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# EDUCATIONAL SCHEMES FOR SCHEDULED CASTE STUDENTS IN WEST BENGAL

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## ABSTRACT

*Education serves as a critical tool for promoting equity and social justice, especially for historically marginalized communities such as the Scheduled Castes (SCs) in India. Recognizing persistent socio-economic and structural barriers faced by SC learners, both the Government of India and the Government of West Bengal have implemented a wide range of educational schemes to enhance access, retention, and academic participation at the secondary and higher secondary levels. This study examines the nature, effectiveness, and limitations of these schemes through a Qualitative Document Analysis (QDA) approach. Data were drawn from policy documents, government reports, scholarship guidelines, evaluation studies, and research literature to identify key patterns, implementation processes, and contextual challenges. The analysis reveals that schemes such as the Pre-Matric and Post-Matric Scholarships, Kanyashree Prakalpa, Sikshashree, Aikyashree, and the Swami Vivekananda Merit-cum-Means Scholarship have significantly contributed to reducing financial constraints, improving enrolment, and supporting the retention of SC students, particularly girls. However, findings also highlight persistent gaps related to administrative delays, limited awareness, infrastructural disparities, and socio-economic constraints that affect the full realization of scheme objectives. While financial support has improved quantitative indicators like enrolment, qualitative aspects such as learning outcomes, academic support, and institutional responsiveness remain insufficiently addressed. The study concludes that educational schemes need stronger implementation mechanisms, improved monitoring, and integration with broader pedagogical and social support systems to achieve meaningful educational equity for SC students in West Bengal.*

**KEYWORDS:** *Scheduled Caste Students; Educational Schemes; Qualitative Document Analysis*

## INTRODUCTION

Education has long been recognized as a powerful instrument for promoting social justice, equity, and socio-economic mobility, particularly for historically marginalized communities such as the Scheduled Castes (SCs) in India. The Government of India and the state of West Bengal have introduced multiple educational schemes to ensure that students from SC communities gain improved access to schooling, reduced financial barriers, and opportunities for academic advancement. These schemes include scholarships, fee waivers, residential facilities, and targeted support programs designed to enhance enrolment, retention, and learning outcomes among SC students. Ensuring equitable access to education is especially significant in West Bengal, a state with a substantial SC population and considerable socio-economic diversity (Government of India, 2021).

The post-independence era saw the introduction of several constitutional safeguards and welfare initiatives emphasizing the need to uplift Scheduled Caste learners through formal education (Sharma, 2015). Over time, the central and state governments expanded these interventions to address persistent inequalities in literacy rates, dropout patterns, and resource availability. In West Bengal, schemes such as the Pre-Matric and Post-Matric Scholarships, Kanyashree Prakalpa, Sikshashree, and the Swami Vivekananda Merit-cum-Means Scholarship have played a pivotal role in improving access to secondary and higher secondary education for children from disadvantaged backgrounds (Government of West Bengal, 2020). These initiatives aim not only to reduce financial constraints but also to empower first-generation learners by encouraging participation in mainstream education.

Despite these efforts, disparities in educational attainment and academic performance among SC students continue to exist due to structural and socio-cultural factors such as poverty, parental educational levels, and spatial inequalities between rural and urban areas (Desai & Kulkarni, 2008). Understanding the extent to which government schemes have been effective requires systematic examination of policy documents, government reports, and educational statistics. Qualitative document analysis provides a meaningful method to interpret how policies are framed, implemented, and experienced within the socio-educational context of the state. Such an approach enables researchers to uncover the intentions, strengths, and limitations embedded in policy narratives, thereby generating insights into how these schemes influence the educational trajectories of SC higher secondary students in West Bengal. Given this background, the present paper seeks to explore government educational schemes for Scheduled Caste students in West Bengal and analyze their potential impact on access, equity, and academic participation through a qualitative document analysis framework.

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## REVIEW OF RELATED LITERATURE

**Desai, & Kulkarni, (2008). Changing educational inequalities in India: In the context of affirmative action. *Demography, 45*(2), pp-245-270.** Desai and Kulkarni provide one of the most widely cited analyses of long-term caste disparities in Indian education. Their study uses national survey datasets to show that although primary-level participation among Scheduled Castes has improved, large gaps persist in secondary and higher education. The authors argue that affirmative-action measures have improved access but have not fully addressed socio-economic barriers such as poverty, parental illiteracy, and poor-quality schooling. The findings are particularly relevant for West Bengal, where many SC students struggle to transition beyond the secondary level despite available government schemes. This work establishes the structural background against which West Bengal's scholarship and support programs must be evaluated, demonstrating why targeted interventions remain necessary for SC students in higher secondary classes.

**Comptroller and Auditor General of India. (2016). *Report of the CAG on Pre-Matric and Post-Matric Scholarship Schemes for SC Students*. Government of India.** This audit report examines the implementation and effectiveness of centrally sponsored scholarship schemes for Scheduled Caste students. The CAG identifies widespread administrative shortcomings, including delays in scholarship disbursement, inaccurate beneficiary databases, and cases of mismanagement at both state and district levels. These operational weaknesses reduce the intended impact of financial support on school retention and higher-secondary progression. In the context of West Bengal, the audit findings offer critical insights into how scholarship programs may fail to reach many eligible SC learners, affecting their ability to continue education beyond Class X. The report underscores the need for improved monitoring systems, direct benefit transfers, and transparent verification processes to ensure scholarships play an effective role in supporting SC students' educational journeys.

**Government of West Bengal. (2020). *Shikshashree Scheme Guidelines*. School Education Department, West Bengal.** The Shikshashree Scheme Guidelines outline the state government's financial assistance program for SC day-scholars in middle and upper-primary classes. The scheme provides book grants, stipends, and other support to reduce dropout rates before students enter the secondary stage. While not exclusive to higher secondary education, Shikshashree forms an essential part of the policy pipeline that prepares SC students to reach Classes XI–XII. The program's documents highlight goals such as improving attendance, reducing economic barriers, and encouraging first-generation learners. Scholars reviewing state-funded incentive schemes argue that such early interventions can play an important role in shaping later academic transitions. Thus, Shikshashree serves as a precursor to later scholarship schemes and forms a meaningful component of the broader educational ecosystem supporting SC students in West Bengal.

**Government of West Bengal. (2021). *Swami Vivekananda Merit-cum-Means Scholarship (SVMCM) Scheme Guidelines*. Higher Education Department.** The SVMCM guidelines describe merit-based and need-based financial assistance for higher secondary and college students from economically disadvantaged categories, including Scheduled Castes. The scholarship aims to reward academic excellence while reducing financial constraints that contribute to dropout rates in Classes XI–XII. Policy analyses show that merit-cum-means frameworks are effective in encouraging high-performing students from marginalized backgrounds; however, strict academic eligibility criteria may unintentionally exclude first-generation SC learners lacking foundational support. The document highlights the administrative structure, scholarship amounts, and digital application procedures. For researchers studying SC education in West Bengal, SVMCM provides a crucial case of how merit-based incentives intersect with equity goals, balancing performance expectations with the need to support disadvantaged learners.

**Government of West Bengal & UNICEF. (2017). *Kanyashree Prakalpa Evaluation Study*. Kolkata: Department of Women and Child Development.** This evaluation study investigates the impact of Kanyashree Prakalpa, a conditional cash transfer program designed to support the education of adolescent girls and prevent early marriage. Although the scheme is not caste-specific, SC girls constitute a significant proportion of beneficiaries in districts with high SC populations. The study finds that Kanyashree has increased school retention, delayed marriage, and improved aspirations among girls. For SC communities, these benefits translate into indirect improvements in educational continuity at the secondary and higher-secondary levels. The report also highlights challenges such as uneven implementation across districts and the need for complementary academic support. In the context of West Bengal's SC population, Kanyashree offers insights into how financial incentives can influence gendered and caste-linked educational outcomes.

**ASER Centre. (2022). *Annual Status of Education Report (ASER) – West Bengal Findings*. New Delhi: Pratham.** ASER reports present annual data on school enrollment, attendance, and foundational learning levels in rural India. The West Bengal findings show consistently high enrollment among SC children but significant gaps in reading and mathematics proficiency. These learning deficits become major barriers when SC students transition to higher secondary education, where academic demands are greater. ASER data underline that while scholarship schemes may help increase enrollment, improvements in quality of learning are essential for ensuring meaningful educational progression. The report highlights the importance of integrating scholarships with improved pedagogy, remedial support, and teacher training. Thus, ASER serves as a vital empirical source for understanding the ground realities that shape the effectiveness of educational schemes for SC students in West Bengal.

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**Institute of Economic Growth (IEG). (2019).** ***Impact Assessment of Scholarship Schemes for SC and ST Students in India*****. New Delhi: Ministry of Social Justice and Empowerment.** This national impact assessment evaluates the effectiveness of major scholarship programs for SC and ST students across different states. Using survey data and institutional records, the study finds that scholarships significantly increase enrollment and retention, especially among learners from low-income families. However, the report also notes that the impact on academic performance is limited unless supported by improved school infrastructure, teacher quality, and monitoring mechanisms. For West Bengal, the findings imply that financial support must be complemented by broader educational reforms to ensure SC students succeed in higher secondary education. The study offers policy recommendations such as simplifying application procedures, expanding hostel facilities, and ensuring timely fund release—issues that strongly influence scheme outcomes in West Bengal.

## OBJECTIVES OF THE STUDY

1. To identify and describe the major government educational schemes implemented for Scheduled Caste (SC) students in West Bengal at the secondary and higher secondary levels.
2. To examine the extent to which these educational schemes have enhanced access, enrolment, retention, and academic participation of SC students in West Bengal.
3. To analyze the effectiveness and limitations of these schemes through a qualitative review of policy documents, government reports, and related literature.
4. To explore the socio-economic and institutional factors that influence the implementation and outcomes of educational schemes for SC students in West Bengal.

## RESEARCH QUESTIONS

1. What are the major government educational schemes available for Scheduled Caste (SC) students in West Bengal at the secondary and higher secondary levels?
2. How have these schemes influenced access, enrolment, retention, and academic participation among SC students in West Bengal?
3. What strengths, gaps, and challenges are reflected in policy documents and government reports regarding the implementation of these schemes?
4. What socio-economic, institutional, and administrative factors affect the effectiveness of educational schemes for SC students in West Bengal?

## METHODOLOGY

**Research Design:** The present study adopts a **qualitative research design**, specifically utilizing **Qualitative Document Analysis (QDA)**. This method allows an in-depth, systematic examination of policy documents, government reports, official guidelines, academic papers, and statistical records related to educational schemes for SC students in West Bengal. QDA is appropriate for exploring meanings, interpretations, and patterns embedded within documents (Bowen, 2009).

**Data Sources:** Data will be collected from **primary and secondary documents**, including:

**Primary Documents**

- Government of West Bengal policy documents (e.g., Kanyashree, Shikshashree, Swami Vivekananda Scholarship guidelines).
- Ministry of Education (Government of India) documents regarding SC welfare schemes.
- Reports and circulars from the Department of Backward Classes Welfare (DBCW).
- SC scholarship portals and scheme implementation manuals.

**Secondary Documents**

- Research articles published in journals on SC education.
- Books and edited volumes on educational inequality and social justice in India.
- Reports from educational bodies such as UDISE+, NSSO, and NCERT.
- Evaluation studies conducted by NGOs or research institutes.

These documents are selected based on relevance, authenticity, and credibility.

**Data Collection Procedure:** Documents will be gathered from: Official government websites, Educational databases (ERIC, Google Scholar, JSTOR), State education department portals, Public archives, libraries, and institutional repositories. All documents will be catalogued and coded systematically.

**Data Analysis Technique:** The study will use **thematic content analysis** within the framework of qualitative document analysis. Steps include:

1. **Skimming and Familiarization** – Initial reading to understand content and context.
2. **Coding** – Assigning codes to meaningful segments (e.g., "financial support," "retention," "barriers").
3. **Theme Development** – Grouping codes into broad themes such as "access," "equity," "administrative challenges," "impact on SC learners."
4. **Interpretation** – Examining how themes reflect the functioning, success, and gaps of educational schemes.

The analytic process follows guidelines by Bowen (2009) and Mayring (2014).

## ANALYSIS AND INTERPRETATION

**Analysis and Interpretation of Research Question 1:** What are the major government educational schemes available for Scheduled Caste (SC) students in West Bengal at the secondary and higher secondary levels?

The analysis of primary policy documents and government reports reveals that both the Central and West Bengal State Governments have introduced several targeted educational schemes for SC learners. Major schemes include the **Pre-Matric and Post-Matric Scholarship Schemes**, implemented nationwide to provide tuition waivers, maintenance allowances, and other incentives for SC students (Ministry of Social Justice & Empowerment, 2021). At the state level, initiatives such as **Kanyashree**, **Sikshashree**, **Aikyashree**, and the **Swami Vivekananda Merit-cum-Means Scholarship** specifically support disadvantaged groups, including SC students

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(Government of West Bengal, 2020). Document analysis indicates that these schemes are designed to: Reduce financial burden through scholarships, stipends, and fee exemptions. Promote enrolment and retention, particularly in higher secondary education. Address gender-specific disadvantages through schemes like **Kanyashree**, which has demonstrated particular benefits for SC girls. The available schemes reflect a strong policy commitment to addressing historical educational inequities faced by SC communities. This aligns with past scholarship emphasizing the centrality of state welfare intervention in overcoming caste-based disparities (Desai & Kulkarni, 2008).

**Analysis and Interpretation of Research Question 2:** How have these schemes influenced access, enrolment, retention, and academic participation among SC students in West Bengal?

Analysis of government statistical documents (e.g., UDISE+, DBCW annual reports) reveals that the introduction and expansion of scholarship-based schemes have **significantly improved access** to schooling for SC children. There has been a consistent rise in SC enrolment at the upper primary, secondary, and higher secondary levels, especially after 2010, coinciding with digitalized scholarship disbursement and DBT mechanisms. Retention rates also show improvement, particularly among **SC girls**, driven by the incentive structure of **Kanyashree Prakalpa**, which provides stipends to encourage continued education among adolescent girls (UNICEF, 2016). Studies indicate that financial incentives reduce dropout caused by poverty, early marriage, and domestic responsibilities (Singh, 2019). However, while access and enrolment have increased, the interpretation of data shows that **academic participation and learning outcomes** remain uneven. Factors such as limited parental education, poor-quality school infrastructure, and inadequate academic support continue to hinder SC learners' progress, consistent with prior findings on caste-based educational inequality (Jha & Shah, 2016). Thus, the schemes have positively influenced access but only partially improved the academic experience of SC students.

**Analysis and Interpretation of Research Question 3:** What strengths, gaps, and challenges are reflected in policy documents and government reports regarding the implementation of these schemes?
A thematic review of policy manuals, evaluation reports, and administrative circulars identifies several strengths in the design of educational schemes:

**Strengths**
- **Financial inclusivity:** Tuition waivers, scholarships, and book grants reduce economic barriers.
- **Gender-targeted incentives:** Kanyashree has created measurable improvements in girls' retention.
- **Digital reforms:** Direct Benefit Transfer reduces corruption and ensures timely fund delivery (World Bank, 2020).

**Gaps and Challenges**
- **Administrative delays:** Scholarship disbursement often experiences delays, affecting continuity of education.
- **Awareness deficits:** Many SC families lack sufficient knowledge about eligibility criteria (Nath, 2019).
- **Digital divide:** Rural SC students face challenges accessing online application portals.
- **Implementation disparities:** District-level variations exist due to unequal school infrastructure and monitoring.

These challenges show that the effectiveness of schemes depends on administrative efficiency, awareness programs, and local socio-economic contexts rather than policy design alone. This reflects broader research demonstrating that welfare policies often fail to reach marginalized groups due to procedural complexities and structural inequalities (Rao & Pal, 2020).

**Analysis and Interpretation of Research Question 4:** What socio-economic and institutional factors affect the effectiveness of educational schemes for SC students in West Bengal?
Socio-economic and institutional factors emerge as critical determinants shaping the utilization and outcomes of educational schemes. Key socio-economic factors include:
**1. Poverty and Household Economic Pressure:** SC households often rely on adolescent children for economic support. Despite scholarships, economic compulsion continues to contribute to dropout a trend widely documented in studies on marginalized communities (Tilak, 2020).
**2. Parental Education and Awareness:** Low levels of parental literacy reduce awareness about schemes, application timelines, and renewal processes (Nath, 2019). This disproportionately affects rural families.
**3. Social and Cultural Constraints:** Caste-based discrimination, early marriage among girls, and traditional expectations hinder educational continuity. This aligns with sociological research showing the persistent influence of caste norms on academic participation (Jodhka, 2015).
**Institutional Factors**
**1. School Infrastructure and Teacher Quality:** Documents indicate that schools in SC-dominated rural areas often lack adequate teachers, laboratories, and learning materials. Poor infrastructure limits the benefits of schemes intended to promote higher secondary education.
**2. Administrative Efficiency:** Variations in district-level implementation result in unequal outcomes. For example, timely scholarship disbursement and efficient verification processes greatly influence student retention.
**3. Monitoring and Accountability:** Limited monitoring at the block and district level leads to inconsistent scheme performance, echoing findings from previous educational policy analyses (Drèze & Sen, 2013).

## FINDINGS OF THE STUDY

The qualitative document analysis conducted for this study generated several key findings related to the availability, implementation, and impact of government educational schemes for Scheduled Caste (SC) students in West Bengal. By systematically reviewing government reports, policy documents, and scholarly literature, five major findings emerged.

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**1. A Wide Range of Government Schemes Exist to Support SC Students:** The analysis revealed that both central and state governments have introduced numerous educational schemes aiming to improve access, retention, and academic performance among SC students. Central schemes such as the **Pre-Matric** and **Post-Matric Scholarship Schemes** provide financial assistance in the form of tuition fees, maintenance allowances, and book grants (Ministry of Social Justice & Empowerment, 2021). State-specific initiatives such as **Kanyashree Prakalpa**, **Aikyashree**, **Sikshashree**, and the **Swami Vivekananda Merit-cum-Means Scholarship** further offer targeted support to marginalized students, including those belonging to SC communities (Government of West Bengal, 2020). These findings confirm earlier research indicating that India's educational policy framework includes strong affirmative action measures intended to address caste-based disparities (Desai & Kulkarni, 2008).

**2. Increased Access and Enrolment Among SC Students:** The study found that government schemes have significantly improved access to schooling for SC students. UDISE+ and DBCW reports reflect a consistent rise in enrolment of SC students at the secondary and higher secondary levels over the past decade. The implementation of **Direct Benefit Transfer (DBT)** has enhanced transparency, reduced leakages, and improved the speed of disbursement, which has contributed to higher participation rates (World Bank, 2020). The increase in enrolment is particularly evident among SC girls, reinforced by **Kanyashree**, which provides financial incentives to discourage early marriage and encourage school continuation (UNICEF, 2016). This finding supports previous studies that show conditional cash transfers significantly increase female retention in school (Singh, 2019).

**3. Financial Assistance Significantly Reduces Economic Barriers but Implementation Gaps Remain:** One of the clearest findings is that scholarships and stipends effectively reduce financial burdens for SC families. They help meet the cost of transportation, books, uniforms, and examination fees, which often hinder educational continuity. However, despite strong policy design, implementation gaps persist.
The study found recurring issues such as:

- delays in scholarship disbursement
- difficulties in online application due to the digital divide
- limited awareness among parents
- bureaucratic hurdles in document verification

These issues echo earlier research showing that administrative inefficiencies frequently undermine the full potential of welfare schemes in India (Rao & Pal, 2020). Thus, while financial assistance is impactful, timely implementation remains a major barrier.

**4. Persistent Socio-Economic and Cultural Barriers Affect Scheme Outcomes:** Despite the availability of schemes, socio-economic factors such as poverty, parental illiteracy, and household responsibilities continue to influence SC students' educational participation. Many SC students are first-generation learners and face structural disadvantages that cannot be mitigated through financial incentives alone (Jodhka, 2015). The study also found that caste-based discrimination, early marriage (particularly among SC girls), and social expectations around domestic labor negatively affect retention. This aligns with existing literature indicating that caste relations and social norms play a significant role in shaping educational outcomes (Jha & Shah, 2016). Thus, while schemes aim to bridge educational gaps, structural inequalities remain significant obstacles.

**5. Regional Disparities Significantly Influence the Effectiveness of Schemes**
The findings reveal substantial regional variations in the effectiveness of educational schemes across districts in West Bengal. Rural districts often face: poor school infrastructure, inadequate teacher availability, limited digital access, weaker administrative support. As a result, the uptake of schemes is lower in remote and economically backward districts. This supports earlier arguments that the benefits of educational policies in India are unevenly distributed due to regional disparities and decentralization gaps (Drèze & Sen, 2013). Hence, while state-level policies are uniform, contextual factors at the district and block levels significantly shape outcomes for SC students.

## DISCUSSION

The present study examined government educational schemes for Scheduled Caste (SC) students in West Bengal through qualitative document analysis. The findings highlight the dual impact of these schemes: while they significantly enhance access and retention, structural, administrative, and socio-cultural barriers continue to limit their effectiveness. This discussion situates the findings within existing research and explores their implications.

**1. Effectiveness of Financial Assistance:** The study confirms that scholarships both central (Pre-Matric and Post-Matric) and state-specific (Swami Vivekananda Merit-cum-Means Scholarship) play a crucial role in alleviating financial barriers for SC students. Consistent with Desai and Kulkarni (2008), financial support has been shown to increase enrolment and reduce dropouts. Moreover, schemes such as Kanyashree have had a notable impact on female SC students by incentivizing school attendance and delaying early marriage (UNICEF, 2016; Singh, 2019). These results align with previous studies emphasizing that targeted financial interventions are effective tools for enhancing access to education among marginalized communities. However, the discussion also underscores that financial assistance alone cannot fully address disparities. Implementation gaps such as delayed disbursement, bureaucratic complexities, and low awareness among first-generation learners reduce the efficacy of these schemes. These findings echo the work of Rao and Pal (2020), who argue that administrative efficiency is as critical as policy design for achieving meaningful outcomes.

**2. Socio-Economic and Cultural Constraints:** The research further reveals that socio-economic and cultural factors continue to influence educational outcomes for SC students. Poverty, parental illiteracy, and household responsibilities remain significant constraints, particularly in rural areas. First-

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generation learners often struggle with navigating scholarship procedures or balancing schooling with domestic work. Additionally, caste-based discrimination and social norms create subtle barriers that affect participation and academic confidence (Jodhka, 2015; Jha & Shah, 2016). These findings emphasize that educational schemes must operate within broader social interventions to counter entrenched inequalities effectively.

**3. Regional and Gender Disparities:** The study highlights that geographic location significantly affects the reach and effectiveness of educational schemes. Rural districts face infrastructural challenges, fewer qualified teachers, and limited access to digital application platforms, which hampers the uptake of government support. Urban SC students, by contrast, have comparatively higher access and retention rates. Gender-focused schemes like Kanyashree have demonstrated measurable benefits for SC girls, underscoring the importance of intersectional policy design that accounts for both caste and gender disadvantages (UNICEF, 2016).

**4. Integration with Quality Education:** Another significant observation is that while financial and residential support improves access, it does not automatically enhance learning outcomes. Poor school infrastructure, inadequate teaching resources, and limited remedial support hinder the translation of enrolment gains into academic achievement. These findings are consistent with Drèze and Sen (2013), who highlight that educational quality must accompany access-oriented policies to ensure meaningful inclusion.

**5. Policy Implications:** The analysis suggests several implications for policymakers:

- Strengthening **administrative efficiency** and streamlining scholarship disbursement to avoid delays.
- Conducting **awareness campaigns** in SC communities to improve uptake.
- Providing **remedial academic support** alongside financial incentives to improve learning outcomes.
- Addressing **rural and infrastructural disparities** to ensure equitable distribution of benefits.
- Integrating gender-sensitive measures within caste-focused policies to maximize inclusive impact.

In essence, the study supports the notion that a **holistic approach**, combining financial support, quality education, community awareness, and targeted interventions, is necessary to achieve meaningful educational equity for SC students.

## CONCLUSION

The study concludes that government educational schemes have made significant strides in enhancing access, enrolment, and retention among SC students in West Bengal. Schemes such as Pre-Matric and Post-Matric Scholarships, Swami Vivekananda Merit-cum-Means Scholarship, Sikshashree, and Kanyashree have positively influenced higher secondary participation, especially among economically disadvantaged and female SC students. However, structural challenges including socio-economic barriers, administrative inefficiencies, regional disparities, and caste-based social discrimination continue to limit the effectiveness of these schemes. Financial incentives alone are insufficient; the quality of schooling, awareness programs, infrastructural support, and holistic interventions are crucial for translating access into meaningful educational outcomes. Overall, the findings underscore the **importance of integrating policy design with context-specific implementation strategies**. By addressing administrative, socio-cultural, and infrastructural gaps, the government can enhance the effectiveness of educational schemes and ensure that SC students in West Bengal not only remain in school but also achieve academic success and equitable opportunities for future advancement.

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