

Embracing Indian Language, Art and culture into Formal Education: NEP 2020

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ABSTRACT

As India celebrated the fifth anniversary of the New Education Policy (NEP 2020), it served as a national mission guiding the way of 'Viksit Bharat 2047.' The New Education Policy announced by the Government of India (NEP 2020) has recommendations for both school and higher education. The NEP 2020 envisions the promotion of Indian languages, art, and culture in Chapter 22 of the document. The article analyses the need of the promotion of Indian language, arts, and culture; and discuss the importance of the status of Indian languages; provisions for school and higher education; the teaching of languages; and special provisions for the four-year B.Ed. Program course and language, provisions to promote arts, and the development of new institutions to enlighten the development of languages and related materials to convey to society. The policy gives importance to the Sanskrit language for its contribution to Indian culture.

The article also explains the policy envision about the development of a web portal and establishes awards and scholarships for those scholars who contribute and take part to learn and help to preserve the Indian language, arts, and culture

1. Introduction:

The Indian education field is continuously transforming, which will make significant changes in its expectations. The first National Policy on Education (NPE) was promulgated in 1968, the second in 1986, and the third National Education Policy (NEP) in 2020. NEP 2020 was approved by the Union Cabinet of India on 29 July 2020 and sketches the vision of the new education system in India. On 29th July 2025, Akhil Bharatiya Shiksha Samagam 2025 in New Delhi is organized by the Ministry of Education to celebrate the fifth anniversary of NEP 2020. As policy envisages the promotion of Indian language, art, and culture, the Department of Higher Education (DoHE) launches the 'Bhasha Sagar App' under Ek Bharat Shreshth Bharat (EBSB mission) as a part of the Azadi Ka Amrit Mahotsav celebrations, to promote learning any Indian language without having the need to learn English in between. 'Bhasha Sagar App' provide interface and support to all the 22 Indian Languages and promotes Indian culture. The national identity of India is truly and ineluctably pluralistic, and culture is a key tool for identifying, incorporating, and asserting this identity. Every aspect of human life is influenced by culture, which also determines and controls the way of life in India across a wide range of fields and regions. According to the native style of communication, India is a country where languages change every 15-20 km. Promoting Indian languages is very important for promoting arts and culture. Indian people speak to each other in their mother tongue, which shows their culture and traditions through their language. Languages have an impact on how members of a culture communicate with one another. Thus, our languages serve as the sheath of culture. Like culture, Language is also a tool for the expression of art. Literature, plays, music, film, and other forms of art such as these cannot be fully appreciated without language.

2. Objective:

There are some article objectives:

1. To analyze the need of the promotion of Indian Language, Art & Culture.
2. To find out the implementation of Indian Language, Art & Culture.
3. To find out the strategies and provisions to promote Indian Language, Art & Culture.

3. Research Question-

On the basis of above objective question is framed-

What is the need of promotion, implementation strategies and provisions to promote Indian Language, Art & Culture?

4. Methodology:

The methodology of this paper is qualitative, focusing on document analysis and existing literature reviewed on Indian language education, art-integrated education, and cultural education with regard to NEP 2020. The research involves an in-depth examination of the guidelines of NCERT and other documents to integrate Indian language, art, and culture. In addition, a comprehensive analysis of the NEP 2020, NCF-FS 2022, NCF-SC 2023, and policy document is used to identify the need, implementation, challenges, and

provision to promote language, art, and culture education in formal education under NEP 2020.

5. Result of the study:

5.1 Need for the promotion of Indian Language, Art & Culture - Preserving and promoting the cultural richness of India is so important to the national identity and economy that it must be seen as a national priority. It is language that makes animals unique and allows civilizations to grow. NEP recognizes that India is a treasure trove of languages, arts, and cultures that have evolved over thousands of years and are manifested in art, literary works, customs, traditions, crafts, and heritage. The promotion of Indian arts and culture is important not only for the nation but also for the individual. Knowing own cultural history, arts, language, and traditions helps individuals to build a positive cultural identity and self-esteem. In the words of the noted linguist Noam Chomsky, “A language is not just words. It’s a culture, a tradition, a unification of a community, and a whole history that creates what a community is. It’s all embodied in a language.” Language is intimately and inseparably intertwined with art and culture. A community's culture is encapsulated in its language. To preserve and promote culture, we must preserve and promote its language because culture is like a house; language is like a door. And Art enhances cultural identity, individual cognitive, personal well-being, builds awareness, and creative abilities. NEP alludes to the 64 kalas mentioned in Vanbhatt Kadambini to highlight India's rich artistic heritage (NEP 2020).

5.2. Indian Language and Formal Education:

Unfortunately, in our country the language and language education have not been given proper status, due to which we have lost 220 languages in the last 50 years. As declared by UNESCO, 197 Indian languages are endangered. The main reason for the extinction of languages is the absence of the script of those languages and the death of the senior member of the speaker of that language; often that language also ends with them. (Para 22.5 & 22.6, NEP-2020, p. 53). NEP 2020 states that music, arts, and handcraft skills will have to be emphasized in all schools, and with that, the three-language formula will also have to be implemented soon to encourage multilingualism. Importance has to be given to experience-based language teaching and mother tongue education (Para 22.8, NEP-2020, p. 54). For higher education, an excellent team of teachers and faculty will have to be developed for language teaching in higher education. Special programs and departments for Indian languages and comparative literature will have to be started, and they will help to develop a large cadre of language teachers of high caliber.

For higher education, NEP 2020 suggests that most of the programs in higher educational institutions should be run in the mother tongue or local language as well. The policy emphasized running the programs in bilingual so that the gross enrollment ratio would increase and make it easy for students to understand the programs. Special incentives should be given to the private institutions for such provision.

Sanskrit Language- The Sanskrit language has been described as important in the policy. Due to the important contribution of the Sanskrit language in literature, cultural importance, and scientific nature, does not limit it to the schools and universities. It has been discussed in policy to bring Sanskrit into the mainstream and keep Sanskrit as an option under the three-language formula in schools, and it has also been asked to be included in higher education. Instead of making it separate, it has been said that Sanskrit should be taught carefully and in innovative ways. Sanskrit has also been asked to be linked with contemporary subjects, drama and yoga. A student can make Sanskrit a natural part of higher education. In the subject of education and Sanskrit, provision has been made to provide professional education to a large number of Sanskrit teachers in the country through a 4-year B.Ed. (Para 22.15, NEP-2020, p.55).

Classical Language- NEP states in Para 22.16 & 22.17 that India will try to expand the institution and universities related to all its classical language and literature and strengthen their study by collecting their manuscripts so that the students of India can collect those records, preserve them, and study them. Classical language institutes will be linked with the university while maintaining their autonomy or will try to merge with them so that they can be strengthened and made multidisciplinary. Dedicated to languages, this university will offer a double degree B.Ed. to produce excellent language teachers and will be set up in the new institute on the campus of the university. Thus, various efforts will be made to preserve the classical languages and the help of technology and crowd sourcing will be taken to increase their wider participation.

5.3. Art Integration in Formal Education: Universal High-quality education is the only opportunity to determine the future of a country, and NEP 2020 emphasizes developing and maximizing our country's talents, and curriculum transaction in a classroom to achieve the goal of nurturing young minds and equipping them with essential skills. Art integration in teaching and learning practices makes the curriculum transaction more engaging, not only for creating joy for the classroom but also for integrating Indian culture livelier and more effective. NEP 2020 focuses on art education to follow the NCF 2005 concept of art across the school curriculum. NCERT developed modules on art and art education and the integration of arts with other subjects. It would have to train teachers for capacity building to implement the art-integrating learning in a school classroom.

As an NEP 2020 state, the process of learning is more important than the children only learning; the education must move towards joyful and experiential learning. NCERT published an art-integrated learning handbook for teachers training at the foundation and preparatory stages on the vision of NCF 2005 by Department of Education in 2010; it presents all agenda goals for the development of art education and also highlighted the role of art learning in the aesthetic, creative, cognitive, and social development of children. At the foundation stage of learning objective of art-integrated education is joyful learning and engaging children for their social skills, sensitivity, and ethics and making them aware and sensitized to the environment to develop a sense for observation and exploration. At the preparatory learning stage, it aims for cognitive, effective, and psychomotor abilities that

help them to express their ideas, emotions and enable them for better communication and development.

As NCF-FS 2022 recommends that art be a medium of expression, children express themselves through drawing, painting, creating collages, and constructing structures with blocks. In line of implementation of art integrating learning, CBSE initiated guidelines on art-integrated learning in 2019 with the aim of experience and joyful learning in classrooms by using art-integrated learning as a pedagogical tool. Hence, acknowledging the visions of the “Ek Bharat Shreshtha Bharat” program and CBSE ensures the integration of art in all domains of disciplines for classes 1 to 12. The focus of art-integrated learning was to promote the arts and associated skills as a tool to teach other subjects. It also gives the opportunity to admire the duty of art and its articulation in the core concept of different subjects as a medium of the learning process (CBSE, 2023). Art-integrated learning includes visual activities (two-dimensional or pictorial, Drawing and painting, collage making, printing, photography and computer graphics), performing language and art (Music, movement and dance, creative drama and creative writing and poetry), three-dimensional (Clay modeling and pottery, carving and sculpture and construction), and culinary art (learning about crops and spices in India, learning about food and learning about basic cooking) (CBSE 2019, KVS, Raipur). The reason to explore the integration of art is that, at the foundation and preparatory stage subjects like math, English, Hindi, and EVS can be taught more engaging way. For math’s and EVS clay modeling, sketching, and coloring paper can be used. Collage for English and Hindi. Other pedagogical practices are story making from leaves and flowers drawing like activities, drawing of action words, photography, best out of waste, comic making, creative writing, and performing art.

For the secondary-stage education NCERT presents guidelines for art integrated learning in 2023. Art-integrated learning is a cross-curricular, interdisciplinary, and multidisciplinary pedagogical approach. As NCF-SC 2023 share the connection between art training and overall brain development. At this stage main objective of art-integrated learning is to promote teamwork for understanding and appreciation for one another, it nurtures inclusive practice such as compassion empathy, tolerance, and mutual respect. It also cultivates the 21st century skills like critical thinking, collaboration and creativity. Art integrated learning give wide range of understanding for environmental and cultural issues through contemporary art experiences. It helps to regulate the emotions of adolescent ages. At the secondary stage integration of art with the mainstream subjects provide a space to deeply connect with the Indian and global culture. It creates awareness about rich heritage and cultural diversity cross the world, and multiple perspectives of the concept promote the thinking capability and help to appreciate the possibilities of interdisciplinary connection. Heart learning research conducted in the USA by Ludwig, Boyle, and Lindsay (2017) presented art integration for students as statistically significant and positive. Morning assembly, zero period, some special events and celebrations, and backless day school magazines and short-duration events like interschool competitions can be utilized as opportunities for integrated learning (AIL, NCERT, 2023).

By keeping the curriculum flexible in secondary schools and higher education, students can participate in the development of creative, artistic, cultural, and academic dimensions and can opt for the course of their choice. Under this, administration can invite local artists, writers, and experts of handicrafts to schools as special trainers to demonstrate local expertise and arouse the interest of students. To have an impact, those artists can reside there so that students can get to know art and creativity better. (Para 22.8 & 22.9, NEP-2020, p. 54). Before NEP 2020, Indian philosophers and educationalists Mahatma Gandhi, Shri Arvindo, Nandlal Bose, and Jeetu Krishnamurthy also emphasized the importance of art integration in the form of handicrafts learning for the world of work related to vocational education participation in music, fine art, dance, drama, and craft as a vital education for the growth of aesthetic knowledge in direct contact with nature and awakening the artistry action for love and beauty of life.

5.4 Glimpse of Culture Education: Under the “Ek Bharat Shreshtha Baharat,” 100 tourist places of the country are identified, and students of educational institutions are sent for tours, and information about history, tradition, and literary and scientific contributions related to those places is provided so that students can access the direct experience of our culture to visit places (Para 22.9 to 22.13, NEP-2020, pp. 54-55). There are many special days and celebrations in the annual calendar, for example, Children’s Day, Teacher’s Day, and Environment Day; national festivals like Republic Day, Independence Day, and Gandhi Jayanti; and festivals such as Holi, Diwali, Eid, Christmas, Baisakhi, Basant Utsav, Guru-Purab, Onam, etc., which can be connected to the subject content and promote appreciation of the traditional knowledge systems embedded in Indian culture. This can provide opportunities for experience and expression through different art forms (NCERT, 2023).

6. Provisions for Promotion of Indian Language, Art & Culture:

Promoting Indian language, art & culture in formal education is essential for fostering creativity, critical thinking, and cultural awareness among students while preserving India’s rich heritage. To encourage pride in India’s diverse cultural heritage, promote intergenerational knowledge transfer, promote entrepreneurship in handicraft, performing art, and creative industries, promote India’s soft power through classical language and art, and help students to connect with their roots, traditions, and values. NEP 2020 made effective provisions to promote Indian Language, Art & Culture.

6a. B.Ed. course and language teaching- Policy discussed to run the four-year B.Ed. double degree in bilingual, which helps to prepare teachers who can teach the different subjects bilingually, especially science and math. The policy envisages preparing the teacher for language teaching because in India there is a lack of language teachers even after so many efforts. The policy discussed that there is a need to improve the language teaching so that it becomes experience-based and helps to communicate properly, not only with words and grammar (Para 22.9 & 22.10, NEP-2020, p. 54).

6b. New Institutions to promote Indian Language, Art, and Culture- India will expand its translation and interpretation effort to make available high-quality learning materials and

written and oral materials in Indian and foreign languages. For this, an Institute of Translation and Interpretation (IITI) will be established. Many multilingual language and subject matter experts and translation experts will be appointed in the institution to disseminate and promote Indian languages. Using technology, IITI will further expand and enrich their work and, as needed, increase their resources. If required, this institution will be opened in different parts of the country so that the collaboration can increase with the research department.

An academy will be set up to bring out dictionaries for the 22 languages listed in the eighth schedule to the Constitution of India. In which the best scholars and language speakers from every language will be included. These academies of Indian languages will be established by the central and state governments. The main function of the academy will be to adopt and disseminate the new words (Para 22.14, 22.15, 22.16 & 22.18, NEP-2020, pp. 55).

6c. Scholarships- The policy mentioned that for the promotion and dissemination of Indian languages, scholarships will be established for the study of Indian language, art, and culture in the higher education system, and various awards will be instituted to promote fiction, live poetry, books, literature, and journalism in Indian languages (Para 22.20, NEP-2020, p. 56).

6d. Web Portal- There is provision to preserve all Indian languages and regional arts and culture; they will be documented through a web-based portal. Universities and their research teams collaborate with communities for this web portal to create such enriching platforms for video, dictionary, recording, and other content. People from all over the country will be invited to contribute to this web portal (Para 22.19, NEP-2020, p. 56). On the 5th anniversary of NEP, during the Akhil Bhartiya Shiksha Samagam in July 2025, the IKS-ED Centre and KoshaSHRI portal are proposed to be inaugurated for the promotion Sanskrit. The KoshaSHRI project has digitized all 35 volumes of the Encyclopedic Sanskrit Dictionary. It includes over 15 lakh words and 1 crore references from 1500 ancient texts across 62 disciplines. The KoshaSHRI Portal is funded by the Department of Science & Technology (DST) under the SHRI scheme. Web-based Local Language Proficiency Test Portal is also initiated by DoHE. This portal has developed by National Testing Service-India (NTS-I). Portal administers online tests to assess Listening, Speaking, Reading, and Writing (LSRW) skills across 22 Indian languages.

7. Conclusion:

In conclusion, with an inclusive approach, NEP 2020 envisions promoting Indian language, art, and culture. NEP 2020 is a significant step to integrate and promote Indian languages in formal education. It advocates the multilingual approach of teaching-learning to foster the linguistic competences and cultural preservation. Language enables cultural expressions. The languages of a culture should be preserved and promoted in order to preserve and advance that culture. And the arts are the medium to present the culture. It helps to connect the outside world and helps to visualize the context. An art-integrated curriculum is vital for students to make them think, create, and learn beyond the syllabus and textbook. Integration of language, art, and culture is a strong point in this policy to

connect communities with mainstream education. If this policy gets implemented as aimed, it will definitely help to preserve the languages, local arts, and cultures that are on the way to extinction. Web portals, scholarship provisions, and the establishment of new institutions would become new lights of hope towards the promotion of Indian languages, arts, and culture.

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Introduction

Occupational stress has emerged as a significant global issue across workplace environments, affecting both men and women universally. A study conducted by Barzilai-Perach et al. (2006) found that approximately 60% of employed women identified stress as their most pressing workplace concern. In the Indian context, Hemalata (2006) reported that out of a total workforce of 397 million individuals, around 123.9 million were women. Over time, the female workforce participation rate in India has grown steadily, from 19.7% in 1981 to 25.7% in 2001. While women have historically faced challenges such as gender-based discrimination and work-related stress, these issues have been further exacerbated by the onset of neoliberal economic reforms, including globalization, liberalization, and privatization. In this context, working women are increasingly vulnerable to exploitation, facing heightened occupational risks and experiencing significant physical and psychological stress.

Work constitutes a fundamental component of human life, providing individuals with opportunities for creativity, achievement, fulfillment, and purpose. However, when the nature of work stifles autonomy, creativity, and decision-making, it becomes a source of considerable stress. This form of occupational strain can contribute to a wide array of negative outcomes, including physical illness, substance dependency, and familial discord. Furthermore, elevated levels of job stress and poor working conditions are linked to reduced workplace productivity, increased absenteeism, and a higher incidence of accidents both within and outside of the workplace.

Occupational stress is commonly understood as the physiological and emotional responses that arise when individuals perceive a mismatch between job demands and their ability or resources to meet those demands. The National Institute of Occupational Safety and Health (NIOSH, 1999) defined work-related stress as harmful physical and emotional reactions that occur when job requirements do not correspond with an employee's capabilities, available resources, or needs. Though such stressors have received limited research attention in India until recent years, emerging scholarship now suggests that occupational stress has profound consequences on individuals' overall health and psychological well-being—often surpassing the effects of general workplace pressures such as workload intensity or skill underutilization.

To manage these stressors, workers engage in various coping mechanisms, ranging from individual-level stress management practices to more systemic interventions that target the root causes of occupational stress. Coping strategies refer to the conscious behavioral and psychological efforts individuals employ to manage, tolerate, reduce, or eliminate stressful situations. Perline and Schoolar (1978), along with Cohen and Lazarus (1979), define coping as the set of cognitive and behavioral efforts undertaken to deal with demands that surpass an individual's internal or external resources. Generally, coping mechanisms are divided into two broad types: *problem-focused coping*, which involves actively addressing and resolving the source of stress, and *emotion-focused coping*, which aims to regulate the

emotional impact of stressful events. Most individuals use a combination of these strategies, depending on personal preferences and the nature of the stressor.

For working women, the stress experience is often intensified due to the dual pressures of occupational responsibilities and domestic roles. According to Taylor and Cangemi (1989), psychological variables such as stress have a direct influence on job satisfaction, adaptability at work, professional attitudes, and overall well-being. Kushnir and Kasan (1993) argue that stress arises from the confluence of excessive role expectations and a lack of sufficient coping resources, including psychological, social, material, and organizational support systems.

When individuals encounter major stressors such as role conflict, occupational pressures, or life adjustments, they are likely to suffer disruptions in emotional, cognitive, and physical functioning. The emotional responses to stress often manifest in terms such as anxiety, irritability, anger, depression, or guilt, significantly impacting one's sense of well-being. Psychological well-being, as discussed by Prakash (2000), is a key concept in psychosocial research and refers to an individual's overall satisfaction with life and mental health. It encompasses subjective evaluations of life quality, personal competence, cognitive stability, emotional health, and positive affect. In contrast, the feeling of well-being denotes a psychological state wherein individuals feel content, fulfilled, and capable of functioning effectively across life domains.

In support of this perspective, Palys and Little (1983) observed that individuals reporting different levels of life satisfaction also varied significantly in their self-perception of well-being. Similarly, Nelson and Cohen (1984) identified strong correlations among life stressors, physical and psychological health, and the prevalence of psychological disorders. Despite such critical connections, only a limited body of empirical work has specifically explored the interrelations among occupational stress, coping strategies, and psychological well-being in the context of working women. Hence, the present study aims to fill this research gap by examining the interactions among these variables and their implications for the mental health and productivity of working women in Nagaon District of Assam, India.

The study seeks to achieve the following goals:

1. Evaluate the levels of occupational stress experienced by working women.
2. Examine the coping mechanisms employed by working women.
3. Quantify the well-being experienced by working women.
4. Investigate the correlation among occupational stress, coping strategies, and well-being in working women.

Hypotheses

For objective 4

H₀: There exist no significant correlation among occupational stress, coping strategies, and well-being in working women.

Sampling Procedure

A total of one hundred working women, aged between 25 and 45 years, employed in middle-level positions within government organizations in the Nagaon District, were chosen as the study's participants. The selection of participants was conducted using a purposive sampling approach. Personal information, such as their names, ages, and organizational affiliations, was recorded solely with the consent of the study participants. The study excluded widows and divorced women who were not living with their husbands.

Instruments Utilized

1. Occupational Stress Index (OSI): The researcher developed a customized version of the Occupational Stress Index (OSI), originally constructed by Srivastava and Singh (1984), to assess job-related stress among respondents. This scale consists of 46 items rated on a five-point Likert scale, measuring dimensions such as role overload, role ambiguity, powerlessness, and other stress-inducing occupational factors. The original scale is known for its high reliability, with a split-half reliability coefficient of 0.94 and a Cronbach's alpha of 0.90, ensuring robust internal consistency.

2. Coping Checklist: The coping checklist employed in the present study is a researcher-adapted version based on the tool developed by Rao, Prabhu, and Subbakrishna (1989). It includes 70 items that examine a wide range of coping strategies, grouped into nine domains such as positive cognition, problem-solving, emotional regulation, and social support. This tool is structured to identify both adaptive and maladaptive coping behaviors in response to stress.

3. PGI General Well-being Measure: To assess psychological well-being, the researcher utilized a modified version of the PGI General Well-being Measure, originally devised by Verma and Verma (1989). This instrument focuses on key indicators of positive mental health, including life satisfaction, emotional stability, and overall psychological well-being. The original scale demonstrates excellent psychometric properties, with a reported reliability coefficient of 0.98. Its validity has been supported through significant correlations with related constructs such as the PGI Quality of Life Scale.

Data Collection Procedure

The selected working women in the sample were personally contacted at their workplace. The research's purpose was explained to them, and their consent for participation was obtained. Assurance regarding the confidentiality of their responses was provided. Subsequently, the participants were given separate questionnaires, including the occupational stress index, coping checklist, and well-being scale. Additionally, socio-demographic information was gathered from each participant. Although the questionnaires were self-administered, clear instructions were read aloud to ensure clarity. Participants were encouraged to complete the questionnaires on the same day, but if they had prior commitments, they were given an average of three days to complete them. During the collection of the questionnaires on the designated dates, participants were given

opportunities to share their thoughts on any aspect of the study. Finally, the questionnaires were scored according to the provided scoring keys or the procedures outlined in the manual.

Analysis and interpretation of data

This study was conducted to examine the levels of occupational stress, coping strategies, and feelings of well-being among employed women, and to explore the interconnections between these factors. We collected data from 100 women working in mid-level positions in full-time government jobs within the Nagaon District. The data was meticulously analyzed, employing descriptive statistics such as mean and standard deviation to gain insights into the overall characteristics of the sample data pertaining to occupational stress, coping strategies, and well-being. Furthermore, we assessed the relationships between these variables through inter correlation analysis.

Objective I: To evaluate the levels of occupational stress experienced by working women

In Table-I, shows the data for the following parameters related to occupational stress across twelve dimensions: mean scores, standard deviations, and score ranges. These dimensions include role overload, role ambiguity, role conflict, unreasonable group and political pressure, responsibility for persons, under participation, powerlessness, poor-peer relations, intrinsic impoverishment, low status, strenuous working conditions, and unprofitability for working women. Let's analyse the objective with the help of the following figure

Table 1: Mean, Standard Deviation, and Score Range of Dimensions of Occupational Stress

Dimension	Mean	Standard Deviation (SD)	Score Range
Role Overload	16.37	3.92	5–29
Role Ambiguity	8.99	3.01	3–19
Role Conflict	12.96	2.41	4–24
Group & Political Pressure	10.89	3.11	5–21
Unreasonable Responsibility	9.20	1.99	4–16
Under Participation	12.44	2.99	3–19
Powerlessness	9.11	2.39	4–16
Poor Peer Relationships	12.69	2.36	3–19
Intrinsic Impoverishment	11.00	2.65	5–22
Low Status	7.51	3.01	3–15
Strenuous Working Conditions	9.99	2.30	3–19
Unprofitability	6.12	1.84	1–11

Source: field survey, 2025

Analysis and Interpretation

The above table presents the dimension-wise descriptive statistics of occupational stress experienced by respondents. The analysis includes mean scores, standard deviations,

and score ranges, offering a comprehensive understanding of the distribution and intensity of stress across various occupational domains.

Among the twelve dimensions, Role Overload ($M = 16.37$, $SD = 3.92$), Poor Peer Relationships ($M = 12.69$, $SD = 2.36$), and Role Conflict ($M = 12.96$, $SD = 2.41$) report relatively higher mean scores, indicating that these are significant sources of stress among the participants. These dimensions reflect the challenges individuals face in managing excessive responsibilities, navigating interpersonal relationships at work, and handling conflicting role expectations.

Intrinsic Impoverishment ($M = 11.00$) and Under Participation ($M = 12.44$) also show moderately high means, suggesting dissatisfaction with job roles that lack creativity, involvement, or recognition, which may adversely affect employee motivation and job satisfaction.

Conversely, Unprofitability ($M = 6.12$, $SD = 1.84$) and Low Status ($M = 7.51$, $SD = 3.01$) show the lowest mean scores, indicating that these dimensions contribute relatively less to occupational stress in the current sample. However, the variability in standard deviations—particularly in Low Status—implies that for some individuals, these dimensions could still be significant.

The standard deviation values, which range from 1.84 to 3.92, reflect considerable variation in individual responses. This suggests that although some stressors are more prominent across the group, personal experiences with stress differ widely, likely influenced by personal, organizational, and environmental factors.

The score ranges provide further insight into the diversity of stress experiences among respondents. For instance, Role Overload spans a wide range (5–29), emphasizing the intensity and frequency of stress in this dimension for some individuals.

Implications

This dimension-wise analysis is instrumental in identifying critical stress areas in the workplace. Organizations and policymakers can utilize these findings to design targeted interventions—such as stress management training, role clarity workshops, and peer support systems—to mitigate high-stress areas. Understanding both central tendencies (means) and variability (standard deviations) allows for a nuanced approach to reducing occupational stress and fostering a more supportive and productive work environment.

Objective II: To examine the coping mechanisms employed by working women.

Table-II presents a comprehensive overview of the statistical data concerning the nine distinct dimensions of coping strategies used by working women. These dimensions include positive cognition, negative cognition, problem-solving, distraction, magical thinking, avoidance, religious approach, help seeking, and external attribution. The table provides information about the mean, standard deviation, and range of scores for each of these coping strategies.

Table II: Descriptive Statistics for Dimensions of Occupational Stress (N = 100)

Dimension	Mean	Standard Deviation (SD)	Score Range
Role Overload	16.37	3.92	5–29
Role Ambiguity	8.99	3.01	3–19
Role Conflict	12.96	2.41	4–24
Group and Political Pressure	10.89	3.11	5–21
Unreasonable Responsibility	9.20	1.99	4–16
Under Participation	12.44	2.99	3–19
Powerlessness	9.11	2.39	4–16
Poor Peer Relationships	12.69	2.36	3–19
Intrinsic Impoverishment	11.00	2.65	5–22
Low Status	7.51	3.01	3–15
Strenuous Working Conditions	9.99	2.30	3–19
Unprofitability	6.12	1.84	1–11

Source: field survey, 2025

Interpretation of Coping Strategy Data

Table II provides an insightful overview of coping strategies employed by working women in response to occupational stress. The data reveals that positive cognition and distraction emerged as the most frequently used coping mechanisms. *Positive cognition* includes strategies such as self-acceptance, comparison with others in worse situations, and maintaining a hopeful or optimistic outlook. This aligns with previous research by McDonald and Korabik (1991), which indicated that women are more inclined toward discussing their problems and seeking social support as a way to manage stress.

Further, the results resonate with findings by Shaffer et al. (2000), which highlight a preference among women for active, confrontational coping strategies, especially in high-stress environments such as workplaces. Similarly, the study by Kumar and Srivastava (2007) found that female school teachers regularly employ a variety of coping techniques—including emotional regulation, distraction, magical thinking, and religious approaches—to navigate occupational pressures.

Collectively, the findings from Table II and corresponding figures suggest a dominance of adaptive coping strategies, particularly those that are emotionally and cognitively focused. This preference reflects the need for coping techniques that are not only practical but also culturally and contextually resonant with women's experiences in Indian workplaces.

Implications

The findings from Table II suggest that working women predominantly rely on adaptive coping strategies such as positive cognition and distraction to manage occupational stress. These strategies reflect emotional resilience and a preference for culturally rooted

1. Role Overload:

- Positively correlated with several variables:
 - **Role Ambiguity (r = .320):** Higher role overload is associated with greater ambiguity about role expectations.
 - **Role Conflict (r = .270):** Increased overload correlates with conflicting role demands.
 - **Unreasonable Group & Political Pressures (r = .289):** More overload links to perception of unfair political or group pressures.
 - **Responsibility for Persons (r = -.409):** Interestingly, a negative correlation indicates that higher overload may relate to less perceived responsibility, or vice versa, which warrants further exploration.
 - **Under Participation (r = .741):** High overload strongly correlates with under-participation, suggesting that overload may lead to withdrawal or disengagement.
 - **Powerlessness (r = .409), Poor Peer Relations (r = .051),** and other factors also show positive relationships, hinting at complex interactions between overload and social dynamics.

2. Role Ambiguity:

- Strongly related to:
 - **Role Conflict (r = .270):** Clarifies that ambiguity often coexists with conflicting expectations.
 - **Strenuous Working Conditions (r = .399):** Greater ambiguity might be associated with more stressful work environments.
 - **Responsibility for Persons (r = -.509):** Higher ambiguity appears linked with less perceived responsibility, possibly indicating role confusion reduces sense of accountability.
 - *Powerlessness (r=.211)** also correlates positively, suggesting ambiguity may contribute to feelings of helplessness.

3. Role Conflict:

- Positively associated with:
 - **Responsibility for Persons (r = -.349):** Conflicting roles might diminish perceived responsibility or vice versa.
 - **Powerlessness (r = .549):** Strong link indicating conflicting roles can enhance feelings of powerlessness.
 - **Poor Peer Relations (r = .029):** Not significantly correlated.
 - *Low Status (r = .211):** Slightly associated with perceived lower status.

4. Unreasonable Group & Political Pressures:

- Shows significant positive correlations with:
 - **Responsibility for Persons (r = -.341)** and other variables, indicating that external pressures may influence perceptions of responsibility and role clarity.

5. Responsibility for Persons:

- Negatively correlated with variables signifying stressors or workload:
 - **Role Overload, Role Ambiguity, Role Conflict:** suggesting that feelings of responsibility may be inversely related to perceived overload or ambiguity.

- Positively related to **Poor Peer Relations** ($r = .049$) but generally shows negative relations with stress-related variables.

6. Under Participation:

- Exhibits a very high positive correlation with **Powerlessness** ($r = .741$), indicating that feelings of powerlessness are closely linked with withdrawal or under-participation.
- Also correlates strongly with *Responsibility for Persons* ($r = .229$)*.

7. Powerlessness:

- Strongly related to **Strenuous Working Conditions** ($r = .409$)** and **Role Overload** ($r = .109$), suggesting that overload and stressful environments contribute to feelings of powerlessness.

8. Poor Peer Relations:

- Positively associated with *Low Status* ($r = .211$)* and **Strenuous Working Conditions** ($r = .329$)**, indicating that poor relations may emerge from or contribute to stressful or low-status situations.

9. Intrinsic Impoverishment and Low Status:

- Both are significantly correlated ($r = .319$ ** for Intrinsic Impoverishment and $r = .211$ * for Low Status), implying that a lack of meaningful work content and low social standing are related constructs.

10. Strenuous Working Conditions:

- Positively correlated with multiple variables, including role ambiguity, conflicts, and poor peer relations, reinforcing its role as a stress-inducing factor.

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Key take ways of objective 4:

- **Key Stressors:** Role overload, ambiguity, and conflict are interconnected and strongly linked to feelings of powerlessness and under-participation.
- **Role Clarity and Responsibility:** These appear to be inversely related to stressors, indicating that clearer roles and appropriate responsibilities may buffer against stress.
- **Social Factors:** Poor peer relations and low status also contribute to perceived stress and dissatisfaction.
- **Implication for Interventions:** Addressing role ambiguity and conflict, and improving social support and work conditions, may mitigate perceptions of workload and stress.
- Further analysis such as regression or causal modeling would help clarify these relationships' directionality, but this overview highlights the interconnected nature of role-related stressors and social dynamics in the workplace context.

These findings underscore that occupational stress is a multifaceted construct where dimensions are interrelated and collectively influence the emotional and psychological health of working women. Understanding these relationships is critical for designing targeted interventions that address the root causes of stress and promote holistic well-being.

Results and Discussion

This study aimed to investigate the levels of occupational stress, coping strategies, and psychological well-being among 100 working women employed in mid-level government

positions in the Nagaon District. The analysis utilized descriptive statistics and correlation analyses to understand the interrelationships among these variables.

Occupational Stress Levels

The findings on occupational stress revealed that certain dimensions, notably role overload ($M = 16.37$, $SD = 3.92$), poor peer relationships ($M = 12.69$, $SD = 2.36$), and role conflict ($M = 12.96$, $SD = 2.41$), exhibited higher mean scores, indicating these as significant sources of stress among respondents. The elevated scores in role overload suggest that workload management remains a critical challenge, aligning with previous research indicating that excessive responsibilities contribute substantially to occupational stress (Srivastava & Singh, 1984). Similarly, challenges in peer relationships and conflicting role expectations further exacerbate stress, consistent with findings by Kumar and Srivastava (2007). The variability in responses, reflected by standard deviations, highlights individual differences in stress experiences, possibly influenced by personal coping mechanisms and organizational support systems.

Coping Strategies

Regarding coping mechanisms, positive cognition and distraction emerged as the most frequently employed strategies, with mean scores indicating their prominence. These adaptive strategies mirror previous observations by McDonald and Korabik (1991), who noted women's tendency to seek social support and maintain an optimistic outlook when confronting occupational stress. The reliance on culturally embedded strategies, such as spiritual practices, underscores the importance of contextually appropriate coping methods (Shaffer et al., 2000). The preference for such strategies signifies resilience among women in managing workplace pressures and emphasizes the need for organizational support that promotes positive coping.

Psychological Well-being

The mean score of well-being ($M = 15.04$, $SD = 3.93$) indicates a moderate level of psychological well-being among participants. However, the relatively low average suggests that many women experience diminished emotional stability and personal satisfaction, resonating with prior studies by Andrade et al. (1999), which found that occupational and domestic burdens adversely affect women's mental health. This underscores the necessity for workplace interventions aimed at reducing stressors and promoting mental health.

Inter-Variable Relationships

Correlation analysis provided insights into the complex interplay among occupational stressors, coping strategies, and well-being. Notably, role overload was significantly positively correlated with role ambiguity ($r = .320$, $p < .01$), role conflict ($r = .270$, $p < .01$), and perceived powerlessness ($r = .409$, $p < .01$). This indicates that higher workload is associated with greater ambiguity and conflicting demands, which together contribute to feelings of helplessness. The high correlation between overload and under

participation ($r = .741, p < .01$) suggests that excessive workload may lead to disengagement or withdrawal from work roles.

Furthermore, perceived responsibility for persons inversely related to stress dimensions, implying that clarity in responsibilities can buffer against occupational stress. The significant positive relationship between poor peer relations and low status ($r = .211, p < .05$) indicates social dynamics also play a role in stress perception. Importantly, feelings of powerlessness were strongly associated with strenuous working conditions ($r = .409, p < .01$) and role overload, emphasizing the impact of environmental stressors on psychological health.

Implications

The interconnectedness of stressors demonstrates the multifaceted nature of occupational stress among women. Interventions targeting role clarity, workload management, and social support systems could effectively mitigate stress and enhance well-being. The strong link between coping strategies and reduced stress emphasizes the importance of promoting adaptive coping mechanisms within organizational settings.

Conclusion

The study highlights that occupational stress among working women is characterized by intertwined dimensions such as role overload, ambiguity, and social relationships. Coping strategies predominantly involve positive thinking and distraction, which serve as protective factors, while well-being remains moderate and warrants organizational attention. Future research employing causal models could further elucidate the directionality of these relationships, guiding more effective interventions.

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