<u>Research Paper</u>

Students' Anxiety and Vulnerabilities: Need of Philosophical Counselling by Teachers

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ARTICLE DETAILS	ABSTRACT
	Online education system has witnessed a lot of social anxiety during pandemic and even after pandemic. It has made students community vulnerable in particular. Student vulnerability is also related to their confidence in learning. This is likely to impact students' self-worth, self-esteem and ego-strength.. Given so, the current study explored students' anxiety and vulnerability in the context of online teaching. To explore this qualitative study was carried out. Thirty in-depth interviews of students in India were conducted. Findings indicate issues related to social distancing and lack of emotional connect limitations of online education in the domain of interpersonal interaction, cognitive overloads, impact on social relationships, and other psychosocial issues in learning. In the context of findings it is suggested that teachers need to act as healers in the new emergent scenario. Philosophical counselling is likely to be very effective as teachers also act as philosopher-healers.

1. Introduction

In the last few decades, education has been recognized as of strategic importance for the socio-economic development of nations. However, in many countries, education has been one of the worst affected sectors during pandemic times. Given the size of Indian population in general and number of students enrolled in schools and colleges at various levels the sufferings have been at its highest. The purpose of education is to transform community of learners. So, it needs to be enquired that under the constraints of 'only' online education how much of the transformation could be achieved. Online education witnessed a lot of social anxiety during pandemic and posed many challenges (Ifenthaler et. al. , 2023). Given this in this study we explore what all aspects of education can be covered through online education and to what extent. We explore that when most of the teachers are situationally engaged into online teaching then new technologies impact our teaching. Is the impact different on different teachers, if yes what factors are there which shape this impact? How the impact is influenced by teachers' personality, age gender etc.? Does teaching styles play a crucial role?

1.1 Theoretical Background

1.1.1 Students' anxiety and vulnerabilities

Pandemic changed people's consciousness and resulted into various mental health issues (Kumar & Nayar, 2021) like high level of anxiety, stress, loneliness, depressions etc. In young population, mental health problems have been increasing at alarming rate. Student population in particular is at risk. Student vulnerability is also related to their confidence in learning (Bartolic et al, 2022). This is likely to impact to their self-worth, self-esteem and ego-strength. For long, researchers have been interested in understanding and the detection of psychological vulnerability in students (see e.g., Davidson et al., 1955). The vulnerable students require support at various levels (Chryse et al., 2019).

1.1.2 Philosophical counselling

Philosophical counselling focuses on understanding of lives, social and mental problems. It is likely to be helpful in realizing path for self. Need for philosophical counselling has been emphasized by many (Schuster, 1991; Lahav, 1996; Savage, 1997; Louw, 2023). It works best in the context of education and healthcare like nursing where we deal with higher order goals. In particular, it is likely to be very effective as education means 'to eke out'. Students' ego need to strengthened and counselling needs to be done by teachers helping students in understanding their lives and psychological problems. It can be used along with client centred therapy and cognitive behavioural therapy.

1.1.3 Learning in digital environment

Previous research show that teachers who have intrinsic motivation to teach they are better connected with students. In them, chances of burnout and depersonalization are lower. They enjoy teaching. These teachers show higher degree of enthusiasm. They are unlikely to develop cynicism towards students. Currently in the context of global pandemic, when for social distancing online teaching seems to have become an universal norm, teachers are exploring how best joy of teaching can be achieved. Several studies (e.g., Huang, 1997) have highlighted issues related to this. Thus, there is a need to understand the factors which will facilitate joy of teaching and restore the same level of joy of teaching. The central question over here whether the same level of joy of teaching can be rebuilt in online teaching. While technological advancements aim at making the technologies more user-friendly, challenges are behavioural in nature. Inculcating a sense of discipline and professionalism is very important for any society, and more so in educational environment.

1.1.4 Discipline

Institutions try to inculcate pro-social behaviour among students (Ryan & Bonlin, 1999 as cited in Lewis, 2001). Due to global crisis of several types, there is increasing emphasis on character education. Discipline is integral part of education. How to discipline is part of the classical debate. Disciplining may be required for students who are engaged in the deviant, delinquent, or violent behavior. However, sometimes it results into dropouts (Peguero & Bracy, 2015). There may be three ways to discipline students viz. models of influence, group management (inter-dependence, cooperative), and control (Lewis, 1999). "Discipline can be distinguished from the broader area of classroom management in that the latter emphasizes the provision of quality instruction as a means of minimizing disruption in classrooms whereas discipline is generally represented as what teachers do in response to students' misbehavior" (Lewis, 199). Self-discipline has always been regarded as a virtue. Gender differences in this too have been studied. It has been suggested that girls are more self-disciplined than boys (Duckworth and Saligman, 2006). Self-discipline is important in all spheres of life. Studies have indicated its criticality in achieving pro-social behaviour (see e.g., Taylor and Sullivan, 2002).
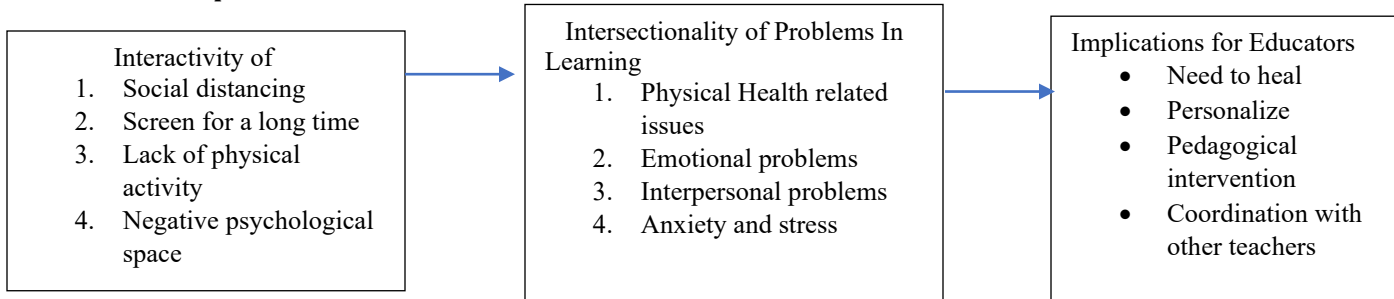
1.1.5 Professionalism

The Merriam-Webster dictionary defines professionalism as "the conduct, aims, or qualities that characterize or mark a profession or a professional person"; and it defines a profession as "a calling requiring specialized knowledge and often long and intensive academic preparation (Porcupile, 2015). Professionalism is a multi-dimensional construct. It has dimensions of competency, values of honesty, integrity & accountability, lack of negative thoughts. Emotional intelligence/ strength/ immunity, active listening, fearlessness, politeness, honoring of commitments, specialized knowledge/expertise, etc.

"Those who write about professionalism are united in believing that professions must be "moral" or devoted to the public good" (Cruess and Cruess, 1997). It rests on three pillars: expertise, ethics, and service. Scholars argue that understanding of origins and nature of profession makes people professional. Thus, it is very important to teach professionalism. For inculcating both self-discipline and professionalism usage of language is very important. In this context, cooperative principles of Grice may be referred to which emphasize upon maxims of quantity, quality, relation, and manner (Grice, 1975). Professionalism rests upon the notions of Politeness and Gratitude. Some basic principles are set out which are seen to motivate the use of expressions of Politeness and Gratitude in various social situations (Kumar, 2001). These principles are of individual and social existence. The principle of Individual existence (PIE) states man's existence is governed by boundaries of self. But it should not be interpreted as a crude assertion of paramountcy of self-interest, but merely as a statement of the often-unstated maxim governing more civilized communities that freedom of self or the boundaries of individual existence are to be respected to the extent they do not conflict with the interest of others (i.e. of the society). Principle of social existence (PSE) acknowledges the limit of PIE, Man acknowledges that in order to live in society there is a limit to which he can insist on the priority of his individual existence. He also acknowledges that to enjoy his own individual freedom, he must respect the individual freedom of others. This later fact is not part of the PSE but only a confirmation of the PIE. Rather, PSE emphasizes upon the recognition of Social good', which needs to be preserved for its own sake. Social good has its autonomous existence. Its value is higher than of individual freedom (Kumar, 2001). The PIE and PSE act separately and interactively. These interactions are explained using the principles of Idealization (priority is given to others, e.g. what kind of food would you like to have, importance to PSE), Appreciation (e.g. thank you, primacy to PSE), Rehabilitation (it is required when violation of PSE happens), and Reduction (on certain occasion primacy to PIE is given over PSE. In this language is to tone down effects of violation of PSE). Disciplining is directed towards moral behavior in which a lot of cross-cultural difference exists (Cervone and Tripathi, 2009). Gradually it

becomes part of one's personality structure which can be explained in terms of self-schemas, enduring knowledge about the self, and subjective beliefs about social situations, especially beliefs about the relevance of personal attributes to behavioural success in one context versus others (Cervone, 2004).

2. Conceptual framework

Interactivity of 1. Social distancing 2. Screen for a long time 3. Lack of physical activity 4. Negative psychological space	→	Intersectionality of Problems In Learning 1. Physical Health related issues 2. Emotional problems 3. Interpersonal problems 4. Anxiety and stress	→	Implications for Educators • Need to heal • Personalize • Pedagogical intervention • Coordination with other teachers

4. Methodology

To answer the above-mentioned research questions a qualitative study was carried out. Thirty in-depth interviews of students in India were conducted. In-depth interview covered issues related to students' anxiety, vulnerabilities, study related problems, and role of teacher. The students were postgraduate students of a professional course studying in India. Study covered students residing in different parts of India from the states of Bihar, Uttar Pradesh, Kerala, Madhya Pradesh, Maharashtra, Odisha and Tamil Nadu,   Students were in the age group of 23-31. Sample consisted of both males and females representing equal mix of the gender. Qualitative interaction between the respondents and researcher was done online using zoom. First they were asked to share their general problems and then specific issues were discussed. In this manner funnel approach was followed. Objective was to understand their narrative accounts. As a follow-up they were told that if any problems of any sort comes to their mind at a later stage that too they can share via email and telephone. The study was done during Covid time. For the data analysis thematic analysis was done.

5. Findings

Table 1. Intersectionality of problems leading to vulnerability

Themes	Respondents facing the problems (%)
Emotional Issues	22/30 (70%)
Interpersonal Issues	17/30 (60%)
Mental Health Issues	15/30 (50%)

The table 1 clearly indicates that for students, emotional problems is the biggest area of problem. There are various factors which have impacted learners in negative ways during the pandemic details of which are provided in the paragraphs below .

Anxiety and Stress

"Sometimes anxiety or feeling of restlessness… sometimes feeling overwhelming as well.". "Stressed out most of the times". "I was feeling stressed and anxiety, but its better due to regular meditation. Sometimes, do get stressed and feel helpless because of a lot of academic pressure and deadlines."

"As someone who deals with anxiety issues, my mental health has deteriorated a lot since the lockdown and with the constant bombardment of online stimulus through mails or WhatsApp messages it just gets worse."

Loneliness

"Feeling of missing out**..**" **"**Directionlessness", "Feeling emotionally exhausted sometimes". Emotionally I am broken. I am trying to find happiness in small things. But for me outer world is more important. Staying within the four walls is just not for me. "Mentally stressed out. I am on the verge of pouring out my anger. But I just don't want that to happen.

There are issues regarding mental health. There is major stress because of concern and tension regarding health family members. The other factor is academic pressure. Due to the heavy work, there are some situations where I miss the balance of handling my emotions. I doubt if I have developed anxiety. I feel restless when there is any important thing to be done on a very short notice. Previously I used to be so calm and think clearly and effectively in pressurized situations which was my one of the biggest strengths. I am afraid of that being converted into my weak area now.

Depression

"I am almost an inch closer or say far than killing myself." "I'm not well. Not at all. Depression crisis haunting me a lot." I'm not well. Not at all. Depression crisis haunting me a lot. Everybody says you are in your comfort zone, however nobody knows what a person and his/her household as a whole has been/is going through. Please stop saying that. It's intriguing, provoking.

Social distancing and lack of emotional connect in online space

"connecting only virtually since a long time and not socializing sometimes drains me emotionally." "Not being able to mix well with classmates, because everyone has their own groups and it becomes difficult for introverts like me to mix now..". "Virtual interaction with peers is boring.."

Cognitive demands: Curriculum and Career related

"Can't remember the last I watched a movie - hobby of a Sunday Movie Watching" has become a thing of the past. "Most times than not I feel that I'm a failure since I'm unable to cope up with the curriculum, also the fact that I have no one to share my concerns and worries to. Also when I get panic attacks my mind is filled with thoughts that there is no future for me and I would be better off dead." ".. not in perfect shape but largely I am under control. Sleep cycle got a bit distorted"

"I feel very scared. What if I don't do good enough in my academics? It feels depressing and highly intimidating. And I don't feel confident about myself." I feel very stressed because in this online medium as I am unable to judge whether everyone is feeling stressed like me.

Loss of interpersonal interaction

"Good with one to one communication but not good with group communication, specially in this virtual mode.". "Even if i show best interpersonal skills, internet connectivity issues, makes the observer feel like I am not doing well…" "I am finding it hard to connect with people as time required for every interaction is significantly higher than physical interaction. It's hard to judge the quality of thoughts and experience the other person will be bringing to the table. The lack of support mechanism I feel singled out. sessions are being organized but population size if large and only a few get the opportunity to interact.." "I am facing difficulties in interaction with my batch mates and seniors. It very difficult to communicate through the online platform" "It is very difficult to relate to a person talking online. I still feel very left out in my own section because I can't connect to any one over online mode of communication. I don't see their faces often ." "Difficult to communicate with many people as meeting them in person is not possible."

Learning while being at home/Social Relationships- A Mixed Response

"I am at my home. I believe emotional health remains best at this place." "It is quite exhaustive to put so much effort into building connections virtually. Also, the time spent online has adverse effects on other relationships as well be it your family, or your love life. As everybody expects time and attention, and having given 12 hrs to classes and committees, it is difficult to be present for them as well." "Seen a growth in interpersonal skills, because, in the virtual a number of factors which obstruct us otherwise to open ourselves to strangers has reduced and it is easier to speak up freely and openly". "Lowered confidence due to lack of physical activities, lowered motivation because of obstacles in building personal connections. shortened focus"

"No time for self, no time for family at all. I had been moving a lot for my studies since I live in a town and for higher education I had to move. Seven years later I am back and inspite of living with my family, I don't spend a minute with them or for myself. It has been hectic and is only worsening with time. It feels bad seeing them work day and night and not even have a time's food with them. Given the current scenario it's hard for everyone and that's the least one can do."

"At times, I feel, in some way I am separated from the world because of the never-ending work throughout the day. And I feel very bad that now a days I am not able to do some of the daily activities I used to do. I found this restlessness to have its least affect in the beginning, but now I strongly feel its negative effects on my efficiency to work, to grasp things, perfection, interest. I am observing all these factors coming down, where I feel so low for losing all the efficiency that took several years and so many struggles to build. At the same time on the other hand, I feel very happy and satisfied for putting myself into these toughest situations to build the stronger inner self. These two sides are somehow creating a balance to put my mind stable at all the times!!"

Individual Learning Styles

"I am more comfortable talking in an extempore/presentation, rather than chitchatting with people. I do not like the company of people, because then I have to talk and 'pretend' that I enjoy talking (else people might think negatively of me that I do not like them personally or I am arrogant or unsocial). I do not enjoy talking. I do not have problem to any specific individual, but 'people' as a whole. I do not mind talking in office or for a work, if its necessity and serves a purpose I am willing to participate, like in team activities, or case study or group projects. I talk in group projects. But I am scared of normal aimless chitchat, because I keep thinking "what should I say next?" No sentences come to my mind and I get entire blank. I do not have many close friends as well."

I am an introvert, and I find it difficult to indulge in group talks. This affects my class participation in class, as I do not volunteer to talk to the teacher until he/she calls my name. While answering, I am too conscious that what if my answer is wrong? I answer to any question only when I am 100% sure, I do not take a chance of guesswork even if I am 99% sure. I believe most teachers does not know me by name. I also do not volunteer out of fear that what if I fail to perform my best and fail to meet the expectation of the team? Instead, its better to let someone else drive the activity.

Lack of confidence. I feel I am quite average and my classmates are very talented and well learned. At times when they discuss intellectual topics and when I cannot be a part of it due to lack of knowledge, I feel inferior. So many times, I tend to cocoon myself in my own small shell and not participate in informal class meets unless its made mandatory. I see myself standing in a better position than I was earlier in terms of communication and collaboration.

Physical Health

Not being able to focus for long hours looking at the screen. little health issues and weakness, but it's getting better. Physically, I feel tired everytime. Sleepy..Suffer from PCOD..No exercise time, less sleep hours and extra stress are making things difficult..Unable to find time to exercise..It difficult to find time for exercise and constant computer usage is causing back pain and irritation in eyes. By and large I am doing well.1) Not enough time to get some exercise 2) Indigestion problems 3) Falling sick regularly

Not getting much sleep, irregular meal times, back pain from sitting too long, eye problems from too much screen time. I experience severe headaches, knee pain, backache, and joint pain after long hours of sitting in front of the laptop for online classes. When sometimes the anxiety becomes unbearable, I also get anxiety attacks wherein suddenly my breathing becomes difficult and I experience heavy sweating. Body Pain at times specifically shoulder or neck due to continuous use of laptop Physical health is good.

Stress eating, leading to obesity issues Bad shape. Not any issue as such. But due to work load, not able to find time to exercise. Trying to reduce my sleep though. physical activities in the last 7-8 months, aches and irritation because of sitting in one room for weeks of activities...Been stuck to a 15 odd inch screen, an earphone, a table and a chair for the last 80 days. There is an issue of eye strain due to the continuous screen time. Classes, quiz, e-book, group projects all contribute to this extended screen time. This is one thing that affected me severely. As we are in an online mode, it became almost impossible to move from our chairs even for once in every one two hours. This is causing severe back ache. Moreover, never-ending screen time has affects like headache, watering eyes, pain in eyebrows, overheat in body. As I already have a problem of migraine and sinusitis, it is more difficult for me to manage. Here comes the fear factor for me, fear of missing classes due to any unexpected illness.

6. **Key Learning Issues**

Table 2. Key learning challenges

Themes	Respondents facing the problems (%)
Morale related issues	24/30 (80%)
Expectations from teachers	18/30 (60%)
Engagement related issues	11/30 (40%)

The table 2 clearly indicates that for students motivation is the biggest area of challenge in the online education. They are also aware of their learning styles and struggle with the same. Students shared that interactions are missing and so is engagement. There is a loss of community feelings and connect.

Monotonous
".....monotonous as if ;;reading from a piece of paper. Student interaction is highly reduced due to online mode.." Classmates appear to be strangers. I want to get rid of this constant fear of judgment group studies and assignments are difficult virtually also its hard to stay motivated all the time at home without friends. It's disastrous. We can't see each other in flesh and blood nor can we interact freely. It's a major hindrance in my opinion. Had it been in campus, engagement would have been better.
Studying alone
I have been living in hostel from the very beginning of my high school and I have a habit of studying along with my friends. Studying alone makes me ineffective and inefficient. Self study is not as effective as group study for me, the process of peer learning is not very efficient in the virtual. Sometimes, I feel that I am the only one who feels this way and unable to understand. It's just not studies, a lot of things makes me feel that may be this is difficult only for me, perhaps this is easier for others. Studies aren't interesting as they would be in a physical environment and the gravity of the heavy professional course. It affects it negatively because we aren't getting proper exposure to peer learning. Technology has been great! I am thankful to it. I have had interactions with many of my classmates over zoom calls..It is affecting both a little as collective learning along with distance learning is becoming increasingly difficult.
Feeling lost- Ambivalence
I am in a dilemma. A part of me craves to go to college. But another part of me wishes the lockdown to continue. I understand its very inhumane, and absolutely wrong. My dad is in Army and has to live in his army quarters, far from home, and before lockdown I lived out for my professional commitments too. I feel my mother is lonely with dad or me, and she is not exactly healthy and fit (arthritis, sugar, BP, and all that). I could help her in chores and market shopping part, since she cannot go out for arthritis problems. I could give her company, and I cannot have this opportunity ever again. Post my degree, I cannot stay in my hometown ever again, and this beautiful period is limited, might never come back in my entire life, and I want this to continue as long as possible. it is difficult to judge the comfort level of people online. collaboration among peers regarding projects is taking way more time in online mode than offline mode because there are difficulties in communication. I think online mode has created a barrier among us students and teacher which has drastically reduced our opportunities to expand ourselves into unknown and refrained us to being ourselves – Both in academic and personality development perspectives.
Peer Learning

If we had been together at the campus, all of this would have been much, much better as we would have someone to talk to, who is going through the same thing..Missing out on group studies and prefect teamwork for any project are major missing.. It doesn't affect personal studies per say but I guess if we would have been in campus, the group studies and group project works would have been a lot easier. Considering the amount of virtual calls, many people are facing issues as per day our data consumption has increased from average 1.5 GB to 5-6 GB per day. But we are all trying to connect to each other trying to make it the best as much as we can. Being around people and seeing all of them going through the same situation as you, gives positivity, that I am not alone. But at home it feels like only I am going through all this alone (though I know, everyone is)

Impact on Morale

It hampers the morale. It's like trading all the good parts of a classroom curriculum

"*My morale has been down , with minimal interactions with classmates everyone still feels like a stranger to me even after so many days after the course has begun*". "*My morale is down. I feel disconnected from the outer world. I feel like I have lost my friends. Though I have some so called online friends, but I don't feel connected with them and this is actually hampering the peer to peer learning process*".

7. Identifying best practices
Coordination related
- Short summary and revisions after every 30mins to grab the attention
- I have a habit of asking my doubts after the class as I don't like classes to get interrupted. Since our classes are being held online I am unable to interact with the teachers neither I am unable to get my doubts cleared. Being honest I feel disconnected in the class and I don't focus on the classroom teachings. I have never been so complacent and poor in my academics and it is stressing me out.
- Need for interactions.
  Personality and behaviour related
- Being helpful always helps.
- Handling stress and anxiety session
- It would be great if the professors can be more than just teachers. If some sessions on positivity and encouragement or moral support can be arranged, then it would be very helpful for all of us.
- I want a session with teachers in where our identity remain confidential and we can tell whatever is there inside our mind freely to someone without the fear of judgement.
- I want to talk to them individually and discuss my life issues with them other than studies also. I find them more as a friend whom I can trust. I would prefer individual meetings with teachers. Just me and the teacher.
- I see every teacher very supportive, encouraging, inspiring and had already succeeded in making the students connected to the real world with their respective pedagogies.
- I would really like teachers to take out some time once in a while and interact with students to know how they are dealing with academic pressure and new subjects.
- Teachers being just more than teachers will help. Like having a small informal session in a month to understand the issues faced by the students regarding academics and try to find solutions for the same.

8. Discussion and Implications for Educators
Now given this situation, we can understand the factors which impact joy in learning so providing inputs to teachers to facilitate and restore joy in teaching. The findings revealed various problems faced by the students which impact joy in learning.

The first was "social distancing". The students said that in online education they miss the "personal touch" and "physical presence" of their classmates and very often they feel "singled out". Connectivity issues add to the problem where they often do not get to even "see their faces often". The students have expressed that they find it very difficult to relate to a person talking online. I feel very left out in my own section". The social distancing has also hindered their interaction with the entire class. The limited interaction has also impacted their relationship with many of their class mates. As one student puts it, " I have made few good friends but at the same time there are people with whom I have never interacted and virtual mode makes it a bit difficult too".

The screen creates a type of disconnect which gets aggravated with connectivity issues. According to a student, " having a bit of difficulty in connecting with people and groups through a screen". Some students are introverts or take time to interact and mix with classmates. For them the problem is severe.

I have difficulties in conversing freely in offline mode and it becomes even more difficult in online mode, says a student. Yet another student says , "I am an introvert, and I find it difficult to indulge in group talks. This affects my class participation in class, as I do not volunteer to talk to the teacher until he/ she calls my name. I believe most teacher do not know me by name". Here as we can see some kind of an "identity crisis" arises for same students. The joy in learning might totally be absent in some students. Thus we see that the physical distancing which creates social distancing leads to mental

and psychological distancing. Here it may be relevant to think that online mode "connects most" but also disconnects many"! Another problem that often surfaces is time delays in transmission of messages coupled with restricted class time. Due to this students do not get a chance to speak and hence their immediate doubts and problems often remain unsolved. They have no option of meeting the teachers after class or to their offices for clarification of doubts. This causes tension and they lag behind or even feel "left out", "singled" and "disc -connected" in their own section. "It's disastrous", says a student.

A long hour of screen time not only creates boredom, restlessness and weariness but it also gives rise to many physical ailments. Eye problems, cervical spondylitis, backache, obesity are some such problems which have come to light from the data collected. "It is difficult to find time to exercise. Constant computer usage is causing backpain and irritation in eyes". Says a student. "Indigestion problems", "knee pain", "joint-pain", "body-pain at times, specifically shoulder and neck pain due to continuous use of laptop", are among many such problems stated by many students.

The home environment and space related issues also affect joy in learning. The students are in their fixed space, whether at home or in any hostel. Stress may be caused by space fixation as one of the students shared that the moment it is class time, the thought of sitting in the same chair and same place causes anxiety and fear. Whether change of place may help reduce fear and anxiety is a moot point. Many students live in small apartment and bearing online is embarrassing as the background cab be seen and heard making student engagement challenging. Psychological problems may arise because of space crunch or even unfavorable living condition. A student felt very embarrassed when the bedsheet he used to cover the pitiable condition of his room fell exposing un-plastered walls and old furniture. The student felt even more embarrassed when some of the classmates laughed at this. Another student excused himself from the class to quieten his quarreling parents. In the absence of a secluded designated space student often felt ashamed when other family members "invaded" their (student's) privacy wearing night dresses or casual dresses. Thus we see that the home environment unless conducive.

These above problems as the data shows which affect joy in learning is related to students. The teachers too are confronted with numerous problems which affect joy in teaching thereby causing stress and anxiety (though we have not collected data to support this). Let us delineate a few of these problems. A major problem faced by teachers is how to handle technology exploiting it to its maximum benefit for students. Many teachers are not "hi-tech" and this becomes a major bottleneck in using online application and material. Creating online content becomes a problem as technology handicaps them.

Another problem faced by teachers is how to engage with students who have kept their video off and have disappeared from the screen? How to keep in touch with students online? Teachers feel disconnected and anxious. They feel helpless when in spite of persuading students to switch on their videos, they fail, students have their side of one story to tell. Excessive stress has been cited as major cause, by the students.

How to deal with the non-responsive attitude of the students is yet another issue faced by the teachers. Teachers often ask questions which yield very few responses from the students. There seems to the no way to encourage them to actively participate in class discussions. The teachers often are not sure whether the students have heard and understood what has been taught.

Technology also comes as a hindrance as teachers mostly depend on a laptop to take classes. The number of students who can be seen one screen is very restricted especially if the class size is large. The teachers often have to change screens to see other students. This leads to constant disconnect of students. Teachers can not get a general view of students which affects teaching teachers have to constantly remember to change screens to connect and be able to see all, though at a time.

These problems are only representative of the my-read of problems faced by teachers which affect joy in teaching. Let us now see what can be done to ensure or even facilitate joy in learning to that joy in teaching can be achieve. The moment we talk of joy in learning, the focus shifts from the students to the teachers who need to plan and execute such that in learning is achieved.

As already stated social distancing is a major bottleneck where students lose personal touch and feel left out. Teachers need to constantly keep themselves connected with the students and make them feel that teachers are easily accessible and approachable. Constant interaction in the class is needed. Teachers can also ask content related questions or even ask students to share their experiences on issues discussed. Also talks related to weather, sports, movies, hobbies and other similar topics may induce change and consequently interests, power breaks monotony too. Since students feel disconnected from each others, teachers can ensure group interaction and group activity by putting students in different groups each time. Inter group activities and discussion forums can be used to impart subject knowledge in the best possible way.

Teachers need to rethink, re-plan and reform their teaching pedagogy as also their teaching material. Focus and connect with each student, may be in different classes, may make the student feel connected. Students must not be loaded and bombarded with slides and (study) material. Teachers need to understand the importance of balancing course rigor with support. In online teaching "being with them" and "being their support" is equally or even more important

Increasing the course load may be detrimental to learning and internalizing the subject matter. It may also give rise to many mental or physical (or psychological) problems which will be taken up in this paper in due course. Students often find it difficult to keep pace with what is taught in the class and so may feel "left out" or discriminated. Teachers need to cases through regular questioning whether students have learnt what is taught. This may require summarizing or even repeating the important point/ issues discussed. Emailing or engaging them in formal and casual conversations on WhatsApp groups, helping students to exchange phone numbers may help. Students may be encouraged to share personal experience or life story

or sing a song on special occasions if they feel like. However ridiculous it may sound but singing a happy birthday song for students on their birthday might help. It is important for the teachers to create forums and spaces where the students can share , bent out and connect even beyond class hours with classmates and teachers.

Physical ailments due to long screen time coupled with boredom has also come to light in the study. The teachers have to be sensitive to the physical ailments. The common complain of many teachers is that students keep their videos off most of the time and that the teachers are not sure whether the students are listening or not or are they even there before their screen. It might act as a demotivating factor for the teacher but the teachers have to address this issue. Breaks and pauses may be encouraged a even be built into class time. The teachers can have multiple types of engagement. Lecturing using PPTs, can often be substituted by discussion on relevant topics which do not require looking at the screen. Keeping the video off in between should also be accepted as the "new normal" so long as it keeps the students engaged and physically fit. The teachers have to understand that for them it might be a few classes, may be one or two or at the most three per day, but for the students it is four to five classes per day besides the online seminars, webinars, assignments and other screen engagements including reading online books, articles, etc. Online presentation, especially group presentations add to the screen time of the students. The teachers need to understand that it is very strenuous for the students and may lead to loss of interest too. Here again teachers need to empathize and change the teaching pedagogy. Injecting some light physical exercises including eye, neck and stretching exercise may be a good idea to break stress, monotony, and help maintaining physical fitness. Psychological/ mental problems is yet another problem that reduce joy in learning.

Teachers need to:
1. Be more tolerant and empathetic, and become a healer for their students
2. They need to be aware of the subject to the extent that they are able to amend the contents and teaching pedagogy to suit the needs and interests of the students. They must ensure that the inputs given to the students must be relevant practical and implementable in and outside class, including their workplace. Teachers need to be aware of the situation i.e. the online medium rather that offline. The inputs must ne "student centric" not "teacher centric". Also "how much" to give and in what way such that these inputs given have meaning for the students to enable joy in learning. The teachers also need to be aware of "the self". Their sound mental, physical, emotional and spiritual health will reflect in their class, even through their body language, especially facial expressions so important in interaction.
3. The teachers must understand the need to coordinate and collaborate with their colleagues, outside agencies and organizations for help. Collaboration is important for not only enriching the content and pedagogy but also in enriching their own learning and skills, including teaching skills. Collaboration will lead to innovation and effective use of resources including trained staff, often teachers impose their learning on students. Collaborative approach will expand their knowledge l skills and horizon help them to reject material which has become obsoletes for online teaching. This will ensure joy in learning to achieve joy in teaching. Often the economic condition of the students makes it difficult for them to purchase gadgets or even fulfill basic requirements, like net connectivity and regular supply of power or make text messages free for students. The teachers need to need to think ahead of time. The teachers should be able to anticipate the demands and challenges of online education and prepare in advance. All this is possible only when the teachers are ready to change in spite of many of teaching. They need to understand that because it is online, and because it is across geographical boundaries, teaching and learning has to be global, and for this the mindset has to be broadened accordingly.

9. Conclusion

It may be concluded that joy in teaching can be ascertained only when joy in learning takes place and for this to happen the teachers are the primary agent to make this happen. Teachers have to reinvent themselves. Teachers need to play an extended role of a psychologist and a healer. They need to be emotionally intelligent to connect and empathize with the problems, of the students and the conditions which affect the joy in learning. The teachers need to be trauma handling people more sensitive and compassionate than even. As we have seen many things which remain under cover, when the students are in a formal offline class, came to light in the home environment making students feel embarrassed and tensed. Teachers need to connect beyond class hours, if need arises, to and support. Teachers themselves need to train themselves for playing this role. Constant upgradation of not only hard skills but soft skills of teachers is essential. In fact such a role of teachers will not be new in the education system of today. The traditional Indian education system assumed this and multiple roles of the teacher. Although offline, the Gurukul system of education focused on holistic development of the students. Online education has made it mandatory for the teachers to transform and shape-up on various fronts to play varied roles.

10. References

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