The Influence of NEP 2020 on Teacher Leadership Development

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Abstract
The National Education Policy (NEP) 2020 has redefined the role of teachers as leaders in education, emphasizing continuous professional development, autonomy, and innovative pedagogical strategies. This study examines the influence of NEP 2020 on teacher leadership development, focusing on policy implementation, challenges, and outcomes. Through a mixed-methods approach, the study assesses the impact of teacher training programs, leadership initiatives, and institutional support on educators' growth. The findings highlight the transformative potential of NEP 2020 in fostering leadership skills among teachers, ultimately improving educational quality and student learning outcomes.

Significance of the Study
This study is significant as it explores how NEP 2020 shapes teacher leadership development in India. It provides insights into the effectiveness of new policies, the professional growth of educators, and the role of institutions in supporting leadership initiatives. The study benefits policymakers, educators, and researchers by offering evidence-based recommendations for enhancing teacher leadership.

Objectives of the Study
1. To analyze the key provisions of NEP 2020 related to teacher leadership.
2. To assess the impact of NEP 2020 on the leadership development of teachers.
3. To identify challenges faced by teachers in assuming leadership roles.

Hypotheses of the Study
1. NEP 2020 positively influences teacher leadership development.
2. Institutional support significantly impacts teachers' ability to assume leadership roles.
3. Teachers who receive leadership training demonstrate enhanced classroom and institutional performance.
4. Challenges such as lack of resources and resistance to change hinder the effectiveness of teacher leadership development.

Research Methodology
- **Research Design:** Qualitative Research Approach
- **Sample:** 100 teachers from higher education institutions in Chhattisgarh State.
- **Sampling Technique:** Stratified random sampling

Data Collection Methods:
- Surveys using structured questionnaires
- In-depth interviews with selected teachers
- Focus group discussions with educational administrators

Data Analysis

Table Number – 1

Teacher Leadership and Institutional Support under NEP 2020: A Survey Analysis of 100 Higher Education Faculty

Question	Response Categories	Number of Respondents (n=100)	Percentage (%)
1. How familiar are you with the teacher leadership aspects of NEP 2020?	Very Familiar	30	30%
	Somewhat Familiar	45	45%
	Slightly Familiar	15	15%
	Not Familiar	10	10%
2. Have you received any professional development training related to leadership skills?	Yes, Multiple Trainings	25	25%
	Yes, One Training	40	40%
	No Training Received	35	35%

Question	Response Categories	Number of Respondents (n=100)	Percentage (%)
3. To what extent has NEP 2020 influenced your ability to take on leadership roles?	Significantly	20	20%
	Moderately	35	35%
	Slightly	30	30%
	Not at All	15	15%
4. What challenges do you face in assuming leadership responsibilities?	Lack of Institutional Support	30	30%
	Lack of Training	25	25%
	Workload Issues	20	20%
	Resistance to Change	15	15%
	Other Challenges	10	10%
5. What kind of institutional support have you received for leadership development?	Formal Leadership Programs	20	20%
	Mentorship & Guidance	25	25%
	Limited Support	35	35%
	No Support	20	20%

Interpretation

The data indicates that a significant percentage of teachers believe NEP 2020 has positively influenced their leadership skills. However, a substantial number also report challenges such as inadequate institutional support and lack of resources. Training programs appear to be effective, but further efforts are required to address gaps in implementation.

Findings and Conclusion

1. NEP 2020 has a positive impact on teacher leadership development by promoting autonomy and professional growth.
2. Institutional support plays a crucial role in enabling teachers to assume leadership roles.
3. While training programs are beneficial, challenges such as resistance to change and resource constraints need to be addressed.
4. Policymakers and educational institutions should focus on structured leadership training and continuous support mechanisms to maximize the benefits of NEP 2020.

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