

Manuscript No.: IJAR-57791

Title: From Enrolment to Learning: An Analysis of Reading Skill among Elementary Students of India.

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:

National Education Policy-2020 have contributed in enrolment at the elementary level. However, high enrolment rate has not translated into learning outcomes due to inadequate infrastructure, dearth of quality teachers and post pandemic disruptions. National Policy on Education (1986), District Primary Education Program (1994) and many more. The Sarva Shiksha Abhiyan launched in 2001 and the enactment of the Right to Education act on April 1, 2010 contributed well as India has achieved strong success in providing near-universal access to the 6–14-year students, The study clearly highlights the persistent gap between access to education and actual learning, focusing on foundational literacy. “Reading literacy is the ability to understand and use those written language forms required by society and/or valued by the individual. The ASER suggests that a considerable number of elementary students are still unable to read Std. II-level text. The findings of the study highlighted that focus on foundational skill especially reading skill is a dire need of hour.

Recommendation: Accept after minor revision,

Detailed Reviewer's Report

STRENGTHS:

- 1- This study is an attempt to explore elementary education with reference to enrolment and reading skills. Based on secondary sources
- 2- It uses extensive secondary data from credible sources like MoSPI and ASER covering a 10-year period (2014-2024).
- 3- Government interventions at elementary level have played a major role in bringing children into schools.
- 4- The study highlights gender differences in enrolment and learning outcomes, emphasizing girls' educational progress.
- 5- The study clearly highlights the persistent gap between access to education and actual learning, focusing on foundational literacy.
- 6- “Reading literacy is the ability to understand and use those written language forms required by society and/or valued by the individual.
- 7- It acknowledges and analyzes the effects of COVID-19 on enrolment and learning outcomes.

WEAKNESSES:

- 1- Limited Focus on Causal Factors.

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- 2- The paper primarily focuses on reading proficiency, with limited discussion on other critical areas.
- 3- Lack of Regional or Socio-economic Breakdown.

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