

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

Noor i.Kiran Naeem¹

¹ University of Health Sciences Lahore

Potential competing interests: No potential competing interests to declare.

The manuscript titled "Comparative Analysis of Teacher Professional Development Models in Indian Higher Education: Implications for NEP Implementation" provides valuable insights into the challenges and effectiveness of current professional development models in the context of the New Education Policy (NEP) in India. The use of qualitative research, specifically semi-structured interviews, adds depth to the study. The key findings, highlighting moderate effectiveness, resource limitations, insufficient administrative support, and technological barriers, are well-supported and contribute to the existing literature on teacher professional development.

However, to enhance the manuscript, consider providing a more detailed discussion of the specific thematic patterns that emerged from the thematic analysis. Offering concrete examples or quotes from participants could strengthen the qualitative findings. Additionally, addressing the literature gap in the introduction could be more explicit, specifying how the study fills a void in current research.

Furthermore, the recommendations for improvement are sound, emphasizing the need for tailored programs and better integration with NEP policies. To enhance the manuscript's impact, consider providing more detailed suggestions on how policymakers and educational institutions can implement these recommendations. Additionally, discussing potential limitations of the study, such as any biases in the sample or potential areas for future research, would add depth to the conclusion.

Overall, the manuscript makes a significant contribution to the discourse on teacher professional development in Indian higher education. With some refinements, it has the potential to provide actionable insights for policymakers and educators aiming to align professional development models with the goals of the NEP.