

REVIEWER'S REPORT

Manuscript No.: **IJAR-57412**

Title: El Diagnóstico Pedagógico para mejorar el proceso de formación en la Maestría en Pedagogía de la FES Aragón UNAM.

Recommendation:

Accept after minor revision.....

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

Reviewer Name: Dr. Faheem Abdul Muneeb

Reviewer's Comment

The manuscript presents an applied educational study focused on the use of a pedagogical diagnostic framework to evaluate and improve the training processes within a Master's program in Pedagogy at FES Aragón, UNAM. The topic is relevant within the field of higher education and postgraduate studies, particularly in the context of improving academic efficiency and graduation rates. The study is grounded in an institutional need, clearly articulated in the introduction (pages 1–2), where the historically low graduation rates are identified as a central problem requiring systematic intervention.

The paper demonstrates a strong practical orientation, aiming not only to diagnose institutional shortcomings but also to propose and implement concrete improvements. This applied dimension is one of the manuscript's key strengths, as it connects empirical findings directly with institutional reform processes. The focus on actors, program structure, training practices, and institutional conditions provides a comprehensive framework for analysis.

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Scientific Contribution and Analytical Depth

The manuscript contributes to the field by offering a structured diagnostic model applied to a real postgraduate program. The categorization of analysis into four dimensions—actors, program, training processes, and institutional conditions (page 1)—is conceptually sound and allows for a multidimensional understanding of the educational process. The findings derived from the survey and subsequent analysis provide valuable insights into the challenges faced by students, particularly in balancing academic, professional, and personal responsibilities (pages 4–5).

The detailed discussion of the stages of the training process—initiation, consolidation, and production (page 7)—is particularly noteworthy. This framework provides a useful lens for understanding how pedagogical practices evolve over time and how they relate to research development and graduation outcomes. The emphasis on tutoring, seminar integration, and committee-based evaluation reflects a coherent model of academic support.

However, the analytical depth remains somewhat limited by its predominantly descriptive orientation. While the manuscript presents extensive findings, the discussion often reiterates these results without sufficiently engaging in critical interpretation. For example, while deficiencies in research training and institutional support are clearly identified, the underlying structural or systemic causes are not explored in depth. A more explicit linkage between findings and broader educational theory would strengthen the scholarly contribution of the paper.

Methodology and Research Design

The study employs a quantitative approach through the use of a survey administered to 21 students, complemented by qualitative elements such as interviews (page 3). The use of tools such as Excel and SPSS for data analysis indicates methodological awareness. The selection of the entire student population of the program enhances the internal validity of the study.

Nonetheless, the methodological section would benefit from greater clarity and precision. The research design is described as both quantitative and exploratory-qualitative, but the integration of these approaches is not fully articulated. Further detail regarding the design of the survey instrument, its validation, and the analytical procedures would improve transparency. Additionally, the relatively small sample size limits the generalizability of the findings, and this limitation should be acknowledged more explicitly.

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Structure, Style, and Presentation

The manuscript follows a logical structure, progressing from introduction and contextual background to methodology, findings, and conclusions. The use of sub-sections enhances readability, and the inclusion of detailed empirical findings provides depth to the analysis.

However, the paper requires careful linguistic and stylistic revision. There are numerous grammatical inconsistencies, issues with sentence construction, and occasional lack of clarity, particularly in the English abstract and translated sections. Some sections are overly extended and could benefit from greater conciseness. Additionally, there is repetition of key ideas, particularly regarding the importance of improving graduation rates, which could be streamlined..

Final Recommendation

Overall, the manuscript presents a valuable applied contribution to the study of postgraduate education and institutional improvement. It offers a well-structured diagnostic approach and provides empirically grounded insights into the challenges and potential reforms of a Master's program.

While the paper would benefit from deeper analytical engagement, clearer methodological articulation, and careful language revision, these issues are relatively minor and can be addressed through revision without altering the core contribution of the study.

Decision: Accepted with minor revisions.