



SDI Review Form 1.6

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| Journal Name: | Journal of Education, Society and Behavioural Science |
| Manuscript Number: | Ms_JESBS_47565 |
| Title of the Manuscript: | Practices of Gender Responsive Pedagogy in the General Secondary School Science Teaching and Learning: Challenges & Opportunities - A Case of North Wollo Zone, Ethiopia |
| Type of the Article | Based on empirical data - research article |

General guideline for Peer Review process:

This journal's peer review policy states that **NO** manuscript should be rejected only on the basis of '**lack of Novelty**', provided the manuscript is scientifically robust and technically sound. To know the complete guideline for Peer Review process, reviewers are requested to visit this link:

(<http://www.sciencedomain.org/page.php?id=sdi-general-editorial-policy#Peer-Review-Guideline>)

PART 1: Review Comments

| | Reviewer's comment | Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here) |
|-------------------------------------|---|---|
| Compulsory REVISION comments | <p>1. The paper in places needs language correction. It would help if it could be proof read prior to publication, e.g. p. 20 ' presence of trained school supervisors and principals <u>have been helped them</u>' (grammar?)</p> <p>2. I understand that the Authors are bound by the words limitation but it is crucial, that all abbreviations used in their abstract and the introduction are explained. What does it mean: 'GSS', 'GRP', 'FGD', 'NETP', 'ESDP'... It would be sufficient to give explanation in brackets at first occasion of use. It would be sufficient to do it once, in the abstract. It is possible to shorten the abstract in order to gain space for the explanation of abbreviations.</p> | <p>Corrected accordingly</p> <p>Correction made</p> |
| Minor REVISION comments | <p>I feel that the paper would benefit from adding a reference to more gender theories, for instance a gender neutrality theory, e.g. Odrowaz-Coates, A. <i>Is gender neutrality a post-human phenomenon? The concept of 'gender neutral' in Swedish education</i>, Journal of Gender and Power, 3 (1) 2015, pp. 113-133, And perhaps to refer to this article about radical pedagogy for the marginalized in the educational context: https://ijpint.com/resources/html/article/details?id=132864</p> <p>Embedding the discussion within the above framework would help to set a more sophisticated and also more general framework for the research findings. I envisage these references to be included in the opening paragraphs.</p> | <p>All correction made and effected</p> |
| Optional/General comments | <p>This is an interesting contribution to the discussion on gender issues in educational setting. It is based on incidental data from educational facilities, gathered during field research in Ethiopia. The African continent's perspective gives the article advantage of gaining impact in global dialog on gender in education. It is a worthwhile paper that I recommend for publication. The paper will benefit from addressing the above issues.</p> | |



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PART 2:

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| | <u>Reviewer's comment</u> | <u>Author's comment (if agreed with reviewer, correct the manuscript and highlight that part in the manuscript. It is mandatory that authors should write his/her feedback here)</u> |
| <u>Are there ethical issues in this manuscript?</u> | <u>(If yes, Kindly please write down the ethical issues here in details)</u> | |

As per the guideline of editorial office we have followed VANCOUVER reference style for our paper.

Kindly see the following link:

<http://sciencedomain.org/archives/20>