

REVIEWER'S REPORT

Manuscript No.: **IJAR-52733**

Date: 12-07-2025

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: Mir Jaffar

Reviewer's Comment for Publication.

The abstract clearly and effectively presents the core focus of the study—examining B.Ed. student teachers' perceptions of multicultural education and inclusion within the framework of India's National Education Policy (NEP) 2020. The abstract begins by defining multicultural education as a value-driven, equity-oriented approach rooted in cultural pluralism, which is well-contextualized within India's long-standing diversity.

The mention of NEP 2020 as a transformative policy sets a contemporary and policy-relevant backdrop for the study. The positioning of B.Ed. student teachers as primary agents in implementing multicultural ideals in inclusive classrooms is well argued and highlights the relevance of teacher perspectives.

The research design, involving thematic analysis of feedback from fifty B.Ed. student teachers, is clearly outlined. The findings underscore existing concerns about inclusive practices through multicultural education. The abstract also outlines key recommendations, such as integrating cultural competence training and multilingual education—enhancing the applied dimension of the study.

The keywords provided are appropriate and represent the thematic focus accurately.

Introduction Review

The introduction offers a well-grounded conceptual foundation for the study, drawing on established scholars such as Banks (2015) and Gay (2018) to situate multicultural education within a framework of educational equity and social justice. The connection to India's socio-cultural diversity is clear and compelling, making a strong case for the integration of multicultural perspectives in teacher education.

By referencing India's pluralistic character and the role of multicultural education in fostering responsive pedagogy, the introduction highlights both the necessity and timeliness of the study. The reference to Kumar (2019) further affirms the national relevance of multicultural teacher preparation programs.

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

www.journalijar.com

REVIEWER'S REPORT

The tone is academic and focused, and the introduction establishes a coherent linkage between theory, policy, and teacher preparation, thus setting a strong platform for the empirical discussion that follows.

Overall Evaluation

The manuscript demonstrates academic clarity and relevance in exploring multicultural education and inclusion in the Indian context. Both the abstract and introduction are coherent, well-researched, and clearly connected to current educational reforms under NEP 2020. The emphasis on teacher perceptions and the role of B.Ed. programs reflects a critical engagement with the foundational levels of educational implementation. The study presents a meaningful contribution to discourse on inclusive and culturally responsive education in India.