

Dropout Among Marginalized Students: Inclusive Education Practices and Government Initiatives in West Bengal

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ABSTRACT

Among the various issues currently hindering the holistic development of education, the problem of student dropouts stands out as one of the most pressing concerns. This is not merely a problem that has emerged in recent times; indeed, student dropouts were observed long before the country attained independence. While dropout rates vary across different regions and states, the phenomenon is observed to be significantly more prevalent among marginalized students. Given West Bengal's geographical landscape, as well as its diverse regional and socioeconomic conditions, there exists a substantial marginalized population living below the poverty line a demographic to whom the light of education has yet to fully reach. Consequently, a higher propensity to abandon their studies midway through school is observed among students belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and minority communities. Despite the innovative measures and strategies adopted by both the Central and State governments over time aimed at retaining marginalized students within the educational mainstream in tandem with evolving socio-cultural landscapes these schemes and strategies have failed to achieve the anticipated level of success during their implementation. This research paper attempts to identify the underlying reasons why marginalized students are withdrawing themselves from the educational system. Notably, Article 21A was incorporated into the Constitution through an amendment in 2002; its objective was to make education compulsory and free for all children aged 6-14, thereby ensuring that education is recognized as their fundamental right followed subsequently by the enactment of the RTE Act in 2009. This study analyses the various strategies adopted by the government to curb the dropout rate and gathers data regarding whether inclusive education is, in fact, capable of preventing students from dropping out. Dropping out is not a sudden, isolated event; rather, it is rooted in systemic discrimination and inadequate infrastructural arrangements. The findings of this study indicate that the government strategies implemented to reduce dropouts are indeed significant, and furthermore, that the positive impact of inclusive education can play an effective role in curbing the dropout rate.

KEYWORDS: Marginalized Students, Drop-out Students, Early Marriage, Kanyashree Prakalpa, Sabuj Sathi, Shikshashree, Aikyashree Scholarship, West Bengal

INTRODUCTION

Fundamental rights are those rights granted by a country's constitution. Education, clothing, and shelter constitute the three essential elements for an individual's survival. If the light of education fails to spread, the progress of both society and the nation will stagnate, and the individual's personal development and

international standing will be compromised. However, if education remains confined within the grasp of a select few, social stratification will inevitably emerge; consequently, education will fail to reach a vast segment of the population, thereby creating a state of social imbalance. The Universal Declaration of Human Rights advocates those educational systems should not be managed or controlled by a select few; furthermore, primary education must be compulsory and provided free of cost to students, as every individual possesses the right to acquire an education (United Nations, 1948).

Marginalization is a complex concept; its scope cannot be precisely delineated by a single, specific definition. Depending on the specific context, this marginalization can manifest in various forms such as educational marginalization, economic marginalization, political marginalization, social marginalization, and so forth. The term "marginalized" was first used in 1928, introduced by Robert E. Park. When an individual or a group of individuals, despite coexisting with others in society, is deprived of specific opportunities and privileges consequently beginning to gradually distance themselves from that society they are referred to as "marginalized." Thus, two key aspects emerge from this concept: firstly, the existence of individuals or groups who are able to access and utilize all available opportunities; and secondly, those who are deprived of such opportunities due to various political, social, and economic factors. Children belonging to these deprived populations or marginalized groups frequently fall victim to educational deprivation. West Bengal is characterized by a rich diversity of ethnicities, religions, and castes; communities such as the **Koch, Mal, Ho, Munda, Rabha, Santal, Oraon, Toto, Lepcha, Bhutia**, and others lag significantly behind in terms of human rights, particularly in the realm of education. In rural areas, children often face neglect and discrimination while attempting to access public education.

The phenomenon of "dropping out" is observable throughout India, and West Bengal is no exception. This issue not only undermines a student's academic trajectory but also exerts a negative influence on society at large, creating significant social barriers. Generally, "dropping out" refers to a situation where a student leaves school midway through their studies for a variety of reasons before completing the prescribed course of education. A clear indication of such dropping out becomes evident when a student fails to enrol in the subsequent level of education.

SIGNIFICANCE OF THE STUDY

In the age of modern technology, the education system is incorporating different techniques to retain students in schools, so that the subject matter becomes easier and more fluent for the students. And the rate of their presence can be ensured. But a section of society is still deprived of the light of education. Overall development is essential for the progress of society. The tendency of students to give up reading in the middle is a timely burning problem. Educational disparity is increasing among the boys and girls of marginalized communities due to various social economic family reasons. One of the main reasons for which is Drop Out. SDG 4 is one of the goals announced by the United Nations in 2015 which indicates equal and standard education for all. Emphasis has been placed on the elimination of social and gender discrimination so that the boys and girls of marginalized communities can participate in education. In order to convey education to everyone, an environment of inclusive education should be developed so that Life Long Learning can be ensured (United Nations, 2015). Therefore, in order to empower the marginalized people, it is necessary to provide education among them, education is their fundamental right, if we do not reduce the ideology and drop out, the development of human resources will stop.

LITERATURE REVIEWS

Gale et al., (2022) were conducted a to investigate whether the attitudes of institutional leaders and teachers influence the process of fostering an inclusive school culture. Indian and Australian researchers collaborated on this initiative, drawing upon sources such as policy documents and government reports. The study revealed that a cooperative attitude among teachers impacts student learning; furthermore, the teaching-learning process can be revitalized and a decentralized classroom environment fostered through effective evaluation processes, activity-based learning, and periodic observation.

Bhat, Z. A. (2025) was conducted research to examine the dropout rate. Data on dropouts were collected and analysed based on gender, region, and age; the findings revealed that the incidence of dropouts is higher among tribal students at the Upper Primary level. Data were collected using the descriptive survey method, employing a purposive sampling technique. Factors such as poverty, the remote location of schools, and an irrelevant curriculum were identified as the primary causes of dropouts.

The Pratchi Trust (2009) conducted a study in West Bengal to investigate the trends and causes of absenteeism and dropout among marginalized students in primary schools; data was collected through observations and interviews. Economic constraints, along with social and familial lack of awareness, tend to alienate students from educational institutions. Furthermore, students hailing from socially disadvantaged communities often face significant linguistic challenges when attending school.

1. TO IDENTIFY THE CAUSES OF DROP OUT AMONG MARGINALIZED STUDENTS

- **Financial Deprivation:**

The biggest cause of drop out of the mainstream of education for boys and girls of marginalized communities is economic problems. Parents consider it more necessary to engage children in a work rather than sending them to school for education. It is also difficult for them to earn the money they need to purchase various learning materials. Key Indicators of Household Social Consumption on Education in India (NSS 75th Round, 2017-18) published by the National Statistical Office Point Out that is hindered by financial problems, the boys and girls of the marginalized communities keep distance themselves from educational institutions.

- **Costs of schooling:**

Even though students receive free textbooks, uniforms, and other items from the school, covering various ancillary expenses remains a difficult task for marginalized communities. For economically disadvantaged families with more than one child, managing school commuting costs and arranging for extra coaching becomes a formidable challenge. While struggling to cope with this adverse situation, they lose focus on their education and gradually become averse to educational institutions.

- **Educational Background and Attitude of Parents:**

Positive attitude of parents helps to facilitate the path of students' success in most cases and negative attitudes block the path of success. A look at the family educational background of those marginalized students who are out of school will show that one or both of the parents were deprived of the facilities of education. First Generation Learners have to face this problem more because their parents have this attitude - family and economic solvency will improve if they are involved in work instead of going to school.

- **Child Labour:**

A significant number of industries, mills, and factories exploit the economic vulnerability of marginalized communities by employing child laborers to maximize profits through low-wage labour. While every child possesses unique talents, their normal childhoods are jeopardized when they fall prey to the inducements

of unscrupulous individuals. The Child Labour (Prohibition and Regulation) Act of 1986 explicitly prohibits engaging children under the age of 14 in any form of employment and stipulates severe penalties for violations. However, permission is granted for children to assist with domestic chores, provided such activities do not interfere with their school hours (Government of India, 2016). Nevertheless, it remains evident that the majority of school-dropout children from marginalized backgrounds end up working as child laborers.

- **Early Marriage:**

Among women aged 20 to 24, 23% were married before the age of 18 that is, prior to reaching the minimum legal age for marriage. In the case of West Bengal, this percentage is significantly higher than in other states, standing at 41.6% (IIPS & ICF, 2021). A district-wise analysis reveals that the prevalence of early marriage is particularly high in Murshidabad, at 55.4% (The Hindu, 2024). When girls are married off due to economic constraints, their education subsequently comes to feel like a burden as they shoulder household responsibilities. Consequently, early motherhood makes it impossible for them to return to educational institutions.

- **Remoteness of Institution:**

Marginal people usually live-in places far away from the locality, their direct relationship with the mainstream in the society is not developed in that sense. They cannot actively benefit from all the facilities like the rest of the people. For example, the Toto, Lepcha communities in West Bengal live at the foothills of Jayanthi and Buxa Hill, almost half of the year, especially during the rainy season, disconnected from public relations. Right to Education Act, Primary School Within 1 km and Upper Primary School Within 3 km is said to be placed. Despite this, it is seen that the boys and girls of most of the marginalized people are deprived of this opportunity. They have witnessed often dangerous events in areas like Jangalmahal, Tea Garden. Many parents do not consent to education in remote places keeping in mind the girl's safety.

- **Linguistics Discrepancy:**

There is a tendency to drop out among many marginal but talented students due to the medium of education i.e., linguistic problems. Scheduled tribal children do not get the same environment in schools they are used to speaking in their mother tongue. As a result, their negative impact on education is observed. It should be noted that in 2003 Boro and Santali language were recognized as official languages, but its use is very insignificant in many institutions. Three decades ago, schools were organized to teach the reading of marginal boys and girls using non-tribal language as a medium of instruction in schools, but it gradually decreased, 1970 as the medium of education was 43 languages and school textbooks. The language was 81, in 1998 this number came to 33 41 respectively (Panda, M. and Mohanty, A. K. 2013). In West Bengal, about 2.43 million people speak Santali (Santali Language, Wikipedia, 2024).

- **Cyclical Migration:**

West Bengal has several districts where many marginalized people go to neighbouring countries like Bhutan or other states for 5 to 6 months of the year. It is also seen that almost all of the families take seasonal migration for work. As a result, the boys and girls of these marginalized families cannot engage themselves in formal education. Among the marginal areas of West Bengal, cyclical migration has increased day by day among many SC St OBC districts from Murshidabad, Cooch Behar, Purulia, Bankura, Alipurduar etc. (National Sample Survey Office, 2018).

- **Policy Factor:**

Another thing that can be highlighted is the policy problem that does not reduce the incidence of drop out. Right to Education Act, Sarva Shiksha Abhiyan, Education for All, SDG 4, Child Labour Act to retain the

students in the school, but in reality, there are still considerable errors or difficulties in making it effective in reality. to be the political or administrative structure is still weak in the implementation of all these steps.

2. TO EXAMINE THE ROLE OF INCLUSIVE EDUCATION PRACTICE IN REDUCING DROP OUT

• **Inclusive Classroom Setting:**

Inclusive is an Umbrella term, the majority of marginalized students cannot easily do Cultural adaptation, due to which their interest in studies is lost. Therefore, cultural integration should be done in the class room for the overall development of the society. The combination of culture will increase the enthusiasm among the backward marginalized students which will make them realize that they are also an important part of the classroom.

• **Learner Centred Instructions:**

One way method narrows the spread of knowledge of learners, critical thinking skills development is not possible based on information alone. The pressure of education is burdening the child's personality, instead of giving information to the child through rote learning, the subject should be taken to the Understanding Level (NCERT, 2005). To help the child's development, two ways method should be organized by including the subject curriculum to increase his taste interest.

• **Remedial Teaching:**

Due to a lack of support, academically lagging students are unable to participate actively in classroom activities. In every classroom, there are numerous students who fall behind in the competitive environment and suffer from an inferiority complex. In government educational institutions, only 38.5% of students enrolled in the fifth grade are capable of reading texts meant for the second grade. Among eighth-grade students, only 41.8% are able to perform division problems, while 58.2% cannot (ASER, 2022). These issues must be effectively resolved by organizing extra teaching sessions within the schools.

• **Formative Assessment:**

Flexibility must be introduced into the system for evaluating a child's progress. Since summative assessment places an excessive burden on the child, emphasis should be placed on quizzes and short, discussion-based learning—alongside formative assessment—after the completion of each chapter to identify the child's areas of weakness. The implementation of this continuous assessment process helps foster student interest and makes it possible to reduce dropout rates.

• **Prevention of Bullying:**

The phenomenon of students falling victim to bullying by a group of their classmates has persisted for decades. Marginalized students and those struggling academically, subjected to physical, verbal, and social bullying, often stop attending school regularly and eventually drop out of their studies. To curb bullying, educational institutions must implement strict disciplinary measures. Furthermore, steps must be taken to foster a spirit of cooperation and mutual support among students.

• **Mother Tongue-Based Multilingual Education (MTB-MLE):**

Marginalized communities are predominantly found in states such as Jharkhand, Odisha, Madhya Pradesh, Chhattisgarh, and West Bengal. Due to linguistic barriers, students from these communities often drop out of school before completing their primary education. In particular, students belonging to Scheduled Tribes (ST) frequently struggle to adapt effectively to the standard medium of instruction used in the classroom. Consequently, textbooks must be designed with a strong emphasis on the students' mother tongues. In

India, the language used for instruction in classrooms is not the mother tongue for approximately 44% of students (NCERT, 2022). It is imperative to ensure that a child's foundational stage of learning is strengthened by prioritizing instruction in their mother tongue.

- **Social Mapping:**

The Right to Education (RTE) Act mandates that education be made compulsory and free of cost for all students from Class 1 through Class 8. Nevertheless, due to socioeconomic circumstances, school attendance rates remain significantly low among students from marginalized communities. The RTE Act of 2009 mandates the establishment of a School Management Committee (SMC) in every government-aided and government-run educational institution. The primary functions of the SMC include facilitating student enrolment, boosting attendance rates, and preventing school dropouts. Furthermore, the committee is tasked with maintaining regular communication with parents whenever necessary to foster a positive attitude toward sending their children to school.

- **Uplifting of Women:**

Among the sensitive subjects in the practice of inclusion, SC St OBC should be freed from the chains of patriarchal ideology to retain marginalized girls in schools. The pressure of domestic work, not being allowed to get admission in distant educational institutions should be tried to solve these problems by taking the right steps. Every school should ensure that suitable toilets, sanitary products etc. are provided for girls. Various social welfare projects should be organized to ensure the safety of girls and make them interested in studies.

- **Social Awareness:**

Social Campaign should be organized to raise the awareness that marginal students can also play an important role in the society and they are also entitled to all opportunities like Privileged Students in the progress of the society. Preparations should be made to organize in marginal areas, if necessary, through decentralization by decentralization of the Campaigns in the joint initiative of the central and state governments. Especially the parents of the students should be involved in awareness work and their attitude should be changed.

- **Teaching Capacity and Attitude:**

A special reason why students from backward communities in traditional educational institutions are not able to adapt themselves are the institution's infrastructure errors. Due to inadequacy of teaching methods, lack of suitable teachers, students are losing interest in studies. A kind and qualified person should be appointed in the teaching profession, if necessary, appointing talented and qualified people from marginal people will be able to encourage students.

3. TO ANALYSIS SOME CENTRAL GOVERNMENT SCHEMES ADOPTED BY WEST BENGAL GOVERNMENT

- **Mid-Day Meal Scheme:**

Launched in 1995, this is a centrally sponsored scheme. Currently, the scheme is operational in almost every state and Union Territory. Its objectives are to ensure that all students in Classes I through VIII attending government and government-aided schools receive nutritious meals; to encourage economically disadvantaged families to send their children to school; to prevent students from dropping out due to a lack of food; and to retain students within the school system. **In 2021, the name of this project was changed to the PM-POSHAN Scheme.**

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

Residential schooling facilities have been established for girls in Classes VI through XII belonging to Scheduled Castes (SC), Scheduled Tribes (ST), Other Backward Classes (OBC), and economically weaker sections of society. This centrally sponsored scheme was launched in 2004. With the aim of eliminating gender disparity and bridging the educational gap between boys and girls, the initiative mandates the establishment of at least one residential school in every **Educationally Backward Block (EBB)**.

- **Sarva Shiksha Abhiyan (SSA):**

The SSA was launched in 2001–2002 to implement Universal Elementary Education (UEE). The initiative aims to bring all students aged 6 to 14 under the purview of the SSA in order to maintain the quality of education and reduce school dropout rates.

Subsequently, in 2018, the Samagra Shiksha Abhiyan was introduced by merging the Sarva Shiksha Abhiyan with other schemes. This integrated scheme encompasses students ranging from the pre-primary level up to Class 12.

- **Integrated Child Development Services (ICDS):**

The ICDS was launched in 1975 to address the nutritional needs and physical well-being of children and mothers. This pre-school education component is designed to foster the cognitive development and early learning of children aged 3 to 6 years. The 'Integrated Child Development Services' program is administered through Anganwadi centres. These ICDS centres play a vital role in preparing children for formal schooling and cultivating their interest in learning prior to their enrolment in school.

- **National Institute of Open Schooling (NIOS):**

Established in 1989 under the supervision of the Ministry of Education, its objective is to employ an innovative strategy to bring back into the educational mainstream those meritorious students who, due to economic or other reasons, were unable to complete their studies yet retain a keen interest in learning. Self-paced study is one of the key features of this educational system.

4. TO ANALYSIS THE STEPS TAKEN BY THE WEST BENGAL GOVERNMENT TO PREVENT DROP OUT

- **Kanyashree Prakalpa:**

The Kanyashree project is now an innovative step taken by the West Bengal government to prevent early marriage. Early marriage is directly related to drop out. The Kanyashree project was officially launched in 2013. Providing financial assistance to retain girls in school so that early pregnancy risk can be stopped at a young age. Girls who are 13 to 18 years of age have been brought under this scheme.

The project has 3 components,

K1 - Class VIII to XII unmarried girls who are studying in schools or associated with Equivalent Course are given a yearly scholarship of Rs 1000 per year.

K2 - Girls are given a one-time financial support of Rs 25000 when they turn 18, but this one-time support will get those who do not get married until 18 years old. The purpose of K 2 is to encourage girls to continue higher education.

K3 - This is the Higher Studies Scholarship; this scholarship is different from organization and stream.

- The drop-out rate among girls in school current is zero. The percentage that was 4.7% in 2011-2012, the rate of drop out of girls in secondary education has also caught a lot of attention, from 16.3 to 2.9% now. (Times of India, 2025).

- As a result of this project, 23.55% of SC Community Girls 5.71% Girls in ST Community 8.69% Girls in OBC Community and 23.45% Girls in Minority Community. (The Economic Times, 2015).
- International Award, United Nations Public Service Award was awarded in 2017 for the developmental work of this project. (The Economic Times, 2017).

- **Sobuj Sathi:**

Keeping in mind that the economic and marginalized students living in the remote area can come to school, they should not be victims of drop out, the West Bengal government is marginal, economically, the green Sathi project to facilitate travel for all. inaugurated.

This educational social project was launched in the financial year 2015-2016. The scheme said to provide bicycles to boys and girls while studying in the IX -XII class.

- 1.38 Crore Bicycle Distribution was done through 10 Phases (Millennium Post, 2025).

- **Sikshashree Scheme:**

The Sikshashree scheme was launched to provide financial support to students from economically disadvantaged and marginalized Scheduled Caste (SC) and Scheduled Tribe (ST) communities, ensuring that they do not drop out of school.

Inaugurated in 2014–15, the project aims to extend the right to equal education to students of the SC community and to facilitate the uninterrupted continuation of their education up to the Upper Primary level. To this end, an annual scholarship is disbursed directly into the bank accounts of students both boys and girls studying in Classes V through VIII via Direct Benefit Transfer (DBT) (Government of West Bengal, 2022).

- A commitment was made to bring 190,000 students under the purview of this scheme during the 2023–2024 academic year (Finance Department, Government of West Bengal, 2024).
- In 2025–2026, the Sikshashree scholarship was awarded to 109,272 Scheduled Tribe students currently studying in Classes V through VIII (Finance Department, Government of West Bengal, 2026).

- **Aikyashree Scholarship:**

This is a scheme organized by the West Bengal Minorities Development and Finance Corporation (WBMDFC) to provide financial assistance to students belonging to minority communities in West Bengal; the project was inaugurated in 2019. Students ranging from Class 1 through higher education levels are eligible to apply for this scholarship. Financial aid is provided to students from minority communities specifically Muslims, Sikhs, Parsis, Jains, Buddhists, and Christians to encourage their school attendance (WBXpress, 2019).

- According to Team MP18 (2025), 4.4 million students had benefited from this scholarship by the year 2025. Inspired by this opportunity, a noticeable surge in enthusiasm has been observed among students to pursue their education at higher levels.

- **Swami Vivekananda Merit-cum-Means Scholarship (SVMCM):**

The Government of West Bengal announced the Swami Vivekananda Merit-cum-Means Scholarship with the objective of preventing dropouts among meritorious students who are falling behind in their education due to financial constraints students who face the risk of having their academic journey cut short in the future. Students enrolling in Classes XI and XII, as well as those pursuing other higher studies, are awarded scholarships ranging from ₹12,000 to ₹24,000; however, the specific amount varies depending on the academic stream and course of study. To be eligible for this scholarship, a student must have secured a minimum of 60% marks in their previous class.

- According to statistics released by the Government of West Bengal (2023), from the inception of this scheme up until September 2023, approximately 2.8 million students hailing from rural, urban, and marginalized backgrounds have directly benefited from this initiative.

- **Student Credit Card:**

The Government of West Bengal launched the Student Credit Card scheme to enable students to access loans of up to ₹10 lakh. The primary objective of this initiative is to provide financial assistance to underprivileged students, thereby ensuring that students from marginalized communities can easily benefit from it.

The foundation of this scheme was laid on June 30, 2021, with the aim of preventing students from dropping out of their studies due to financial constraints specifically to avert premature discontinuation of education and to facilitate access to higher education. Students currently pursuing their studies in schools, madrasas, colleges, or universities as well as those aspiring to pursue education abroad can directly benefit from this scheme.

The scheme offers significant flexibility regarding repayment; the loan can be repaid over a period of 15 years at a simple interest rate of 4%. However, for repayments made prior to securing employment—that is, while the student is still pursuing their studies a concession is granted, reducing the interest rate to 3% (Government of West Bengal, 2026).

- **Oasis Scholarship:**

Another important scholarship of West Bengal Government is Oasis Scholarship, whose full name is The Government of West Bengal, Backward Classes Welfare Department has launched this project.

This scholarship was launched in 2015 for SC, ST and OBC students who are only marginal, economically backward. Two types of scholarship are provided pre matric (classes 9 - 10) and post matric (12 to higher studies).

- 12461 Institutions registered and according to the data 398759 applications were received. (Government of West Bengal, 2025).

- **Free Textbook Scheme:**

The Free Textbook Scheme is an innovative government initiative designed to provide educational support to students. It involves the free distribution of textbooks to students in primary and upper-primary schools, aiming to ensure that students from Scheduled Caste (SC), Scheduled Tribe (ST), Other Backward Class (OBC), and other marginalized communities do not drop out of school. Due to financial constraints, many children from underprivileged families are unable to purchase textbooks; consequently, the lack of study materials causes them to fall behind in academic competition. This disadvantage fosters a sense of apathy and inattention toward education, thereby significantly increasing the rate of school dropouts.

- **Uniform Grant Scheme:**

Providing school uniforms to students is a crucial measure for boosting attendance in schools. This scheme serves as a highly effective tool for ensuring equal opportunities for all irrespective of race, religion, or caste while simultaneously instilling in marginalized students the realization that they, too, are entitled to the same opportunities and privileges as their peers. Such initiatives not only help retain students within the school system but also inspire them to cultivate an inclusive mindset and a spirit of mutual cooperation.

- **Nabanna Scholarship:**

The Nabanna Scholarship was introduced to provide financial assistance to students from marginalized and economically disadvantaged backgrounds who, despite their circumstances, are dedicated to their studies.

The Government of West Bengal provides this financial aid to students through the Chief Minister's Relief Fund Scholarship (CMRF). Many marginalized students have benefited from this scheme. Under the Nabanna Scholarship, provisions have been made to provide financial assistance of ₹10,000 per year to eligible students.

CONCLUSION:

Students constitute the backbone of society; indeed, it is possible to resolve all of society's problems through the proper utilization of human resources. As the quality of education improves, the realization of students' latent potential is correspondingly accelerated. Education stands as one of the most critical processes dedicated to the development of human resources. It is the responsibility of the administration to ensure that education reaches every individual. School dropouts impede the development of human capital a problem observed across every societal structure. To sustain the empowerment of marginalized communities, it is imperative to retain students in schools and provide them with high-quality education. The Central Government has initiated numerous developmental programs that are currently being implemented across nearly all states and Union Territories. Through the joint efforts of the State and Central governments, we must eradicate the social malady of school dropouts and ensure the provision of appropriate education for students at every stratum of society.

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