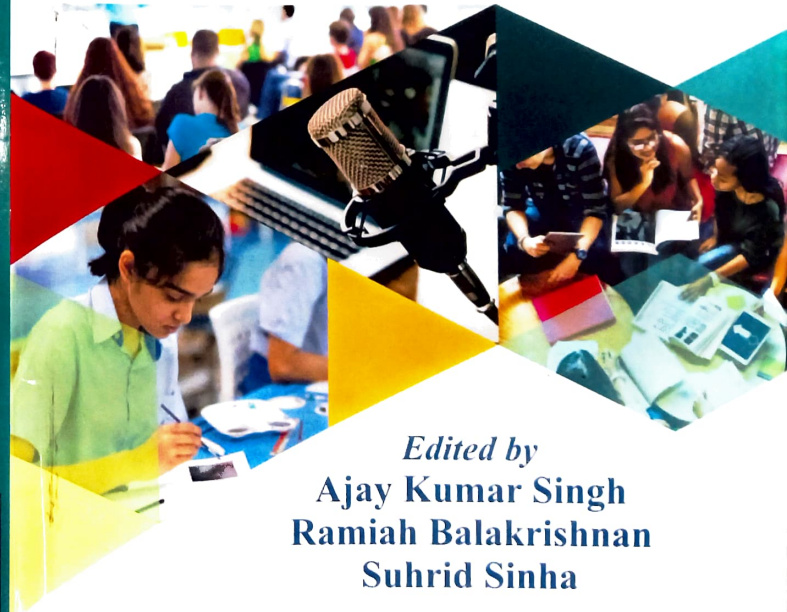


A MITTAL PUBLICATION

NEP 2020 AND HIGHER EDUCATION

A Paradigm Shift in Teaching
Learning and Assessment



Edited by

**Ajay Kumar Singh
Ramiah Balakrishnan
Suhrid Sinha**

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HIGHER EDUCATION**

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NEP 2020 AND HIGHER EDUCATION

A Paradigm Shift in Teaching Learning
and Assessment

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PREFACE

In this book various aspects of the themes related to the teacher training orientation programmes organized by MMTTC-AUS are being written with the perspectives from various authors related to the themes with sufficient scientific and logical evidences. The papers in this edited book covers issues related to Indian Knowledge System, Assessment in Higher Education, Teaching Learning Approaches in Higher Education, Holistic and multidisciplinary education, Academic Leadership, Governance and Management, Student Diversity and Inclusive Education, Research and Development, Higher Education and Society, Information and Communication Technology, Skill Development.

The book covers fields like humanity, social science, law, ethnicity, Indian Knowledge System, challenges and concerns of implementing NEP 2020, Teacher Training, quality teaching, and teaching ethics etc. Most of the contributors of the book are working professionals from colleges and university background. Some of the authors of the book are scholars, their respective guides and some are very experienced Assistant Professors and Professors working in Assam University and its affiliated colleges, and also some are from various educational institutions across India such as Maharashtra, Rajasthan etc.

All the published chapters in the book were peer reviewed for confirmation or needful modifications by all the editors. The format for publication of the book strictly followed the guidelines given in the call for paper draft.

We are thankful to all the contributors for their contributions in this book.

Ajay Kumar Singh
Ramiah Balakrishnan
Suhrid Sinha

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We express our sincere thanks to the contributors who cordially accepted our request to contribute their papers and rendered necessary information, assistance and cooperation during the compilation of this volume of the edited book.

We deeply express our heartfelt gratitude towards the participants of NEP Orientation programmes since March to May 2024 for contributing their valued research papers. We are also thankful to the Chairman-Prof. Ramiah Balakrishnan, Coordinator-Prof. Ajay Kumar Singh, and organizers of MMTTC-AUS for providing us the space and liberty for allowing us to coordinate and collect the resource materials needed to publish this volume of the book. We are also thankful to the research scholars and their supervisors of the department of education, Assam University, Silchar for their valuable contribution in this volume of the book.

We wish to pass on our sincere thanks to many scholars worldwide whose valuable works have been consulted and drawn upon during the compilation work. The blessings of the information, knowledge and information technology are highly acknowledged through which much information, data and study materials were gathered.

We are deeply obliged to Mr. K.M. Mittal of Mittal Publications, New Delhi for accepting the manuscript and bringing out this volume in a short period and in graceful manner.

Ajay Kumar Singh
Ramiah Balakrishnan
Suhrid Sinha

CONTENTS

<i>Preface</i>	v
<i>Acknowledgements</i>	vii
<i>Introduction</i>	xi
<i>List of Contributors</i>	xxi
<i>Acronym</i>	xxiii
1. The New Education Policy and Legal Education – <i>Adv. Sunil N Shah</i>	1
2. Revitalizing Traditional Indian Knowledge Systems for Sustainable Development – <i>Khushboo Sharma</i>	13
3. Beyond Graduation: Unraveling Higher Education's Role in Shaping Societal Values – <i>Sumit Sinha, Monsur Ahmed and Bijoy Prasad Lohar</i>	25
4. School and Quality Education – <i>Mistu Bhattacharjee and Naresh Kumar</i>	47
5. Quality of Teacher and Teacher Education: Policy to Practice From NEP 2020 Perspective – <i>Remith George Carri</i>	71
6. Possibilities and Challenges in Pre-Service Teacher Education from the Perspective of National Education Policy 2020 – <i>Rozina Khatun and Suhrid Sinha</i>	87
7. Unveiling Indigenous Wisdom: Exploring the Cultural Practices of Bishnupriya Manipuri Ethnic Community in India – <i>Suhrid Sinha and Ajay Kumar Singh</i>	105

8. Professional Ethics and Qualities of Teachers: A Way for Enhancing Educational Excellence – Maksud Ahmed and Ajay Kumar Singh	131
9. Indian Knowledge System and Hinduism: from the Perspective of Swami Vivekananda – Leena Chakrabarty	139
10. Indian Knowledge System Through the Lens of NEP 2020 – Sajida Begum and Rimjhim Sharma	147
11. Impact of Higher Education in Indian Society – Karishma Das	155
12. Reimagining Assessment Landscapes: NEP 2020's Comprehensive Vision for Cultivating 21st Century Skills in Indian Education – Sanchaita Nath	163
13. Academic Stress and Psychosocial Well-being Among the Undergraduate College Students in Assam: A Critical Analysis of NEP 2020 – Subhash Sinha and Maynul Hoque	179
Index	199

INTRODUCTION

The New Education Policy and Legal Education studied by Dr. Adv. Sunil N. Shah. And Dr. Shah in his paper mentioned that the New National Education Policy-2020 has been adopted by the Indian Union Cabinet., It aims to introduce vast changes to the Modern Indian law imparting education system, from law school to Higher college-level law school. Its goal is to make "India a global legal knowledge superpower." The Cabinet-approved New Legal Education Policy is only the third major revision to India's legal education framework since independence. The quality of the nation's rule of law is closely correlated with the profession of the wise lawyer, or legal education, which also connects to legal education. The current rule of law prevailing in the society and keeping faith in the law and legal education serve as a vehicle for instilling legal values in the following propagation. Regarding The significance of permitted law education in India for the establishment of a state free from danger and threat, stability, comfort, and happiness of the nation need to make guaranteeing its quality a priority. The 2020 policy has undergone several improvements and reforms that perhaps have a significant Collision on Judicial education. The Indian attorney at law is regarded as one of the most prestigious in the world; legal education has a responsibility to keep this position. To fulfill that dependable is critical to perceive that morality and real benefit should be incorporated into legal education. The 2020 NEP included a praiseworthy rectification to incorporate these advantages into the modules while recognizing the end objective goals of judicial education and judicial research. According to the regulation, state institutions that offer legal education shall take both English and the mother tongue of the land where the Indian Judicial School is located. It has been hypothesized that

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13

ACADEMIC STRESS AND PSYCHOSOCIAL WELL-BEING AMONG THE UNDERGRADUATE COLLEGE STUDENTS IN ASSAM

A Critical Analysis of NEP 2020

SUBHASH SINHA AND MAYNUL HOQUE

Abstract

The National Education Policy (NEP) 2020 marks a transformative shift in India's educational framework, aiming for a holistic, flexible, and multidisciplinary approach to learning. This study evaluates the NEP 2020's impact on academic stress and psychosocial well-being among undergraduate students in Assam, a state with notable cultural and socio-economic diversity. Using primary data from 300 students through a structured questionnaire and secondary data from official sources, the research employs multiple regression, KMO and Bartlett's test, and factor analysis. The study identifies key factors such as curriculum changes, new assessment methods, mental health resources, social interactions, technological infrastructure, and faculty support. The findings provide insights into how NEP

2020's reforms influence academic pressure and well-being, offering guidance for policymakers and educators to enhance educational practices and student support systems in Assam. By bridging policy intent and practical implementation, this research contributes to fostering a resilient and supportive educational environment.

Keywords: Multidisciplinary, Psychosocial well-being, Social interactions.

Introduction

Education, as the cornerstone of societal progress, plays a pivotal role in fostering individual development and driving economic growth. Recognizing the evolving needs of the global landscape, India embarked on a transformative journey with the unveiling of the National Education Policy (NEP) 2020. This landmark policy seeks to revolutionize the educational ecosystem by advocating for a more holistic, flexible, and multidisciplinary approach to learning. Its far-reaching implications encompass curriculum redesign, innovative teaching methodologies, diversified assessment techniques, and comprehensive educational governance. While NEP 2020 aspires to cultivate creativity, critical thinking, and emotional well-being among learners, it also unveils challenges that could potentially exacerbate academic stress and impact psychosocial well-being, especially at the undergraduate level. In the unique context of Assam, a North Eastern state renowned for its cultural diversity and rich heritage, the implementation of NEP 2020 assumes profound significance. The educational landscape of Assam, characterized by infrastructural limitations and socio-economic diversity, provides a distinctive milieu for assessing the policy's ramifications. This study endeavours to unravel the intricate interplay between the reforms heralded by NEP 2020 and their repercussions on academic stress and psychosocial well-being among undergraduate college students in Assam. By delving into both the positive strides and potential setbacks induced by these educational transformations, this research seeks to offer nuanced insights into the dynamic landscape of higher education in Assam within the broader framework of NEP 2020. This study emerges as a guiding beacon, illuminating the trajectory of educational reforms catalysed by NEP 2020. By dissecting its impact on academic stress and psychosocial well-being, it unravels the intricacies of these reforms, thereby empowering educators and

policymakers to make informed decisions. In a domain often dominated by administrative rhetoric, this study amplifies the voices of undergraduate college students in Assam, providing a conduit for their experiences, challenges, and triumphs to shape the discourse surrounding education policy. Education ought to be a catalyst for growth, not a labyrinth of stress. Through an incisive examination of the sources and manifestations of academic stress under NEP 2020, this study equips stakeholders with a compass to navigate the complexities of student well-being, fostering environments conducive to holistic learning and flourishing.

NEP 2020 envisages the nurturing of well-rounded individuals adept at navigating life's myriad challenges. This study delves into the psychosocial dimensions of education, unravelling how NEP 2020 melds not only minds but also hearts and souls. By prioritizing mental health and social well-being, it lays the groundwork for holistic development, fostering a generation capable of embracing change with resilience and grace. For policies to bear fruit, they must take root in the soil of practical reality. This study bridges the chasm between policy intent and on-the-ground implementation, offering reassurance regarding the tangible relevance of NEP 2020. Armed with this knowledge, policymakers can refine strategies, ensuring that lofty ideals translate into tangible benefits for students. Education transcends individuals; it encompasses entire communities. By nurturing the mental health and social fabric of undergraduate college students in Assam, this study lays the foundation for resilient communities capable of weathering storms and embracing change. It fosters bonds of empathy and solidarity, enriching the tapestry of society. The ripple effects of this study extend far beyond the present moment. By documenting the challenges and triumphs of students under NEP 2020, it bequeaths a legacy of knowledge and inspiration, serving as a cornerstone in the perpetual quest for educational excellence and equity.

Importance of the Study

The significance of this study lies in its potential to inform policy-makers, educators, and mental health professionals about the practical implications of NEP 2020. By understanding the nuances of academic stress and psychosocial well-being in the context of these educational reforms, stakeholders can devise strategies to mitigate negative impacts and enhance positive outcomes. This study is crucial for several reasons:

1. NEP 2020 introduces a more flexible and interdisciplinary curriculum. While these changes aim to provide a well-rounded education, they may inadvertently increase academic workload and stress among students. This study will shed light on how students perceive these curricular modifications and their impact on academic pressure. The shift from traditional examination systems to continuous and holistic assessment methods can be a double-edged sword. While intended to reduce exam-centric stress, these methods might create constant pressure to perform. Understanding students' perspectives on these new assessment techniques is essential for optimising their implementation.
2. Integrating mental health and emotional well-being into the educational framework is a commendable aspect of NEP 2020. However, its success depends on effective execution. This study will explore whether the initiatives for mental health support reach students and positively influence their well-being. The policy's emphasis on collaborative and interdisciplinary learning environment aims to foster better social interactions and peer support. Examining the impact on students' social dynamics will help understand these measures' effectiveness.
3. Every policy reform faces implementation challenges, and NEP 2020 is no exception. This study will identify specific areas where students face difficulties, providing valuable feedback for policy-makers to refine and improve the policy. By highlighting successful aspects of NEP 2020, this study can guide other states and educational institutions looking to adopt similar reforms.
4. Assam's unique cultural and socio-economic landscape adds another complexity to implementing NEP 2020. This study will consider these contextual factors, comprehensively understanding the policy's impact in a diverse setting. The state of educational infrastructure in Assam varies widely, affecting the uniform implementation of NEP 2020. By examining these disparities, the study can suggest targeted interventions to ensure equitable educational opportunities for all students.
5. Understanding the immediate impacts of NEP 2020 on academic stress and psychosocial well-being is crucial for

predicting long-term outcomes. Students' ability to manage stress and maintain well-being directly influences their academic performance and future career prospects. The ultimate goal of NEP 2020 is to foster holistic development, preparing students to thrive in a rapidly changing world. This study will evaluate whether the policy is meeting this objective and provide insights for continuous improvement.

Literature Review

The article "Implementation Strategies of National Education Policy 2020: Psycho-Legal Analysis towards Achieving its Objectives" by Chutia, Dutta, Kaur, Sing, and Shastri (2022) examines the strategies for implementing the National Education Policy (NEP) 2020, focusing on its psycho-legal aspects. Through a literature review, the authors delve into the various components of the NEP 2020 and analyse the psychological and legal dimensions involved in its implementation. The study aims to understand how these strategies can effectively achieve the objectives outlined in the NEP 2020. This research contributes to the discourse on educational policy implementation and highlights the importance of considering psycho-legal aspects in achieving policy objectives.

The article "Research and Reflections on Education" by SJ et al. (2023) explores various aspects of education through research and reflection. The authors present a literature review encompassing diverse perspectives on education, including pedagogy, curriculum development, educational technology, and assessment methods. Drawing on a range of scholarly sources, the article synthesizes existing knowledge to offer insights into current trends and challenges in the field of education. Through critical analysis and reflection, the authors contribute to the ongoing dialogue on educational practices and policies. This research serves as a valuable resource for educators, policymakers, and researchers seeking to enhance educational practices and outcomes.

The article "Humanities and Social Science Studies" by Singh and Modi (2023) presents a comprehensive literature review within the humanities and social science studies field. It synthesises existing research on various topics such as history, sociology, psychology, literature, and political science. The authors provide insights into current trends, theories, and debates within these disciplines through a systematic analysis of scholarly articles.

books, and other relevant sources. The literature review highlights key findings, methodologies, and gaps in knowledge, thereby contributing to a deeper understanding of the complex issues addressed by humanities and social science researchers. This article serves as a valuable resource for academics, students, and professionals interested in interdisciplinary studies.

The article "The New Education Policy 2020, Digitalization, and Quality of Life in India: Some Reflections" by Muralidharan, Shanmugan, and Klochov (2022) provides a thorough literature review on the intersection of the New Education Policy 2020, digitalization, and quality of life in India. It synthesizes existing research to explore the implications of digital education initiatives on the overall quality of life in the country. The review highlights key findings, debates, and gaps in the literature, offering valuable insights for policymakers and researchers.

The article "Psychological Stress of Covid-19 on Young Learners of Professional Courses" by Chinna and Sunkesula (2023) presents a literature review focusing on the psychological impact of the COVID-19 pandemic on young learners pursuing professional courses. It synthesizes existing research to explore the various stressors experienced by this demographic, including academic disruptions, social isolation, and anxiety about future prospects. The review underscores the importance of understanding and addressing the mental health challenges faced by young professionals during the pandemic, offering valuable insights for educational practitioners and policymakers.

The article "Analysis of the National Education Policy 2020 in terms of achieving its goal" by Mishra (2023) conducts a formal review of literature pertaining to the National Education Policy (NEP) 2020. It critically evaluates existing research to assess the NEP's effectiveness in achieving its objectives. Mishra synthesizes diverse perspectives on the NEP, examining its potential impact on various aspects of education including curriculum, pedagogy, and assessment. The review provides a comprehensive understanding of the NEP's strengths, weaknesses, and implementation challenges, offering valuable insights for educational policymakers and stakeholders.

The article "Impact of personal resources on well-being of doctoral students in Indian higher academic institutions" by Ganesh, Krishna, and Srivastava (2024) conducts a formal literature review examining the relationship between personal

resources and the well-being of doctoral students in Indian higher academic institutions. Through a comprehensive analysis of existing research, the authors explore the influence of personal factors such as resilience, self-efficacy, and social support on the psychological well-being of doctoral candidates. The review offers insights into potential interventions and support systems to enhance the well-being of doctoral students, contributing to the literature on graduate education and mental health.

Objectives of the study

- To evaluate the impact of NEP 2020 on academic stress among undergraduate college students in Assam.
- To assess the effect of NEP 2020 on the psychosocial well-being of undergraduate college students in Assam.
- To identify key factors that contributed to academic stress and psychosocial well-being under the NEP 2020 framework using principal component analysis

Hypotheses of the Study

H₁: The curriculum and course load changes due to NEP 2020 do not significantly contribute to increased academic stress among undergraduate students.

H₂: The new assessment methods introduced by NEP 2020 are not associated with higher levels of academic stress among undergraduate students.

H₃: Improvements in mental health resources and emotional support due to NEP 2020 do not positively impact the psychosocial well-being of undergraduate students.

Research Methodology

The study was based on primary data. Primary data had been collected from sample size of 300 under graduate college students in Assam, who had already admitted FYUG programme through questionnaire's method. For evaluating the objectives of the study, primary data were collected by survey method using the well structure and pre-tested questionnaire from sample individuals through Google form. The questionnaire was set with a five point Likert scale" has been considered. To analysed the data, SPSS 26.0 and Microsoft excel have been used in the study.

Various tools and statistical test study to analyse the data.

regressions, KMO and Bartlett's test for sampling adequacy, and factor analysis. Each test was employed for specific purposes to support the study and achieve the research objectives. Multiple regressions were used when there were multiple independent variables and a single dependent variable, allowing the analysis of the impact of independent variables on the dependent variable. The KMO and Bartlett's test assessed sampling adequacy, ensuring the data was suitable for analysis. Factor analysis was conducted to identify and confirm the underlying factors within the data. Each test played a unique role: the one-sample test examined differences, regression analysis explored variable impacts, KMO and Bartlett's test verified sampling adequacy, and factor analysis uncovered the factors considered in the study. In this study the multiple-regression model was applied to find the academic stress and psychosocial well-being among the undergraduate college students on NEP 2020.

$$Y \text{ (ASPW)} = \alpha \text{ (Intercept)} + \beta_1 X_1 \text{ (CLC)} + \beta_2 X_2 \text{ (EXAM)} + \beta_3 X_3 \text{ (MHES)} + \beta_4 X_4 \text{ (SIPS)} + \beta_5 X_5 \text{ (TI)} + \beta_6 X_6 \text{ (FES)} + \mu \text{ (Error term)}$$

ASPW: Academic Stress and Psychosocial Well-being, CLC: Course Load and Curriculum Changes, EXAM: Examination and Assessment Methods, MHES: Mental Health and Emotional Support, SIPS: Social Interactions and Peer Support, TI: **Technological Infrastructure**, and FES: **Faculty Engagement and Support**.

Major Findings of the Study

Exploratory factor analysis (EFA) is an often used multivariate technique of research studies, especially pertaining to social and behavioural science (Eysenck 1969; Cattell 1973). This technique is applicable, when there is a systematic interdependence among the set of observed and latent variables and the research is interrelated in finding out something more fundamental or latent which creates the communality, Course Load and Curriculum Changes, Examination and Assessment Methods, Mental Health and Emotional Support, Social Interactions and Peer Support, **Technological Infrastructure**, and **Faculty Engagement and Support**.

In this study, the initial step is to compute a correlation matrix of 23 items of Academic Stress and Psychosocial Well-being among the Undergraduate College Students in Assam. In the initial step, the correlation matrix of these items satisfied their significant level

i.e. 3.22, which is greater than 0.000. The second reliability of the factor analysis depends on the size of the sample i.e. not less than 100 individuals per analysis (Gorsuch, 1983). In this study, the sample size is 300. Table (1) shows the results of "KMO and Bartlett's test". KMO value is more than the recommended value of 0.6 (Kim and Muller, 1978), which determines that the sample is adequate to perform the factor analysis. The significance value is 0.000, which shows that the correlation matrix is not an identity matrix. Hence, the data fulfils the initial diagnostics of the exploratory factor analysis.

Table 13.1: KMO and Bartlett's test of Sphericity and Measure of Sampling Adequacy

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		874
Bartlett's Test of Sphericity	Approx. Chi-Square	4289.719
	Df	253
	Sig.	.000

Sources: Computed from field survey, 2024

It may be observed from the table 13.1 that the value of KMO is 0.874 which is more than 0.6 hence it confirms the validity of the factor analysis. The value under the significance column is .000 which shows that the null hypothesis shall be rejected viz. The sample is not adequate and an alternative hypothesis will be accepted viz. The sample is adequate (Hair and Black, 1995).

The factor analysis has been applied with certain default settings and criteria. The factors have been grouped based on the Eigen values. The minimum Eigen values should be at least 1. Table 5.41 shows that the total number of variables or statements is 23; hence, 23 factors can be produced from factor analysis. However, with the help of Eigen values (more than 1), it is found from the table only 6 factors have been produced. These 6 factors explain around 84% of the variance which is more than the minimum criteria of variance explained i.e. 66% (Williams et al., 2012).

It is found from the table 13.2 that the 6 factors or factors explain 73% of the variance. The 1st Factor explains 16.730% of the variance followed by the 2nd Factor that explains 13.746% of variance, 3rd Factor explains 11.576%, 4th Factor explains 10.929%, 5th Factor explains 10.272% and the last 6th Factor explains 9.993%

Table 13.2: Variance Extracted "Exploratory Factor Analysis" (EFA)

Sl. No	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.757	33.728	33.728	7.757	33.728	33.728	3.848	16.730	16.730
2	2.399	10.430	44.159	2.399	10.430	44.159	3.162	13.746	30.476
3	2.031	8.830	52.988	2.031	8.830	52.988	2.663	11.576	42.053
4	1.787	7.770	60.758	1.787	7.770	60.758	2.514	10.929	52.982
5	1.741	7.569	68.328	1.741	7.569	68.328	2.363	10.272	63.254
6	1.131	4.920	73.247	1.131	4.920	73.247	2.299	9.993	73.247
7	.951	4.135	77.382						
8	.615	2.674	80.056						
9	.550	2.391	82.447						
10	.477	2.075	84.522						
11	.447	1.944	86.466						
12	.432	1.878	88.344						
13	.383	1.664	90.009						
14	.334	1.453	91.461						
15	.323	1.405	92.867						

Sl. No	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
16	.274	1.189	94.056						
17	.256	1.115	95.171						
18	.248	1.079	96.250						
19	.219	.950	97.201						
20	.217	.943	98.143						
21	.149	.647	98.790						
22	.147	.640	99.430						
23	.131	.570	100.000						

Sources: Computed from Field Survey

of variance. Figure 13.1 presents the plot based on the Eigen Values derived from the main table 'Total Variance Explained'.

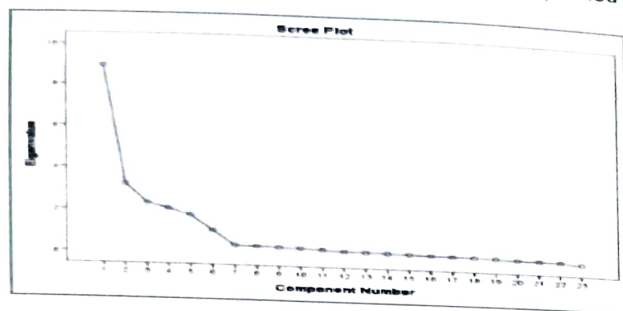


Fig. 13.1: Scree Plot

Figure 13.1 show that there is a steep fall in the line till 6th factors till the Eigen value of 1. Later the fall of line is very less and later the gap between the 'factor number' axis and line reduces which shows that later factors are less important because the Eigen values of those factors are below 1

Development of the Factors/Factors

There are 6 factors out of 23 variables/statements. These factors represent the different variables that are highly correlated with each other. The 1st factor is constituted by 5 variables namely The changes in the curriculum due to NEP 2020 have significantly increased my academic workload, The interdisciplinary approach in the curriculum has added to my stress levels, The flexibility in choosing courses has helped me manage my academic stress better, The introduction of new courses and subjects has made my studies more demanding, The freedom to select vocational courses has contributed to my academic stress. The factor has been named as **"Course Load and Curriculum Changes"**. The variance explained by this factor is 16.730%.

The 2nd factor is constituted by 4 variables namely, The continuous assessment methods introduced by NEP 2020 have made me feel more stressed, Project-based assessments are more stressful than traditional exams for me, The new examination

patterns are less stressful than the old ones, Frequent assessments have increased my stress about academic performance. The factor has been named as **"Examination and Assessment Methods"**. The variance explained by this factor is 13.746%.

The 3rd factor is constituted by 4 variables namely, Access to mental health resources at my college has improved with NEP 2020, I feel more supported emotionally by my institution since the implementation of NEP 2020, Stress management workshops introduced under NEP 2020 have been beneficial for me, The changes in the education system have negatively impacted my mental health. The factor has been named as **"Mental Health and Emotional Support"**. The variance explained by this factor is 11.576%.

The 4th factor is constituted by 4 variables namely as, NEP 2020 has fostered better peer support and collaboration among students, I feel more connected to my classmates due to the collaborative projects introduced by NEP 2020, The interdisciplinary approach has improved my social interactions with peers from different fields, The flexibility in course selection has made it harder to form close peer relationships. The factor has been named as **"Social Interactions and Peer Support"**. The variance explained by this factor is 10.929%.

The 5th factor is constituted by 3 variables namely, the technological infrastructure at my college has improved with NEP 2020, I find it easier to access digital resources and online classes due to better technology, The availability of educational technology tools has reduced my academic stress. The factor has been named as **"Technological Infrastructure"**. The variance explained by this factor is 10.272%.

The 6th factor is constituted by 3 variables namely, My professors are more supportive and accessible since the implementation of NEP 2020, The faculty's approach to teaching has become more student-centric with NEP 2020, I feel that the faculty members are better equipped to address student needs under NEP 2020. The factor has been named as **"Faculty Engagement and Support"**. The variance explained by this factor is 9.993%.

Multiple Regression Analysis

In the process of factor analysis, the factor scores of all the components were saved. These factor scores have been further used as the representative independent variables for their respective items. Since there are 6 factors in this case, hence there are 6 factors scores. In the multiple regression process, these factors scores have been named according to their nomenclature in the factor analysis.

The following multiple regression model was formed

$$Y (\text{ASPW}) = \alpha (\text{Intercept}) + \beta_1 X_1 (\text{CLC}) + \beta_2 X_2 (\text{EXAM}) + \beta_3 X_3 (\text{MHES}) + \beta_4 X_4 (\text{SIPS}) + \beta_5 X_5 (\text{TI}) + \beta_6 X_6 (\text{FES}) + \mu (\text{Error term})$$

In the above equation shows the relationship of the 6 independent variables and 1 dependent variable "Academic Stress and Psychosocial Well-being among the Undergraduate College Students"

Table 13.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703a	.495	.484	62736
Predictors: (Constant), Course Load and Curriculum Changes, Examination and Assessment Methods, Mental Health and Emotional Support, Social Interactions and Peer Support, Technological Infrastructure, and Faculty Engagement and Support.				

Sources: Computed from Field Survey

Multiple regressions were applied to find out the impact of different variables on Academic Stress and Psychosocial Well-being among the Undergraduate College Students. Table 13.4 presents the model summary, the overall R is 0.703, and R square is .495 which means that the model explains around 49% of the variation.

Table 13.5: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	112.929	6	18.821	47.791	.000b
Residual	115.391	293	.394		
Total	228.320	299			
Total	228.320	299			

a. Dependent Variable: Academic Stress and Psychosocial Well-being among the Undergraduate College Students.

b. Predictors: (Constant), Course Load and Curriculum Changes, Examination and Assessment Methods, Mental Health and Emotional Support, Social Interactions and Peer Support, Technological Infrastructure, and Faculty Engagement and Support.

Sources: Computed from Field Survey

Table 13.5 represents the value of ANOVA and F value. The value in the significance column is 0.000 which means that one or more variables show significant support for the dependent variable "Academic Stress and Psychosocial Well-being among the Undergraduate College Students"

Conclusion

The study aimed to explore the factors influencing academic stress and psychosocial well-being among undergraduate students in Assam. Using Exploratory Factor Analysis (EFA), six key factors were identified: Course Load and Curriculum Changes, Examination and Assessment Methods, Mental Health and Emotional Support, Social Interactions and Peer Support, Technological Infrastructure, and Faculty Engagement and Support. These factors collectively explained 73.247% of the variance. The reliability of these factors, measured through Cronbach's alpha, ranged from 0.907 to 0.954, indicating strong internal consistency. Multiple regression analysis revealed that these six factors significantly impact academic stress and psychosocial well-being, explaining 49.5% of the variation ($R^2 = 0.495$).

The findings underscore the multifaceted nature of academic stress and psychosocial well-being among students. Key contributors include the increased academic workload due to curriculum changes, continuous assessment methods, and the availability of mental health resources. Additionally, enhanced technological infrastructure and supportive faculty were found to

Multiple Regression Analysis

In the process of factor analysis, the factor scores of all the components were saved. These factor scores have been further used as the representative independent variables for their respective items. Since there are 6 factors in this case, hence there are 6 factors scores. In the multiple regression process, these factors scores have been named according to their nomenclature in the factor analysis.

The following multiple regression model was formed

$$Y (\text{ASPW}) = \alpha (\text{Intercept}) + \beta_1 X_1 (\text{CLC}) + \beta_2 X_2 (\text{EXAM}) + \beta_3 X_3 (\text{MHES}) + \beta_4 X_4 (\text{SIPS}) + \beta_5 X_5 (\text{TI}) + \beta_6 X_6 (\text{FES}) + \mu (\text{Error term})$$

In the above equation shows the relationship of the 6 independent variables and 1 dependent variable “**Academic Stress and Psychosocial Well-being among the Undergraduate College Students**”

Table 13.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.703a	.495	.484	.62756
Predictors: (Constant), Course Load and Curriculum Changes, Examination and Assessment Methods, Mental Health and Emotional Support, Social Interactions and Peer Support, Technological Infrastructure, and Faculty Engagement and Support.				

Sources: Computed from Field Survey

Multiple regressions were applied to find out the impact of different variables on Academic Stress and Psychosocial Well-being among the Undergraduate College Students Table.4 presents the model summary, the overall R is 0.703, and R square is .495 which means that the model explains around 49% of the variation.

Table 13.5: ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
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a. Dependent Variable: Academic Stress and Psychosocial Well-being among the Undergraduate College Students.

b. Predictors: (Constant), Course Load and Curriculum Changes, Examination and Assessment Methods, Mental Health and Emotional Support, Social Interactions and Peer Support, Technological Infrastructure, and Faculty Engagement and Support.

Sources: Computed from Field Survey

Table 13.5 represents the value of ANOVA and F value. The value in the significance column is 0.000 which means that one or more variables show significant support for the dependent variable “Academic Stress and Psychosocial Well-being among the Undergraduate College Students”

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The findings underscore the multifaceted nature of academic stress and psychosocial well-being among students. Key contributors include the increased academic workload due to curriculum changes, continuous assessment methods, and the availability of mental health resources. Additionally, enhanced technological infrastructure and supportive faculty were found to

mitigate stress levels. Social interactions and peer support also play a critical role in shaping students' experiences. The study confirms that addressing these factors can significantly enhance students' overall well-being.

Policy Implications

- Educational policymakers should consider the balance between academic rigor and student well-being when implementing curriculum changes. Providing flexible course options and managing the interdisciplinary approach can help reduce stress.
- Continuous assessments should be designed to minimize stress. A combination of traditional and project-based assessments may provide a more balanced approach.
- Institutions must invest in mental health resources; ensuring students have access to support services such as counselling and stress management workshops.
- Continued investment in technological infrastructure is essential. Access to digital resources and online learning tools should be enhanced to support academic activities.
- Training programs for faculty to adopt student-centric approaches and improve accessibility can foster a more supportive learning environment.
- Initiatives to promote peer collaboration and support should be encouraged, facilitating a sense of community among students.

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- ## INDEX
-
- Academic Bank of Credit (ABC), 94, 160
- Academic institutions, 37
- Academic Stress, 186, 194
- Acharya Devrat Friday, 49
- Ahmed, Maksud, 131
- Ahmed, Monsur, 25
- Akshay Kumar Dutta, 140
- All India Engineering Entrance Examination (AIEEE), 159
- Analysis of Variance (ANOVA), 195
- Anti-Drug campaign, 28
- Apala, 144
- Artificial intelligence, 42
- Arya Samaj, 157
- Assam government, 57
- Assam, 47, 55, 179
- Ayurveda, 14
- Ayurvedic healthcare institutions, 20
- Bahag Bihu, 117
- Bangladesh, 106
- Barak Valley, 106
- Bartlett's test, 179, 186
- Basanti puja, 121
- Basudeva Kutumbakam, 123
- Bazaar Cleanliness, 28
- Begum, Sajida, 147
- Below Poverty Line (BPL), 120
- Beti Bachao Beti Padhao, 159
- Bhagawad Gita, 121, 122
- Bhagwan Sree Krishna, 110, 123, 124
- Bhattacharjee, Mistu, 47
- Bhogalli Bihu, 117
- Biological Diversity Act, 20
- Biotechnology, 42
- Bishnupriya Manipuri community, 105, 106, 111
- Blood Pressure, 115
- Brahma Movement, 140
- Brahma Samaj*, 143, 157
- British East India Company, 156
- British Education policy, 49
- British Government, 156
- British Standards Institute (BSI), 72
- Burns, H. L., 108
- Cachar District, 28
- Carri, Remith George, 71
- Chakrabarty, Leena, 139
- Chandra, Dr. Ritu, 51
- Charter Act of 1813, 156
- Chicago, 141
- Chicken Pox, 114
- Cleanliness Drives, 28
- Cluster Resource Centre Coordinator (CRCC), 63
- Competency-based education (CBE), 166