



ISSN NO. 2320-5407

ISSN: 2320-5407

# International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

www.journalijar.com

## REVIEWER'S REPORT

Manuscript No.: IJAR-50789

Date: 27-03-2025

**Title: PERCEPTION OF PROSPECTIVE TEACHERS ON FOLKLORE-BASED LEARNING**

**Recommendation:**

- Accept as it is.....**YES**.....
- Accept after minor revision.....
- Accept after major revision .....
- Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality	√			
Techn. Quality		√		
Clarity		√		
Significance			√	

**Reviewer's Name:** Mir Jaffar

**Reviewer's Decision about Paper:**      **Recommended for Publication.**

**Comments** (*Use additional pages, if required*)

### **Reviewer's Comment / Report**

The study "Perception of Prospective Teachers on Folklore-Based Learning" presents a well-structured and insightful analysis of the role of folklore in education. It effectively highlights how folklore-based learning fosters engagement, cultural awareness, and critical thinking among students while addressing prospective teachers' perceptions of its implementation.

The **abstract** provides a concise summary of the study, clearly outlining the importance of folklore in pedagogy, the role of teachers in adopting diverse methodologies, and the impact of folklore-based learning on students. The research methodology is briefly mentioned, and key findings regarding the benefits and challenges of integrating folklore into the curriculum are well articulated. The emphasis on culturally responsive teaching adds depth to the discussion.

## REVIEWER'S REPORT

The **introduction** establishes the relevance of folklore in education by defining its significance and benefits. It effectively highlights how folklore contributes to cultural preservation while enhancing students' cognitive and analytical skills. The rationale for examining prospective teachers' perspectives is well stated, reinforcing the study's relevance in teacher education.

The **need and significance of the study** section provides a strong theoretical foundation by referencing relevant literature. The inclusion of scholarly perspectives from **Egan (2005)**, **Pandey (2020)**, and **Basu (2016)** strengthens the argument for folklore-based learning. The discussion on multimodal learning approaches, critical thinking, and cultural relevance adds depth to the study's justification.

Overall, the study is well-structured, informative, and provides a compelling analysis of folklore-based learning. It effectively presents both the advantages and challenges associated with its implementation, making it a valuable contribution to the field of education.