Editorial

अयं निजः परो वेति गणना लघु चेतसाम।
उदारचरितानां तु वसुधैव कुटुम्बकम्।

("He, who perceives the distinction of 'mine' and 'other' , has a narrow mind.
But for those with a noble character, the entire world is one family.")

... Maha Upnishad

As we step into 2024, the New Delhi Leaders' Declaration (NDLD) (https://www.g20.in/en/index.html) of the G20 summit held on 9-10 September, 2023 in New Delhi provide a beacon of light to the people and the planet. The G20 accounted for "85% of global GDP, 75% of world trade and 2/3rd of world population". 'Vasudhaiva Kutumbakam', which is part of India's cultural heritage and was the central theme of the G20, is interwoven into the recommendations of the NDLD. The recommendations included on issues of 'sustainable, green and inclusive growth', 'quality education', 'digital infrastructure', 'climate action', etc. On quality education, it recognizes the importance of "foundational learning (literacy, numeracy, and socio-emotional skills) as the primary building block for education and employment"; reiterates the "commitment to harness digital technologies to overcome the digital divides for all learners"; extends "support to educational institutions and teachers to enable them to keep pace with emerging trends and technological advances including Artificial Intelligence (AI)"; emphasizes "expanding access to high-quality Technical and Vocational Education and Training (TVET)"; reaffirmed the "commitment to promote open, equitable and secure scientific collaboration" and encouraged "mobility of students, scholars, researchers, and scientists across research and higher education institutions" and emphasized the "importance of enabling life-long learning focused on skilling, reskilling, and upskilling especially for vulnerable groups".

The NDLD sees potential in technology for bridging digital divides besides being a tool for rapid transformations for inclusive and sustainable development. It further talks about "creating digital public infrastructure (DPI), which is safe, secure, trusted, accountable, inclusive and capable of delivering services at societal-scale." In also recognises "the importance of data" and their role in development. It also emphasises the flow of data across borders within the applicable legal frameworks. The NDLD also "welcomed India's plan to build and maintain a Global Digital Public Infrastructure Repository (GDPIR), a virtual repository of DPI, voluntarily shared by G20 members and beyond." It also took "note of the Indian Presidency's proposal of the One Future Alliance (OFA), a voluntary initiative aimed to build capacity, and provide technical assistance and adequate funding support for implementing DPI in Low/Middle Income Countries (LMICs). It also welcomed the "G20 Toolkit on Cyber Education and Cyber Awareness of Children and Youth." It recognises the immense potential of the AI and thus recommends "promoting a responsible AI for achieving SDGs."

This shared commitment of the G20 countries was presided over by Bharat. India is taking some definite steps to turn India's economy into 22 trillion dollar economies by 2047, when India will be celebrating the centenary year of her freedom from British colonialism. The EdTech industry is going to play a crucial role in this

transformation. EdTech's role will not only be through the market alone but as NDLD above says the EdTech will become a tool for this transformation as well. The EdTech industry was valued at over 2.8 billion USD in 2020 which is estimated to become close to 10 billion USD in 2025 (https://www.statista.com).

So, what will drive this market? What innovations will fuel this transformation? It is hoped that with the continuous evolution of technology, the perennial contradictions arising from delivering uniform instructions to a class with diverse students, each possessing a unique learning style, can be effectively reconciled. Some of the areas where we can see these innovations in education are discussed below.

Artificial Intelligence (AI) and machine learning are set to revolutionise learning. Both are capable of providing personalised learning experiences, either by intelligent tutoring and adaptive assessments or by analysing students' data to tailor instructional content to suit the learning styles of the individual students. The immersive technologies in form of virtual and augmented reality contents help students and teachers to go beyond the textbooks to learn new concepts and engage in complex simulations. One of the important roles that technology has played historically in education has been towards equitable education. Assistive technologies, such as speech-to-text and text-to-speech applications, are making education more accessible to Divyang children. Blockchain technology is truly disrupting the older ways in the manner in which it secures and verify academic records and thus bring transparency and trust in the educational system. This not only streamlines the hiring process for the employers but also a sense of empowerment to students by giving them greater control over their academic achievements.

In this latest edition of the Indian Journal of Educational Technology (IJET), different types of articles such as general articles, research articles and book review have been included to cover various aspects of educational technology. General articles explore the topics such as cyber safety and ICT competencies. Some of the contents range from the impact of multimedia and gaming on the dynamics of learning and teaching to the perceptions and attitudes of pre-service and in-service teachers towards the integration of Information and Communication Technology (ICT). This issue of the IJET also inquire into the challenges and prospects of implementing ICT in remote tribal areas, scrutinizing the efficacy of the Government of India's digital initiatives, such as DIKSHA. It continues to survey the impacts that the pandemic had on educational technology per se. Further, it critically reviews the praxis of flipped learning, investigates the role of social media in reshaping teaching and learning habits, and explores how social media content responded to the debates on history textbooks. Additionally, the issue probes instructional strategies in the context of the digital technology, assesses the perception of Geographic Information Systems (GIS) by school teachers, and deliberates on the broader implications of Augmented Reality in teaching. It also engages with the ethical dimensions of Artificial Intelligence in education, examines assisted technologies, scrutinizes the integration of robots into the Indian educational landscape, and explores diverse models of technology-mediated learning.

(ABHAY KUMAR)
Editor