



SCHOOL DROPOUT IN ANDHRA PRADESH: CAUSES, CONSEQUENCES, AND EDUCATIONAL INTERVENTIONS

Nagaraju Musiboina

School Assistant, ZPHS Bhujabalapatnam, Kaikaluru , Krishna District, AP.

Rambabu Kalla

Research Scholar, Acharya Nagarjuna University

Abstract

School dropout remains a persistent challenge in Andhra Pradesh despite significant improvements in educational access and enrolment. Students leaving school before completing their education adversely affects individual development, social progress, and economic growth. This paper examines the causes, consequences, and educational interventions related to school dropout in Andhra Pradesh. The study is based on secondary data collected from government reports, educational surveys, books, journals, and research studies. Findings reveal that economic hardship, parental illiteracy, migration, child labour, academic difficulties, and gender disparities are major contributors to school dropout. The paper highlights the need for integrated interventions involving government agencies, educational institutions, parents, and communities to improve retention and educational outcomes.

Introduction

Education is a fundamental human right and a crucial instrument for social, economic, and national development. It empowers individuals with knowledge, skills, values, and competencies necessary for productive participation in society. Universal access to quality education has been a major goal of educational policies in India, particularly after the implementation of various initiatives aimed at improving enrollment and retention in schools. Despite significant progress in expanding educational opportunities, school dropout continues to be a major challenge affecting the achievement of educational goals. School dropout refers to the premature withdrawal of students from the formal education system before completing a particular stage of schooling. It is a multidimensional problem influenced by economic, social, cultural, institutional, and personal factors. Students who leave school early often face limited employment opportunities, lower income levels, and increased vulnerability to poverty and social exclusion. Consequently, school dropout not only affects individual learners but also hinders the overall development of society and the nation.

In Andhra Pradesh, considerable efforts have been made to improve access to education through various government programmes, including free textbooks, uniforms, scholarships,

residential schools, and the Mid-Day Meal Scheme. These initiatives have contributed to increased enrollment rates at the primary and secondary levels. However, dropout rates remain a concern, particularly among students from economically disadvantaged families, rural areas, marginalized communities, and migrant households. Several factors contribute to school dropout in Andhra Pradesh. Poverty, child labour, parental illiteracy, seasonal migration, poor academic performance, inadequate educational facilities, and gender-related issues continue to affect students' educational continuity. The problem becomes more pronounced at the upper primary and secondary stages, where academic demands, financial pressures, and social responsibilities often lead students to discontinue their education. Understanding the causes and consequences of school dropout is essential for designing effective educational interventions and policy measures. Identifying the underlying factors can help educational planners, administrators, teachers, and policymakers develop targeted strategies to improve student retention and educational attainment. Therefore, the present study examines the school dropout problem in Andhra Pradesh by analyzing its causes, consequences, and educational interventions aimed at reducing dropout rates and promoting inclusive education. The findings of this study are expected to contribute to the existing body of knowledge on educational development and provide useful insights for strengthening educational policies and practices in Andhra Pradesh.

Review of Related Literature

The problem of school dropout has attracted the attention of researchers, educational planners, and policymakers for several decades. Numerous studies have examined the factors responsible for students leaving school before completing their education.

Kingdon (2007) analyzed the progress of school education in India and identified poverty, gender inequality, and inadequate educational facilities as major barriers to educational participation. The study emphasized that socioeconomic conditions significantly influence student retention.

Reddy and Sinha (2010) examined school dropout and educational exclusion in India. Their findings revealed that poverty, child labour, parental illiteracy, and poor school quality were the primary causes of dropout among disadvantaged children. The study highlighted the need for inclusive educational policies to improve retention rates.

Govinda and Bandyopadhyay (2011) conducted a review of access to elementary education in India and observed that children from marginalized communities faced greater risks of

dropping out. The study emphasized the importance of improving educational access and equity.

The World Bank (2011) reported that improving educational quality and school infrastructure could significantly reduce dropout rates. The report highlighted the role of teacher effectiveness, learning resources, and school management in enhancing student retention.

The Census of India (2011) indicated disparities in literacy and educational participation between rural and urban populations. Educational deprivation was found to be more prominent among economically weaker sections of society.

Dreze and Sen (2013) discussed educational inequalities in India and argued that social and economic disadvantages continue to limit educational opportunities for many children. The authors emphasized the need for greater public investment in education.

Mehta (2014), in his analytical report on elementary education in India, observed that dropout rates were particularly high among students from rural and disadvantaged backgrounds. The study identified infrastructure deficiencies and poor learning outcomes as important contributing factors.

UNICEF (2014) reported that millions of children remained out of school due to poverty, gender discrimination, migration, and social exclusion. The report stressed the importance of targeted interventions to ensure educational inclusion.

The Ministry of Human Resource Development (2014) highlighted the challenges of student retention at the upper primary and secondary levels despite improvements in enrollment. The report suggested strengthening support systems for vulnerable students.

UNESCO (2015), in the Education for All Global Monitoring Report, identified educational inequality, poverty, and lack of access to quality education as major obstacles to achieving universal education. The report emphasized the importance of retention-focused educational policies.

NUEPA (2015) reported that although enrollment rates had improved substantially, dropout remained a significant challenge in several Indian states. Economic hardship and lack of parental support were identified as major determinants of school discontinuation.

Sharma (2015) examined school dropout among rural students and found that family income, parental education, academic performance, and school environment significantly influenced dropout decisions. The study recommended strengthening educational support mechanisms.

The Government of Andhra Pradesh (2016) reported that dropout rates were higher among students belonging to economically weaker sections, migrant families, and rural communities. The report emphasized the need for targeted educational interventions and community participation to improve student retention.

The reviewed studies indicate that school dropout is a multidimensional problem influenced by economic, social, educational, and institutional factors. The literature consistently highlights poverty, parental illiteracy, child labour, migration, and inadequate educational support as major contributors to dropout. Therefore, comprehensive educational interventions are essential to reduce dropout rates and promote educational equity in Andhra Pradesh.

Objectives of the Study

- To identify the major causes of school dropout in Andhra Pradesh.
- To examine the consequences of school dropout among students.
- To analyze educational interventions for reducing dropout rates.
- To provide recommendations for improving student retention.

Methodology

The present study adopts a descriptive research design based on secondary data.

Sources of Data

- Government reports
- Ministry of Education publications
- UNESCO and UNICEF reports
- Research articles and journals
- Books and policy documents

Method of Analysis

The collected data were analyzed using descriptive and analytical approaches to understand trends, causes, consequences, and intervention strategies related to school dropout in Andhra Pradesh.

Causes of School Dropout in Andhra Pradesh

School dropout in Andhra Pradesh is a multidimensional educational problem influenced by a combination of economic, social, cultural, institutional, and individual factors. It reflects not only the challenges within the education system but also broader socio-economic conditions that affect children's access to and continuation in schooling. The causes of dropout are

interrelated, and often more than one factor operates simultaneously, leading to early discontinuation of education.

- **Poverty and Economic Hardship**

Poverty remains one of the most significant determinants of school dropout in Andhra Pradesh. Many families belonging to economically weaker sections struggle to meet basic household needs, making children's education a secondary priority. In such contexts, children are often compelled to contribute to family income through wage labour or household support activities. The opportunity cost of schooling becomes high for poor families, especially when children's earnings are seen as essential for survival. Consequently, dropout rates tend to be higher among disadvantaged socio-economic groups, particularly in rural and agrarian communities.

- **Child Labour**

Child labour is both a cause and consequence of educational deprivation. In many regions of Andhra Pradesh, children are engaged in agricultural work, brick kilns, construction sites, fisheries, and domestic labour. This early entry into the workforce disrupts regular schooling, reduces attendance, and eventually leads to complete withdrawal from education. The demands of work often conflict with school schedules, leaving children unable to concentrate on studies or complete academic requirements. Despite legal restrictions, child labour continues to be a major barrier to universal education.

- **Parental Illiteracy and Lack of Educational Awareness**

Parental education plays a crucial role in shaping children's educational aspirations. In households where parents are illiterate or have low levels of schooling, there is often limited awareness about the long-term benefits of education. Such parents may not prioritize schooling, especially when immediate economic survival is at stake. In some cases, they may also lack the capacity to support children's learning at home. The absence of parental motivation, guidance, and academic support significantly increases the likelihood of dropout.

- **Seasonal Migration**

Seasonal migration is a prominent factor affecting educational continuity in Andhra Pradesh. Families migrate temporarily to urban areas or other states in search of employment opportunities, particularly during agricultural lean seasons. This frequent movement disrupts children's schooling, leading to irregular attendance, loss of learning continuity, and difficulty in adjusting to new schools. Migrant children often face enrollment barriers, documentation

issues, and language challenges, making them highly vulnerable to dropping out of the education system.

- **Poor Academic Performance**

Academic difficulties are a significant school-based factor contributing to dropout. Students who struggle with foundational literacy and numeracy skills often experience repeated failure, low confidence, and reduced motivation to continue schooling. Language barriers, inadequate remedial support, and large classroom sizes further worsen learning outcomes. As students progress to higher classes without adequate foundational knowledge, they become increasingly disengaged, leading to eventual dropout, particularly at the upper primary and secondary levels.

- **Gender-Related Factors**

Gender disparities continue to influence educational participation, especially among girls. Social norms, early marriage practices, household responsibilities, and safety concerns often restrict girls' access to continued education. In some communities, cultural expectations prioritize domestic roles for girls over formal education. Additionally, lack of separate sanitation facilities and safe transportation further discourages adolescent girls from attending school regularly, increasing their risk of dropout.

- **Inadequate School Infrastructure**

School infrastructure plays a critical role in student retention. In many areas of Andhra Pradesh, schools face challenges such as insufficient classrooms, lack of drinking water facilities, poor sanitation, and inadequate transportation. The absence of secondary schools in close proximity to villages also discourages students from continuing education beyond primary levels. Poor physical infrastructure negatively affects student motivation and overall learning experience, contributing to dropout rates.

- **Teacher Shortages and Poor Learning Environment**

The quality of teaching and learning environment is another important factor influencing dropout. High pupil-teacher ratios, shortage of qualified teachers, and limited subject specialization reduce the effectiveness of classroom instruction. In such environments, students may not receive adequate academic support or individual attention. This leads to learning gaps, reduced engagement, and eventual withdrawal from school, particularly among academically weaker students.

- **Traditional and Social Factors**

Social and cultural factors also play a significant role in shaping educational participation. Caste-based discrimination, traditional beliefs, and community practices may restrict access to education for certain groups. In some rural areas, education is not perceived as a priority compared to agricultural or household responsibilities. Social exclusion and discrimination within school environments can also lead to feelings of alienation among students, contributing to dropout.

consequences of School Dropout Among Students

School dropout has far-reaching consequences that extend beyond the individual learner and affect family, community, and national development. The impact is multidimensional, influencing educational attainment, employment prospects, economic stability, psychological well-being, and social integration. These consequences highlight the seriousness of dropout as a major educational and developmental issue.

- **Reduced Educational Attainment**

One of the most immediate and significant consequences of school dropout is the loss of educational attainment. Students who discontinue their education prematurely are unable to complete foundational, secondary, or higher secondary schooling. As a result, they miss opportunities to acquire essential knowledge, skills, and competencies required for higher education and lifelong learning. This limitation reduces their intellectual growth and restricts their ability to adapt to evolving social and economic demands in a knowledge-driven society.

- **Limited Employment Opportunities**

Education is closely linked to employability and skill development. School dropouts often face major challenges in securing stable and well-paying jobs due to lack of formal qualifications and employable skills. Most organized sector employment requires minimum educational credentials, which dropouts are unable to meet. Consequently, they are pushed toward informal, low-skilled, and low-income occupations, limiting their career progression and long-term economic security.

- **Increased Risk of Poverty**

School dropout significantly increases the likelihood of poverty and economic vulnerability. Education is a key determinant of income and socio-economic mobility, and its absence restricts earning potential. Dropouts are more likely to experience unstable employment and low wages, which contribute to persistent financial hardship. Moreover, the cycle of poverty

often continues across generations, as children from dropout families are more likely to face similar educational disadvantages.

- **Social Exclusion and Reduced Social Mobility**

Education plays a crucial role in promoting social inclusion and upward mobility. School dropouts often face marginalization and reduced participation in social, cultural, and civic life. Limited educational qualifications restrict their ability to access opportunities that promote social advancement. As a result, they experience lower social mobility and remain confined to disadvantaged socio-economic positions within society.

- **Psychological and Emotional Problems**

The psychological impact of school dropout is often severe and long-lasting. Students who leave school prematurely may experience feelings of failure, low self-esteem, frustration, and lack of direction in life. The absence of academic achievement can negatively affect their confidence and motivation. In many cases, dropouts struggle with identity issues and uncertainty about their future, which can further hinder their personal and social development.

- **Increased Vulnerability to Social Problems**

School dropouts are more vulnerable to various social risks and exploitative conditions. Without the protective environment of schooling, they may be exposed to child labour, early marriage, substance abuse, and other harmful practices. Lack of education also limits awareness regarding health, legal rights, and social responsibilities. This vulnerability not only affects individual well-being but also contributes to broader social challenges such as inequality and underdevelopment.

Educational Interventions

To address the issue of school dropout, both the Government of India and the Government of Andhra Pradesh have implemented a range of educational interventions and welfare schemes. These initiatives aim to reduce economic barriers, improve access to schooling, enhance retention, and ensure equitable educational opportunities for all children. The interventions focus on improving both supply-side (school facilities, teachers, infrastructure) and demand-side (financial support, incentives, awareness) factors influencing school participation.

- **Mid-Day Meal Scheme**

The Mid-Day Meal Scheme is one of the most significant interventions for improving student retention in government and government-aided schools. By providing nutritious meals to children during school hours, the scheme addresses classroom hunger and improves students'

physical well-being. It has been widely recognized for increasing school attendance, enhancing concentration in classrooms, and reducing dropout rates, particularly among children from economically disadvantaged backgrounds. The scheme also serves as an incentive for parents to send their children to school regularly.

- **Free Textbooks and Uniforms**

The provision of free textbooks and uniforms plays an important role in reducing the financial burden on families. For economically weaker households, the cost of educational materials can be a significant barrier to schooling. By supplying essential learning resources at no cost, the government ensures that children from all socio-economic backgrounds have equal access to educational opportunities. This intervention has contributed to increased enrollment and improved retention rates, especially in rural areas.

- **Scholarships and Financial Assistance**

Various scholarship schemes and financial assistance programs are designed to support students from Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), minority communities, and economically weaker sections. These financial incentives reduce the opportunity cost of education and encourage families to continue their children's schooling. Scholarships not only support academic continuity but also motivate students to pursue higher levels of education by reducing financial constraints.

- **Right to Education (RTE) Act, 2009**

The Right to Education (RTE) Act, 2009 is a landmark legislation that guarantees free and compulsory education for all children between the ages of 6 and 14 years. The Act emphasizes universal access, enrollment, retention, and completion of elementary education. It also mandates norms related to teacher qualifications, pupil-teacher ratios, infrastructure standards, and non-discrimination in admissions. The RTE Act has significantly strengthened the legal framework for reducing school dropout rates and ensuring equitable access to quality education.

- **Kasturba Gandhi Balika Vidyalaya (KGBV)**

The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme focuses on improving access to education for girls from disadvantaged and marginalized communities. These residential schools provide free education, accommodation, food, and other essential facilities. KGBVs have played a crucial role in reducing gender disparities in education and addressing dropout issues among girls, particularly in rural and educationally backward regions.

- Residential Schools and Hostels

Government-run residential schools and hostels provide a supportive learning environment for students from remote, tribal, and economically weaker backgrounds. These institutions offer accommodation, food, and academic support, enabling students to continue their education without disruption. By eliminating barriers such as long travel distances and unsafe commuting conditions, residential facilities contribute significantly to improving retention rates.

- Sarva Shiksha Abhiyan (SSA)

Sarva Shiksha Abhiyan (SSA) is a flagship programme aimed at achieving universal elementary education. The initiative focuses on expanding access to schooling, improving infrastructure, appointing qualified teachers, and reducing dropout rates. SSA has played a key role in increasing enrollment levels and strengthening school infrastructure, particularly in underserved regions.

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was introduced to enhance access to secondary education. It aims to improve infrastructure, increase school availability, and raise the quality of secondary schooling. By addressing gaps at the secondary level, RMSA contributes to reducing dropout rates during the critical transition from elementary to higher levels of education.

- Transport and Bicycle Assistance

Transportation support and bicycle distribution schemes are effective interventions in improving access to schools, especially for students in rural and remote areas. These initiatives are particularly beneficial for girls, as they address safety concerns and reduce travel-related barriers. Improved mobility has been shown to increase attendance and reduce dropout rates significantly.

- Community Mobilization and Awareness Programmes

Community engagement and awareness campaigns play an important role in reducing school dropout rates. These programmes educate parents and communities about the importance of education and the long-term benefits of continued schooling. By involving local stakeholders, schools are able to build stronger support systems for children's education and improve retention rates.

Recommendations

Improving student retention requires a comprehensive and multi-dimensional approach that addresses economic, academic, social, and institutional barriers to education. Since school dropout is influenced by a combination of factors, effective interventions must involve coordinated efforts from government agencies, schools, teachers, parents, and the wider community. The following recommendations are proposed to strengthen student retention in schools.

- **Strengthen Financial Support for Students**

Economic constraints remain one of the major causes of school dropout. Therefore, governments should further strengthen financial support mechanisms such as scholarships, fee reimbursements, free textbooks, uniforms, and midday meal provisions. Expanding such schemes for economically disadvantaged students can significantly reduce the financial burden on families. This, in turn, will encourage continued school participation and reduce dropout rates, particularly among students from rural and low-income backgrounds.

- **Improve School Infrastructure**

A safe, inclusive, and resource-rich school environment plays a crucial role in retaining students. Schools should be adequately equipped with essential facilities such as classrooms, libraries, science laboratories, clean drinking water, sanitation facilities (especially separate toilets for girls), and digital learning resources. Improved infrastructure not only enhances the quality of education but also increases student comfort, engagement, and motivation to attend school regularly.

- **Enhance Teaching–Learning Practices**

The quality of classroom instruction directly influences student interest and retention. Teachers should adopt learner-centered, activity-based, and experiential teaching methods that make learning more engaging and meaningful. Continuous assessment, remedial teaching, and individualized instructional support can help students overcome learning difficulties. When students experience academic success, their motivation to remain in school increases significantly.

- **Strengthen Parental and Community Involvement**

Parental awareness and community participation are essential for improving educational outcomes. Schools should actively engage parents through regular meetings, awareness programmes, and school-community partnerships. When parents understand the long-term

value of education, they are more likely to support their children's schooling. Community involvement also creates a supportive environment that discourages dropout and encourages accountability.

- **Provide Academic Counseling and Guidance**

Academic counseling and guidance services are important for identifying and supporting students who are at risk of dropping out. Schools should establish structured mentoring systems to address academic, emotional, and social challenges faced by students. Counseling services can help improve student motivation, resolve personal difficulties, and guide learners toward appropriate educational pathways, thereby reducing dropout rates.

- **Address Child Labour and Migration Issues**

Children affected by child labour and seasonal migration require special attention. Flexible schooling systems, bridge courses, mobile schools, and residential facilities should be strengthened to ensure continuity of education for these vulnerable groups. Policies should also be strictly enforced to eliminate child labour and ensure that children remain in the formal education system.

- **Promote Girls' Education**

Gender-sensitive interventions are essential for reducing dropout rates among girls. Scholarships, transportation facilities, residential schools, safe school environments, and awareness campaigns should be strengthened to promote girls' education. Addressing issues such as early marriage, safety concerns, and social barriers is critical for ensuring gender equality in education.

- **Establish Early Warning and Monitoring Systems**

Schools should implement effective monitoring systems to identify students at risk of dropping out. Regular tracking of attendance, academic performance, and behavioral patterns can help teachers and administrators intervene at an early stage. Early intervention strategies, such as remedial support and counseling, can prevent students from leaving school prematurely.

- **Expand Vocational and Skill-Based Education**

Integrating vocational education and skill-development programmes into the school curriculum can make education more relevant to students' future employment opportunities. Practical and career-oriented learning increases student interest and motivation, particularly among students who may otherwise disengage from academic studies. This approach enhances employability and encourages students to complete their education.

- **Strengthen Educational Policies and Welfare Schemes**

Effective implementation of educational policies such as the Right to Education Act, Mid-Day Meal Scheme, and various scholarship programmes is essential for improving retention. Continuous monitoring, proper fund utilization, and accountability mechanisms should be ensured to maximize the impact of these initiatives. Strengthening governance and policy execution will contribute significantly to reducing dropout rates.

Conclusion

School dropout continues to be a significant educational challenge in Andhra Pradesh despite various government initiatives and efforts to promote universal education. The present study reveals that dropout is a multifaceted issue influenced by economic hardship, child labour, parental illiteracy, migration, gender disparities, poor academic performance, and inadequate educational facilities. These factors often interact with one another, increasing the likelihood of students discontinuing their education before completing the secondary stage. The consequences of school dropout are far-reaching and affect not only individual students but also families, communities, and society as a whole. Educational discontinuation limits literacy, skill development, employment opportunities, and social mobility, thereby contributing to the persistence of poverty and inequality. High dropout rates also hinder the achievement of educational goals and human resource development.

Various welfare schemes and educational interventions implemented by the Government of India and the Government of Andhra Pradesh, such as the Mid-Day Meal Scheme, free textbooks and uniforms, scholarships, residential schools, and the Right to Education Act, have contributed to improving enrollment and retention. However, sustained efforts are required to address the underlying causes of dropout and ensure that all children complete their schooling. Therefore, reducing school dropout requires a comprehensive approach involving government agencies, educational institutions, teachers, parents, and local communities. Strengthening educational infrastructure, expanding financial support, improving teaching-learning processes, enhancing parental awareness, and providing targeted assistance to vulnerable groups can significantly improve student retention. Ensuring that every child remains in school and successfully completes education is essential for promoting educational equity, social justice, and sustainable development in Andhra Pradesh.

References

- Census of India. (2011). Primary Census Abstract: Educational Level by Age and Sex. Government of India, New Delhi.*
- Dreze, J., & Sen, A. (2013). An Uncertain Glory: India and Its Contradictions. Princeton University Press, New Jersey.*
- Government of Andhra Pradesh. (2015). Statistical Abstract Andhra Pradesh 2014–15. Directorate of Economics and Statistics, Hyderabad.*
- Government of Andhra Pradesh. (2016). School Education Department Annual Report 2015–16. Amaravati.*
- Government of India. (2009). The Right of Children to Free and Compulsory Education Act (RTE), 2009. Ministry of Human Resource Development, New Delhi.*
- Govinda, R., & Bandyopadhyay, M. (2011). Access to Elementary Education in India: Country Analytical Review. Consortium for Research on Educational Access, Transitions and Equity (CREATE), New Delhi.*
- Kingdon, G. G. (2007). The Progress of School Education in India. Oxford Review of Economic Policy, 23(2), 168–195.*
- Mehta, A. C. (2014). Elementary Education in India: Analytical Report 2013–14. National University of Educational Planning and Administration (NUEPA), New Delhi.*
- Ministry of Human Resource Development (MHRD). (2014). Educational Statistics at a Glance. Government of India, New Delhi.*
- National Sample Survey Organisation (NSSO). (2014). Education in India: Participation and Expenditure. Ministry of Statistics and Programme Implementation, Government of India.*
- National University of Educational Planning and Administration (NUEPA). (2015). Elementary Education in India: Progress towards Universal Elementary Education. New Delhi.*
- PROBE Team. (1999). Public Report on Basic Education in India. Oxford University Press, New Delhi.*
- Ramachandran, V. (2004). Gender and Social Equity in Primary Education. Sage Publications, New Delhi.*
- Reddy, A. N., & Sinha, S. (2010). School Dropouts or Pushouts? Overcoming Barriers for the Right to Education. CREATE Pathways to Access Research Monograph No. 40, New Delhi.*
- Sharma, R. (2015). School Dropout among Rural Students in India: Causes and Consequences. International Journal of Research in Social Sciences, 5(4), 425–432.*
- Tilak, J. B. G. (2002). Determinants of Household Expenditure on Education in Rural India. National Institute of Educational Planning and Administration, New Delhi.*
- UNESCO. (2015). Education for All 2000–2015: Achievements and Challenges. EFA Global Monitoring Report, Paris.*
- UNICEF. (2014). All Children in School by 2015: Global Initiative on Out-of-School Children. New York.*
- United Nations Development Programme (UNDP). (2015). Human Development Report 2015: Work for Human Development. New York.*
- World Bank. (2011). Strengthening Education Quality in India. Washington, DC.*