

Manuscript No.: IJAR-56927

Title: Rethinking Multicultural Education Beyond Cultural Celebrations: Pedagogical Barriers in Indian school.

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. Mithilesh kumar shukla

Reviewer's Comment for Publication:

Multiculturalism as a social philosophy questions ongoing social issues and tries to identify the crucial thread that still exists in society and is the reason for the social inequalities. It is promoting critical thinking as a core component of meaningful multicultural education that goes beyond tokenistic celebrations to engage with the systemic and structural realities of diversity, equity, and inclusion. The paper aligns multicultural education with democratic participation, empowering students to question and challenge societal inequities. Multicultural education emerges as an essential pedagogical approach for promoting equity, inclusion, and social justice in India. Educators must move beyond celebrating festivals or superficial cultural markers and embed multicultural perspectives meaningfully across subjects and curricula. Teachers need extensive and deliberate training in multicultural education to understand students' lived experiences, avoid unconscious biases, and effectively implement culturally responsive teaching.

Recommendation: Accept after minor revision, give the page no of uses references

Detailed Reviewer's Report

STRENGTHS:

- 1- To foster transformative multicultural education by critically reviewing the challenges in the school and addressing the deeper social issues, inequities, and injustices.
- 2- It aligns the discussion with the National Education Policy (NEP) 2020 by fostering equity, inclusion, and Socio-Economically Disadvantaged Groups (SEDGs).
- 3- Knowledge construction helps teachers to build critical thinking in students and examine assumptions and biases from the content that students study.
- 4- It is clearly identifies key barriers such as limited curriculum representation, inadequate teacher training, syllabus pressure, and structural biases in assessment.
- 5- It is Focus on Academic Success and Equity.
- 6- Teachers must integrate students' cultural aspects while teaching a lesson through examples and stories.
- 7- Educators must move beyond celebrating festivals or superficial cultural markers and embed multicultural perspectives meaningfully across subjects and curricula.

WEAKNESSES:

- 1- Lack of Concrete Implementation Strategies.

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- 2- theoretical frameworks and literature from Western contexts (eBanks, Ladson-Billings), but examine the unique cultural and educational nuances specific to India.
- 3- Limited practical applicability in Indian education system