

Editorial

Technology and Higher Education

The importance of technology in higher education has grown steadily in recent years. Classrooms, laboratories, and libraries now stretch far beyond physical spaces. Screens, software, and platforms shape how learning and teaching happen. This inaugural issue of the *Telangana Journal of Higher Education* focuses on this shift. The fourteen articles gathered here study different aspects of technology in education. The authors attend to tools such as artificial intelligence, mobile applications, and digital networks, but they also raise questions about ethics, inequality, and preparedness. The articles move between policy and practice, between possibility and difficulty. The aim is not to celebrate technology for its own sake, but to consider what it does and what it asks of teachers, students, and institutions.

In the opening article, V. Balakista Reddy begins by looking at how digital tools have entered Indian higher education over time. His article sets the stage through a historical account that moves from the post-independence period to the present. He discusses policy shifts, institutional responses, and the changes brought about by the Covid-19 pandemic. He draws attention to the unevenness of this growth, especially in training and access. His argument places technology at the centre of teaching, learning, and administration.

In the next article, A. Suryanarayana and Ramesh Kumar Miryala turn to how social media platforms are used in education. They write about the ways in which Facebook, X, and LinkedIn support peer learning, discussion, and access to academic content. They consider research models that have examined these dynamics, and they also raise concerns about distraction, data privacy, and digital competence.

In the following article, Chalamalla Venakateshwarlu takes forward the discussion by writing about how group learning plays out in digital spaces. He focuses on collaborative learning and outlines how classroom practices are shaped by group dynamics when supported by platforms and adaptive tools. Drawing on theories of learning and examples from Indian institutions, he discusses how such practices can support communication and participation.

The subsequent articles deal with various aspects of the use of technology in higher education, such as digital inequality, academic networking, the impact of accreditation, AI in mechanical engineering, future skills, tech ethics, mobile learning, institutional readiness, digital ethics, podcast learning, and AI in education. Beera Curie, for instance, writes about access and its limits. Her article examines how economic and geographical difference leads to uneven access to devices, networks, and digital literacy. She discusses how this gap affects students and teachers alike. She also brings in broader questions about equity and the pressures placed on institutions.

Priyanka Joshi and Dinesh Kumar continue the discussion on social media but turn attention to how these platforms support academic collaboration and global exchange. They discuss how students and teachers use social media platforms such as YouTube, LinkedIn, and Facebook for learning and networking. They also raise questions about misinformation and unequal access.

Pranav Kayande and Vijit Chaturvedi go into how accreditation standards influence teaching practices. They discuss how ICT tools—such as simulations and online assessments—are used in management education. Their study compares accredited

and non-accredited institutions and considers how evaluation processes shape classroom methods.

Gujjar Naga Malleswara Rao and Shaik Chand Mabhu Subhani focus on mechanical engineering. They explore how artificial intelligence and machine learning are now part of design, maintenance, and robotics. Their article links technology with engineering education and shows how data-driven tools are being used in core subject areas.

The question of what students need in a digital world is raised by Mohini Mohan Kumbhakar and Nagendra Kumar. They write about skills that are seen as important in the 21st century. Their article draws on national and international research and argues for changes in curriculum, teacher preparation, and industry engagement.

Sandeep Kumar draws attention to the ethical questions that technology raises. He writes about data practices, algorithmic bias, and academic honesty. He also probes the risks of surveillance and the use of social media in academic spaces. His article calls for care in how institutions think about digital tools.

Priya R Kulkarni, V. Madhusudhana Reddy, and Vundyala Neeraja attempt an analysis of how language learners use mobile applications. They study tools such as Duolingo and FluentU and consider how they help learners with vocabulary and grammar. They also discuss how such tools help lifelong learning and access to literacy.

Ch.A. Rajendra Prasad dwells on the readiness of Indian institutions to take up digital

learning. He explains how higher education has responded to technology and raises concerns about inequality and student support. His article places digital teaching within the wider history of education in the country.

V Temuzion Kumuja, Pedaveti Julia, and Roshan Jameer MD focus on the ethics of digital practice. They argue that technology must be used with care and attention to fairness. They stress the need for participation and leadership in making decisions about digital tools and teaching.

In the penultimate article, K. Bhaskar attempts a discussion on artificial intelligence in higher education. He presents cases of adaptive learning and data-driven decision-making. He also raises concerns about bias and access, and underscores the need for sound policy and infrastructure.

In the final article, Roshan Jameer MD, V Temuzion Kumuja, and Pedaveti Julia undertake an enquiry into podcasts. They study how audio learning supports student engagement and memory. Their article draws on survey data and interviews to show how students respond to this format.

This issue of the *Telangana Journal of Higher Education* brings together many voices. The articles speak of enthusiasm and caution, of promise and difficulty. They raise questions that matter to teachers, students, and institutions. They do not present technology as a cure for all problems. Instead, they offer careful thought and argument, and they open space for conversation at a time when change is constant.

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