none"> <li>▪ Creating forums and opportunities for collective sharing of skills, expertise and experience</li> <li>▪ Training of teachers in appropriate attitudes and behaviors while dealing with students from different religious backgrounds</li> <li>▪ The district administration should link up with agencies dealing with alternative sources of energy so as to use to enable continued power supply for running computers.</li> <li>▪ Change the conservative mentality of Muslim religious leaders.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Guidance and counseling in schools</li> <li>▪ Career guidance centers</li> <li>▪ New vocational training opportunities that enable job placements</li> <li>▪ Scholarships and aid for higher education</li> <li>▪ Setting up a technical/vocational education complex with limited trades such as fitter, machinist, electrician, wireman, mechanics (motor vehicle, radio, TV, electrical, refrigeration, air conditioning, diesel, tractor, etc.), plumber, welder, carpenter, stenography, tailoring, DTP, Data Entry Operator, etc.</li> <li>▪ ITIs should be started in all the 4 blocks</li> <li>▪ Opening of separate ITIs for girls from Muslim community may be explored</li> <li>▪ Girls should be trained in toy making, painting, jute work etc.</li> </ul>

### **Some detailed important recommendations**

The involvement of NGO's of different socio-religious backgrounds can be used in encouraging enrolments of girls from minority communities as they have social acceptance in the community. Further, their help can be elicited in imparting vocational skills, tackling problems related to health and nutrition. However, care should be taken to see that the religious affiliations of these organizations do not get reflected in the KGBV schools, which are expected to act as a 'Correctional Agencies'.

Organization of regular community mobilization programmes for promoting enrolment and retention of girls in KGBVs.

Strategies of inclusion of girls from different socio-economic background needs to be sensitively planned for prevention of further exclusion

DRAFT

Bihar

April 12, 2010

Need to work out strategies which can link schools to ITIs, Polytechnics and other Vocational Institutes. In this regard NIOs run courses on Rural Health and Rural – Engineering and schemes such as ‘Hunar’ can be used in KGBVs to enable students to link education with the world of work. An integrated approach to work and education as a pedagogy needs to be adopted.

Provision of physical facilities needs to be provided such as science laboratory, computer labs, functional library and facilities for organization of Sports and Yoga.

Provision of sports and vocational teachers should be provided for overall development of girls in KGBV and students in general in other schools

Appointment of Urdu teachers should be especially made in blocks having larger concentration of Muslim population as Urdu teacher can help in the retention of Muslim girls

The teaching learning requirements of girls need to be carefully planned as these girls are from diverse socio-economic background and of different learning levels.

The service conditions of the teachers which include their salaries, working conditions, residential facilities, crèches, transport facilities, maternity leave benefits and incentives need to be given urgent attention

Teacher training programmes need to be based on continuous monitoring and feedback.

DRAFT

Bihar

April 12, 2010

## **Interventions Strategy Conference**

The MEGA Bihar Interventions Strategy Conference took place on May 10th in Patna. The key points made during the conference are summarized under the headings of access, quality, environment, and vocational skills.

### **ACCESS**

The norms in terms of distance to primary, secondary, and higher secondary schools are defined by the state, but these norms are not evident in Muslim dominated areas. The factors responsible for educational backwardness among minorities include inaccessible habitations, frequent floods, kuchcha roads and lack of transport. Getting children to school in such a difficult terrain is very tough. Schools are located very far from the habitations. For girls staying in such remote areas with restricted accessibility, their education development is bleak.

Distance to school and lack of female teachers is a major reason for girls not attending beyond primary school.

Women and adolescent girls are regarded as signifiers of community honour and as symbols of tradition especially among the Muslims. Hence, their movements are controlled in the belief that restricted mobility will protect them. This means that parents are reluctant to allow daughters to travel long distances to attend school.

Even when families are initially convinced about sending adolescent girls to KGBVs, there is no guarantee that real or perceived fears about their security will not come in the way.

Child marriage is also widespread, although it has been outlawed by the Child Marriage Restraint Act, 1929 and by the more recent Prohibition of Child Marriage Act, 2006. Marrying off girls younger than 18 years of age is still common.

Teachers and education officials show signs of indifference and an inability to connect with Muslim students and parents, and this has a negative effect on enrollment and retention. The parents were mostly unaware about their duties and rights, such as the right to education and the right against exploitation and discrimination.

For any programme to be successful and sustainable, community participation and support are essential. But the Local people are not involved in mobilizing parents and children at large.

Similarly, traditional control over the mobility of adolescent girls prevents them from attending school as they are engaged in unpaid domestic labour within their homes. They play 'income supportive' roles and act as facilitators to others going to work. The Muslim community is not

DRAFT

Bihar

April 12, 2010

mobilized to play an active role in monitoring and demanding their children's rights to a good quality education.

When the question of affordability of education arises, parents often prioritize the education of sons over that of daughters due to the belief that the girls will eventually be married off and thus their education will not bring economic returns to the family.

Partnerships with NGOs and a focus on mainstreaming into the formal school system will create a stronger delivery system, higher quality education, and greater enrolment and retention.

Poor quality at all levels in the delivery system results in high dropout rates due to disenchantment with studies and irrelevance of education.

## QUALITY

The poor quality of education is another factor that discourages parents from sending their wards to schools. Most parents when asked why they did not send their children to school complained about the poor quality of education. They said, "The teachers were irregular in the school, so I brought my child back."

The girls and boys require extra care, patience, and understanding. It is important for teachers to establish a rapport with the girls so that the students can express their problems, difficulties, and concerns freely and frankly. More importantly, the teachers are not dependable and sensitive to their concerns.

Most madarsa teachers are not trained or are poorly trained, since better trained teachers opt for schools where they receive better remuneration and working conditions.

Teaching and Learning materials are largely textbooks. Supplementary TLMs are needed but are nonexistent in schools and madrasas.

There is no systematization and development of knowledge and reading and writing skills among the students.

Libraries are almost non-existent, and children do not have access to age-appropriate reading materials.

Children in some of the KGBVs and other schools were not given textbooks, exercise books, uniforms, free of cost. The state only provide support for books to Govt. schools and registered madrasas under SSA.

DRAFT

Bihar

April 12, 2010

But in some schools the girl students said that they had received free school dress under Mukhyamatri Poshak Yojana and cycles under Mukhyamantri Cycle Yojana. But this scheme was not being followed everywhere in a uniform manner.

Parents were enthusiastic about sending their children to school, but complained about a lack of schools in their villages or nearby villages or about the bad infrastructure in the existing schools.

There are very limited numbers of rooms, forcing the classes to be held under a tree or in the compound. When the schools are in such a dismal condition, most parents either do not enrol their children or withdraw them after some time. According to them, when the child does not study in the school, there is no use going there; the child would be more productive by contributing to the family income or by helping with household chores.

Whether the parents would send their daughters to residential schools (KGBV) where the girls would get all facilities but where the academic standards are not very rigorous, the answer was always in the negative.

It was observed that the Private schools focused on creating an environment of discipline, comfort and learning. Government schools have poor infrastructure; the number of classrooms is inadequate; teachers are frequently absent or are untrained; the curriculum is inadequate or irrelevant; and educational materials are lacking. As a result, children learn little even after attending school regularly.

Due to lack of funds there was problem in constructing separate buildings for schools

The cooking areas were limited in space and were often housed in small sheds.

The number of toilets was either not adequate or not at all available for the girls residing in KGBVs; in some schools girls have no choice but to go out into the open fields. The lack of bathrooms was a matter of concern for both students and teachers. At most places, bathrooms were actually sheds made by hanging plastic sheets or jute curtains on four sides with a roof made of the same material.

## **VOCATIONAL SKILLS**

The lack of good quality higher secondary and vocational education opportunities, coupled with irrelevance of education (education not leading to gainful employment), are the main reasons for dropout amongst boys, who are often required to support the family income. They lose interest and drop out, due to lack of quality education, joining the workforce at a very young age. With no feasible alternatives, children spend their time working. This creates a supply of child labour leading in turn to more child labour, educational deprivation, and poverty, thus forming a vicious circle

DRAFT

Bihar

April 12, 2010

Career counseling in schools should follow a graded system with issues added at middle, secondary and senior secondary levels.

More government it is should be opened in order to make technical it more affordable

Vocational training centers should be opened in more numbers

## **ENVIRONMENT**

Although the organizations have taken steps to sensitize their people, further improvements can be made such that the focus groups (minorities) are made to feel comfortable while interacting with people outside their community and are able to see themselves as equal and socially inclusive members of society. Since officials and volunteers are directly or indirectly involved in the process of schooling and social inclusion, it is recommended that practical exercises should be introduced for sensitizing these individuals both formally and informally

Sensitization and training should be provided to middle school teachers who will eventually be responsible for the integration of the girls from KGBVs into middle school in the formal education system.

Religious leaders could be used more effectively to mobilize the community. Their efforts and views need to be understood better and appreciated to foster trust.

Madarsas need help to better integrate Deeni Taalim (Religious Education) and Asri Taalim (General Education). Madrasas have similar problems of quality as schools and need support.

There is a need to develop a cadre of people who are passionate, sensitive, knowledgeable, and skilled to work for the cause (formally and informally).

There is a need to change the attitudes of government, education officials at the state, district, and block levels about the education of Muslim students, as well as the policies that support education.

Inclusive education practices should be identified and celebrated.

The formation of a state level and district education committee could become an effective advocacy group for strengthening and supporting a positive environment for Muslims in education.

DRAFT

Bihar

April 12, 2010

## Recommendations & Suggestions Emerging from the Bihar MEGA-SKY RNA

The conference participants also suggested specific ways in which the project could reach its goals. The MEGA Bihar Interventions Strategy Conference took place on May 10<sup>th</sup> in Patna, Bihar. Its purpose was to:

1. Present the findings of the Rapid Needs Assessment and the proposed intervention strategies.
2. Discuss the intervention strategies with various stakeholders.
3. Develop insight about the project and develop trust and ownership amongst the key stakeholders for the project.
4. Establish a connection to participants and the organizations they work with

The conference provided many general insights and important recommendations that would help to remove the barrier in Muslim education in Bihar. There seems to be a lack of awareness of and sensitivity to the needs of the Muslim children and youth in the policy of the Government. Since officials and volunteers are directly or indirectly involved in the process of schooling and social inclusion, it is recommended that practical exercises should be introduced for sensitizing these individuals both formally and informally.

### **The key points made during the conference are summarized beneath according to the importance placed by the participants -**

- More inclusive and holistic planning by the government strengthening coordination between various stakeholders
- Provide funds to develop infrastructural facilities even to NGOs community and private institutions
- More scholarships and support for higher education
- Appointment of more female teachers in schools
- Appointment of teachers from the community in areas with substantial Muslim population
- Introduce PPP with a view to open more schools or managing the existing ones
- Establish on the ground the national norm of having a Primary school within 1 kilometer distance and an upper primary school within 3 kilometer
- Filling of vacancies of Urdu teachers
- Introduce transport facility if school is not within distance norms
- Provide hostel facility for girls
- Provide additional classrooms in most schools, especially Primary
- More higher education institutions for Muslim girls
- New vocational training opportunities that enable job placements
- Opening it is for girls exclusively
- Religious leaders could be used more effectively to mobilize the community. Their efforts and views need to be understood better and appreciated to foster trust.
- Gender sensitization of the political, religious leaders and government officials

DRAFT

Bihar

April 12, 2010

### **Overcoming Barriers to Inclusion**

It should be appreciated that one of the major conclusion of the state level consultation workshop was overcoming barriers to inclusion. It was really heartening to find that the participants were in complete favour of mainstreaming gender in education which is clearly evident from the suggestions mentioned on the previous page.

In keeping with the MDGs, Government of India is making numerous policy interventions for the inclusion of various marginalized groups identified along the lines of caste, religion, tribe, geographical location, and gender. The factors responsible for the exclusion of children from school cover a broad range, such as poverty (which can be compounded by recurring medical expenses faced by a family), child labour, poor quality and unattractiveness of education, inaccessibility due to geographical location, and discrimination against children (on the basis of caste, religion, tribe, gender, and insensitivity towards first-generation learners). All the schools are based on the premise that among the out-of-school children, girls are at a greater disadvantage and for them gender becomes an additional barrier to inclusion. Thus, gender as a barrier has been analysed indirectly or directly throughout this workshop as interwoven with all other factors.

The barriers to inclusion in the mainstream formal education system faced by the girl children in Bihar should be removed. For any programme to be successful and sustainable, community participation and support are essential. Hence, the workshop encourages community involvement and partnership.

DRAFT

Bihar

April 12, 2010

Annexure

**Coverage descriptions and tools used: Balrampur Block Katihar**

<b>S.N.</b>	<b>Categories</b>	<b>Name</b>	<b>Respondents</b>	<b>Tools</b>
1	Primary school with high Muslim enrolment	Primary school Madan tola	Head master. School information and observation. 2 Muslim students	In-depth interviews (IDI) and observations.
2	Primary school with low Muslim enrolment	Primary school Hardar	Head master. School information and observation. 2 Muslim students	In-depth interviews (IDI) and observation.
3	Middle school high Muslim enrolment	Middle school Kalyan gaon	Head master. School information and observation. Mixed school teachers.	In-depth interviews (IDI) and observation. Focus group discussion.
4	Middle school low Muslim enrolment	Middle school Jhaljhali.	Head master. School information and observation	In-depth interview (IDI) and observation
5	High school with high Muslim enrolment	High school Balrampur	Head master. school information and observation. 2 Muslim students IDI. Muslim Gils. non Muslim girls Non Muslim boys	In-depth interview (IDI) school information and observation. Focus group discussion

## DRAFT

Bihar

April 12, 2010

6	High school with low Muslim enrolment	High school Telta	Head master. School information and observation. 2 Muslim students. Non Muslim student.	In-depth interview (IDI) school information and observation. Focus group discussion.
7	Madarsa with religious education only	Madarsa jamia imdadiya Madhepur	Manager (Nazim) Madarsa information and observation.	In-depth interview (IDI) observation.
8	Madarsa D+D both	Madarsa Drul-ulm-kasmia Kamra	Manager ( Nazim ) madarsa information and observation. Mixed madarsa teachers	In depth interview observation. Focus group discussion.
9	School drop out Boys	Kamra basti Madhepur	Youth boys non school going	Focus group discussion ( FGD)
10	School drop out girls	Kamra basti Madhepur	Non school going girls	Focus group discussion (FGD)
11	Muslim Mothers	Bhagalpur tola.Balrampur	Muslim mothers	Focus group discussion (FGD)
12	Community leaders	Bhagalpur tola.Balrampur	All community leading people	Focus group discussion (FGD)
13	Religious leaders	MD Ayub	Madarsa head	In-depth interviews (IDI)

DRAFT

Bihar

April 12, 2010

14	Business man	MD samiruddin MD javed	Jute or cloth business	In-depth interviews (IDI)
15	Government officers	Usha Rani Durgesh kr choudhary	BEO Balrampur SSA officer	In-depth interviews (IDI)
16	Kasturba Gandhi Balika Vidhyalay(KGBV)	KGBV Kalyangon	Warden. Muslim non Muslim girls.	In-depth interviews (IDI) School information and observation. Focus group discussion (FGD)
17	NGO Head	Pradeep kumar Welfare India. iftekhar alam janjagran samiti	HGO head	In-depth interviews (IDI)
18	LSTC	*****	***** ****	*****

DRAFT

Bihar

April 12, 2010

**Coverage descriptions and tools used: Bahadurganj Block Kishanganj**

S.N.	Categories	Name	Respondents	Tools
1	Primary school with high Muslim enrolment	Primary school Guna	Head master. School information and observation. 2 Muslim students	In-depth interviews (IDI) and observations.
2	Primary school with low Muslim enrolment	Primary school Sarswati Sishu Mandir	Head master. School information and observation. 2 Muslim students	In-depth interviews (IDI) and observation.
3	Middle school high Muslim enrolment	Middle school Bahadurganj	Head master. School information and observation. Mixed School teachers.	In-depth interviews (IDI) and observation. Focus group discussion.
4	Middle school low Muslim enrolment	Middle school Gopalpur	Head master. School information and observation	In-depth interview (IDI) and observation

## DRAFT

Bihar

April 12, 2010

5	High school with high Muslim enrolment	High school Gangi	Head master.  School information and observation.  2 Muslim students IDI.  Muslim girls & non Muslim girls  Non Muslim boys	In-depth interview (IDI) school information and observation  Focus group discussion
6 *(a)	High school with low Muslim enrolment	Russell High school	Head master.  School information and observation.  2 Muslim students.  Non Muslim student.	In-depth interview (IDI) school information and observation.  Focus group discussion.
6* (b)	High school with low Muslim enrolment	Girls high school Thana road	Muslim non Muslim girls	Focus group discussin.2 (FGD)
7	Madarsa with religious education only	AL-zamia-al-islamia-darul madarsa	Manager (Nazim)  Madarsa information and observation.	In-depth interview (IDI) observation.
8	Madarsa D+D both	Madarsa Goussia Natwapara.	Manager ( Nazim ) madarsa information and observation.  Mixed madarsa teachers	In-depth interview observation.  Focus group discussion.
9	School dropout Boys	Rahmat nagar Bahadurgunj	Youth boys (non school going)	Focus group discussion ( FGD)

## DRAFT

Bihar

April 12, 2010

10	School dropout girls	Rahmat nagar Bahadurgunj	Youth Girls non school going	Focus group discussion (FGD)
11	Muslim Mothers	Rahmat nagar Bhadurgunj	Muslim mothers	Focus group discussion (FGD)
12	Community leaders	PHC Bahadurgunj	All community leading persons	Focus group discussion (FGD)
13	Religious leaders	Abul kalam nuri. Md nazzimuddin	Ex MLA Madarsa head	In-depth interviews(IDI)
14	Business man	Ramesh Prasad gupta. Md iqbal	RCM business (brick kilns)	In-depth interviews (IDI)
15	Govt officers	Vinayak tripathi. Md Touhid	BEO Bahadurgunj. Madarsa teachers association head	In-depth interviews (IDI)
16	Kasturba Gandhi Balika Vidhyalay(KGBV)	KGBV Chandwar	Warden. Muslim non Muslim girls.	In-depth interviews (IDI) School information and observation. Focus group discussion (FGD)
17	NGO Head	Gyan vijyan samiti.(prof musabir alam. Milli education trust 9 md Anjar alam	NGO head	In-depth interviews (IDI)

DRAFT

Bihar

April 12, 2010

18	LSTC	Namaste computer. Mobile training centre	Institute head .and information and observation of institute.	In-depth interview (IDI) and observation.
19	Case study 2	Rafat sahin	Case study girl & boy	In-depth interviews (IDI)

**Coverage descriptions and tools used: Bisfi Block Madhubani**

S.N.	Categories	Name	Respondents	Tools
1	High school with high Muslim enrolment	Vidyapati High school Bisfi	Head master. A group of girls information and observation. 2 Muslim students	In-depth interviews (IDI) and observations and FGD
2	High school with low Muslim enrolment	SLML High school Gandhinagar, Simri	Head master. 2 Muslim students School information and observation. A group of boys	In-depth interviews (IDI) and observation, FGD
3	Middle school high Muslim enrolment	Government Middle school Bisfi	Head master. 2 Muslim students School information and observation.	In-depth interviews (IDI) and observation.
4	Middle school low Muslim enrolment	Central Public School, Gandhinagar, Simri school	Head master. 2 Muslim students School information and observation	In-depth interview (IDI) and observation, FGD

## DRAFT

Bihar

April 12, 2010

5	Primary school with high Muslim enrolment	Government Primary School  Abu Bakra Siddiqi Academy Noorchak	Head master.	In-depth interview(IDI)
6	Primary school with low Muslim enrolment	Upgraded Middle School, Dhajwa	Head master. School information and observation.	In-depth interview (IDI) school information and observation.
6	Muslim High school with high Muslim enrolment	Abu Bakra Siddiqi Academy Noorchak	A group of girls	In-depth interview (IDI) Focus group discussion.
7	Muslim High school with low Muslim enrolment	N/A	N/A.	N/A.
8	KGBV	Residential school	Principal 1 Poor muslim and 1 non muslim girl Information and observation Group of muslim and non muslim girls	In-depth interview observation. Focus group discussion.
9	LSTC with HME	Abu Bakra Siddiqi ITI Noorchak	Principal Information and observation	IDI and observation
10	LSTC with low muslim enrolment	N/A	N/A	N/A
11	Madarsa with religious education	Madarsa Mazhar-ul-llum Islampur, Chachwa	H moulvi Teacher information & observation	IDI, Focus group discussion (FGD) Information & observation
12	Madarsa DTD	Madarsa Jamia Sada-e-Islam, Gaimore  Madarsa Ashraful-ullum Parsauni	HM	IDI

## DRAFT

Bihar

April 12, 2010

13	Dropout Boys	Gaimore	A group of youths (boys)	FGD
14	Dropout girls	Gaimore	A group of youths (girls)	FGD
15	Muslim mothers	Gaimore	A group of mothers Madarsa teachers association head	In-depth interviews (IDI) FGD
16	Community leaders	Office of Panchayat Samiti (member) Imam Basher	Group of community leaders from different fields	In-depth interviews (IDI) Focus group discussion (FGD)
17	Religious leaders	Jama Masjid Campus Onsi, 0 miles	Maulana Mohammad Shakil Rashmish, Imam  Alhaj Hafiz Mohammad Shabbir SB Mulla of the masjid	In-depth interviews (IDI)
18	Businessman	Office of trading and engineering Imran SB Banka	Engineer Imran SB Mulchak  Abdul Hai Banka	In-depth interview (IDI)
19	NGO Heads	Sewa Samiti  Abhigyan Disha	Shyam K. Singh (advocacy coordinator Sewa Samiti) Manju Jha Secretary	In-depth interviews (IDI)
20	Government officials	SSA  BRC	Vinod K, APO SSA  Meera Shah BEO	In-depth interviews (IDI)
21	Case study	Gaimore	S. Khatoon  Samiya Parveen	IDI
22	Community leaders	Jama Masjid campus	Scholars from different field	FGD

DRAFT

Bihar

April 12, 2010

**Coverage descriptions and tools used: Phulwarisharif Block Patna**

<b>S.N.</b>	<b>Categories</b>	<b>Name</b>	<b>Respondents</b>
1	Madarsa with religious & modern education (2)	Madarsa Talim-ul Kuran Isanagar  Madarsa Shah ISc Islamia Phulwarisharif	Head Mudaris.  Teacher students Madarsa observation and class observation.
2	Primary school with high Muslim enrollment  (1)	Newton Public School Bochhachak	Head master.  Students, teachers  School and class observation.
3	Primary school with low Muslim enrollment  (1)	Upgraded Middle School  Nausa	Head mistress,  Teachers  Students  School and class observation.
4	Middle school with high Muslim enrolment  (1)	Government Middle School	Head master. students  School and class observation
5	Middle school with low Muslim enrolment  (1)	Upgraded Middle School, Nausa	Head Mistress  Students.
6	High school with high Muslim enrolment	Government (+ 2)  High School	Principal, Students  School and class observation.
6	High school with low Muslim enrolment	Mahesh (+ 2) High School, Saristabad, Anisabad	Principal, students class and school observation

## DRAFT

Bihar

April 12, 2010

7	School dropouts boys	Bochahachak	FGD with youths
8	School dropout girls	Khalilpura	FGD with girls
9	Muslim High School (Girls)	Islamia High School	FGD with girls
10	Mothers	Khalilpura	FGD with mothers
11	Elders/Community leaders	Almizam nagar	FGD with community leaders
12	Religious/Community leaders	Emarat e sharia Jama Masjid Beur Jail Office of Nari Ekta Manch Khojai Imli	Interviews with relious/community leaders and NGO heads
13	Businessman/ leaders	Khojai Imli Chunauti Kuan	Interviews with businessmen
14	SSA and BEO office	Jagdeo Path Campus of Government (+2) High School	Interviews with DPO and DEO

DRAFT

Bihar

April 12, 2010

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**List of important stakeholders visited during RNA**

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<b>Phulwarisharif, Patna</b>			
<b>Name</b>	<b>Designation</b>	<b>Address</b>	<b>Phone</b>
Dr. Nilam Singh	Head	+2 High School	9835299127
Munindra Kumar Singh	Head	Middle School	8083107702
Prabhawati Poddar	Head	Mahesh High School, Saristabad, Anisabad	9304038016
Mohammad Imtiaz Haider	Head	Newton Public School, Bochchak Janipur	9835660669
Sarwari Khatoon	Head	Upgraded Middle School, Nausa	9334140748
Mohammad Nasim	Head	Madarsa Talimul Quran, Isanagar	9386035645
Najmul Hasan Najmi	Director	Najam HighSchool	9835299127
Maulana Anisur Rehman	Nazim	Emarat e-Sharia	9431432702
Maulana Arshad Rehmani	Imam	Jama Masjid, Beur Jail	9431237859
Raza Mohammad Alauddin Khan	Community leader	Green House, Almizan Nagar	9835855258
Ashok Kumar	Director	Infotech Computer Education	9334888891
Amjad Hasan	Secretary	Mujahidul Islam ITI, Nausa Road	9431073564
Ejaz Ahmad Ansari	Proprietor	Bakery & Bag Factory, Chunauti Kuan	9199819256
Anjum Iqbal	“	National Electricals, Khogai Imli	9835010960

## DRAFT

Bihar

April 12, 2010

Sudha Verghese	Secretary	Nari Gunjan	----
<b>Bisfi, Madhubani</b>			
Binod Kr. Singh	Head	Government Middle School	9431656022
Jagannath Yadav	Head	Central Public School, Gandhinagar, Simri	
Md. Alimmuddin	Head	S.L.M.L. High School	
Md. Mohiuddin	Head	Upgraded Middle School	
Munshi Anwarul Haqu	Head	Madarsa Jamia Sada e Islam	
Maulana Shamim Namami	Head	Mdarasa Ashraful uloom Persauni	9576962894
Engineer Imran	Chairman	Abu Bakra Siddiqui Academy and ITI College, Noorchak	9431628117
Abdul Hai	Businessman and Political leader	Banka	9431836110
Imam Bashar	Panchayat Leader	Khairi	9430962242
Manju Jha	Secretary	Abhigyan Disha Khadi Gramudyog Campus	9431836571
Shyam Kr. Singh	Advocacy Coordinator	Bihar Sewa Samiti	9431694849
Quazi Husnain Sahab	Head	Madarsa Baswaria	9431656275
<b>List of Government officials</b>			
Prabhat Kumar	Additional District Program Coordinator, SSA Patna	Office of SSA Jagdeo Path	9835400911
Jafar Husain Khan	Census Officer	Collectorate, Patna	

## DRAFT

Bihar

April 12, 2010

Shanti Singh	BEO	Phulwarisharif High School	
Binod Kumar	APO	SSA Madhubani	9470882457
Hira Shah	BEO	BRC office, Bisfi	9470625726
Ajay Kr. Singh	BDO	Bisfi	9431818215
<b>Balrampur, Katihar</b>			
Usha Rani	BEO	Balrampur	9934622427
Moslema Khatoon	Principal, Primary School	Madantoli Sohail	9735974479
A.K. Samiruddin	Businessman	Madantoli Sohail	9733128399
Pradeep Kumar	NGO	Welfare India Organiser KGBV	9431020201
Durgesh Chowdhary	Accountant BRC		9852901242 9304716847
Tarannum	Teacher Primary School Harijan Samiti	Balrampur	9734130430
Mohammad Soaib Alam	Teacher		9631620264
Chandana Paul	Warden KGBV		9006344758
Ranjit Kr. Das	Headmaster Primary School		9006522757
Shahbaz Alam			9801187317
Seema	Teacher	SS High School Telta	9430910867
Md. Iftekhr Alam	NGO KGBV		9431437946
Md. Shamim	Doctor		9920164516

DRAFT

Bihar

April 12, 2010

<b>Bahadurganj Kishanganj</b>			
Abdul Quayum	Principal, Middle School		9430994068
Md. Akhlaq	Teacher Coordinator		9431816873
Amjat Mumtaz	Sociology, Middle School Teacher		9430074802
Farhat Jahan			9931715545
Nujjat Parveen	Warden, KGBV		9534454105
Usha Singh	Teacher KGBV		9534454105
Gopal Jha	Head Saraswati Shishu Mandir		9304021491
Akansha	Student Saraswati Shishu Mandir		9472898956
Rafat Shahin	Girl		8002770783 9472893512
Noor Kutub	Darul Ulum		9835838033
Anzar Alam	Chairman	Mili Foundation	9431478629 9430853936
Shabbir Alam	NGO	Gyan Vigyan Samiti	9430451438
M A Zama	Teacher Middle School		9934891929
Vibhuti Kumar	BRC		9955019009
Ashfaq Alam	Gangi High School English Teacher		9430842685
Himanshu Sinha	Director	Namaste Computer	9431885367
Dr. Musharraf Hussain	PHC		9973947351

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Bihar

April 12, 2010

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