

## REVIEWER'S REPORT

Manuscript No.: **IJAR-52733**

**Date: 10/07/2025**

**Title: Multicultural Education and Inclusion in India: Analysis of B.Ed. Students Teacher's Perception in Context of NEP-2020**

### 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 Anam Zehra

**Date: 10/07/2025**

### Reviewer's Comment for Publication

This article is a strong qualitative investigation of multicultural education and the National Education Policy (NEP) 2020 in India. It captures B.Ed. student teachers' perceptions using thematic analysis. The study contributes meaningfully to the discourse on inclusive education and teacher preparation.

**Recommendation: Accept as it is**

## Detailed Reviewer's Report

### Strengths

- Policy-Aligned Focus** – Strong alignment with NEP 2020, enhancing relevance for national teacher education policy and inclusive education reforms.
- Participant-Driven Thematic Analysis** – Captures rich, reflective responses from B.Ed. students, showcasing diversity in perception and practice.
- Integration of Global and Local Literature** – Anchors the Indian context in global multicultural education scholarship strengthening theoretical depth.
- Holistic and Nuanced Discussion** – Addresses emotional, linguistic, pedagogical, and systemic dimensions of multiculturalism, reflecting a comprehensive approach.
- Actionable and Context-Specific Recommendations** – Offers grounded suggestions for curriculum redesign, professional training, and experiential learning.

### Weaknesses

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1. **Sampling and Representational Limitations** – The convenience sample of 50 B.Ed. students from a single region (Nagaland) limits generalizability.
2. **Overlapping Thematic Narratives** – Several themes (e.g., cultural competence, inclusive pedagogy) recur across responses, making some sections repetitive.
3. **Minimal Counter perspectives** – The narrative lacks dissenting views or critical counterpoints from participants, which would add analytical complexity.
4. **Limited Interdisciplinary Integration** – Discussion could benefit from insights from sociology or anthropology to deepen the multicultural analysis.
5. **Reference Formatting Irregularities** – Some citations are improperly formatted or repeated, suggesting a need for more careful editorial review.