



REVIEWER'S REPORT

Manuscript No.: IJAR-55118

Title: *Progression of Primary Education of Punjab During British Period*

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. Touseef Malik**

Reviewer's Comment for Publication.

The manuscript provides a detailed historical account of the evolution of primary education in Punjab during the British period. It traces major developments from indigenous, community-based learning to formalized schooling shaped by colonial policies. Key reforms such as language changes, grants-in-aid, school classifications, and compulsory education significantly influenced the educational structure. The paper highlights how these reforms laid the foundation for post-independence educational systems in the region.

Recommendation: Accept after minor revision

Detailed Reviewer's Report

STRENGTHS

1. The manuscript provides a comprehensive historical account, offering detailed chronological coverage of primary education developments across the entire British period in Punjab.
2. The division of the study into clear phases allows for better understanding of the major transitions in educational administration, curriculum, and institutional structures over time.
3. The description of indigenous, missionary, and government systems presents a clear picture of diverse educational influences shaping primary education in Punjab.
4. The paper highlights major reforms, including language policy, grants-in-aid, classification of schools, and compulsory education, offering valuable historical insight.
5. The narrative effectively captures how colonial policies gradually transformed informal community-based learning into formalized and structured schooling.

WEAKNESSES

REVIEWER'S REPORT

1. The manuscript is overly descriptive and contains long paragraphs, reducing clarity and making it challenging to easily identify key analytical insights or transitions.
2. The introduction does not explicitly present the research objectives or guiding questions, limiting clarity on the specific focus and intended contribution of the study.
3. The analysis lacks critical depth in evaluating the educational impact of reforms, such as how administrative and linguistic changes affected equity and access.
4. The section on female education, though informative, is not adequately integrated into the broader narrative of systemic educational development across the period.
5. The conclusion summarizes events but does not sufficiently highlight the long-term influence of British policies on post-independence educational systems.