

REVIEWER'S REPORT

Manuscript No.:IJAR-54404

Title:Regional Disparities, Demographic Trends, and Educational Backwardness among Muslims in West Bengal: A Critical Analysis

Recommendation:

Accept as it is YES

Accept after minor revision.....

Accept after major revision

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

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

Reviewer Name: Dr. Himanshu Gaur

Date:19/10/2025

Detailed Reviewer's Report

The paper titled “Regional Disparities, Demographic Trends, and Educational Backwardness among Muslims in West Bengal: A Critical Analysis” is a comprehensive, data-driven, and policy-relevant study that offers a nuanced understanding of the educational inequalities affecting the Muslim community in West Bengal. It effectively integrates demographic, regional, and socio-cultural dimensions to highlight the persistence of educational deprivation within one of India’s most significant minority populations. The use of multiple credible data sources—Census 2011, the Sachar Committee Report (2006), and localized case studies—enhances the paper’s empirical robustness and credibility. The statistical comparisons of literacy rates and higher education participation across religious and regional lines are presented clearly, revealing both macro- and micro-level disparities. The analysis of district-specific backwardness in areas such as Murshidabad and Uttar Dinajpur adds strong spatial depth, while the incorporation of gender dimensions—particularly the discussion on early marriage, safety concerns, and their impact on girls’ education—adds an essential intersectional perspective.

The paper also excels in connecting educational backwardness to broader issues of employment patterns, informal sector dependency, and social mobility, thereby situating the findings within the larger framework of economic and social inequality. The policy recommendations are pragmatic and actionable, emphasizing infrastructure development, recruitment of bilingual teachers, madrasa modernization, and targeted female education programs. The argumentation is coherent, well-structured, and backed by data, with clear logical progression from problem identification to policy solutions. The writing style is academically sound, maintaining clarity, precision, and analytical rigor throughout.

Overall, the paper demonstrates an excellent balance of empirical evidence, theoretical insight, and policy relevance, making a meaningful contribution to the discourse on minority education, regional inequality, and inclusive development in India. Its interdisciplinary approach—combining education, demography, sociology, and regional planning—enhances both its scholarly and practical value. Given its

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

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methodological soundness, clarity of argument, and strong policy orientation, the paper is accepted without revision for publication.