

## **CHAPTER- 6**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Conclusions**

The case study of Bhopal indicates that dropout among schoolchildren is driven by both motivation and socioeconomic factors. A lack of academic interest (25% citing “not interested”) is the leading self-reported cause, followed by dire economic constraints (financial and work-related reasons, totaling 40%). These findings mirror national studies, confirming that even in an urban center like Bhopal, children leave school mainly because they either do not find schooling valuable or they are forced into economic roles. The problem peaks during the transition to secondary education, a critical juncture where support is urgently needed. Girls and boys seem to face similar levels of dropout, though the nature of reasons may differ (girls more pressured by family and marriage, boys by work). Theoretical implications suggest that improving student engagement (addressing “disinterest”) is as important as mitigating poverty-related causes. This study finds that economic hardship is the foremost cause: poverty and child labor account for the majority of school discontinuations. More male students than female were out of school, largely because boys leave to earn income, while girls face family duties. School factors such as inadequate facilities and unengaging instruction also contribute, especially in rural areas. After dropping out, most youth enter low-skilled labor or household work, which limits their future prospects.

#### **6.2 Recommendations**

Based on the analysis and literature, the following actions are advised to reduce dropout in Bhopal:

- **Enhance School Engagement:** Schools should implement programs that make learning relevant and engaging. This could include career guidance, counselling services, and extracurricular clubs to spark interest. Training teachers in interactive pedagogy can help reduce boredom and disinterest. Mentoring programs connecting students to role models have been suggested in the literature to sustain student commitment.
- **Strengthen Financial Support:** Continued and expanded financial incentives are crucial. The government should ensure that scholarships, stipends, and free textbooks reach vulnerable students in Bhopal. In particular, extending benefit schemes (like free laptops or vocational training grants) to higher-secondary students could keep them in school instead of entering the workforce prematurely. Provide scholarships, midday meals, and direct cash incentives to poor families conditional on children’s school attendance. Strengthen enforcement against child labor so families keep children in school.
- **Address Child Labor:** Enforcement of child labor laws must be intensified. Local authorities and NGOs should identify and rescue children who dropped out due to work. At the same time,

providing alternate income-support or bridging programs for their families can remove the economic compulsion. Educational campaigns to change parental attitudes – emphasizing the long-term value of schooling – may also be effective.

- **Improve School Quality:** Although infrastructure was less of a reported factor here, the lack of interest often stems from perceived poor schooling. Authorities should audit school facilities and teaching quality in Bhopal. Ensuring all schools have trained subject teachers, libraries, and laboratories would enhance learning. Regular monitoring by education officials (as some news reports suggest is lacking) should be instituted to catch dropout warning signs early. Implement teacher training and accountability systems. Encourage interactive and engaging pedagogy to keep children interested in studies. Early warning systems could identify at-risk students for counseling.
- **Community Outreach:** Many dropouts have weak family support for education. The education department should collaborate with local community groups and NGOs to identify at-risk children (e.g. those with failing grades or frequent absenteeism) and counsel their families. Outreach programs in slums and low-income areas can raise awareness of available resources and the harms of early dropout. Conduct awareness campaigns highlighting the long-term benefits of education. Involve parents and local leaders in monitoring schools and supporting students.
- **Tailored Interventions for Girls:** Given that sanitation and safety were noted concerns, improving girl-specific facilities (private toilets, safe school environment) will help prevent female dropouts. Additionally, anti-child-marriage drives and life-skills education for girls could mitigate cultural pressures.
- **Infrastructure Improvement:** Invest in school facilities, particularly in rural/low-income areas – build toilets, ensure clean drinking water and electricity. Such improvements are likely to improve retention, especially for girls.
- **Flexible Education Options:** Introduce non-formal or skill-based programs for older dropouts to re-engage them in learning. For example, vocational training linked to mid-career options can entice dropouts back into some form of schooling (as promoted by NEP 2020).
- By implementing these measures – which are grounded in both our data and documented research – Bhopal can work towards reducing its dropout rate. Longitudinal monitoring and evaluation will be necessary to assess effectiveness.
- In conclusion, addressing dropout in Bhopal requires a multi-pronged approach that combines economic assistance, school improvements, and community action. By targeting the identified factors, stakeholders can work toward ensuring that more children complete their education and improve their life outcomes.