

**Research Article****An Explorative Analysis of Teachers' Professional Development in TSWREIS Schools with Reference to NEP 2020****K. Sunitha**

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Teachers exert an immense influence on the future of nations, communities, and individuals. As a result, it is imperative to participate in Professional Development (PD). In the context of the National Education Policy 2020 (NEP 2020), this qualitative study investigates the prevalence of PD in the institutions of the Telangana Social Welfare Residential Educational Institutions Society (TSWREIS). This study investigates the conceptualization, implementation, and experience of teacher training and professional development by teachers through the use of semi-structured interviews and document analysis. The research indicates that there are still substantial obstacles, including the contextualization of training, infrastructure, and sustained follow-up, despite the fact that TSWREIS has made strides in aligning with NEP 2020's vision for teacher development. The paper concludes by offering recommendations for improving professional development system in marginalized educational environments.

**Keywords:** NEP, Professional Development, Policy, TSWREIS**1. Introduction**

The effectiveness of every school system depends mainly on its instructors' quality and dedication. Teachers teach values, empathy, ethics, and social responsibility in addition to academics. Teachers change lives and nations. They affect students' moral and emotional development beyond cognitive development, creating a more equal and caring society (Darling-Hammond, 2017).

Teacher quality and professional development are important to school reform, according to the National school Policy 2020 (NEP 2020). The policy views teachers as "creators of knowledge" and lifelong learners who must acquire new things, reflect on their teaching, and adapt to education system changes (NEP, 2020, 5.15–5.21). NEP 2020's focus on long-term professional development represents a move from static, singular training programs to dynamic, ongoing, and reflective professional learning frameworks that prioritise teacher autonomy and agency, according to Dey (2022).

Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) is crucial to this policy structure. TSWREIS schools demonstrate the state's commitment to social justice and educational inclusivity. They were founded to educate low-income and disadvantaged youngsters. These schools aim to bridge the gap between affluence and deprivation and empower marginalised students via values-based education (Reddy, 2021).

Analysing teacher professional development (TPD) under TSWREIS helps explain NEP 2020's implementation. It helps examine how marginalised educational settings integrate

policy-level notions like teacher empowerment, reflective pedagogy, and equity-driven education in their sociocultural and infrastructural contexts. Examining TSWREIS allows for the evaluation of professional development initiatives' achievements and failures, which could inform national teacher development policies.

This study examines how TSWREIS understands and implements NEP 2020 professional development instructions and how they improve teacher quality, motivation, and classroom effectiveness. It adds to the growing corpus of studies linking teacher professional development to educational equity, social transformation, and NEP 2020.

## **2. Review of Literature**

Teacher Professional Development (TPD) has seen significant changes in recent decades. It used to be one-time workshops, but it is now more of an ongoing, collaborative, and inquiry-based learning style. Previously, training sessions were frequently brief and focused mostly on conveying knowledge. Modern scholarship, on the other hand, views professional development as an ongoing process of reflective practice in which teachers critically assess their teaching ideas, classroom experiences, and the organisations for which they serve (Guskey, 2002; Avalos, 2011). Today, effective professional development entails continuing engagement, learning communities, mentoring, and the application of technology to improve reflective teaching approaches.

### **2.1 Professional Development with Regard to NEP 2020**

The National Education Policy 2020 (NEP 2020) is a significant shift in teacher education and professional development in India. According to the policy, a four-year integrated teacher education program (ITEP) shall be established, combining academic knowledge with professional teaching, digital literacy, and real-world experience. It emphasises the significance of continuous professional development through workshops, mentoring programs. This relates teacher development to changes in the national educational system.

According to Maseeh (2023), NEP 2020's integrated approach to teacher preparation aims to link pre-service education with in-service professional development. This ensures that teachers are continually learning and that their knowledge is applicable to contemporary situations. The policy regards teachers as change agents who not only teach the subject but also shape the moral and intellectual tone in the classroom. Gupta and Pal (2023) argue that NEP 2020's concept of empowering teachers as reflective practitioners alters their role from passive recipients of directions to active participants in curriculum creation and educational transformation.

### **2.2 Issues with Putting Policy into Practice**

NEP 2020 has ambitious objectives to empower teachers, but numerous studies demonstrate that there are still gaps between how policies are developed and implemented. According to Babu (2023), many teacher training programs in Indian states face challenges such as poor infrastructure, short training periods, a lack of resource persons, and insufficient post-training support. Standardised training modules frequently overlook local variability, linguistic variation, and socioeconomic inequities that influence classroom dynamics.

Furthermore, systemic impediments, such as rigid administration, high workloads, and limited autonomy, frequently impede teachers' ability to participate effectively in professional development (NCTE, 2020; Kumar, 2021). As a result, PD programs may stress compliance over transformation, focusing on procedural completion rather than pedagogical growth.

### **2.3 Professional Development in Under-represented Educational Settings**

Research on socially and economically deprived educational systems highlights the importance of contextualised and culturally responsive professional development. According to research, educators working in resource-constrained environments require training that is tailored to their students' sociocultural and language situations. In these conditions, robust

institutional structures, continuing mentorship, and community participation are all required for professional development to keep people motivated and foster reflective practice.

In this regard, the Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) illustrates a unique educational system targeted at empowering students from underserved communities through high-quality education. Nonetheless, little empirical research has been conducted on TSWREIS's teacher professional development activities. Initial institutional reports and anecdotal evidence indicate that TSWREIS aligns with NEP 2020 objectives, specifically learner-centered pedagogy and digital inclusion, but its professional development programs face challenges in terms of contextualisation, infrastructure, and sustainability. As a result, the current study seeks to address this gap by looking at how TSWREIS educators conceptualise, implement, and live their professional development experiences.

To summarise, the literature demonstrates that NEP 2020 establishes a visionary framework for empowering teachers, but its implementation in different contexts remains unequal, particularly in schools that serve marginalised communities. Examining PD practices in TSWREIS provides valuable information regarding how national education reforms affect local situations. It demonstrates both the potential and the challenges of making teacher development equitable in India

### **3. Objectives of the Study**

The current study aims to explore the features, implementation, and impact of Teacher Professional Development (TPD) within the Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) in light of the National Education Policy 2020 (NEP 2020). It employs a qualitative study methodology to investigate the conceptual and practical aspects of teacher development in a marginalised educational setting. The study's particular goals are listed below:

#### **3.1 To measure the importance of professional development for instructors at TSWREIS institutions.**

This goal is to explore the perceived and actual impact of professional development in enhancing teacher quality, classroom effectiveness, and student learning outcomes in TSWREIS schools. It examines how teachers approach professional development, what kind of training and reflective activities they engage in, and how much these opportunities help them become better teachers, stay motivated, and develop their professional identity. Assessing the importance of professional development in this context reveals how institutional support mechanisms and leadership at TSWREIS generate a culture of continuous learning and innovation.

#### **3.2 Examine the effects of NEP 2020 on teacher preparation in TSWREIS.**

The second goal is to investigate the influence of NEP 2020 on teacher preparation programs and in-service professional development at TSWREIS. It examines how successfully the NEP 2020 requirements, such as integrated teacher education, digital pedagogy, reflective teaching, and competency-based learning, are reflected in the design and implementation of teacher training modules. This study helps to identify how national educational policies are internalised and altered inside TSWREIS's institutional frameworks and practices.

#### **3.3 Identify the opportunities and obstacles of implementing NEP 2020's targeted teacher-training changes in TSWREIS schools.**

The purpose is to identify both the factors that make it simpler and more difficult to implement NEP 2020-oriented reforms in teacher training. Opportunities may include the availability of administrative support and teacher collaboration, whereas impediments such as lack of digital learning platform, infrastructural flaws, insufficient follow-up, poor contextualisation of training, or insufficient resource allocation. Understanding these processes

is critical for assessing the policy-practice gap, which has been a recurring subject in teacher development literature (Babu, 2023; Kumar, 2021).

### **3.4 To identify approaches to improve teacher professional development in the TSWREIS setting in accordance with NEP 2020.**

The final goal is to provide meaningful suggestions for upgrading TSWREIS's professional development processes so that they align with NEP 2020's transformative vision. These proposals will be based on real-world evidence gathered through interviews and document analysis. They could include things like enhancing mentorship systems, promoting peer-learning groups, utilising digital resources for ongoing learning, and customising training materials to the needs of local classrooms. The main goal is to shape policy-level discussions about sustainable and equitable frameworks for teacher development in India's underserved educational ecosystems.

#### **Research Questions**

1. How does NEP 2020's way of training teachers differ from earlier policies?
2. What challenges are expected in the implementation of NEP 2020 regarding teacher preparation in TSWREIS schools?

#### **4. Methodology:**

This study employed a qualitative exploratory research design to investigate the conceptualisation, implementation, and experiences of professional development among teachers at Telangana Social Welfare Residential Educational Institutions Society (TSWREIS), in accordance with the principles of the National Education Policy 2020 (NEP 2020). The qualitative approach was chosen because it allows for a complete knowledge of teachers' lived experiences, viewpoints, and contextual realities, which quantitative metrics cannot capture (Creswell, 2013).

##### **4.1 Research Design**

The exploratory design was especially appropriate because the phenomenon under investigation—teacher professional development (TPD) inside TSWREIS—has not been extensively investigated in academic literature. Using this methodology, the study sought to identify emerging patterns, meanings, and issues driving teacher development in socially marginalised educational settings. Data were collected using document analysis and semi-structured interviews, allowing for triangulation and validation of findings from many data sources (Denzin & Lincoln, 2018).

##### **4.2 Participation and Sampling**

A purposive sampling technique was employed to pick people who could contribute significant, diverse, and relevant insights into the study subject. Fifteen instructors from different TSWREIS schools in Telangana were chosen to ensure a diversified group in terms of teaching experience, academic discipline, geographic area, and school level (primary, secondary, and higher secondary). This variability enabled the study to shed light on the various views and implementations of professional development programs across a wide range of educational environments.

The chosen teachers had taught for three to twenty-five years and had taken part in one or more professional development programs offered by TSWREIS. This gave us a good representation of the TSWREIS teaching community as a whole and its participation in NEP 2020 projects.

##### **4.3 Methods for Data Collection**

Data were collected in two main ways:

1. Document Analysis - A detailed review of institutional papers, circulars, teacher training modules, and TSWREIS policy guidelines was conducted. This research helped us understand

how PD is structured and how it fits within the NEP 2020 goals. We organised the documents into themes relating to training design, implementation, and follow-up.

2. Semi-structured Interviews: Each of the 15 selected teachers was interviewed individually. Each interview lasted 45 to 60 minutes and included a series of questions about the instructors' experiences, difficulties, and ideas on professional development. The semi-structured framework enables greater in-depth exploration of emerging themes while ensuring consistency across participants (Kvale & Brinkmann, 2009). All interviews were conducted in-person or online, depending on logistics, and were audio-recorded with informed consent.

#### **4.4 Analysing Data**

We used Braun and Clarke's (2006) theme analysis methodology to examine the data. This structure has six major steps:

1. Getting to know the data: We go over the transcribed interviews and documentation several times to uncover initial patterns and meanings.
2. Initial coding: We manually coded relevant phrases, claims, and concepts before categorising them with qualitative data management software.
3. Finding themes: We organised codes into possible themes that indicated common conceptions concerning PD experiences, challenges, and policy consequences.
4. Reviewing themes: Themes were developed and confirmed by comparing them to raw data and allowing peers to discuss them.
5. Defining and naming themes: For each category, we developed unambiguous definitions and themed titles that appropriately reflected their content.
6. Writing the Report: The third phase was to evaluate the issues in light of existing knowledge and the NEP 2020 conceptual framework.

This technique enabled a systematic and interpretive comprehension of the data, assuring both analytical precision and contextual depth.

#### **4.5 Ethical issues**

The researchers strictly followed ethical norms throughout the entire research period. Participants were informed about why the study was being undertaken, that they may choose to participate, and that they could leave at any time. Before data collection, participants were given informed consent, and all identifying information was anonymised to protect their privacy. TSWREIS's competent authorities gave official clearance for the use of institutional records.

#### **4.6 How reliable is the study?**

Several strategies were employed to guarantee that the findings were credible, transportable, dependable, and confirmable (Lincoln & Guba, 1985). Triangulation was achieved by merging interview and documentation data. Peer debriefing and member checking were utilised to validate interpretations, and full methodological explanations were supplied to help with replication. Reflexive journaling helps to lessen researcher bias and improve interpretive clarity.

### **5. Results and Interpretation**

An examination of the interviews and papers revealed several interwoven themes depicting teachers' professional development (PD) experiences and viewpoints inside TSWREIS, including the transformative goal of NEP 2020.

The majority of teachers believed that professional development is essential to engage students, support new teaching methods, and fulfil the core goals of NEP 2020, which include inclusive education, digital pedagogy, and competency-based learning. Teachers said that professional development (PD) was a motivating aspect that reinvigorated their teaching, boosted classroom engagement, and pushed them to try out new teaching methods and technologies.

Nonetheless, despite the conceptual robustness of PD design that aligns with TSWREIS and NEP 2020, operational differences surfaced as a serious concern. Teachers noted that training dates were usually arbitrary, sessions were short, and there was little mentoring after training. The lack of regular follow-up post-workshops resulted in a gap between theoretical comprehension and classroom application, reflecting Dey's (2022) and Chaturvedi's (2024) worries about India's disjointed teacher training structure.

The digital divide makes it more difficult for students in rural and semi-urban TSWREIS schools to pursue professional development. Teachers were unable to use online professional learning platforms like as DIKSHA and NISHTHA due to insufficient internet access, ICT tools, and digital literacy (Kasinathan, 2021). As a result, while the policy encouraged digital pedagogy, infrastructural challenges prevented its full implementation.

Despite these challenges, teachers expressed their strong support for NEP 2020's vision of teacher autonomy, multilingual education, and lifelong learning. Many people were motivated by NEP 2020 because it underlined their role as facilitators of critical thinking and inclusivity, rather than simply knowledge transmitters (Sharma & Akalamkam, 2021). Teachers also liked that multilingualism was becoming more widely accepted as a teaching strategy, which linked to the fact that TSWREIS classrooms are extremely diverse in terms of language.

The study's conclusions are consistent with international research on teacher professional development, which highlights the value of teacher agency, peer collaboration, and ongoing institutional support. International professional development models (Ross et al., 2014; Darling-Hammond, 2017) highlight the need of ongoing involvement, mentoring, and contextual adaptability for teacher advancement—principles that are closely aligned with the policy goal of NEP 2020.

In the context of TSWREIS, the NEP 2020 objectives and institutional practices are theoretically compatible. Teacher training modules demonstrate that those who taught them understand inclusive education, digital literacy, and learner-centered teaching. However, implementation gaps remain due to structural and logistical difficulties such as inadequate infrastructure, inconsistent training coverage, and insufficient channels for mentoring follow-up. Furthermore, the absence of peer networks and long-term institutional structures jeopardises the viability of professional development accomplishments. When the initial excitement about training wears off, teachers usually return to their traditional teaching approaches. This highlights the need to sustain ongoing, community-based learning structures. Babu (2023) and Kumar (2021) identified a policy-practice gap that persists in the absence of ongoing support mechanisms and reflective learning communities.

Despite its commitment to the NEP 2020 principles, TSWREIS must now focus on creating context-sensitive, collaborative, and scalable professional development models. These tactics should encourage teachers to stay motivated and take more control of their jobs. The findings indicate that professional development in marginalised situations should not only educate teachers but also assist them in adapting, innovating, and leading educational transformation.

## **6. Suggestions**

Based on the findings and analysis, the following recommendations are made to enhance TSWREIS' professional development systems in accordance with the NEP 2020 framework:

1. Develop a defined plan for continuous professional development. Create a yearly professional development schedule that includes mentoring sessions, workshops for reflective practice, and teacher-led innovation projects.
2. Improve digital infrastructure and literacy: Ensure that rural and semi-urban TSWREIS schools have adequate internet and ICT connectivity. Set up digital literacy workshops to train teachers on how to use online learning platforms effectively.

3. Create training resources that are relevant to the local classroom, the social and cultural milieu, and the variety of pupils. Encourage instructors to collaborate and solve problems together.

4. Establish means to provide and receive feedback and evaluate - Use classroom observations, peer evaluation, and reflective journals to systematically evaluate professional development and ensure that the outcomes lead to improved teaching.

5. Strengthen institutional partnerships: Collaborate with departments of education, teacher education colleges, and universities to construct capacity-building initiatives, research-based professional development modules, and mentorship frameworks.

6. Encourage teacher learning communities—within TSWREIS, promote professional networks between schools to assist instructors in sharing information, mentor one another, and collaborate on ideas.

These initiatives will assist TSWREIS in becoming a model environment for teacher development, which is what NEP 2020 seeks: teachers who are empowered, innovative, and aware of their surroundings.

## **7. Conclusion**

Professional development for teachers is a continuous process that involves growth, reflection, and adaptation. This study verifies TSWREIS's excellent institutional foundation and forward-thinking vision, which aligns well with NEP 2020's aims for comprehensive teacher education. The teachers' passion for innovation, inclusion, and lifelong learning demonstrates that they are ready to adapt and reinvent their careers.

However, in order to fully exploit this potential, infrastructure must be improved, mentoring must be maintained, and training programs must be tailored to the local environment. Investment in teacher capacity building must go beyond one-time workshops and include the development of ongoing learning ecosystems.

Investing in teachers means investing in the country's and communities' futures. Empowered teachers drive social change by closing equity gaps, promoting inclusive education, and raising generations of thinking, caring citizens.

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**Citation:** K. Sunitha 2025. "An Explorative Analysis of Teachers' Professional Development in TSWREIS Schools with Reference to NEP 2020". *International Journal of Academic Research*, 12(1): 110-117.

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