

Manuscript No.: IJAR-56130

Title: Quantifying the Long-Term Developmental Impact of Access to Education

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. Mithilesh kumar shukla

Reviewer's Comment for Publication:

The study leverages the Socioeconomic High-Resolution Rural–Urban Geographic (SHRUG) dataset, which provides granular, village-level data spanning nearly three decades (1991 to 2020). It highlights the critical role of educational infrastructure quality—particularly school electrification—in driving sustained development, moving beyond just the presence of schools or enrollment figures. Electrification serves as a proxy for the quality of educational infrastructure, symbolizing better resource allocation, stronger administrative presence, and local capacity for maintenance, it is compulsory for investments in education, particularly in quality infrastructure, extend beyond individual learning to promote sustained, inclusive socioeconomic development at the community level.

Recommendation: Accept after minor revision, 1-give five to seven key words, 2- give the page no using references.

Detailed Reviewer's Report

STRENGTHS:

- 1- This paper focusing about development outcomes today
- 2- The study leverages the Socioeconomic High-Resolution Rural–Urban Geographic (SHRUG) dataset
- 3- This study addresses that gap by using real-world 138 datasets to empirically measure both the causal and correlational effects of education.
- 4- This paper emphasizes the quality of educational infrastructure.
- 5- The study provides evidence-based recommendations aligned with current education policies like India's National Education Policy 2020, emphasizing integrated approaches for inclusive and sustainable rural development.

WEAKNESSES:

- 1- The study varying impacts of educational access across different districts in Karnataka, not all over India ,means Limited Scope to a Single State (Karnataka)
- 2- It is only By linking village-level educational indicators from the 1991 Census

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- 3- This study may not fully capture qualitative aspects of education—such as teaching quality, curriculum ,pedagogy,etc.