Stress has been a part and parcel of life since ancient times and the reason has been the same - pressures, demands, changes and sense of insecurity. No individual, no profession is free from these physical and psychological factors of stress. The objective of this research is to know the reasons of stress amongst the teachers in higher education sector, its physiological, psychological and behavioural impact on them.

All individuals are social beings and have to respect others' existence without damaging their own well being and growth in every walk of life at personal as well as professional front. In this era of global competition and severe struggle not only for existence and identity but also for personal growth and development, all individuals become reasons as well as victims of stress. Someone has rightly quoted:

_The problem is not stress. Rather it is how we react to stress. Emotions – not events – cause stress-related problems._

This research is based on a case study of causes and impacts of stress in higher education sector with particular reference to the residential teaching faculties of Bundelkhand University and Jiwaji University. Generally, the possible reasons for stress amongst the university faculty members are related to:

- Assignment of subjects and departmental responsibilities,
- Timings of classes,
- Policies and procedures of the Central, State Government as well as of the concerned university administration
- Availability of infrastructure, equipments and facilities available for teaching and research.
- Relations with the university authorities, administrative staff, colleagues and students,

- Availability of time for meeting family and social obligations, own self, research, attending seminars, conferences and workshops in one's subject area

- Status of Satisfaction on quality of work life, job security, salary and incentives, recognition of views by the authorities, awareness and ability to handle the latest technological tools, conduciveness of environment for professional growth, satisfaction of self-esteem, promotion opportunities, reliability of colleagues for personal and work related problems, impartiality in the approach of administrative authorities, existence of politics and open communication policy of the authorities.

- State of basic and infrastructural facilities like power, water, sanitation in offices, classrooms and labs; availability of classrooms; library timings as well as availability of relevant quality books and journals, parking facilities, security and discipline in the university premises

- Effects of environmental factors like extreme temperature, noise pollution and sunlight deprivation.

Inadequacy or lack of above positive attributes in working environment causes stress that results into physiological, psychological and behavioural disorders like abnormal blood pressure, indigestion, migraine/headache, obesity, spondylites, hair-loss, acidity, stomach ache, depression, schizophrenia, increase in smoking and alcohol consumption and lack of motivation and interest in job.

Based on the findings and analysis, the study provided some constructive solutions to cope with the factors responsible for stress and make the university environment congenial for personal as well as organizational growth and development. Individual as well organizational efforts are required in this regard. At individual level the faculty members need to change their attitude and approach to tackle the stress producing issues successfully. This is possible
through encouraging open communication by conducting regular meetings at departmental and university level as well as organizing get-togethers, recreational activities, conferences, seminars and workshops frequently. The University authorities need to bring necessary reforms in their policies and procedures and make them flexible to meet with the changing trends in the state, national and global scenario.

The sense of belonging towards the organization needs to be injected by providing quality of work life to the teaching faculty. The university environment may be humanistic, creative and spiritual in real sense. Self-development leads to organizational development. Workshops and seminars related to different aspects of organizational development may be made a regular feature of the university. The positive impact of these activities will definitely lay a foundation for ethical, cordial, congenial and developmental environment in the university.