

Study for setting minimum standards of education in schools in flood affected areas of Bihar

CHAPTER 1

Introduction

BACKGROUND

SCENARIO OF EDUCATIONAL BACKWARDNESS IN BIHAR

Bihar is educationally the most backward State in India. According to the *2001 census*, Bihar had the lowest literacy rate in the country. Bihar's literacy rate in 2001 was 47 percent as against 64.8 per cent for the country as a whole. The female literacy in Bihar was at the abysmally low level of 33.1 per cent, again the lowest in the country, as against the national average of 53.7 per cent.

THE DROPOUT RATE AT VARIOUS STAGES OF EDUCATION IN BIHAR

The dropout rate at various stages of education in Bihar is extremely high as compared to such rates for the country as a whole. From class I-V, the dropout rate in Bihar is 59.03 per cent, a little less than double of the figure of 31.47 per cent for the country as a whole. The gap between the dropout rates in Bihar and India narrows somewhat when we move up the educational ladder i.e. from class I-V to class I to VIII and class I to X; but the margin is still very wide. The dropout rates for the scheduled caste and scheduled tribe children in the class I-VIII and I-X is considerably higher than for the children under general category. The percentage of the out-of-school children in Bihar in 2002 was 37.85 at the elementary level, but as high as 77.64 at the secondary level and 81.30 at the senior secondary level.

PUPIL: TEACHER RATIO

Bihar comes out very poorly in terms of the availability of schools and teachers in schools. In 2002, the number of primary schools per 10,000 populations was 4.88 in Bihar as against 6.33 in the country as a whole. Number of upper primary schools per 10,000 populations was 1.17 as against 2.38 for India. The corresponding figures for secondary schools were 0.37 per cent as against 0.88 per cent and for senior secondary schools, 0.04 per cent as against 0.42 per cent. 67 per cent of the schools at the primary level had two or less class rooms per school

as compared to 37 per cent at the national level. The corresponding figures for schools with two or less class rooms at the upper primary level were 13.57 per cent and 9.85 per cent respectively. Pupil: teacher ratio at all levels of schooling was extremely high in Bihar as compared to the ratio in the country as a whole (*As on 30th September 2002*). The figures are 83 as against 42 at the primary level, 74 as against 34 at the upper primary level and 48 as against 30 at the secondary level. Only in the case of senior secondary schools, the ratio at 30 was lower in Bihar as compared to the national ratio of 35.

PREVAILING CONDITIONS OF INFRASTRUCTURE IN SCHOOLS

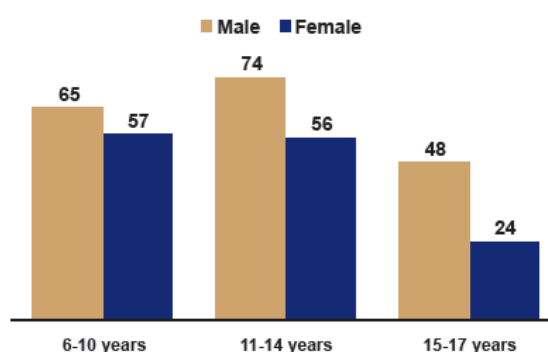
The conditions of the schools in Bihar are extremely unsatisfactory. The infrastructure of most of them is in a rundown condition and most of the facilities one would associate with a good school are conspicuous by their absence. The presence of students is less than 50 per cent of those enrolled. In some schools, the presence is as low as 25 per cent. Most of the schools are short of class rooms. In some of them, two classes were held in the same room. In one particular school in the capital city of Patna, all the classes from I to V were held in a single rectangular veranda under a thatched roof. The school office and fuel, raw material and the utensils for mid-day meals were also kept in the same veranda. And this happened to be a government school, in which all the teachers were trained and most of them appeared to be well qualified. Most of the schools visited by the Commission had inadequate toilet facilities and in some of them such facilities simply did not exist. One school in Patna does not have even a hand pump for drawing water for the school. In several schools, there are classes without blackboard. A good number of schools have no boundary walls and the land occupied by some of them is under litigation. Some schools have Shiksha Mitras appointed there. In several of the schools, the post of the Head Teacher or Headmaster is vacant. None of the secondary schools have a functioning laboratory and the library facilities in these schools are either non-existent or utterly inadequate. (*Based on Common School System Commission, Bihar*)

THE GENDER DIFFERENTIALS IN CHILDREN'S CURRENT SCHOOL ATTENDANCE ACCORDING TO NFHS 3 REPORT

In Bihar, only 56 percent of children ages 6-17 years attend school. School attendance is higher in urban areas (67%) than in rural areas (54%). Even among the primary-school age children (6-10 years) only 61 percent attend school (66% in urban areas and 60% in rural areas); the percentage attending school among children age 11-14 years is slightly higher, at 64 percent, but drops to 34 percent for children age 15- 17 years.

Are there gender differentials in children's current school attendance?

Percentage of children attending school by age



Gender disparity in education is quite evident in the school-age population in Bihar. Forty-nine percent of girls' ages 6-17 years attend school, compared with 65 percent of boys in the same age group. There is very little gender

disparity in school attendance in urban areas; however, in rural areas girls are much less likely than boys to attend school at each age, and this disparity increases with age. Among rural children age 6-10 years, 65 percent of boys, compared with 55 percent of girls, attend school; by age 15-17 years, 46 percent of boys and only 19 percent of girls attend school. 37 percent of women age 15-49 and 70 percent of men age 15-49 are literate in Bihar. Sixty-two percent of women and 28 percent of men age 15-49 have never attended school. One-fifth (21%) of men have completed 12 or more years of education, but only 5 percent of women have attained that level of education. (NFHS 3)

Girls' enrolment is the key factors contributing to gender and social gaps in India and Bihar. Parental and social attitudes are major demand-side sources of gender inequality in India, but other factors are also important—the child's motivation, the household's ability to bear the costs of schooling, and the demand for the child's labor raising the opportunity cost (Sen 1992; Drèze and Sen 1995; Probe 1999; Kingdon 2002). Safety concerns make distance an important obstacle to girls' enrollment.

MINIMUM EDUCATIONAL STANDARDS FOR EDUCATION DURING FLOODS

Bihar continues to face significant challenges in providing educational services, even when not complicated by natural disasters. In a region hobbled by poverty and a lack of infrastructure, schooling has not been a hugely successful exercise. Now, with the quality of life at its lowest ebb, especially in the 6 flood affected districts (Madhepura, Supaul, Saharsa, Purnia, Khagaria and Araria), and the education infrastructure severely impacted, the damage is indeed huge. Indeed, the floods have left many children orphaned or rendered homeless, and with significant mental scars. They will require more than the customary initiatives to heal their mental wounds before they start their education.

Education is primarily the responsibility of governments. Unfortunately, for a variety of reasons, governments are often unable to fulfill their roles during natural disasters such as flood. Minimum standards for education during floods will act as a common starting point for the community and others by providing guidance and tools on how to reach a minimum level of educational quality. *Keeping these factors in mind Equity Foundation conducted a research study for setting minimum standards of education in 10 schools (Primary, Middle and High School) of 2 districts Kkhagaria and Madhepura in the State of Bihar with the support of Save the Children.*

GOAL

The study tried to examine why children are not being retained in school (during/after floods) and how safe schools really are.

SPECIFIC OBJECTIVES

- Preparation of minimum standards for quality education in consultation with children Whether minimum levels of infrastructures necessary for quality education such as buildings, class rooms, books, drinking water, toilets etc are available in schools.

- How safe children are in schools like what is the status of corporal punishment, discrimination, abuse, status of girl child and caste based violence.

OTHER OBJECTIVES

- To study the level of achievement of children in Language, Mathematics
- To study the differences in achievement, category wise, area wise and gender wise
- To study the influence of intervening variables like home, school and teacher on students achievement
- To study the method to reach a minimum level of educational quality and access in crisis.
- To study the method to enhance accountability and predictability among education ministry/department and development actors
- To study the tools to provide a strong advocacy tool with which to promote education as a core element of humanitarian assistance to organizations, governments, donors and populations affected by disasters.

Methodology

1. A survey method was used to collect data from sampled schools from all 2 districts.

TOOLS (A) INSTRUMENTS FOR DATA COLLECTION-

1. Interview cum-observation schedule for collecting school level data
2. A random field survey covering 10 schools in 2 districts of Madhepura and Khagaria.
3. The sample size covered was 200
4. Extensive validation of data was collected to discuss issues
5. Consultations with participation from children, parents, stakeholders (PRIs, DSE, teachers, and VECs) in 2 districts
6. Field diary for recording observation

SAMPLE

Phase –I

Two districts of Bihar namely Khagaria and Madhepura were selected for collecting feedback data in the period of between 01.04.2009 to 30.01.2009. To collect the data, the following methodology was adopted:

Questionnaire was prepared for five different Groups who directly or indirectly were either part or responsible for minimum educational standards for Education.

5 schools (*1 Primary, 3 Middle & 1 High school per district*) from each district were sampled covering 1 block of each selected districts. The sampling details are illustrated in Table 1.

S.N.	Schedule	Sample per schools	Sample size /Per districts	Total Sample
1	Girl students	5* 5	25 * 2 districts	50
2	Boy students	5* 5	25* 2 districts	50
3	Teacher	5* 5	25* 2 districts	50
4	Parents	4* 5	20* 2 districts	40
5	Stakeholder	5	5* 2 districts	10
			Total sample size	200

The data was collected from primary and secondary sources. Primary source included (5 * 2 districts) 10 school schedules or survey formats in 2 districts and secondary data included Bihar education department data and other government and non-government data and budget in these 2 districts.

Phase –II

FGD- A comprehensive checklist was prepared for conducting interviews and group discussions with the District Project Officer of BEP and Principal DIET, District Magistrates of Madhepura and Khagaria, DDO, District Superintendent of Education, Mass Education Officer, Deputy Director of ICDS, Block Development Officers and Education Extension Officers of the selected blocks.

Field Work

Four FIs were recruited for administering the schedules in the sampled villages and for conducting FGD sessions.

PROFILE OF THE RESEARCH OFFICER& RESEARCH INVESTIGATORS

- They are Post graduates from Rural Management/labour and social welfare with some experience in conducting surveys.
- A four-day training programme was arranged for these facilitators at two sites. They were given a thorough orientation on the schedules to be administered and other protocols to be observed.
- They were also given one day of field experience under the supervision of the staff of the Equity Foundation.

AREA OF STUDY

1. Khagaria
2. Madhepura

NEEDS ASSESSMENT

The Equity Foundation team travelled extensively in the flood-affected districts Madhepura and Khagaria to assess the damage to the schools and its impact on providing educational services. During the survey, our team has been visiting villages and meeting with the District Administration Officials, District Education Officials, local NGOs and the evacuees to assess and understand the current educational situation and to formulate a plan for future efforts towards setting up the minimum standard of education in schools by Save the children.

ANALYSIS, REPORT WRITING & SUBMISSION

All information collected from secondary and primary sources has been collated and put into order to provide a logical form for analysis. MS Excel and SPSS have been used to analyze the data and information from various sources. As the data and information is primarily of

qualitative nature, extra care has been taken to ensure that the authenticity and meaning of the same is presented in undiluted form. The findings from diverse group of respondents were brain stormed by the Study Team including their recommendations, which is being presented under various sections.

EXPECTED OUTCOME

- Children(boys/girls)defined minimum standards for quality education
- Parents defined minimum standards for quality education
- Teachers defined minimum standards for quality education & infrastructure required to achieve the concern standard.
- Stake holders defined minimum standards for quality education & infrastructure required to achieve the concern standard.
- Good practices (Government and NGOs) and case studies
- Recommendations and suggestions at different level
- Sharing and dissemination

CHAPTER 3

BASIC FEATURES AND EDUCATIONAL SCENARIO IN THE DISTRICTS OF MADHEPURA & KHAGARIA

Khagaria District is a part of Munger division. Khagaria town is the administrative headquarters of this district. The district is surrounded by Saharsa district on the north, on the south by Munger and Begusarai district. On the east by Bhagalpur and Madhepura district and on the west by Begusarai and Samastipur district.

The principal rivers flowing through the district are the Ganga, the Burhi Gandak, the Bagmati, the Kamla and the Ghaghri. The Ganga forms the southern boundary of the district in its entire length.



MADHEPURA DISTRICT



Covering a total area of 1788 sq km, Madhepura is located in the north-eastern part of Bihar. Formed as a sub-division of Saharsa district in 1954, it has a population of 15, 24,596, according to the 2001 census. Situated on the banks of Koshi River, Madhepura shares its borders with Araria, Supaul, Khagaria, Bhagalpur, Purnia and Saharsa districts. Connected to all major cities through NH 31, the district comes under the meter gauge lines of Northeastern Railways. In the health and medical domain the place is developing steadily with its eight Sadar Hospitals, 146 Primary

health Centers and 16 Animals Hospitals. The district has 1, 36,646 hectares of land available for cultivation which is predominantly utilized for growing paddy, wheat, maize, sugarcane and Potato. Although there are five nationalized banks in the district but owing to lack of proper infrastructural provisions Madhepura has only eight Small Scale Industries.

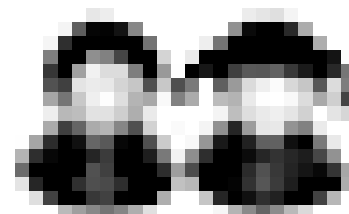
POPULATION OF THE SAMPLED DISTRICTS AS PER 2001 CENSUS

Population Characteristics	Name of Districts	
	Madhepura	Khagaria
Total Population	1524596	1280354
Urban Population	67967	58,804
Rural Population	1458679	9,28,423
SC / ST Population	17.06 (SC), 0.61(ST)	14.48
Female Population	729466	46.95
Male Population	797180	53.05
Sex ratio	915	890
No. of Blocks	13	07
Literacy Rate	36.07	41.56%
Literacy Rate (M)	48.80	51.8
Literacy Rate (F)	22.21	29.3

The data sheet clearly shows that the whole of this area is predominantly rural. Further it is highly caste-based society in which the Backward and High Caste people call the shots as they hold the socio-economic and political powers in their hands. There is hardly an industry worth mentioning. Thus the pressure on land is very high. The average population growth rate being very high, the pressure on land has been continuously increasing. Moreover, land in the area is in the hands of the high and middle castes and rich people depriving the dalits (S.Cs.) and tribals (S.Ts.) any access to land, it being the most important factor of production in the area. Thus in the recent past migration to other states and cities has increased manifold. Low income reflects itself in very low literacy rate, and poor health and sanitation conditions of the people in the area when compared with the corresponding data from the State and country. The overall literacy rate was 41.56% in Khagaria and 36.07% in Madhepura. Female literacy rate was 29.3% in Khagaria and 22.21% in Madhepura, whereas the male literacy rate in Khagaria was 51.8% and in Madhepura 48.0%.

FINDINGS BASED ON THE SURVEY

SECTION 1



BOYS & GIRLS

This Chapter carries the main outcome of the survey of 100 girls and boys respondents (students) and includes the observations of FIs with regard to the status of school education, infrastructures related to Primary, Middle and High Schools. For meaningful presentation of report each items heads as illustrated in the questionnaire format with sub heading are dealt separately in writing and in tabular form for both the district. The respondents were between the age group of 8-15 years.

TYPES OF SCHOOLS COVERED

Primary, Middle and High Schools were covered in the study.

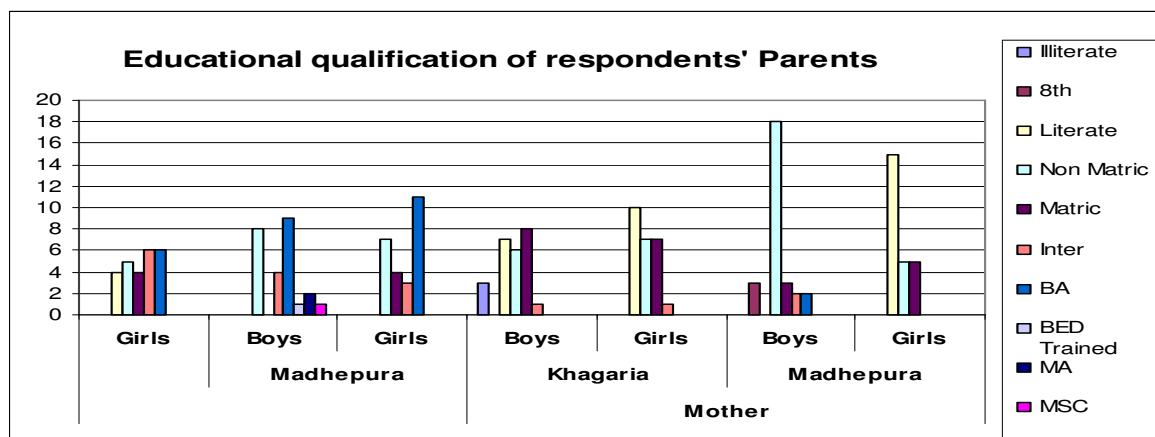
AGE GROUP OF THE RESPONDENTS

The students who were covered in the survey were in the age group of 8-15 years.

MARITAL STATUS OF THE RESPONDENTS

100% girls and boy students interviewed in both Khagaria and Madhepura were unmarried.

EDUCATIONAL QUALIFICATION OF THE PARENTS

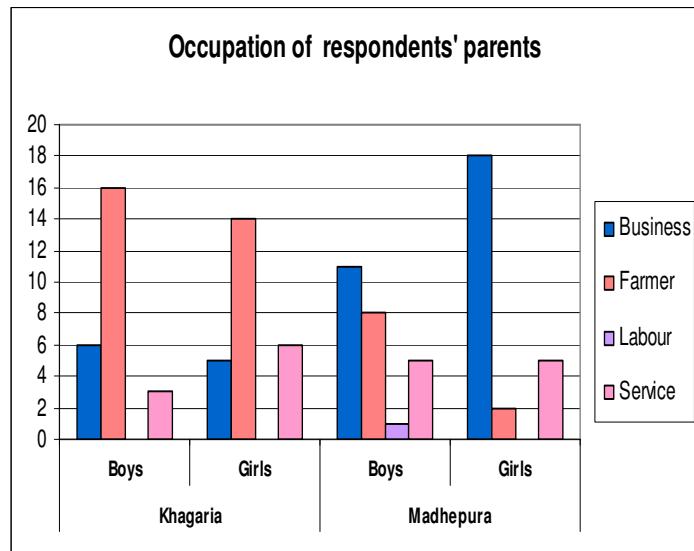


100% of the respondents' fathers were found to be literate in Madhepura and Khagaria. **12% mothers of the boys'** in Khagaria were illiterate whereas mothers of both the respondents in Madhepura were found to be **100% literate**. Girls' mothers in Khagaria were found to be 100% literates. The most remarkable finding was that the largest percentage of literates was found to be in the mothers' category of girl respondents in Khagaria and Madhepura (**40% mothers of girls** in Khagaria and **60% mothers of girl** students in Madhepura respectively). **72% of boys' mothers** in Madhepura were non-matriculates and **32% fathers of the boys** in Madhepura were non-matriculates. The lowest number of non-matriculate was found among the fathers of the boys in Khagaria (12%). The highest percentage of **32% matriculates** were found in the mothers category of boy respondents in Khagaria district followed by **28% of fathers of girl and boy** respondents in Khagaria which indicates that the highest percentage of Matriculates were found to be in Khagaria. **32% fathers of boys** in Khagaria district were Intermediate pass followed by **24% of girls' fathers** in the same district. The lowest percentage of Intermediates was found to be in mothers' category. **44% of the fathers of girls** and **36% boys** in Madhepura were Graduates. 8% mothers of boys in Madhepura were found to be Graduates which leads to the conclusion that highest percentage of fathers were Graduates in comparison to the mothers. **4% of the boys**

fathers in Madhepura were **B.Ed, 8% Masters and 4% M.Sc.** This leads to the overall conclusion that fathers of the respondents in Madhepura possess much higher qualification in comparison to the parents in Khagaria.

OCCUPATIONAL QUALIFICATION OF THE PARENTS

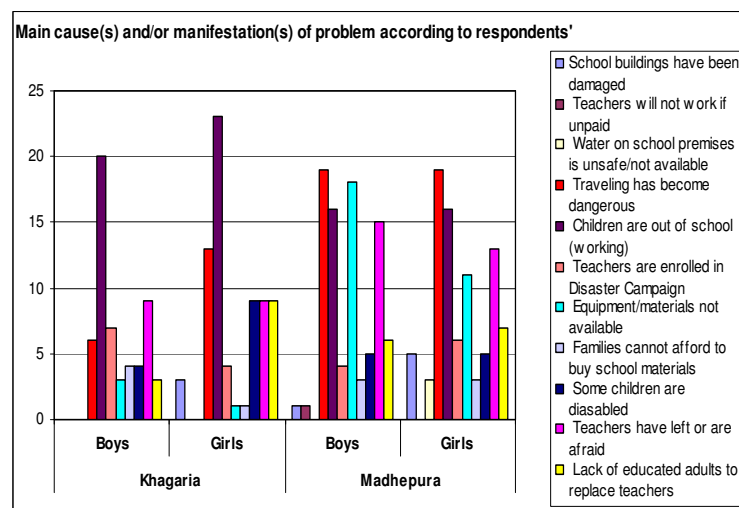
72% parents of the girls followed by **44%** of the boys in Madhepura district were in the business category in comparison to **24%** of the boys and **20%** of the girls' parents in Khagaria district which is low. Maximum number of the respondents' parents was found to be in agricultural class with **64% and 56%** in Khagaria respectively followed by the service class and a very small **4%** coming in the labor class in Madhepura.



DISTRIBUTION OF THE RECONDENTS ON THE BASIS OF TYPES OF DISASTER

The only form of disaster mentioned in both the districts was floods.

MAIN CAUSE (S) &/OR MANIFESTATION (S) OF PROBLEMS IN FUNCTIONING OF SCHOOLS

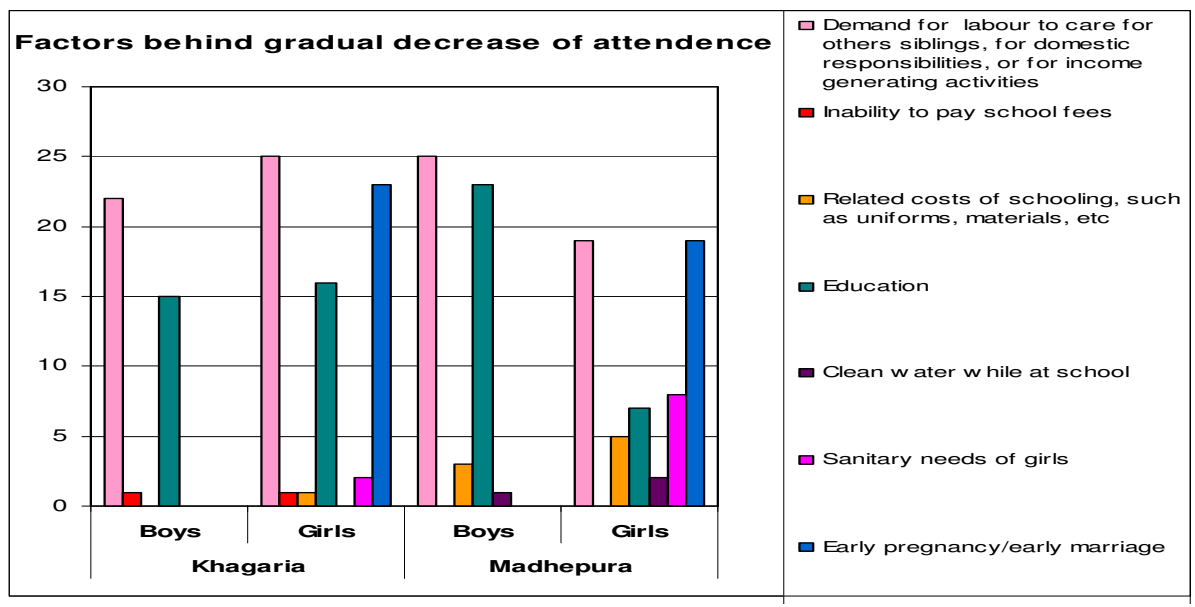


In Khagaria district **12% girl respondents** said that school buildings were damaged while **100% boys did not consider** it as a major problem in proper functioning of schools. Whereas in Madhepura district **20% girls** agreed that damaged school building was one of the major reasons for the non- functioning of schools. Although a very low **4% boys** in Madhepura too considered it as a major obstacle. **Only 4% boys** in Madhepura district were of the opinion that

teachers stopped teaching if their salary was not paid. **12% girls** in Madhepura district said that water on school premises was either unsafe or not available. **76% girls and boys** in Madhepura followed by **52% girls and 24% boys** in Khagaria district agreed to the fact that travelling has become very dangerous. Another vital reason in lack of proper functioning of schools was found to be the children working out of schools- **92% girls followed by 80% boys in Khagaria and 64% girls and boys** in Madhepura respectively. Very small

percentage of boys and girls in both districts said that teachers are enrolled in disaster campaign. Whopping **72% boys and 44% girls** in Madhepura district said that unavailability of equipment/materials is one of the major reasons for the malfunctioning of schools. A few number of boys and girls in Madhepura and Khagaria said that their families cannot afford to buy school materials. **60% boys and 52% girls** in Madhepura district followed by **36% boys and girls** in Khagaria agreed to the fact that the schools did not function properly because either the teachers have left schools due to non- payment of salary. **36% girls** in Khagaria and **28% girls** in Madhepura said that lack of educated adults to replace teachers was another hurdle in proper functioning of schools. The overall data shows that there is a complete contrast in the respondents' views in Khagaria regarding damaged school buildings being one of the hurdles in proper functioning of schools. Children working out of schools are considered to be the universal and the most important reason in the lack of proper functioning of schools by the respondents in both the districts.

FACTORS BEHIND GRADUAL DECREASE OF ATTENDANCE



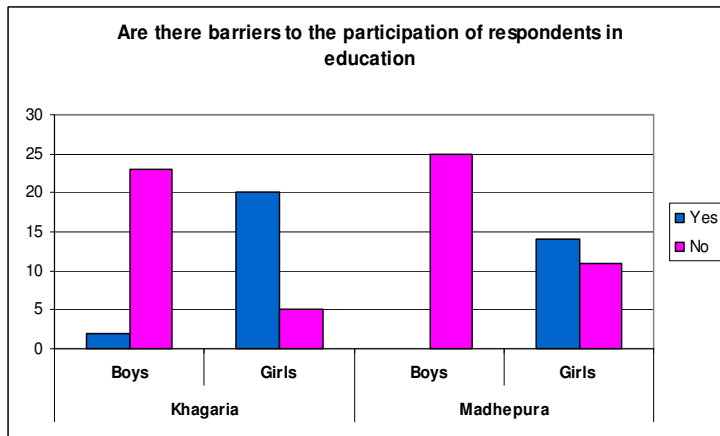
88% boys and 100% girls in Khagaria and **100% boys and 76% girls** in Madhepura was of the opinion that demand for labor to care for others siblings, for domestic responsibilities, or for income generating activities were the factors responsible behind gradual decrease of attendance. **92% boys** in Madhepura and **64% girls** in Khagaria were of the opinion that cultural factors forced the majority of girl students to get engaged in some or the other work apart from education which was the main cause and manifestation of problems and thus it led to gradual decrease in attendance. Maximum number of respondents stated that gradual decline in the girls' enrolment was that they had to stay back from schools for income generating activities. Apart from this traveling to long distance schools was a major problem for girls. The girls as a result were either delayed for the attendance or they stayed back at home. **92% girls in Khagaria and 76% girls** in Madhepura considered early marriage and early pregnancy to one of the major factors behind gradual decrease of attendance.

SUPPORT THROUGH GOVERNMENT AGENCIES, TEACHERS & ADMINISTRATION

Free school uniform, scholarships and bicycle were found to be the major support needs required from different agencies by the respondents. **16 out of 25 girls** in Khagaria and **20**

out of 25 girls in Madhepura laid stress on the need for bicycles. 22 out of 25 girls interviewed in Madhepura were of the opinion that provision of free school uniform was the need of the hour. But this is really surprising that this need was stressed only by these girls and none of the other students in either of the 2 districts thought it was a priority of the government to distribute free uniforms. Almost 75% to 90% students said that government scholarship to the poor and meritorious student was required. Nearly 50% boys in Khagaria and 75% boys in Madhepura felt that mid day meals should be provided.

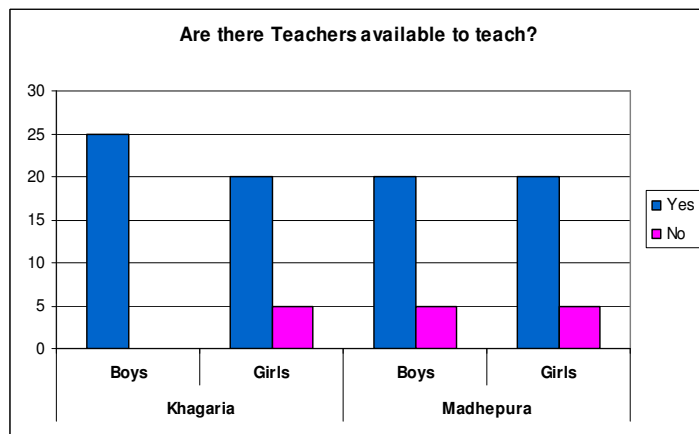
BARRIERS TO STUDENT PARTICIPATION IN EDUCATION



80% girls in Khagaria and 56% girls in Madhepura were aware of the fact that there were barriers to the girls' education, whereas 92% boys in Khagaria and 100% boys in Madhepura unaware of any kind of barrier in education for girls.

AVAILABILITY OF LADY TEACHERS IN SCHOOLS

80% to 100% students in both the districts were aware that lady teachers were available in schools but in fewer numbers compared to the male teachers.



ACCEPTIBILITY TOWARDS MALE TEACHERS TEACHING GIRLS

100% respondents from Khagaria district have shown acceptability towards male teachers to teach girl students whereas in Madhepura more than 80% have shown acceptability for male teachers.

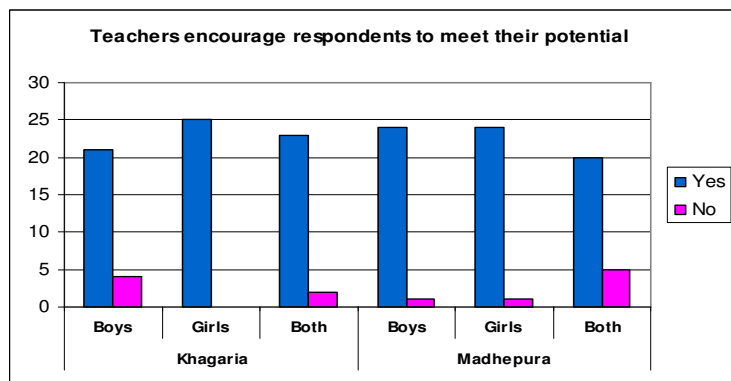
AWARENESS OF BOYS AND TEACHERS TOWARDS DISCRIMINATION OF GIRL STUDENTS

Table 3	Khagaria		Madhepura	
	Teachers	Boys	Teachers	Boys
Yes	56%	88%	68%	56%
No	44%	12%	32%	44%

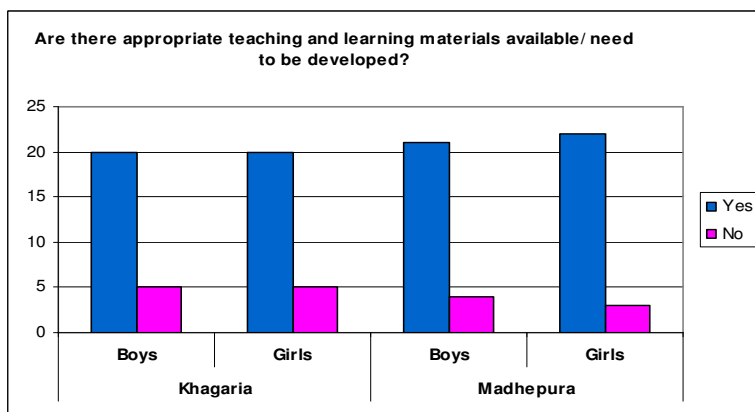
56% teachers in Khagaria and **68% teachers** in Madhepura are aware of the discrimination towards girl students. **88% boys** in Khagaria and **56% boys** in Madhepura are aware of discrimination towards girl students.

ENCOURAGEMENT BY TEACHERS IN MEETING THE POTENTIAL OF BOYS & GIRLS

80-100 percent girls and boys in both districts replied that teachers encourage both boys and girls to meet their potentials.



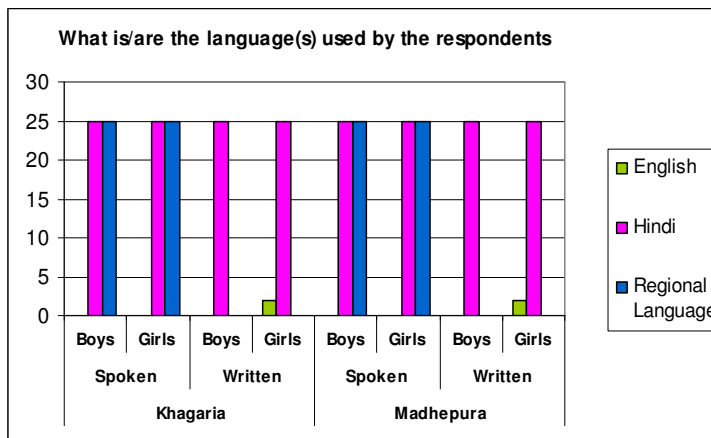
AVAILABILITY OF APPROPRIATE TEACHING LEARNING MATERIALS OR REQUIREMENT OF ANY TYPE OF MATERIAL DEVELOPMENT



More than **80%** respondents in both the districts were of the view that appropriate teaching learning materials are available and there is no need of development of any new material.

USE OF LANGUAGE (S) BY THE STUDENTS

100% boys and girls in Madhepura and Khagaria district used Hindi and regional language as the medium of speaking but Boys and girls in Madhepura did not use regional language in writing. All the respondents also used Hindi in writing. Only **8% girl** students in Madhepura and Khagaria used English as the medium of writing. None of the boys used English as the medium of writing. In this way the girls are slightly ahead of boys in using English as the medium.

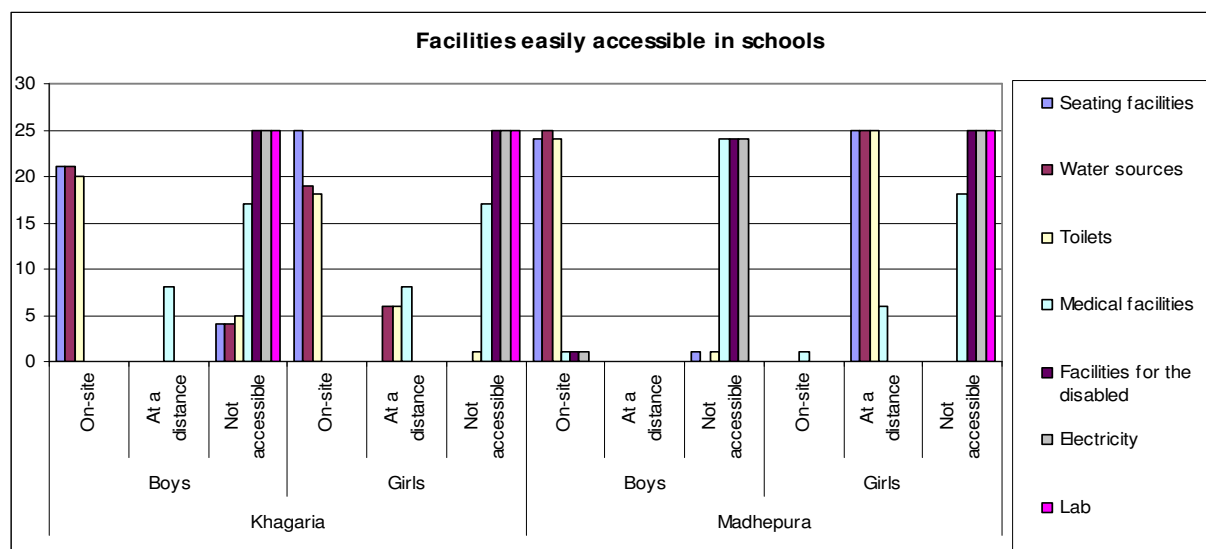


PREFERENCE OF LOCATION TO BE USED FOR CLASSES

	Khagaria		Madhepura	
	Boys	Girls	Boys	Girls
School/classrooms	88%	96%	92%	88%
Rehabilitation centre	12%	4%	8%	12%
Shelter	0%	0%	0%	0%
Outside (shade/tree)	0%	0%	0%	0%
House	0%	0%	0%	0%
Religious buildings	0%	0%	0%	0%

Majority of the respondents have replied that school /classroom is the ideal location. A very few respondents also showed their inclination for rehabilitation centers as the ideal location of study.

FACILITIES EASILY ACCESSIBLE IN SCHOOLS



80 to 100 per cent boys in Khagaria and Madhepura and **100 per cent girls** in Khagaria have replied that there is appropriate seating facility in the school whereas contrary to this **100 per cent girls** in Madhepura have replied that there is no seating facility available in the schools but at a distance. More than **90% boys** in both the districts and **70% girls** in Khagaria are of the view that water sources and toilets are available in the schools, whereas in Madhepura **100% girls** replied that neither of these facilities were available in the schools but at a distance. There is a striking difference in the statement in comparison to the boys. Even electricity, labs and medical facilities are not prevailing in the schools. 32% boys in Khagaria also stated that medical facilities were available at a distance. No facility for disabled was mentioned.

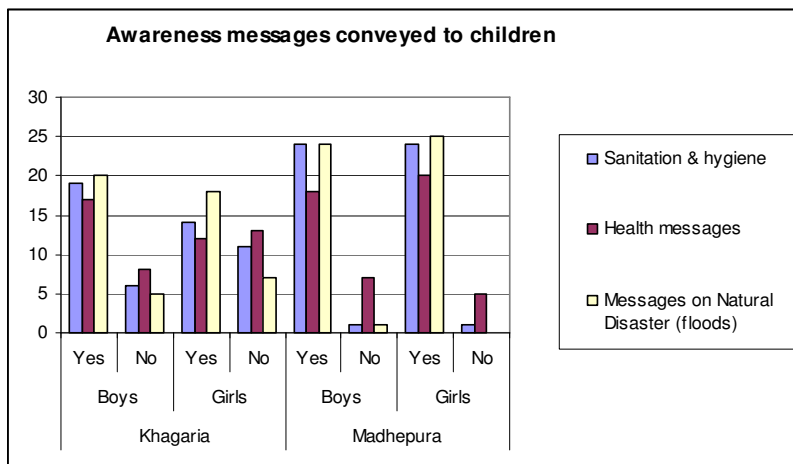
AVAILABILITY & REQUIREMENT OF LEARNING MATERIALS IN SCHOOLS

100% students in Khagaria and Madhepura have stated that they do not have text books for English, Math, and Social Science. They have chalk but no slate, exercise book or pencils. These items are required by all the students.

AVAILABILITY & REQUIREMENT OF TEACHING MATERIALS IN SCHOOLS

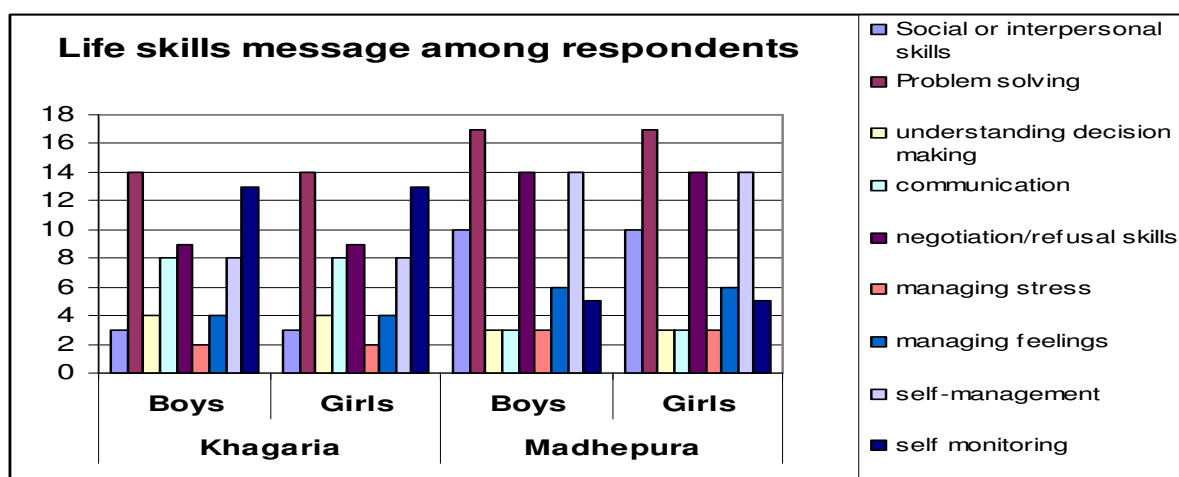
80% or more respondents in Khagaria and Madhepura said that black board, chalks, wall chart and Maps are available but they are not in good condition. **80% girls** in comparison to **52% boys** in Khagaria have answered that record books are available. More than **60% students** have said that record books are available in the schools of Madhepura, but guides, manuals, pen, pencils, eraser, stationary and recreational materials are required by all the respondents in both the districts.

AWARENESS MESSAGES CONVEYED TO STUDENTS IN SCHOOLS



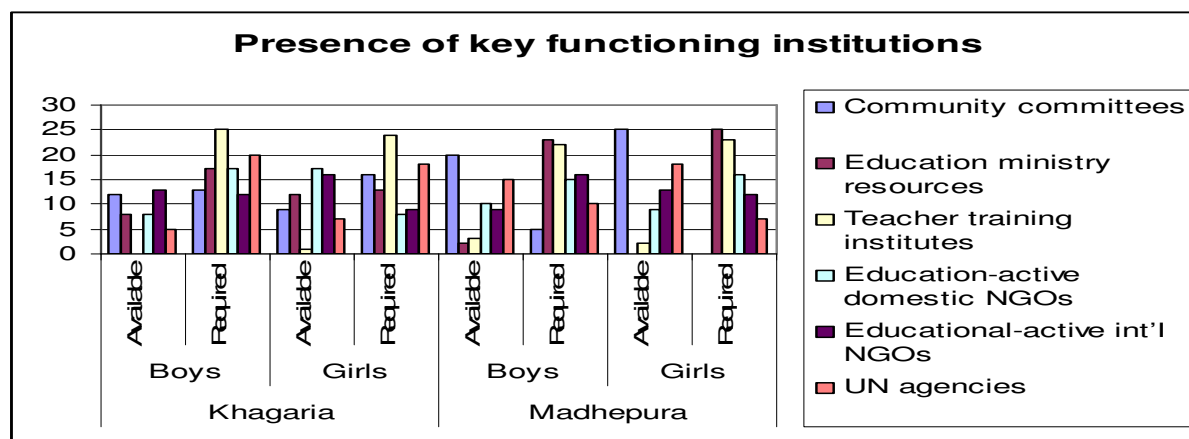
More than **90%** of the respondents in Madhepura have said that messages on sanitation hygiene and health were conveyed and also they have been taught about natural disaster (flood) whereas in Khagaria. **70% of the boys and 56% girls** stated that they had been taught about natural disaster, sanitation hygiene and health.

LIFE SKILLS MESSAGES CONVEYED TO STUDENTS IN SCHOOLS



More than 50% respondents in Khagaria and **more than 60%** in Madhepura were of the view that messages on problem solving were conveyed to them. **Only 12%** respondents in Khagaria in comparison with **40% of the respondents** in Madhepura stated that messages on social or interpersonal skills were conveyed. **More than 50% students** in Madhepura confirmed that they were provided skills on self management, negotiation/refusal skills whereas, very few students in Khagaria agreed to this. **More than 50%** students in Khagaria said that they were imparted skills on self monitoring. The case of Madhepura was not very positive. Communication skills were provided to **32% students** in Khagaria, which is not a very positive picture, but the scenario in Madhepura is all the more worse with **12%**. Skills on understanding decision making, stress management and managing feelings were imparted to very few respondents in both districts. ,

PRESENCE OF KEY FUNCTIONING INSTITUTIONS



More than 60% respondents stressed the need for establishment of community committees in Khagaria. In complete contrast to this **almost 80% respondents** said that community committees existed in Madhepura. Majority of the respondents in both districts felt that there was tremendous need for resources of Education Ministry. **40%** respondents were aware of the domestic and international NGOs working actively in the field of education. **More than 50%** respondents in totality felt that there was a dire need for UN humanitarian agencies in both the districts. A majority of students stressed the requirement for other institutions such as Zila Saksharata Samiti (ZSS) and Bihar education project (BEP) to function.

FINDINGS IN A NUTSHELL

On the basis of analysis of data, certain points have emerged which are as follows:

Three blocks in Khagaria and two blocks in Madhepura have been covered.

Primary, Secondary and High Schools were covered in the study.

All the students covered in the study were unmarried.

☺ The most remarkable finding was that the largest percentage of literates was found to be in the mothers' category of girl respondents in Khagaria and Madhepura. The highest percentage of 32% matriculates was found in the mothers' category of boy respondents in Khagaria district. The highest percentage of 32% matriculates was found in the mothers' category of boy respondents in Khagaria district. This is a very healthy sign as it shows that girl education is progressing.

☺ In totality parents of the respondents in Madhepura were found to possess a much higher educational qualification (Matriculates, Intermediates, Graduates, B.Ed and Masters).

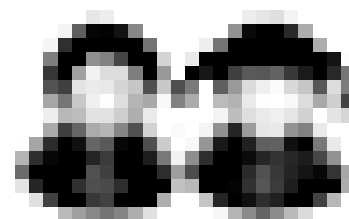
Respondents were covered from all the economic strata of society i.e. business, farming, service and labor class.

Flood has been identified by all the respondents as the only form of natural disaster creating havoc in the 2 districts

- ☹ More boys in comparison to girls were found to be attending school
- ☹ Unavailability of equipments, inaccessibility to schools due to worsened road condition, natural dangers in travelling were one of the major problems in Madhepura to a large extent and also in Khagaria to some extent.
- ☹ According to some girls water on school premises was either unsafe or not available.
- ☹ Engagement in domestic work, looking after the siblings at home and involvement in income generating activities were the main reasons behind gradual decrease in the enrollment of girl students.
- ☹ Most of the teachers and students are aware of discrimination against girls but need of the hour is that intensive awareness against these evils is required. This will create a healthy environment and improve the enrollment of girls in schools.
- ☹ Many agreed that early marriage and pregnancy was also one of the reason for decline in enrolment rate of girls.
- ☹ Quality of education was hampered due to lack of text books (English, Hindi math, science, social science) exercise books and slates in Khagaria district. This discouraged the students from attending schools and it also hampered their performance. Most of the students in Madhepura have text books. There are no labs. The basic teaching, learning materials, i.e. slates, exercise books, pens and pencils, guides, manuals eraser and recreational materials are required by all the respondents in both the districts. If these materials are made available to all the students it will increase the level of their educational qualification.
- ☹ Students have demanded incentives such as scholarship, uniforms and good quality meal from the government agencies which is not being provided.
- ☹ Teachers are competent enough to encourage the potential of boys and girls.
- ☹ **50%** or more respondents were aware of the domestic and international NGOs working actively in the field of education.
- ☹ **More than 50%** respondents in totality felt that there was a dire need for UN humanitarian agencies in both the districts.
- ☹ Skills on understanding decision making, stress management and managing feelings were imparted to very few respondents in both districts. This is very important for building confidence among students which will lead to better performance of students. ,
- ☹ **Majority** of the respondents had been taught about natural disaster (floods).
- ☹ Hindi is most commonly used in reading and writing. Some of the girls were found to be using Hindi and English in writing. This is a good sign.
- ☹ Messages on natural disaster, health, sanitation and hygiene are effectively conveyed to all the students which are a good sign of increase in health awareness and also in effectively tackling the situation during floods. All important life skill messages have been conveyed.

- ⊖ The basic needs for students such as seating arrangement, water supply and toilet facilities are essential for healthy institutional and educational environment. All the respondents have responded to the availability of these needs.
- ⊖ Unavailability of electricity has been indicated by all the respondents. Connection of electricity is badly needed as it hampers the overall development whether it is institutional or educational.

SECTION 2



TEACHERS

A total number of 50 teachers were interviewed out of which 26 teachers were from Khagaria and 24 from Madhepura, 5 were school principals.

AVAILABILITY OF EDUCATIONAL RESOURCES IN PRIMARY & MIDDLE SCHOOLS

Availability of education resources in Primary/Middle Schools	Khagaria	Madhepura
% of classrooms with usable chalk/board	(100%)	(100%)
% of students with few or no books at School	(40%)	(40%)
% of students with few or no books at home	(40%)	(48%)
% of students using different language in school and home	(48%)	(40%)
% of students in schools with water	(64%)	(68%)
% of school toilets usable	(56%)	(68%)

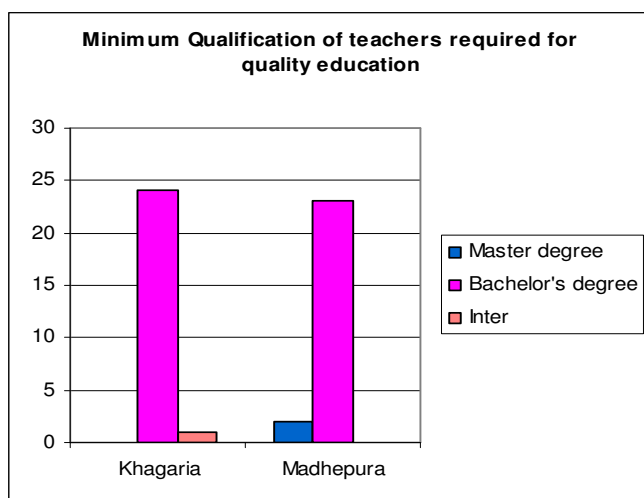
100% teachers interviewed in Khagaria and Madhepura confirmed the availability of usable chalks and board in the classrooms. **Nearly 40% teachers** in both districts stated that few or no books were available with students either at schools or at home. Unavailability of text books led to decline in enrolment rate. They used different language in schools and at home. **More than 50% teachers** agreed that all the schools had proper drinking water and toilet facilities.

TEACHERS STUDENTS RATIO IN PRIMARY & MIDDLE EDUCATION

Teacher/Student ratio	Khagaria	Madhepura
Per teacher/40 student	(40%)	(20%)
Per teacher/50 student	(40%)	(40%)
Per teacher/60 student	(20%)	(20%)
Per teacher/100 student	(0%)	(20%)

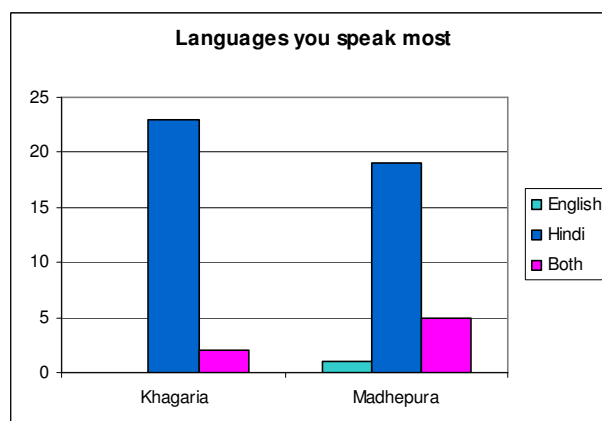
40% teachers in Khagaria district have stated that teacher student ratio in P/M schools is **1:40 and 1:50** whereas as **40% teachers** in Madhepura are also of the same view regarding the teacher student ratio on **1:50**.

MINIMUM QUALIFICATION REQUIRED FOR TEACHERS IN QUALITY EDUCATION



Almost all the respondents are of the view that Bachelor's degree (BA) should be the required minimum qualification for teachers in providing quality education.

LANGUAGE SPOKEN



Majority of the respondents are fluent in hindi and a few of them can also speak English with proficiency.

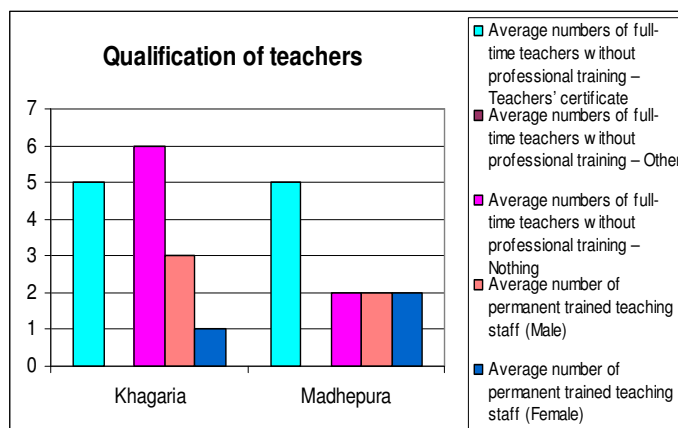
AVERAGE NUMBER/PRESENCE OF TEACHERS IN SCHOOLS

Average number of school teachers	Khagaria	Madhepura
Average number of school teachers	10-12/school	8 /school
Average number of school teachers (present on that day)	8/school	7/school
Average number of female school teachers	3/school	4/school
Average number of female teachers (present on that day)	2/school	3/school

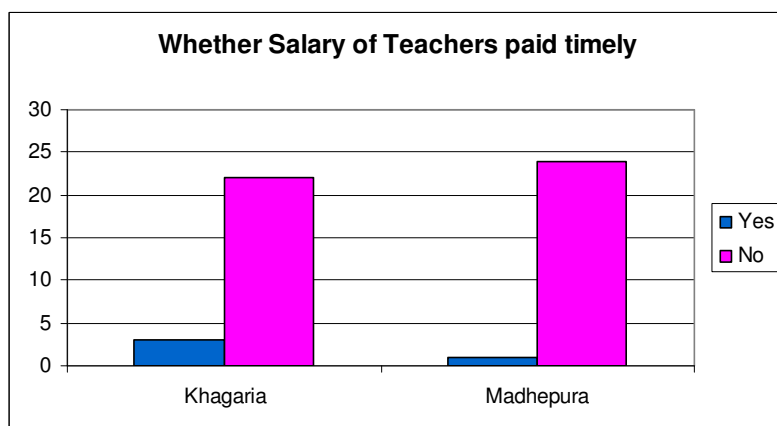
There was average number of **10-12** teachers/school in Khagaria and the average number of them present on that day was **8/school**. In comparison to Khagaria there are average numbers of **8 teachers** /school in Madhepura but only **7 /school** were present on that day. There are average **3** female teachers /school in Khagaria and average **4** female teachers/school in Madhepura, but the average number of female teachers present in Khagaria and Madhepura on that day were **2 and 3/school** respectively.

NUMBER OF FULL TIME TEACHERS WITHOUT PROFESSIONAL TRAINING

As far as the training of teachers is concerned, it was observed that none of the teachers in any sampled district have received training. Teachers reported that they have not received any formal training. **Out of the total number of teachers** interviewed in Khagaria and Madhepura, there were average number of **5** full time teachers/school without professional (teachers' training certificate) and **6** and **2** full time teachers /school were without any kind of professional training (diploma etc.) in Khagaria and Madhepura respectively. Average number of permanent trained male teaching staffs/ school in Khagaria and Madhepura were **3** and **2** respectively whereas; average number of permanent trained female teachers in both these districts was **1** and **2** /school respectively.



TIMELY PAYMENT OF TEACHERS' SALARY

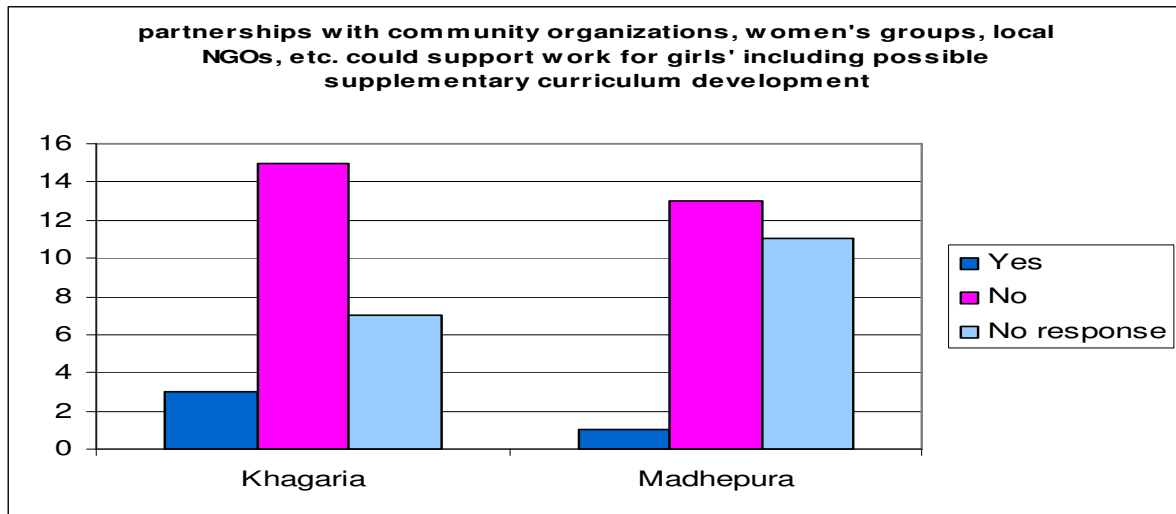


More than 90% respondents in both the districts said that their salary was not paid on time.

WORKING CONDITON

Majority of the teachers in Khagaria and Madhepura complained of overcrowded classrooms and lack of basic facilities. 1/3rd teachers in Madhepura also complained of lack of innovations in teaching and learning process.

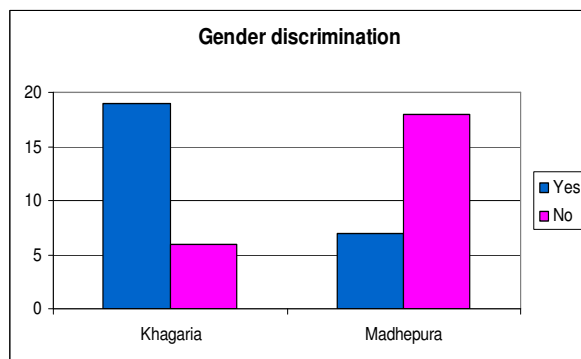
PARTNERSHIP WITH COMMUNITY ORGANISATIONS, WOMEN'S GROUP, LOCAL



NGOS

Majority of the teachers covered in Khagaria and Madhepura accepted that there was no partnership either with community organization, women's groups or local NGOs for supporting work for girls including their supplementary curriculum development. There was large number of respondents who had nothing to say on either of these issues. Some of the respondents wanted to make an *effort to mobilize the community or women group to send the girl child to school.*

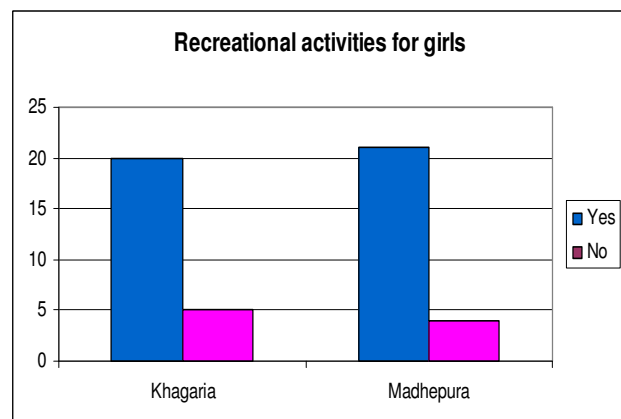
DO GENDER DISCRIMINATION PREVAIL WHEN FEMALE TEACHERS ARE HIRED



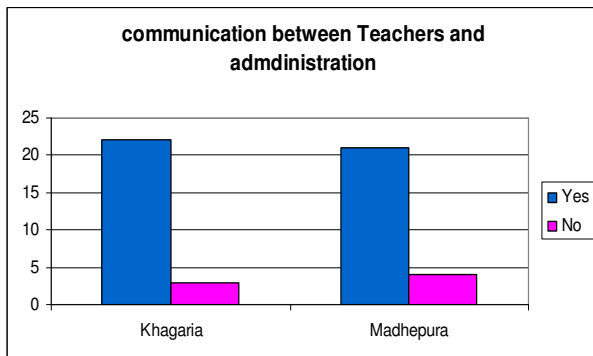
More than **70%** teachers in Khagaria viewed gender discrimination in case of female teachers whereas the case of Madhepura was totally different as **70%** or more respondents said that there was no gender discrimination and all were treated equally. This shows that authorities in Madhepura are more gender sensitive compared to Khagaria.

RECREATIONAL ACTIVITIES FOR GIRLS

More than 80% respondents in both the districts said that space and time was given to girls for imaginative and creative play as well as other sports or recreational activities.



COMMUNICATION BETWEEN TEACHERS AND ADMINISTRATION



Over 80% teachers in both districts replied that they were in regular communication with the administration.

TEACHERS' INITIATIVES TOWARDS ENCOURAGING BOYS & GIRLS IN MEETING THEIR POTENTIAL

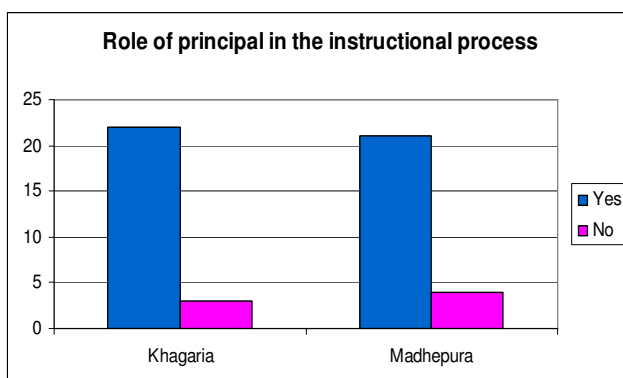
Almost all the respondents in both the districts encourage both boys and girls to meet their potentials. This shows that there is no feeling of gender discrimination among the teachers towards their pupils.

AWARENESS OF TEACHERS TOWARDS GENDER DISCRIMINATION OF GIRLS

More than 50% respondents in both the districts accepted of having awareness about the discrimination towards girls whereas some respondents in both districts also said that they were unaware of any type of discrimination towards girls.

	Khagaria	Madhepura
Yes	56%	68%
No	44%	32%

INVOLVEMENT OF PRINCIPALS IN INSTRUCTIONAL PROCESS?



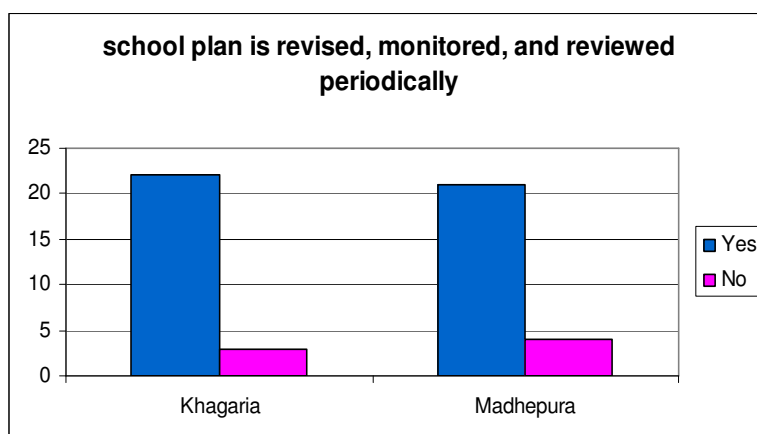
More than 80% respondents in both the districts stated that Principals in schools were involved in instructional process.

IF YES , THEN WHETHER -

	Khagaria	Madhepura
The principal and teachers make instructional effectiveness the highest priority in the school	12%	4%
The school plan is developed with teachers and other School members	16%	48%
The principal and Teachers communicate instructional goals to students	8%	16%
The principle encourages teachers to participate in leadership roles and The school plan is developed with teachers and other school members	32%	14%
All above	0%	20%
No Response	32%	8%

The response regarding the teacher principal relationship in making instructional process effective is not very positive. Only **48%** respondents in Madhepura have claimed that they were involved by the Principal in preparing school plan. **Nearly 1/5th** respondents in Kahagaria and Madhepura have stated that they were encouraged by the Principals to participate in leadership roles and school development plans..

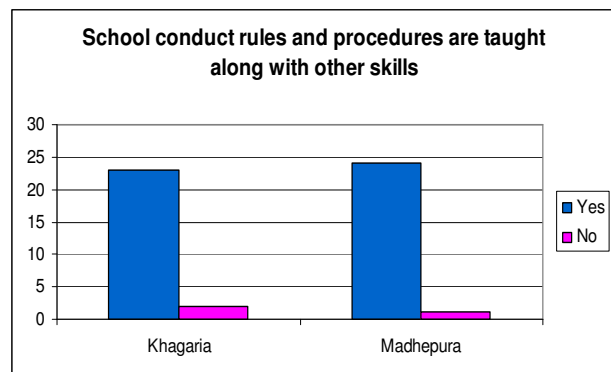
PERIODICAL REVIEW, MONITORING & REVISION OF SCHOOL PLANS



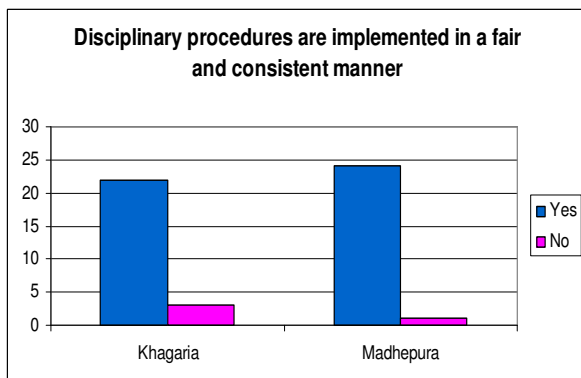
More than 80% respondents in both districts agreed that school plan is periodically reviewed, monitored, and revised.

ARE SCHOOL CONDUCT RULES & PROCEDURES TAUGHT ALONG WITH OTHER SKILLS?

Over 90% teachers in both districts agreed that school conduct rules and procedures are taught with other skills.



ARE DISCIPLINARY PROCEDURES IMPLEMENTED IN A FAIR & CONSISTENT MANNER?

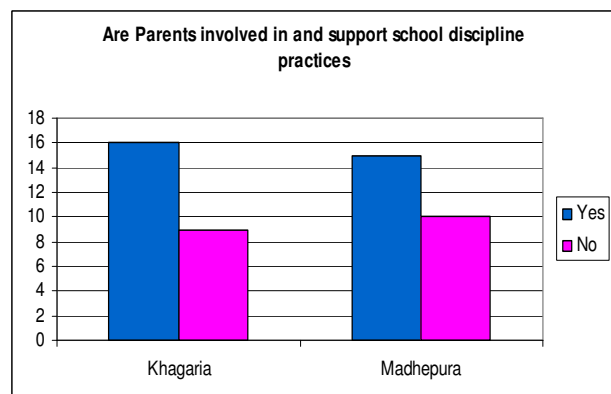


Majority teachers in both districts stated that disciplinary procedures are implemented in a fair and consistent manner.

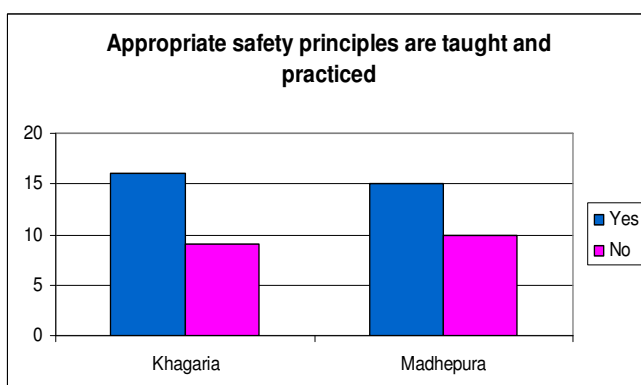
ARE PARENTS INVOLVED IN & SUPPORT

SCHOOL DISCIPLINE PRACTICE?

More than 60% respondents in Madhepura and Khagaria said that parents are involved in and also support school discipline practices.



ARE APPROPRIATE SAFETY PRINCIPLES TAUGHT & PRACTICED?

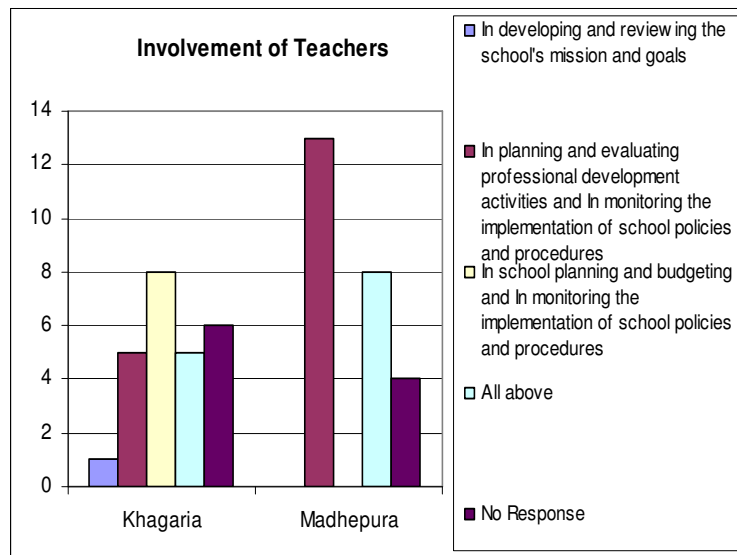


More than 60% respondents in Madhepura and Khagaria said that appropriate safety principles are taught & practiced in schools.

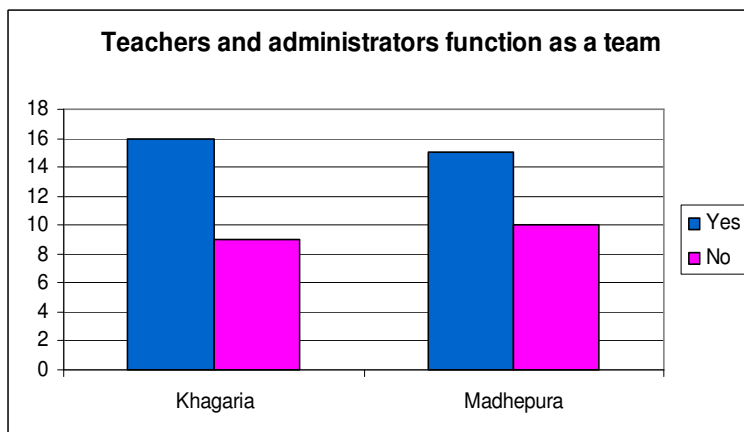
INVOLVEMENT OF TEACHERS?

52% respondents in Madhepura said that teachers are involved in planning and evaluating professional development activities and also in monitoring the implementation of school policies and procedures.

Only 20% of the respondents in Khagaria agreed to it. **32% respondents** in Khagaria stated that teachers were involved in school planning and budgeting and in monitoring the implementation of school policies and procedures but in Madhepura none (0%) of the respondents agreed to this view. **20%** in Khagaria and **32%** in Madhepura respectively said that teachers were either involved in developing and reviewing the school's mission and goals or planning and evaluating professional development activities and monitoring the implementation of school policies and procedures; they were also involved in school planning and budgeting and or monitoring the implementation of school policies and procedures.



DO TEACHERS & ADMINISTRATORS FUNCTION AS A TEAM?



Majority of the respondents in Khagaria and Madhepura said that teachers and administrators function as a team which is very positive for effective functioning of school system.

FINDINGS IN A NUTSHELL

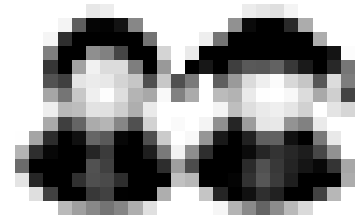
☹ Teachers in the 2 districts gave their views that teacher student ratio was 1:50 but the

ideal ratio will be 1:35 and 1:40. It will become difficult for the teachers to conduct and control the class efficiently.

- ☺ Most of the respondents prefer that Bachelor degree should be the minimum level of qualification for the teacher.
- ☹ Majority respondents said that they never received their salary on time. This is not a good indication as it might lead the teachers to adopt dishonest means and corrupt practice which will adversely affect the quality of school education.

- ☺ All the respondents said that they had cordial relation with their students.
- ☺ Majority of them said that they had frequent communication with administration.
- ☺ Many of them said that classrooms were overcrowded and it created disturbance in class.
- ☺ Majority of the respondents said that there was no partnership with women groups, NGOs, and community for providing support to girls and curriculum development. Need of the hour is to make agencies free from gender bias which will lead to proper curriculum development.
- ☺ Some said that hired teachers were treated equally.
- ☺ All the respondents have replied positively towards creation of imaginative plays as for e.g. Sports and recreational activities for girls.
- ☺ Almost all of them are aware of discrimination against girls. They should be directed to create awareness against this social evil so that girls will flourish in healthy environment.
- ☺ The Principal of the school according to all the respondents are fully capable and involved in instructional process.
- ☺ Some respondents said that they were involved by the Principal in making plans for school development and they were also involved in it and they also encouraged teachers to participate in leadership roles. But this actually applied only to a very few respondents. If all of them are given a chance to work for school development plans and are encouraged by the principal participate in leadership roles, this will lead to enhancement of their teaching capacity and developing their personality which will positively influence the students and quality of education.
- ☺ All the respondents agreed that they played a vital role in review, monitoring of school plans and school disciplinary procedures are implemented in fair and consistent manner. Nearly 80% of them said that they were taking active part in formulating school policies, procedures, planning, budgeting and evaluation. They said that they have a good team spirit which will create healthy educational atmosphere.

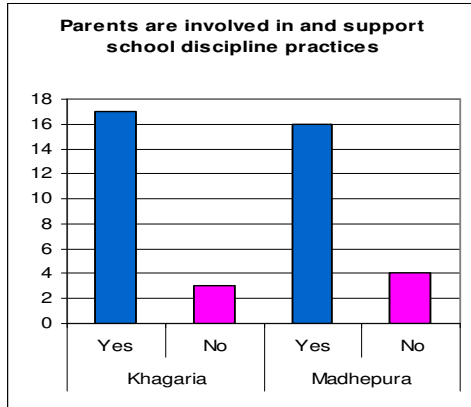
SECTION 3



PARENTS

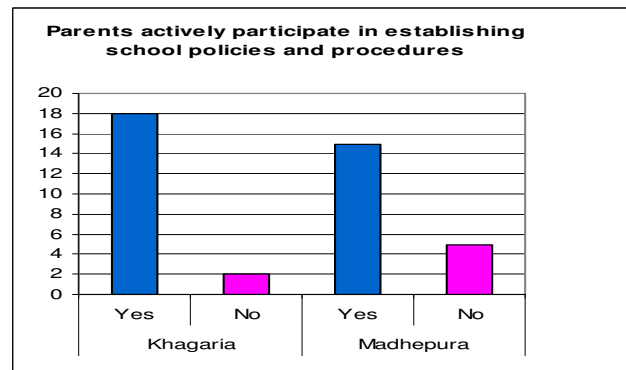
40 parents (20 each from both the districts) were interviewed.

INVOLVEMENT OF PARENTS & SUPPORT IN SCHOOL DISCIPLINE PRACTICES



More than 80% parents in both districts are involved in school discipline practices

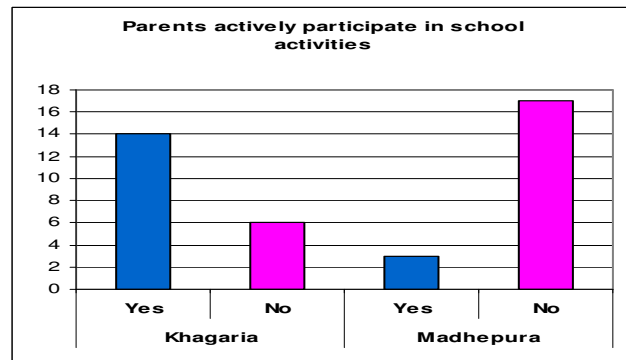
PARICIPATION OF PARENTS IN ESTABLISHING SCHOOL POLICIES & PROCEDURES



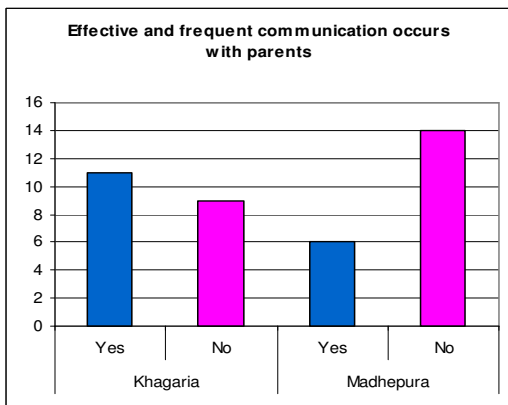
90% parents in Khagaria and 75% parents in Madhepura actively participate in establishing school policies and procedures. This indicates that parents in both districts are very conscious towards quality education.

PATICIPATION OF PARENTS IN SCHOOL ACTIVITIES

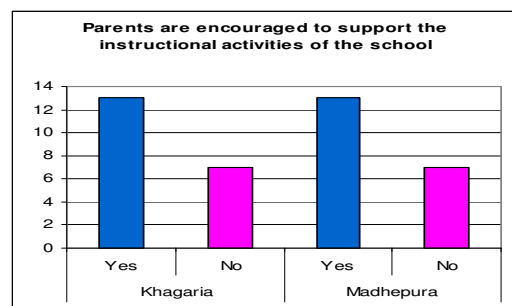
70% parents in Khagaria participate in school activities whereas; there was a sharp contrast in the response of the parents in Madhepura as only 15% took part in school activities of their children.



COMMUNICATION WITH PARENTS



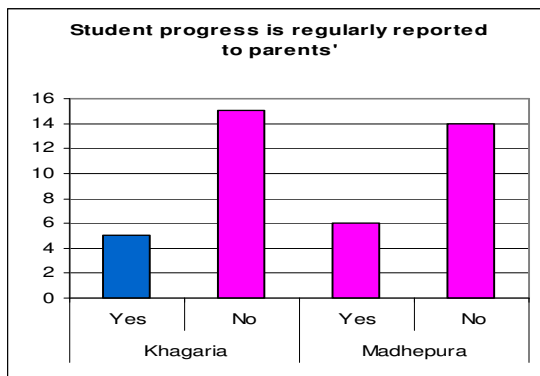
55% parents in Khagaria and only 30% parents in Madhepura have effective and frequent communication with school authorities.



PARENTS ARE ENCOURAGED TO SUPPORT THE INSTRUCTIONAL ACTIVITIES OF THE SCHOOL

More than 60% parents in Khagaria and Madhepura are encouraged by the school authorities to support the instructional activities of the school.

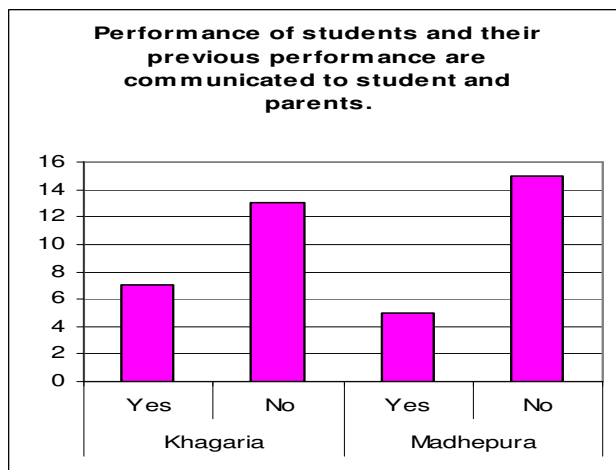
STUDENTS' PROGRESS REGULARLY REPORTED TO THE PARENTS



Less than 50% parents are made aware of their child's regular progress by the school authorities.

CURRENT & PREVIOUS PERFORMANCE COMMUNICATED TO STUDENTS & PARENTS

Almost 70% or more of the respondents in both districts denied of any kind of information being communicated to them regarding their wards' current and past performance.



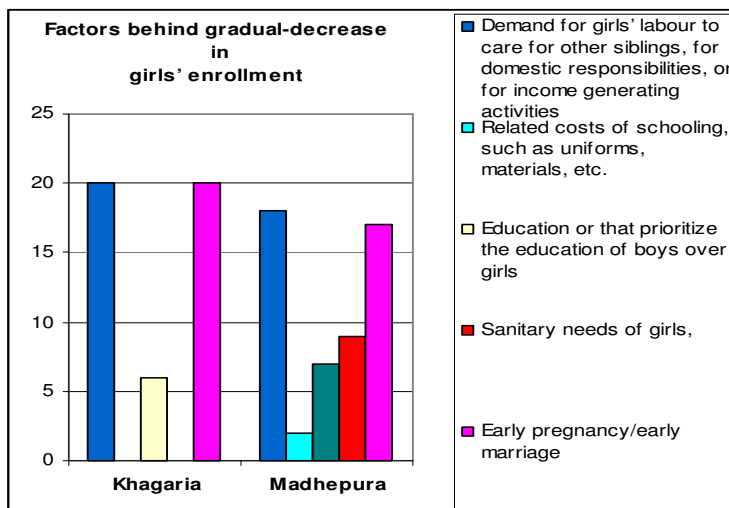
PREVAILING FACILITIES IN SCHOOLS

100% respondents said to be having facilities for sources of water and toilets on the school campus (on site). All the respondents denied of having medical facilities on campus. **75%** parents in Madhepura said that the medical facilities were inaccessible whereas in Khagaria more than **85%** stated that it was available at a distance. There was no medical facility available for the disabled. **100%** respondents were of the opinion that electricity & labs were neither available nor accessible.

	<u>Khagaria</u>			<u>Madhepura</u>		
	<u>On-site</u>	<u>At a distance</u>	<u>Not accessible</u>	<u>On-site</u>	<u>At a distance</u>	<u>Not accessible</u>
Water sources (specify)	(100%)	(0%)	(0%)	(100%)	(0%)	(0%)
Toilets	(100%)	(0%)	(0%)	(100%)	(0%)	(0%)
Medical facilities						
Facilities for the disabled	(0%)	(85%)	(15%)	(0%)	(25%)	(75%)
Electricity	(0%)	(0%)	(100%)	(0%)	(0%)	(100%)
Lab	(0%)	(0%)	(100%)	(0%)	(0%)	(100%)

FACTORS BEHIND GRADUAL DECREASE IN GIRLS' ENROLMENT

More than 90% parents in Khagaria and Madhepura considered demand for girls' labor to care for other siblings, for domestic responsibilities, or for income generating activities led gradual decrease in girls' enrolment. Majority of them also said that early marriage and early pregnancy was another major reason for decrease in girl enrollment. Some parents in Madhepura considered sanitary needs of girls and related cost of schooling such as uniforms and other materials. Some parents in Madhepura and Khagaria also said that priority was given to boys over girls in getting education. This is a reflection on parents' attitude of gender bias and gender discrimination towards girls.

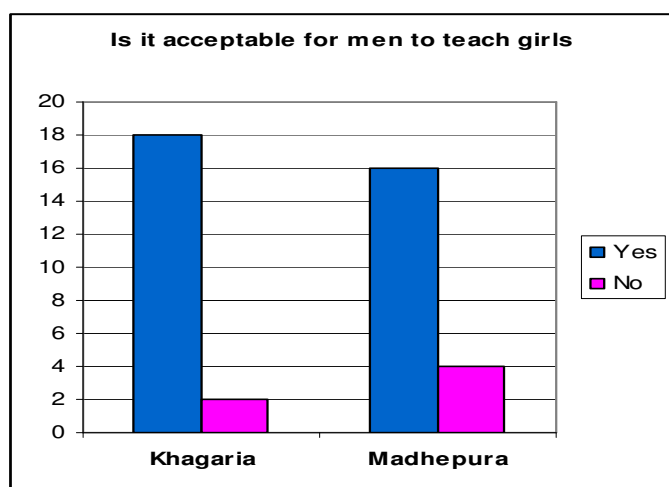


IS CO-EDUCATION PREFERRED?

More than 90% parents in totality prefer coeducation for their children. This shows the progressive attitude of the parents towards their wards, especially girls.

	Khagaria	Madhepura
Yes	95%	90%
No	5%	10%

IS IT ACCEPTABLE FOR MALE TEACHERS TO TEACH GIRLS?

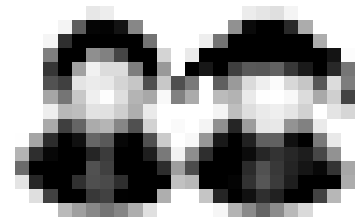


Majority of the respondents reply was 'YES'.

FINDINGS IN A NUTSHELL

☺ More than 80% parents in both districts are involved in school discipline practices

- ☺ **90%** parents in Khagaria and **75%** parents in Madhepura actively participate in establishing school policies and procedures
- ☺ **70%** parents in Khagaria participate in school activities whereas; there was a sharp contrast in the response of the parents
- ☺ In Madhepura as only **15%** took part in school activities of their children
- ☺ **55%** parents in Khagaria and only **30%** parents in Madhepura have effective and frequent communication.
- ☺ More than 60% parents in Khagaria and Madhepura are encouraged by the school authorities to support the instructional activities of the school.
- ☺ Less than 50% parents are made aware of their child's regular progress by the school authorities. The respondents in both districts denied of any kind of information being communicated to them regarding their wards' current and past performance.
- ☺ 100% respondents said to be having facilities for sources of water and toilets on the school campus (on site).
- ☺ All the respondents denied of having medical facilities on campus.
- ☺ In Khagaria more than 80% stated that medical facilities were available at a distance.
- ☺ There was no medical facility available for the disabled.
- ☺ 100% respondents were of the opinion that electricity & labs were neither available nor accessible.
- ☺ More than 90% parents in Khagaria and Madhepura considered demand for girls' labor to care for other siblings, for domestic responsibilities, or for income generating activities led gradual decrease in girls' enrolment.
- ☺ More than 90% parents in totality prefer coeducation for their children. This shows the progressive attitude of the parents towards their wards, especially girls.
- ☺ Majority of the respondents said that they had no objection over male teachers teaching girl students.



SECTION 4

STAKEHOLDERS

A total number of 10 stakeholders were interviewed in Khagaria and Madhepura- 5 in Khagaria and 5 in Madhepura. This included Ward Parshad, DSE, Mukhiya, Principals, and bank officials

RESPONDENTS' AWARENESS ABOUT NUMBER OF SCHOOLS IN THEIR DISTRICT/BLOCKS

	Khagaria	Madhepura
Yes	3	1
No	2	4

Out of 10 respondents covered altogether in both districts only **4**, i.e. **3** in Khagaria and **1** in Madhepura had the idea about the number of schools in their area.

RESPONDENTS' AWARENESS ABOUT NUMBER OF TEACHERS AVAILABLE IN SCHOOLS

Less than 50% respondent in Khagaria and **90%** respondents in Madhepura were aware about the number of teachers available in schools. This indicates that stakeholders in Madhepura were more knowledgeable compared to stakeholders in Khagaria.

	Khagaria	Madhepura
Yes	2	4
No	3	1

QUALIFICATION OF TEACHERS REQUIRED FOR QUALITY EDUCATION

	Khagaria	Madhepura
Master's degree	3	2
Bachelor's degree	2	3
Inter	0	0

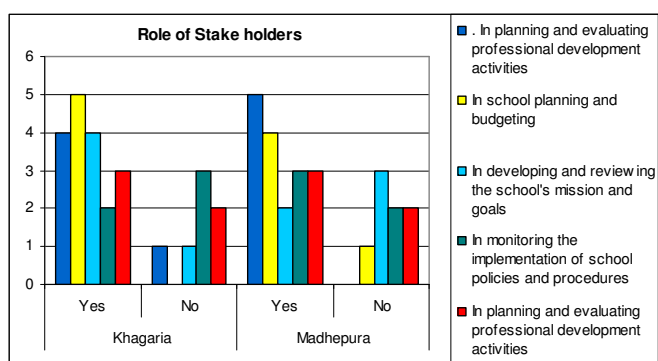
60% respondent in Khagaria considered Master's degree was ideal qualification for teachers in providing quality education to students whereas **60%** respondents in Madhepura stated that Bachelor's degree holder teachers are more capable in providing quality education.

TIMELY PAYMENT OF TEACHERS' SALARY

Majority respondents stated that teachers' salary was paid on time.

Khagaria		Madhepura	
Yes	No	Yes	No
4	1	5	0

ROLE OF STAKEHOLDERS



Majority number of stakeholders identified their role in planning and evaluating professional development activities and also in school planning and budgeting

COMMUNICATION BETWEEN ADMINISTRATORS AND TEACHERS

Majority respondents in both districts stated that teachers and administrators always communicated to each other.

	Yes	No
Khagaria	3	2
Madhepura	4	3

TEACHERS AND ADMINISTRATORS FUNCTION AS A TEAM

	Yes	No
Khagaria	3	2
Madhepura	4	3

3 out of 5 respondents in Khagaria and **4 out of 5** respondents in Madhepura were of the common view that the administrators and teachers worked as a team.

AWARENESS OF STAKEHOLDERS REGARDING DISCRIMINATION OF GIRLS

Almost the respondents in the 2 districts are aware of discrimination of girls.

	Khagaria	Madhepura
Yes	3	4
No	2	1

SUPPORT THROUGH GOVERNMENT AGENCIES, TEACHERS AND ADMINISTRATION

	Khagaria		Madhepura	
	Yes	No	Yes	No
Visiting parents to encourage them	2	3	1	4
Exempting school fees	1	4	2	3
Treating girls and boys equally in the classrooms	1	4	2	3
When necessary, educating boys and girls separately	4	1	3	2
Providing free school uniforms	4	1	3	2
Placing a priority on hiring female teachers	3	2	4	1
Hiring female classroom assistants	2	3	4	1
Scholarships	5	0	5	0
Bicycle – Required	5	4	5	0
Mid day Meal	4	1	5	0

Majority of the respondents in both districts were of the opinion that no support was extended by the government agencies, administration or teachers through visits to encourage parents or in exemption of students' school fees and also no support was extended in equal treatment of girls and boys. But stakeholders agreed to the fact that the support was extended by the government and other agencies in providing free school uniforms, scholarships, mid day meals. All of them said that bicycle was required. The agencies also supported in prioritising the need for hiring female teachers/ female classroom assistants and educating boys and girls separately on need basis.

IDEAL LOCATION FOR CLASSES

	Khagaria	Madhepura
School/classrooms	3	4
Rehabilitation centre	2	1
Shelter	0	0
Outside (shade/tree)	0	0
House	0	0
Religious buildings	0	0

Most of the stakeholders preferred school/classrooms as the ideal location for classes in Khagaria and Madhepura. A few were of the opinion that rehabilitation centers were also a suitable location for classrooms.

ACCESSIBILITY OF FACILITIES IN SCHOOLS

	Khagaria			Madhepura		
	On-site	At a distance	Not accessible	On-site	At a distance	Not accessible
Water sources (specify)	5	0	0	5	0	0

Toilets	5	0	0	5	0	0
Medical facilities	1	0	4	0	0	0
Electricity	1	0	4	1	0	4
Lab	0	0	5	0	0	3

Availability of onsite facilities for toilets, water sources such as hand pump, tullu pump were stated by all the respondents in Khagaria and Madhepura. Majority of them said that there was no onsite facility for labs. Majority respondents in Khagaria and Madhepura stated that there was no onsite facility for electricity. Onsite medical facility in general and for the disabled in particular was neither available nor accessible at all.

SCHOOLS AVAILABLE FOR SSA ASSISTANCE

	Khagaria		Madhepura	
	Yes	No	Yes	No
Cantonment	4	1	3	2
Madarsas	5	0	4	1

There was mixed response from the respondents. **50% in Khagaria and 40% in Madhepura** were in favor of Madarsa for SSA assistance

FACTORS BEHIND GRADUAL DECREASE OF GIRLS' ENROLLMENT

	Khagaria	Madhepura
Demand for girls' labor to care for other siblings, for domestic responsibilities, or for income generating activities	5	5

Related costs of schooling, such as uniforms, materials, etc.	4	2
Education or that prioritize the education of boys over girls	3	2
Sanitary needs of girls,	4	3
Early pregnancy/early marriage	5	4

100% respondents in Khagaria and Madhepura considered demand for girls' labor to care for other siblings, for domestic responsibilities, or for income generating activities led gradual decrease in girls' enrollment. Many of them also said that early marriage and early pregnancy was another major reason for decrease in girl enrollment. Also many of them in Madhepura considered sanitary needs of girls and related cost of schooling such as uniforms and other materials for decline of girls'

enrolment.. Some stakeholders in Madhepura and Khagaria also said that priority was given to boys over girls in getting education.

FINDINGS IN A NUTSHELL

- ☺ Most of the respondents prefer that Bachelor degree should be the minimum level of qualification for the teacher in providing quality education.
- ☺ Majority of them said that they had frequent communication with administration.
- ☺ They were in favor of co-education.
- ☺ Very few of them had idea about the number of schools existing in their blocks and districts
- ☺ Less than 50% respondent in Khagaria and 90% respondents in Madhepura were aware about the number of teachers available in schools. This indicates that stakeholders in Madhepura were more knowledgeable compared to stakeholders in Khagaria.
- ☺ Majority respondents stated that teachers' salary was paid on time.
- ☺ Majority number of stakeholders identified their role in planning and evaluating professional development activities and also in school planning and budgeting
- ☺ The administrators and teachers worked as a team
- ☺ Majority of the respondents in both districts were of the opinion that no support was extended in form of visits by the government agencies, administration or teachers to

encourage parents or in exemption of students' school fees and also no support was extended in equal treatment of girls and boys.

- ☺ But stakeholders agreed to the fact that the support was extended by the government and other agencies in providing school uniforms, scholarships, mid day meals. All of them said that bicycle was required. The agencies also supported in prioritising the need for hiring female teachers/ female classroom assistants and educating boys and girls separately on need basis.
- ☺ Most of the stakeholders preferred school/classrooms as the ideal location for classes. A few were of the opinion that rehabilitation centers were also a suitable location for classrooms.
- ☺ Availability of onsite facilities for water sources, and toilets were stated by all the respondents.
- ☹ No electricity available.
- ☹ Onsite medical facility in general and for the disabled in particular was neither available nor accessible at all.
- ☹ 100% respondents in Khagaria and Madhepura considered demand for girls' labor to care for other siblings, for domestic responsibilities, or for income generating activities led gradual decrease in girls' enrolment. Many of them also said that early marriage and early pregnancy was another major reason for decrease in girl enrolment.
- ☹ Some stakeholders in Madhepura and Khagaria also said that priority was given to boys over girls in getting education.

CHAPTER 5

CONCLUSION

OBSERVATION

Bihar continues to face significant challenges in providing educational services, even when not complicated by natural disasters. In a region hobbled by poverty and a lack of infrastructure, schooling has not been a hugely successful exercise. Now, with the quality of life at its lowest ebb, especially in the flood affected district of Madhepura, and the education infrastructure severely impacted, the damage is indeed huge. Indeed, the floods have left many children orphaned or rendered homeless, and with significant mental scars. They will require more than the customary initiatives to heal their mental wounds before they start their education. Lot of interventions has been made to bring the disadvantaged group (SC, ST and girls) in the main stream. It is obvious that all such efforts during the past years have yielded success and achievement in universalisation of elementary education. But even now Bihar lacks behind the other states and more efforts are needed to bring it in the mainstream. The intervention programmes are not being taken as mission mode here. The targets are not being achieved in the given time.

After a successful emergency relief effort to the people affected by floods, there is an urgency to move ahead with long-term efforts by putting in place an educational plan to prepare and nurture children to become lifelong learners and responsible members of a pluralistic society. With an aim to provide a minimum standard of education in schools in flood affected areas of Madhepura and Khagaria Equity Foundation was given the task of conducting study in order to examine why children are not being retained in school (during/after floods) and how safe schools really are.

Crucial to providing relief is to remain closely connected to the needs of the people on the ground. As part of conducting a needs assessment, the Equity Foundation team of 4 FIs travelled extensively in 2 selected flood-affected districts of Madhepura and Khagaria in Bihar to assess the damage to the schools and its impact on providing educational services. In April 2009, our team of investigators visited 2 blocks of Mansi and Khagaria of Khagaria district and Madhepura block of Madhepura district to conduct the survey. They also met with the District Education Officials, local NGOs, Civil court advocate, Ward member, School principal, Mukhiya, Bank official, Secretary ZSS, Sarpanch, Ward parshad, and the evacuees to assess and understand the current educational situation and to formulate a plan for future efforts.

During the field visits, the FIs came across villages which were extensively damaged. Many villages are still out of reach and are like islands, cut off from transport and communication. The first block visited by the team was Madhepura in district Madhepura, Fortunately, the school building is only partially damaged. Number of schools does not have water provision in toilets and toilets are not cleaned. There is no medical facility. In sampled schools in 2 districts as per the observation by the FIs, child friendly structure like swings, slides and the indoor games are not available. There is no electricity. Free distribution of school uniforms were made only to girl students and not boys. No steps are taken by the agencies and school teachers to increase the enrolment in Schools.

The major reasons for low attendance in schools in general are extreme poverty due to which children have to work in the fields or help in domestic work like fuel collection etc. Among other reasons are poor quality of teaching in government Schools, lack of proper teachers in Schools and lack of interest of teachers to increase awareness among community to send their children to school. There is also lack of interest in children towards their studies, due to festivals and social visits to relatives, students drop classes. Girls drop out of school to attend to their siblings and they are also involved in income generation activities. Gender discrimination against girls is another factor responsible in gradual decrease in enrolment of girls.

SUGGESTION

FINDING 1

The study shows that rehabilitating the school infrastructure is imperative to the task of stabilising the people. Not only because it will allow the provision of education to many displaced children, but also to help them overcome their trauma.

SUGGESTION FOR GOVERNMENT

Improving the physical infrastructure - This will include painting the classrooms, building a boundary wall around the school for security, building a toilet, providing furniture, fixtures and swing and play material. No construction work of boundary wall was in progress.

FINDING 2

Lack of teaching and learning materials in schools. Meritorious and needy students have not been provided scholarships. It was observed that the text books and teaching aids such as blackboards, books, copies, pencils and other materials are not made available to the districts in time. No health camps in the vicinity of schools. Gender discrimination is very much there.

SUGGESTION GOVERNMENT AGENCIES

Providing teaching aids such as blackboards, books, copies, pencils and other materials to support teaching and learning. The text books must be provided to children in time. To achieve the goal of universal enrolment and retention free text books should be supplied to all girls and boys enrolled in the school. The purpose to give this incentive is to encourage the poor parents to send their children to school without any extra burden on them.

Providing scholarships to meritorious students (Primary/Middle and High Schools) to continue their higher education

Imparting social awareness and responsibility to the students and teachers of the school and empowering them to become better citizens.

Regular health camps should be held in the school campus or at some nearby place which is easily accessible.

FINDING 3

As regards the vacancy in sanctioned teachers post, during the field visit in the Sampled Schools by the FIs, it was observed that in majority of schools the sanctioned post of teachers was vacant. Teachers reported that they have not received any formal training. Teachers were not paid salary on regular basis which tends to corrupt them. Due to this a number of the teachers were reported to be habitual absentee.

SUGGESTION FOR GOVERNMENT AGENCIES

Educational plan is intended to serve as a catalyst for the teachers in the area to empower them with renewed skills, vigour and commitment in their role and performance in the classroom, school and wider community.

Appropriate measures should be taken to provide continuous training to teachers by good trainers. Gender sensitive training of teachers should be provided. Teachers should be provided training in quality education in order to enable them to develop child friendly attitude in their teaching method.

Qualified teachers should be appointed and more emphasis should be paid on appointment of female teachers.

Salary to the teachers should be paid on time in order to increase their efficiency and reduce tendencies of adopting corrupt means or not taking classes.

FINDING 4

There is no electricity. The picture of physical progress in electrification of schools is very dismal in all sampled districts. In few schools the toilets were constructed but they were not in use till date because these were locked by the school authorities.

SUGGESTION FOR GOVERNMENT AGENCIES

Electrification is the need of the hour. Construction of new toilets and installation of hand pumps is also required. There is a playground in almost all schools but they are not maintained.

Garden in School

A garden in a school makes the school beautiful and lively. When the students are asked to take care of the plants, it inculcates a feeling of responsibility in children. It also helps the teachers to give the students practical knowledge about environmental science. Keeping these things in mind the schools should be instructed to grow trees in its campus.

FINDING 4

The seating facilities in schools were not found to be adequate. The classrooms were very crowded. The teachers are not taking any extra-effort to mobilize the community, parents or women group to send the girl child to school. Toilets were not cleaned and maintained. Skills on understanding decision making, stress management and managing feelings are not imparted to the students.

SUGGESTION FOR TEACHERS

Teachers should take extra effort to mobilize the community, parents or women group to send the girl child to school. They should see to it that bathrooms are kept clean regularly. They should request the authorities and Principal to provide adequate numbers of benches for all the rooms. They should request the concerned agencies and NGOs to provide fund for construction of more classrooms.

Skills on understanding decision making, stress management and managing feelings should be imparted to students. This is very important for building confidence among students which will lead to better performance of students. ,

FINDING 4

The parents denied of any kind of information being communicated to them regarding their wards' current and past performance. Very few took part in school activities of their children. They considered demand for girls' labor to care for other siblings, for domestic responsibilities, or for income generating activities led gradual decrease in girls' enrolment. They were not making any effort to change this scenario.

SUGGESTION FOR PARENTS

The citizens as a whole and parents in specifically should, evidently, take up the responsibility to ensure that schools are run regularly and properly and desired levels of skills and understanding are acquired by the children. Parents should themselves take the initiative of visiting their child's school and demand information regarding their performance. This will enhance the academic capacity of their children. They should take part in their ward's school activity to motivate their child's active participation. The parents should encourage their girls to attend school and make them learn the importance of education.

DETAILS OF BLOCKS/PANCHAYAT & SCHOOLS

NAME OF THE DISTRICT- KHAGARIA

BLOCKS COVERED IN KHAGARIA- 2

NAME OF BLOCKS- MANASI AND KHAGARIA

PANCHAYATS COVERED IN KHAGARIA – MATHURAPUR, BHADHAS, MATIHANI

BHADHAS- 1 HIGH SCHOOL COVERED

MATIHANI- 1 MIDDLE SCHOOL COVERED

MATHURAPUR- 2 MIDDLE SCHOOL COVERED

MATURAPUR- 1 PRIMARY SCHOOL COVERED

NAME OF DISTRICT- MADHEPURA

BLOCKS COVERED IN MADHEPURA- 1

NAME OF BLOCK- MADHEPURA

BHIRKHI PANCHAYAT - 1 URDU PRIMARY SCHOOL, 1 URDU MIDDLE SCHOOL COVERED

SUKHASAN- 1 MIDDLE SCHOOL IN NORTH, MANHARA VILLAGE- 1 HIGH SCHOOL

KHURAHA – 1 MIDDLE SCHOOL

Schools covered in Khagaria district						
S.no	School	Type of Schools	District/block	Girls	Boys	Total
1	Primary school,Kamalpur	Primary	Khagaria/ Mathurapur	175	274	449
2	Dayanand Saraswati Middle School Mathurapur	Middle	Khagaria/ Mathurapur	268	366	634
3	Middle School Mathurapur	Middle	Khagaria/ Mansi	226	306	532
4	Middle School Matihani	Middle	Khagaria/ Mansi	144	188	322
5	High School, Bhadhas	High	Khagaria/ Khagaria	308	177	485

Photo- Dayanand Saraswati Middle School Mathurapur, Middle School Mathurapur, Middle School Matihani

Schools covered in Madhepura district						
S.no	School	Type of Schools	District/block	Girls	Boys	Total
1	Urdu Primary School Bhirkhi	primary	Madhepura /Madhepura	212	363	575
2	Urdu Middle School	Middle	Madhepura /Madhepura	341	333	674
3	Middle School Sukhasan,,north side	High	Madhepura /Madhepura	139	144	283
4	Middle School KHuran	Middle	Madhepura	215	324	539

			/Alamnagar			
5	Sri Durga High School,Sukhasan,Manhara,Madhepura	High	Madhepura /Madhepura	125	118	243

Photo-Urdu Middle School , Sivnandan Pd. High School Madhepura