

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

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The authors address an important topic which is a cornerstone for efficient teaching. The text is very well written and easy to read.

However, it contains significant methodological shortcomings which **require a rejection**. The reasons for this are:

- The literature review is poorly linked to the subject matter.
- The models to be compared are not described in detail. It is therefore not possible to speak of a comparative analysis.

Here it is important to find out which models are involved. Please describe those models shortly.

- It is not clear how the 30 people who were interviewed were selected (geographic focus is pan-India) and what functions these interviewees have in their institutions so that they are competent to provide information (describe what kind of experts you were looking for). This must be clear to the reader in order to be able to understand the results.

- The process for the qualitative analysis was not explained. It is not enough to write that a "thematic analysis" was carried out without references to this model. Furthermore, it is necessary to describe whether there are transcriptions, a codebook for the analysis and on which literature the derivation of the codes is based.

I hope that the authors can generate more scientific substance so that conclusions are more comprehensible and help the NEP to have a greater impact.