

## REVIEWER'S REPORT

Manuscript No.: **IJAR-53080**

Date: 30/07/2025

**Title:** Attitude and Academic Achievement of Scheduled Caste (SC) and Scheduled Tribe (ST) Students Towards Education at Secondary Level in West Bengal-An Exploratory Study

### Recommendation:

Accept as it is .....

✓Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality			✓	
Clarity			✓	
Significance		✓		

Reviewer Name: Dr Anam Zehra

Date: 31/07/2025

### Reviewer's Comment for Publication:

The manuscript addresses the critical issue of educational disparities among SC and ST students in West Bengal. It attempts to explore the underlying socio-economic and psychological factors influencing their academic motivation and achievement. While the study has policy-level and educational relevance, it requires revisions in terms of structure, methodology clarity, and language refinement. Upon addressing these limitations, the paper will offer substantial insights into inclusive education and marginalized student support systems

**Recommendation:** Accept after minor revision

## Detailed Reviewer's Report

### Strengths:

- Social Relevance:** The paper explores a significant issue in Indian education, how caste-based disadvantage impacts academic achievement and attitudes, which aligns with national equity goals.
- Conceptual Model:** The manuscript presents a well-articulated model involving variables like Financial Orientation, Policy Awareness, and Parental Support Attitude, providing a multidimensional view of the problem.
- Triangulated Data:** The use of responses from students, parents, and teachers allows a holistic understanding of the educational ecosystem.
- Rich Literature Base:** The study references a variety of national and international sources, enhancing the contextual depth.
- Policy Implications:** The findings can inform state-level interventions for improving SC/ST education, especially regarding parental involvement and school environment.

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### Weaknesses:

1. **Language and Style:** The manuscript suffers from awkward phrasing, grammatical errors, and redundancy, which impede clarity. A thorough language edit is essential.
2. **Methodological Gaps:** While it mentions mixed methods and factor analysis, the study lacks detailed reporting of scale construction, validation, and statistical interpretation.
3. **Repetition:** Several sections, including the introduction and discussion, reiterate similar points without adding depth or synthesis.
4. **Theoretical Ambiguity:** Although multiple constructs are mentioned, a clear theoretical framework (e.g., expectancy-value theory, motivation theory) guiding the relationships is missing.
5. **Presentation:** The absence of clear tables, charts, and summary statistics makes it difficult to visualize results and understand variable interrelationships.