

Manuscript No.: IJAR-58825

Title: La Transformation digitale au service de la performance de l'enseignement supérieur: Axes stratégiques, défis et perspectives en Tunisie.

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:

The study explores secondary school teachers' readiness to implement inclusive education under NEP 2020 in Odisha, India. Using qualitative methods with 100 government teachers, it found that while teachers generally hold positive attitudes and understand inclusive education as providing equal learning opportunities, their readiness is moderate due to limited practical training and confidence. Major challenges include large class sizes, insufficient professional training, limited teaching resources, and time constraints. Teachers emphasize the necessity of continuous professional development, improved resources, administrative support, and collaboration with special educators for effective implementation. The study concludes that positive attitudes alone are insufficient; sustained capacity building and institutional support are critical to realize NEP 2020's vision of inclusive education in secondary schools.

Recommendation: Accept after minor revision,

Detailed Reviewer's Report

STRENGTHS:

- 1- The study Addresses a timely and relevant topic by examining teacher readiness under the new National Education Policy 2020.
- 2- It Uses a phenomenological design to deeply explore teachers' perceptions, experiences, and challenges, providing rich, detailed insights.
- 3- Large Sample Size, in this study Involves 100 secondary school teachers, offering a substantial data set for qualitative analysis.
- 4- Its Clearly outlines major barriers such as large class sizes, lack of training, resource shortages, and time constraints.
- 5- Fills a research gap by providing qualitative insights into secondary school teachers' readiness, complementing existing quantitative studies.
- 6- Prioritizes teachers' lived experiences and voices, highlighting real-world challenges and needs.

WEAKNESSES:

- 1- Limited Geographic Scope: The study is confined to government secondary schools in only two blocks of one district in Odisha,
- 2- Limited Qualitative Data, the study based on quantitative data
- 3- Focus on Government Schools Only.