CHAPTER- 4

DATA ANALYSIS AND INTERPRETATION

SECTION- A

(Case Study)

This section presents the analysis of the selected case study survey data collected from 16 school dropouts in Bhopal. For clarity, key results are shown in tables and described below. (See Appendix A for the exact wording of questions.)

4.1 Demographic Profile

The sample consisted of 16 students who had left school before completing higher secondary education. Table 4.1.1 shows their gender distribution.

Table 4. 1 Gender distribution of Dropout (respondents)

Gender	Frequency	Percentage
Male	9	56.25%
Female	7	43.75%
Total	**16**	**100%**

Table 4.1 shows that out of the 16 students who dropped out of school, 9 were boys and 7 were girls. This means a little over half (56.25%) of the dropouts were male, while 43.75% were female. While the gap isn't very wide, it does suggest that boys in this community might be slightly more likely to leave school than girls.". In interpreting this finding, it is important to consider local socio-cultural factors—such as expectations around work or family responsibility—that might influence a boy's decision to leave. At the same time, nearly 44 % of dropouts are girls, underscoring that female students remain significantly affected by the forces leading to discontinuation. This gender distribution serves as the foundation for examining whether the reasons and consequences of dropout differ meaningfully between male and female students.

4.2 Reasons for Dropout

Table 4. 2 Percentage distribution of dropout reasons by gender

Dropout Reason	Female (%)	Male (%)	Overall (%)
Discrimination	7.14	0.00	3.03
Disinterest In Studies	7.14	26.32	18.18
Financial Difficulties	14.29	21.05	18.18
Financial Difficulty	14.29	0.00	6.06
Household Responsibilities	0.00	10.53	6.06
Lack Of School Facilities	14.29	0.00	6.06
Lack Of Support from Teachers	14.29	5.26	9.09
Need To Work for Income	0.00	21.05	12.12
Poor Academic Performance	28.57	15.79	21.21

Table 4.2 breaks down, in percentage terms, the various reasons cited for dropping out, separately for female and male respondents, as well as the overall sample. Among female students, the most frequently reported single cause is poor academic performance (28.57 %), followed by both “financial difficulties” and “lack of support from teachers” (each 14.29 %). Discrimination and disinterest in studies each account for 7.14 % of female dropouts, while household responsibilities and working-for-income obligations register at 0 %. Conversely, among male respondents, the leading cause is disinterest in studies (26.32 %), followed closely by both “financial difficulties” and “need to work for income” (each 21.05 %). Poor academic performance is cited by 15.79 % of boys, with household responsibilities at 10.53 %, and lack of support from teachers at 5.26 %. Notably, none of the male dropouts report discrimination, lack of school facilities, or a singular “financial difficulty” as their reason, whereas 14.29 % of girls cite lack of facilities and 14.29 % cite “financial difficulty” (possibly indicating a nuanced distinction from “financial difficulties”). Overall, across both genders, poor academic performance emerges as the top aggregated reason (21.21 %), followed by financial difficulties and disinterest in studies (each 18.18 %), and the need to work for income (12.12 %). The relatively high female percentages for “lack of school facilities” (14.29 %) and “lack of support from teachers” (14.29 %) suggest that girls may be more sensitive to the school environment, whereas boys’ dropout motivations skew more heavily toward disengagement and economic necessity. This gender-disaggregated pattern highlights that, while financial strain and academic struggles are common to both, the school’s material and relational conditions disproportionately affect female students.

Table 4. 3 Distribution of class levels at the time of dropout

Class Level	Frequency	Percentage
5th	1	6.25%
6th	1	6.25%
7th	1	6.25%
8th	3	18.75%
9th	4	25.00%
10th	5	31.25%
11th	1	6.25%
Total	**16**	**100.00%**

Table 4.3 reports the class (grade) each student was enrolled in when they left school. Only one student (6.25 %) dropped out at 5th grade, one at 6th grade (6.25 %), and one at 7th grade (6.25 %), indicating that early-middle grades account for a relatively small share of dropouts. A slightly larger group left in 8th grade (3 students, 18.75 %) and 9th grade (4 students, 25.0 %). The largest concentration of dropouts occurs in 10th grade (5 students, 31.25 %), while one student (6.25 %) left in 11th grade. In sum, more than half (56.25 %) of all dropouts occur during secondary schooling (8th–10th grades), with a peak at grade 10. This suggests that as students approach critical examinations or transition points—especially the 10th-grade board exams—they are much more likely to discontinue their education. Investigating the pressures associated with that transition (e.g., exam performance anxiety, rising tuition costs, or vocational appeals) would be crucial for understanding dropout dynamics in this context.

Table 4. 4 Primary Reason for Dropout

Primary Reason	***Percentage***
Financial Difficulties	43.75%
Disinterest In Studies	31.25%
Lack Of Support from Teachers	12.50%
Poor Academic Performance	6.25%
Discrimination	6.25%

Table 4.4 consolidates the dropouts' chief motivation when asked to identify a single "primary reason" for leaving school. Here, financial difficulties dominate at 43.75 %—nearly half of all respondents rank economic strain as the most salient factor. The next most frequently cited motivator is disinterest in studies (31.25 %), followed by lack of support from teachers (12.50 %). Poor academic performance and discrimination each account for 6.25 % of the total. Compared with Table 4.2.1 (which allowed multiple contributing factors), the "primary reason" perspective reveals that, even if many students experience multiple hardships, financial hardship is foremost in their decision to drop out. Disinterest in studies remains a strong secondary factor—especially among boys—whereas relational and institutional issues (teacher support and discrimination) are less frequently the singular determining cause, though still present. For the dissertation, this underscores that economic barriers are the leading explanation students themselves assign to dropout, which has implications for policy (e.g., scholarship programs, midday-meal incentives) aimed at retention.

4.3 Post Dropout Occupations

Table 4. 5 Post-Dropout Occupation

Occupation	***Frequency***	***Percentage***
None	4	25.00%
Cloth Shop	2	12.50%
Swiggy Delivery	1	6.25%
Zomato	1	6.25%
Nursing Helper	1	6.25%
Vendor Juice	1	6.25%
Painting	1	6.25%
Stationary Shop Worker	1	6.25%
Mechanic Helper	1	6.25%
Kitchen Service	1	6.25%
Helper	1	6.25%
Cleaner	1	6.25%
Total	**16**	**100.00%**

Table 4.5 enumerates what each of the 16 dropouts is currently engaged in, highlighting the occupational paths taken after leaving school. Four respondents (25.00 %) are recorded as "None"—meaning they neither work nor pursue education, indicating idleness or unreported informal activities. The remaining 12 students are evenly distributed across various informal and low-skill jobs, each constituting 6.25 % (one individual each). These occupations include working in a cloth shop, Swiggy delivery, Zomato delivery, nursing helper, juice-vendor, painter, stationary shop worker, mechanic helper, kitchen service staff, general helper, and cleaner. The cloth shop occupation is comparatively more common (12.50 %, two students), suggesting retail work as a somewhat more accessible option in the local economy. Overall, the table reflects that 75 % of dropouts have entered the informal labor market, often in entry-level or unskilled roles that typically command low wages. This pattern implies that dropout leads directly to early involvement in the urban informal sector, which may perpetuate cycles of poverty. For the dissertation, discussing how lack of credentials limits job choices—and how these jobs might reinforce the perceived necessity to work—will be important to contextualize the trade-offs students face when deciding to leave school

4.4 Educational Experience

Table 4. 6 percentage distribution of school facilities by type of school

School Facility	*Government (%)*	*Private (%)*
Drinking Water	**100.00**	**100.00**
Playground	**100.00**	**50.00**
Mid-day Meal	**70.00**	**0.00**
Toilets	**100.00**	**100.00**
Safe Infrastructure	**90.00**	**100.00**
Library	**60.00**	**83.33**

Table 4.6 compares the presence of five core school facilities—drinking water, playground, midday meal, toilets, safe infrastructure, and library—in government versus private schools attended by the respondents. Both government and private institutions universally report drinking water availability (100 % each) and toilets (100 % each). However, playgrounds are present in all government schools (100 %) but only half of private schools (50 %), suggesting government schools in this sample may have larger campuses or more open space. Midday meals are offered in 70 % of government schools, whereas none of the private schools in this cohort provide midday meals; this is consistent with known policy provisions that focus midday-meal schemes on government institutions. Regarding safe infrastructure (e.g., structurally sound buildings), 90 % of government schools meet that criterion, compared to full compliance (100 %) among private schools, indicating that private institutions may have relatively newer

or better-maintained buildings. Finally, libraries are available in 60 % of government schools and 83.33 % of private schools, suggesting that private institutions are somewhat more likely to maintain dedicated learning resources. In interpreting these data, it is clear that government schools provide essential sanitary and nutritional services more consistently (e.g., midday meals), whereas private schools often have better infrastructural amenities like libraries and guaranteed safe classrooms. Such distinctions in facilities may influence students' sense of well-being and motivation to attend, which could play a role in dropout decisions.

Table 4. 7 School type last attended by gender

School Type	Female (%)	Male (%)
Government	71.43	55.56
Private	28.57	44.44

Table 4.7 shows the proportion of female and male dropouts by the type of school they last attended—government or private. Among female dropouts, 71.43 % were enrolled in a government school, while 28.57 % attended private schools. Among male dropouts, the split is less skewed: 55.56 % of boys were in government schools and 44.44 % in private institutions. Thus, female students appear more likely to have been enrolled in government schools at the time of leaving, whereas a comparatively larger share of boys came from private schools. This may reflect gendered patterns in school selection—perhaps families feel more comfortable sending boys to fee-charging or ostensibly higher-quality private schools, or conversely girls may have more restricted access to paid institutions due to cost or social norms. For dissertation analysis, it will be valuable to explore whether dropout drivers differ by school type and gender (e.g., fee burdens in private schools may disproportionately affect male enrollment, while safety or distance considerations may affect female enrollment).

Table 4. 8 Friendly relationship with Teacher/Peers by Gender and Types of School

Category	Sub-category	Friendly Peers/Teachers	
		No	Yes
Gender	**Female (%)**	28.57	71.43
	Male (%)	11.11	88.89
Types of School	**Government (%)**	10	90
	Private (%)	33.33	66.67

Table 4.8 explores whether dropout students felt they had friendly relationships with their teachers and peers, disaggregated by gender and by school type. Looking at gender: 71.43 % of female dropouts reported having friendly relationships, while 28.57 % reported not. Among male dropouts, 88.89 %

experienced friendliness and only 11.11 % did not. This suggests that, overall, male students were more likely to perceive healthy rapport with teachers/peers than female students, which may have influenced retention differently. By school type, 90 % of government school dropouts recalled friendliness, and 10 % did not; among private school dropouts, 66.67 % reported friendly interactions and 33.33 % did not. In other words, students from government schools report slightly better peer/teacher relationships than those from private schools. Taken together, these patterns indicate that perceived social support was generally strong, especially among boys and government school students, though a non-negligible minority (particularly among girls and private school attendees) did not feel a friendly climate. For the dissertation, this may suggest that relational factors—while not the leading cause of dropout—still play a role in retention dynamics, particularly for female students and in private school settings.

Table 4. 9 Faced Bullying or Discrimination by Gender and Types of School

Category	Sub-category	Bullying/Discrimination		
		No	Sometimes	Yes
Gender	**Female**	28.57	28.57	42.86
	Male	88.89	11.11	0
Types of school	**Government (%)**	60	20	20
	Private (%)	66.67	16.67	16.67

Table 4.9 examines frequency of bullying or discrimination experienced by the dropouts, again split by gender and school type. Breaking it down by gender: among female dropouts, 42.86 % reported experiencing bullying/discrimination “Yes,” 28.57 % reported “Sometimes,” and 28.57 % said “No.” In stark contrast, 88.89 % of male dropouts reported “No” (i.e., no bullying/discrimination), 11.11 % “Sometimes,” and none (0 %) reported “Yes.” Thus, female students in this sample endure significantly more adverse treatment than males—nearly three-quarters of female dropouts have at least sometimes experienced bullying or discrimination. Considering school type: 20 % of government school dropouts reported “Yes” to bullying/discrimination, 20 % “Sometimes,” and 60 % “No.” Among private school attendees, 16.67 % said “Yes,” 16.67 % “Sometimes,” and 66.67 % “No.” Thus, bullying/discrimination appears somewhat more prevalent in government schools, though the gap is not large. The intersectional insight here is that female students—regardless of school type—are disproportionately subjected to bullying or discriminatory behavior, which may contribute to their decision to leave. For the dissertation, it is essential to link these qualitative experiences to broader gender-norm pressures and to examine whether school climate interventions could mitigate dropout risk for young women.

Table 4. 10 Willingness to Return to School by Gender and Types of school

Category	Sub-category	Wants to Return to School		
		Maybe	No	Yes
Gender	Female	14.29	28.58	57.14
	Male	11.11	44.44	44.44
Types of school	Government (%)	20	30	50
	Private (%)	0	50	50

Table 4.10 captures whether dropout students express a desire to re-enter school, broken down by gender and by the type of school they formerly attended. Among female dropouts, 57.14 % responded "Yes," 28.58 % said "No," and 14.29 % said "Maybe." For male dropouts, 44.44 % want to return, 44.44 % do not want to return, and 11.11 % are uncertain. This indicates that a majority of female dropouts harbor a clear desire to resume education, whereas male dropouts are evenly split between wanting to return and definitively not wanting to return, with a small uncertain fraction. Turning to school type: 50 % of government school dropouts want to return, 30 % do not want to return, and 20 % are uncertain. In private schools, 50 % also want to return, but 50 % do not—no one is uncertain. Hence, while half of both government and private school students express a wish to resume schooling, those who attended private institutions exhibit a more polarized stance (either definitely yes or definitely no), whereas government school dropouts include a small "maybe" segment. These patterns suggest a stronger latent motivation among female students to re-enroll, which may reflect a higher intrinsic or familial value placed on girls' education in this community. It also implies that retention or re-entry strategies might find greater traction among female and government school populations.

Table 4. 11 Enjoyed Attending School by Gender and types of school

Category	Sub-category	Enjoyed School		
		No	Sometimes	Yes
Gender	Female	0	14.29	85.71
	Male	33.33	11.11	55.56
Types of school	Government (%)	20	10	70
	Private (%)	16.67	16.67	66.67

Table 4.11 records whether dropout students felt they enjoyed attending school, again by gender and school type. Among female dropouts, a striking 85.71 % said "Yes" (they enjoyed school), and 14.29 % said "Sometimes"; none (0 %) reported "No." Conversely, among male dropouts, only 55.56 % answered "Yes," 11.11 % said "Sometimes," and 33.33 % said "No," indicating that roughly one-third of boys did not find school enjoyable. Looking at school type, 70 % of government school dropouts affirmed enjoyment, 10 % said "Sometimes," and 20 % said "No." Among private school dropouts, 66.67 % said

"Yes," 16.67 % said "Sometimes," and 16.67 % said "No." Thus, students from both sectors largely report positive school experiences, though a somewhat higher share of government school attendees enjoyed school. The gender contrast is more pronounced: female students almost universally recall enjoying school, whereas male students are more divided, with a meaningful minority reporting a dislike. In the dissertation context, this suggests that enjoyment (as a proxy for engagement or belonging) is much higher among girls—yet it did not prevent their dropout, implying that even an otherwise positive school experience cannot fully counteract stronger push factors (e.g., financial hardship). For boys, lack of enjoyment may combine with economic pressures to heighten dropout risk.

4.5 Emotional or Mental Status

Table 4. 12 Emotional/Mental Impact by Gender and Types of school

Category	Sub-category	Emotional Impact		
		A lot	**No effect**	**Somewhat**
Gender	**Female**	14.29	57.14	28.57
	Male	11.11	33.33	55.56
Types of school	**Government (%)**	20	60	20
	Private (%)	0	16.67	83.33

Table 4.12 assesses the emotional or mental impact that dropping out had on students, categorized as "A lot," "No effect," or "Somewhat," with breakdowns by gender and school type. Among female dropouts, 14.29 % report that dropout affected them "A lot," 57.14 % said "No effect," and 28.57 % said "Somewhat." In contrast, only 11.11 % of male dropouts felt "A lot" of emotional impact, 33.33 % reported "No effect," and a majority (55.56 %) reported "Somewhat." Thus, most girls seem to report little emotional turmoil from leaving (57.14 % "No effect"), though a sizable fraction (42.86 % combined) felt some or substantial impact. Among boys, a smaller share (33.33 %) felt no effect, while the majority (66.67 %) felt "Somewhat" or a lot, indicating that male dropouts experience greater emotional consequences overall. Analyzing by school type, 20 % of government school dropouts say "A lot," 60 % say "No effect," and 20 % say "Somewhat," whereas private school dropouts show 0 % "A lot," 16.67 % "No effect," and 83.33 % "Somewhat." In other words, government school leavers tend to report no emotional disturbance more often, while private school students—though none say they are deeply impacted—overwhelmingly report being somewhat affected. This suggests that dropping out from a private institution may carry a moderate but near-universal emotional weight, whereas leaving a government school may be less mentally disruptive for most. In gendered terms, male dropouts appear to bear a heavier emotional burden from leaving than females, indicating that boys may internalize the experience of dropout differently. For a dissertation, these patterns point to the necessity of addressing psychological support, especially for male students and those from private schools, in any retention or re-entry initiatives.

SECTION-B

(Narrative Analysis of five Selected Case Studies)

CASE-1

(Manish Chauhan – Male, Age 15)

Manish Chauhan, at just 15 years of age, is the youngest among the five cases studied. He dropped out of school in March 2025 after completing only the 7th grade from a government school in Bhopal. At the time of the survey, Manish was not engaged in any formal employment. This makes his case particularly concerning, as he has not transitioned to any skill-building or income-generating activity and remains idle—a state that increases vulnerability to long-term poverty, exploitation, or delinquency.

Living in a small, semi-pucca house within a congested urban locality, Manish shares the common environment observed in all dropout cases: lack of quiet, space, and support for educational growth. Although electricity is available, the absence of structured learning resources and personal space to study eroded his academic engagement. According to the data, his dropout had "no emotional effect," but this may not reflect reality. Adolescents often hide their emotional struggles—especially boys—because they're raised in a culture that tells them showing vulnerability is a weakness. Manish is a clear example of what can go wrong when support systems fail. While many of his peers moved on to informal work after dropping out, he's stuck in a kind of limbo—not in school, not in training, not working. With no access to vocational courses or reskilling opportunities, he's been out of school for so long that the chances of returning are fading fast.

What makes his situation worse is the complete lack of support. Even though he studied in a government school, Manish says he never received any help from his school, NGOs, or government bodies. He wasn't even aware of welfare schemes that might have helped him stay in school. This shows a serious breakdown in how policies are being implemented—if the people they're meant for don't even know they exist, what's the point?

Despite everything, Manish still sees the bigger picture. He says there should be more awareness and stronger support from the community. That one comment reveals just how important local connections, access to information, and neighborhood-level help really are—especially for young people like him trying to find a way forward. Manish's cooperative behavior profile suggests that he would have been receptive to mentoring or continued education if support had been provided.

The lack of emotional acknowledgment, institutional follow-up, and societal involvement make Manish's dropout a textbook example of neglect. This is a case that should have triggered alarm bells in the school system, especially due to his age and idle status. If targeted now, Manish could still be

reintegrated through bridge schooling, open learning systems, or skill training programs tailored to adolescents.

Manish's case calls for urgent attention—not just from educators but from community leaders and local government—to identify such students early and intervene before their educational journey becomes irreversibly derailed. His is a story of lost time and missed opportunities that could still be reversed with the right tools.

CASE-2

(Simod Kumre – Male, Age 17)

Simod Kumre, a 17-year-old male residing in an urban semi-pucca dwelling, dropped out of the 11th grade from a government school on July 14, 2023. He now works as a delivery person with Swiggy—a job he took up to support his family financially. His home environment is characterized by a crowded slum setting, offering no dedicated study space, and while the household has electricity, the limitations of space and environment significantly hindered his ability to focus on academics.

Simod belongs to a low-income family. There is no indication of educational or financial support from parents, and his household shows signs of economic vulnerability. His decision to work indicates an urgent need for income generation within the family. The transition from student to gig worker marks a sharp turn influenced by financial pressure more than academic disinterest.

His dropout appears to be primarily economic. There's no indication of poor academic performance or a hostile school environment. He notes a sense of exclusion from school activities once he started working, but he still expresses a somewhat emotional connection to the educational process—feeling "left out" when friends attend school. The school and community did not provide any form of intervention or support, and he was not aware of any government schemes or NGO programs aimed at school retention or re-enrollment.

Simod seems to be feeling a bit down emotionally. He misses going to school and feels left out when he sees his friends attending, which shows he still has a strong connection to his identity as a student. Despite this, he remains cooperative and behaves well, showing that he's trying to stay positive and resilient even when things around him are tough. There's no behavioral disruption noted, but the emotional toll is subtle—manifested in a quiet distancing from academic life rather than overt distress.

Despite being part of an urban ecosystem with better proximity to services, Simod's case shows a lack of effective school-community linkage. Simod's story highlights how support systems often fail the most vulnerable. He didn't get any help—not from his school, not from NGOs, and not from government

programs. This shows a serious gap in how institutions reach out and support young people who are struggling financially. What Simod suggested—creating more awareness and building stronger community support—makes a lot of sense. It points to the need for both better systems and closer relationships to keep kids like him from slipping through the cracks.

In many ways, Simod's experience is a clear example of what's known as "economic pushout"—when financial hardship forces students out of school. He did not leave school due to disinterest or failure but due to immediate financial necessity. His case reveals a significant missed opportunity: with targeted interventions such as flexible schooling hours, bridge courses, and part-time vocational training integrated into school, he might have stayed. His willingness to work and help the family could have been redirected into a structured skill development path that preserved his educational trajectory.

CASE- 3

(Pooja Lodhi – Female, Age 15)

Pooja Lodhi, a 15-year-old girl from urban Bhopal, dropped out of school in December 2024 after completing the 9th grade at a government school. At the time of the survey, Pooja wasn't working or studying, which placed her among the more vulnerable in the dropout group—young, female, and without a source of income. She lives in a cramped urban neighborhood, in a semi-pucca house, where space is tight, noise is constant, and basic resources are hard to come by. It's a tough environment that makes focusing on education even harder.

Her dropout was reportedly accompanied by "no emotional impact," but this should be interpreted with caution. Adolescents, particularly girls, often underreport emotional distress due to social conditioning or lack of awareness about mental health. That she did not express any feelings does not imply her decision was emotionally neutral. The lack of personal space, social support, or female role models likely contributed to her quiet withdrawal from school.

Pooja received no institutional support from her school, NGOs, or government authorities. She was also unaware of any schemes or entitlements that might have supported her continuation. Her suggestion—calling for "more awareness and community support"—is consistent with a pattern observed across dropout cases. It indicates not just the absence of interventions but the lack of knowledge that such support even exists.

Despite being enrolled in a government school, she slipped through the net without triggering any intervention—no follow-up from teachers, no home visits, and no outreach from education departments. Pooja's case reveals a systemic failure to track and retain at-risk female students. Her

current inactivity also exposes her to future risks such as early marriage, dependency, or informal labor without protections.

Pooja's story is emblematic of the silent dropout—a student who fades away unnoticed. It makes you wonder how many other girls quietly drop out of school, without anyone noticing or asking why—just because no one bothered to check if they were okay.

CASE- 4

(Afzal – Male, Age 16)

Afzal, a 16-year-old boy from Bhopal, left school in June 2022 after finishing his 10th grade at a private school. Like many young people facing financial pressures, he had to make a tough choice—giving up his education to start working. Today, he works as a delivery agent for Zomato. His journey from being a student to joining the gig economy reflects a growing reality for many youth who are pushed to earn a living at an early age.

Afzal lives in a semi-pucca house tucked away in a crowded, under-resourced neighborhood. Though his home has electricity, the environment around him makes it incredibly hard to focus on studies. With constant noise, cramped spaces, and a family struggling financially, Afzal found it difficult to keep up with schoolwork. Eventually, the pressure became too much, and he made the tough decision to drop out of school.

Emotionally, Afzal says he's "somewhat" affected by leaving school—but it's clear it goes deeper than that. He talks about feeling left out when he sees his friends continuing their education. There's a real sense of isolation and lowered self-esteem in his words. Deep down, Afzal still values education and likely would have stayed if he had the right support.

What's most concerning is that Afzal didn't receive help from anyone—not from his school, not from any NGO, and not from the government. He wasn't even aware that there might be schemes or programs designed to help students like him. This points to a larger issue: a serious gap in communication and outreach that leaves children like Afzal to fall through the cracks. Despite studying in a private school, there was no coordination with public social safety nets to prevent his dropout.

Afzal's suggestion that "schools should be up to the twelfth standard" indicates a desire for continuity in education. This statement likely stems from the gap between lower and higher secondary schools, especially in underserved areas. Without nearby senior secondary options, students like Afzal face logistical and financial barriers to continuing.

Afzal's behavior is marked as cooperative, and his regret over dropping out points to an individual who might benefit from re-entry options like the National Institute of Open Schooling (NIOS) or community-based learning centers. Even now, interventions offering part-time education or vocational training could empower him with upward mobility beyond food delivery work.

His environment—a small, congested house—should not have been a reason for educational derailment in a city like Bhopal. His case raises important questions about why urban schools fail to retain capable students at a crucial turning point in their academic lives. A coordinated approach involving career counseling, skill-based learning, and mental health support could have changed the trajectory of his life.

Afzal's story is a powerful reminder of the struggles faced by many young people from poor urban backgrounds. Like countless others, he started out with big dreams, but had to let them go because life's harsh realities got in the way. His experience speaks quietly yet strongly—not just as a warning, but as a plea for schools and institutions to do more. They need to reach out and support students not just in classrooms, but in the places that shape their lives—their homes, neighborhoods, and everyday challenges.

CASE- 5

(Angel George – Female, Age 17)

Angel George, a 17-year-old girl from urban Bhopal, had to stop her education after completing 9th grade at a local government school. She now works at a stationary shop, earning a modest income that contributes to her household. Angel lives in a small semi-pucca house tucked within a crowded urban slum. Space is tight, privacy is rare, and the constant noise makes it hard to focus—realities that many lower-income families face every day. Studying in such an environment is a daily struggle.

Even with all these hurdles, Angel showed real promise in school. She was a bright student with the potential to go far. But when it came time to move from middle school to higher secondary education, the lack of support—both at home and from the system—became too much to overcome. She eventually dropped out.

Officially, it's noted that Angel didn't suffer any emotional impact from leaving school. But that's hard to believe. Behind that label may lie silent emotions—disappointment, frustration, maybe even a quiet sense of giving up. Feelings that were never spoken out loud, and perhaps never even asked about.

Angel's awareness of government schemes was nonexistent. Her dropout occurred in a complete vacuum of support: no help from the school, NGOs, or government agencies. Angel's story is a clear example of how policy, no matter how well-intentioned, often falls short at the ground level. Her school

never offered the support she needed—no remedial classes to help her catch up, no counseling to understand her struggles, and no financial assistance that might have helped her stay. When she stopped attending, no one from the school reached out—no home visits, no follow-ups. She simply slipped through the cracks.

Today, Angel spends her days doing basic labor in a local shop. The dreams she once held as a student seem distant now, replaced by the urgent need to support her family. In her home, she's no longer seen as a learner, but as a breadwinner—proof of the harsh financial realities that force many girls from poor families to give up on school.

And yet, Angel remains open and thoughtful. When asked what could help others like her, she speaks about the need for "more awareness and community support." It's a simple but powerful idea—one that suggests her life could have taken a different turn with the right guidance and local support at the right time.

Her experience shows the urgent need for peer-led outreach, mentorship programs that understand the challenges girls face, and community advocates who can act early—before it's too late. Angel didn't just drop out; she was let down by a system that had no safety net for her. Her story is a reminder that even government schools, which are meant to be inclusive and supportive, often fail to protect their most vulnerable students—especially girls—when deeper social and economic issues aren't addressed.

In conclusion, Angel's dropout is not a result of academic inability or disinterest but rather of compounded social and economic stressors. Her current role as a shop assistant may seem functional on the surface, but it masks the loss of educational and vocational growth. This case underscores the importance of tracking at-risk students more closely and establishing outreach programs focused on adolescent girls in urban slum areas.

SECTION – C

(School Dropout Status at India level: A Comparative Study)

In this section the study is focused on children age of 5-18 who dropped out of school. Specifically, the characteristics of, reasons for, determinants of and regional variation of school dropout are examined in this section.

4.6 Characteristics of school dropout

This section is focused to show the size and characteristics of school dropout and also to examine the determinants that influence the school dropout.

Table 4. 13 Percentage distribution of school dropout by selected characteristics, 2019-20

Variable		Percent	Frequency
Sex	Male	48.08	60221
	Female	51.92	65020
Place of Residence	Urban	22.7	28428
	Rural	77.3	96813
Education level	Primary	29.09	36429
	Upper Primary	9.49	11881
	Secondary	25.24	31610
	Higher Secondary	36.19	45321
Household size	1 to 4 members	21.28	26657
	5 to 8 members	61.46	76976
	9 and above	17.25	21608
Caste	SC	24.07	30141
	ST	14.23	17827
	OBC	41.83	52390
	Others	15.59	19526
	Don't know& Missing	4.28	5356
Religion	Hindu	72.45	90738
	Muslim	24.14	30236
	Christian	1.27	1596
	Others	2.13	2671
Sex of household head			
	Male	86.01	107720
	Female	13.99	17521

Table 4.13 represents the percentage distribution of school dropout, based on selected characteristics like sex, place of residence, level of education, household size, caste, religion, and sex of the household head, wealth and regions in India. During 2019-20, about 15.5 percent of children were dropped out of school.

The table indicates a higher number of female children who did not attend school last year prior to the survey (51.92%) as compared to their male counterparts (48.08%).

The children belonging to the rural areas account for about 77.3% of the total, while 22.7 % of the urban children did not attend school the previous year.

Among the children did not attend school one year prior to the survey, the children belonging to the higher secondary level are at the top with 36.19%, followed by the children of the primary level with 29.09%, then comes the children of the secondary level with 25.24 % and lastly the children of the upper primary level with 9.49%.

The above table clearly indicates that a family size of 5-8 members have more children not attending school one year prior to the survey (61.46%), followed by a family size of 1-4 and (21.28%) and lastly a family size of 9 and above (17.25%).

On the basis of social stratification, children belonging to the OBC caste have the highest percentage of children never attending school last year prior to the survey at 41.83%, followed by the SC caste at 24.07%, other caste at 15.59% and the least are the ST category with 14.23%. Moreover, there are 4.28% of the population who do not know their caste or are missing due to some errors.

On the basis of religion, it is seen that students belonging to Hindu religion are at the top with a percentage of 72.45%, followed by the Muslim religion at 24.14% and the bottom two positions are held by other religions as a whole and Christians at 2.13% and 1.27% respectively.

The households run by the male head have a greater number of children who did not attend school last year prior to the survey at 86.01% compared to the households run by the female head at 13.99%.

The poor section of the society accounts for 67.02 percent of children who did not attend school last year prior to survey compared to its non-poor counterpart which accounts for 37.98 percent.

Again region-wise, the central region accounts for about 36.41% of children who did not attend school last year prior to the survey, which is followed by the east region with 26.38%, the west region with 12.56%, then comes the north region which accounts for 11.32%, south region with 9.93% and the north east region accounts for the least number of children with 3.4%.

4.7 Reasons for school dropout in India

This section is attempted to understand the reasons for school dropout in India. In general, there can be many reasons for a child to drop out from school. We can assume that apart from reasons related to school, social, economic and some external factors of the household contribute significantly for the discontinuation of children education. These reasons also vary among girls and boys, among rural and urban, and among different reasons in India. To make the analysis of reasons for school dropout more meaningful, this study attempted to classify the fifteen reasons (provided by the NFHS-4) into three broad categories- Reasons related to Children (Not interested in studies and Repeated failures), Reasons related to Household (Further education not considered necessary, Required for household work, Required for work on farm/family business, Required for outside work for payment in cash or kind, Required for care of siblings and Got married) and Reasons related to School (School too far away,

Transport not available, Costs too much, No proper school facilities for girls, Not safe to send girls, No female teacher and Did not get admission).

Table 4. 14 Percentage distribution of school dropout by reasons and sex, 2019-20

Reason for not attending school	%	Freq.	Male	Female
School too far away	5.48	3,825	2.93	7.82
Transport not available	1.52	1,059	1.05	1.95
Further education not considered necessary	3.26	2,276	3.11	3.39
Required for household work	12.87	8,986	11.43	14.20
Required for work on farm/family business	3.06	2,136	4.23	1.99
Required for outside work for payment	3.2	2,234	4.79	1.74
Costs too much	17.42	12,159	17.49	17.34
No proper school facilities for girl	0.9	627	0.19	1.55
Not safe to send girls	1.24	863	0.08	2.30
No female teacher	0.25	178	0.16	0.34
Required for care of siblings	0.59	409	0.46	0.70
Not interested in studies	32.06	22,386	41.44	23.44
Repeated failures	4.49	3,132	4.87	4.13
Got married	6.65	4,641	0.62	12.19
Did not get admission	3.32	2,315	3.44	3.20
Total	**100**	**67182**	**100**	**100**

Table 4.14 shows reasons for school dropout by sex of the children for India. NFHS-5 provides 15 reasons, as stated by the household members for the school dropout. At the national level, in 32.06 percent of the cases, the important reason cited was “child was not interested in studies”. This reason was given for 41.44 percent of male children and 23.44 percent of female children who dropped out of school. It shows that boys are not showing interest on studies than that of girls. The percentage of children who cited as “they are not interested in studies” has increased from 29 percent to 32.06 percent, from NFHS-4 (2015-16) to NFHS-5 (2019-20). This reason was given for 36 percent of boys and 21 percent of girls who dropping out of school. For 17 percent of children, the reason mentioned was “Cost was too much”. The two other important reasons mentioned by the households were “Required for household work” (12 percent) and “Got married” (7 percent). Other considerable reasons reported for dropping out of school includes “School too far away”, “Repeated failures”, and “Did not get admission “. Interestingly 12 percent of girls reported marriage was the important reason for discontinuing education whereas only 0.6 percent boys reported it as main reason. About 7 percent girls stated “school is too far away” as their main reason for discontinuing education.

Though NFHS-5 provides only the most important reasons for dropping out, it may possible that a combination of any of these reasons or any other reasons, along with the most important reasons as cited by the household, can be responsible for discontinuing the children's education.

Table 4. 15 School dropout by reasons categorized as three groups and sex of children and their place of residence: India, 2019-20

Reason	Male	Female	Urban	Rural	Total (Freq)	Total (%)
Children related	47.63	26.83	39.81	35.79	24,699	36.76
School related	27.04	36.25	30.78	32.2	21,400	31.85
Family related	25.33	36.91	29.41	32.02	21,084	31.38
Total	100	100	100	100	67,182	100

Table 4.15 shows school dropouts by reasons categorized as three groups and sex of children and their place of residence. Surprisingly it is shown that at national level, about 37 percent of school dropouts can be linked to children related factors followed by School related reasons responsible for about 32 percent dropouts and family related reasons of about 31 percent.

Through place of residence, in urban locality children related reasons are contributing about 40 percent followed by school related and family related reasons (i.e., 31 percent and 29 percent respectively). Whereas in rural India about 38 percent of children dropping out from school due to children related reasons. The school related and family related reasons scored equal contribution i.e., 32 percent. In relative terms the children who are residing in rural areas are dropping out more from school than that of children who are residing in urban area because of school related and family related reasons. The children residing in urban area reported that "children reported reasons" are the important reason for dropout.

In total children related reasons are the most responsible reasons for about 37 percent of school dropout whereas both school related and family related reasons caused for about 31 percent of dropout in India.

Though many of these reasons are interrelated and one influences the other, the implications of each of these are quite different. Solving family related causes can only impact to a lesser extent in reducing the school dropouts. The school (facilities and infrastructure) and children related factors need to be addressed ore seriously to improve the present condition of higher dropouts.

Table 4. 16 Percentage distribution of school dropout by sex with residence, 2019-20

Reason	Urban			Rural			Total	
	Male	Female	Total (%)	Male	Female	Total (%)	Freq	%
Children related	47.63	26.83	36.76	47.21	26.09	35.79	24,699	36.76
School related	27.04	36.25	31.85	26.94	36.66	32.2	21,400	31.85
Family related	25.33	36.91	31.38	25.85	37.25	32.02	21,084	31.38
Total	100	100	100	100	100	100	67,182	100

Table 4.16 depicts percentage distribution of school dropout by sex with residence. Surprisingly the male children who are residing in either urban or rural are discontinuing their education owing to children related reasons i.e., 47. 63 percent and 47.21 percent respectively. On the other hand girls (in both urban and rural areas) are dropping out of school because of family related reasons i.e., 36.91 percent in urban area and 37.25 percent in rural areas. The factors like “taking care of siblings, getting married, working in house” are standing hurdles for girls in continuing their education. As a total, the prevalence of school dropout, in both urban and rural areas, is influenced firstly by children related reasons, and school related and family related reasons come after.

Table 4. 17 Percentage distribution of school dropout by reasons and Level of education, 2019-20

Reason	Primary	Upper Primary	Secondary	Higher Secondary	Total (Freq)	Total (%)
Children related	30.67	40.94	39.21	34.88	24,699	36.76
School related	53.2	33.8	33.54	29.44	21,400	31.85
Family related	16.13	25.26	27.25	35.68	21,084	31.38
Total	100	100	100	100	67,182	100

Table 4.17 describes percentage distribution of school dropout by reasons and level of education. At the primary level of education 53.2 percent of children are discontinuing their education due to school related reasons. And at this stage family related reasons are responsible for only 16.13 percent only. As the children move from primary to upper primary level the reason for school dropout shifted from school related to children related reasons. It means that at upper primary level children either are not showing interest on studies or getting frequent failures. As the level of education goes on the influence of children related reasons is decreasing. It is clear from the table that at the age of 16-18 family related reasons, like sending their children to work, are influencing the most i.e., 35.68 percent.

Table 4. 18 Percentage distribution of school dropout by reasons and Regions in India, 2019-20

Reason	North	Central	East	Northeast	West	South	Total (Freq)	Total (%)
Children related	39.42	35.87	29.88	40.35	40.68	44.25	24,699	36.76
School related	26.88	39.42	33.34	27.85	22.96	22.84	21,400	31.85
Family related	33.7	24.7	36.77	31.8	36.36	32.91	21,084	31.38
Total	100	100	100	100	100	100	67,182	100

Table 4.18 depicts percentage distribution of school dropout by reasons and regions in India. The reasons for dropout is significantly different from one region to another. In north, south, west and northeast regions of India the children related reasons are dominating other counterparts i.e., 39.42 percent, 44.25 percent, 40.68 percent and 40.35 percent respectively followed by family related and school related reasons. It can be seen that 39.42 percent of school dropouts are caused by school related reasons in Central part of India. Family related reasons are leading to discontinuity of education in Eastern part of India i.e., 36.77 percent.

Table 4. 19 Percentage distribution of school dropout by reasons and Religion in India, 2019-20

Reason	Hindu	Muslim	Christian	Others	Total
Children related	37.31	34.05	47.12	39.64	36.76
School related	31.05	35.62	25.6	24.74	31.85
Family related	31.65	30.33	27.28	35.63	31.38
Total	100	100	100	100	100

The table 4.19 shows that percentage distribution of school dropout by reasons and religion in India. Except in children who belong to Muslim, the school dropout is highly prevailing caused by children related reasons in all other children (belong to Hindu, Christian and Other religions). In other words, school dropout is prevailing in all religions due to children related reasons followed by family related and school related reasons.

Table 4. 20 Percentage distribution of school dropout by reasons and caste in India, 2019-20

Reason	SC	ST	OBC	Others	Total
Children related	37.74	40.4	36.3	33.91	36.76
School related	32.4	26.17	33.08	33.9	31.85
Family related	29.86	33.44	30.62	32.18	31.38
Total	100	100	100	100	100

The table 4.20 illustrates that percentage distribution of school dropout by reasons and caste in India. Among all reasons for dropout, irrespective of type of caste, children related reasons are highly causing for school dropout (38 percent in SC, 40 percent in ST, 36 percent in OBC and 34 percent in others). In Scheduled Castes (SC), Other Backward Castes (OBC) and others prevalence of dropout is moving on same line i.e., highly caused by children related reasons followed by school related and family related reasons.

Table 4. 21 Percentage distribution of school dropout by reasons and Income, 2019-29

Reason	Poor	Non-poor	Total
Children related	35.04	39.53	36.76
School related	34.18	28.11	31.85
Family related	30.77	32.36	31.38
Total	100	100	100

Table 4.21 shows that percentage of school dropout by reasons and Income in India. The dropout among poor children is highly caused by children related reasons i.e., 35.04 percent. Whereas 39.53 percent non-poor children reported children related reasons are the main reasons for their dropout. In both poor and non-poor children, the prevalence of dropout is distributed at same path i.e., highest due to children related followed by school related, family related reasons and others.

4.8 Determinants of school dropout

This section has aimed to explore the determinants of school dropout by using multivariate analysis-logistic regression keeping school dropout as a dependent variable and sex, residence, level of education, caste, religion, sex of household head, wealth and regions of India as independent variables.

Table 4. 22 Odds ratio of school dropout by selected characteristics, 2019-20

Selected characteristics		Odds Ratio	[95% Conf.	Interval]
Sex	**Male®**			
	Female	1.17***	1.15	1.19
Residence	**Urban®**			
	Rural	0.95***	0.92	0.97
Level of education	**Primary®**			
	Upper Primary	0.62***	0.61	0.64
	Secondary	2.12***	2.08	2.15
	Higher secondary	6.88***	6.76	7.00
Caste	**Others®**			

	SC	1.65***	1.60	1.71
	ST	1.94***	1.87	2.01
	OBC	1.27***	1.24	1.31
Religion	**Christian®**			
	Hindu	1.22***	1.12	1.32
	Muslim	2.74***	2.52	2.98
	Others	1.07	0.96	1.18
Sex of household head	**Male®**			
	Female	1.10***	1.08	1.13
Wealth	**Non-Poor**			
	Poor	2.47***	2.42	2.53
Regions in India	**Northeast®**			
	North	1.29***	1.24	1.34
	Central	1.63***	1.57	1.69
	East	1.17***	1.12	1.21
	West	1.61***	1.54	1.69
	South	0.93***	0.88	0.97
	Constant	0.04	0.04	0.04

®refers to Reference category
Dependent variable: school dropout (0=No and1-Yes)
***indicates the odds ratio is significant at 5 percent significant level

Table 4.22 presents Odds ratio of school dropouts by selected predictors in India. In order to identify the effects of independent variables on dependent variable, multivariate analysis resorting to logistic regression was carried out. In this logistic regression, children who dropped out of school (school dropout) is taken as dependent variable, and sex, residence, household size, caste, religion, sex of household head, wealth and regions in India are considered as independent variables where R2 value is coming 0. 154.

The results of logistic regression show the effect of household characteristics on school dropouts. It is clear from the result that sex, residence, level of education, caste, sex of household head, wealth and regions in India, except category of 5-8 members in household size variable and others in religion variable, are important and significant predictors of school dropout. In India, girls are 1.17 times more likely to discontinue their education compared to male counterparts. The children who are residing in rural areas are 0.95 times less likely to drop out of school compared to children residing in urban area. As the children is moving towards secondary and higher secondary level of education he/she is 6.88 times likely to drop out of school compared to primary level of education. The children belonging to the households having 9 and more members are 1.27 times more likely to discontinue schooling compared to households having 1 to 4 members. The children who belong to Scheduled Tribe (ST) category are

1.94 times more likely to discontinue their education compared to children belong to caste other than Scheduled Caste (SC) and Other Backward Castes (OBC). When compared to children who belongs to Christian religion, children belong to Muslim community are 2.74 more likely to drop out of school. The children, whose head of the house is female, are more 1.10 times more likely to drop out of school compared to children belong to household where female is the head of household. Wealth index is showing a significant influence on school dropout. The children belong to poor family are 2.47 times more likely to discontinue their education compared to children belonging to non-poor families. The school dropout is varying significantly from one region to another. Children belongs to central region of India are 1.63 times more likely to be out of school compared to northeast region in India. Whereas children belong to south region are 0.93 times less likely to quit out of school compared to northeast region.

4.9 Regional variation in school dropout

The section is developed to demonstrate the regional variation of school dropout in India. The states and union territories are categorized into six regions viz, north, central, east, northeast, west and south. And the attempt has made to show the regional variation with their respective socio-demographic characteristics like sex wise, through place of residence, sex with place of residence, level of education and reasons for dropout.

Table 4. 23 Percentage distribution of children age 5-18 who never attended school and school dropout by Regions in India, 2019-20

Region in India	Freq	%
North	14,174	11.32
Central	45,596	36.41
East	33,038	26.38
Northeast	4,261	3.4
West	15,733	12.56
South	12,440	9.93
Total	1,25,241	100

The Table 4.23 shows that percentage distribution of school dropout by regions in India. The prevalence of school dropout is highly concentrated in central part of India i.e., 36.41 percent whereas only 3.4 percent is placed in northeast. It can be stated that more than half of school dropouts, 62.79 percent, are happening in central and eastern part of India.

Table 4. 24 Percentage Distribution of school dropout by Regions in India and Sex and Residence, 2019-20

Regions in India	Male	Female	Urban	Rural	Total (%)	Total (Freq)
North	10.64	11.94	13.94	10.55	11.32	14,174
Central	36.29	36.52	33.00	37.41	36.41	45,596
East	26.61	26.17	16.76	29.2	26.38	33,038
Northeast	3.78	3.05	1.25	4.03	3.40	4,261
West	12.41	12.71	20.16	10.33	12.56	15,733
South	10.27	9.62	14.88	8.48	9.93	12,440
Total	100	100	100	100	100	1,25,241

The Table 4.24 depicts that percentage distribution of school dropout by region and sex and residence. By sex wise, the prevalence of school dropout is more or less similar in all regions in the country. The prevalence is highest in central region i.e., 36 percent followed by east, west, north, south and northeast regions of India. Through place of residence point of view, there are significant differences between urban and rural India. In urban India 33 percent is placed in central region and west-20.16 percent, east-16.76 percent, south-14.88 percent, north-13.94 percent and northeast-1.25 are next after. It is surprise to look at northeast where only 1.25 percent is prevailing in urban area. On the other hand, rural wise, the prevalence of school dropout is varying significantly. The central part stand at highest prevalence i.e., 37.41 percent followed by east, north, west, south and northeast.

Table 4. 25 Percentage Distribution of school dropout by Regions in India and Sex with Residence, 2019-20

	Urban			Rural			Total	
Region in India	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**	**%**	**Freq**
North	14.21	13.63	13.94	9.43	11.51	10.55	11.32	14,174
Central	33.44	32.49	33.00	37.26	37.54	37.41	36.41	45,596
East	17.2	16.26	16.76	29.79	28.69	29.2	26.38	33,038
Northeast	1.21	1.31	1.25	4.66	3.49	4.03	3.40	4,261
West	18.76	21.78	20.16	10.25	10.4	10.33	12.56	15,733
South	15.18	14.54	14.88	8.61	8.37	8.48	9.93	12,440
Total	100	100	100	100	100	100	100	1,25,241

The table 4.25 represents percentage distribution of school dropout by regions and sex with residence. In urban area, 33.44 percent of male school dropouts are located in central region where as other regions, except northeast, are lied in the range of 14 to 18 with smaller differences. And female

dropouts are highly populated in central and western regions of India i.e., 32.48 percent and 21.78 percent respectively. On other part of residence, in rural India, about 66 percent of male dropouts are concentrated on central and eastern regions of India. Surprisingly female dropouts are also equally located in those regions with equal percentage i.e., 66 percent. Except in west and south regions, children who are residing in rural areas and who discontinued their education are more in rural areas. But in west and south regions it is quite contrast and the school dropout is more in urban area than that of rural area.

Table 4. 26 Percent Distribution of school dropout by Regions in India and Education level, 2019-20

Regions of India	Primary	Upper Primary	Secondary	Higher Secondary	Total(Freq)	Total (%)
North	10.62	11.66	11.3	11.8	14,174	11.32
Central	36.69	41.93	38.7	33.13	45,596	36.41
East	29.5	26.85	25.45	24.4	33,038	26.38
Northeast	2.68	3.47	3.53	3.88	4,261	3.4
West	12.63	8.82	12.01	13.88	15,733	12.56
South	7.88	7.27	9.01	12.92	12,440	9.93
Total	100	100	100	100	1,25,241	100

The table 4.26 portrays percentage distribution of school dropout on the basis of educational level in different regions in India. It is clear from the table that the school dropout is highly concentrated in central part of India followed by East, West, North, South and Northeast parts of India. Interestingly the school dropout is highest in Central part of India in all levels of education (Primary, Upper primary, Secondary and Higher Secondary). In particular, Central part of India is having highest school drop out in upper primary level i.e., 42 percent. And Northeast part of India is having lowest high school drop out in all levels of education. It is observed that in eastern part of India the school dropout is decreasing as the level of education increasing from primary level to higher secondary i.e., from 29.5 percent to 24.4 percent. The school dropout is almost consistent in all levels of education in the parts of North and Northeast. Together Central and Eastern parts of India are contributing 62 percent of school dropouts in India.

Table 4. 27 Percentage distribution of school dropout by Regions in India and main reasons for not attending school, 2019-20

Regions in India	Children related	School related	Family related	Total (%)	Total (Freq)
North	12.09	9.52	12.11	11.28	7,577
Central	34.98	44.37	28.22	35.85	24,084
East	18.54	23.88	26.73	22.81	15,325

Northeast	4.38	3.49	4.05	3.99	2,683
East	15.68	10.21	16.41	14.17	9,518
South	14.32	8.53	12.48	11.9	7,996
Total	100	100	100	100	67,182

The table 4.27 illustrates percentage distribution of school dropout by region and main reasons for not attending school. The children who dropped out of school due to children related reasons are concentrated highly on central region of India i.e., 34.98 percent. The density of school related dropouts is very high in central part of India i.e., 44.37 percent. Interestingly the family related dropouts are more or less prevailed similarly in central and eastern parts of India i.e., 28.22 percent and 25.73 percent respectively. It can be quoted that school related dropouts are significantly concentrated on central and eastern regions in India. Together central and eastern regions shared 67 percent of total school related dropouts in India.

4.10 Spatial distribution of school dropout among children age 5-18 in India

The following section represents the spatial distribution of school dropout in India and the pattern of the prevalence of school dropout among children age 5-18.

Figure 4. 1 Spatial distribution of school dropout among children age 5-18 in India, 2019-20

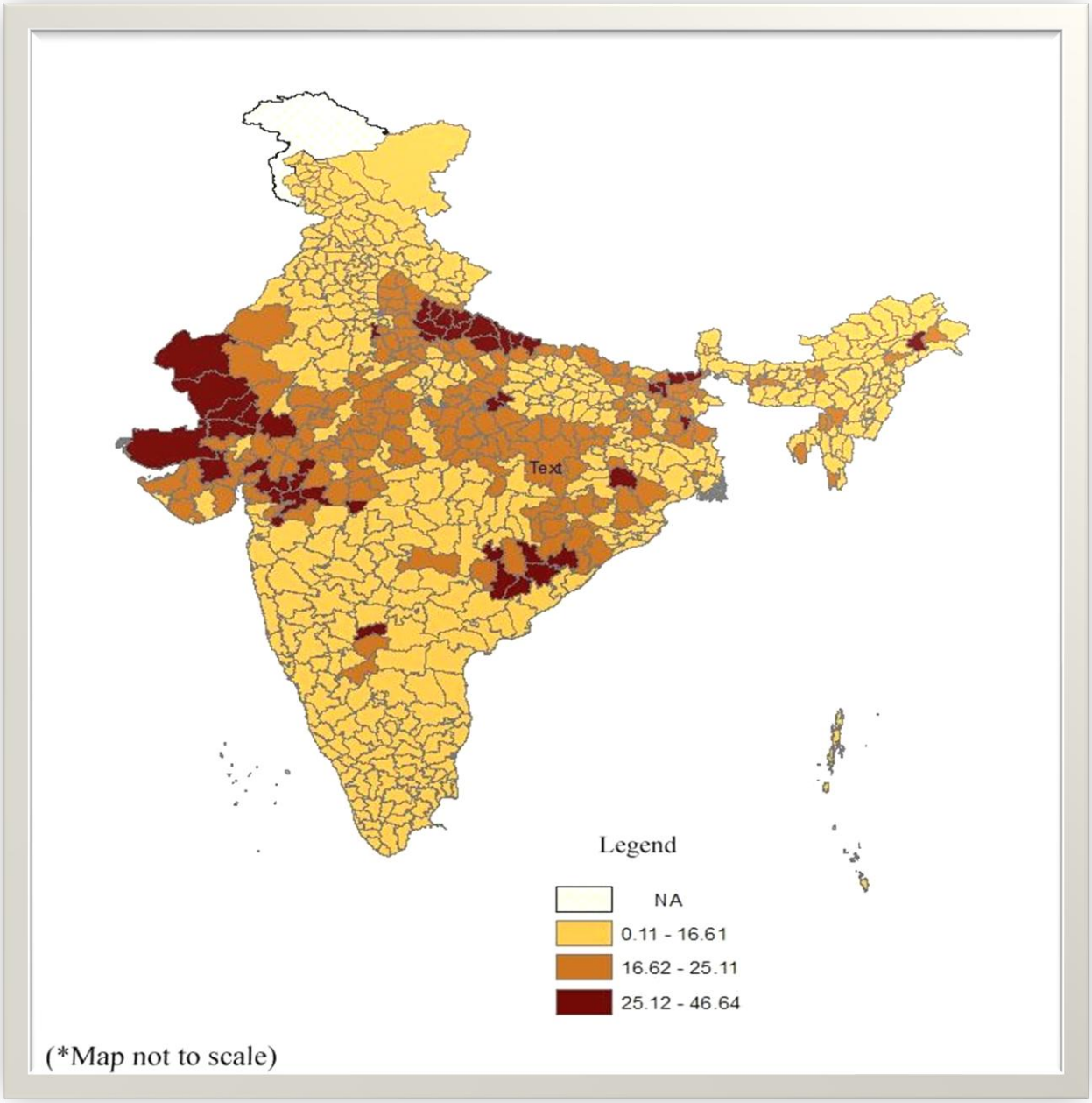

Figure 4.1 illustrates that district level variation in school dropout in India. It is quite apparent that prevalence of school dropout is highly concentrated in central region of India-consists of Chhattisgarh, Madhya Pradesh and Uttar Pradesh, followed by east, west, north, northeast and south regions. About 36 percent of school dropouts is thickened in central region. The prevalence of school dropout is very less in northeast region i.e., 2.68 percent. The districts with high prevalence of school dropout are located in Chhattisgarh, Madhya Pradesh, Uttar Pradesh (in Central region), Bihar, Jharkhand, Orissa (in

East region), Haryana, Rajasthan (in North region), Assam (in Northeast), Karnataka, Gujarat and Maharashtra (in West region). These districts are lying between 25.11 to 46.64 percent of school dropout. The Tinsukia district only is having high prevalence of school dropout in northeast region of India. The complete south region is lying under low and medium level of prevalence.

Figure 4. 2 Spatial pattern for children who dropped out of school among children age 5- 18, in India

Spatial pattern for children who dropped out of school among children age 5- 18, in India

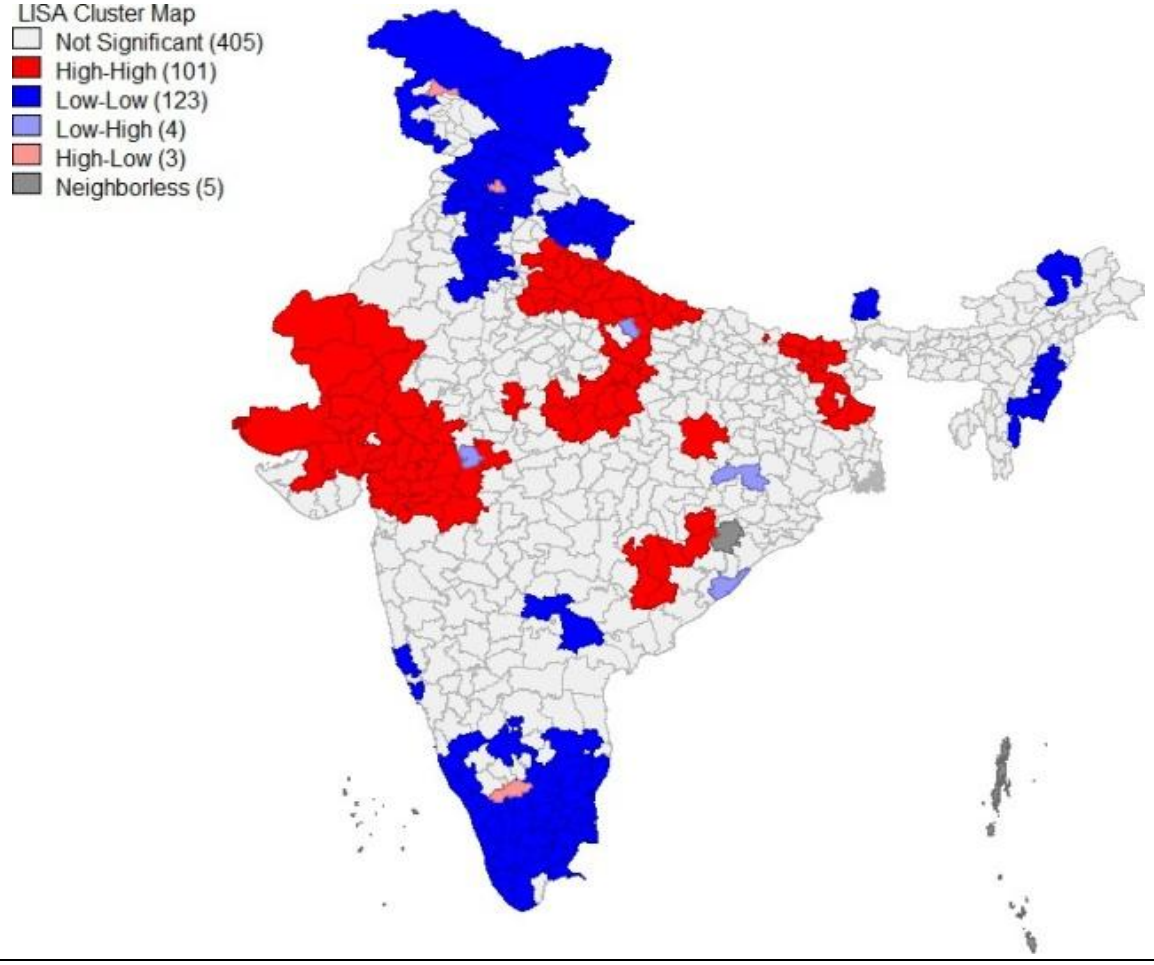

Figure 4.2 shows spatial pattern of school dropout in India. As the prevalence of school dropout is highly concentrated in central and eastern part of India, the pattern of school dropout is also very strong in those regions. It is clear from the figure that the states- Gujarat, Rajasthan, Maharashtra, Madhya Pradesh, Uttar Pradesh, Bihar, Orissa and some parts of Chhattisgarh have strong pattern, in other terms hot spots. And north, south and some parts of northeast regions have cool spots for school dropout