

Manuscript No.: IJAR-57626

Title: Teacher Strikes and Labor Relations in Public Education: A Narrative Study in Meghalaya..

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:

.This study examines teacher strikes in public education sector of Meghalaya, a Northeastern Indian State where public schooling remains a crucial vehicle for social mobility. Teacher strikes occupy a contentious space within public disclosure. While labor unions frame them as legitimate collective bargaining mechanisms, communities often experience them as interruptions to learning continuity. Temporary school closures lead to missed instructional time, impacting student attendance and academic progress. Communities may feel conflicted between supporting teachers' rights and needing consistent educational services for children. Studies show that teacher strikes can affect school productivity, teacher morale, and retention, with mixed effects on student academic outcomes. Teacher strikes are understood as manifestations of broader labor-management negotiations influenced by employment conditions, job security, and institutional support. Government interventions often react to strikes with salary adjustments or reforms but may fall short of addressing systemic issues, leading to recurring conflicts. The education market refers to a system where educational services are influenced by market principles such as competition, choice, and resource allocation, affecting how families and institutions navigate schooling options.

Recommendation: Accept after minor revision,.

Detailed Reviewer's Report

STRENGTHS:

- 1- This paper reconceptualises teacher strikes as relational events embedded in asymmetric negotiations between educator and the state.
- 2- The paper reconceptualizes teacher strikes as relational labor events rather than mere disruptions, deepening understanding of their social and political significance.
- 3- the study examines how strike action emerges from accumulative institutional silence, delayed remunerations and constrained grievance channels.
- 4- Focuses on Meghalaya, offering insights into a peripheral, under-researched public education context with unique labor dynamics.
- 5- Identifies systemic issues like salary delays, job insecurity, and unequal conditions, providing evidence for targeted reforms.
- 6- The dynamics of the education market shape how students access schools and educational resources, influencing overall system equity.

WEAKNESSES:

- 1- The study focuses exclusively on Meghalaya, which may limit the application.

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- 2- Small Sample Size With around 22–25 participants,
- 3- Lack of Quantitative Data Integration.
- 4- Limited Exploration of Student and Parent Perspectives.