

Review of: "Comparative Analysis of Teacher Professional Development Models in Indian Higher Education: Implications for NEP Implementation"

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The article titled "Comparative Analysis of Teacher Professional Development Models in Indian Higher Education: Implications for NEP Implementation" presents a qualitative analysis of various teacher professional development models in the context of the New Education Policy (NEP) in India. The research methodology includes semi-structured interviews with educators and policymakers. The study identifies the moderate effectiveness of current models and emphasizes the need for more tailored programs that align with NEP objectives. Key challenges highlighted include resource limitations, insufficient administrative support, and technological barriers. The study contributes to the discourse on teacher professional development in Indian higher education, offering recommendations for policy interventions and a roadmap for enhancing the quality and impact of these programs.

The article provides a comprehensive analysis of teacher professional development models within the Indian higher education system, specifically in the context of the New Education Policy (NEP). It emphasizes a comparative approach, examining various models through interviews with educators and policymakers. The research identifies key challenges in the existing professional development approaches, such as resource constraints, inadequate administrative support, and technological hurdles. Additionally, the study highlights the need for development programs that are more aligned with the objectives of the NEP, advocating for tailored and targeted interventions. The recommendations offered are aimed at enhancing the effectiveness and impact of teacher professional development initiatives in India. This study is valuable for its insights into improving educational quality through focused and context-specific professional development strategies.