

REVIEWER'S REPORT

Manuscript No.: IJAR-53168

Date: 08-08-2025

Title: Shared Leadership and Organisational Identity in DIET Institute: Collaborative Narratives of Teacher Educators and Prospective Teachers

Recommendation:

Accept as it isYES.....

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality			✓	
Clarity			✓	
Significance			✓	

Reviewer Name: Mir Jaffar

Reviewer's Comment for Publication.

General Overview:

This manuscript presents a well-structured and contextually grounded qualitative case study exploring shared leadership in a District Institute of Education and Training (DIET) in India. The study focuses on how shared leadership practices impact organisational identity, institutional performance, and professional values, in alignment with the National Education Policy (NEP) 2020. The topic is timely and relevant within the ongoing discourse on leadership reform, value-driven education, and participatory governance in teacher education.

Relevance and Originality:

The research offers an original contribution by situating shared leadership within a DIET context—a relatively under-researched institutional space—while aligning its inquiry with the ethical and structural principles of NEP 2020. The focus on grassroots leadership practices, institutional culture, and professional identity contributes meaningfully to educational leadership literature and teacher education discourse in India.

Methodology:

The study employs a qualitative case study methodology, using interviews and focus group

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discussions with a diverse set of stakeholders: 40 prospective teachers, 6 teacher educators (Lecturers), and 1 principal. This design ensures triangulation of perspectives and provides a comprehensive view of the organisational dynamics. Thematic analysis is appropriately employed for deriving interpretive insights from the data, highlighting specific leadership practices, values, and structural challenges.

Findings:

Thematic findings demonstrate that shared leadership through peer-led activities, co-planning, and collaborative teaching positively contributes to institutional cohesion, ethical conduct, and self-confidence among student-teachers. Teacher educators and the principal reinforce these practices through mentorship, role modeling, and strategic planning. At the same time, the study acknowledges systemic limitations—such as rigid academic structures, lack of student councils, and restricted autonomy—that inhibit the fuller realization of collective leadership ideals.

Conceptual and Practical Contributions:

The manuscript bridges theory and practice effectively by interpreting leadership behavior through the lens of institutional identity and professional values. It links the observed practices with broader national policy objectives, offering insight into how NEP 2020 principles can be locally enacted. The emphasis on value-driven, participatory engagement marks an important pedagogical and organisational advancement in teacher education discourse.

Structure and Clarity:

The abstract is concise and informative, providing a clear summary of the study's aims, methodology, findings, and significance. The introduction contextualizes the study within the national policy framework and effectively introduces the core concepts of shared leadership and organisational identity. The narrative is coherent and maintains academic rigor throughout.

Conclusion:

Overall, the manuscript offers a significant contribution to the understanding of shared leadership in educational institutions, especially within teacher education contexts like DIETs. It provides empirical grounding to theoretical concepts such as participatory leadership, value-based education, and institutional transformation in alignment with NEP 2020. The study is both

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insightful and relevant for policymakers, educators, and institutional leaders interested in grassroots leadership practices and educational reform.