



REVIEWER'S REPORT

Manuscript No.: IJAR- 55118

Title: PROGRESSION OF PRIMARY EDUCATION OF PUNJAB DURING BRITISH PERIOD,

Recommendation:
Accept after minor revision

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

Reviewer Name: Dr Abdul Haseeb Mir

Detailed Reviewer's Report

This article provides a detailed chronological account of the development of primary education in Punjab from the annexation of the region in 1846 to India's independence in 1947. Through a historical methodology using official records, commission reports, and contemporary writings, the study reconstructs the major phases of educational transformation in colonial Punjab, highlighting both structural reforms and cultural continuities. The division of the British period into four analytical phases allows the author to clearly map the transition from indigenous, community-driven education to a formal, bureaucratically governed system introduced by the colonial state.

One of the strengths of the paper is its rich documentation of indigenous educational practices—Pathshalas, Maktabas, Madrasas, and Gurmukhi schools—and its recognition that these systems were deeply embedded in religious and social structures. The discussion of missionary intervention, language policy shifts from Persian to Urdu, the classification of schools, and the introduction of grants-in-aid demonstrates how education became an instrument of colonial administration and cultural influence. Particularly insightful is the emphasis on the transformative role of Wood's Despatch (1854) and the

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Indian Education Commission (1882), which reshaped administration, curriculum, and inspection systems, laying the foundation for modern educational governance in Punjab

The article also effectively traces developments after 1882, including the emergence of Gurmukhi branch schools, female education efforts, curriculum changes, and the landmark 1917 Bill for Compulsory Education. These discussions highlight the gradual expansion of access and institutionalization of primary education.

However, the paper would benefit from deeper analytical engagement—particularly regarding the socio-economic impact of these reforms, the colonial motives underlying them, and the experiences of marginalized communities. A clearer conceptual framing and tighter synthesis would further strengthen the argument.

Recommendation: Accept with minor revisions.