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Title: ASSESSING IMPACT OF UNIVERSAL DESIGN FOR LEARNING BASED INTERVENTIONS ON READING COMPETENCIES OF STUDENTS WITH INTELLECTUAL DISABILITIES.

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:

Despite global and national commitments to inclusive education, including the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and policy frameworks such as the Rights of Persons with Disabilities (RPwD) Act, 2016 and the National Education Policy (NEP) 2020 in India, Intellectual disabilities refer to a group of developmental conditions characterized by significant limitations in both intellectual functioning (such as reasoning, learning, problem-solving) and adaptive behavior (which includes social and practical skills). Digital technologies refer to electronic tools, devices, and resources that generate, store, or process data and facilitate communication, learning, and various activities through digital means. In the context of education and interventions for students with intellectual disabilities, Interactive videos, animations, digital storytelling, and educational games that present content in engaging, multimodal formats. Flexible ways in education, especially within the Universal Design for Learning (UDL) framework, refer to adaptable methods and options that accommodate diverse learner needs, preferences, and abilities. For students with intellectual disabilities, flexible ways enable personalized access, engagement, and expression of learning.

Recommendation: Accept after minor revision, give the meaning of scaffolded instruction

Detailed Reviewer's Report

STRENGTHS:

- 1- The findings indicate significant improvements in comprehension and vocabulary with moderate gains in decoding and fluency,
- 2- Literacy competence enables individuals to access information, engage in lifelong learning, and participate meaningfully in community and vocational contexts.
- 3- Integration of National and International Studies.
- 4- Universal Design for Learning (UDL) offers a theoretically grounded and empirically supported framework for addressing these challenges.
- 5- The study is grounded in a well-established theoretical framework (Universal Design for Learning), linking cognitive neuroscience principles to practical instructional strategies.
- 6- The paper clearly identifies and analyzes specific UDL-aligned instructional strategies.
- 7- In relation to examining the impact of specific UDL-aligned strategies, digital and multimedia-based reading interventions emerged as the most frequently reported and effective approach.

WEAKNESSES:

International Journal of Advanced Research

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- 1- methodological limitations and underrepresented learner populations
- 2- Challenges with intellectual processes such as memory, attention, and understanding complex ideas.
- 3- Limited Focus on Indian Context.
- 4- Small Sample Sizes and Short-Term Studies