

REVIEWER'S REPORT

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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 isyes.....

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: Mir Jaffar

Reviewer's Comment for Publication.

The manuscript addresses a critical area of educational research by examining the attitudes and academic achievement motivation of Scheduled Caste (SC) and Scheduled Tribe (ST) students at the secondary level in West Bengal. This is an important contribution to the discourse on equity and inclusion in Indian education, particularly in relation to historically marginalized groups whose educational experiences are shaped by unique social, economic, and cultural contexts.

The abstract provides a concise overview of the study, beginning with the broader role of education in societal and national development before narrowing its focus to the motivation and achievement of SC and ST students. It highlights how SC students' motivation often arises from the desire to overcome caste-based discrimination and poverty, while ST students may face challenges related to isolation, limited access, and adherence to traditional lifestyles. The study also emphasizes the role of affirmative action policies in providing opportunities for educational and social mobility.

The research methodology involves measuring academic achievement motivation across nine dimensions: interest towards study, good relations with teachers, interest towards school, leisure time activities, need for success, preference for good achievement, preference for difficult tasks, persistence, and self-awareness. The results, calculated using t-values, indicate that differences between groups were not significant across these dimensions. This outcome highlights the complex interplay between structural barriers and individual motivation, showing that academic achievement motivation cannot be generalized but varies with personal and contextual influences.

The introduction situates education as a central instrument for national development, linking it to constitutional principles of justice, equality, liberty, and dignity. It further emphasizes education's transformative potential in fostering unity amidst diversity, transmitting cultural heritage, and preparing

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future generations for active participation in a competitive world. The discussion of social expectations, performance pressures, and systemic roles of institutions underscores the contemporary challenges of educational attainment.

Conclusion of Review:

The manuscript makes a meaningful contribution to understanding the attitudes and academic achievement motivation of SC and ST students at the secondary level. By combining theoretical grounding with empirical findings, it sheds light on the influence of socio-cultural contexts and systemic factors in shaping educational outcomes. The study adds to ongoing discussions on equity in education and highlights the importance of examining marginalized groups within the broader framework of national development.