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REVIEWER'S REPORT

Manuscript No.: IJAR-57787

Title: ASSESSMENT OF CONSTITUTIONAL LITERACY: AWARENESS OF FUNDAMENTAL RIGHTS AND DUTIES AMONG STUDENTS OF MANAGEMENT AND ENGINEERING INSTITUTIONS IN PUNE

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's ID: JPR- 002

Detailed Reviewer's Report

The manuscript titled “*Assessment of Constitutional Literacy: Awareness of Fundamental Rights and Duties among Students of Management and Engineering Institutions in Pune*” addresses an important and contemporary issue related to constitutional awareness and civic responsibility among higher education students. The topic is highly relevant in the context of the National Education Policy (NEP) 2020, which emphasizes value-based education, ethical citizenship, and civic consciousness. The study attempts to evaluate the awareness levels of Fundamental Rights and Duties among professional students and examines the influence of demographic and institutional factors on constitutional literacy. The paper demonstrates social relevance and contributes to the growing discourse on civic education in higher education institutions.

The abstract is generally well-structured and clearly presents the objectives, methodology, statistical tools, and major findings of the study. The inclusion of specific statistical values such as t-values, p-values, and ANOVA results strengthens the scientific presentation of the research. However, the abstract can be improved by reducing repetition and refining sentence construction for better readability. Some grammatical inconsistencies and spacing issues should also be corrected to enhance professionalism.

The introduction provides a satisfactory background regarding the importance of constitutional literacy and the role of higher education institutions in promoting civic awareness. The rationale for focusing on management and engineering students is clearly justified. The authors effectively connect the study with democratic participation, ethical decision-making, and responsible citizenship. However, the introduction could be strengthened further by including recent national or international statistics or reports related to civic literacy among youth. Additionally, some sentences are lengthy and require language editing for improved clarity and coherence.

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The literature review is extensive and incorporates several recent references related to constitutional literacy, civic engagement, and value-based education. The review demonstrates that the researcher has consulted a wide range of scholarly and policy-based sources. Nevertheless, the literature review is mostly descriptive in nature and lacks critical synthesis. The studies are presented sequentially without adequate comparison, thematic categorization, or analytical discussion. The authors should critically examine similarities, differences, and research gaps among previous studies instead of merely summarizing them. Furthermore, certain citations appear incomplete or inconsistently formatted, and some references from newspapers and online campaigns may not possess strong academic rigor.

The research problem and research gap are appropriately identified and logically derived from the literature review. The authors clearly explain the lack of empirical studies focusing on professional students in Pune and justify the necessity of the present investigation. The research objectives and hypotheses are clearly stated and aligned with the study purpose.

The methodology section, however, requires greater elaboration. While the paper mentions that a quantitative survey approach was adopted with a sample size of 415 students, important methodological details are missing. The authors should specify the sampling technique used, the design of the questionnaire, scale measurement, reliability and validity testing, and ethical considerations. Information regarding pilot testing, Cronbach's alpha, or questionnaire validation is absent, which weakens the methodological rigor of the study. The paper would benefit significantly from a dedicated methodology section explaining data collection procedures and analytical frameworks in detail.

The statistical analysis and hypothesis testing are presented systematically using One-Sample t-test, One-Way ANOVA, and Independent Sample t-test. The tables are generally understandable and the interpretations are concise. The findings indicate that students possess moderate to significant constitutional awareness and that institutional exposure positively influences constitutional literacy. However, the interpretation of statistical results could be expanded further with deeper analytical insights. For example, the authors may discuss why certain demographic groups differ in awareness levels and how institutional programs contribute to civic understanding. Additionally, effect sizes and assumptions for statistical tests are not reported, which are important for academic robustness.

The discussion and conclusion sections effectively summarize the findings and relate them to educational implications. The recommendation to integrate constitutional literacy programs into professional education curricula is valuable and policy-relevant. However, the discussion could be improved by comparing findings with prior studies from the literature review. The conclusion would also benefit from mentioning practical recommendations for educational institutions, policymakers, and curriculum developers in a more structured manner.

The reference section includes a substantial number of recent sources and demonstrates an attempt to incorporate contemporary literature. However, there are formatting inconsistencies in citations and references. Some references appear incomplete, several URLs are improperly formatted, and journal citation styles are inconsistent. The authors should carefully revise the references according to the required journal style (APA/MLA/Chicago, etc.).

Overall, the manuscript addresses a socially significant topic with relevant empirical findings and practical implications. The study has publication potential, particularly because of its relevance to constitutional education and civic awareness in higher education. However, the manuscript requires moderate revision before publication. Major improvements are needed in language editing, methodological explanation, critical literature analysis, and statistical interpretation. With these revisions,

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the paper can become a stronger and more academically rigorous contribution to the field of civic and constitutional education.