

Editorial

"If we teach today as we taught yesterday, we rob our children of tomorrow."

- John Dewey

The National Education Policy, 2020, also known as NEP 2020, was formally accepted by the Government of India in July 2020. It has replaced 34-year-old educational policy, which was enunciated in 1986. This is the third National Educational Policy, formulated in the Independent India. The first National Educational Policy was announced by the Government of India in 1968 after Kothari Commission submitted its report in 1966. This was also the period when an Independent India was chartering its own journey for a modern nation. This policy considered education as the sine qua non for India's economic development. The first educational policy, therefore, was focussed on creating educational opportunities for all. The second National Education Policy was announced in 1986, which sought to make education more inclusive and socially integrated. Based on the recommendations of this policy, Government of India launched a Program of Action (PoA) in 1992. Later, the focus of the policy debates shifted from increasing access to enhancing quality of education in the country. When Government of India enacted Right of Children to Free and Compulsory Education Act in 2009, quality of education remained its core concern.

The need for a new educational policy was felt in the face of new realities and new aspirations. This policy proposes the revision and revamping of all aspects of the education including its structure, regulations and governance. It also seeks to create a new system that is aligned with the aspirational goals of 21st century education, including SDG4, while building upon India's traditions and value systems. The policy document has 4 major parts - the first part deals with the school education, second part with the higher education, the third part with the cross cutting areas while the fourth part charts the implementation strategies.

One of the salient features of NEP, 2020 relates to the use of technology in education. It takes a 360° view of the use of technology in education. So, it talks about using technology in the context of the general concerns about the education in country, viz., quantity, quality, equity, affordability and accountability. From the perspectives of various stakeholders, the policy recommends specific measures for the intended benefits of students, teachers, administrators and parents. It also proposes integrating technology into the educational system from the standpoint of various errands of the educational system such as learning, assessment, continuous professional development of teachers, educational administrations, etc. This policy also dwells on bridging the digital divide existing in the country.

In order to achieve these goals, NEP, 2020 has recommended setting up of an autonomous body, termed National Educational Technology Forum (NETF) with the stated objectives to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning and administration. This

forum will advise State governments and agencies in the matters of educational technologies, will help build capacities of organisations and lead important initiatives in research and innovations. Technology-based education platforms, such as DIKSHA/SWAYAM, will be better integrated across school and higher education. Higher Educational Institutions (HEIs) will play an active role in conducting research on disruptive technologies and in creating instructional materials and courses including online courses in cutting-edge domains.

Keeping the mentioned aspects of NEP in mind, this issue of the Indian Journal of Educational Technology has tried to include studies on various aspects of technology and its integration in teaching learning. In this issue, there are six research, one review, two general and one communication articles along with a book review. Most of these articles have a reflection on the current situation of COVID-19 pandemic and the ways technology has been used in the process of teaching-learning. I hope these studies will help in getting insight into the ways technology has been used in the present scenario and will also help in initiating a dialogue on the same in the future.

I take this opportunity to thank all the contributors and reviewers for contributing in the journal. Though we received large number of manuscripts but, only few have been accommodated for publication. The support of members of editorial board in guiding with the whole process of taking out this issue has been appreciable. I hope this issue will provide yet another opportunity for contributing in the larger arena of academic discourse.

(ABHAY KUMAR)
Editor