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Post Impacts of Flood on Children's Education: A Case Study of Panchapuri Galfa, 10 Surkhet

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Abstract

This study aims to report about the post impacts of the flood on education of children, Panchapuri 10 Surkhet, where flood victims are relocated. Both primary and secondary sources of quantitative and qualitative data were employed in the study. Since the researcher chose every kid impacted by the flood, a purposive sample technique was used. Floods have a variety of effects on the education sector, including as destroying infrastructure and buildings, putting students in danger, making schools unsafe, and making them more susceptible to abuse and exploitation. Education and other essentials are denied to them. They are on their way to a less secure future in the absence of security, education, and direction. The kids are having a lot of issues in many different areas. Strong policies and programs are in place in both the public and private sectors to improve people's lives and conditions. If things continue as they are, their future appears to be bleak. Therefore, I believe that the government need to be aware of them and work to find out the answers.

Keywords

Flood, Post impacts, Education, Security, Children.

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1. Background of the Study

One of the most well-known and ancient natural calamities, flooding constantly threatens human communities. Around the world, floods cause a large number of fatalities, house devastation, and major infrastructure damage every year. Floods are the most common and frequent natural disaster in Asia (Ferreira, 2011). In Nepal, floods are especially common during the monsoon season.

Frequently occur, resulting in numerous fatalities and injuries while severely impacting essential infrastructure. In a study conducted in Panchapuri Municipality's Ward No. 10, Galfa Surkhet, the researcher engaged with flood-affected parents and their children about the effects of flooding on their education. Long travel which sometimes takes more than an hour and a half to walk to and from school on badly maintained roads-present difficulties for many kids. Access is further impeded by the risk of landslides during monsoon rains, which lowers school attendance. Since many families cannot afford public transportation, some kids have started working to help support their families. Poverty exacerbates this issue since many youngsters under the age of 18 marry early and find it difficult to support their families. As children place a higher priority on earning money than on receiving an education, child labor has grown, and their precarious situation is made worse by ineffective (Satter & Ali-Al-Qirta, 2024).

Due to its rural majority and reliance on agriculture for a living, Panchapuri Municipality has limited financial resources and inadequate infrastructure. By decreasing community resilience and recovery ability, this socioeconomic context exacerbates the consequences of natural catastrophes (UNDP, 2013). Inadequate staffing and infrastructure plague the local education system, which consists of elementary and high schools. Accessing schools is another challenge. Floods make these problems worse by destroying school property and interfering with instruction. In order to provide a

thorough grasp of the implications of floods on educational outcomes and possible mitigation strategies, this thesis will investigate how flooding affects children's education in Panchapuri Municipality, with a particular emphasis on infrastructure damage, psychological effects, and community responses (PROMOTOR, 2024).

In addition to human-induced issues such as drainage obstructions, deforestation, poor planning, and development along roads, the Tarai area experiences flooding mostly due to severe rainfall, soil erosion, flat topography, debris flows, and sediment buildup (Talchabhadel & Sharma, 2016). Since many schools in Nepal are poorly constructed and situated on unstable soil, they are particularly vulnerable to natural calamities. During the rainy season, flooding does significant harm to children and the educational system as a whole, disrupting pupils' academic performance (Bastidas, 2019).

Floods and other natural catastrophes are among the most common natural disasters in the world, resulting in significant financial losses as well as extensive human misery. Particularly in Asia, where riverine disasters cost more lives, flash floods lead to greater fatality rates. With a high score on the Climate Change Vulnerability Index, Nepal is particularly vulnerable, leaving millions of people at risk of climate-related disasters every year (UNDP, 2013). Student housing and school buildings are important social resources that help kids learn the skills they'll need for future employment. Floods, earthquakes, and other natural disasters can cause damage to school buildings, libraries, and sanitary systems, among other calamities that can have a direct or indirect effect on educational infrastructure (Junkman, 2017).

Children may be put in danger if schools are forced to close, have their hours shortened, or move their lessons to safer locations due to natural catastrophes. Students' rights to an education are put in danger during catastrophes, since school infrastructure breakdowns result in disruptions to instruction and higher dropout rates. Indirect consequences of catastrophes can keep kids away from school for a long time after the incident, and prolonged school closures lower the quality of education (PK, 2019). After floods, children are frequently forced to drop out of school in order to help their family. Parents are further deterred from taking their kids to school by safety worries regarding school facilities, which fosters a culture of fear that lasts beyond school hours (Petal, 2019).

1.1 Flood-affected Children's Education Suffered

Floods have a major effect on children's education in Panchapuri Municipality, especially in Galfa, where they frequently cause major school closures and damage. Children lag behind academically as a result of this interruption, which keeps them from attending normal lessons. Since the stress and trauma of such events negatively impact children's focus and learning capacities, schooling usually takes a backseat to immediate survival demands for families affected by flooding (R.R., 2020).

Many children are forced to help with family chores or labor due to the financial challenges that accompany floods, which raises absenteeism and the risk of school dropout. Long-term effects of these educational inequalities may include poorer academic achievement and less opportunities in the future. Building flood-resistant schools, setting up makeshift learning facilities, and offering impacted students mental health care are all crucial steps in addressing these issues. Furthermore, maintaining education as a top priority depends on helping families recover economically. To assist the impacted children, various non-governmental organizations have started offering non-formal educational programs. Sadly, recent floods have caused many to lose up to three years of their education, and the schools that survived were converted into shelters for displaced people (OP Conference Series: Earth, 2024).

Researcher studies the studies post impact of flood on children's and children demographic status in Panchapuri municipality Ward No:10 Galfa, Surkhet. The primary issue is that these disruptions have long-lasting effects on children's academic performance and psychological well-being. When schools are closed or damaged, children miss out on important learning opportunities. Displaced families often struggle to prioritize education, focusing instead on immediate survival and recovery. Additionally, the economic strain caused by floods forces many children to help their families financially or with household chores, leading to increased absenteeism and higher dropout rates. This study aims to examine the impact of floods on children's education in Panchapuri Review of Previous Studies

Municipality. It is right time for exploring how floods disrupt education, the challenges faced by students and their families, and the long-term effects on the community. By understanding these issues, the research hopes to provide insights that can help develop

better policies and support for local government systems to ensure that children's education can continue despite the challenges posed by natural disasters.

The objective of this research is to explore the post impacts of flood on children's education of marginalized community located at Panchapuri Municipality, Surkhet,

2. Review of Studies

The educational impact of floods in various regions has been widely studied, providing insights that are pertinent to the present investigation. Previous research has highlighted the resettlement conditions of displaced individuals and children, which serves as a critical framework for understanding the broader implications of flooding on education (World Scientific, 2022). The literature indicates that floods disrupt urban drainage systems, resulting in sewage spills that pose severe health risks. Moreover, standing water and wet materials can exacerbate these hazards (ResearchGate, 2020). While floods can replenish agricultural lands with essential nutrients, they can also lead to soil erosion, damage crops, and destroy infrastructure, further complicating recovery efforts. The interplay between flooding and polluted waterways can hinder urban resilience and accessibility to critical resources, such as potable water.

- ▶▶ Recent catastrophic flooding in Nepal, India, and Bangladesh has resulted in significant loss of life and displacement, with numerous schools converted into temporary shelters (ScienceDirect, 2020). Flooding has also been linked to adverse effects on children's mental health, including heightened stress, anxiety, and trauma. Research has documented a rise in post-traumatic stress disorder (PTSD) symptoms among displaced children (JMSSR, 2020). Studies have consistently shown that floods lead to declines in educational performance, with significant drops in academic achievement and increases in dropout rates, particularly in subjects like mathematics and language.

2.1 Theory of Resilience (Norris *et al.*, 2008)

Norris *et al.* (2008) founded the "Theory of Resilience". The main assumptions of this theory are that communities and individuals possess inherent strengths and capacities that enable them to recover from adverse events, such as floods. The theory posits that resilience is

not merely the absence of vulnerability but rather the presence of resources, social networks, and adaptive capacities that facilitate recovery. In the context of children's education post-flood, this theory highlights how supportive community structures, family engagement, and school resources can help children cope with the educational disruptions caused by flooding. Schools that incorporate resilience strategies-such as mental health support, flexible learning environments, and community partnerships-are better equipped to mitigate the negative impacts of floods on education. This theory is applicable to sanitation and hygiene management in secondary schools as it underscores the importance of creating resilient educational environments that can withstand external shocks, ensuring that hygiene practices and educational continuity are maintained even during crises.

2.2 Social Cognitive Theory (Bandura, 1986)

Bandura (1986) established the "Social Cognitive Theory", which emphasizes the role of observational learning, imitation, and modeling in behaviour acquisition. The main assumptions of this theory are that individuals learn not only through direct experience but also by observing the actions of others and the consequences of those actions. The theory posits that self-efficacy, or the belief in one's ability to succeed, plays a critical role in how people approach challenges, including the disruption of education due to floods. In the aftermath of a flood, children who witness positive coping mechanisms, such as their peers returning to school and engaging in recovery activities, are more likely to adopt similar behaviours and attitudes toward their education. This theory is applicable to sanitation and hygiene management in secondary schools as it encourages modeling healthy practices among students, promoting a culture of hygiene that supports their learning and well-being. By observing effective sanitation practices, children are more likely to internalize these behaviours, fostering a safer and more conducive learning environment even after traumatic events like floods.

2.3 Ecological Systems Theory (Bronfenbrenner, 1979)

Bronfenbrenner (1979) introduced the "Ecological Systems Theory", which posits that human development is influenced by the different environmental systems in which individuals operate. The main assumptions of this theory are that individual development is shaped by interactions within multiple layers of environment,

including immediate settings such as family and school, and broader contexts like community and society. This theory posits that children's education is profoundly affected by the interplay between their personal circumstances and the larger socio-economic and environmental factors following a flood. For example, children displaced by floods may experience educational disruptions due to changes in their home environment, school access, and community support systems. This theory is applicable to sanitation and hygiene management in secondary schools as it highlights the need for a holistic approach to education that considers various environmental factors affecting students. Schools that engage with families and local communities to address sanitation and hygiene are more likely to create supportive environments that enhance educational outcomes, even in the face of post-flood challenges.

2.4 Empirical Studies

Chaudhary & Tamsini (2017) undertook a study "Impact of floods on educational performance". The main objectives of the study were to investigate the consequences of flooding on school attendance and to assess how these disasters influence educational outcomes in affected regions. The study concluded that the impact of floods extends beyond immediate physical destruction, deeply affecting children's academic achievements and emotional well-being. The study recommended that local governments and educational authorities implement robust disaster preparedness plans, enhance school infrastructure to withstand flooding, and provide psychological support to affected students. Lay *et al.* (2008) performed a study "The impact of natural disasters on education in Cambodia". The main objectives of the study were to evaluate how flooding disrupts educational processes and to analyze the correlation between flood events and school attendance. The findings of the study showed that floods lead to significant disruptions in school schedules, reduced attendance rates, and a decline in overall educational quality. The study concluded that natural disasters have a profound and lasting impact on the education sector, particularly in vulnerable regions. The study recommended that educational authorities develop comprehensive disaster management strategies and ensure that schools are equipped with the necessary resources to handle flood-related challenges.

Mudavanhu (2014) conducted a study "Floods and their effects on children's education in Zimbabwe". The main objectives of the

study were to examine the educational disruptions caused by flooding and to identify coping mechanisms among affected communities. The study was conducted in the Muzarabani district of Zimbabwe. The respondents of the study were teachers and parents of school-aged children, selected through random sampling. The study used factors such as economic stability and community support as independent variables. The data were collected using questionnaires and interviews. Inferential analysis like ANOVA and thematic analysis were used for descriptive data analysis. The findings of the study showed that flooding results in significant learning interruptions, with many students missing extended periods of school. The study concluded that the adverse effects of floods are multi-dimensional, impacting not only academic performance but also emotional and psychological well-being. The study recommended that local and international NGOs collaborate to provide educational support and resources to flood-affected areas, ensuring continuity of learning.

Ghosh (2021) conducted a study “Impact of natural disasters on children’s education: A study in Sundarbans”. The main objectives of the study were to assess the effects of natural disasters on children’s educational outcomes and to identify coping mechanisms adopted by families. The study was conducted in the Sundarbans region in India. The respondents of the study were parents of school-aged children selected using purposive sampling. The study used variables such as disaster frequency and educational access. Data were collected using structured interviews. Inferential analysis like regression analysis was used for descriptive data analysis. The findings of the study showed that natural disasters significantly disrupt educational access and increase dropout rates. The study concluded that children in disaster-prone areas face severe educational challenges. The study recommended that government policies should focus on disaster preparedness in schools.

Adhikari (2020) performed a study “The effects of flooding on the educational achievement of children in Nepal”. The main objectives of the study were to evaluate how flooding impacts children’s academic performance and to explore the barriers faced by displaced families in continuing education. The study was conducted in the Terai region of Nepal. The respondents of the study were affected families with school-aged children selected by random sampling. The study used educational disruption and psychological distress as independent variables. Data were collected using surveys.

Inferential analysis like ANOVA was used for descriptive data analysis. The findings of the study showed that children's academic performance declined significantly after flooding events. The study concluded that floods exacerbate existing educational disparities. The study recommended enhancing support systems for displaced families to improve educational outcomes.

Khan (2022) undertook a study "Post-flood challenges to children's education in rural Bangladesh". The main objectives of the study were to identify the challenges faced by children in their education post-flood and to analyze community resilience strategies. The study was conducted in the rural areas of Bangladesh. Oliveira (2023) conducted a study "Floods and their long-term effects on children's learning in Brazil". The main objectives of the study were to investigate the long-term educational effects of floods and to evaluate community responses to restore education. The study was conducted in flood-affected regions of Brazil. The respondents of the study were educators and community leaders selected using stratified sampling. The study used variables like education continuity and resource availability. Data were collected using interviews and surveys. Inferential analysis like factor analysis was used for descriptive data analysis. The findings of the study showed significant declines in literacy rates among flood-affected children. The study concluded that floods create lasting disruptions in education. The study recommended developing educational resilience programs for disaster-prone regions.

Alam (2022) performed a study "Impact of recurrent flooding on children's education in Pakistan". The main objectives of the study were to assess the educational disruptions caused by flooding and to examine the psychological effects on children. The study was conducted in Sindh province, Pakistan. The respondents of the study were students and their families selected through purposive sampling. The study used variables such as educational access and psychological trauma. Data were collected using questionnaires. Inferential analysis like chi-square tests was used for descriptive data analysis. The findings of the study showed that flooding leads to increased school absenteeism and emotional distress among students. The study concluded that immediate and long-term support is needed for affected children. The study recommended enhancing mental health resources in schools.

Rahman (2020) conducted a study "The role of community resilience in education during floods". The main objectives of the study

were to explore how community resilience affects children's educational outcomes during floods and to identify effective community strategies. The study was conducted in the flood-prone areas of Assam, India. The respondents of the study were community leaders and parents selected by snowball sampling. The study used community support and educational access as independent variables. Data were collected using semi-structured interviews. Inferential analysis like regression analysis was used for descriptive data analysis. The findings of the study showed that communities with strong resilience strategies had better educational outcomes for children during floods. The study concluded that community involvement is critical for sustaining education during disasters. The study recommended implementing community training programs for disaster preparedness.

Chen (2023) performed a study "Understanding the impact of flooding on children's mental health and education". The main objectives of the study were to analyze the mental health implications of flooding on children and their subsequent educational performance. The study was conducted in Hubei province, China. The respondents of the study were school-aged children and their parents selected through cluster sampling. The study used psychological well-being and academic performance as independent variables. Data were collected using surveys and psychological assessments. Inferential analysis like correlation analysis was used for descriptive data analysis. The findings of the study showed that flooding significantly affects children's mental health, leading to lower academic performance. The study concluded that addressing mental health is essential for improving educational outcomes. The study recommended integrating mental health services within educational frameworks in flood-prone areas.

Mukherjee. (2021) conducted a study "Flooding and education: A case study in rural India". The main objectives of the study were to examine the effects of flooding on children's education and to identify potential interventions. The study was conducted in Bihar, India. The respondents of the study were parents and teachers selected using convenience sampling. The study used educational disruption and intervention strategies as independent variables. Data were collected using interviews and focus groups. Inferential analysis like thematic analysis was used for descriptive data analysis. The findings of the study indicated significant educational disruptions due to flooding, with many children dropping out of school. The study

concluded that proactive interventions can mitigate these disruptions. The study recommended establishing alternative education programs during floods.

Tiwari (2022) conducted a study “Educational disruptions in flood-prone regions of Nepal”. The main objectives of the study were to analyze the factors contributing to educational disruptions and to assess the effectiveness of government responses. The study was conducted in the mid-hills of Nepal. The respondents of the study were school administrators and students selected through stratified sampling. The study used educational access and government support as independent variables. Data were collected using structured questionnaires. Inferential analysis like multivariate analysis was used for descriptive data analysis. The findings of the study revealed that inadequate government support leads to increased educational disruptions during floods. The study concluded that effective government intervention is critical for maintaining educational access. The study recommended enhancing government policies for disaster-affected areas.

3. Methodology

This study has carried out on the basis of mix research design because the study focused on investigate post impacts of flood on education of children in Panchapuri Surkhet. Besides, the study has also has made attempt to describe the effects of flood on education on the basis of local peoples perception and investigated findings have been described. 85 respondent were taken from Galpha, Panchapuri through the use of purposive sampling to collect data and information. Similarly interview, schedule, FGD and participant observation methods were used while collecting the desired information.

4. Data Presentation and Analysis

The municipality has several primary and secondary schools that are often affected by seasonal floods. The Panchapuri Municipality Ward No:10 Galfa, Surkhet in located 12 school. In flood-prone areas like Panchapuri Municipality, Galfa, Surkhet, enhancing educational infrastructure is crucial to ensure the continuity of learning during and after flood events. Constructing flood-resistant school buildings on raised platforms and using durable materials such as concrete and steel can prevent significant damage from floodwater although the children are still affected by the flood regarding for obtaining quality education .

Table-1: Status of the Regularity of Children at School

Regularity at School	No. of Respondents	Percentage
Being regular in school	55	64.70
Do not like to go school	20	23.52
Affected by seasonal migration	10	11.76
Total	85	100

Source: Field Survey, 2025.

The above table shows that out of 55 respondents, 64.70 percent of the respondents are going to school and 23.52 percent respondents were found to don't like school and are found to be a dropout because of various reason. similarly, 11.76 respondents are highly affected by the seasonal migration labor to India.

Table-2: Status of Flood Effects on their Education

Flood Effects	No. of Respondents	Percentage
Yes	75	88.23
No	10	11.76
Total	85	100

Source: Field Survey, 2025.

The above table shows that 88.23% respondents were affected by the flood on their education and 11.76 percent of respondents did not affect by the flood when the flood hit because they were not on that spot.

Table-3: Status of Major Effect of Flood on Education

Major Effect of Flood on Education	No. of Respondents	Percentage
Loss of parents	19	22.35
Loss of property	25	29.41
Nonfunctioning of infrastructure	14	16.47
Lower academic performance	17	20
Environmental shock	10	11.76
Total	85	100

Source: Field Survey, 2025.

This table shows that out of 85 respondents the main effect of the flood, 22.35 percent of the respondent's lost their parents, 29.41

percent of the respondent lost their properties, 16.47 percent is nonfunctioning infrastructures, 20 % of the respondent have lower academic performance and 11.76 percent of the respondents faces the environmental shocks because of the flood on.

Table-4: Status of Having Access to Quality Education

Did the Flood Affected Education	Number of Respondents	Percentage
Yes	76	88.23
No	9	11.76
Total	85	100

Source: Field Survey, 2025.

The above table indicates that out of 85 respondents, 88.23 percent of the respondent's had no access in quality education, and 11.76 percent respondents are said quality education

Table-5: Status of Having Capital for School Expenditure

Capital for School Expenditure	Number of Respondents	Percentage
Having capital	36	42.5
No capital	49	57.5
Total	85	100

Source: Field Survey, 2025.

The above table shows that out of 85 respondents, 42.5 percent of respondents don't have money to go to school and 57.5 percent respondent are managing money for just basic requirements that's why many of their friends and siblings left school and started working.

Table-6: Status of Reasons for Dropout

Reasons for Dropout	Number of Respondents	Percentage
Lower academic performance	47	55.29
Less interest in study	21	24.70
No attention of parents	17	20
Total	85	100

Source: Field Survey, 2025.

Table-6 shows that 55.29 percent show that the reason for the dropout is lower academic performance. 24.70 percent show because of less interest in the study, and 20 percent are dropout because of the negligence of parents.

Table-7: Status of Consequences of Dropout

Consequences of Dropout	Number of Respondents	Percentage
Unemployment	62	77.5
Child Labor	18	22.5
Bad Company	5	—
Total	85	100

Source: Field Survey, 2025.

This figure describes that out of 85 respondents, 77.5 percent show that the consequences of dropout are unemployed. 22.5 percent is child labor and 20 percent are involved in a bad company.

5. Findings

Survey of 55 respondents shows that 64.70% are school going and 23.52% dropout due to various reasons. 11.76% of respondents engage in seasonal migration to India for labour. Overall, flood-related impacts were common with 88.23% reporting receiving flood impacts in their lifetime (22.35% reported losing parents, 29.41% reported property loss, 16.47% reported infrastructure non-functioning, 20% reported lower academic performance while 11.76% reported environmental shocks.

Furthermore, 88.23% of the participants reported that they had no access to quality education, and 55.29% of them reported dropping out of school as a result of poor academic performance, lack of interest or parental negligence. Seventy-seven point five percent suffered unemployment, twenty-two point five percent of them were in child labor while twenty percent were involved in negative influences.

6. Discussion

The 55 respondents to the survey provide important new information about the socioeconomic difficulties and educational access that students in the area experience. It is noteworthy that 64.70% of the respondents are enrolled in school, but 23.52% have dropped out for a variety of reasons. This dropout percentage is

consistent with research showing that a number of environmental and personal variables lead to educational cessation (UNICEF, 2020). Economic challenges force families to look for alternate sources of income, as seen by the startling 11.76% of respondents who migrate to India for work during certain seasons (Kamdar *et al.*, 2019).

With 88.23% of participants claiming having experienced flood-related problems at some point in their lives, this issue became the most prevalent one. Of them, 29.41% suffered property losses, and 22.35% lost parents. Researchers' concerns on the financial and psychological effects of natural catastrophes on disadvantaged groups are echoed by these findings (Mastrorillo *et al.*, 2016). Furthermore, 20% claimed lower academic performance as a result of these conditions, and 16.47% reported non-functioning infrastructure, which is a major contributing factor to educational issues.

Additionally, 55.29% of the participants attributed their school dropout to parental neglect, lack of interest, or low academic performance, while 88.23% of the participants reported not having access to a high-quality education. According to earlier research, these elements are also strongly associated with high dropout rates, especially in communities with little resources (Pritchett & Beatty, 2015). The alarming rate of 77.5% unemployment, 22.5% child labor, and 20% involvement with harmful influences highlights the wider societal ramifications of educational deficiencies and unstable economic conditions.

7. Conclusion

Educational continuity is being disturbed by floods and other disasters due to the adverse effects of climate change worldwide. It is expected that children will bear a disproportionate share of the impact of floods both in the immediate and long-term as documented by many researchers. Flood impacts on the education sector in different ways which include the destruction of buildings and infrastructure, the function of institutional and organizational structures as well as the well-being of individuals and communities. Students are denied continuous schooling, many will never be able to catch up and will drop out permanently.

Most of the young boys are found taking alcohol and no interest for going to school, and the dropout rate is also increasing day by day. Some children want to study and make their careers too but they said the environment surrounding them is not favorable for them. Some of

the little boys don't want to go to school and study because school is far away and they want to earn money by doing some laborer work instead of studying for solving hands to mouth problem. The study emphasizes how education, financial difficulties, and environmental issues interact to have a big impact on students' lives. In order to guarantee that children, have access to high-quality education and support networks that can lessen the effects of socioeconomic conditions, lawmakers must address these concerns immediately and take action.

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