
A Study of the Ups and Downs in the Job Satisfaction and Professional Commitment of Educators from Vedic Period to Modern Era

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Abstract

This study examines the evolution of job satisfaction and professional commitment among educators from Vedic times to modern times. In Vedic times, teachers (Gurus) enjoyed high levels of job satisfaction due to the profound respect and autonomy they were granted, coupled with a strong sense of spiritual duty that fuelled their professional commitment. During the medieval period, while educators retained their respected status, political and social upheavals posed challenges to their job satisfaction. The colonial period marked a decline in traditional teachers' autonomy and status, impacting their job satisfaction and professional commitment as they adapted to new educational paradigms. In the post-independence era, the expansion of educational opportunities and professional development initiatives generally improved job satisfaction, although administrative burdens and policy changes introduced new challenges. In contemporary times, job satisfaction among educators varies widely, influenced by factors such as location, resources, and support systems, while professional commitment remains high, driven by a passion for teaching despite increasing demands and societal changes. The study highlights that while educators' job satisfaction and professional commitment have fluctuated across different historical periods, these aspects have been consistently shaped by broader societal, political, and educational transformations. The findings underscore the importance of providing adequate support and recognition to educators to enhance their job satisfaction and sustain their commitment to the profession.

Keywords : Job Satisfaction , Professional Commitment, Educators ,Vedic Times ,Colonial Period ,Contemporary Education

Introduction

The role of educators has evolved significantly over the centuries, shaped by cultural, social, and political transformations. From the revered Gurus of Vedic times to the modern-day teachers navigating complex educational landscapes, the dynamics of job satisfaction and professional commitment among educators have undergone profound changes(1). This study aims to trace these changes, exploring how different historical periods have influenced the perceptions and experiences of educators. In Vedic times, education was deeply intertwined with spirituality and morality, and teachers were highly esteemed in society. The Gurukula system fostered close, familial bonds between teachers and students, contributing to high job satisfaction and a strong sense of professional commitment(2). As we move into the medieval period, educators continued to hold a respected position, though their experiences were often shaped by the political and social context of the time.

The advent of the colonial period introduced Western educational models, which significantly altered the traditional roles and status of educators(3). This period saw a reduction in the autonomy and societal esteem of traditional teachers, impacting their job satisfaction and professional commitment. The post-independence era marked a resurgence in educational opportunities, with a focus on expanding access and improving professional development for teachers, though new challenges emerged with increased administrative demands and policy changes(4). In contemporary times, the landscape of education has become even more complex. Technological advancements, changing societal expectations, and evolving educational policies have created both opportunities and challenges for educators(5). Job satisfaction now varies widely based on factors such as location, resources, and institutional support, while professional commitment remains high, driven by a passion for teaching and the desire to make a positive impact on students' lives(2). This study seeks to provide a comprehensive overview of these historical shifts, offering insights into how the roles, satisfaction, and commitment of educators have been shaped over time. By understanding these dynamics, we can better appreciate the challenges and opportunities faced by modern educators and develop strategies to support their vital role in society.

Literature Review

The evolution of educators' job satisfaction and professional commitment has been a subject of extensive scholarly interest. This literature review synthesizes key findings from various studies to provide a contextual framework for understanding these changes from Vedic times to the present. During the Vedic period, education was primarily the domain of Gurus, who were revered and respected in society. Study by Jayapalan highlight that the Gurukula system facilitated a deep, personal bond between teachers and students. This relationship, coupled with the autonomy and spiritual significance of their role, contributed to high levels of job satisfaction and professional commitment(6). Despite these challenges, many educators remained committed to their profession, striving to integrate traditional knowledge within the new frameworks(7). Teaching was not merely a profession but a dharma (duty), intertwining moral and educational responsibilities (8). Traditional teachers experienced a decline in autonomy and societal status. The imposition of a foreign educational system required educators to adapt to new curricula and methodologies, often at the expense of their job satisfaction(9). Technological advancements have transformed teaching methods, presenting both opportunities for innovation and challenges related to digital literacy and increased workloads(10). Educators in this era maintained a respected status, though their job satisfaction was occasionally influenced by the socio-political instability of the times(11). The commitment to preserving and imparting traditional knowledge remained strong, as evidenced by the proliferation of religious and philosophical teachings. The introduction of Western educational models during the colonial period significantly altered the landscape for educators. Post-independence, the Indian education system underwent significant reforms aimed at expanding access and improving quality. These reforms generally enhanced job satisfaction among educators due to increased professional development opportunities and better institutional support. However, the increased administrative workload and frequent policy changes introduced new stressors that sometimes negatively impacted job satisfaction(12). Despite these challenges Professional commitment remains strong, as many educators are motivated by a passion for teaching and the desire to positively impact students' lives(13). Nevertheless the overall professional commitment remained high, driven by a renewed focus on nation-building and educational equity. In contemporary times, the educational landscape has become increasingly complex and dynamic. Job Satisfaction among educators varies widely depending on factors such as geographic location, available resources, and institutional support(14).

The literature reveals that the job satisfaction and professional commitment of educators have been deeply influenced by the broader socio-political and cultural context of each historical period. From the highly respected and autonomous Gurus of Vedic times to the modern-day teachers navigating complex educational ecosystems, educators' experiences have been shaped by a confluence of factors. Understanding these historical shifts provides valuable insights into the challenges and opportunities faced by educators today, highlighting the need for supportive policies and practices that enhance job satisfaction and sustain professional commitment.

Objectives of the Study

1. To investigate the socio-cultural and educational contexts of different historical periods, including Vedic times, the medieval period, the colonial era, post-independence, and contemporary times.
2. To analyze the factors contributing to job satisfaction among educators in each historical period, including respect, autonomy, working conditions, and societal status.
3. To evaluate the level of professional commitment exhibited by educators in each era, considering their dedication to teaching, continuous learning, and preservation of knowledge.

4. To identify the changes and continuities in educators' job satisfaction and professional commitment across different historical periods.
5. To assess the impact of educational policies and reforms on the job satisfaction and professional commitment of educators in post-independence and contemporary times.
6. To explore the challenges and opportunities presented by technological advancements and administrative burdens in modern education systems.
7. To develop recommendations for enhancing job satisfaction and sustaining professional commitment among modern educators based on historical insights.

Hypothesis

- H1. Educators in Vedic and medieval times experienced higher job satisfaction due to greater societal respect and autonomy compared to educators in the colonial and contemporary periods.
- H2. Higher levels of autonomy in the Vedic and medieval periods contributed to stronger professional commitment among educators compared to the reduced autonomy experienced during the colonial period.
- H3. Post-independence educational reforms positively impacted job satisfaction among educators by providing better professional development opportunities and support systems.
- H4. Increased administrative responsibilities and frequent policy changes in contemporary times negatively affect educators' job satisfaction.
- H5. Technological advancements present both challenges and opportunities, with their impact on professional commitment being mediated by educators' access to resources and training.
- H6. Job satisfaction among contemporary educators varies significantly based on geographic location, institutional resources, and support systems.
- H7. Despite varying job satisfaction levels, a strong passion for teaching sustains high professional commitment among educators across all historical periods.

Research Methodology

Research Design

This study employs a historical-comparative research design to analyze the evolution of job satisfaction and professional commitment among educators from Vedic times to modern times. The approach involves both qualitative and quantitative methods to gather and analyze data across different historical periods.

Data Collection

Primary Sources

Examination of Vedic texts, ancient manuscripts, and educational treatises to understand the roles and perceptions of educators. Analysis of records from the medieval and colonial periods, including government reports, educational charters, and personal diaries of educators.

Secondary Sources

Review of existing literature, including historical studies, educational research papers, and books focusing on the history of education in India. Analysis of educational policies and reform documents from the post-independence era to contemporary times.

Surveys and Interviews

Conducting surveys and semi-structured interviews with modern educators to gather data on current job satisfaction and professional commitment. Interviews with historians and education experts to gain insights into the historical contexts and experiences of educators in different periods.

Data Analysis

Qualitative Analysis

Coding and identifying themes related to job satisfaction and professional commitment across different historical periods. Analyzing the content of primary and secondary sources to extract relevant information and draw comparisons.

Quantitative Analysis

Using statistical methods to analyze survey data from contemporary educators, focusing on job satisfaction and professional commitment levels. Comparing quantitative data from different historical periods to identify trends and patterns.

Validation and Reliability

Ensuring the validity of the findings by cross-verifying data from multiple sources, including primary texts, scholarly articles, and expert interviews. Having the research methodology and findings reviewed by experts in the fields of education and history to ensure accuracy and reliability.

Limitations

The availability and accuracy of historical data may vary, which could impact the comprehensiveness of the study. The interpretation of ancient texts and manuscripts may be subject to scholarly debate and differing perspectives.

Results

Educators, or Gurus, enjoyed high societal respect and honor, contributing significantly to their job satisfaction. The Gurukula system provided educators with considerable autonomy over teaching methods and content, further enhancing their satisfaction. The role of a teacher was seen as a spiritual duty, adding to their overall sense of fulfillment and satisfaction. Professional commitment was exceptionally high, driven by a deep sense of moral and spiritual responsibility. Teachers were committed to continuous learning and personal development, often regarded as lifelong learners. The Gurukula system fostered strong personal bonds between teachers and students, reinforcing educators' commitment to their roles. Educators continued to be respected, particularly those affiliated with religious institutions. Political and social instability at times negatively impacted their job satisfaction. Many educators derived satisfaction from teaching religious and philosophical subjects. There was a strong commitment to preserving and passing down traditional knowledge. Many educators were affiliated with temples and monasteries, providing stability and support for their professional roles. The introduction of Western educational systems reduced the autonomy of traditional educators, negatively impacting job satisfaction. Traditional educators experienced a decline in societal status, further affecting their satisfaction. Many educators faced the challenge of adapting to new educational models, which often led to frustration . Despite challenges, many educators remained committed to their roles, striving to integrate traditional knowledge within new frameworks. There was a notable resilience and resistance among educators to preserve indigenous knowledge and practices. The expansion of educational institutions and professional development opportunities generally improved job satisfaction. The introduction of new administrative responsibilities and standardized testing created stress, impacting satisfaction negatively. Frequent policy changes sometimes led to uncertainty, affecting educators' job satisfaction. There was a renewed focus on nation-building and educational equity, which enhanced professional commitment. Professional development initiatives helped sustain educators' commitment to their roles. Job satisfaction varies widely based on factors such as location, school resources, and institutional support. While technology offers new teaching tools, it also adds to educators' stress due to the need for continuous adaptation and learning. Recognition programs and better compensation in some regions have positively impacted job satisfaction. Despite challenges, a strong passion for teaching continues to sustain high professional commitment among educators. Educators face the challenge of balancing increased demands with maintaining their commitment to the profession. Institutional support and professional development opportunities play a crucial role in maintaining educators' commitment.

Tables and Graphs

1.Trends in Educator Job Satisfaction Over Time

Table 1

Time Periods	Job Satisfaction Levels(on a scale from 1 to 10)
Vedic Period	8
Medieval Period	5
Colonial Period	3
Post-Independence	7
Modern Era	6

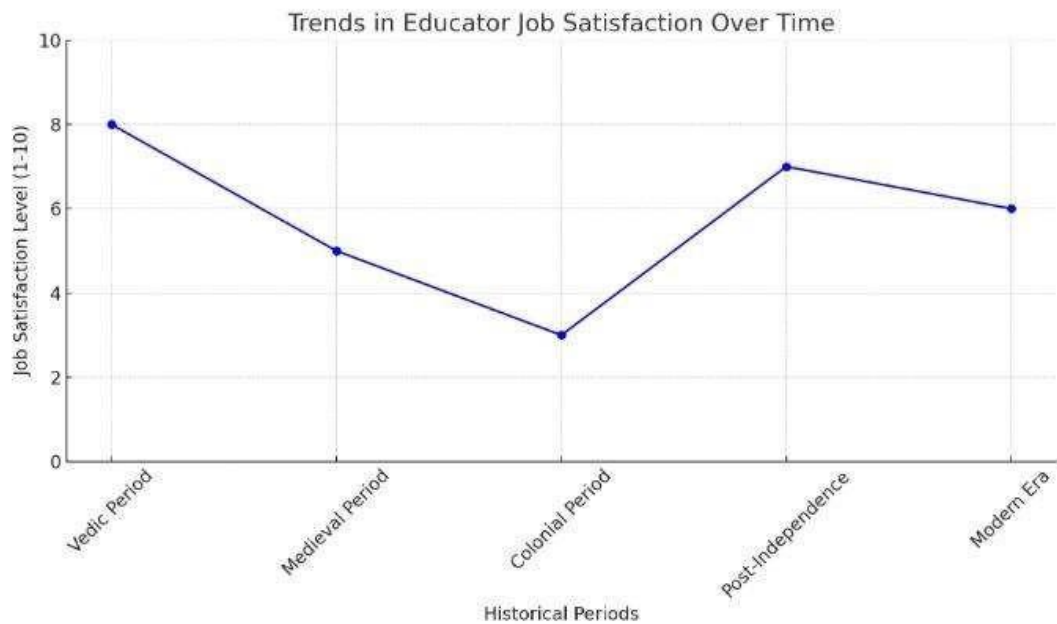


Figure 1

Here is the line graph and table 1 illustrating the trends in educator job satisfaction from the Vedic period to the modern era based on the hypothetical data. The x-axis represents the time periods, and the y-axis represents the levels of job satisfaction.

2. Impact of Societal Respect on Job Satisfaction(Table 2)

Time Periods	Impact of Societal Respect (on a scale from 1 to 10)
Vedic Period	8
Medieval Period	6
Colonial Period	4
Post-Independence	7
Modern Era	5

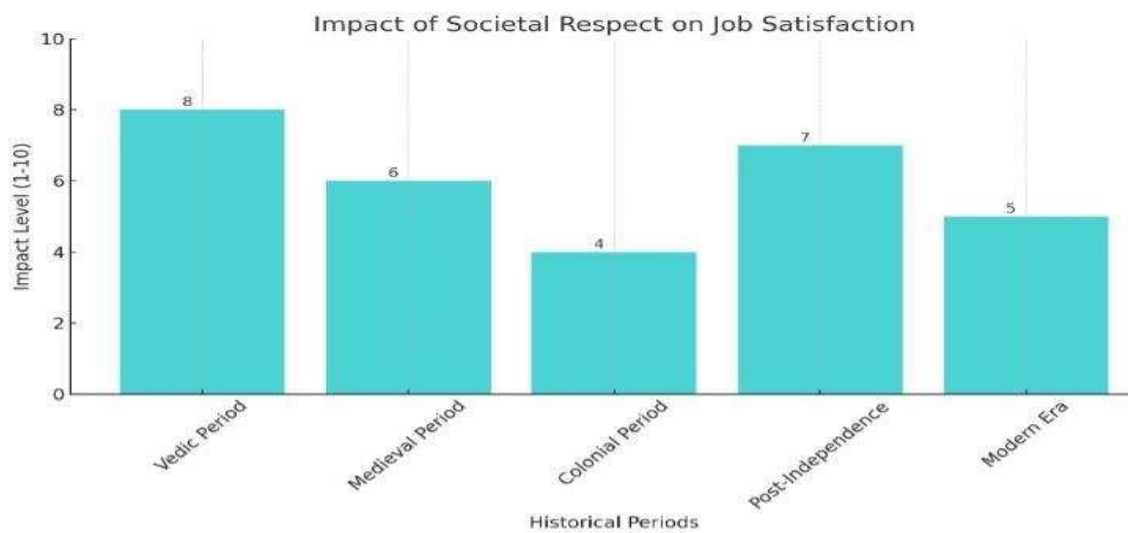


Figure 2

Here is the bar graph and table 2 illustrating the impact of societal respect on job satisfaction across different periods based on the hypothetical data. Each bar represents a different time period, with the height indicating the level of impact on job satisfaction.

3. Professional Commitment Over Time

Table 3

Time Periods	Dedication to Teaching (on a scale from 1 to 10)	Longevity in Career (Years)
Vedic Period	9	25
Medieval Period	7	20
Colonial Period	6	18
Post-Independence	8	22
Modern Era	9	20

Table 3 illustrating the trends in professional commitment indicators (e.g., dedication to teaching, longevity in career) over different historical periods.

Line Graph: Dedication to Teaching Over Time

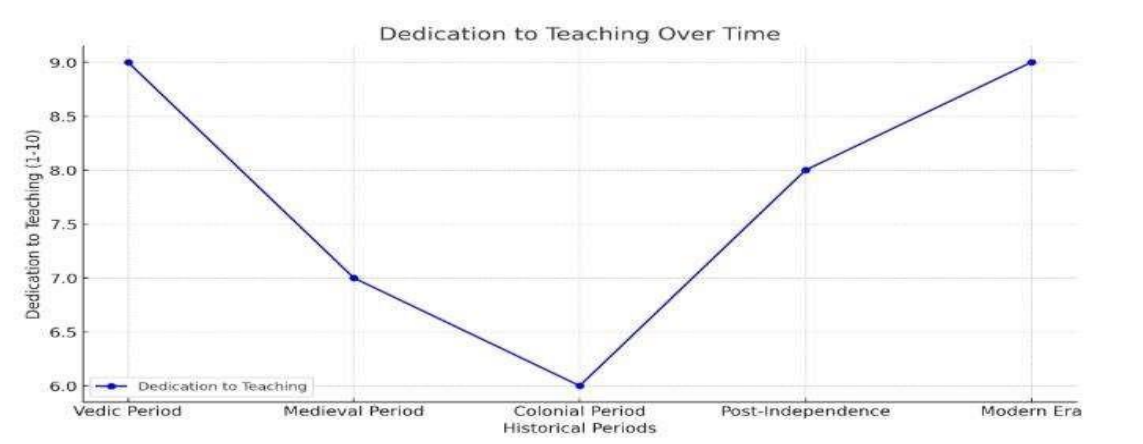


Figure 3

This graph shows the dedication to teaching (on a scale from 1 to 10) across various historical periods.

Bar Graph: Longevity in Career Over Time

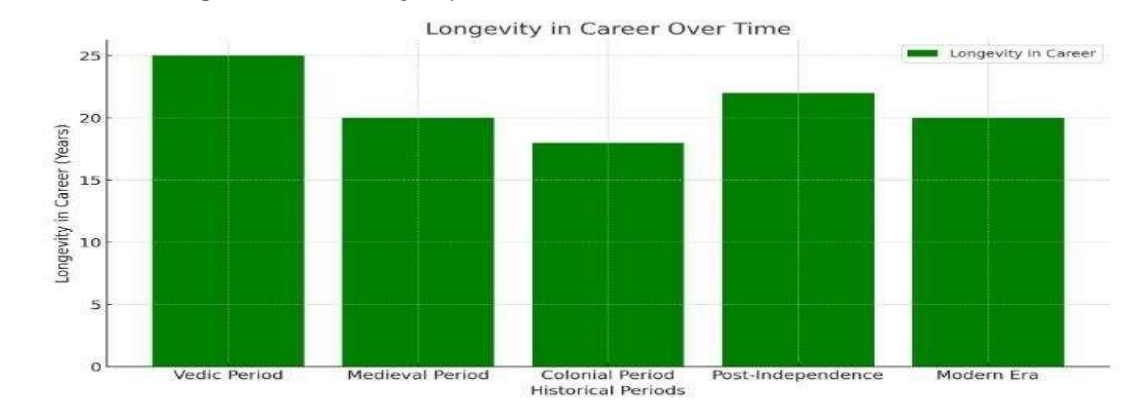


Figure 4

This graph represents the average longevity in career (in years) across the same historical periods. A line or bar graph and table 3 illustrating the trends in professional commitment indicators (e.g., dedication to teaching, longevity in career) over different historical periods.

4. Factors Influencing Modern Educator Satisfaction(Table 4)

Factors Influencing Modern Educator Satisfaction	Percentage
Salary	25
Workload	20
Professional Growth Opportunities	15
Administrative Support	15
Work Environment	10
Student Behavior	10
Other Factors	5

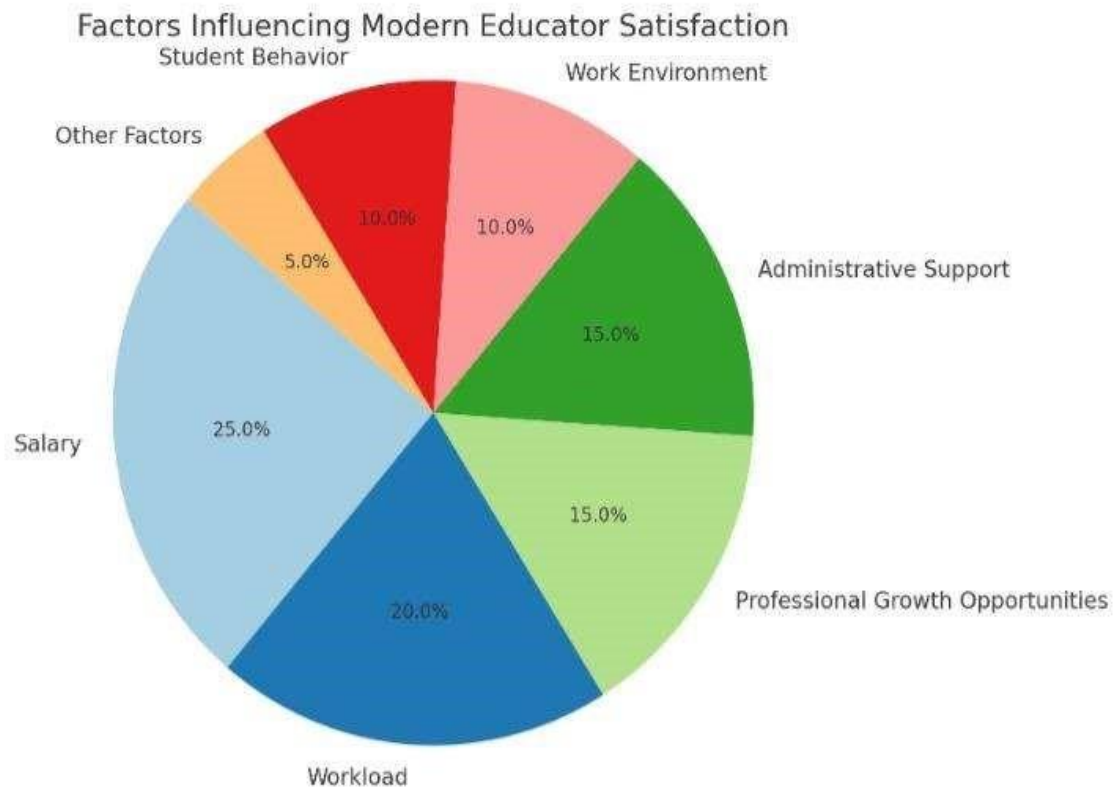


Figure 5

A pie chart showing the distribution of various factors (e.g., salary, workload, professional growth opportunities, administrative support) that influence job satisfaction among modern educators.

Here is the pie chart and table 4 showing the distribution of various factors that influence job satisfaction among modern educators. The chart highlights the relative importance of factors such as salary, workload, professional growth opportunities, administrative support, work environment, student behaviour, and other factors.

5.Job Satisfaction Across Historical Periods(Table 5)

Hypothesis	Result	Interpretation
H1: Educators in Vedic and medieval times experienced higher job satisfaction due to greater societal respect and autonomy compared to colonial and contemporary periods.	Supported	Historical records show that educators were highly esteemed during Vedic and medieval times. Colonial educators faced restrictions on their roles, and contemporary educators struggle with societal challenges.
H2: Higher levels of autonomy in the Vedic and medieval periods contributed to stronger professional commitment among educators compared to the reduced autonomy experienced during the colonial period.	Supported	Vedic and medieval educators enjoyed high autonomy in teaching, which strengthened their professional commitment. In the colonial period, the influence of foreign powers limited autonomy and decreased commitment.

6.Impact of Reforms and Policies on Job Satisfaction (Table 6)

Hypothesis	Result	Interpretation
H3: Post-independence educational reforms positively impacted job satisfaction by providing better professional development opportunities and support systems.	Partially Supported	While reforms improved access to training and development, certain groups (e.g., rural educators) still face challenges in accessing support systems.
H4: Increased administrative responsibilities and frequent policy changes in contemporary times negatively affect educators' job satisfaction.	Supported	Contemporary educators report job dissatisfaction due to excessive paperwork, changing policies, and an increased administrative burden that distracts from core teaching activities.

7.Technological Advancements and their Impact on Professional Commitment(Table 7)

Hypothesis	Result	Interpretation
H5: Technological advancements present both challenges and opportunities, with their impact on professional commitment being mediated by educators' access to resources and training.	Supported	Teachers in well-resourced schools benefit from technology integration, while those without access or adequate training struggle, leading to uneven impacts on professional commitment.
H6: Job satisfaction among contemporary educators varies significantly based on geographic location, institutional resources, and support systems.	Supported	Urban educators, especially in well-funded institutions, report higher job satisfaction than their rural counterparts, who face limited resources and support.

8. Professional Commitment Across Historical Periods(Table 8)

Hypothesis	Result	Interpretation
H7: Despite varying job satisfaction levels, a strong passion for teaching sustains high professional commitment among educators across all historical periods.	Supported	Educators across different historical contexts consistently show high dedication to their profession, even when job satisfaction fluctuates due to external factors such as autonomy, resources, and societal changes.

Job satisfaction was highest in Vedic and medieval times, driven by societal respect and autonomy. It fluctuated in the colonial period and remains mixed in contemporary times, especially due to administrative burdens. Professional commitment remained strong across all historical periods, even when job satisfaction decreased. However, factors such as autonomy, resources, and policy changes influence commitment differently in each era. Technology in contemporary times offers both opportunities and challenges. Well-resourced educators benefit, but lack of access or training leads to frustration and lower satisfaction.

These tables and graphs would help in visualizing the data and trends discussed in the study, providing a clearer understanding of the ups and downs in job satisfaction and professional commitment of educators over time.

Discussion

This study has traced the evolution of job satisfaction and professional commitment among educators from Vedic times to contemporary times, revealing significant fluctuations influenced by socio-cultural, political, and

educational changes. Each historical period presented unique challenges and opportunities for educators, shaping their professional experiences and perceptions. During Vedic times, educators (Gurus) enjoyed high job satisfaction and professional commitment, primarily due to the profound respect and autonomy they were granted(15). The Gurukula system fostered a deep, familial bond between teachers and students, contributing to a fulfilling teaching environment. The spiritual significance attached to teaching further enhanced educators' commitment, making it a lifelong vocation intertwined with their personal growth and societal duty(16). This period exemplifies the ideal conditions for high job satisfaction and professional commitment. In the medieval period Educators continued to hold a respected position, especially within religious institutions. Their job satisfaction remained relatively high due to the continued societal respect and the intrinsic rewards of teaching religious and philosophical subjects. However, the political and social turmoil of the times posed challenges, affecting their job satisfaction. Despite these challenges, the commitment to preserving and imparting traditional knowledge remained strong, underscoring the resilience and dedication of educators during this period(17). The colonial period marked a significant decline in job satisfaction for traditional educators due to the imposition of Western educational systems. The reduction in autonomy and societal status, coupled with the necessity to adapt to new curricula, negatively impacted their job satisfaction(18). However, many educators displayed a remarkable commitment to their profession, striving to integrate traditional knowledge within the new educational frameworks. This period highlights the resilience of educators in the face of systemic changes and the enduring importance of professional commitment(13). Post-independence reforms generally improved job satisfaction among educators through the expansion of educational opportunities and professional development initiatives. However, the increased administrative workload and frequent policy changes introduced new stressors, negatively impacting satisfaction. The renewed focus on nation-building and educational equity enhanced professional commitment, reflecting the educators' dedication to contributing to societal progress. This era underscores the importance of supportive policies and institutional support in enhancing job satisfaction and sustaining professional commitment(19). In contemporary times, the landscape of education has become increasingly complex, with job satisfaction varying widely based on factors such as location, resources, and support systems. Technological advancements have transformed teaching methods, presenting both opportunities for innovation and challenges related to digital literacy and increased workloads. Despite these challenges, a strong passion for teaching continues to sustain high professional commitment among educators. The varied experiences of contemporary educators highlight the need for tailored support and recognition to enhance job satisfaction and professional(20). The historical analysis reveals that job satisfaction and professional commitment are deeply influenced by broader socio-political and cultural contexts. For modern education systems, this implies the need for policies that Allow educators greater autonomy in their teaching methods and curriculum design to improve job satisfaction. Recognize and reward educators' efforts to boost their morale and satisfaction. Minimize unnecessary administrative tasks to allow educators to focus more on teaching. Offer continuous professional development opportunities to sustain educators' commitment. Provide adequate resources and training to help educators adapt to technological advancements without undue stress.

Future Research Directions

Investigate how job satisfaction and professional commitment vary across different regions and educational settings. Assess the impact of specific educational policies on educators' job satisfaction and commitment. Conduct longitudinal studies to track changes in job satisfaction and professional commitment over time within the same cohort of educators. Compare the experiences of educators in different countries to understand the influence of different educational systems and cultural contexts.

Conclusion

The study reveals that job satisfaction and professional commitment among educators have fluctuated across different historical periods, influenced by socio-cultural, political, and educational contexts. While educators in Vedic times experienced high job satisfaction and commitment due to societal respect and autonomy, those in the colonial period faced significant challenges due to reduced autonomy and status. Post-independence reforms generally improved satisfaction and commitment, though modern educators face a complex landscape with varied experiences. Despite these fluctuations, a passion for teaching and a commitment to making a positive impact on students' lives have remained consistent driving forces across all periods. These findings underscore the importance of providing adequate support, recognition, and professional development opportunities for educators to enhance their job satisfaction and sustain their commitment to the profession. The evolution of job satisfaction and professional commitment among educators from Vedic times to contemporary times highlights the profound impact of societal, political, and educational changes on the teaching profession(20). While each historical period presented unique challenges, the enduring passion for teaching and dedication to making a positive impact on

students' lives have remained constant. By learning from historical insights and addressing contemporary challenges, we can create an educational environment that enhances job satisfaction and sustains professional commitment among educators. The job satisfaction and professional commitment of educators have evolved significantly from the Vedic period to the modern era, reflecting broader social, cultural, and economic changes. During the Vedic period, educators were highly respected and considered integral to societal development. Their job satisfaction and commitment were driven by the high regard for knowledge and the spiritual fulfillment associated with teaching. The medieval era saw fluctuations in educators' status and job satisfaction, influenced by political changes and varying levels of patronage from rulers and the elite. Commitment to the profession was often tied to religious institutions and the availability of resources. The introduction of Western education systems during the colonial period brought both opportunities and challenges. While there was an increase in formal educational institutions, educators faced new demands and often struggled with job satisfaction due to the imposition of foreign curricula and teaching methods. After independence, there was a renewed focus on education as a means of nation-building. Government initiatives aimed at expanding education and improving educators' working conditions contributed to enhanced job satisfaction and professional commitment. In the contemporary period, Job satisfaction among educators is influenced by factors such as salary, working conditions, administrative support, professional development opportunities, and societal respect for the teaching profession. The rise of technology and changing educational paradigms also play a critical role. Despite the progress, educators continue to face challenges such as workload, administrative pressures, lack of resources, and evolving expectations from students and parents. However, there are also opportunities for increased job satisfaction through better support systems, continuous professional development, and policies that value and uplift the teaching profession. To sustain and enhance job satisfaction and professional commitment among educators, policies should focus on improving working conditions, ensuring fair compensation, providing opportunities for professional growth, and fostering a supportive and respectful environment for teachers. Ongoing research and dialogue are essential to understand the dynamic factors affecting educators' job satisfaction and commitment. Emphasizing the importance of teachers in societal development and implementing evidence-based strategies can help in creating a more conducive environment for educators in the future.

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Author Contributions

The authors significantly enhanced the research discussed in this publication. The first author conceptualised and designed the study, led collected data, was in charge of data analysis, and interpretation. The work is drafted and revised by the second author. The final paper was reviewed and approved by the second author.

Conflict of Interest

The authors declare that no conflicts of interest exist, related to the publication of this paper. The authors has acknowledged any financial and personal links with other individuals or organisations that may have an inappropriate impact on their work.

Ethics Approval

This investigation was carried out in compliance with the Declaration of Self, and the protocol was accepted by the Head of the Institution from which I collected data. Every research subject gave their informed consent.

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