

## Review Form 1.6

Journal Name:	<a href="#">Journal of Pharmaceutical Research International</a>
Manuscript Number:	Ms_JPRI_78980
Title of the Manuscript:	Academic Performance of Hearing Impaired Children Who Received Early Intervention
Type of the Article	Original 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:

<https://www.journaljpri.com/index.php/JPRI/editorial-policy>

**Reviewer comments in next page**

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### 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)
<b>Compulsory</b> REVISION comments	<ol style="list-style-type: none"> <li>1. <b>Result part in abstract</b> <ul style="list-style-type: none"> <li>- <b>Need to restructure the sentence for clarity</b></li> <li>- <b>Suggestive:</b> It was found that 97 children with hearing impairment achieved significantly in their test score (80 to 99%) across English, Science, and Mathematics as compared to Urdu and Islamiyat (70 to 79%) after the implementation of intervention strategies.</li> </ul> </li> <li>2. <b>Conclusion part in abstract</b> <ul style="list-style-type: none"> <li>- <b>Need to restructure the sentence for clarity</b></li> <li>- <b>Suggestive:</b> The study conclude that, while children with hearing impairment faced struggle in some areas of academics which includes listening and imitation in subjects like Urdu (structure of words) and Islamiyat (due to Arabic talafuz), their academic performance in Math, English, and Science is higher with overall achieved percentage between 80 to 99 %.</li> </ul> </li> <li>3. <b>Materials and Methods</b> <ul style="list-style-type: none"> <li>- Methods, design and instrument used need to be supported by literature. While it may be contextually applicable, it reads strong when it is backed by the literature</li> </ul> </li> <li>4. <b>Early intervention (3.4)</b> Author(s) need to write intervention strategies implemented that is drawn from existing literatures</li> </ol>	
<b>Minor</b> REVISION comments	<ol style="list-style-type: none"> <li>1. Need to cross -check the correct Intext citation in paragraph 3 (in first sentence) para 4 (in first sentence), para 5 (in first sentence) on page 2.</li> <li>2. Abbreviation for BASR under Materials and Methods <ul style="list-style-type: none"> <li>- Write the full form for this abbreviation. As a general rule, all non-standard abbreviations/acronyms should be written out in full on first use and followed by the abbreviated form in parentheses,</li> </ul> </li> <li>3. Digital questionnaire <ul style="list-style-type: none"> <li>- Can be replaced with online survey questionnaire</li> </ul> </li> <li>4. Age Range and Grade <ul style="list-style-type: none"> <li>- Present this information in table for at glanceable reading or information</li> </ul> </li> </ol>	
<b>Optional/General</b> comments	The idea and knowledge generated from this research is significant to the existing pool of literatures in this discipline. However, the clarity of the writing is weak.	

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**PART 2:**

	<b>Reviewer's comment</b>	<b>Author's comment</b> <i>(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)</i>
<b>Are there ethical issues in this manuscript?</b>	<i>(If yes, Kindly please write down the ethical issues here in details)</i>	

**Reviewer Details:**

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