

A Critical Observation on the Existing Condition Related to the Girls Dropout in Secondary Level of Education: A Perspective of the Adolescent Students'

Mahananda Ghosh¹, Anasuya Khatua²

¹Assistant Teacher, Purwanchal Vidyamandir, Kolkata, West Bengal, India

²Research Scholar, Department of Education, University of Calcutta, Kolkata, West Bengal, India

Abstract:

This research presents a critical investigation into the persistent issue of female dropout at the secondary level, with a special emphasis on the students in South 24 Parganas district of West Bengal, India. Education is framed as a catalyst for societal transformation, yet 'school dropout' remains a barrier at the critical secondary level. Employing a qualitative research design, the study surveyed 100 secondary students using open-ended questionnaires to capture adolescent perspectives on educational hurdles. Findings reveal a shift in social dynamics: 82% of students report strong family encouragement, and 63% enjoy daily school attendance. Despite improved infrastructure and initiatives employed by the central (GOI) and state (WB) governments, the regional dropout rate for girls remains significant at 16.7%. Analysis identifies financial hardship, early marriage, and a lack of interest as the primary drivers of educational attrition. The study concludes that addressing these socio-economic barriers requires refined pedagogy, inclusive environments, and robust organizational collaboration to ensure equitable access and national empowerment.

Keywords: Secondary Level Attrition, Gender Inclusion, Socio-Economic Barriers, Adolescent Perceptions, Educational Equity

1. Introduction:

Education is the key that ensures the standard of the nation. The impact of Education on the society reflects to that extent, which leads to the holistic transformation of the society. But here, the severe issues related to School Dropout creates barrier in the successful execution of the educational goals in real-time situation. Here, 'School Dropout' denotes leaving the study before finishing the total course by the students.

The Secondary level is one of the important levels of education, which reflects on the comprehensive progress of the students as well as it navigates their career and life too towards the next step for leading a successful life. Yet, some factors got generated in the form of hurdles in making this vital stage unsuccessful according to its profound panorama, such as- gender inequality, social and economic hardship, irrational mindset among the social people, non-proximal distance between the school and home or the deficiency in the infrastructural facilities at School.

To reinstate the standard of the secondary level of education, the Indian Government has structured some commissions and committees related to educational system taking into account the existing condition. In accordance with the recommendations of the Mudaliar Commission (1952-53) and RMSA (2009), the co-educational system, distinct Girls' and Multipurpose schools' etc. have been endorsed for the total quality restoration of the secondary level of education. Moreover, these also have emphasized on building expertise on the vocational skills to diminish the socio-economic scarcity and to shift the mindset of gender inequality for the actual improvement of it. With integration of all the recommendations by Smt. Durgabai Deshmukh Committee (1958), Smt. Hansa Mehta Committee (1962) and Shri M. Bhaktavatsalam Committee (1963), the Kothari Commission (1964-66) has recommended to propagate the Women Education in the Central as well as in State levels, to set up separate girls' Schools and residential homes to facilitate the girls and women in continuing their Part-time jobs, and also to focus on the curriculum restructuring of the secondary school level. The National Educational Policy (NEP-2020) has placed a strong emphasis on equal accessibility of both the male and female students to the quality education at all levels, especially at the secondary level. For ensuring this, it has proposed to encourage the girls for the enrollment (100% GER by 2030) and completion of their schooling, to create a Gender Inclusion Fund (GIF), to combine secured and inclusive school environment with flexibility, and to ensure the empowerment of women and the holistic development of the education system.

Students are considered as that central factor for whom the entire education system has been formed. As per the views of the great educators and the major education commissions of India and abroad, students are considered as the active participants in the learning process, and the existing education system must be effective to enlighten the students in a broader aspect and develop them in a holistic approach.

Being the cardinal one, students experience a lot of obstacles in the path of their learning. To get acquainted of the issue related to 'School Dropout', the perceptions of the students can be considered as the real-life conditions in accordance with the existing situations. With all the consideration, the present study will feature the Critical Analysis of the Students' Perceptions on the tendency of Girls Dropout in Secondary level.

2. Review of Related Literature:

Many researchers have studied the issue related to girls' education and tried to highlight the responsible factors for school dropout that the students have confronted. As per the study of Amadi et al. (2013), the formal and monotonous teaching methods have influenced the students to drop out of their studies before finishing the course. Moreover, a lack of opportunities for academic success also leads students to leave their schooling. Regarding this, another research report by Kaur and Puri (2019), the number of factors that have been highlighted for dropping out of the girl students' are - financial constraints of the family, parental illiteracy and lack of their support and motivation towards their children for continuing the study, nonchalant attitude of the students towards their studies, non-proximal distance between school and home and shortage of proper transportation and infrastructural facilities at school also impacted on deciding by the students for leaving the school. In addition, some situations that the students found difficult to overlook, such as taking responsibilities for household chores and caring for their siblings, migration of the students, parental separation or death, and the poor health condition of the students also force them to withdraw their enrollment in education. Some cases have been seen in this research that the promotional failure of the student in academics and if they find that their friends are not

going to school, they also start to be absent, which gradually turns into school dropout. Also, according to the study of Miglani and Singh (2024), dropout is nothing but a combination of social and academic-related challenges. Through the interview of the dropped out students, it has been found that over the multiple causing factors of leaving the study, one factor is mostly constant, that is financial insufficiency. Apart from that, the determinants such as- taking up the domestic responsibilities and caring of the siblings, socio-cultural beliefs, unavailability of schools in the village and safety issues of the girls also drive the students towards dropout. It also been observed that the students are not fully aware of the functioning and provisions of the Punjab Open School. In the research by Sangma and Mishra (2024), through the response by the drop out students, it has been noticed that the students, who have decided to discontinue their studies, are mostly belong to the age group of 15-19. The reasons found behind are, financial hardship, distance of the school from their home, which makes them difficult to continue their studies. Besides this, it is also found that a large section of students did not receive any support or motivation from their parents and the teachers too. With addition, one factor which has got highlighted is ‘early marriage’. It has been seen that most of the students face difficulties in continuing their studies after marriage due to the lack of time the domestic responsibilities. Further, another research by Mandal (2024), there are multiple affecting factors of girls’ dropout through the responses of the dropped out students. These are – poor financial condition of the family, including the unaffordability of the course fees, books and accessories cost, travelling cost and tuition fees also. Apart from that, the hindering factors such as, gender discrimination and deprivation of the girls, discriminating caste system, illiteracy and superstitious beliefs impact on leaving the study by the students on midway. It also been highlighted that due to the unawareness of the family as well as in neighborhood; they fail to motivate their children for completing the study, and the loss of interest among the students on it slowly turns into school dropouts. Moreover, the issues related to large family size, child marriage, unemployment, illegal child labour, and specially the pertinent issue of present days, that is addiction of the social media and online gaming have left their terrific effect on the academic achievement of the students. In the report by Chhikara and Chakravorty (2022), through a general view the intervening factors of school dropout have been described in brief. According to the report, the students’ attitude towards their classroom activities and the bonding among the peers genuinely impact on their academic performance, which is negatively correlated with the tendency of school dropout. Here, some key determinants also have been mentioned in the individual dimensions, these are- the socio-economic status and the educational level of the family, and the mindset of the entire community, that impact in a large scale on the school dropout. On other hand, in the institutional dimensions, pupil-teacher ratio, quality of pedagogy, institutional infrastructure, policies and resources also have been mentioned, which influence the school dropout directly. It also been found that the detrimental culture like, peer-comparison, targeting institutional anger, the paradox of aspiration versus competencies and the unstable financial condition of the students with marginalized background often lead to high dropout. In reference to the research by Maggo and Gupta (2023), the factors in general, which are navigating the students to leave their studies without completing a certain level, are hint at, lack of interest among the boys and girls in education, financial constraints, non-proximal distance of the school, absence of proper institutional as well as governmental infrastructure and facilities to retain the students, and lack of trained teachers. The report also has mentioned the distinguished household responsibilities of the boys and girls, where the girls’ are expected to take care of their siblings along with all the household chores, and boys are expect to look after the financial stability of the family rather

than continuing their study. With addition, the another contributing factors of School dropout, such as, gender discrimination, religious disparity, large family size and the mindset of the family are also been highlighted in this study. As per the study by Imran et al. (2025), the findings of this research study has shown that the impactful determinants, such as- large family size, expected domestic responsibilities, financial hardship, educational status of the parents, father's occupation, lack of understanding of the subject matters, distance of the school from residence, religious and socio-cultural beliefs, gender biasing mind set, lack of interest among the students and the parents too regarding education, lack of parental support and motivation for continuation of the study and inadequate teaching staff members in the educational institution play a very crucial role in school dropout.

As per the above discussions, this is clear to understand that there are very handful number of studies, which have been aimed to showcase specifically the viewpoints of students' regarding the dropout of the girls' in the Secondary level of education in India, especially in the context of West Bengal. So, this present research will be focusing on the students' perspective regarding the girls' dropout in the Secondary level of South 24 Parganas in West Bengal, India.

3. Research Question:

The Research Questions (RQ) are based on the basis of how the students perceive the existing circumstances of the issue related to girls' Dropout in the Secondary Level of Education.

RQ.1: To what extent do the students experience enjoyment in attending school daily?

RQ.2: Do the students feel encouraged by their families for the continuation of their further studies?

RQ.3: What are the key determinants that influence the girl students to discontinue their education midway?

RQ.4: What are the infrastructural facilities do the secondary students receive in their school?

4. Methodology:

This study has taken on a qualitative approach of research design. For implementing the research design, a hundred secondary students from Rajpur-Sonarapur Municipality and Canning Subdivision (Blocks 1 and 2) of South 24 Parganas in West Bengal have been selected randomly as a sample group. The data were collected from the sample by administrating survey method through open ended questionnaire, with special concern to the challenging experience from their already dropped-out peers and the educational opportunities, as well as the challenges that they face on their own. For data analysis, the graphical representations have been employed. The Figure mentioned below (Fig.1) has marked the geographical location that has been selected for conducting this present research.

Fig. 1 Geographical landmark of the selected areas of South 24 Parganas in West Bengal, India

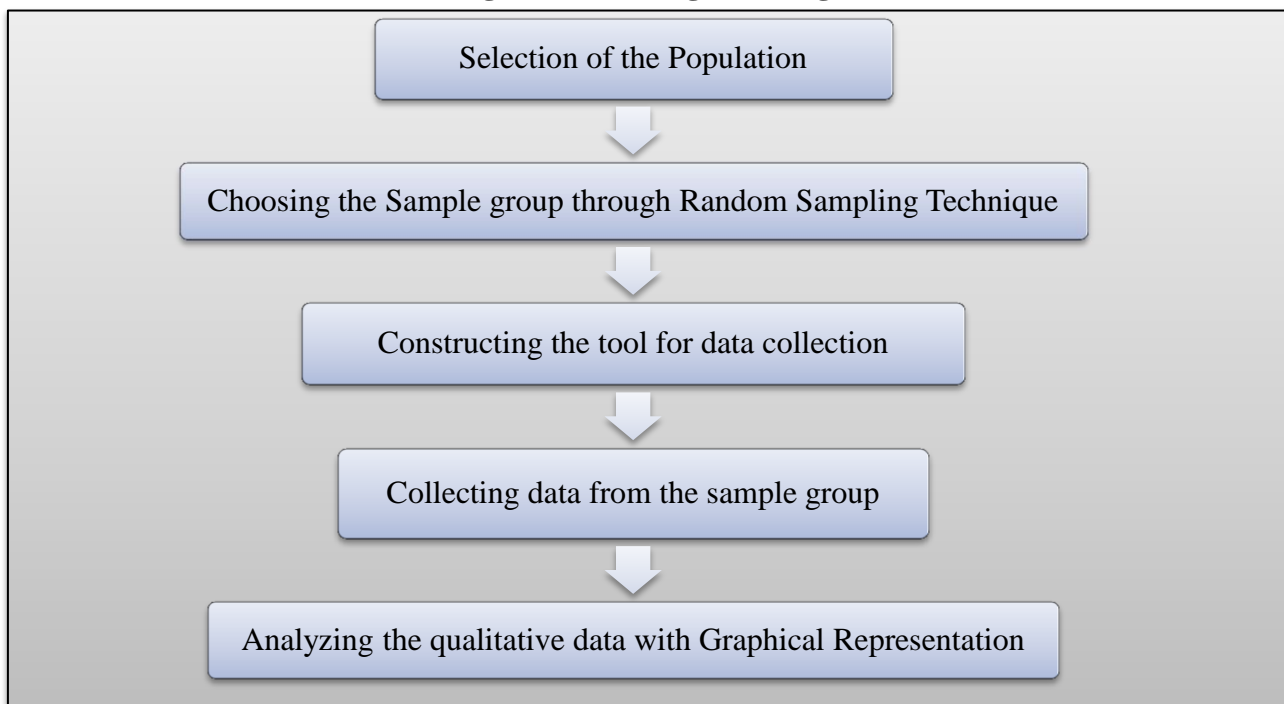


Note: Researcher Made

Through the above figure (fig. 1), the geographical landmark has been shown, from where the samples have been taken for conducting the present research.

For the present study, Figure 2 reflects the methodological design.

Fig. 2 Methodological Design



Note: Researcher Made

In Fig. 2, the necessary steps have been shown, which has been followed in this study to meet the results regarding the research question.

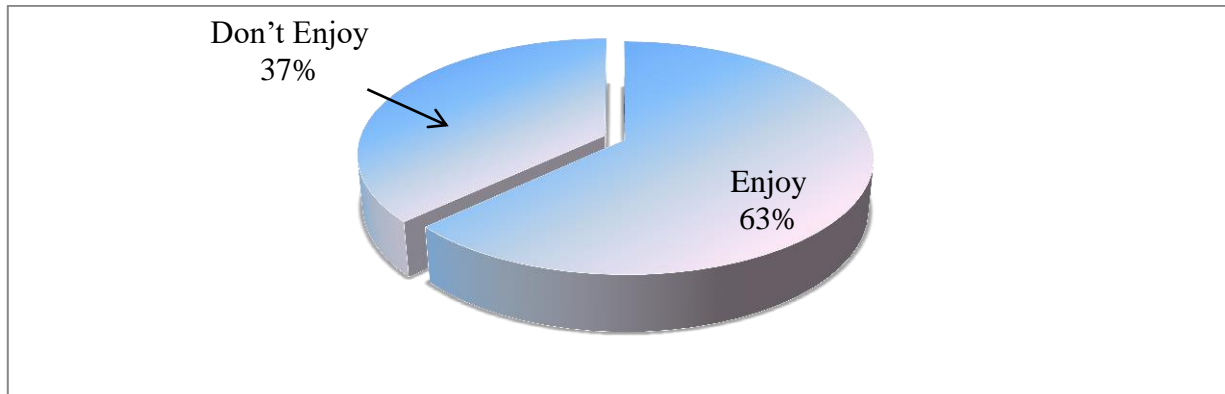
5. Result and Discussion:

Results are displayed in accordance to the Research Questions (RQ) and discussed in reference to the previous studies.

RQ.1: To what extent do the students experience enjoyment in attending school daily?

With respect to the above research question, the opinion of the students has been depicted through Figure 3.

Fig. 3 Students enjoy coming to school

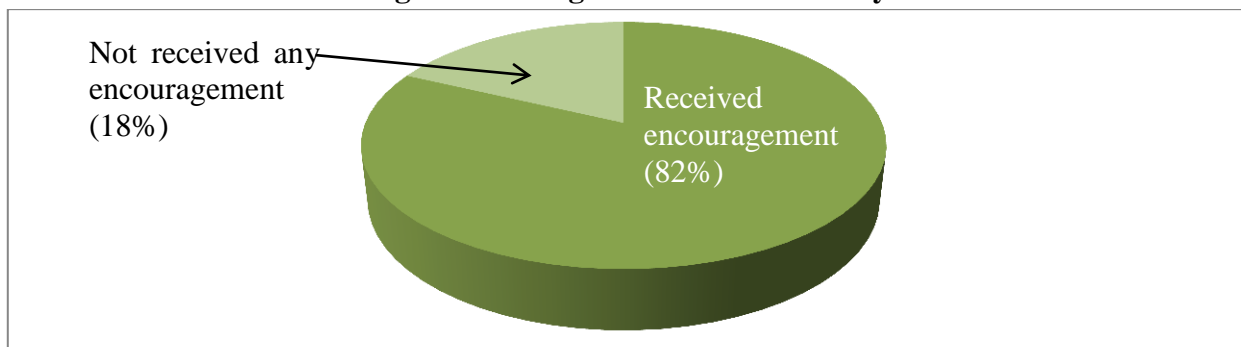


Regarding the above question, Figure 3 has made it clear to be understood that a large number of students (63%) are found to like to be present at school.

RQ.2: Do the students feel encouraged by their families and surroundings for the continuation of their further studies?

Relating to this question, the responses by the Secondary level students have been shown in Figure 4.

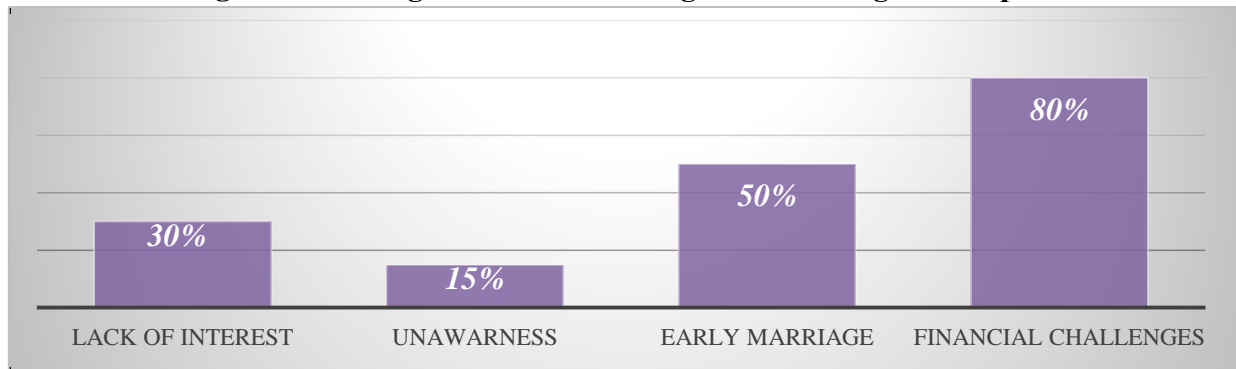
Fig. 4 Encouragement from the family



From Figure 4, it is displayed that, as per the students' responses (82%), they feel encouraged by their family and surroundings to continue their studies. It shows that the awareness of the family regarding the necessity of study has increased, which contradicts the studies by Kaur and Puri (2019), Mandal (2024), Sangma and Mishra (2024) and Imran et al. (2025).

RQ.3: What are the key determinants that influence the girls to discontinue their education midway?
Concerning the above research question, the responses by the students have been displayed in Figure 5.

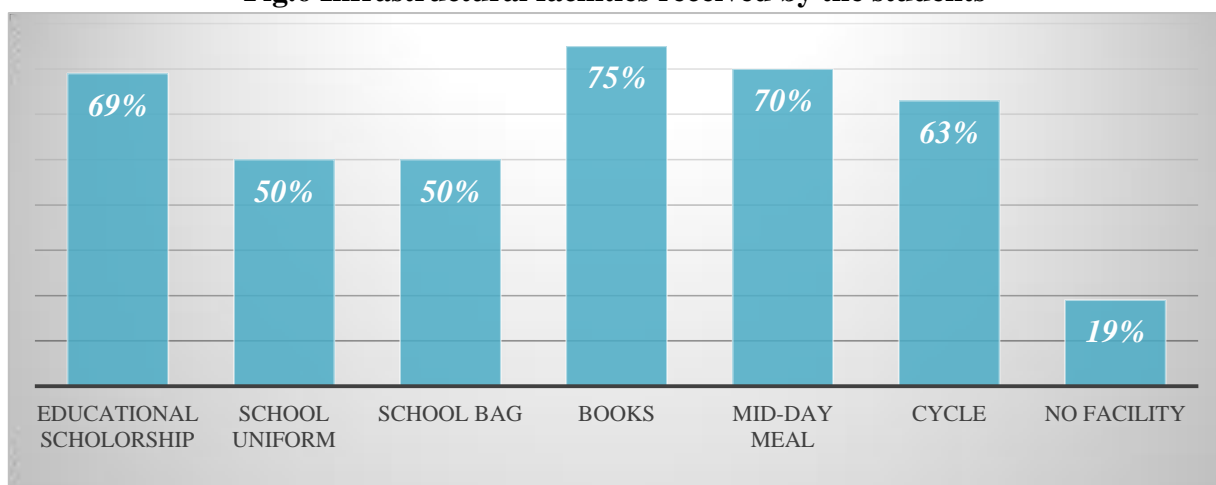
Fig.5 Concerning factors that leading towards the girls’ dropout



Regarding the determinants of the girls’ dropout, the above mentioned figure (fig.5) has canvassed the causing factors, which influence the students, especially the girls to leave their study midway without completion. As per the feedback, a large number of students are facing the financial challenges, which also can be seen as an influencing factor in the studies by Kaur and Puri (2019), Chhikara and Chakravorty (2022), Maggo and Gupt (2023), Sangma and Mishra (2024), Mandal (2024), Miglani and Singh (2024) and Imran et al. (2025). Another factor is ‘early marriage’ which must be highlighted as a very frequent factor, that been found leading the girls to drop their studies, and the researches by Maggo and Gupt (2023), Sangma and Mishra (2024) and Mandal (2024), are found in support to this dimension. Apart from that, the factor ‘lack of interest’ also been found, which also supports the studies by Maggo and Gupt (2023), Mandal (2024) and Imran et al. (2025).

RQ.4: What are the infrastructural facilities do the secondary students receive in their school?
Taking into account this Research Question, Figure 6 presents the responses of the students regarding the girls’ dropout.

Fig.6 Infrastructural facilities received by the students



The above Figure (Fig.6) depicts the responses by the secondary students regarding the infrastructural facilities that the students receive from their schools. As per the result, a large number of students are

found aware of their due facilities and receiving that too, which opposed the study of Kaur and Puri (2019) and Maggo and Gupt (2023).

Governmental Initiatives employed to eradicate ‘Drop out’:

Education is one of the core keys to social transformation and enlightenment. However, in attaining the ultimate goal, there is a severe issue being observed, termed ‘School Dropout’, that is leaving the study before finishing the course duration. There are multiple initiatives have been taken by the Indian governments (both Central and West Bengal State Governments) to minimize the tendency of the students for leaving the study before the completion. The initiatives are noted below in Table.1 and 2 respectively.

Table.1 Central Government Initiatives (GOI):

<u>Beti Bachao Beti Padhao (BBBP)</u> : A campaign focused on reducing gender discrimination and propagating women empowerment through media advocacy.
<u>Samagra Shiksha Abhiyan (SSA)</u> : Aims to integrate school education program in India up to twelfth standard by ensuring equitable and qualitative education.
<u>Sukanya Samridhi Yojana (SSY)</u> : A parent operative fund scheme that provides high-interest savings for the girls’ education and financial security.
<u>Kasturba Gandhi Balika Vidyalaya (KGBV)</u> : A residential school facility for the girls’ belongs to minority communities in educationally backward blocks.
<u>Balika Samridhi Yojana (BSY)</u> : A financial aid for the girls from the socially backward families for enhancing their educational levels till higher studies.
<u>National Scheme of Incentive to Girls for Secondary Education (NSIGSE)</u> : A financial incentive scheme for the age groups 14 to 18, aiming to encourage the girl students for continuing their education in secondary level.

[Sources from: BABU (2020), KP’s 21st Century IAS Academy (2025), Kumar and Tyagi (2022), P. C. Sharma et al. (2023), Ministry of Women and Child Development and Modi (2022), Sachan and Kumar (2025)]

The above mentioned Table (Table.1) has shown the initiatives that have been taken by the Indian Government to keep the girl students at the secondary level and reduce the female dropout rate.

Table.2 West Bengal State Government Initiatives:

<u>Kanyashree Scheme (K1 & K2)</u> : A condition oriented annual scholarship scheme targeted to prevent early marriage, dropout, and to encourage girls’ education.
<u>Sabooj Sathi Scheme</u> : An initiative to provide bicycles to the students, especially to the girls from the rural areas, for reduction of dropout due to distance and transportation problems.
<u>Aikyashree Scheme</u> : A scholarship scheme particularly aimed for the students belong to the minority community, including girls, to promote education.
<u>Shikshashree and Medhashree Scheme</u> : The state government (W.B.) initiatives intended to provide financial assistance particularly to the socially and economically backward students (class V-VIII) for the continuation of their education.
<u>Other Supportive Initiatives</u> : The state government also has taken some other initiatives in mitigating dropout and holistic upgradation of the education system through school bags, uniforms and text books

in free of cost, implemented Sabla (RGSEAG) Scheme for ensuring economic stability and women empowerment, employed Mid-Day Meal programme (under PM-POSHAN Scheme, GOI.) to combat malnutrition and boost school attendance, and provided Tablets or smart devices for advancing the learning system through Digital Learning programme (under Taruner Swapna Scheme).

[Sources from: Das (2018), Goyal (2020), Khan and Basantika College of Education, Birbhum (2026), Mitra (2024), BISWAS (2018), Biswas (2018), Goyal (2020), Hoque (2023)]

The aforesaid Table (Table.2) has shown the initiatives that have been taken by the West Bengal state government aiming to retain the girl students in the secondary level and decrease ratio of female dropout.

In order to combat the tendency of leaving the study mid-way among the girls', both the central (GOI) and state governments (W.B.) have taken many resourceful drives. Yet, as per the recent report of UDISE+, (2024-25), 16.7% dropout rates are seen among the secondary female students in West Bengal (Paul, 2026). Thus, it is necessary to take some other actions along with the already initiated schemes by the governments to decrease the intensity of dropout rate. Some necessary measures are specified below that might help with the pertaining issue through inclining towards the school engagement (Yadav, 2023), such as:

A. Developing awareness:

Generating mass awareness and sensitizing thoughts against traditional gender stereotypes are mandatory among the people, and the necessary strategies should focus on the essentiality of the girls' education.

B. Refining Curriculum and Teaching Strategies:

Innovative teaching strategies, especially for the diverse needs of learning, impact on the girls' enrollment in a wide range. The relevant subject matters in the curriculum can inspire the girls to engage in their study.

C. Adopting inclusive approach in learning:

An inclusive learning environment is being supportive towards all the students regardless of their different learning needs. Fostering inclusive approach in learning influence students' enrollment rate and their participation in study.

D. Improving Infrastructural facilities:

NEP-2020 specially emphasizes on providing proper infrastructural facilities to the students in educational institutions, which ensures a constructive learning environment, especially for the girls', and benefits in minimizing educational dropout.

E. Organizational collaboration:

This is essential to collaborate between government bodies, NGOs, educational institutions, and the social communities in reduction of the dropout related issues. This integral strategy of sharing educational resources and ideas can be very beneficial in implementing the remedial interventions relevant to combat girls' dropout.

6. Conclusion:

Education is the core key that represents the nation before the entire world. In the numerous levels of education, the secondary level is considered as one of the most crucial levels that integrates the school and higher education levels together. But in the path of qualitative standard building in the secondary level, the issue-'school dropout', especially of the female students, hinders in the holistic achievement, not only in the secondary level, but in the entire education system. The present study has shown the

various aspects that the students have perceived, and which have driven them towards school dropout, especially to the school-going females. By coping with all the causing factors, taking actions against all the barriers and by considering the inclusive set up for education, it can be said that India has the ability to reduce the dropout-related issues and ensure an equitable access of quality education for all the girl students', as education is the most essential element that empower not only the girls and women, but strengthens the entire nation.

References:

1. Amadi, M. A., Role, E., & Makewa, L. N. (2013). Girl Child Dropout: Experiential teacher and student perceptions. *International Journal of Humanities and Social Science*. http://www.ijhssnet.com/journals/Vol_3_No_5_March_2013/13.pdf
2. BABU, G. E. (2020). GIRL'S SECONDARY EDUCATION IN INDIA: STATUS AND CHALLENGES [Journal-article]. *International Journal of Creative Research Thoughts (IJCRT)*, 8(2), 1966–1968. <https://www.ijcrt.org>
3. BISWAS, P. (2018). EFFECTIVENESS OF SOCIAL WELFARE SCHEME AMONG GIRLS' EDUCATION IN WEST BENGAL: CRITICALLY EXPLORATION OF KANYASHREE AND SIKSHASHREE SCHEME. *Journal of Emerging Technologies and Innovative Research*, 5(8), 522–523. <https://www.jetir.org/papers/JETIR1808222.pdf>
4. Biswas, S. (2018). Impact of SabOoj SatHi Scheme on development of rural girls education in West Bengal. In Netaji Subhas Open University, NSOU-OPEN JOURNAL (Vols. 1–2) [Journal-article]. <https://www.wbnsou.ac.in/openjournals/Issue/2nd-Issue/Samiul.pdf>
5. Chhikara. P., & Chakravorty, K. (2022). Dropouts in secondary and senior secondary education: Understanding the problem and discussing its solution. *Journal of Positive School Psychology*, 6(11), 1090–1116. <https://journalppw.com/index.php/jpsp/article/view/14093>
6. Das, P. (2018). Kanyashree Prakalpa in West Bengal: The empowerment of Adolescent Girls. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 5(8), 681–682. <https://www.jetir.org/papers/JETIR1808251.pdf>
7. Goyal, N. (2020). Effectiveness of SABLA scheme in Indian states. In *International Journal of Trend in Scientific Research and Development* (Vol. 4, Issue 6, pp. 1231–1237) [Journal-article]. <https://www.ijtsrd.com/papers/ijtsrd33647.pdf>
8. Halder, T. B. M. B. a. N. T. D. P. T. (2025, May 9). WOMEN EMPOWERMENT: COMMITTEES AND COMMISSIONS PERSPECTIVE. *EPRA Journals*. <https://eprajournals.com/IJMR/article/15873>
9. Hoque, M. A. (2023). Mid-Day meal scheme in India: current status, critical issues and challenges. *East African Journal of Education Studies*, 6(3), 460–471. <https://doi.org/10.37284/eajes.6.3.1643>
10. Imran, M., Subudhi, C., Priyadarshini, P., Nayak, U. C., Mohanty, J. R., Pattnaik, S. D., & Begum, S. (2025). Determinants of girls' educational discontinuation at the secondary level in Odisha. *International Journal of Environmental Sciences*, 1556–1557. <https://theaspd.com/index.php>
11. Kaur, S., & Puri, K. (2019). Causes of Drop out and Student's Perception at Secondary School Stage of Punjab. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 6(5), 1252–1253. <https://www.jetir.org/papers/JETIR1905S88.pdf>
12. Khan, Dr. E. S. & Basantika College of Education, Birbhum. (2026). Effect of the Aikyashree scholarship on minority girl students in higher Education: a study of Birbhum District.

- INTERNATIONAL JOURNAL OF VERSATILE RESEARCH AND ANALYSIS (IJVRA), 4(3), 683–684. <https://ijpub.org/ijvra/papers/IJVRA2603867.pdf>
13. KP's 21st Century IAS Academy. (2025, May 7). Balika Samridhi Yojana: Aid for Girl Child Education. KPs 21st Century IAS Academy. <https://kpiasacademy.com/balika-samridhi-yojana-girl-child/>
 14. Kumar, G., & Tyagi, M. (2022). Awareness of Sukanya Samridhi Yojana: A study with special reference to Delhi-NCR region [Research Study]. International Journal of Research and Analytical Reviews, 9(3), 188–189. <https://www.ijrar.org>
 15. Maggo, V., & Gupt, Y. (2023). A QUANTITATIVE STUDY ON ANALYSING THE DETERMINANTS OF OUT-OF-SCHOOL IN URBAN INDIA. International Journal of Research - GRANTHAALAYAH, 11(1). <https://doi.org/10.29121/granthaalayah.v11.i1.2023.4996>
 16. Mandal, K. C. (2024). A STUDY ON SOCIO-ECONOMIC PROBLEMS OF SCHOOL DROPOUT CHILDREN WITH SPECIAL REFERENCE TO CHOWHATTA MAHODARI NUMBER-2 GRAM PANCHAYAT UNDER LABPUR COMMUNITY DEVELOPMENT BLOCK OF BIRBHUM DISTRICT IN WEST BENGAL, INDIA. In The Social Science Review a Multidisciplinary Journal (Vol. 2, Issue 2, pp. 23–37).
 17. Miglani, S., & Singh, R. (2024). Beyond the Horizon: Understanding Rural Secondary School Dropout through Case Studies. International Journal for Multidisciplinary Research, 6(5). <https://doi.org/10.36948/ijfmr.2024.v06i05.27542>
 18. Ministry of Education, National Council of Educational Research and Training, & Ministry of Education and Youth Services, Government of India. (1966). EDUCATION AND NATIONAL DEVELOPMENT: REPORT OF THE EDUCATION COMMISSION, 1964-66. <https://educationforallindia.com/wp-content/uploads/2023/02/KothariCommissionVol.2pp.289.pdf>
 19. Ministry of Human Resource Development, Government of India. (2020). National Education Policy 2020. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
 20. Ministry of Women and Child Development, & Modi, N. (2022). Beti bachao, beti padhao [Report]. <https://static.pib.gov.in/WriteReadData/specificdocs/documents/2022/jun/doc202261364301.pdf> (BBBP)
 21. Mitra, A. (2024, November 10). ‘Taruner Swapna’ scheme: 70 students say did not get money meant for tablets, probe ordered. The Indian Express. <https://indianexpress.com/article/cities/kolkata/taruner-swapna-scheme-70-students-say-did-not-get-money-meant-for-tablets-probe-ordered-9662124/>
 22. Mudaliar, A. L., Ministry of Education, Christie, J., Williams, K. R., Mehta, H., Taraporewala, J. A., Shrimali, K. L., Vyas, M. T., Saiyda, K. G., Basu, A. N., & Chari, S. M. S. (1952). REPORT OF THE SECONDARY EDUCATION COMMISSION. <https://www.educationforallindia.com/1953%20Secondary%20Education%20Commission%20Report.pdf>
 23. Paul, P. (2026, January 18). Why is school dropout still a challenge in West Bengal? The India Forum. [https://www.theindiaforum.in/education/why-school-dropout-still-challenge-west-bengal#:~:text=Secondary%20school%20completion%20is%20critical,three%20years%20\(Figure%20202\).](https://www.theindiaforum.in/education/why-school-dropout-still-challenge-west-bengal#:~:text=Secondary%20school%20completion%20is%20critical,three%20years%20(Figure%20202).)
 24. Plan & Budget 2019-20 Name of the state – West Bengal. In Mid Day Meal Programme Annual Work Plan and Budget 2019-20, School Dropout through Case Studies. International Journal for Multidisciplinary 1–5. Research, 6(5). <https://doi.org/10.36948/ijfmr.2024.v06i05.27542>
 25. Sachan, S., & Kumar, A. (2025). Impact of Kasturba Gandhi Balika Vidyalaya on girls education and well-being- A study in Amethi District. In International Journal of Creative Research Thoughts, International Journal of Creative Research Thoughts, 13(4), 792–794. <https://www.ijcrt.org>

26. Sangma, A. A., & Mishra, H. (2024). Exploring the factors for the reasons of school dropout among teenagers in Darenagal area, Tura, West Garo Hills » The International Journal of Indian Psychology. International Journal of Indian Psychology. <https://doi.org/10.25215/1203.212>
27. Sharma, P. C., Dhaked, P., & Sabarmati University. (2023). EXPLORING THE IMPLEMENTATION OF SAMAGRA SHIKSHA ABHIYAN IN SCHOOLS OF DUNGARPUR DISTRICT: A COMPREHENSIVE STUDY [Educational Improvement]. 12 (12), 757.
28. Yadav, S. (2023). Understanding the dropout crisis: Girls' education in India and the impact of girls' dropout on education in India. Learning Community-An International Journal of Educational and Social Development, 14(1). <https://doi.org/10.30954/2231-458x.01.2023.3>