



### REVIEWER'S REPORT

**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:** Shafiya Akhter

### Reviewer's Comment for Publication.

#### Overall Evaluation

This manuscript examines the long-term developmental effects of historical access to education by linking village-level data from 1991 to development outcomes in 2020 for rural Karnataka. The topic is highly relevant and policy-oriented, especially in the context of rural infrastructure development and educational investment in India. The use of longitudinal village-level data from the SHRUG dataset and Mission Antyodaya survey is a notable strength and provides a valuable empirical foundation.

The paper is clearly structured, with logical progression from literature review to empirical analysis. The inclusion of descriptive statistics, difference-in-means tests, regression analysis, propensity score matching, and heterogeneity analysis demonstrates a commendable effort to provide multi-layered empirical evidence.

#### Major Strengths

**1. Policy Relevance:**

The study directly addresses rural inequality and long-term development planning, making it highly relevant for policymakers and development practitioners.

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### 2. Village-Level Longitudinal Linkage:

Linking 1991 education data to 2020 development indicators provides meaningful long-term perspective rarely explored at such a granular level.

### 3. Multi-Method Empirical Approach:

The use of regression analysis, matching techniques, and heterogeneity analysis strengthens the robustness of findings.

### 4. Key Insight on Infrastructure Quality:

The distinction between mere school presence and quality (e.g., electrification) is an important and insightful contribution.

## Revisions Required

### 1. Clarification of Causal Claims:

The manuscript occasionally uses causal language. Since the methodology is observational, the claims should be carefully framed as associative unless stronger identification strategies are introduced.

### 2. Methodological Transparency:

Greater detail is needed regarding:

- Regression specifications
- Functional forms
- Control variables
- Standard errors and robustness checks
- Matching procedure in PSM

### 3. Operational Definitions:

Clear definitions of key variables such as “electricity deprivation,” “school availability,” and “infrastructure outcomes” should be explicitly provided.

### 4. Formatting and Language Corrections:

Minor formatting issues (spacing errors and typographical inconsistencies) should be corrected. Some repetitive sections in the methodology and conclusion can be streamlined.

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### 5. Strengthening Theoretical Framing:

A brief conceptual framework explaining the mechanism through which educational infrastructure leads to long-term development would improve analytical depth.

## Conclusion

The manuscript addresses an important research gap by providing localized empirical evidence on the long-term developmental impact of educational access. The findings—particularly regarding the importance of infrastructure quality—offer valuable policy insights. However, revisions are necessary to improve methodological clarity and precision of interpretation.

With substantial improvements in methodological reporting and framing, the paper has strong potential for publication.