

Original Article

Sustainability and Employee Well-Being Across Indian Higher Education: A Review Under the National Education Policy NEP (2020)

Assala Alsehnawy¹, Dr. Vividha Gurung²

¹PhD Scholar, School of Business Management, Shoolini University, India.

²Assistant Professor, School of Business Management, Shoolini University, India.

Manuscript ID:
BN-2026-030113

ISSN: 3065-7865

Volume 3

Issue 1

January 2026

Pp. 67-75

Submitted: 15 Dec 2025

Revised: 25 Dec 2025

Accepted 10 Jan 2026

Published: 31 Jan 2026

DOI:

[10.5281/zenodo.19274226](https://doi.org/10.5281/zenodo.19274226)

DOI link:

<https://doi.org/10.5281/zenodo.19274226>



Quick Response Code:



Website: <https://bnir.us>



Abstract

Sustainability and well-being serve as prominent themes in contemporary academic literature. These concepts are reflected and have shaped national policies and strategic frameworks. Their relevance is particularly evident within the higher education setting. This paper presents a literature-based review of sustainability and employee well-being with reference to India's National Education Policy (NEP) 2020. We seek to address whether and how these three dimensions are interconnected within Indian higher education context. In our review, we see a striking lack of theoretical and empirical studies on the intersection of sustainability and employee well-being. Most of the literature also deals with these areas separately, without much effort to put them together under NEP 2020. While the policy explicitly endorses equitable, equal, and innovative visions of sustainability in higher education, employee well-being has seldom been considered a focus of policy action literature. Thus, the necessity of focusing on the well-being of higher education workforce not as a background, but rather as an essential element that can support sustainability outcomes in the context of Indian HEIs has been emphasized in this review. which involves employee well-being in higher education as a fundamental dimension that can enhance the sustainability performance of Indian HEIs.

Keywords: Sustainability, Employee Well-being, Higher Education Institutes HEIs, National Education Policy NEP (2020)

Introduction

Today rapid progress in science and technology keep reshaping the role of educational institutions globally. In contemporary contexts, the primary concern of education extends beyond the acquisition of information; rather, new priorities and challenges have emerged, like sustainability of education systems (Lozano et al., 2015). These challenges require educational practices that protect safeguard natural and human resources responsibly. Within this context, employees in the education sector act as the main link between educational policies and their actual implementation in practice. Experience shows that policies and reform efforts remain as written documents without meaningful engagement and commitment from faculty members. Discussions confirm that happy workers are more productive. This create the need to understand how educational staff cope with workplace pressures daily. How they build abilities to balance professional and personal demands effectively. Over time, sustained engagement becomes an essential issue to educational employees themselves. Employee well-being therefore in this study considers an essential dimension of higher education sustainability overall. It frankly influenced the continuity, quality, and effectiveness of educational processes themselves. In India, these issues have gained attention ongoing efforts to reform and strengthen the higher education sector nationally. Which is both a major source of employment and a foundational pillar for national development. The introduction of NEP (2020) represents a extensive attempt to reconfigure the Indian education structure by promoting sustainability, equity, quality, and human-cantered capacity development (Government of India, 2020). So, this review sets out to examine the notion of sustainability and employee well-being in Indian HEIs.

Creative Commons (CC BY-NC-SA 4.0)

This is an open access journal, and articles are distributed under the terms of the [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License](https://creativecommons.org/licenses/by-nc-sa/4.0/), which allows others to remix, tweak, and build upon the work noncommercially, as long as appropriate credit is given and the new creations are licensed under the identical terms.

Address for correspondence:

Assala Alsehnawy, PhD Scholar, School of Business Management, Shoolini University, India.

Email: assalaalsehnawy@shooliniuniversity.com

How to cite this article:

Alsehnawy, A., & Gurung, V. (2026). Sustainability and Employee Well-Being Across Indian Higher Education: A Review Under the National Education Policy NEP (2020). *Bulletion of Nexus*, 3(1), 67–75. <https://doi.org/10.5281/zenodo.19274226>

It will explore how existing literature analyse the relationship between employee well-being and sustainability under NEP (2020) today. Finally, this paper will highlight key gaps that require further scholarly attention ahead in relating these three concepts.

Conceptual Background

In education, sustainability, as defined by UNESCO, involves integrating environmental protection, economic development opportunities, and equity-oriented principles into institutional practices and policies consistently. This integration shows up in curricula, workplace culture, and human resource practices clearly. As such, education stands at the center of efforts to support long-term sustainable development worldwide (Marco, 2017; United Nations, 2015).

The United Nations' 2030 Agenda for Sustainable Development points that sustainability in higher education extends beyond environmental concerns to include fair working conditions, governance resilience, and long-term policies that support human capital development. From this perspective, higher universities and colleges play a central role in advancing sustainable development among decent work, quality education, and inclusive work practices (United Nations, 2015).

Higher education literature, discuss and analyse sustainability in relation to teaching and learning processes, research outputs, institutional governance, campus operations, and the sustainability of human resources (Menon & Suresh, 2020).

Therefore, in this paper sustainability in higher education is a multidimensional framework that links environmental, social, and economic sustainability with university strategies, policies, and daily practices, with prioritizing the sustainability of academic and administrative staff.

Subjective well-being refers to individuals' perceptions of their emotional states, encompassing both positive and negative experiences, as well as their overall evaluation of life and satisfaction with it. In Business, it is widely used to understand and promote employee well-being in organizational contexts. It also identifies the factors that improve individuals' quality of life at work (Diener et al., 2018).

Happiness at work represents a broad concept goes beyond job satisfaction to address employees' engagement, emotional experiences, and commitment in their institutions. From a long-term perspective, workplace well-being considered as a fundamental basis for sustaining motivated employees. Over time, It will foster creativity,

engagement, and positive performance outcomes (Fisher, 2010).

Thus, well-being is not about having positive emotions. It also involves broader dimensions such as engagement, positive relationships, meaning, and sense of accomplishment. Together these elements will reflect a border understanding of human flourishing (Seligman & Csikszentmihalyi, 2000). This analysis deals with well-being as a major indicator of sustainable human resource development. It forms a healthy work environment that foster creativity and long-term engagement.

Psychological well-being has expanded this understanding. It linked autonomy, sense of purpose, personal growth, positive relations with others, and individuals' capacity to effectively manage and adapt to their environments. From this perspective, well-being is not only associated with self-satisfaction or workplace relationships. It is related to individuals' ability to find meaning, grow their potential, and create value to others and their surrounding (Ryff, 2014).

Accordingly, my study will define employee well-being as a sustainability-oriented concept. well-being is essential for developing resilient human resources. Prosperous Employees will be performing at their best, achieving self-fulfilment, and contributing to both overall functional effectiveness and societal well-being. Employee well-being is essential for sustainability across its environmental, social, and economic dimensions. Prosperous employee's performance would be balanced with human, ethical, and societal considerations.

The NEP (2020) grounds in a holistic vision views human beings as intrinsic values rather than merely repositories of skills. It is seeking to create a high-quality and advanced educational environment. Its grounds in principles of long-term sustainable development, through promoting equity in access to education and digital technologies. In this scene, NEP 2020 goals are redefining the role of higher education. It emphasizes autonomous, multidisciplinary, and flexible institutions. Like these institutions will respond to the contemporary societal and technological changes. Moreover, NEP (2020) advances strengthened governance structures and the academic and administrative sustainability. It ensures long-term effectiveness and resilience of India's teaching sector (Government of India, 2020).

The NEP (2020) normalises higher education in alignment with the Sustainable Development Goals (SDGs). It has emphasized the integrative development of human potential. It builds balanced and responsible use of resources. In

this way HEIs will fulfil their educational and societal missions in a sustainable manner.

Considering the above discussion, we view employee well-being in higher education in this study, as a key indicator for assessing the translation of policy intentions into practice. We aim to evaluate whether sustainability is realized as an operational reality rather than remaining an aspirational ideal. Therefore, we want to trace how in the literature, NEP 2020 contributes to sustainability within higher education sector. This review will define whether academic and administrative staff well-being occupies a main place in advancing NEP (2020) long-term objectives.

Review of Literature

Extensive research on happiness at work and employee productivity provides strong theoretical and empirical support for the proposition that happier employees tend to be more productive than their less satisfied counterparts (Costa et al., 2024).

Employee wellbeing In Higher education

Contemporary organizational research has moved beyond questioning whether a relationship exists between employee happiness, well-being, and performance, toward examining the magnitude and mechanisms of this influence. In this context, employee well-being is increasingly framed as an ethical objective of work itself rather than merely a means to enhance organizational outcomes.(Bocean et al., 2022)

Within the higher education sector, existing studies consistently emphasize the importance of employee well-being and happiness in the employee performance ,retention, job satisfaction and effectiveness .(Yiming et al., 2024) (Hammoudi Halat et al., 2023)

while also revealing persistent conceptual ambiguity in the use of happiness, satisfaction, flourishing, and well-being.(Elwick & Cannizzaro, 2017)

Current evidence demonstrates that staff well-being in higher education is not an individual phenomenon, but rather an outcome of formal rules, organizational culture, and levels of managerial commitment.(Brewster et al., 2022) (Luu et al., 2025)

Studies indicate that policies lacking genuine collective commitment, as well as the prioritization of students' needs at the expense of staff well-being, undermine sustainable well-being outcomes, whereas supportive environments contribute to improved performance and staff retention.(Douglas, 2021)

Recent global research illustrates that employee well-being in higher education

constitutes a pressing and transnational concern, particularly in the post-COVID-19 period, where heightened levels of burnout, job insecurity, and psychological distress have exposed the growing vulnerability of academic staff and underscored the need for stronger policy-level interventions (Rahman et al., 2024).

Findings from the Indian context indicate a close association between employee happiness and subjective well-being, life satisfaction (Telu & Potnuru, 2024), physical and mental health, interpersonal relationships (Aranha et al., 2023) ,employees performance and enhancing educational institutes work conditions. (Gouri & Ambily, 2024)

however, the predominance of single-institution studies and case studies reveals a significant gap and points to the need for broader and more comprehensive research on employee well-being in Indian higher education (Gadhavi et al., 2021). Most of the studies centre primarily on faculty more than the administrative staff. (Telu & Potnuru, 2024) (Aranha et al., 2023) .and there is no study or comparison between educational institutes and long duration studies (Gouri & Ambily, 2024; Raj et al., 2025)

Sustainability in Higher Education

Sustainability is widely recognised as a comprehensive concept, and interest in it has increased across various sectors, including higher education. A review of the literature on sustainability in higher education indicates that the concept has been discussed more extensively at a theoretical level than as an institution-wide transformation. Most of the existing studies concentrated on isolated experiences or specific teaching tools. They highlighted the need for curriculum development and new educational approaches. They often failed to clearly articulate the mechanisms of policy enactment. They didn't address the roles of institutions, staff, and regulatory arrangements in inserting sustainability within higher education systems (Figueiró & Raufflet, 2015).

Singh et al.,(2023) claimed that, there are formal commitment of HEIs to sustainability principles. The implementation frequently remains fragmented and limited to specific areas rather than being integrated across the institution.

Lozano et al.,(2015) specified that the leadership commitment to sustainability plays an essential role in transforming sustainability from a symbolic objective into an embedded organizational practice. This points out the importance of governance structures and coherence in deepening sustainability within HEIs. They

confirm that sustainability practices in higher education often assessed through fragmented evaluation tools.

There are weak organisation-wide integration of sustainability initiatives (Lozano et al., 2015; Singh et al., 2023).

Within the Indian context, sustainability in higher education according to Mahajan (2020) is perceived by academic leaders as a long-term process rather than a collection of isolated initiatives. He shows the need for committed educational leadership, a sustainability-oriented culture, and sustained collaboration with industry. The vital role of human resources was also highlighted. The training, development, and retention of faculty members a foundational pillar for the long-term sustainability of HEIs.

HEIs depending to Das et al., (2023) are a key stakeholders in advancing sustainability. This stakeholder role is integrating sustainability values into strategic planning, shared culture norms, and academic and administrative practices.

Sustainability and well-being In HEIs

The concept of sustainable happiness has increasingly emerged in research. It relates individual well-being to others, the environment, and future generations. This perspective centred on the ethical and systemic dimensions of human well-being as an integral component of sustainability. So, employee well-being should not be examined as an isolated individual outcome. It have to be linked to the development of sustainable education wide arrangements. (O'Brien, 2013).

Organizational sustainability emphasized that employee well-being plays a significant role in sustaining long-term outcomes. From positive psychology sight, Organizations that cultivate ethically and psychologically supportive working conditions are better positioned to sustain employee engagement and commitment. (Singha & Singha, 2024).

Green human resource management has identified as an important organizational mechanism for achieving sustainability. Yet, it has often evaluated through environmental and economic dimensions, with limited attention to its social implications. Lescevic & Gusta (2025) highlighted the positive role of green HRM practices in enhancing employee well-being within HEIs. Weak or fragmented enactment of these practises could undermine institutional sustainability. So, employee well-being constitutes an inseparable component of enduring sustainability.

According to the evidence from India HEIs, employees' environmental behaviours

support environmental sustainability. They are also greatly associated with employee well-being. These behaviours positively affect multiple dimensions of employee well-being. They include work-related, life-related, and psychological well-being. In contrast, voluntary environmental behaviours do not have similar outcomes in the lack of enduring support. Though organizational policies and institutional support for sustainability-oriented behaviours will emphasize employee well-being . (Madtha & Suresh, 2022).

Employee well-being has often treated as a minor issue rather than as a core pillar of sustainability over time. According to Joshi (2025) There is a gap between explicitly articulated commitments to the Sustainable Development Goals and their realisation within university structures. So, integrating employee well-being into institutional sustainability frameworks will enhances organizational resilience and long-term performance. Well-being should consider a strategic necessity for sustainable HEIs and not only an ethical virtue.

NEP as a Policy framework

(NEP) 2020 focus is restructuring the higher education sector in India. It has a clear orientation toward multidisciplinary education, curricular autonomy, governance reform, and long-term capacity building. Academic leaders and faculty members have a central role in transforming the national directives into practice .This stresses the importance of a sustainable learning environment for enhancing academic performance and effectiveness (Wankhade, 2021).

Conceptual reviews highlighted the alignment of NEP 2020 with the Sustainable Development Goals (SDGs). The policy transforms higher education into a more flexible, inclusive, and future-oriented landscape. However, the presence of a strong and visionary policy alone is insufficient. The sustainable and consistent execution is the critical determinant of success (Umachagi & Selvi; Dhani Ram et al.). Technology identified as a strategic enabler supporting sustainable transformation in higher education. It enhances access, quality, and efficiency in the workplace (Ram, 2021).

Other present work argue that the competencies of academic leaders and the robustness of leadership governance structures are crucial for the effective implementation of NEP 2020.

Leaders' competency frameworks are therefore viewed as essential mechanisms. These mechanisms operationalize objectives and ensures

continuity of innovation and reform within HEIs (Gupta & Gupta, 2022).

General impacts of NEP 2020 have been examined on curricula and structures (Jain et al., 2023). The field remains descriptive and interpretive, without offering a rigorous analysis of higher education sustainability or employee well-being.

Critical analyses of NEP 2020 reveal a noticeable gap between the stated vision for higher education and the uneven realities of policy enactment across institutions. Bhandarkar (2025) has identified several structural constraints that hinder the achievement of the envisioned reform including capacity limitations and unequal resource distribution.

According to Banerjee et al., (2024) NEP 2020 consider sustainability as a core educational value rather than a peripheral objective. It aims to integrate sustainability into curricula, teaching-learning processes, and established arrangements across economic, environmental, and social dimensions.

Sharma (2025) argues that the successful realization of NEP 2020's vision is contingent upon structured training and professional development of academic staff. There is direct linkage between sustainability and mental health in HEIs. The reference demonstrate that sustainability extends beyond environmental, economic, or academic dimensions to include psychological and social well-being.

Discussion and Research Gaps

The reviewed literature has conceptualized sustainability in education as a multidimensional construct encompassing environmental, economic, and social dimensions. It should be embedded across teaching, learning, governance, and institutional practices (Figueiró & Raufflet, 2015; Marco, 2017; Menon & Suresh, 2020).

In parallel, employee well-being and happiness at work are predominantly framed as subjective, psychological and emotional state that influences employees' performance, productivity, and relationship with their organizations (Costa et al., 2024; Fisher, 2010; Yiming et al., 2024).

The NEP (2020) aligns India's higher education with the Sustainable Development Goals. It advances equity, inclusiveness, regulatory autonomy, and flexibility. It articulates the mission of education in India. (Gupta & Gupta, 2022; Ram, 2021; Wankhade, 2021).

Sustainability within higher education is more related to educational process itself. It executes in curriculum reform, pedagogical tools, or the integration of sustainability principles into teaching and learning practices. However, although institutions are often described as being

theoretically committed to sustainability in principle. In practice, analysis consistently shows that sustainability depends on strong leadership and effective governance structures. The issues of fragmented or symbolic implementation are from the issues found in the field (Figueiró & Raufflet, 2015; Lozano et al., 2015).

Indian HEIs, According to Das et al., (2023) are advancing sustainability agendas at the societal level. Similarly, employee well-being in higher education has been strongly associated with employee retention, job satisfaction, and performance (Douglas, 2021; Hammoudi Halat et al., 2023).

Analyses conducted in India reinforced these findings. They demonstrate the relationship between employee well-being, life satisfaction, mental health, and interpersonal relations and organisational performance (Aranha et al., 2023; Gouri & Ambily, 2024; Telu & Potnuru, 2024).

At the global level, an emerging body of literature explicitly links well-being and sustainability through the term of sustainable well-being or sustainable happiness. well-being has been framed in this context as an ethical construct that serves individuals, society, the environment, and future generations simultaneously (Lescevic & Gusta, 2025; O'Brien, 2013; Singha & Singha, 2024).

In contrast, Indian studies addressing this linkage remain limited. They tend to approach the relationship between sustainability and well-being primarily from an environmental perspective, directing attention to employees' green behaviours and environmental responsibility. It remains far from engaging with their broader psychological and social well-being (Madtha & Suresh, 2022).

Furthermore, evaluations have emphasized of NEP 2020 intention to reform Indian higher education by expanding access, encouraging innovative, and accommodating emerging technological demands. They highlighted the strategic importance of leadership and human resource development through training and capacity building to enable sustainable transformation (Banerjee et al., 2024; Gupta & Gupta, 2022; Jain et al., 2023).

However, we find that NEP 2020 has not been systematically examined with respect to the employee's well-being at the institutional level. It is still examined at a theory-based or policy-interpretive level.

Taken together, sustainability and employee well-being both extensively discussed in the literature. The investigations show that they examined as separate constructs rather than as an integrated framework within HEIs. This indicates a gap in merging them.

Few Empirical studies clearly frame employee well-being as a core dimension of sustainability in higher education, particularly in the Indian context. Moreover, although NEP (2020) frequently framed as a sustainability-oriented national initiative, existing papers has not sufficiently investigated how its principles are reflected in employees' psychological and social well-being.

Current higher education studies continue to prioritize curricula, governance structures, and pedagogical innovation as a means of advancing NEP 2020. They pay limited attention to the well-being of academic and administrative staff as a sustainability concept. Well-being indicators are not conceded a crucial factor influence educational quality, and the transmission of sustainability values to students and the society. Therefore, there are a e need to integrate sustainability, employee well-being, and national education reform within a unified analytical lens. In this context, employee well-being should be examined as a core dimension of sector-wide sustainability in Indian higher education under NEP 2020 today.

Conclusion and Future Directions

In this discussion, we open space to rethink human resource well-being as a core pillar of sustainability across its different dimensions clearly. In this view, well-being should not remain a secondary or purely operational concern within organizational settings anymore. Instead, employee well-being and happiness will emerge as critical issues today. From this perspective, they should be examined as an integral dimension of sustainability overall.

This perspective is holding particular significance within higher education environments and research institutions overall. Within these spaces, academic and administrative staff actively contribute to shaping, producing, and embedding sustainability across society more broadly. They should not be reduced to passive intermediaries who simply pass sustainability values on to students mechanically. Rather, strengthening employee well-being and cultivating a shared sustainability-focused outlook must be recognized as fundamental requirements for sustainable change in higher education systems.

Within this context, employee well-being needs to be assessed as a non-separable component of realizing India's educational vision under NEP (2020). Combining well-being into the policy will promote equity, creativity, and innovation. This approach will help in placing Indian higher education as a globally competitive and innovative-driven ecosystem.

This paper is interpretive in nature and does not imply direct empirical investigation. For this reason, future research should move beyond conceptual considers. Quantitative, qualitative, or mixed-methods approaches will help empirically rate the relationship between employee well-being and institutional sustainability. How the principles of NEP (2020) are translated into the psychological and social well-being of teaching staff remain underexplored. The concepts need to be examined and compared within the diverse regions and institutions in India. Such an effort would be giving applied models for sustainable higher education incorporating employee well-being as a core dimension.

Adding to NEP 2020, many regulatory bodies is influencing sustainable outcomes and working conditions across India. Bodies such as University Grants Commission (UGC) and accreditation frameworks like National Assessment and Accreditation Council (NAAC) will require more scholarly examination.

Acknowledgment

The authors express their sincere gratitude to all those who supported the completion of this research paper titled "*Sustainability and Employee Well-Being Across Indian Higher Education: A Review Under the National Education Policy NEP (2020).*"

We extend our heartfelt appreciation to our academic mentors, colleagues, and institutional leadership at Shoolini University for providing a stimulating academic environment and continuous encouragement throughout this work.

We are especially grateful to the Government of India for introducing the National Education Policy 2020, which served as the foundational framework for this review. We also acknowledge the valuable contributions of international organizations such as United Nations and UNESCO for their work on sustainability and the Sustainable Development Goals, which informed the conceptual direction of this study.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper

References

1. Aranha, R., Saldanha, A., & Arunkumar, A. (2023). Well-being and Subjective Happiness of B-school Faculty during Covid-19—A Special Reference to Indian B-Schools. *SDMIMD Journal of Management*, 107–121. <https://doi.org/10.18311/sdmimd/2023/32453>

2. Banerjee, M., Bala, S., Pandey, P., & Chakrabarti, M. (2024). INTEGRATING ENVIRONMENTAL SUSTAINABILITY INTO EDUCATION INSIGHTS FROM NEP 2020. INFINITY PUBLICATION PVT. LTD. 76-77, Infinity Site, 88, Navamuvada, Lunawada-389230 Contact No. 76988 26988 Registration No. GJ31D0000132. <https://doi.org/10.25215/9392917465>
3. Bhandarkar, D. T. D. (2025). TOWARDS AN INTENSIVE ACADEMIC ECOSYSTEM: A CRITICAL ANALYSIS OF NEP 2020'S HIGHER EDUCATION REFORMS. *Journal of East-West Thought (JET)* ISSN (O) : 2168-2259 UGC CARE I, 15(3), 14–20. <https://doi.org/10.7492/6qcm5334>
4. Bocean, C. G., Nicolescu, M. M., Cazacu, M., & Dumitriu, S. (2022). The Role of Social Responsibility and Ethics in Employees' Wellbeing. *International Journal of Environmental Research and Public Health*, 19(14), 8838. <https://doi.org/10.3390/ijerph19148838>
5. Brewster, L., Jones, E., Priestley, M., Wilbraham, S. J., Spanner, L., & Hughes, G. (2022). 'Look after the staff and they would look after the students' cultures of wellbeing and mental health in the university setting. *Journal of Further and Higher Education*, 46(4), 548–560. <https://doi.org/10.1080/0309877X.2021.1986473>
6. Costa, N., Ferreira, P., & Miguel Oliveira, C. (2024). A Bibliometric Approach to the Thesis of the Happy-Productive Worker—A Journey Through the Concepts and Measurement. *Sage Open*, 14(2), 21582440241249549. <https://doi.org/10.1177/21582440241249549>
7. Das, M., Mor, S., & Madan, S. (2023). Sustainability-Driven Initiatives in Indian Higher Education Institutions: An Introduction (pp. 1–10).
8. Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour*, 2(4), 253–260. <https://doi.org/10.1038/s41562-018-0307-6>
9. Douglas, V. (2021). Staff Wellbeing Within the Context of Higher Education: A Mixed Method Study.
10. Elwick, A., & Cannizzaro, S. (2017). Happiness in Higher Education. *Higher Education Quarterly*, 71(2), 204–219. <https://doi.org/10.1111/hequ.12121>
11. Figueiró, P., & Raufflet, E. (2015). Sustainability in Higher Education: A systematic review with focus on management education. *Journal of Cleaner Production*, 106. <https://doi.org/10.1016/j.jclepro.2015.04.118>
12. Fisher, C. D. (2010). Happiness at Work. *International Journal of Management Reviews*, 12(4), 384–412. <https://doi.org/10.1111/j.1468-2370.2009.00270.x>
13. Gadhavi, D., Parikh, A., Patel, V., Joshi, N., & Thaker, D. (2021). EMPLOYEE WELLBEING AND EMPLOYEE'S HAPPINESS: A STUDY OF AN INDIAN UNIVERSITY. *Strategic Management*, 20(6).
14. Gouri, S., & Ambily, A. (2024). Workplace Happiness among the Teaching Staff. *Journal of Economics, Finance And Management Studies*, 07(09). <https://doi.org/10.47191/jefms/v7-i9-59>
15. Government of India. (2020). National Education Policy 2020. Ministry of Education. https://www.education.gov.in/sites/upload_file_s/mhrd/files/NEP_Final_English_0.pdf
16. Gupta, P. B., & Gupta, B. L. (2022). National Education Policy 2020 – Roles and Competency Framework for Academic Leaders (SSRN Scholarly Paper No. 4027418). *Social Science Research Network*. <https://doi.org/10.2139/ssrn.4027418>
17. Hammoudi Halat, D., Soltani, A., Dalli, R., Alsarraj, L., & Malki, A. (2023). Understanding and Fostering Mental Health and Well-Being among University Faculty: A Narrative Review. *Journal of Clinical Medicine*, 12(13), 4425. <https://doi.org/10.3390/jcm12134425>
18. Jain, S., Khare, A., Goel, O., Goel, P., & Ankur, A. (2023). THE IMPACT OF NEP 2020 ON HIGHER EDUCATION IN INDIA: A COMPARATIVE STUDY OF SELECT EDUCATIONAL INSTITUTIONS BEFORE AND AFTER THE IMPLEMENTATION OF THE POLICY. Introduction.
19. Joshi, C. (2025). Catalyzing Sustainable Change in Indian Academia: Embedding SDG-Aligned Employee Well-Being in University Governance. *Conference Proceedings International Conference on Sustainable Development GoalsChallenges, Issues & Practices by TMIMT- College of Management, Teerthanker Mahaveer University, Moradabad 25th & 26th April 2025 (ISSN: 2348-988X)*.
20. Lescevic, M., & Gusta, Z. (2025). GREEN HUMAN RESOURCES MANAGEMENT AND EMPLOYEE WELL-BEING PRACTICES FOR SUSTAINABLE ORGANIZATION MANAGEMENT: LATVIAN HIGHER EDUCATION CASE STUDY. *INTED2025 Proceedings*, 3287–3296. 19th International Technology, Education and Development Conference. <https://doi.org/10.21125/inted.2025.0845>

21. Lozano, R., Ceulemans, K., Alonso-Almeida, M., Huisingh, D., Lozano, F. J., Waas, T., Lambrechts, W., Lukman, R., & Hugé, J. (2015). A review of commitment and implementation of sustainable development in higher education: Results from a worldwide survey. *Journal of Cleaner Production*, 108, 1–18. <https://doi.org/10.1016/j.jclepro.2014.09.048>
22. Luu, X., Rathjens, C., Swadling, M., Gresham, B., Hockman, L., Scott-Young, C., Leifels, K., Zadow, A. J., Dollard, M. F., & Kent, L. (2025). How university climate impacts psychosocial safety, psychosocial risk, and mental health among staff in Australian higher education: A qualitative study. *Higher Education*, 90(5), 1273–1290. <https://doi.org/10.1007/s10734-024-01376-x23>.
23. Madtha, A., & Suresh, R. (2022). TOWARDS ENVIRONMENTAL SUSTAINABILITY: A STUDY OF GREEN PASSION, EMPLOYEE GREEN BEHAVIOR AND EMPLOYEE WELLBEING IN HEIS. *International Journal of Exclusive Management Research* ISSN: 2249 – 8672.
24. Mahajan, R. (2020). Sustainability of Indian management education institutions: Perspectives from leaders in academia. *International Journal of Sustainability in Higher Education*, 21(3), 613–626. <https://doi.org/10.1108/IJSHE-02-2019-0093>
25. Marco, R. (2017). *Education for Sustainable Development Goals: Learning objectives*. UNESCO Publishing.
26. Menon, S., & Suresh, M. (2020). Synergizing education, research, campus operations, and community engagements towards sustainability in higher education: A literature review. *International Journal of Sustainability in Higher Education*, 21(5), 1015–1051. <https://doi.org/10.1108/IJSHE-03-2020-0089>
27. O'Brien, C. (2013). *Happiness and Sustainability Together at Last! Sustainable Happiness*.
28. Rahman, M. A., Das, P., Lam, L., Alif, S. M., Sultana, F., Salehin, M., Banik, B., Joseph, B., Parul, P., Lewis, A., Statham, D., Porter, J., Foster, K., Islam, S. M. S., Cross, W., Jacob, A., Hua, S., Wang, Q., Chair, S. Y., ... Polman, R. (2024). Health and wellbeing of staff working at higher education institutions globally during the post-COVID-19 pandemic period: Evidence from a cross-sectional study. *BMC Public Health*, 24(1), 1848. <https://doi.org/10.1186/s12889-024-19365-1>
29. Raj, Shweta, Raj, Shalini, Trivedi, A., & Kumari, J. (2025). A Bibliometric Analysis on Employee Wellbeing: Trends and Directions for Future Study. *Journal of Informatics Education and Research*, 5(2). <https://doi.org/10.52783/jier.v5i2.2806>
30. Ram, D. D. (2021). NATIONAL EDUCATION POLICY (NEP) 2020: IN LIGHT OF THE SUSTAINABLE DEVELOPMENT GOALS AND THE USE OF TECHNOLOGY. A MULTILINGUAL JOURNAL OF RESEARCH, II(III).
31. Ryff, C. D. (2014). Psychological Well-Being Revisited: Advances in the Science and Practice of Eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10–28. <https://doi.org/10.1159/000353263>
32. Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14. <https://doi.org/10.1037/0003-066X.55.1.5>
33. Sharma, R. (2025). Discourse on Sustainability and Impact of NEP on Mental Health in Higher Education Institutes. In *New Education Policy, Sustainable Development and Nation Building*. Routledge India. <https://doi.org/10.4324/9781003607380>
34. Singh, A. B., Meena, H. K., Khandelwal, C., & Dangayach, G. S. (2023). Sustainability Assessment of Higher Education Institutions: A Systematic Literature Review. *Engineering Proceedings*, 37(1), 23. <https://doi.org/10.3390/ECP2023-14728>
35. Singha, R., & Singha, S. (2024). Positive Interventions at Work: Enhancing Employee Well-Being and Organizational Sustainability. In *Fostering Organizational Sustainability With Positive Psychology* (pp. 151–179). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-1524-8.ch007>
36. Telu, S., & Potnuru, R. (2024). Work engagement among higher education teachers: Exploring the influence of human values and subjective well-being | *International Journal of Productivity and Performance Management* | Emerald Publishing. *International Journal of Productivity and Performance Management* | Emerald Publishing. <https://doi.org/10.1108/IJPPM-07-2023-0385>
37. United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*. United Nations. <https://docs.un.org/en/A/RES/70/1>
38. Wankhade, R. S. (2021). HIGHER EDUCATION AND NEP-2020. *INTERNATIONAL JOURNAL OF RESEARCHES IN SOCIAL SCIENCE AND INFORMATION STUDIES, I((VIII))*, 51–56.
39. Yiming, L., Yan, L., & Jinsheng, Z. (2024). Effects of organizational climate on employee

job satisfaction and psychological well-being:
The role of technological influence in Chinese
higher education. *BMC Psychology*, 12(1), 536.
<https://doi.org/10.1186/s40359-024-01992-3>