

REVIEWER'S REPORT

Manuscript No.: IJAR-56533**Title: Implementing NEP 2020 Goals through Career Guidance Systems: A Framework for Improving Youth Employability,****Recommendation:****Accept after minor revision**

| Rating | Excel. | Good | Fair | Poor |
|----------------|--------|------|------|------|
| Originality | | ✓, | | |
| Techn. Quality | | ✓, | | |
| Clarity | ✓, | | | |
| Significance | ✓, | | | |

Reviewer Name: Dr Abdul Haseeb Mir

Detailed Reviewer's Report

The article "Implementing NEP 2020 Goals through Career Guidance Systems: A Framework for Improving Youth Employability" addresses one of the most critical structural challenges in the Indian socio-economic landscape: the widening gap between academic certification and professional readiness. By centering the discussion on the National Education Policy (NEP 2020), the author provides a timely analysis of how theoretical policy recommendations can be operationalized into functional frameworks. The paper correctly identifies that youth unemployment in India is not merely a quantitative issue of job scarcity but a qualitative one of "skill mismatches," where the education-to-employment pipeline remains fragmented and insufficiently guided.

The methodology, which employs a quantitative approach via a structured questionnaire with 150 respondents, provides a necessary empirical basis for the study. The use of a five-point Likert scale to measure variables such as career guidance access, digital literacy, and industry-institutional collaboration allows for a clear statistical understanding of the barriers facing graduates. The author's application of Social Cognitive Career Theory (SCCT) is particularly effective, as it helps explain how environmental factors and self-efficacy beliefs shape the career trajectories of young people. This theoretical grounding elevates the paper from a simple administrative report to a rigorous academic inquiry into the psychology of employability.

One of the study's most significant contributions is its focus on the "Digital Divide" and its impact on career preparedness. The findings suggest that while digital infrastructure is expanding, the ability to

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leverage that infrastructure for professional networking and skill acquisition is unevenly distributed across socio-economic groups. The author's emphasis on "technology-enabled education" as a tool for equity aligns perfectly with the spirit of NEP 2020. Furthermore, the discussion on "holistic development" and the integration of vocational training into the mainstream curriculum offers a practical roadmap for reducing the stigma often associated with non-academic career paths in India.

The proposed framework, which advocates for a collaborative ecosystem between educational institutions, industries, and government bodies, is both logical and ambitious. The author highlights that career guidance should not be an "end-of-degree" intervention but a continuous process integrated into the entire educational lifecycle. The data indicating a strong positive correlation between structured career counseling and professional confidence is a compelling argument for the mandatory implementation of such systems. Additionally, the analysis of "employer perception" provides a valuable feedback loop that is often missing from purely pedagogical studies.

However, the manuscript would benefit from a few minor refinements to further enhance its scholarly depth. While the sample size of 150 is adequate for a localized study, a more detailed breakdown of the participants' "socio-economic background" (beyond just a general mention) would allow for a more nuanced analysis of how inequality impacts employability. For example, contrasting the career guidance access of students in urban Tier-1 cities versus those in rural areas would provide more targeted insights. Additionally, the paper could be strengthened by a brief discussion on the role of "soft skills" or "21st-century skills" (such as critical thinking and emotional intelligence) which NEP 2020 emphasizes, but which often prove difficult to quantify in standardized assessments.

From a structural perspective, the narrative is cohesive and well-argued. The author successfully maintains a narrative flow that connects macro-policy goals with micro-level student experiences. To improve the paper for publication, the conclusion could be expanded to include specific "Key Performance Indicators" (KPIs) that institutions could use to measure the success of their career guidance systems. This would move the paper from a descriptive analysis to a more prescriptive guide for policymakers. The bibliography is diverse and reflects a strong grasp of both international career development theories and local Indian educational policy documents.

Recommendations for the editor:

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This article represents a valuable contribution to the field of educational sociology and public policy. It captures the urgency of the employability crisis and offers a structured, evidence-based approach to solving it through the lens of NEP 2020. By addressing the minor suggestions regarding demographic granularity and the inclusion of soft-skill metrics, the author will further solidify the paper's impact on both academic discourse and practical policy implementation.