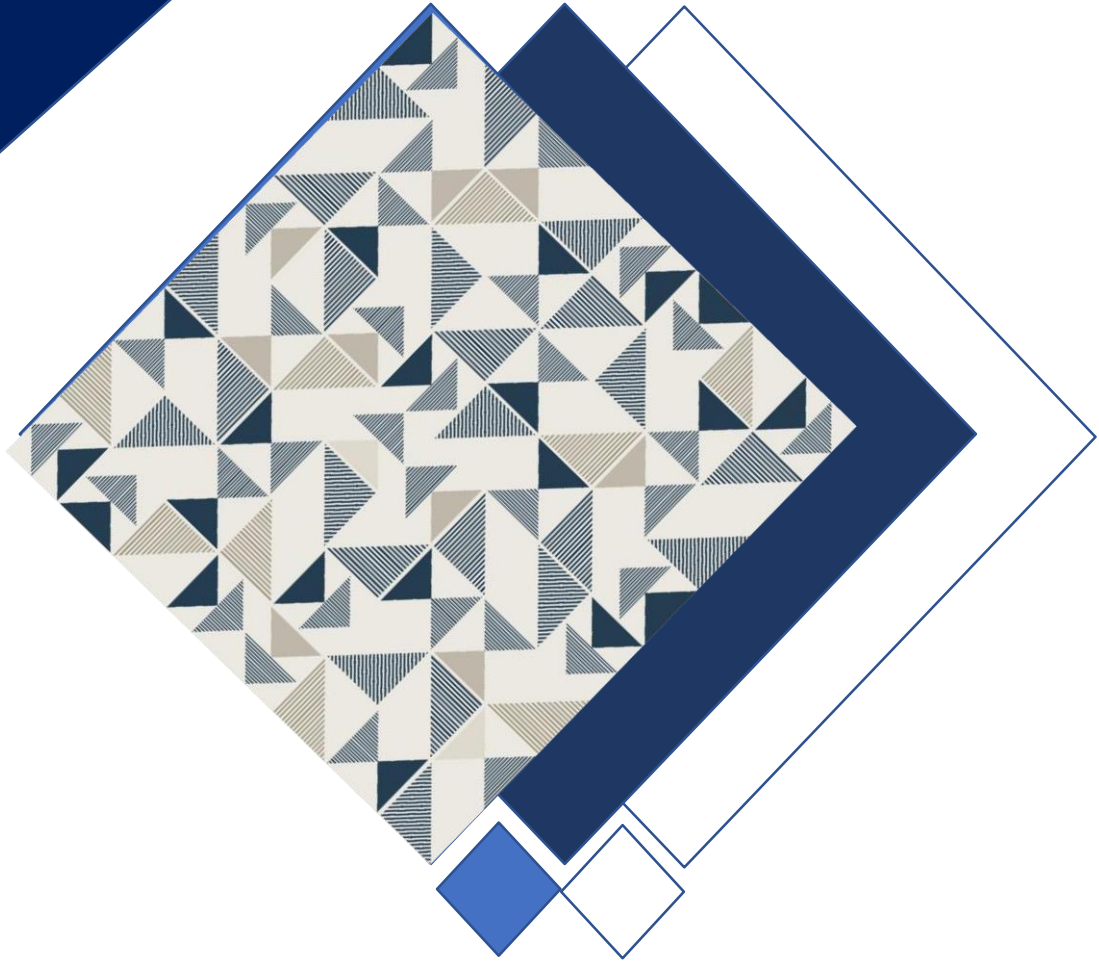




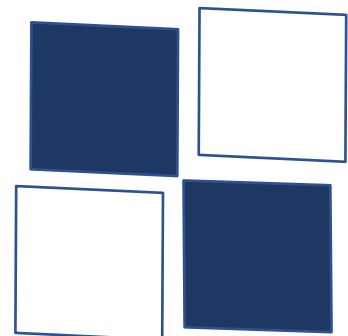
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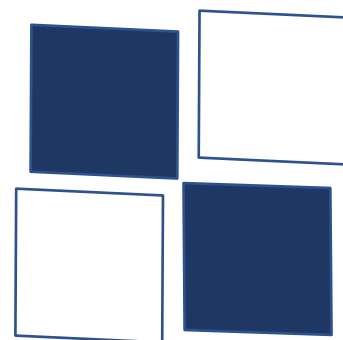
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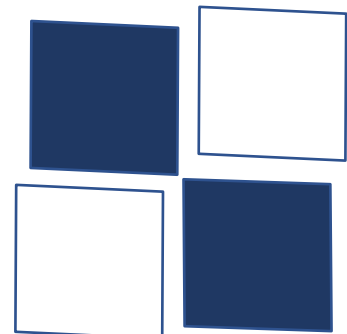
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Editorial

If you can't keep up with the times, you must fall behind. Nowadays, technology has advanced a lot. Technology-integrated education has emerged as the new normal. The closure of schools due to the COVID-19 pandemic accelerated the process. Teachers and students adapted to technology-mediated education.

Several educational institutions implemented technology-integrated education. Technology-integrated teaching-learning does not mean only online learning. It includes implementing or using a variety of technology to enhance students learning. Most educational institutions are now using technology in education. Many pieces of research indicate the benefits of technology-integrated education, especially when technology integration is built into a scientific instructional design.

This Journal issue presents six technology Integrated Teaching and Learning cases.

Chitrani Samaddar and Arti Jha dealt with Technology-Enabled Professional Learning. Dushani Rajaratnam and CS Shivananda investigated and explored the effectiveness of blended learning in the holistic development of Early-Years Foundation Stage students.

Anupriya Chellani, Arti Bhujbal, Nikita Vinayaka and Surabhi Agarwal experimented with inculcating a Growth Mindset through Technology-Integrated Learning. Rachna Gole and Shreya De studied how technology integration empowers Motivation and Self-regulated learning.

Sumitha Nair, Hannah Awayz, Vincy Devaiah and Rohini Nair described how the teachers self-regulated their learning and trained themselves to integrate technology into their regular classrooms. The technology-assisted learning for the Professional empowerment of teachers is the subject of study by Purnima Baruah and Jagriti Gautam.

We hope you will find this issue interesting and enriching.

Dr Mrityunjoy Kaibarta