

The Role of The Indian Education System in Reducing Institutional Stress

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Abstract

The country has a population of 140 million people and India's GDP is still around 6.95%, compared to just 2% when it gained independence from Britain. We are expanding, but at a very steady pace. What's the reason? Is it due to a lack of entrepreneurial skills, the government, fear of taking risks, or the younger generation? The education system of a country is an important factor that will be discussed today. This is a great thing, but there are steps we can take to accelerate our country's growth. Stress is the wear and tear our bodies and minds experience as they try to adapt to a constantly changing environment. First of all, stress occurs when your resources cannot cope with the pressure. Stress isn't a terrible thing, but it depends on how you deal with it. Most of the stress we experience occurs independently. It is determined by how we view life. Whether it is an event that excites or threatens us, motivates or demotivates us, or makes us happy or sad is largely a function of our self-perception. In today's world of rapid industrialization and urbanization, institutional stress is an inevitable part of life. It is a psychosomatic disorder that affects a person's efficiency, productivity, well-being and quality of work. Stress among teachers represents a special type of institutional stress. In today's demanding world, teaching is considered a difficult profession that can have a negative impact on the teacher's health, which in turn can affect children and the classroom environment. In India, each class usually has 50 to 60 students. This can also make teachers feel stressed. Given the need to ensure that each child's needs are met, meeting the needs of 60 students simultaneously can be a challenging task for teachers. Therefore, the Indian education system today plays an important role in reducing institutional stress.

Keywords

Indian education system, institutional stress.

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Introduction

Teaching is not an easy but it is a complex process that involves the teacher's ability to deal with students, their efficiency in school-related work, gathering interest in knowledge and their ability to develop cordial relationships with their colleagues. The entire process of teaching, learning and transaction depends on the ability of a teacher, who turns the manifest potentialities of a child into actuality, to be accepted with no hesitation. The teaching and learning process cannot be undertaken in a vacuum but it is a positively directed action, for which teachers are to be endowed with teaching competency. The teacher is the key person and the success of the educational system wholly depends upon the quality and capability of the teachers who are indispensable in the society. Stress is one of the body's natural responses to something threatening or scary. This is something we experience all the time. Many aspects of college life can be stressful, including adjusting to a new living environment, meeting academic demands, forming friendships, and studying for and taking exams. Stress isn't necessarily harmful. Mild forms of stress can motivate and energize you. A slight increase in your stress levels can make you more alert and motivated at work. However, if stress levels are too high, a variety of difficulties can arise.

Literature Review

Tugu Vintsam Julie (2014) conducted a study on mini-stress among female civil service managers in the education department. In the presented research study, working women and non-employed women were taken. This study was conducted on 100 women. As a result of the study, the amount of stress among working women was found to be more than that of non-working women. This was a result of institutional tensions.

Mishra Rishikesh (2019) studied the impact of occupational stress on the teaching effectiveness of teachers of government and private secondary schools in the Hanumangarh district. The presented study has been done based on teachers' gender, school type and locality.

Divya S.(2020) conducted a study on the education system in India.

Tilak Pranahi (2021) conducted a study of the educational system in India and the role of leading educational societies in the Mumbai region in educational administration.

Objectives of the Study

- To study the Indian education system.
- To study Institutional stress.

- To study the role of the Indian education system in reducing institutional stress.

Methodology

Secondary data has been used in the study. The study material has been collected from various research journals, the internet, books, Shodh Ganga, etc.

Indian Education System

The education system in India is divided into two parts.

Pre-Independence Education System: Initially, the education system was informal. A child who received knowledge about the profession from his father. The development of the Indian education system before independence can be divided into the following categories:

Vedic period- Education was entirely under the control of one person, the Guru. That is why it is also called the Gurukul system. The language of instruction in the Vedic system was Sanskrit.

Buddhist period- The Buddhist period was the Pali period. In this system, education was influenced by religion. The purpose of education was to instill religious and moral values and general development. Students learned languages, mathematics, moral science, and physical education.

Islamic period- The curriculum also included general knowledge, languages, arts, various skills, mathematics, law, social sciences and literature.

British Period- After the fall of Muslims, the British came to India and established the East India Company. The history of modern education in India began when the East India Company took responsibility for education in India under the Charter Act of 1813. In 1835, Lord Macaulay submitted a Memorandum on Education to the Viceroy proposing a system of education for the youth of India. Sir William Bentick announced the British government's new education policy on March 7, 1835, promoting the development of English as a language and culture. In 1853, the British government appointed a committee to investigate the education system in India. Mr. Wood was chairman of the committee. Mr. Wood focused on various aspects including the purpose of education, the learning process, the learning environment, the establishment of universities, the establishment of educational institutions, the aid grant system, and women's education. The first three universities of Calcutta were established in 1857. Bombay and Madras were founded. In 1857, the East India Company's rule in India ended and power was transferred to the British Crown. After the transfer of executive power, it was deemed necessary to assess the educational development of the country. It was reported that the free

support system did not work properly. On February 3, 1882, Lord Ripon appointed a Commission on Indian Education, headed by Sir William Hunter. This was known as the Hunter Commission of 1882. The Hunter Commission also played an important role in the formation of India. The committee mainly recommended six chapters for consideration. a) policy (b) legislation and administration (c) promotion of indigenous schools (d) school administration (e) teacher training (f) finance. The Indian Universities Act of 1904 determined the direction of development of universities in various parts of India. Before independence, three education boards were established in 1882, 1902 and 1917 to supervise education in India.

Post-Independence Education System: After independence in 1948, the fourth Education Commission chaired by Dr. Radha Krishnan, called the University Education Commission, was constituted to review the development of higher education in the country. During the Vedic period, there was a drastic change in the current methods of teaching and learning. However, the importance of education remains the same in both scenarios. The University Grants Commission, established in 1956, was a milestone in higher education. In 1964, the Kothari Committee reviewed all stages of education from primary to secondary. The main recommendation of the Kothari Committee was to standardize the education system under the 10+2+3 plan across India. The committee also focused on women's education. The Kothari Committee report contains a total of 23 recommendations on various aspects. One of the important recommendations was the formation of a National policy on education which was formed by the Central Government in 1968. Kothari Commission plays an important role in education for the rapid and all-round development of education in India after independence. National policy on education was adopted by the Parliament in May 1986 and was accepted after a modification in 1992. It has salient features like the essence and role of education, national system of education, education for equality, re-organization of education at different stages, technical and management education, teaching, learning, library use, allocation of resources etc. On July 29, 2020, The Ministry of Education of India approved The National Education Policy 2020 (NEP 2020). This National Education Policy 2020 replaces the previous National Education Policy 1986. This new policy aims to review and modernize all aspects of the education structure, including regulation and governance. This will help create a new system that achieves the ambitious goals of 21st-century education. The main change is the '10+2' education model, which is replaced by the '5+3+3+4' model, with higher education institutions divided into three types: research universities, universities of education and colleges. The goal of the NEP

is to transform all universities into comprehensive institutions and increase student enrollment.

Institutional Stress

Institutional stress refers to stress that arises due to various reasons in the workplace. This stress is painful and harmful to our mind, brain and body. Due to this stress, you will not feel like working at the workplace. Only then will teachers be able to teach students properly. When the environment of educational institutions will be good. They will not have the means to create institutional tension. Otherwise these teachers will continue to feel uncomfortable due to institutional stress. **Beer and Beer** reported that there is a surprising increase in stress within the teaching profession, which is affecting the work of teachers. **According to CORS**, while defining occupational stress, it was said that occupational stress is a situation where employees are psychologically and psychophysically hindered in mutual coordination.

Factors Affecting Institutional Stress

The Indian Education System in Reducing Institutional Stress

The Indian education system plays an important role in removing the stress among teachers regarding salary, management disputes, curriculum, study load, examinations and many others. Along with the teachers, the Indian education system is also solving the problems faced by the students like syllabus burden, study load, high fees etc. The modern Indian education system is also providing employment opportunities.

Conclusion

The Indian education system is the oldest and largest education system in the entire world. The Indian education system has a good impact on all aspects of education. The Indian education system has eliminated the institutional tension between teachers and students. Therefore, the Indian education system is ideal and progressive.

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