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## Job Satisfaction of Teacher Educators in Bihar in the Context of NEP 2020 Implementation

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### ABSTRACT

This study investigates the level and determinants of job satisfaction among teacher educators in Bihar amidst the implementation of the National Education Policy (NEP) 2020. Given that NEP 2020 proposes transformational changes in teacher education—emphasizing multidisciplinary learning, integration of technology, holistic development, and improved institutional quality—it becomes critical to understand its early impacts on faculty members responsible for preparing future teachers. The research adopts a mixed-method approach, incorporating survey data collected from 75 teacher educators working in both government and private teacher education institutions across Bihar. In addition, qualitative interviews with 20 senior faculty members and administrators were conducted to gain in-depth insights into their experiences and perceptions. Findings reveal a complex picture. On one hand, the policy has generated renewed optimism among teacher educators about enhanced academic standards, curriculum modernization, and professional growth. Many respondents expressed hope that NEP 2020 would lead to improved career pathways and better alignment of teacher training with real classroom needs. On the other hand, substantial concerns were noted

about the practical feasibility of these reforms. Respondents highlighted gaps in institutional readiness, inadequate infrastructure, ambiguous implementation roadmaps, and increased workload without proportional support. The study concludes by emphasizing the need for a more structured and participatory approach in rolling out NEP 2020 in teacher education. monitoring system. These measures are vital for ensuring that NEP 2020 becomes a source of empowerment rather than strain for teacher educators in Bihar.

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### **Introduction:**

Job satisfaction among teacher educators is a key factor in ensuring the effectiveness of teacher training institutions. A satisfied educator is not only more productive and motivated but also plays a crucial role in the development of future teachers who are competent, reflective, and prepared for real-world classroom challenges. Teacher educators serve as the foundation of the educational system, and their work directly influences the quality of school education. Therefore, evaluating their job satisfaction becomes an essential part of education policy research. **Job satisfaction** refers to the degree to which individuals feel positively or negatively about their jobs. It is influenced by multiple factors or **parameters** that vary across professions and individual expectations. Here are the **key parameters of job satisfaction**:

### **Work Environment**

The physical and psychological conditions under which employees work play a crucial role. A clean, safe, and well-organized environment boosts productivity and satisfaction. A healthy psychological environment—free of harassment, excessive stress, or toxic behavior—also promotes a sense of belonging and well-being.

### **Salary and Benefits**

One of the most direct factors influencing job satisfaction is remuneration. Employees feel satisfied when they are paid fairly in comparison to their skills, responsibilities, and industry standards. In addition to salary, benefits like health insurance, bonuses, pension plans, and paid leaves contribute significantly.

### **Job Security**



Feeling secure in one's job is a key psychological need. Employees who fear being laid off or frequently worry about job instability tend to have lower job satisfaction. A secure job fosters commitment, loyalty, and mental peace.

### **Recognition and Rewards**

When employees' efforts and achievements are acknowledged—whether through verbal praise, awards, or incentives—it leads to a greater sense of value and fulfillment. Lack of recognition can lead to dissatisfaction and decreased motivation.

### **Opportunities for Career Growth**

Employees are more satisfied when they see clear pathways for professional advancement. This includes promotions, leadership roles, and skill development through training. A stagnant career path often leads to boredom and dissatisfaction.

### **Work-Life Balance**

An ideal job allows employees to balance their professional duties with personal life. Flexible working hours, adequate vacation time, and understanding of personal emergencies are important for long-term satisfaction and mental health.

### **Relationship with Colleagues and Supervisors**

Positive interpersonal relationships at the workplace increase employee satisfaction. Teamwork, mutual respect, and supportive supervisors make the workplace more enjoyable and reduce stress. Poor relationships can lead to conflict, isolation, and dissatisfaction.

### **Job Role and Responsibilities**

Clarity in job expectations and roles is essential. Employees are more satisfied when they understand what is expected of them and when their responsibilities align with their interests and expertise. Confusing roles or overburdening responsibilities can cause frustration.

### **Organizational Policies and Administration**



Transparent and fair policies foster trust and satisfaction. Employees feel more engaged when they believe organizational decisions are fair, ethical, and considerate of employee welfare. Discriminatory or biased policies result in dissatisfaction.

### Supervision Quality

The behavior and competency of supervisors directly influence job satisfaction. Good supervisors provide guidance, constructive feedback, and emotional support, while poor supervision can demotivate employees and cause friction.

### Personal Achievement

When employees feel that they are making a difference or achieving something meaningful in their roles, they experience higher levels of job satisfaction. This includes using their talents effectively and contributing to organizational goals.

### Communication Channels

Effective communication between employees and management helps in resolving issues, sharing ideas, and building trust. Poor communication often leads to misunderstandings, low morale, and dissatisfaction.

### Summary Table:

Parameter	Description
Work Environment	Physical and emotional workplace conditions
Salary and Benefits	Fair compensation, insurance, leaves, etc.
Job Security	Stability and predictability of employment
Recognition and Rewards	Appreciation and incentives for performance
Career Growth	Promotions, training, and professional development
Work-Life Balance	Balance between job responsibilities and personal life
Relationships	Positive interactions with peers and supervisors
Role Clarity	Clear, meaningful, and manageable responsibilities
Organizational Policies	Fairness, transparency, and inclusiveness of rules
Supervision Quality	Support, guidance, and leadership by managers



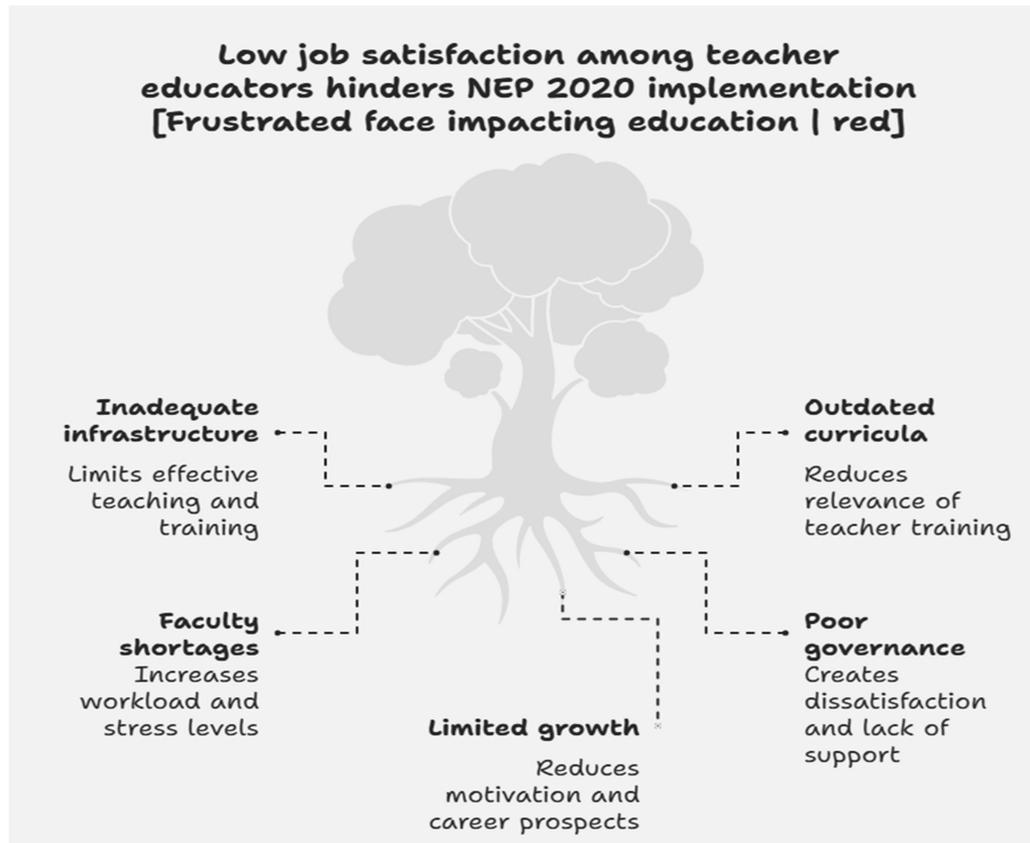
Personal Achievement	Sense of contribution, goal fulfillment
Communication	Open, clear, and two-way communication channels

The National Education Policy (NEP) 2020, unveiled by the Government of India, proposes sweeping reforms aimed at transforming the educational landscape of the country. One of the major changes suggested in NEP 2020 is in the domain of teacher education. It recommends the introduction of a four-year integrated B.Ed. program, phasing out substandard institutions, and increasing emphasis on pedagogical innovation, multidisciplinary education, and continuous professional development. This transformation is expected to enhance the quality of teacher training and, ultimately, improve student learning outcomes across schools in India. In the context of Bihar, these reforms are both promising and challenging. Bihar has a large network of teacher education institutions, comprising both government-funded and privately-managed colleges. However, the system has long been plagued by numerous structural and systemic issues, including inadequate infrastructure, outdated curricula, faculty shortages, poor institutional governance, and limited opportunities for professional growth. Teacher educators in Bihar often struggle with low salaries, limited access to training resources, excessive administrative burdens, and a general lack of academic autonomy.

Against this backdrop, the implementation of NEP 2020 introduces a new dimension to the work environment of teacher educators. While the policy promises modernization and improvement, its actual impact on faculty members—especially with respect to their job satisfaction—requires careful investigation. Are teacher educators in Bihar optimistic about the policy changes? Do they feel supported by their institutions during this transitional period? Are they experiencing increased workloads or stress due to new expectations? These are critical questions that this study seeks to answer.

The significance of this study lies in its attempt to bridge the gap between policy intent and on-ground realities. Teacher educators are key stakeholders in the implementation of NEP 2020. Their satisfaction levels, perceptions, and experiences offer valuable insights into the successes and shortcomings of the reform process. If teacher educators feel encouraged, empowered, and supported by the new policy environment, it is more likely that the goals of NEP 2020 will be successfully realized. On the other hand, if the reforms lead to disillusionment or burnout among faculty members, the entire teacher education ecosystem could be adversely affected. Furthermore, the study contributes to the broader discourse on educational reform by focusing on a relatively under-researched area—faculty well-being during policy transitions. Much of the existing literature on teacher education in India focuses on students, curriculum design, or institutional policy. However, there is a growing recognition that faculty

motivation and job satisfaction are equally important variables that determine the quality and effectiveness of teacher preparation programs.



The research adopts a multi-pronged approach. By combining quantitative surveys with qualitative interviews, the study seeks to develop a comprehensive understanding of teacher educators' experiences. The quantitative component allows for the identification of key variables influencing job satisfaction, such as salary, workload, institutional support, and clarity of policy implementation. The qualitative interviews, on the other hand, provide nuanced insights into the emotional and psychological dimensions of job satisfaction.

Moreover, the study pays special attention to differences across institutional types and regions. Bihar is characterized by significant disparities in educational infrastructure and governance between urban and rural areas, as well as between government and private institutions. Exploring these contextual variables is important for developing targeted policy interventions that address the specific needs of diverse educational settings.



In summary, the implementation of NEP 2020 in Bihar's teacher education sector represents a critical juncture. While the policy offers a vision of quality, flexibility, and innovation, its impact on teacher educators—the very individuals responsible for its implementation—remains to be fully understood. This study aims to fill that gap by examining job satisfaction as a lens through which to assess both the opportunities and challenges of NEP 2020. The ultimate goal is to ensure that the reform process is inclusive, participatory, and supportive of those who stand at its frontlines—the teacher educators of Bihar.

## 2. Objectives of the Study:

- To assess the current level of job satisfaction among teacher educators in Bihar.
- To examine the perceived impact of NEP 2020 reforms on their professional environment.
- To identify key institutional and policy-related factors influencing job satisfaction.
- To suggest policy and administrative measures to enhance faculty well-being in the NEP era.

**3. Review of Literature** The relationship between job satisfaction and curriculum reform in teacher education has been extensively studied, though there remains a paucity of research specific to Bihar and the NEP 2020 context. Job satisfaction, in educational literature, is often linked to factors such as work environment, institutional support, professional autonomy, and the alignment of curriculum with educational goals.

**Studies on Job Satisfaction** Job satisfaction among teacher educators has been the focus of several studies in India and abroad. A study by Gupta and Jain (2016) across central Indian states indicated that factors such as curriculum flexibility, administrative support, and professional autonomy were strong predictors of job satisfaction. Similarly, Sharma (2018) reported that teacher educators in Rajasthan experienced higher job satisfaction when the curriculum was aligned with contemporary pedagogical practices. Internationally, Ingersoll and Merrill (2011) found that teacher retention and satisfaction in the United States were closely tied to curriculum relevance and autonomy in pedagogical decisions. Educators who had the freedom to adapt the curriculum to local contexts and student needs reported better engagement and motivation.

Bishay (1996) Investigated the relationship between job satisfaction and motivation. Levels of job satisfaction and motivation were measured by survey in a sample of 50 teachers. A sample of 12 teachers was then studied using the experience sampling method. It was found that job satisfaction and motivation



correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity. Results also indicated that socializing generally did not lead to motivation and satisfaction levels that were as high as those found in teaching. For this group of teachers who work in a school with a selective student body, overall motivation and job satisfaction levels were high.

Locke and Latham (1990) offered a coherent, data-based theory of work motivation and job satisfaction. The present model combines aspects of the following theories: goal setting, expectancy, social-cognitive, attribution, job characteristics, equity, and turnover-commitment. The resulting model was called the high performance cycle. It begins with organizational members being faced with high challenge or difficult goals. If high challenge was accompanied by high expectancy of success or self-efficacy, high performance results, given that there was: commitment to the goals, feedback, adequate ability, and low situational constraints. High performance was achieved through four mechanisms, direction of attention and action, effort, persistence, and the development of task strategies and plans. High performance, if rewarding, leads to job satisfaction, which in turn facilitates commitment to the organization and its goals. The model has implications for leadership, self-management, and education.

Elizabeth. Lori Purcell, (2003), studies the factors that lead to job satisfaction and dissatisfaction of country extensive agent in Georgia. The study used a mixed method approach to data collection. A survey was developed based on the interview findings and research to gain knowledge formed larger audience. The instrument developed for use in this was the job satisfaction of CEAS in Georgia survey. It was found that; country extension agents were satisfied with their current position but some programme area was more satisfied than others. The relationship that country extension agent form was average at present time, but there were concerns of pay, job security, and the current promotion policy; female were generally more satisfied than males and FACS agents and slit agent

Marom. Ruth, Beyth. Ruth, Gorodeisky, Gal Harpaz, Haim Bar. Avid, Goder. Eli, (2006), conducted a study on identification motivation and job satisfaction among tutors at the Open University of Israel. The present study is focused on two sets variables that serve as possible predictors of identification, satisfaction and motivation: role perception (job importance and job richness) and organisational attachment (relations with the university, attentiveness of the university and the university appreciation of the work). 71 totors was selected for a sample; these tutors completed a general survey. Regression analysis and path analysis was used. It was found that identification and job satisfaction were well predicted by job importance and organizational attachment, while work motivation was not.



Ololube (2006) assessed the differences and relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State of Nigeria. A questionnaire was used to collect data for the study. While the data for the study was analyzed using multiple statistical procedures: mean point value, standard deviation, and variance, t-test of significance and ANOVA. The survey results revealed that overall; teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers were also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Brooke, Stephanie L. (2007) conducted a study on leadership and leadership and job satisfaction. The objective of this research was to understand the impact of leadership style on employee job satisfaction in an effort to improve leader employee relations in non profit child care setting. The total sample of child care worker was 174, and were extracted and recorded in excel, the data was analysed using excel functions and SPSS version 11.0. It was found that; a Pearson product moment correlation analysis revealed that there was significant negative correlation between leadership consideration and leadership structure, indicating an inverse relationship existed; significant difference between leadership structure and global satisfaction as well as satisfaction with supervision; significant correlation between leadership considerations and satisfaction with supervision; no significant correlation leadership consideration and global job satisfaction.

#### 4.1 Research Design

The **quantitative component** of the study utilized a structured questionnaire to gather data from a wide sample of teacher educators. The instrument was based on a **modified version of the Job Satisfaction Scale (JSS)** tailored to the context of teacher education and policy reform. Modifications included the addition of items related to NEP 2020 provisions, such as institutional readiness, perceptions of the four-year integrated B.Ed. program, and support for professional development. Simultaneously, the **qualitative component** involved in-depth, semi-structured interviews with a subset of the target population to explore personal experiences, challenges, and perceptions related to curriculum changes and institutional preparedness under the NEP 2020 framework.

#### 4.2 Sample and Sampling Technique

The study was conducted across **15 B.Ed. colleges** located in various districts of Bihar, ensuring a diverse geographical and institutional spread. These included **both government and private institutions**, allowing for comparative insights between differently managed teacher education setups.



A **stratified random sampling technique** was employed to ensure representation across different strata—urban and rural institutions, government and private colleges, and varying years of faculty experience. From these institutions, a total of **75 teacher educators** were selected for the quantitative survey, and **20 faculty members** along with **5 administrative heads** were chosen for qualitative interviews based on their availability and willingness to participate.

### 4.3 Tools of Data Collection

- **Job Satisfaction Scale (Modified):** In present study researcher has used modified version of job satisfaction scale of Y Mudgil, I S Mathur and P Bhatia has been used.
- **Semi-structured Interview Guide:** For the qualitative aspect, an interview guide was designed focusing on open-ended questions about educators' views on NEP 2020, curriculum reforms, institutional challenges, job roles, and perceived changes in the academic environment.

### 4.4 Data Analysis

**Quantitative data** were analyzed using the **Statistical Package for the Social Sciences (SPSS)**. Descriptive statistics (means, standard deviations, frequencies) were used to understand general trends. Inferential statistics, such as **correlation and regression analysis**, were employed to examine the relationships between job satisfaction levels and independent variables like curriculum relevance, workload, institutional support, and policy implementation awareness.

For the **qualitative data, thematic analysis** was conducted. Interviews were transcribed and coded to identify recurring themes such as faculty perceptions of NEP 2020, institutional readiness, morale, and expectations. Thematic findings were then integrated with the quantitative results to validate and expand upon statistical patterns.

By converging both quantitative breadth and qualitative depth, the methodology aimed to provide an enriched perspective on the evolving landscape of teacher education in Bihar under NEP 2020.

## 5. Results and Discussion

The implementation of the National Education Policy (NEP) 2020 in teacher education has sparked a range of responses among faculty members in Bihar. The findings from the survey and interviews reveal



a mix of optimism, concern, and pragmatic insight into the real-world challenges faced by teacher educators.

- **Satisfaction with Policy Vision:**

A significant portion of the respondents—**68%**—expressed agreement with the core vision of NEP 2020, recognizing it as a progressive step toward modernizing teacher education in India. The respondents appreciated the policy's focus on **integrated four-year teacher education programs**, its emphasis on **multidisciplinary learning**, and a more **holistic, learner-centered approach** to pedagogy. Many faculty members, particularly those in urban or private institutions, noted that the NEP aligns with global standards and could raise the quality and reputation of Indian teacher education if implemented well. This reflects a sense of **optimism and alignment with the policy's long-term goals**, despite the current implementation challenges.

- **Concerns over Implementation:**

While the vision was largely appreciated, **72% of educators** reported concerns regarding the **unclear implementation roadmap**. Specific issues included the **lack of detailed guidelines**, **uncertainty about timelines**, and **insufficient state-level orientation** for institutions. Educators from government B.Ed. colleges frequently cited **infrastructural deficiencies**, outdated teaching resources, and administrative inertia as major roadblocks. Several participants also mentioned that they had not received official briefings or updates on how the policy would be operationalized in their institutions. This gap between policy and practice was viewed as a major **barrier to engagement and morale**.

- **Professional Development Opportunities:**

A key pillar of NEP 2020 is the upskilling of teacher educators through **ongoing professional development**. While most respondents supported this aspect in principle, only **35% reported access to relevant workshops or training programs** since the policy was announced. Many highlighted the **absence of structured and regular capacity-building initiatives**, especially in government institutions. The lack of exposure to updated pedagogical practices and NEP-specific modules left faculty feeling **underprepared and excluded from the reform process**.



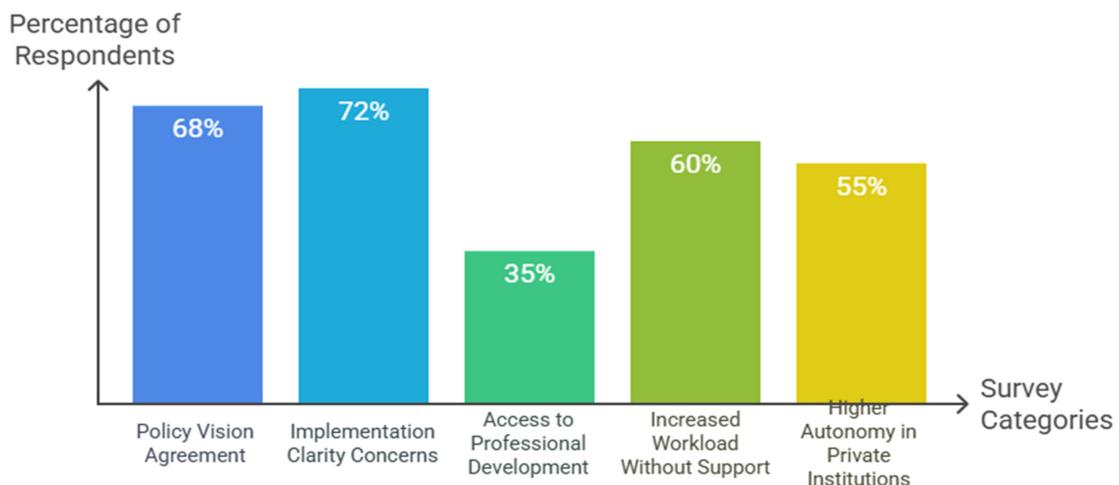
- **Workload and Administrative Support:**

A common theme across institutions was the perception of **increased workload** following the NEP's introduction. Over **60% of educators** indicated that they faced additional responsibilities—such as curriculum restructuring discussions, new documentation protocols, or data reporting requirements—without commensurate support from institutional leadership. This has led to **increased stress levels**, especially where administrative structures remained rigid or lacked trained staff. Faculty members shared that while expectations had risen, there had been **no significant changes in salary, working conditions, or academic freedom**.

- **Autonomy and Participation:**

The study also found that **faculty members in private institutions** reported **higher satisfaction levels** in terms of **autonomy and participatory decision-making**. In these settings, management often provided more flexible academic environments, allowing educators to experiment with NEP-aligned teaching methods and propose curriculum modifications. In contrast, many government college educators reported a **top-down approach**, with limited faculty input in decision-making processes related to NEP implementation.

- In summary, the findings suggest that while the **vision of NEP 2020 is largely endorsed**, the **uneven and unclear implementation**, coupled with **insufficient training and support**, has created **mixed levels of job satisfaction** among teacher educators in Bihar. Addressing these gaps is crucial for realizing the full potential of NEP in transforming teacher education.



**Survey Results on Policy and Faculty Experiences**



## 6. Challenges Identified

- Despite the promise of transformation offered by the National Education Policy (NEP) 2020, the study reveals several key challenges that hinder its effective implementation and diminish job satisfaction among teacher educators in Bihar.
- **Limited Awareness and Training on NEP 2020 Provisions:** A major obstacle is the insufficient dissemination of information regarding NEP 2020. Many teacher educators reported that they had **not received any formal training or orientation sessions** on the policy's provisions. Without a clear understanding of its objectives, structural changes, and implications for curriculum and pedagogy, faculty members feel **disconnected from the reform process**. This lack of preparedness results in uncertainty and resistance, undermining their ability to meaningfully contribute to policy execution.
- **Uneven Resource Distribution Across Institutions:** Another critical issue is the **disparity in resources** between government and private teacher education colleges. While a few urban institutions have begun to update infrastructure and teaching materials, many colleges—especially in rural areas—continue to operate with outdated facilities, poor internet access, and limited teaching aids. These disparities impact the **ability of educators to implement modern pedagogical methods**, thereby affecting both their job performance and satisfaction.
- **Bureaucratic Hurdles in Curriculum Revision:** Participants highlighted that **curriculum reform processes remain highly centralized and bureaucratic**, often involving prolonged approval chains and limited faculty involvement. This rigidity restricts educators from introducing innovative content or adapting teaching practices to local needs and emerging trends. Such inflexibility fosters **frustration and disengagement** among faculty members.
- **Lack of Participatory Mechanisms in Decision-Making:** Finally, many educators pointed out the **absence of participatory governance** in institutional decisions related to NEP implementation. Faculty voices are often overlooked in committees or policy dialogues, leading to top-down decisions that lack ground-level practicality. This **marginalization of educator input** reduces morale and hinders institutional progress.



## 7. Recommendations

- To improve job satisfaction among teacher educators in Bihar in the context of NEP 2020, and to ensure effective policy implementation, the following recommendations are proposed:

- **Capacity Building:**

The foremost priority is to **build the capacity of teacher educators** through targeted professional development programs. Regular **orientation workshops, seminars, and refresher courses** focused on the key provisions of NEP 2020 should be conducted. These initiatives should not only disseminate knowledge but also equip faculty with pedagogical strategies and curriculum design skills aligned with the new policy. Emphasizing continuous learning will help educators feel more confident, valued, and prepared to embrace systemic changes.

- **Infrastructure Enhancement:**

To bridge the existing **resource gap between government and private institutions**, focused investment is necessary. The state and central governments should **prioritize infrastructure upgrades** in under-resourced colleges, particularly in rural and semi-urban areas. This includes ensuring access to **digital tools, modern classrooms, libraries, internet connectivity, and teaching aids**. Better infrastructure enhances the teaching-learning environment and alleviates stress among faculty caused by inadequate facilities.

- **Policy Communication:**

There is a pressing need for **clear, institution-specific communication of NEP guidelines**. Universities and regulatory bodies must translate broad policy goals into **actionable steps tailored to each institution**. Detailed timelines, implementation roadmaps, and resource support must be communicated effectively so that teacher educators are well-informed and aligned with the goals of NEP 2020.

- **Faculty Involvement:**

Active involvement of teacher educators in the **curriculum reform and policy dialogue process** is essential. Establishing participatory committees and feedback mechanisms will allow institutions to **draw upon faculty insights**, ensuring reforms are practical and grounded. This



participatory approach enhances ownership, boosts morale, and strengthens the relationship between policy and practice.

## 8. Conclusion

The implementation of the National Education Policy (NEP) 2020 presents a significant opportunity to revitalize teacher education in India, with a strong emphasis on integrated programs, quality enhancement, and professional autonomy. In the context of Bihar, where teacher education has historically faced systemic challenges such as outdated infrastructure, uneven resource distribution, and rigid administrative structures, the policy's vision is both timely and transformative. However, the success of NEP 2020 in Bihar will largely depend on how effectively teacher educators are supported during this period of transition. This study reveals that while there is broad optimism among faculty regarding the policy's intent, substantial concerns remain regarding the clarity of implementation, access to professional development, and institutional preparedness. The lack of adequate training, infrastructural support, and participatory decision-making mechanisms has created a gap between policy expectations and ground realities.

To bridge this gap, a multi-pronged approach is required—one that includes building faculty capacity, ensuring infrastructural improvements, fostering open communication about policy changes, and involving educators in reform processes. By addressing these core challenges, Bihar can not only enhance the job satisfaction of its teacher educators but also set a precedent for meaningful, sustainable education reform aligned with the NEP 2020 vision.

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