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## INDIAN OPEN ACCESS SOCIAL SCIENCE JOURNALS IN GOOGLE SCHOLAR: A STUDY

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### Abstract:

This study tries to highlight the analytical study of Indian open access social science journals. Journals details as well as their cited and uncited papers, citations, author productivity has been examined for the quantitative assessment of Indian social science research in open access environment. Fifteen open access social science journals have been selected for the present study indexed in Social Science Citation Index, SCImago and Directory of Open Access Journals. Citations of the articles have been recorded form Google Scholar with the help of Publish or Perish 6 software. The study found 5827 articles have been published by fifteen open access journals, out of them 3632 articles cited. Correlation Coefficient of cited and uncited articles has showed the positive trend.

**Keywords:** Open Access, Social Science Journals, Google Scholar, Publish or Perish, India.

### Introduction:

Scholarly journalis always considered as primary source to create the interest of the authors and researchers in regard to generate the new ideas and to disseminate the research publication among any type of discipline for further development. After the publication of first English periodical in the year 1665 i.e. Philosophical Transactions of The Royal Society of London (Ratcliffe, 2015), scholarly journal has completed more than three hundred fifty years with many significant research contributions in the society. Electronic journals have started their journey first time in the year 1980 (Shackel, 1983) and spread world widely after 90s and flourish at 21<sup>st</sup> century.

The introduction and development of computer, internet and information communication technology have played a very important role to create electronic resources globally. But the main problem of scholarly communication was funding for publishing as well as the access with commercial journal or publisher. The introduction of the concept of Open Access in the year 2002 has helped to increase the scholarly communication more wisely throughout the world. Open-access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions (Suber, 2004). Presently a large number of open access initiatives are available throughout the world to provide open access literatures.

In India the first Indian scientific periodical was 'Asiatick Researches' published by the Asiatic Society in the year 1788 (Sen, 2002). Previous studies have shown that India contributed large number of subscribed and open access journals in various subject fields. Social science research is very must essential in Indian context because the multi-dimensional and diverse cultural, political and socio-economic background of the people. Some related well documented works (Goel & Garg, 1993; Goel, 2001, Tyagi & Johri, 2004; Arunachalam, 2008; Papola, 2010; Gupta, Kumbar & Gupta, 2013; Gupta & Mahesh, 2013; Gupta, Tiwari & Gupta, 2014; Dhawan, Gupta & Gupta, 2015, Kirtania & Chakrabarti 2018) on Indian social science research showed that India has contributed a significant impact. But the present study has tried to attempt to analysis the open access social science journals in India.

### **Objectives:**

The main objective of this study is to evaluate the Indian open access social science journals by identifying scholarly impact as reflected in Google Scholar.

### **Review of related literatures:**

Number of studies has carried out by researchers in different areas of social science research, journals and other important areas. Nederhof (2006) stated the research performance monitoring of social sciences and humanities indexed in SCI and A&HCI using citation analysis. The study finds various bibliometric monitoring of social science and humanities like research performance, citation analysis and citation behavior etc. Kousha and Thelwall (2007) investigated whether the web can helpful to find out the research performance of social science publications through the monitoring of the web citations behavior. Nabi (2012) studied on the open access journals in social science globally during 1991 to 2011. The study found that 72 countries have contributed 1506 online open access journals out of them highest number was contributed by United States of America.

Kennison and Norberg (2014) proposed a dramatically new model for open access (OA) publishing and archiving for humanities and social sciences.

Vimala (2015) presented a bibliometric study on open access journals in social science. The study analyzed 3091 articles of ten open access journals indexed in social science during the time covering 2002 to 2014. Bhattacharyya (2017) presented a paper on open access publishing in social science journals in the SAARC countries indexed in DOAJ. This study covers 14 open access social science journals and has been analyzed on the basis of different parameter including citation count. Padmavathi (2017) conducted a bibliometric study on 470 open access journals indexed in directory of open access Journals and focused on year wise growth, language and country etc. Besides these publications some other significant works includes the works on Journal Ranking (Gordon, 1982; Nisonger, 1994; Brown, 2003; Martín-Martín, Orduna-Malea & López-Cózar, 2017), citation analysis (Mingers & Lipitakis, 2010; Bergman, 2012; Harzing, 2016), highly cited papers (Stern, 2014; Green, 2016), research evaluations (Leeuwen, 2013; Stern, 2013; Prins et al, 2016; Bornmann et al, 2016, Maity & Hatua, 2016).

### **Methodology:**

For the present study, at the first step open access journals on social science, published from India, were listed from Social Sciences Citation Index (Web of Science), SCImago Journal and Country Rank (Scopus) and Directory of Open Access Journals (DOAJ) with the help of database search mechanism. Fifteen journals were found and selected from the earlier mentioned databases. The selected journals for this study are Annals of Library and Information Studies, Conservation and society, IIMB Management Review, Indian Journal of Psychiatry, International Journal of Criminal Justice Sciences, International Journal of Cyber Criminology, International Journal of Educational and Psychological Researches, International Review of Social Sciences and Humanities, Journal of Education and Health Promotion, Journal of Extension Education, Journal of Mid-Life Health, Journal of Social Work Education and Practice, Journal of Intellectual Property Rights, Mens Sana Monographs and Social Science Spectrum. Citation data of these journals were collected from Google Scholar with the help of Publish or Perish 6 software. Publish or Perish is a citation analysis tool (Anne-Wil Harzing, 2016) which retrieves and analyses scholarly citations form different platforms like Google Scholar or Scopus or web of Science. Every individual journal record has been stored, organized and presented in MS Excel for tabulation, analysis and interpretation, for the fulfillment of the objectives.

**Data analysis & findings****Table 1: Overview of paper and citations of the journals**

<b>Journal Name</b>	<b>Citation year</b>	<b>Papers</b>	<b>Citations</b>	<b>Cites / paper</b>	<b>Cites/ Year</b>
Annals of Library and Information Studies	64	1000	4202	4.2	65.66
Conservation and society	15	628	12384	19.72	825.6
IIMB Management Review	30	447	4084	9.14	136.13
Indian Journal of Psychiatry	66	999	4285	4.29	64.92
International Journal of Criminal Justice Sciences	12	185	1142	6.17	95.17
International Journal of Cyber Criminology	11	226	2969	13.14	269.91
International Journal of Educational and Psychological Researches	3	159	108	0.68	36
International Review of Social Sciences and Humanities	7	192	1385	7.21	197.86
Journal of Education and Health Promotion	6	605	2870	4.74	478.33
Journal of Extension Education	3	106	32	0.30	10.67
Journal of Mid-Life Health	8	347	2570	7.41	321.25
Journal of Social Work Education and Practice	2	41	1	0.02	0.5
Journal of Intellectual Property Rights	23	560	1589	2.84	34.54
Mens Sana Monographs	15	254	1930	7.6	128.67
Social Science Spectrum	3	78	10	0.13	3.33
<b>Total</b>	-	<b>5827</b>	<b>39561</b>	<b>6.79</b>	-

Table 1 describes the distribution of the journals according to their citation. The table shows that 39561 citations have been cited by 5827 articles with 6.79 cites per paper rate. In case of individual journal Annals of Library and Information Studies have contributed highest number of papers and Conservation and society have contributed highest number of citations, cites per paper and year per citation rate. Among the journals 8 journals have below ten year of total publication time, however they have also contributed significant citations which is good sign for Indian social science research.

**Table 2: Author productivity of the journals**

<b>Journal Name</b>	<b>Papers</b>	<b>Cites/ Author</b>	<b>Paper/ Author</b>	<b>Author/ Paper</b>
Annals of Library and Information Studies	1000	2824.48	764.35	1.56
Conservation and society	628	7678.37	447.95	1.88
IIMB Management Review	447	2733.77	320.93	1.72
Indian Journal of Psychiatry	999	2319.59	556.88	2.33
International Journal of Criminal Justice Sciences	185	844.42	139.7	1.66
International Journal of Cyber Criminology	226	2057.48	163.4	1.76
International Journal of Educational and Psychological Researches	159	39.53	67.62	2.77
International Review of Social Sciences and Humanities	192	819.63	120.78	2.04
Journal of Education and Health Promotion	605	928.4	194.27	3.46
Journal of Extension Education	106	15.25	49.50	2.35
Journal of Mid-Life Health	347	1021.73	152.35	3
Journal of Social Work Education and Practice	41	0.5	31.53	1.59
Journal of Intellectual Property Rights	560	1171.65	448.73	1.54
Mens Sana Monographs	254	1498	207.533	1.43
Social Science Spectrum	78	5	49.33	1.88

Table 2 describes the author productivity of these journal articles. Author productivity of these journals has showed the positive trend. In case of individual journal Paper / Author is highest by Conservation and society and Author / Paper is highest by Journal of Education and Health Promotion followed by Journal of Mid-Life Health.

**Table 3: Cited and uncited papers of the journals**

Journal Name	Total Papers	Cited		Uncited	
		No	%	No	%
Annals of Library and Information Studies	1000	650	65	350	35
Conservation and society	628	470	74.84	158	25.16
IIMB Management Review	447	333	74.50	114	25.50
Indian Journal of Psychiatry	999	472	47.25	527	52.75
International Journal of Criminal Justice Sciences	185	131	70.81	54	29.19
International Journal of Cyber Criminology	226	182	80.53	44	19.47
International Journal of Educational and Psychological Researches	159	44	27.67	115	72.33
International Review of Social Sciences and Humanities	192	179	93.23	13	6.77
Journal of Education and Health Promotion	605	391	64.63	214	35.37
Journal of Extension Education	106	24	22.64	82	77.36
Journal of Mid-Life Health	347	241	69.45	106	30.55
Journal of Social Work Education and Practice	41	1	2.44	40	97.56
Journals of Intellectual Property Rights	560	348	62.14	212	37.86
Mens Sana Monographs	254	157	61.81	97	38.19
Social Science Spectrum	78	9	11.54	69	88.46
<b>Total</b>	<b>5827</b>	<b>3632</b>	<b>62.33</b>	<b>2195</b>	<b>37.67</b>

Table 3 describes the distribution of cited and uncited status of the articles which have retrieved from Google Scholar. Among the papers it has been observed that overall 62.33% articles have cited, which have a similarity with previous study (Kirtania, 2018). Based on the citation trend it has been observed that out of fifteen journals ten journals have more than 50% cited papers which reveals the quality of Indian social science journals. International Review of Social Sciences and Humanities and International Journal of Cyber Criminology have contributed more than 80% of their total paper.

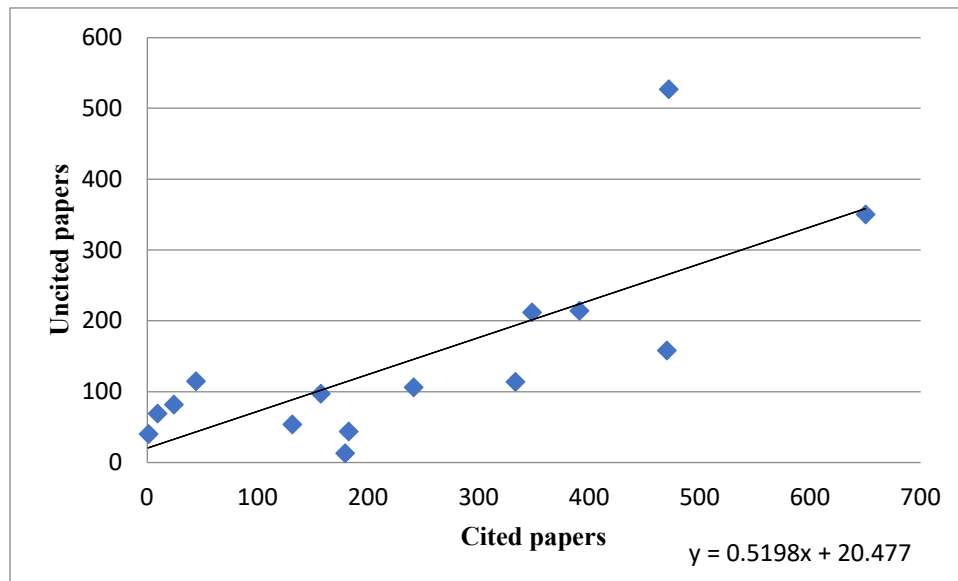
**Table 4: Publication trend of the journals**

Journal Name	H 5 Index	H 5 Median
Annals of Library and Information Studies	11	14
Conservation and society	19	26
IIMB Management Review	17	35
Indian Journal of Psychiatry	27	40
International Journal of Criminal Justice Sciences	-	-
International Journal of Cyber Criminology	-	-
International Journal of Educational and Psychological Researches	4	7
International Review of Social Sciences and Humanities	-	-
Journal of Education and Health Promotion	20	27
Journal of Extension Education	-	-
Journal of Mid-Life Health	19	29
Journal of Social Work Education and Practice	-	-
Journals of Intellectual Property Rights	-	-
Mens Sana Monographs	-	-
Social Science Spectrum	-	-

Table 4 describes the present situation of these articles (as on October, 2018). Out of the fifteen journals, seven journals have indexed in Google Scholar top publication matrix. Among the individual journal Indian Journal of Psychiatry have highest H5 Index followed by Journal of Education and Health Promotion. Within last five year two journals have crossed more than 100 citations in two individual articles which is a remarkable achievement.

#### **Correlation Coefficient of cited and uncited articles**

Below chart showed the Correlation Coefficient of cited and uncited articles and the regression trend line. The Correlation Coefficient stated a perfect and positive trend ( $r_{xy} = 0.75$ ) which indicated the strong relationship between cited and uncited papers. The mathematical formula of the Correlation Coefficient is  $r_{xy} = \frac{Cov(x, y)}{\sigma_x \sigma_y}$  (Das, 1991). The equation of regression trend line of this analysis is  $y = 0.519x + 20.47$  which also build a strong positive relationship between cited and uncited papers.



### Conclusion:

Indian researchers have started to contribute scientific communication to the different disciplines from the nineteenth century onwards. Social science researches develop presupposes freedom of intellectual choice and opinion in the society. So far Indian open access social science journals have published 5827 articles, out of them 62.33% have cited, which reveals the acceptance of the quality of the research. Author productivity such as Cites per Author, Paper per Author and Author per Paper of the articles has a positive value. Statistical analysis correlation coefficient of cited and uncited paper fit the equation with positive result 0.75. The findings of the study have strongly revealed the quantitative research impact of Indian open access social science journals. Finally India has great prospective in sustaining the higher publication and research output growth in social sciences in the coming years.

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## FUNDAMENTAL RIGHTS' AWARENESS AMONG DAILY LABOURS' OF SCHEDULED CASTE (SC) OR SCHEDULED TRIBE (ST) COMMUNITY OF BIRBHUM DISTRICT IN WEST BENGAL

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### ABSTRACT

Constitution of India gives some Fundamental Rights to all citizen of India in part-iii in article no 12 to 35. Among them in article no 14 give us right to equality before law, article 15 give right to no discrimination on grounds of religion, race, caste, sex or place of birth, article 16 give right to equality of opportunity in matters of public employment, article 17 protect us against untouchability, article 19 give us right to speech, article 21(A) give us right to elementary education for all, article 24 protect us against child labour. So awareness of Fundamental Rights is very much important for all the citizen of India mainly daily labour who belongs to SC or ST community because they are suffer more for their caste, race, colour and place of birth. So if they aware on their Fundamental Rights only then they are raise their voice when their rights are not protected. This paper tries to find out the awareness of Fundamental Rights of daily labour of SC or ST community in Birbhum district of west Bengal State. For this study researcher did survey in Birbhum district and used questionnaire and interview schedule as tool for data collection.

**Keywords:** Fundamental Rights, Awareness, Daily Labour, SC, ST

## 1. INTRODUCTION:

Constitution of India gives some Fundamental Rights to all citizen of India in part-iii in article no 12 to 35. The concept of Fundamental Rights was taken from Constitution of America. Fundamental Rights are those rights which are essential for intellectual, moral and spiritual development of Indian citizens. They are called Fundamental Rights because these rights are fundamental or essential for existence and all-round development of individuals. Irrespective of race, birthplace, religion, caste and gender Fundamental Rights apply universally to all citizens. Our Constitution of India recognised six Fundamental Rights.

**1.1 Right to Equality (Article 14-18):** It includes equality before law, the prohibition of discrimination on grounds of religion, race, caste, sex or place of birth, in matters of public employment equality in opportunity, the abolition of untouchability and the abolition of titles.

Article 14- Equality before law.

Article 15- There are prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.

Article 16- In matters of public employment there are equal opportunity.

Article 17- Abolition of Untouchability.

Article 18- Abolition of titles. (Basu, Fundamental Rights and Fundamental Duties, 2015)

**1.2 Right to Freedom (Article 19-22):** It includes freedom of speech and expression, assembly, association or union or cooperatives, movement, residence, and right to practice any profession or occupation.

Article 19- Freedom of speech and expression.

Article 20- In respect of conviction in offences is prohibited.

Article 21- Protection of life and personal liberty.

Article 21(A) - Right to Education.

Article 22- In certain there are cases protection against arrest and detention. (Basu, Fundamental Rights and Fundamental Duties, 2015)

**1.3 Right against Exploitation (Article 23-24):** It prohibits all forms of forced labour, child labour and trafficking of human beings. Children below age of 14 years are not allowed to work.

Article 23- Traffic in human beings and forced labour is prohibited.

Article 24- Children employment prohibition in factories under the age of 14 years. (Basu, Fundamental Rights and Fundamental Duties, 2015)

**1.4 Right to Freedom of Religion (Article 25-28):** It includes freedom of conscience and free profession, practice, and propagation of religion, freedom to manage religious affairs. In certain educational institutes freedom from certain taxes and freedom from religious instructions.

Article 25- Freedom of conscience and free profession, practice and propagation of religion.

Article 26- Freedom to manage religious affairs.

Article 27- There are freedom to all payment of taxes for promotion of any particular religion.

Article 28- In certain educational institution there are freedom to attendance at religious instruction or religious worship. (Basu, Fundamental Rights and Fundamental Duties, 2015)

**1.5 Cultural and Educational Rights (Article 29-30):** It preserves the right of any section of citizens to conserve their culture, language or script, and right of minorities to establish and administer educational institutions of their choice.

Article 29- Protection of interest of minorities.

Article 30- It is Constitutional right of minorities to establish and administer educational institution. (Basu, Fundamental Rights and Fundamental Duties, 2015)

**1.6 Right to Constitutional remedies (Article 32-35):** It present for enforcement of fundamental rights.

Article 32- Remedies for social control of rights bestowed by this part.

Article 33- Modify the rights conferred by this part in their application to Forces is the power of Parliament.

Article 34- Restriction on rights conferred by this part while martial law is in force in any areas.

Article 35- Legislation to relinquish impact to the provisions of this half. (Basu, Fundamental Rights and Fundamental Duties, 2015)

## **2. SIGNIFICANCE OF THE STUDY:**

Constitutions of India give some Fundamental Rights in part iii in between article no 12 to 35. If we know about our Fundamental Rights like equality before law (article 14), no discrimination on grounds of religion, race, caste, sex or place of birth (article 15), right to equality of opportunity in matters of public employment (article 16), abolition of untouchability (article 17), right to speech (article 19), article 21(A) give us right to elementary education for all, article 24 protect us against child labour, only then we raise our voice when we not get our rights. We all know SC-ST community people faces more problems for their caste, race, colour and education. So, at least samples who taken for survey are aware on their fundamental rights during this study. If they aware about their fundamental rights only then they raise their voice.

## **3. OBJECTIVES OF THE STUDY:**

3.1 To find out the Fundamental Rights' awareness among daily labour of SC Community of Birbhum district.

3.2 To find out the Fundamental Rights' awareness among daily labour of ST Community of Birbhum district.

3.3 To compare the Fundamental Rights' awareness among daily labour of SC and ST Community of Birbhum district.

3.4 To compare the Fundamental Rights' awareness among daily labour of male and female SC Community of Birbhum district.

3.5 To compare the Fundamental Rights' awareness among daily labour of male and female ST Community of Birbhum district.

## **4. METHODOLOGY OF THE STUDY:**

**4.1 Method:** Descriptive survey method used by researcher for current study.

**4.2 Population:** Daily labours of SC or ST Community of Birbhum district were population of the study.



**4.3 Sample and sampling technique:** 50 daily labours of SC people and 50 daily labours of ST people (total 100 people) from Birbhum district were selected as sample for the research and convenience sampling technique was used for data collection.

**4.4 Tool:** In order to carry out the present study researcher does not found any appropriate research tool to check the awareness of Fundamental Rights of daily labour of SC or ST Community. That's why researcher decided to develop a questionnaire and an interview schedule by himself for data collection.

**4.5 Validity and Reliability of the Tool-** Researcher established content validity of the questionnaire through checked it by different subject experts.

Researcher used test-retest reliability method. Researcher takes 20 daily labours for preliminary data collection then after 15 days researcher collect data from same response group. The coefficient of correlation ( $r$ ) 0.84 was found.

So reliability and validity of this tool established.

## **5. DATA ANALYSIS, RESULTS, INTERPRETATION AND DISCUSSION:**

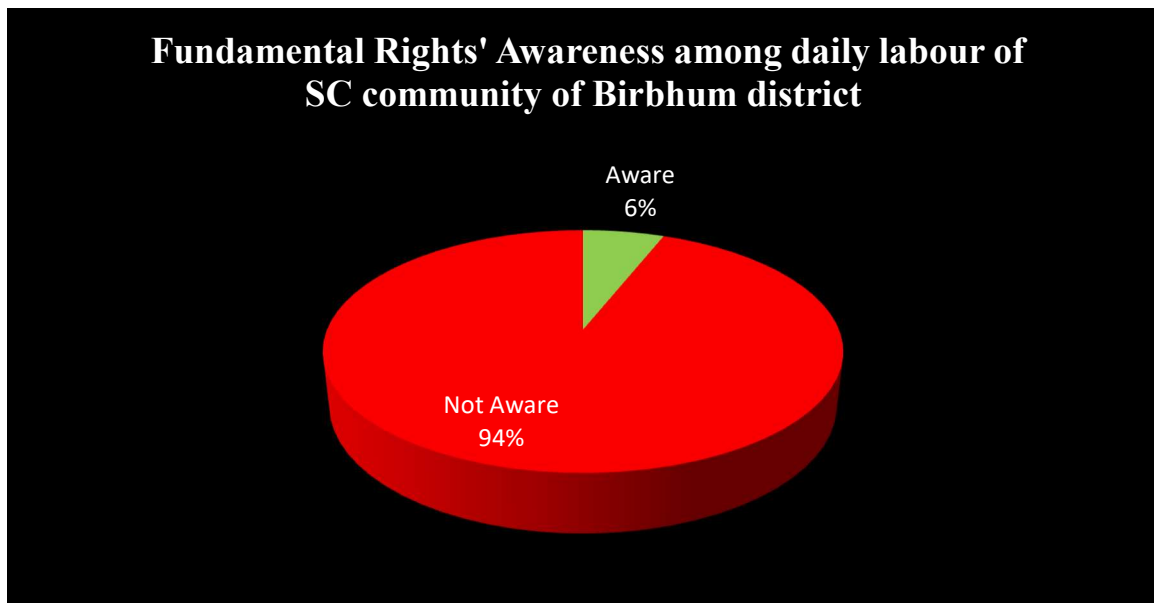
After data are collected through the questionnaire and interview schedule the analysis of those data are giving below according to objectives.

Here researcher focused only those Fundamental Rights which are directly linked with daily labour of SC or ST community life. Those articles are- article 14 (equality before law), article 15 (prohibition of discrimination on grounds of religion, race, caste, sex or place of birth), article 16 (equality of opportunity in matters of public employment), article 17 (abolition of untouchability), article 19 (freedom to speech), article 21A (right to education), article 24 (abolition of child labour under the age of 14).

### **5.1 Analysis of objective 1 (Fundamental Rights' Awareness among daily labour of SC Community of Birbhum district):**

(5.1.1) Only 6% daily labour of SC community people aware about their Fundamental Rights and other 94% daily labour of SC community people are not aware about their Fundamental Rights which given by our Constitution.

**Pie Chart- I**



(5.1.2) Among 3 peoples no one aware of all these seven fundamental rights.

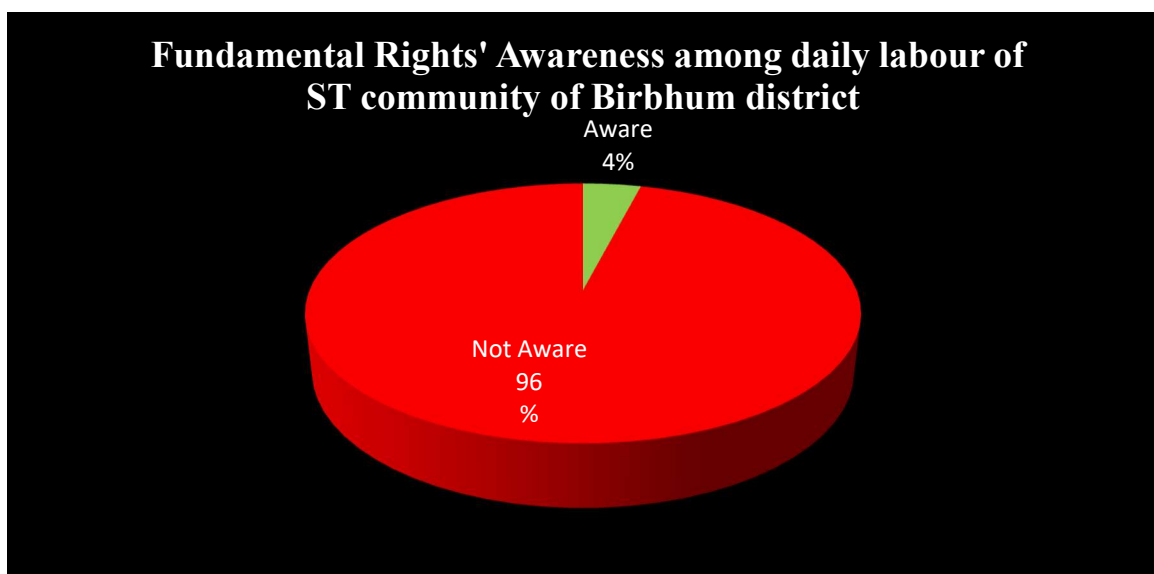
(5.1.3) 1.5% people aware two fundamental rights.

(5.1.4) 1.5% people aware three fundamental rights.

**5.2 Analysis of objective 2 (Fundamental Rights' Awareness among daily labour of ST Community of Birbhum district):**

(5.2.1) Only 4% daily labour of ST community people aware about their Fundamental Rights and other 96% daily labour of ST community people are not aware about their Fundamental Rights which given by our Constitution.

**Pie Chart- II**



(5.2.2) Both the daily labour aware about only 2 fundamental rights. One is educational and another is right to speech.

**5.3 Analysis of objective 3 (Compare the Fundamental Rights' Awareness among daily labour of SC and ST community of Birbhum district):**

So here we clearly show that 6% daily labour of SC community and 4% daily labour of ST community known about their fundamental rights.

**5.4 Analysis of objective 4 (Compare the Fundamental Rights' Awareness among daily labour of male and female SC community of Birbhum district):**

Among 3 daily labours of SC community people who aware about their fundamental rights 2 was male and 1 was female. So there is significance difference between male and female SC daily labour on awareness of fundamental rights.

**5.5 Analysis of objective 5 (Compare the Fundamental Rights' Awareness among daily labour of male and female ST community of Birbhum district):**

Among 2 daily labour of ST community people who aware about their fundamental rights 1 was male and other was female. So, there is no significance difference between male and female ST daily labour on awareness of fundamental rights.

**6. CONCLUSION:**

It is clear that only 6% daily labour of SC community people and 4% daily labour of ST community people of Birbhum district are aware about their fundamental rights which give by Indian Constitution. Awareness of Fundamental Rights of SC & ST communities' daily labour was very low. Female daily labour of ST community people's awareness was much more pathetic. If daily labour of SC and ST community people does not aware about their fundamental rights then how they raise their voice when they are not get their rights. It is duty of Government to launch some special programme (gives poster, advertisement on it, camp on it) for improving awareness of fundamental rights among not only daily labour of SC or ST community people but other community people also.

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## EMOTIONAL INTELLIGENCE OF SCHEDULED CASTE STUDENTS IN RELATION TO DEMOGRAPHIC VARIABLES

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### Abstract:

The Indian tradition has categorised of human beings on various categories. Scheduled caste people are most vulnerable and neglected for many years from good education and standard of life in Indian societies. Emotional intelligence has become one of the most important traits needed for any successful person. In the present study an attempt is made to explore the possession of emotional intelligence among schedule caste students and to find out significant difference in emotional intelligence among Boys-Girls and Rural-Urban students. To meet the objectives data were collected from Emotional intelligence (EI) is one kind of human competency or skills that has a considerable impact on cognitive, affective and behavioral dispositions of an individual (Mayer and Salovey, 1997). Here a survey type research adopted and a tool name- Emotional Intelligence Scale (2016) developed by Dr. Subhash Sarkar & Samrat Sarkar has been taken for the research. It was found that there is no significant difference of emotional intelligence among boys and girls scheduled caste students. It was also noticed that there is no significant difference of emotional intelligence between rural and urban scheduled caste students

**Key words:** Emotional Intelligence, Scheduled Caste, gender, residence.

## **Introduction:**

In the recent few years the variable emotional intelligence is the focus of researchers in different fields due to its multifarious role and impact on the human life. Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulate emotions so as to promote emotional and intellectual growth (Mayer & Salovey, 1997). Students are challenged with their skills and traits and it is to compete in most competitive world to prove one's abilities. It is most challenging for different community such as scheduled caste students. Emotional intelligence can influence many parts of our life, from academic grades to job performance. When we can understand and manage our emotions, we are more likely to get good grades and ace tests. In fact, when it comes to academic performance, [research has revealed](#) emotional intelligence is almost as important as our cognitive intelligence and having a conscientious attitude. This is because emotional intelligent students are better equipped to deal with negative emotions that might disrupt learning.

## **Literature Review:**

According to Goleman (1995) Intelligence Quotient (IQ) alone is no more the measure of success. It only accounts to 20% and the rest goes to emotional and social intelligence and luck. Emotional intelligence is comprised of emotional reasoning about our feelings and emotions. It can help to channelise the feelings in constructive direction because feelings affect motivation, learning, memory, attention, concentration, oral expression, written expression and academic success (Kusche and Greenberg 1994).

Abisamra (2000) reported that there is a positive relationship between emotional intelligence and academic achievement. He therefore canvassed for inclusion of emotional intelligence in the school's curriculum as cited by many researchers. So it is a fact realised from theoretical and empirical research findings that emotional intelligence is positively related with academic success.

Jaeger (2003) studied the effects of emotional intelligence instruction on academic performance and found that a greater correlation exists between the emotional intelligence and academic performance.

Mandell and Pherwani (2003) have found that women are more likely to score higher on measures of emotional intelligence than men, both in professional and personal settings. Both biological and social explanations have received support from a diverse range of empirical studies of emotion, which show greater emotional abilities in women.

Belanger (2005) studied the emotional intelligence of undergraduate students in United States. Researcher found that although student's emotional intelligence was not directly linked to academic success, students with higher levels of emotional intelligence had more self-efficacy and that in turn enhanced their academic performance.

Panda S.K(2009) found no significant difference between male and female, rural and urban in emotional intelligence but the study conducted by Muhammad Akbar et al. (2011) gives a different result where it is found that students from urban areas scored high as compared two students from rural areas in Emotional Quotient (EQ). Female students scored high as compared to male students. The study conducted by Annakodi, R(2013) also support the previous one i.e. urban students are more emotionally intelligent than rural one.

P.S. Mallik(2016) found in his study that urban scheduled caste boys are more emotionally intelligent than urban scheduled caste girl students. However rural scheduled caste girl students are more emotionally intelligent than rural scheduled caste boys.

But maximum research are conducted on the general students and comparatively less number of research are conducted on the emotional intelligence of schedule caste students. In this study an attempt is made to find out the emotional intelligence of schedules castes students.

### **Hypotheses:**

1. HO1: There is no significant difference of emotional intelligence among boys and girls scheduled caste students.
2. HO2: There is no significant difference of emotional intelligence among rural and urban scheduled caste students.

### **Materials and methods:**

The research adopted a survey type research. A sample of 130 undergraduate scheduled caste students (Boys=68 & Girls=62) were selected from different colleges of West Bengal like Calcutta University, West Bengal State University, Burdwan University. Here in order to select from the whole population convenient sampling technique was followed. Data for this study was collected through standardized scale namely Emotional Intelligence Scale (2016) -Dr. Subhash Sarkar & Samrat Sarkar which is bought from National Psychological Corporation (NPC), Agra.

### **Sample:**

130 undergraduate Scheduled Caste students were selected from different colleges of Kolkata and Hooghly district. Here in order to select from the whole population convenient sampling technique was followed.

**Tool:**

Emotional Intelligence Scale (2016) -Dr. Subhash Sarkar & Samrat Sarkar

**Description of the Tool:**

Emotional Intelligence Scale is developed by Dr. Subhash Sarkar & Samrat Sarkar in the year 2016 which is bought from National Psychological Corporation (NPC), Agra. There are 40 statements and each statement have 5 alternative answers viz. –Always, Often, Sometimes, Rarely & Never.

**Procedure:**

For analysis the data researcher used descriptive statistics as well as some inferential statistics like ‘t’ test, percentage analysis, frequency, Mean, Standard Deviation etc.

**Result and discussion:**

‘t’-Test showing comparison of Emotional Intelligence among scheduled caste students with respect to gender (Male & Female).

Mean of Comparison		N	MEAN	SD	Mean Difference	t- Value	Remarks
Gender	Male	68	67.0147	11.88941	5.28890	2.467	Not significant at 0.05 level
	Female	62	61.7258	12.58567			

**TABLE NO. 2**

‘t’-Test showing comparison of Emotional Intelligence between Urban and Rural Scheduled Caste students.

Mean of Comparison		N	MEAN	SD	Mean Difference	t-Value	Remarks
Residence	Urban	75	64.520	14.02542	0.0655	0.029	Not significant at 0.05 level
	Rural	55	64.4545	10.07714			



**Interpretation:**

1) From the Table No. -1 it is found that with regard to gender of the students the computed 't' value i.e. 2.467 is greater than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05% level. Consequently, the null hypothesis can be rejected and as a result, the given difference in sample means being significant.

2) From the Table No. -2 it is found that with regard to residence of the students the computed 't' value i.e. 0.029 is less than 1.96, the critical values required to reach 5% level of significance that means it is not significant at 0.05% level. Consequently, the null hypothesis can be rejected and as a result, the given difference in sample means being significant.

**Delimitation:**

The study was delimited in the following areas:

1. The present study was delimited to the state of West Bengal.
2. The study was restricted to 68 boys and 62 girls of scheduled caste undergraduate students as sample.
3. The study was delimited to only some colleges in West Bengal.
4. The colleges selected were located in rural areas and urban areas of West Bengal.
5. The study was delimited to Bengali and English medium students.
6. The study was delimited to only one dependent variable namely "Emotional Intelligence" and two independent variables like gender and residence.

**Conclusion:**

The Indian tradition has categorized the human beings on various categories. Scheduled caste people are most vulnerable and neglected for many years from good education and standard of life in India societies. Emotional intelligence has become one of the most important traits needed for any successful person. This paper has highlighted that emotional intelligence is an essential aspects of every successful being in this world. The Scheduled caste students should not be neglected of this trainings and hence, minority institutions would be perfectly move the key for the success of these young generation. Youth are not USELESS but they are USED LESS.

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## STUDY INVOLVEMENT OF IX STANDARD STUDENTS IN KANCHIPURAM DISTRICT: A SURVEY

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### ABSTRACT

*Study involvement plays an important role in students' academic performance and success. It is necessary to know every students behaviour of in their study involvement. The objective of the study is to find out the study involvement of IX standard students. The researcher adopted survey method. The investigator has adopted random sampling techniques to collect the data. The sample consists of 300 IX standard students at Kanchipuram district in Tamil Nadu. The collected data were analysed through using descriptive, 't' test and ANNOVA statistical techniques. The descriptive analysis showed that moderate level of study involvement among IX standard students. The 't' test showed that there is a significant difference between rural and urban as well as boys and girls IX standard students in their study involvement. Rural students have more study involvement than urban. Girls have more study involvement than boys. ANNOVA results revealed that there is no significance difference among IX standard students study involvement with respect to mother's income and it also showed that there is no significance difference among IX standard students study involvement with respect to father's educational qualification.*

### Introduction

In every individual achievement of goal depends on their involvement. In learning process learner required study involvement to learn their learning with their own interest and effective performance in their learning. Students involvement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their

education. There is a strong belief in study involvement has a strong positive effect on students academic performance. Involvement has been conceived in different ways by different authors the concept of involvement which is detained as an identification with the task to be accomplished the degree of involvement is determined by the (i) number of needs satisfied, and (ii) the extent of their satisfaction through the performance of the task. Study involvement in view of Morse and Wingo (1970) implies keen interest in the task, working with persistence and imagination and sharing the responsibility for own learning. Yan Off (1973) defined study involvement as a degree of affect or feeling of being actively involved in one's own learning process. Involvement in studies not only makes the learning a pleasant activity but also yields enhancement in learning outcomes of higher order thinking, develops positive attitudes towards learning and facilitates creative productivity.

### **Research Reviews**

The following research reviews of study involvement are briefly explained to show the importance of study involvement in learning and achievements of the learners. Zedan, Raed (2021) found that Parental Involvement as a Predictor of Classroom Climate, Motivation for Learning, and Learning Achievements The findings indicate that the more learners include their parents in the school day and believe that they support them and believe in the importance of education, and the more the parents participate in school activities and maintain contact with teachers and become involved when a problem arises, their children's motivation and achievement level will be higher. Liu, Yanhui, Sulaimani, Mona F and Henning, John E.(2020) conducted a study on “The Significance of Parental Involvement in the Development in Infancy”. This study recommends that parental involvement should be considered as an affluent resource and a useful tool because it could provide rich information about infants' individual needs and positively help infant teachers to improve their instructional skills. Van Houtte, Mieke (2017) researched gender differences in context: the impact of track position on study involvement in flemish secondary education. They found that boys are, generally, less involved in studying than girls, and boys are more affected by track position than girls are, enlarging the gender gap in the lower tracks. Naik, Sapna, Wawrzynski, Matthew R., Brown and Joelle (2017) conducted a study on international students' co-curricular involvement at a university in South Africa. They found that the differences in the continuous learning outcome variables for those international students who were involved in co-curricular experiences to those who held leadership positions within the curricular experiences.

**Significance the of the study**

Study involvement has been found to be positively related to students' achievement. It is necessary to teachers should understand their learners study involvement to guide them for better performance and success. This process makes teaching and learning process in meaningful way. In each and every students they have their own nature of involvement. Individual difference are there in involvement they have creative involvement, gaming involvement and extra - curricular involvement. Here the study involvement satisfy the learners involvement in their subject. To create study involvement behaviour among learners the teacher has to apply various strategies in their teaching and students learning it create high level of study involvement. The researcher analyse IX standard students study involvement behaviour to understand.

**Objectives of the study:**

1. To find out the level of study involvement among IX standard students in Kanchipuram district
2. To find out the level of study involvement among IX standard students with respect to gender
3. To find out the level of study involvement among IX standard students with respect to locality of school
4. To find out the difference between boys and girls among IX standard students in their study involvement
5. To find out the difference between rural and urban IX standard students in their study involvement
6. To find out whether there is difference among IX standard students with respect to their mother's income in their study involvement
7. To find out whether there is difference among IX standard students with respect to their father's education in their study involvement

**Hypotheses**

1. The level of the study involvement of IX standard students is high
2. There is no significant difference between boys and girls IX standard students in their study involvement
3. There is no significant difference between rural and urban IX standard students in their study involvement

4. There is no significant difference among IX standard students with respect to their mother's income in their study involvement
5. There is no significant difference among IX standard students with respect to their father's education in their study involvement

**Method of study :** The researcher adopted Survey method to collect the data.

**Population for the study:** The population for the study consisted of selected school students studied in IX standard at Kanchipuram District in Tamil Nadu.

**Sample:** The investigator has adapted random sampling technique. To collect data, the tool was administered among IX standard students in eight schools at Kanchipuram District, Tamil Nadu. Totally the sample consisted of 300 students.

**Tool used in the study:** Study Involvement inventory was used in the study. It was constructed by Dr. (Mrs). Asha Bhatnagar. The tool consists of 40 items. Each item measures the study involvement of the respondent. Each item has answered by choosing any one of the following options. 1. Yes 2. Undecided 3. No.

**Validity:** Initially the tool was in English. The investigator translated each items English into Tamil language, then the translated items were given to subject experts and they were requested to given their suggestion for establishing the validity of the inventory. The experts verified and analysed all the particulars. They expressed their satisfaction regarding the items preparation based on the objectives, theories and concepts related to the topic what it is supposed to measure.

**Reliability:** Since the tools has been translated from English into Tamil. The investigator established the reliability. The test-retest method was used to find the reliability of the tool. In order to establish reliability, the investigator administered the study involvement inventory to 50 students from Loyola Higher Secondary School, Kuppyanallur. After an interval of 15 days the same tool was administered to the same set of students and the co-efficient of the reliability was established. The reliability co-efficient is 0.726.

**Statistical Techniques Applied:** The investigator has applied the following statistical techniques to analyse the collected data.

1. Descriptive Statistics
2. Differential Analysis
3. ANOVA

**Table .1**

**Level of Study Involvement IX Standard Students**

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Study Involvement	38	12.67	218	72.67	44	14.66

It is inferred from the above table that the IX standard student study involvement level is found that (12.67 %) as low, (72.67%) as moderate and (14.66%) are in high level. It also revealed that most IX standard students have moderate level of study involvement.

**Table . 2**

**Study Involvement Level of IX Standard Boys and Girls Students**

Variable	Boys						Girls					
	Low		Moderate		High		Low		Moderate		High	
Study involvement	No	%	No	%	No	%	No	%	No	%	No	%
		19	11.7	121	74.2	23	14.1	19	13.9	97	70.8	21

It is inferred from the above table study involvement 11.7 % of the boys have low 74.2 % of the boys have moderate and 14.1 % of the boys have high level. And girls 13.9 % of the students have low,70.8 % of the students have moderate and 15.3 % of the students have high level. Therefore it is stated as study involvement is moderate in boys and girls IX standard students.



**Table .3**  
**Level of Study Involvement IX Standard Rural and Urban Students**

Variable	Rural						Urban					
	Low		Moderate		High		Low		Moderate		High	
Study involvement	No	%	No	%	No	%	No	%	No	%	No	%
		27	17.6	107	69.9	19	12.4	17	11.6	109	74.1	21

It is inferred from the above table study involvement 17.6 % of the rural students have low, 69.9 % of the rural students have moderate and 12.4 % of the rural students have high level. And urban 11.6 % of the students have low, 74.1 % of the students have moderate and 14.3 % of the students have high level. Therefore it is stated as study involvement is moderate in rural and urban IX standard students.

**Table .4**  
**Independent sample ‘t’ test between the Mean scores of Rural and Urban IX Standard Students Study Involvement**

Variable	Rural(N= 153)		Urban(N=147)		‘t’ value
	Mean	S.D	Mean	S.D	
Study Involvement	51.36	9.03	48.59	10.77	2.41*

\*Significant at 0. 05% level

From table- 4, it is inferred that the ‘t’ value obtained between rural and urban for the Study Involvement (2.41) is significant at 0.05 level. Thus it is showed that there is significant mean difference between the rural and urban IX Standard Students in their Study Involvement. Rural students have more Study Involvement than urban.

**Table .5**  
**Independent sample ‘t’ test between the Mean scores of Boys and Girls IX Standard Students Study Involvement**

Variable	Boys (N= 163)		Girls (N= 137)		‘t’ value
	Mean	S.D	Mean	S.D	
Study involvement	48.36	10.98	51.94	8.33	3.21*

\*Significant at 0. 05% level

From table- 5, it is inferred that the ‘t’ value obtained between boys and girls for the Study Involvement (3.21) is significant at 0.05 level. Thus it is showed that there is significant mean difference between the boys and girls IX Standard Students in their Study Involvement. Girls’ students have more Study Involvement than boys.

**Table .6**  
**‘F’ test among Mother’s income of IX Standard Students Study Involvement.**

Variable	Source of variation	Sum of Square	Means square variance	df 2	‘F’ value
Study involvement	Between	306.38	153.19	297	1.54**
	Within	29593.62	99.64		

\*\* Not significant at 0.05 level.

From table-6, it is inferred that the ‘F’ values obtained among mother’s income of IX Standard Students in their Study Involvement (0.72)) is not significant at 0.05 level. So it is inferred that there is no significant difference among below 5000, 5001to 10000,10001 to 15000 and above 15000 to in their Study Involvement.

**Table .7**  
**‘F’ test among Father’s Educational Qualification of IX Standard Students Study Involvement.**

Variable	Source of variation	Sum of Square	Means square variance	df 2	‘F’ value
Study involvement	Between	593.91	197.97	297	2.00**
	Within	29306.09	99.01		

\*\* Not significant at 0.05 level.

From table-7, it is inferred that the ‘F’ values obtained Fathers educational qualifications of IX Standard Students in their Study Involvement (2.00)) is not significant at 0.05 level. So it is inferred that there is no significant difference among illiterate, upto X std, Graduate and professional education to in their Study Involvement.

## 9. Findings

1. It is found that the IX standard students have moderate level of study involvement.
2. It is found that the IX standard boys and girls students have moderate level of study involvement.
3. It is found that the IX standard rural and urban students have moderate level of study involvement.
4. It is found that there is significant mean difference between the boys and girls IX standard students in their study involvement. Girls' students have more study involvement than boys.
5. It is found that there is significant mean difference between the rural and urban IX Standard Students in their Study Involvement. Rural students have more Study Involvement than urban.
6. The 'F' values obtained among mothers occupation of IX Standard Students in their Study Involvement there is no significant difference among below 5000, 5001 to 10000, 10001 to 15000 and above 15000 to in their Study Involvement..
7. The 'F' values obtained Fathers educational qualifications of IX Standard Students in their Study Involvement revealed that there is no significant difference among illiterate, upto X std, Graduate and professional education to in their Study Involvement.

## 10. Discussion

The purpose of the study was to find out the study involvement among IX standard students. Normative survey method was applied to collect the data on study involvement among IX standard students. The collected data were analyzed based on the gender, locality of the students, difference among mother's income. and Father's Education . The descriptive analysis showed that there is a moderate level of study involvement. The 't' value between boys and girls was found that 3.21 and it shows there is difference in boys and girls study involvement. It is concurred with research findings of Van Houtte, Mieke (2017) who found that boys are, generally, less involved in studying than girls, and boys are more affected by track position than girls are, enlarging the gender gap in the lower tracks. Girl students have conscious awareness on their study to achieve the learning goals. They show more interest to learn new information through innovative learning strategies. These kinds of learning habits differentiate the girls from the boys in their study involvement. This research study showed the temperament of study involvement among IX standard students.

## Conclusion

The present study showed that the study involvement behaviour of IX standard students. This research has found that the level of study involvement and significant difference between boys and girls in their study involvement. It also found that there is no significance difference among IX standard students with their respect to mother's income and father's education. The study reveals that study involvement behaviour of IX standard students in their various background and nature. It is helpful to teachers to understand students study behaviour and their circumstances. With this awareness teachers apply various strategies to enhance study involvement behaviour among students those who are have less involvement in their study.

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