# Editorial

विद्या ददाति विनयं विनयाद् याति पात्रताम् ।
पात्रत्वाद् धनमाप्नोति धनाद्धर्मं ततः सुखम् ।।

*... Hitopdesh*

September 2025 was a watershed moment for *Atmanirbhar Bharat* (Self-reliant India) when the Hon'ble Education Minister of the Government of India, Shri Dharmendra Pradhan, endorsed Zoho's messaging app, Arattai and exhorted all to adopt it as it was not only "made in India" and offered an alternative to foreign-made messaging apps, but was also secure and safe. Arattai literally means 'chat' in Tamil. This was in sync with the government's push for digital self-reliance. It soon led to a formal directive from the Education Ministry to use the Zoho Office Suite for all official purposes. Shri Pradhan visited Zoho's campuses in Tamil Nadu and witnessed a silent transformation happening. Students at these campuses engaged in experiential, skills-based learning.

Zoho is an Indian multinational company that provides a wide range of cloud-based software applications for businesses, educational institutions, and organizations through all-in-one ecosystem, Zoho Office suite which includes Zoho Mail (email), Zoho Writer (documents), Zoho Sheet (spreadsheets), Zoho Show (presentations), Zoho CRM (Customer Relationship Management), Zoho Books (Accounting & finance), Zoho People (HR & attendance), Zoho Projects (Project management). It is widely used in schools, universities, and government institutions in India because it is cost-effective and prioritises data security and sovereignty.

Artificial intelligence (AI) has also received a significant boost from the Government of India (GoI). The Government seeks to create an AI ecosystem that supports the integration of AI across sectors such as education, health, agriculture, and governance. AI is impacting almost every sphere of life in a big way. It is revolutionising education by making personalised learning a possibility. India AI Mission and the Centres of Excellence for AI are spearheading the efforts to realise the great potential of AI as a public good. The government has made 38000 Graphics Processing Units (GPUs) available for AI. GPUs are the building blocks of AI at its core. These efforts are helping India strengthen its computing power and AI research. India is investing heavily in energy production, chip infrastructure, the development of indigenous large language models and AI applications as open resources. Start-ups are the drivers of these innovations. Increasing access, improving quality, making society more inclusive, along with making AI affordable and accountable, remain the hallmark of India's approach towards making AI a public good.

In this issue of the journal, we have accepted 30 manuscripts for publication. The collection includes 25 research articles, 3 review articles, 1 general article, and 1 book review. These works contribute a wide range of insights into educational technology and digital teaching methods. The manuscripts cover six main themes: (1) Artificial Intelligence in Education, which looks at the development of AI literacy, cognitive learning environments, ChatGPT-supported self-regulated learning, and both student and teacher views on AI integration, as well as bibliometric analyses of AI in Indian education; (2) Digital Ethics and Literacy, which covers digital ethics awareness among postgraduate students, the basics of AI literacy, the online behaviors of children, and legal responses to online crimes; (3) Educational

Technology Integration, which explores the use of augmented reality, Microsoft Co-pilot in math education, immersive technologies in teacher training, OTT platforms as learning media, ERP implementation in e-governance, assessments of MOOC quality, challenges with the SAMR model, flipped classroom methods, e-modules in chemistry, and virtual internships; (4) ICT and Digital Divide, which addresses the barriers to integration in rural schools, ICT usage among rural female undergraduates, the digital skills of teacher educators, and technostress resilience in librarians; (5) Pedagogical Innovation, which features technology-integrated multiliteracies teaching, digital storytelling for inclusive language learning, foundational numeracy from a Piagetian view, and the use of remote sensing training; and (6) Contemporary Challenges, which includes studies on internet addiction, brain fog and cognitive fatigue related to AI tool use, and issues with accessibility in digital assessments.

The submissions represent various educational levels, from middle schools to higher education, with a strong emphasis on teacher training and professional growth. Several manuscripts tackle important equity issues, especially those related to rural education, gender-specific challenges, and access for students with disabilities. The collection offers strong regional representation, including case studies from Assam, Jammu and Kashmir, Delhi, and Odisha, showcasing the diverse educational contexts in India. These articles are expected to spark meaningful discussions among stakeholders and improve understanding of the themes presented.

**(ABHAY KUMAR)**

**Editor**