

EDITORIAL

National Education Policy, 2020 completed its one year on July 29, 2021. People are expecting a lot from this policy that it will transform the Education system of India as its goal is sustainable development. We see a rapid change in the education scenario and the children are facing several challenges. It is a ray of hope for Indians to build strong foundation for the children so that they will become self reliant in future and will keep the Country upwardly mobile with holistic development of future of India. Learning should become affordable and enjoyable activity for the children.

In her study Anushka Gupta attempted to find out the role of social media in psychological well-being and mental health of South Delhi. For this purpose the effect of spending about 5 hours on social media on the participant's psychological well-being and mental health was assessed by her. For this a sample of 20 young adults [10 males & 10 females] of South Delhi was purposively selected. Psychological Well Being Scale (PWBS-SDP) developed by Dr. Devendra Singh Sisodia and Ms. Pooja Chaudhary (2012), Udaipur and PGI Health Questionnaire (PGI HQ N-1) developed by S. K. Verma, N. N. Wig and D. Pershad (1985), Chandigarh were administered on the selected sample. The result of the study revealed that people who spend lots of time on social media are having low level of psychological well-being and mental health and those who spend less having good psychological well-being and mental health.

Laxmi in her paper aimed to explore the perception of teachers working in Municipal Corporation of Delhi (MCD) schools towards inclusive education. A sample of 60 teachers teaching from 10 (MCD) schools in New Delhi was selected randomly. Data was collected with the help of self-constructed attitude scale. The scale includes 4 broad components i) Categorization of classes ii) Categorization of the roles of teachers iii). Categorization of Students as per their gender and iv) Categorization as per medium of instruction. Each item was rated at 5-point scale ranging from strongly agree to strongly disagree. The study concluded that students with disability are benefitted with inclusive education. Several changes are seen in MCD Schools to meet the requirements of the children and to bring a change in their learning outcomes. Even then many more changes are required for the effective implementation of inclusive education in MCD Schools in Delhi.

Sunita Kathuria, in her descriptive study presented the challenges faced by the doctorate students of different parts of India and also attempted to highlight the factors responsible for low-quality research work. The sample of 100 research scholars was selected by the non-probability sampling technique from different parts of the country (25 from North India, 25 from South India, 25 from West India, and 25 from East India). The questionnaire, Interview, and focused group discussions (on the conference call) were used as tools for data collection. The challenges of research scholars were presented under 4 dimensions: structural challenges (pertains to the structure of the Ph.D. programme), functional challenges (the processing aspect of Ph.D.), administrative challenges (relates to administration and supervision), and personal challenges (includes researcher's limitations for doing research). It was found that the intensity of challenges was more in the personal, emotional, and administrative dimensions. The problems reported were related to the general working process, domain-specific expertise, supervision, scholar preparation, and resources, etc. This study is submitted with suggestions for education experts, policy framers, the institution of state and national level, government, and other stakeholders of education.

In their paper Masooda Haseeb and Sri Kant Dwivedi analyzed school teachers' views on the pedagogical shift during COVID-19. They explored their challenges into acceptance of this 'pedagogical shift'. Their

response to the shift being effective i.e., 'online teaching-learning' situation. As teachers, we know Pedagogical Content Knowledge (PCK) is required to simplify a subject and teach it effectively. Technological Content Knowledge (TCK) is how the technology influences the content. Technological Pedagogical Content Knowledge (TPCK) area acknowledges that all three of these sets of knowledge are influencing each other, that each is important, and that to have an effective learning environment, we need to consider all three. The study explored their challenges into acceptance of this 'pedagogical shift' through a cross-sectional survey of 25 schoolteachers in Aligarh district. School teachers (94.3%) have shown to be pro-active in adapting to the new pedagogy. Responses of 22.9% teachers strongly agreed to be capable of integrating content, technology and pedagogy while 31.4% teachers were skeptical to help lead others coordinate content and technology. Hence, the study reflected need of TPACK incorporation in "Professional Development" programmes as well as teacher training for increasing competency and proficiency.

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