

# Determinants of School Dropouts in Rural Coastal Andhra Pradesh: An Empirical Study

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## Article Info

## ABSTRACT

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*This is an empirical study of 3 government schools in the Srikakulam District of Andhra Pradesh- ZPHS Ippili, A.P.M.S. Tamada, and Government High School Ranasthalam. It attempts to examine the causal elements behind the school drop out rates in this rural coastal region of Andhra Pradesh. Regardless of the introduction of "RTE Act, 2009" and other government programs like "Sarva Shiksha Abhiyan, Mid-day Meal Scheme, and National Educational Policy 2020" dropout rates are still above the national average. This research uses mixed research design which incorporates qualitative and quantitative data. The results reveal that the causes of high rates of dropout are mostly domestic obligations, inadequate infrastructure, parental ignorance, and poverty especially in fishing communities. The role of the Panchayat Education committees, the uneven execution of the educational programmes and the lack of awareness regarding the same initiatives is also noted in this research. It supports the intensification of support programs, through strengthening of support programs like the Talliki Vandanam, by improving school infrastructure, through empowering the parents, via educational outreach, and encouraging local non-governmental organizations to work together with government bodies. The study finds that the solution to the issue of school dropout is a multi-faceted approach that the various stakeholders in the education industry should be the family, school, and local self-governmental bodies.*

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## 1. INTRODUCTION:

### 1.1. Education and Its Importance

“No nation can actually develop unless its people are educated” and it is a fact well put by the former president of South Africa Nelson Mandela. Education is an important tool of changing the rural societies since it empowers individuals with knowledge, self-confidence and competence that are needed in the holistic development. Education is a fundamental human value, social need, justification of a full life and an emblem of freedom. It is therefore a must that citizens be educated in a country in order to have developed nations. Education in the rural area is critical in breaking the poverty poverty illiteracy cycle. Nevertheless, the problem

of school dropouts in India is also a burning problem, and it has been observed mostly in rural regions in spite of the many attempts there have been to enhance educational access.

According to the survey results, the national dropout rate of secondary schools is 14% by 2024-25. Andhra Pradesh has in the recent past recorded a school dropout rate of about 16.7 in the secondary school which is very high compared to the national average. Although the access to free and compulsory education guaranteed by the constitutional right to education through the initiative of the Right to Education Act of 2009”, the problem of school dropouts is still quite common. There were also various government programs implemented that include the Sarva Shiksha Abhiyan, Midday Meal Scheme, and “National Education Policy (NEP) 2020”, which was to address the school dropout rates. Nevertheless, and poverty, lack of parental awareness and proper infrastructure and social cultural barriers are among the factors driving children out of schools.

The study seeks to examine problems encountered in ZPHS Ippili School, A.P. Model School Tamada and Government High School Ranasthalam in Rural Andhra Pradesh. These schools were selected due to their representation of different socio-economic profiles and the point of view of parents within the rural communities. The research aims at identifying the underlying factors that have contributed to the drop out situations and also the effect of parental neglect and economic strains on the situation.

## 1.2. Hypothesis

Socioeconomic factors (such as poverty, low mother and father educational levels and unreliable jobs), family duties and parental irresponsibility are also causing a huge impact on school dropout rates in rural villages especially in the school of ZPHS Ippili School, A.P. Model School Tamada and Government High School Ranasthalam. The main symptom of this carelessness lies in the fishing society, where the father has a great deal of time off, and the mother, who has no education, is too busy taking care of the basics to watch over the education of the child. Inadequate parental guidance is also a critical aspect that leads to the school dropouts in the rural Andhra Pradesh region.

## 1.3. Research Objectives:

1. To explore the presence or absence of any government programs or strategies aimed at minimizing the school dropout rates in the rural villages and critically analyze the effectiveness of such programs.
2. To determine and examine the role of the organizations (governmental or non-governmental) that evaluate, oversee, or deal with the issue of school dropouts.
3. To research the key causes of school dropouts in rural villages, in particular, poverty, lack of school facilities, family responsibilities, and parental negligence due to particular occupational clusters (e.g., paternal absence in fishing communities) and maternal illiteracy.
4. To determine the general objective of the study which will be to make recommendations and solutions actually effective to reduce the rates of dropouts and enhance the educational opportunities of children living in rural locations.

#### **1.4. Research Questions:**

1. What are government plans or programs to deal with the school dropout issue in the rural villages and how effective is the plan or program in action?
2. What organizations (governmental or non-governmental) actively participate in the process of evaluating, tracking or decreasing school dropout rates and what are they supposed to do?
3. Which are the major causes of school dropouts in the rural villages, especially to the issues of poverty, ineffective school facilities, family requirements and parental irresponsibility as conditioned by certain local jobs and family set ups?
4. What can be suggested as strategies or recommendations to reduce dropout rates and better educational opportunities of rural children?

## **2. REVIEW OF LITERATURE**

One of the issues of the contemporary educational systems worldwide is the problem of students dropping out of the school before the end of their studies. This literature review explores the complex issue of school dropouts in the rural regions of India especially on the coastal region of Andhra Pradesh, by covering theoretical frameworks, socioeconomic factors, family factors, and intervention strategies. The purpose of this review is to fill gaps in knowledge, specifically, the unusual socioeconomic background of some of the schools in the Srikakulam District, Andhra Pradesh, by incorporating previous work and contemporary research into the general scholarly discourse. A number of theoretical frameworks are available that provides broad insights into the analysis of the school dropout rates. The Human Capital Theory assumes that education is an investment. It proposes that education enhances the productivity and income of the individuals, it is also the key in the economic growth of a country. This model provides the reason why in economically disadvantaged families, families may value short-term earnings of child labour over benefits of education in the long-term. According to the studies by Tilak (2015) and Reddy and Sinha (2010), systemic issues like inadequate infrastructure, teacher shortage, and the lack of quality education are an influential factor, even though poverty is a significant one.

Student dropout rates are greatly affected by inadequacies within educational institutions. According to UNESCO (2020) and the Ministry of Education (2023) reports, factors such as poor infrastructure, unqualified teachers, and insufficient sanitation significantly influence student's choices to dropout from school. Although several government initiatives such as, Sarva Siksha Abhiyan and NEP 2020 aim to improve accessibility and quality of education, their effectiveness is often compromised by implementation issues, a lack of oversight, and insufficient involvement from the local authorities.

Every child aged six to fourteen is entitled to free and compulsory education under the Right to Education Act of 2009. The School Management Committees and Panchayati Raj Institutions are crucial for ensuring community engagement. These committees in Andhra Pradesh are either inactive or inadequately trained to fulfil their duties. Although NGOs like Youth Club Bejjipuram working under the Indian Literacy

Project (ILP) have sought to enhance these efforts through awareness campaigns, motivational sessions, their impact remains limited due to insufficient funding from the Governments.

Although much literature has been done on the rates of school dropouts, there has been the gap of researchers to do empirical studies in rural coastal Andhra Pradesh i.e. Srikakulam District especially among the fishing populations. Past research has failed to adequately look at the interactive effects of illiteracy of mothers, poor local government, and occupational mobility factors, including the absence of the fathers at home affecting the rates of dropouts. To fill this gap, the proposed study will use a mixed approach technique to combine both qualitative and quantitative data collected to provide a localized insight into the school dropout rates.

### **3. RESEARCH METHODOLOGY**

#### **3.1. Research Design**

In this chapter, the research design has been analyzed in detail along with the methods which were used to conduct the study on the significant causes of school dropouts in the chosen schools of Srikakulam District in Andhra Pradesh. A mixed method of data collection was used in this study, which entailed use of qualitative and quantitative methods of data collection. Surveys as a quantitative technique provided a broad view and helped to demonstrate general tendencies. Conversely, qualitative methods such as interviews and responses on the google form provided a comprehensive insight showing the intricate individual experiences, motivation, and social processes which give rise to the statistics.

#### **3.2. Study Area & Sampling Technique**

The study was conducted in three rural villages at the coastal Andhra Pradesh of Srikakulam. The reason behind selecting these villages is that they rely mostly on fishing as an economic activity and this is central to the hypothesis on parental occupation and lack of their guidance. The reason why the three government high schools were chosen is because they are the primary schools that operate in these communities. I have personally visited these government schools and have had a first-hand experience of the teachers, students, and parents during the course of my internship and gathered first-hand information about the real situation in rural education. I have also distributed a google form to the villagers (parents, teachers and students) and gathered information out of them. The questions of the type that were asked in the google form were predominantly close ended questions.

#### **3.3. Data Collection & Data Analysis**

To have a complete and reliable picture of the causes of school dropout in rural Andhra Pradesh, the research employed the quantitative approach of data collection. Students, parents were provided with questionnaires that collected quantitative data on family income, parental levels of education, job descriptions, attendance rates and awareness on government programs. Besides the main data which was gathered with the help of the questionnaire and opinion of the people, such secondary data as the governmental documents (UDISE +, NSSO and Ministry of Education), educational policy (RTE Act, NEP 2020, Sarva Siksha Abhiyan), were also reviewed to contextualize the local results with the broader patterns on the national and

state level. The quantitative information obtained from the questionnaires and academic records was analysed using descriptive statistical methods, to stress on the proportion of students influenced by these various factors.

## 4. RESULT AND ANALYSIS

In the following section, the analysis of the data collected through a questionnaire consisting of Google Form and the impressions of working in government schools during my internship in an NGO will be described. Such findings are framed according to the key research questions, and provide a quantitative analysis to summarize the study. The analysis below presents a detailed research on a small sample of 10 responses in order to bring out the key trends.

### 4.1. Demographic & Socio-Economic Profile of the Respondents

The respondent pool was diverse, representing a multi-faceted approach on the issue. Responses were been collected from parents, students, teachers and community members for ensuring a balanced understanding of different groups in the society. Out of 10 respondents, 4 were teachers, 3 community members, 2 teachers and one student.

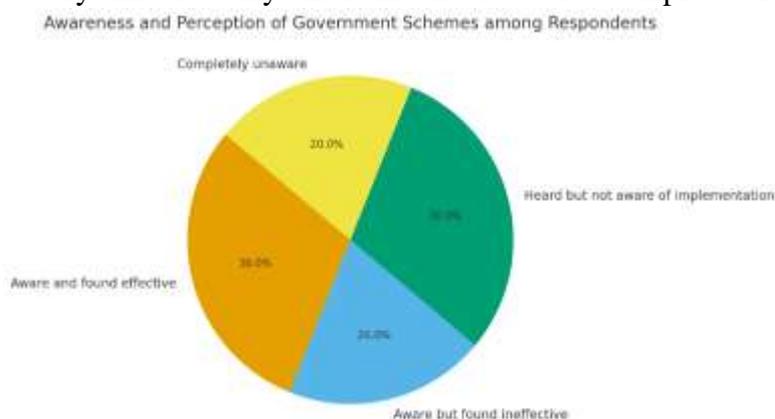
### 4.2. Analysis By Research Questions

#### Research Question 1: What government schemes or initiatives exist to address the problem of school dropouts in rural villages, and how effective are they in practice?

Out of 10 respondents, 3 were knowledgeable about government schemes and labelled them effective, this group majorly included teachers and working parents. 2 people recognised the government schemes, but they felt that these schemes are ineffective to tackle the problem of school dropouts. Another set of 3 respondents, only “heard of the schemes”, and lacked an understanding of how these schemes work. 2 respondents are completely unaware of these government initiatives.

There are certain government initiatives and schemes enacted by both the centre and the state governments, for the benefit of children and to reduce the school dropouts.

The Constitution of India guarantees free and compulsory education to children at the age of six to fourteen years as a fundamental right under The RTE Act, 2009. It was enacted precisely to prevent school dropouts and ensure that every child not only enrolls in school but also completes elementary education.



**Figure 1: Awareness & Perception of Government Schemes among Respondents**

This indicates that the spread of information and community involvement is lacking, especially among fishing and daily-wage workers.

Numerous initiatives have been implemented by the Andhra Pradesh State Government to decrease the rate of school dropouts and to guarantee that the fundamental right to education is accessible to everyone. The NDA Government in Andhra Pradesh, led by the TDP, has launched the “Talliki Vandanam” initiative, offering Rs 15,000 each year for every school going child in qualifying households. This program is available for students from class 1 to intermediate, without imposing any restriction on the number of children in the family. During the ongoing academic year, the government has provided 35.94 lakh school kits to students in Classes 1 to 10 attending government and aided schools, spending a total of Rs. 953.71 crore under the “Sarvepalli Radhakrishna Vidyarthi Mithra Kits Scheme”. The mid-day meal initiative in Andhra Pradesh (AP), referred to as the “Dokka Seethamma Mid-Day Meal” scheme, offers complimentary meals to pupils in government and government-aided educational institutions, with a recent expansion to include government junior colleges. Established to enhance student attendance and educational performance, the program currently caters to around 148,491 students across 475 government junior colleges, in addition to those in primary and upper primary levels.

| Response Category                       | No. of Respondents | Percentage  |
|---|--------------------|-------------|
| Aware & find schemes effective          | 3                  | 30%         |
| Aware but find schemes ineffective      | 2                  | 20%         |
| Heard of schemes but lack understanding | 3                  | 30%         |
| Completely unaware of any schemes       | 2                  | 20%         |
| <b>Total</b>                            | <b>10</b>          | <b>100%</b> |

**Table 1: Awareness & Perception of Government Schemes to Reduce School Dropouts**

From the above data, it was evident that only 30% of the people are aware and find the schemes effective, while the remaining 70% either had limited knowledge or found them ineffective. While mid-day meal schemes and uniform distribution programs are in place, their effects are minimal without significant parental awareness and adequate follow-up strategies.

**Research Question 2: Which organizations (governmental or non-governmental) are actively involved in assessing, monitoring, or reducing school dropout rates, and what roles do they play?**

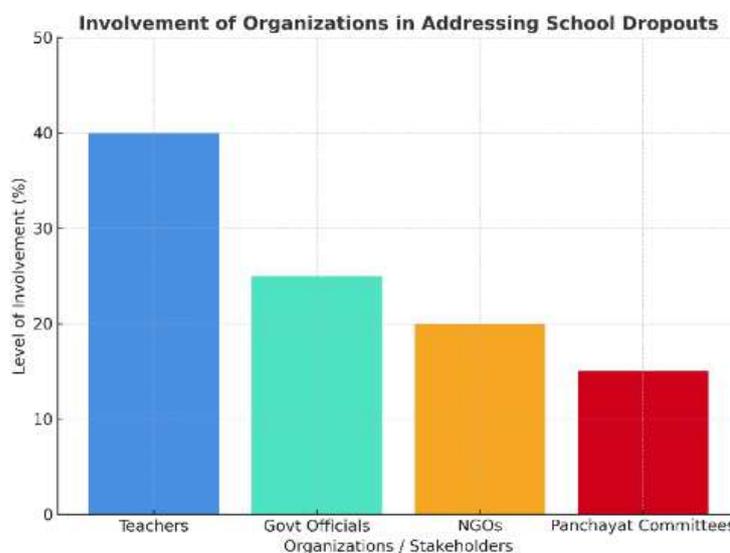
An analysis of the organizational environment uncovers a fragmented network in which various entities have an assigned or elective responsibility to decrease school dropout rates; however, their success is significantly hindered by systemic obstacles.

| Organisations/ Stake Holders            | Level Of Involvement (%) | Role / Observation   |
|---|--------------------------|--|
| School Authorities                      | 40%                      | Home visits & monitoring attendance                        |
| Government Officials (Educational Dept) | 25%                      | School visits  |
| NGOs (Youth Club Bejjipuram)            | 20%                      | Awareness Programs, Child Welfare                          |
| Panchayat Education Committees          | 15%                      | Minimal Involvement & No active implementation of policies |

**Table 2: Involvement of Organisations in Addressing the issue of school dropouts**

From the above data, we can analyse that school authorities remain the most engaged stakeholders, followed by occasional efforts from the government officials. NGOs like YCB provide valuable support, on the other hand panchayat committees remain highly inactive.

The School Education Department is primarily responsible in executing and overseeing the policies within the Educational Department. The Indian Government considers “National Educational Policy” to be a crucial part of the development agenda particularly aimed at lowering the dropout rates in schools. The main objective of this policy is to “provide free and compulsory education to all the children up to the age of fourteen”, which helps in decreasing the incidence of school dropouts. “Sarva Siksha Abhiyan” is a similar initiative introduced by the former Prime Minister Atal Bihari Vajpayee in 2001. It also aims at providing primary education and is implemented collaboratively by both the central and the state government. The program addresses comprehensive facilities, including sanitation in classrooms and the quality of education provided. School Management Committees are essential entities in government supported schools aimed at engaging the community particularly, parents, in the governance and enhancement of the school. Despite having a legal requirement, SMCs in the observed schools were primarily inactive or dysfunctional. They are established on paper but lack the knowledge, training, and drive to carry out their responsibilities effectively. They do not serve a significant purpose in connecting the community and the school or in overseeing student retention.



**Figure 2: Involvement of Organisations in Addressing the issue of school dropouts**

There are different local NGOs in this region. Another key partner whose attention is known in this research is the Youth Club Bejjipuram, an organisation operating under the Indian Literacy Project (ILP). This NGO focuses on the mobilization of communities and support of education of the students at government schools. This is the contribution of this NGO despite its small scope but is critical in filling the gaps left by the government systems. They have initiatives that are community-centred. This NGO provides after school tutoring and bridge classes to the slow children hence addressing academic failure, which is another major contributor to the dropouts. They also conduct career guidance and motivational workshops to enable students and parents to come up with a vision of what they want to do in the future beyond the conventional jobs, which

help in nurturing aspirations. This is their greatest influence. To encourage parents on the long-term benefits of education, Youth Club volunteers take part in door to door outreach and community meetings. One of the volunteers told us, we visit mothers, particularly in fishing families where the fathers are absent, we tell the mothers, your child will make a boat-mechanic, a fisher-officer or a teacher. They do not need to work as just a labourer on the boat'. Examples of successful people with similar backgrounds are provided by us. Although the YCB NGO have positive activities, they are constrained by their small size and resources. They cannot cover all households and provide continuous and permanent help to all at-risk children in various villages because they rely on funding and volunteers. Their efforts though commendable, are only a stop-gap measure but not a long term solution.

**Research Question 3: What are the key contributing factors to the school dropouts in rural villages specifically on the factors related to poverty, poor school facilities, household duties and parental negligence due to certain occupations in the area and family setups?**

An in-depth analysis of the qualitative data as well as the quantitative data reveals a complicated group of factors that push children out of the education system, which in turn leads to the dropouts. As indicated in the survey, 3 respondents have given the reason of financial hardships, 2 have given the lack of parental guidance as the cause of the school dropouts. Others that had a considerable influence were domestic commitments (2 respondents), poor infrastructure (1 respondent) and lack of interest in studying (1 respondent).

| Factor                      | No. of Respondents | Percentage |
|-----------------------------|--------------------|------------|
| Financial Difficulties      | 3                  | 30%        |
| Lack of Parental Guidance   | 2                  | 20%        |
| Household Responsibilities  | 2                  | 20%        |
| Poor infrastructure         | 2                  | 20%        |
| Lack of Interest in Studies | 2                  | 20%        |

**Table 3: Primary Reasons Contributing to School Dropouts in Rural Andhra Pradesh**

One of the major causes of the school dropouts was found to be poverty. In all the surveyed households, 70 percent had monthly incomes that were below 10,000 Rs. on average creating a feeling of financial instability. This economic condition normally creates the need of child labour. The boy adolescents are also seen as good producers in the economy and will of immediate help to the family financially. Forty percent of the respondents gave the fact that they dropped out of the schools due to financial issues.

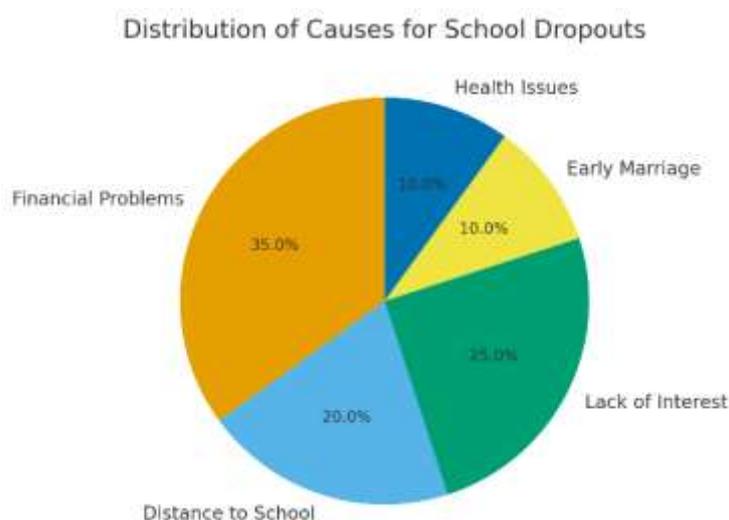
Another important and multifaceted social factor that has a significant impact on the number of dropouts is also being identified in the research and is particularly high in the fishing communities. The aspect puts parental neglect in the perspective as a factor that is not an intention but a product of socio-economic reality. In more than 60% of the cases of school dropouts from fishing households, the father had been away for over six months each year. This physical absence leads to a lack of academic guidance and reduces the father's role as an authority figure in the child's life. During a conversation with a teacher in Tamada, she

quoted that, “she cannot call the student’s father to discuss his/her academic performance, as they are mostly away from them, the child feels no pressure from their parent’s side”.

Mostly, mothers in these households, 90% of whom did not pursue primary education, conveyed “a deep sense of powerlessness”. Their primary concern is survival and handling household responsibilities on their own, when their husbands are away. This leads to an atmosphere lacking in educational support where both the mother and father are not available to their children to monitor their academic performance, this ultimately results in school dropouts.

The research also indicates that adolescent girls are disproportionately affected by household responsibilities. In homes where mothers participate in small-scale businesses or are overwhelmed with domestic tasks, the duty of caring for the siblings, as well as cooking and cleaning, is often handed over to daughters at home. 20% of the people surveyed mentioned that “the necessity to work or care for their siblings” as the primary reason for their dropout from the school. Some of them also mentioned early marriages as a cause for the school dropouts. Early marriage is a distinct career contingency for both men and women; however it is women who make the career-inhibiting life choice. Measures should be taken to address such issues.

Although it is not always the primary issue, inadequate school infrastructure also plays an important role in leading to the increased number of school dropouts. The absence of necessary laboratories, often suitable restroom facilities reduce the perceived standard of education and does not motivate students to attend school.



**Figure 3: Primary Factors Contributing to School Dropouts in Rural Andhra Pradesh**

Therefore, from the findings it was evident that, financial hardships and limited involvement from parents contribute to half of all reasons for dropping out of school. Jobs like fishing and daily wage labour contribute to higher absenteeism because of the demands of the seasonal work. Educators have noted that mother’s lack of education and low family income also perpetuate a cycle of apathy towards education. At last, enhancing school facilities, the quality of teachers, and community awareness could greatly lower school dropout rates.

#### **Research Question 4: What strategies or recommendations can be proposed to minimize dropout rates and improve the educational prospects of children in rural areas?**

From the data analysis, people have opted for certain practical methods to reduce the school dropouts. 40% of the respondents selected financial assistance and scholarships as a means to reduce school dropouts. 30% of them preferred better school infrastructure and teaching quality as a means, 20% of them emphasized on parental awareness programs. The remaining 10% suggested vocational and flexible education options to reduce the increasing number of school dropouts.

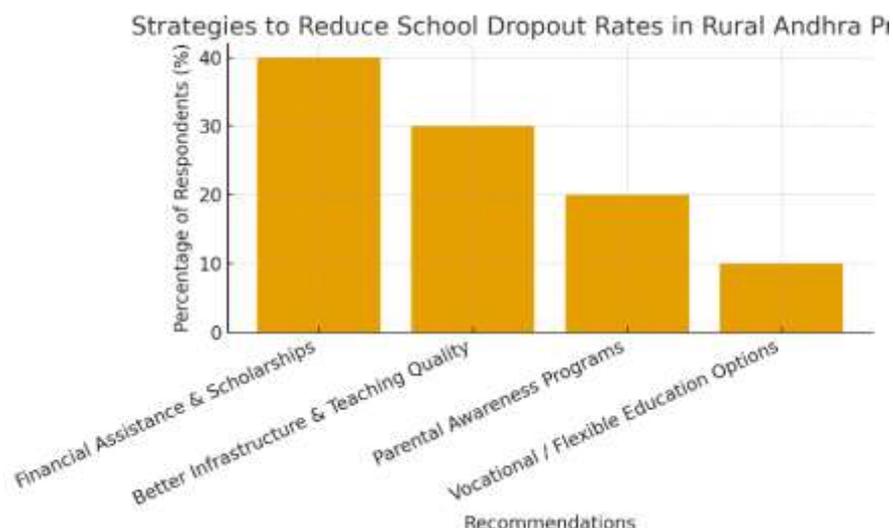
| Strategy / Recommendation                | Percentage of Respondents | Number of Respondents<br>(Out of 10) |
|--|---------------------------|--------------------------------------|
| Financial Assistance & Scholarships      | 40%                       | 4                                    |
| Better Infrastructure & Teaching Quality | 30%                       | 3                                    |
| Parental Awareness Programs              | 20%                       | 2                                    |
| Vocational/ Flexible Educational Options | 10%                       | 1                                    |

**Table 4: Respondents Recommendations to School Dropouts**

“Poverty is the foundational cause for the school dropouts”. Economic factors majorly influence students to dropout from schools. The students at times, had to work for their families to support them financially. Family background also plays a vital role in students dropping out from schools. School dropouts can be reduced by providing financial aid to such people who ails from an economically weaker background. The previous government in Andhra Pradesh, led by Chief Minister Jagan Mohan Reddy has enacted a scheme of “Jagananna Vidyakanuka”, where an amount of Rs.25,000 will be deposited in the accounts of their parents for their children’s education. One such scheme, by the present government is “Talliki Vandanam”. This initiative offers Rs.15,000 each year for every school going child in qualifying households. Many such schemes should be enacted by the state and central governments so that the children from the poor economic background are getting benefitted by the necessary financial aid. Studies have also shown that the school infrastructure and teaching quality effects school dropout rates. Improving infrastructure and the quality of teaching in schools can lead to lower dropout rates. Maternal illiteracy and helplessness is also a factor that influences the school dropout rates. Therefore, organising awareness programs, changing mindsets and empowering parents, particularly mothers, to become active stakeholders in their children’s education is essential. The community itself is pointing out at this factor, by opting that awareness programs would bring out a difference.

Focusing on upgrading infrastructure, especially science laboratories and libraries, implementing vocational “taster” modules in high schools (such as aquaculture management, electric work, and IT skills) to enhance the relevance of education are some steps that can be taken. The necessity of vocational and flexible educational provisions although of less magnitude suggests a viable recognition that a standardised academic

curriculum might not be able to satisfy all the needs of students. It means that education which is directly linked to employment is sought after, and schooling becomes more relevant and more useful the faster the parents and the students.



**Figure 4: Respondents Recommendations to School Dropouts**

Hence, the answer is in a collaboration approach that can provide powerful economic socio-economic support systems, as well as refurbishing the education ethics and principles of the community by means of empowered teachers, parental participation, and relevant and quality school climate.

## 5. RECOMMENDATIONS

### 5.1 Economic Support and Financial Aid Measures

The outcome of this study indicates that the problem of school dropouts in the rural coastal Andhra Pradesh is complex, as it is affected by poverty, parental carelessness, inadequate school facilities, and ignorance about the existing government programs. The main cause of the school dropouts is economic hardship or poverty. Therefore, there is a significant need to improve and properly implement such financial assistance programs as "Talliki Vandanam". The state government must provide adequate allocation of money, keep a check on the beneficiaries and also make sure that such programs are not abused. The children of families living below the poverty line (BPL) especially girls and children of single parents should be provided with scholarships and cash transfer schemes.

### 5.2 Improvement of School Infrastructure and Teaching Quality

There is a need to establish better facilities in the rural learning institutions such as classrooms, restrooms (especially female students) and well equipped laboratories. The improvement of the physical conditions can contribute to the increased attendance of the students and the lack of absenteeism. The acquisition and the ongoing training of the experienced training of education must be put into value. Teachers should embrace interactive and inclusive teaching models in order to keep students interested and motivated in learning.

### 5.3 Strengthening Parental and Community Engagement

Lack of parental involvement especially with the fishing fraternity was also a major cause of poor attendance among the students. Parents need to be trained on the benefits of education in the long term via

interactive discussions and enlightenment in society. School Management Committee (SMCs) and Panchayat Education Committee should be revived by conducting capacity building workshops. This will make the parents and particularly the mothers be involved in the active monitoring of attendance and academic performance.

#### **5.4 Vocational Education and Re-enrolment Strategies**

Education can be made more relevant to socioeconomic status of the students through introducing vocational training programs in high schools. The reentry of the dropouts into the education system may be supported by the establishment of evening classes and the bridge programs to those children with day jobs. Panchayat Raj Institutions must be proactive in order to ensure the successful execution of government programs in the community level, supervision of student attendance, and community support. Improving the cooperation between the local NGOs and government organizations, including Youth Club Bejjipuram, is necessary to maintain the awareness process, hold the remedial classes, and support the vulnerable students.

#### **5.5 Monitoring Mechanisms and Gender-Focused Interventions**

To measure the effectiveness of education policies the government must put in place an all round monitoring system. The community feedback and data collection systems and frequent audits must be developed. Programs such as, Girls Education Promotion Cells and mentorship programs are supposed to be initiated to help female students in furthering their studies since they tend to be more susceptible to family responsibilities and early marriages. The negative effects of child marriage on education and personal growth of girl should also be created awareness.

### **6. CONCLUSION**

This study shows that, although many governmental and non-governmental programs are aimed at reducing the number of dropouts, they fail to achieve their goals due to the lack of information sharing, constant inconsistency of implementation, and the lack of involvement of communities. To summarize, the socioeconomic need to curb the problem of school dropout in rural Andhra Pradesh is not just an educational problem. Retraining education as a shared responsibility, requires the government, communities, and families to come together to make sure that every child, irrespective of his or her socioeconomic status, does not only enroll in school, but also graduates with pride and hope.





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