HIGHER EDUCATION
MATTERS

magazine

A GATEWAY TO HIGHER LEARNING INITIATIVES

TOP 5
INSTITUTIONS IN
KIRF RANKING

Features of
INTEGRATED
TEACHER EDUCATION

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SPECIAL

UNLOCKING
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HIGHER EDUCATION MATTERS

KERALA STATE HIGHER EDUCATION COUNCIL PUBLICATION

A GATEWAY TO HIGHER LEARNING INITIATIVES

Our aim is to serve students, teachers, administrators and other stakeholders by providing valuable insights into the educational scenario, innovations in teaching and learning, policy changes, and career opportunities. Whether you're navigating the challenges of administration, teaching the next generation, preparing for your future career, or thinking of transforming your educational landscape, this magazine is your first hand information and expert perspectives for your journey.

Disclaimer

Curated Stories
Higher Education Matters Magazine prides itself on the educational content published in the magazine in print. We believe knowledge is power, which is why we work so hard to cover topics about local to global issues and initiatives pertaining to higher education. Throughout the magazine you may come across articles open to every reader irrespective of online or print editions. If you have any questions about the nature of the magazine, please reach out to us.

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Opening Note   Editor in Chief

Dear Readers,

Welcome to the second issue of Higher Education Matters!
In an era where change is the only constant, the landscape of higher education is evolving rapidly. Our commitment to providing insightful commentary and fostering meaningful dialogue remains steadfast, especially as Kerala navigates the complexities and opportunities within its education sector.

This edition shines a spotlight on the diverse scholarship opportunities available to students at all levels, empowering them to pursue their academic dreams without financial constraints. From initiatives by the Kerala State Higher Education Council to support from central and state governments, these scholarships are pivotal in making education accessible to all.

As technology reshapes the learning experience, tools like Moodle-based Learning Management Systems (LMS) are revolutionizing classrooms. Yet, challenges of accessibility and equity persist. We explore how institutions in Kerala are adopting these digital platforms and strategize on bridging the digital divide, ensuring no student is left behind. In this issue, we also delve into the transformative impact of AI in techno-pedagogy, the relevance of the credit system inspired by the Carnegie legacy, and the rise of outcome-based education.

The future of campus infrastructure, innovative funding models, and strategic partnerships are analysed to navigate financial constraints faced by students and institutions alike. Crucial discussions from the International Conclave on Next-Gen Higher Education and Draft Regulations 2025 by UGC and NCTE are also highlighted, alongside thought-provoking debates on the constitutional reach of UGC and Kerala's role in fostering a knowledge-driven economy. Your voice matters.

Join us in this transformative journey by sharing your feedback and insights. Together, let's shape an informed dialogue that paves the way for a brighter future in Kerala's higher education landscape. Happy Reading!

Warm regards,
Editor in Chief

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UPCOMING
EVENTS

Kairali Awards–Distribution Ceremony

26 March 2025 at Thirurvananthapuram

The Kairali Research Awards 2024 distribution ceremony will take place at 5:00 pm on March 26, 2025, at Symphony Hall, Mascot Hotel, Thiruvananthapuram. During the event, awards will be presented in several categories, including Kairali Global Lifetime Achievement, Lifetime Achievement, Gaveshana Puraskaram, and Gaveshaka Puraskaram. The Honourable Chief Minister of Kerala, Shri. Pinarayi Vijayan, will distribute the awards, while the Hon. Minister for Higher Education and Social Justice, Dr. R. Bindu, will preside over the function.

The Kairali Awards, instituted by the Government of Kerala, aim to recognize distinguished research scholars of Keralite origin, both in India and abroad. In addition, the awards support innovative research projects by offering grants of up to 25 lakhs to faculty members of academic and research institutions in the state. The awards are determined by a selection committee consisting of internationally renowned scholars. The Kerala State Higher Education Council serves as the secretariat for establishing these awards.

APAIE Conference and Exhibition 2025

24-28 March 2025 at Dwarka, New Delhi

The APAIE Conference and Exhibition 2025 will take place from March 24th to 28th at YASHOBHOOMI (India International Convention & Expo Centre) in Dwarka, New Delhi, India, marking APAIE's first event in India. This conference presents a unique opportunity to explore New Delhi's vibrant culture, rich history, and bustling markets, making it a memorable destination for international delegates.

Founded 20 years ago in Seoul, South Korea, with an initial gathering of 13 universities, APAIE has grown significantly. The first conference hosted 400 delegates, and now, for its 18th edition, over 2,500 delegates are expected to participate. This growth reflects APAIE's ongoing mission to connect international educators across the Asia Pacific region and bridge ties with the global community.

In 2025, APAIE introduces a renewed focus on sustainability, emphasizing its commitment to responsible global citizenship. Under the theme, "Cultivating Global Citizens for the Future: The Higher Education Imperative in the Asia Pacific and Beyond," the conference aims to inspire innovative ideas and collaborations.

O.P. Jindal Global University co-hosts this prestigious event, promising enriching experiences and valuable networking opportunities. APAIE 2025 is set to be a landmark event in international education, fostering cross-cultural understanding and global partnerships.

One Week Faculty Development Programme (FDP)

17-21 March 2025 at Thiruvananthapuram

As part of the curriculum enhancement initiatives, the Centre of Excellence for Teaching, Learning and Training (CETLT) and the Faculty Development Centre (FDC) of the Kerala State Higher Education Council organise One Week Faculty Development Programme (FDP) for the teachers of higher education institutions on curricular reforms & techno pedagogy during 17-21 March 2025. Registration Fee. Rs.1000/-only. Teachers from the colleges affiliated with the University of Kerala and university departments will be given preference for this FDP. The training will be held at Thiruvananthapuram.

INNOVATEX 2025 – Shaping AI Solutions

15-16, March 2025 at Thiruvananthapuram

INNOVATEX 2025, organized by Digital University Kerala, is a premier AI-focused hackathon designed to inspire innovation and creativity. It brings together students, tech enthusiasts, and professionals to collaboratively develop AI-driven solutions addressing real-world challenges. The event encourages rigorous problem-solving, networking, and knowledge sharing. Participants have the opportunity to showcase their skills, gain industry exposure, and contribute to the advancement of artificial intelligence and emerging technologies.

Conference on Kerala and the World Economy

10–11, March 2025 at Thiruvananthapuram

Organised by the Centre for Development Studies (CDS), Thiruvananthapuram, conference aims to explore contemporary issues related to Kerala's integration with the global economy. Topics of interest include migration, trade, inequality, health, public finance, industry, labor, informal economy, gender, agriculture, and public policy. Researchers and policymakers will discuss challenges and opportunities pertinent to Kerala's economic landscape.

2nd Global Conference on Decarbonizing India

(6–8 March 2025 at NIT Calicut

Hosted by NIT Calicut, this conference focuses on sustainable practices and technologies to reduce carbon emissions in India. It brings together experts from academia, industry, and government to discuss innovative solutions for a low-carbon future. The event includes an industrial conclave and sessions on sustainable development strategies

Cognizance 2025 at IIT Roorkee

21–23, March 2025 at IIT Roorkee

Cognizance is IIT Roorkee's annual technical festival, known for fostering innovation and collaboration. It features over 200 events, including technical competitions, workshops, exhibitions, and guest lectures by industry leaders. The event attracts students, professionals, and tech enthusiasts, creating a vibrant platform for knowledge exchange and technological advancements.

NEA Higher Education Conference

14-16 March 2025 at Philadelphia, USA

Organized by the National Education Association, this conference addresses educational policy, advocacy, and institutional governance. It brings together educators, administrators, and policymakers to discuss pressing issues in higher education, including equity, funding, and policy reform. It's crucial for driving policy dialogue and educational advancements.

Techkriti 2025 at IIT Kanpur

27-31 March 2025 at IIT Kanpur, UP

Techkriti is IIT Kanpur's annual international technical and entrepreneurial festival. It features competitions, workshops, exhibitions, and talks by renowned speakers, promoting innovation and entrepreneurship. The event attracts students, professionals, and tech enthusiasts from around the world, fostering collaboration and showcasing cutting-edge technology and research.

Hands-On-Training (Online Mode)

Moodle-Learning Management System (LMS)

The Kerala State Higher Education Council organises hands-on workshops on specific intervals on the topic '**MOODLE-based Learning Management System (LMS)'** in online mode for the faculty members of the higher education institutions in the state. **Heads of Institutions (Colleges & University Departments) can avail of this opportunity by sending the list of faculty members**

Workshop Topics:

- Optimizing Moodle for Effective Course Management and Resource Sharing
- Engaging Learning Experiences: Incorporating Assignments, Quizzes, and Interactive Tools
- Innovative Course Design: Pedagogical Approaches and the Use of Technology
- Enhancing Collaboration: Utilizing Wikis, Blogs, and Discussion Forums in Moodle
- Future Directions in Education: Leveraging Technology and Case Studies for Learning Improvement

www.kshec.kerala.gov.in

request can be sent to
msheckerala@gmail.com
call: 98465 89662 7561018708

Avail this hands-on training opportunity & free LMS

LEARNING MANAGEMENT SYSTEM (LMS)

Empowering Education through Technology: Kerala's Digital Learning Advancements through Let's Go Digital & Digicol schemes
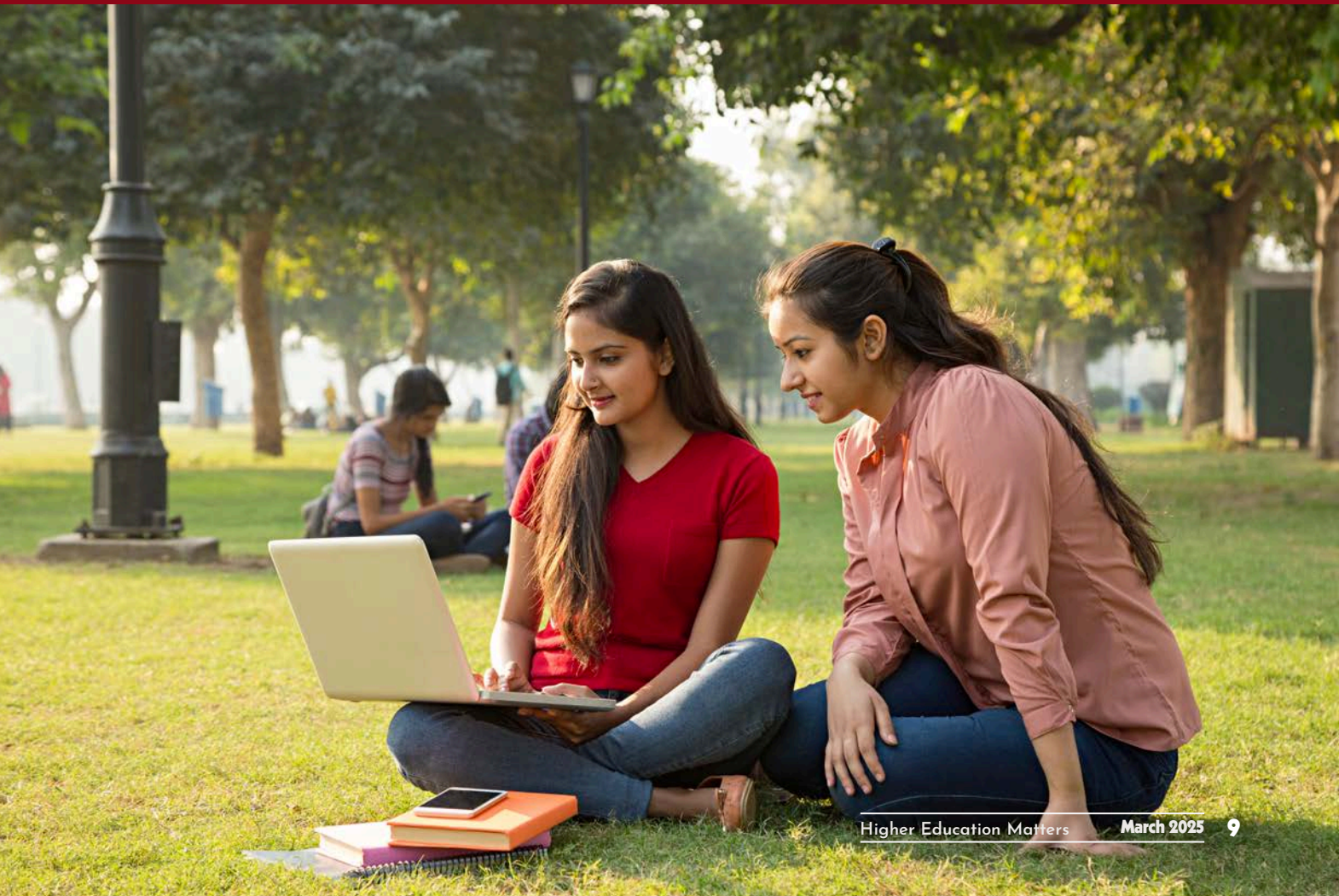
Introduction

A Learning Management System (LMS) is a software application that enables educational institutions and organizations to manage and deliver digital learning content, track student progress, and facilitate communication between learners and instructors. Among the various LMS platforms available, Moodle has gained widespread recognition and popularity worldwide, particularly due to its open-source nature. Moodle allows institutions to customize the platform according to their specific needs, making it an attractive option for schools, universities, and organizations looking for a flexible, cost-effective solution for digital education.

As an open-source LMS, Moodle offers numerous advantages, including free access to the software's core features, allowing institutions to modify and improve it according to their requirements. This flexibility has contributed significantly to its global adoption, with Moodle being used in more than 200 countries. Since it is an open-source model that encourages community-driven development, which results in continuous improvements and a wide variety of plugins and add-ons, further enhancing its capabilities.

Key features of Moodle include tools for creating and managing courses, delivering content through various formats (text, video, quizzes, etc.), and tracking learner progress through reports and analytics. Moodle also supports communication features like forums, messaging, and collaboration tools, fostering interaction between learners and instructors. Assessment tools, such as quizzes, assignments, and peer reviews, are integrated into the system, enabling educators to evaluate student performance effectively. Additionally, Moodle supports various learning formats, such as blended learning, online courses, and hybrid models, making it suitable for a variety of educational environments.

LMS in Education: Theoretical and Practical Significance

LMS platforms address key challenges in education, including accessibility, scalability, and personalized learning. Moodle, an open-source LMS, stands out for its adaptability, enabling institutions to customize courses, track analytics, and foster collaboration through forums and real-time tools. Studies highlight its efficacy in improving student outcomes by promoting asynchronous learning and instructor feedback.

Additionally, Moodle's ability to support diverse learning styles through multimedia content, quizzes, and interactive activities ensures an inclusive educational environment. The system also enhances engagement by providing students with a centralized location for learning materials, assignments, and assessments, reducing administrative burdens. From a practical standpoint, Moodle's ease of integration with other educational tools and its extensive community support contribute to its widespread adoption across different educational levels. Its flexibility enables institutions to cater to varying educational needs, fostering a more personalized and dynamic learning experience for both educators and learners, ultimately improving overall educational quality and accessibility.

Kerala's adoption of Moodle aligns with global trends, where institutions prioritize platforms that balance functionality with cost-effectiveness. Moodle's global popularity can be attributed to its ease of use, scalability, and the ability to adapt to different teaching and learning styles. Its widespread adoption continues to grow as more institutions embrace digital education and hybrid learning models.

Key features of Moodle include tools for creating and managing courses, delivering content through various formats (text, video, quizzes, etc.), and tracking learner progress through reports and analytics.
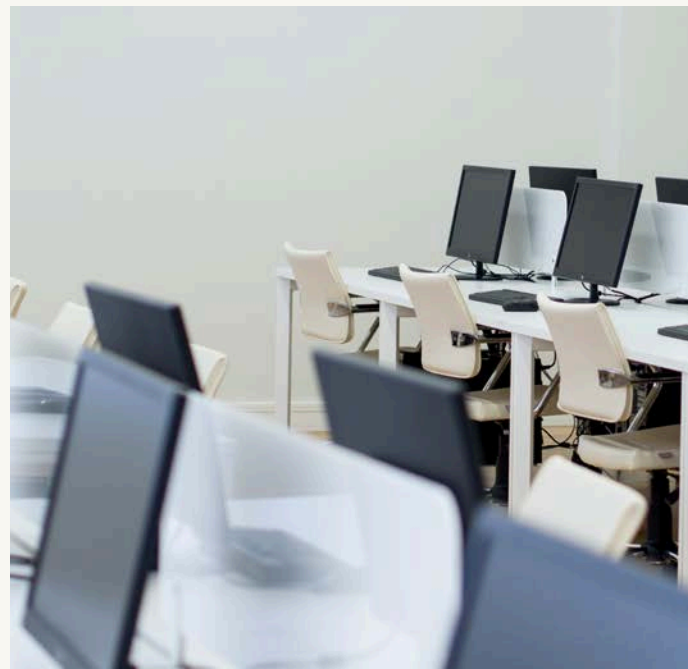
DIGICOL & Let's Go Digital Schemes: Future Directions of Digital Enablement by Institutions in Kerala

Particularly in India, Kerala has emerged as a leader in using LMS to democratize education through initiatives like Let's Go Digital and Digicol. This article explores Kerala's strategic adoption of Moodle-based LMS, its training frameworks, and the broader implications for digital education.

Let's Go Digital Initiative
In 2022, the Kerala State Higher Education Council (KSHEC) launched Let's Go Digital, a statewide training programme for the digital enablement of higher education institutions. It mainly focused in equipping the teaching faculty across the higehr education institutions in the state with LMS competencies. Partnering with the Digital University of Kerala (DUK), the initiative emphasizes structured, tiered training:

- Basic Training: Course creation, content upload, and assessment tools.
- Advanced Modules: Site administration, user role management, and SCORM integration.
- Technical Support: Server configuration and troubleshooting.

This phased approach guarantees scalability by catering to the diverse skill levels of educators. Two training models have been implemented: one offers institutional training for the entire faculty of an institution, while the other provides general training open to faculty members from any institution.

The Kerala State Higher Education Council (KSHEC), in collaboration with the Digital University of Kerala (DUK), has launched the DIGICOL initiative to digitally empower higher education institutions across the state under the banner of Let's Go Digital. This project aims to enhance the digital capabilities of faculty members and institutions through comprehensive training programmes and infrastructure development. So far, the initiative has made significant strides, training over 6,000 faculty members from universities and colleges in Moodle LMS, digital pedagogy, and outcome-based course framing.

Did you know?

Kerala has 1,524 affiliated colleges, comprising 150 government colleges, 710 private-aided colleges, and 664 private-unaided colleges as per Econmic review 2024

The entire faculty of 110 colleges has undergone institutional training, and a dedicated digital platform, DIGICOL, has been developed to support colleges in their digital transformation. Server space has been provided to 23 colleges at DUK, enabling them to offer Moodle LMS services, while training programmes have included e-content development, hybrid learning strategies, and post-training technical support to ensure a smooth transition to digital education. Additionally, students have been familiarized with Moodle LMS, paving the way for a more tech-savvy learning environment.

Looking ahead, the DIGICOL project has ambitious plans to expand the Moodle LMS platform to 500 colleges across Kerala and integrate additional global platforms like Coursera, edX, Udacity, Future Learn, and Canvas to diversify learning resources. The initiative also aims to incorporate Virtual Labs from MHRD, Merlot, Siemens, and other providers to enhance practical learning. By completing training for 500 colleges, the project will focus on promoting blended learning, flipped classrooms, and online teaching-learning evaluation, while working to bridge the digital divide and ensure equitable access to digital resources. Furthermore, the integration of AI-driven pedagogy and instructional strategies will modernize teaching methods, ensuring that Kerala's higher education system remains at the forefront of innovation.

DIGICOL is a transformative movement aimed at equipping Kerala's higher education institutions with the tools and skills needed to thrive in the digital age. By fostering collaboration between KSHEC and DUK, the initiative is setting a benchmark for digital enablement in education, ensuring that both faculty and students are prepared for the future of learning. With its focus on innovation, inclusivity, and excellence, DIGICOL is poised to revolutionize higher education in Kerala, making it a model for other states to emulate.

SCHOLARSHIPS
Unlocking Opportunities:

A Comprehensive Guide to Scholarships available for Undergraduate and Post-Graduate studies

A wide array of scholarship schemes are designed to support students pursuing higher education in India and specifically in the State of Kerala. These scholarships cater to diverse needs, including merit-based, need-based, minority, and special category scholarships, ensuring that financial constraints do not hinder academic aspirations. From national initiatives like the Central Sector Scheme of Scholarships to state-specific programmes like the Kerala State Higher Education Council (KSHEC) Scholarship, students have access to numerous opportunities. This article provides a comprehensive overview of the various scholarship schemes available, detailing eligibility criteria, application processes, and benefits, empowering students to make informed decisions about funding their educational journey.
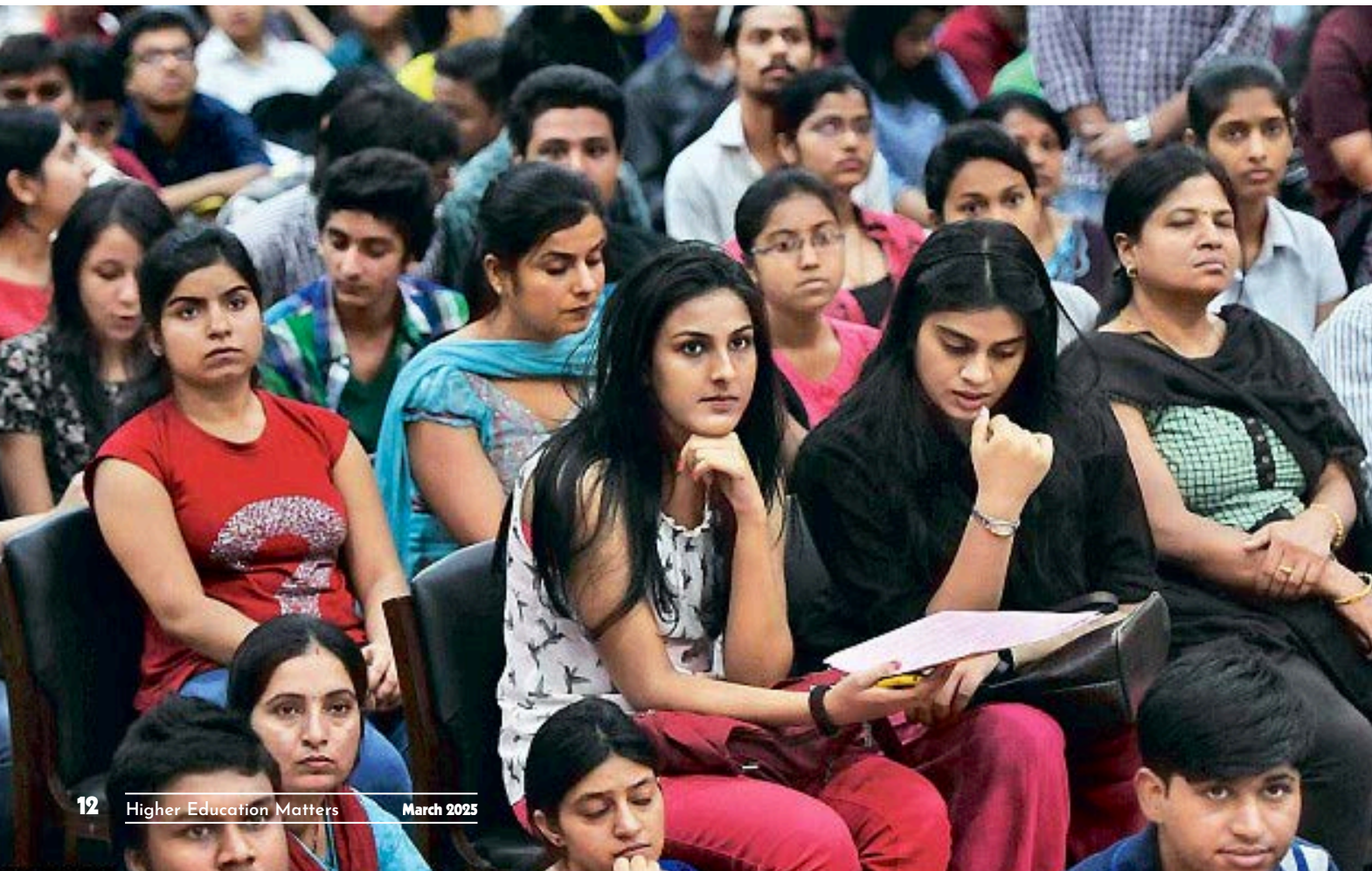
Central Sector Scheme of Scholarships for College and University Students

This merit-based scholarship is awarded to students who have secured a position in the top 20% of their Class 12 board exams. It provides financial assistance for undergraduate and postgraduate studies.

- Eligibility: Students with family income below ₹8 lakh/year and top 20% rank in Class 12.
- Value: ₹10,000 to ₹20,000 per year (depending on the course and level of study).
- Application Period: Opens in August and closes in October.
- Website: https://scholarships.gov.in

Post Matric Scholarship for SC/ST Students

This scholarship aims to reduce the financial burden on SC/ST students pursuing post-matriculation studies (Class 11 to PhD). It covers tuition fees, maintenance allowance, and other academic expenses. The scheme is implemented by the Ministry of Social Justice and Empowerment.

- Eligibility: SC/ST students with family income below ₹2.5 lakh/year.
- Value: Up to ₹1,200 to ₹1,500 per month (maintenance allowance) + tuition fees.
- Application Period: Opens in August and closes in November.
- Website: https://socialjustice.gov.in

INSPIRE SHE Scholarship

This scholarship is awarded to top-performing students pursuing studies in natural and basic sciences across India.
Value: ₹80,000 per year, plus a mentorship grant.
Eligibility: Students with top ranks in Class XII, JEE, NEET, or those recognized in KVPY/NTSE.
Application Period: Announced annually.
Website: https://online-inspire.gov.in
The scholarship provides financial aid for both general students and those enrolled in aided/self-financing institutions:

1. For Regular Degree Programs
   - First Year: ₹12,000
   - Second Year: ₹18,000
   - Third Year: ₹24,000
2. For Aided/Self-Financing Institutions
   - First Year: ₹40,000
   - Second Year: ₹50,000
   - Third Year: ₹60,000

AICTE Scholarship Schemes

The All India Council for Technical Education (AICTE) offers various scholarships for students pursuing technical education, including engineering, pharmacy, and architecture. Schemes include the Pragati Scholarship for girls and the Saksham Scholarship for differently-abled students.

- Eligibility: Based on merit and family income.
- Value: ₹30,000 to ₹50,000 per year (depending on the scheme).
- Application Period: Opens in August and closes in October.
- Website: https://www.aicte-india.org

Merit Cum Means Scholarship for Professional and Technical Courses (Minorities)

This scholarship is designed for students from minority communities (Muslims, Christians, Sikhs, Buddhists, Jains, Parsis) pursuing professional and technical courses like engineering, medicine, and management. It covers tuition fees and provides a maintenance allowance.

- Value: Full tuition fee reimbursement + ₹10,000 to ₹20,000 per year (maintenance allowance).
- Eligibility: Family income below ₹2.5 lakh/year.
- Application Period: Opens in August and closes in October.
- Website: https://minorityaffairs.gov.in

Prime Minister's Scholarship Scheme (PMSS)

This scheme provides scholarships to the wards of armed forces personnel (including paramilitary forces) who are pursuing professional courses like engineering, medicine, and management.

- Value: ₹2,500 to ₹3,000 per month (depending on the course).
- Eligibility: Family income below ₹6 lakh/year.
- Application Period: Opens in August and closes in October.
- Website: https://www.ksb.gov.in

The information provided in this article regarding available scholarships for undergraduate students is intended for general reference only. While we strive to ensure accuracy, some details may be outdated or subject to change. Readers are strongly advised to verify the latest updates by referring to the concerned pages or visiting the official websites of the respective scholarship providers for exact details and further information

UGC Scholarship

The University Grants Commission (UGC) offers various scholarships for undergraduate and postgraduate students, including the National Fellowship for SC/ST students pursuing MPhil and PhD. These schemes aim to promote higher education among marginalized communities.

Post-Matric Scholarships for Minorities

The UGC offers scholarships for undergraduate and postgraduate students from minority communities (Muslims, Sikhs, Christians, Buddhists, Parsis, and Jains). This scholarship aims to promote higher education among minority students.
Value: Varies based on the course and institution.
Eligibility: Students from minority communities pursuing undergraduate studies, with a family income of less than ₹2.5 lakhs per year.
Application Period: Typically from July to October (varies annually).
Website: https://scholarships.gov.in

National Merit Scholarships

This scholarship scheme aims to reward students with excellent academic records in their undergraduate studies and encourage them to continue their education.
Value: Varies depending on merit and institution (scholarships range from ₹10,000 to ₹50,000).
Eligibility: Students with high marks in their previous qualifying exams (merit-based), enrolled in undergraduate courses.
Application Period: Typically July to September.
Website: https://www.ugc.gov.in

National Merit Scholarships

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Value: Varies depending on merit and institution (scholarships range from ₹10,000 to ₹50,000).
Eligibility: Students with high marks in their previous qualifying exams (merit-based), enrolled in undergraduate courses.
Application Period: Typically July to September.
Website: https://www.ugc.gov.in

PG Scholarships for University Rank Holders

This scholarship is available to students who are transitioning from undergraduate to postgraduate studies and have ranked highly in their undergraduate exams.
Value: ₹5,000 per month for a maximum of two years.
Eligibility: University rank holders (1st, 2nd, or 3rd) in undergraduate exams.
Application Period: Generally from August to October.
Website: https://www.ugc.gov.in

In India, several private philanthropic organizations and foundations provide scholarships for undergraduate (UG) students. These scholarships are designed to support talented students, particularly those from disadvantaged backgrounds, to pursue their higher education. Here are some notable private philanthropic scholarships for UG programs:

Aditya Birla Group Scholarships

This merit-based scholarship is awarded to undergraduate and postgraduate students with exceptional academic records. It aims to support students in achieving their educational goals and contributing to society. The scholarship is part of the Aditya Birla Group's commitment to education and nation-building.

- Value: ₹60,000 to ₹1.5 lakh per year.
- Eligibility: Students with outstanding academic performance.
- Application Period: June to August.
- Website: https://www.adityabirlascholars.net

L'Oréal India For Young Women in Science Scholarship

This scholarship supports young women pursuing science-related undergraduate and postgraduate courses in India. It aims to encourage women to pursue careers in STEM fields and provides financial assistance and mentorship. The scholarship is part of L'Oréal's global commitment to empowering women in science.

- Value: ₹2.5 lakh per year.
- Eligibility: Female students with a strong academic record in science.
- Application Period: September to November.
- Website: https://www.loreal.com

The Ministry of Minority Affairs offers several scholarship schemes to support students from minority communities. The Pre-Matric Scholarship Scheme assists students from Class 1 to 10, helping with academic expenses. The Post-Matric Scholarship Scheme provides financial aid for students pursuing undergraduate, postgraduate, and diploma courses. The Merit-cum-Means Scholarship for Professional and Technical Courses targets students enrolled in professional and technical programs, covering tuition and other costs. These schemes aim to reduce financial barriers and promote higher education among minority communities in India.

Reliance Foundation Scholarships

Reliance Foundation offers scholarships to undergraduate and postgraduate students in various fields, including engineering, medicine, and arts. The scholarship is awarded based on merit and financial need. It aims to empower students to achieve their academic and professional aspirations.

- Value: ₹2 lakh to ₹6 lakh per year.
- Eligibility: Based on merit and financial need.
- Application Period: August to October.
- Website: https://www.reliancefoundation.org

Google India Scholarship for Indian students

Google offers scholarships to students pursuing computer science and related fields in India. The programme aims to support the next generation of tech leaders and innovators. It includes mentorship opportunities and access to Google's learning resources.

- Value: ₹1 lakh to ₹2 lakh per year.
- Eligibility: Based on merit and financial need.
- Application Period: January to March.
- Website: https://www.google.com

Dr. Ambedkar Scholarship Scheme for SC Students

This Scholarship Scheme is a government initiative aimed at providing financial assistance to SC (Scheduled Caste) students pursuing higher education. The scholarship covers tuition fees, maintenance allowance, and other academic expenses to ensure that financial constraints do not hinder the education of SC students. It is part of the government's efforts to promote social equity and empower marginalized communities through education.

- Value: Maintenance Allowance: ₹1,200 to ₹1,500 per month (depending on the course level). Tuition Fees: Fully covered (up to ₹2 lakh per year). Additional Allowances: For books, travel, and other academic expenses.
- Eligibility: SC students enrolled in post-matriculation courses (Class 11 to PhD). Family income below ₹2.5 lakh per year. Admission to a recognized educational institution in India.
- Application Period: Opens in August and closes in November.
- Website: https://socialjustice.gov.in

Scholarships for Study Abroad

Tata Scholarship (Cornell University)

The Tata Scholarship provides financial aid to Indian students pursuing undergraduate studies at Cornell University, USA. It covers tuition fees and living expenses, ensuring that talented students can access world-class education. The scholarship is part of the Tata Education and Development Trust's commitment to supporting Indian students.
- Value: Covers full tuition fees + living expenses.
- Eligibility: Indian nationals with financial need.
- Application Period: Opens in November and closes in January.
- Website: https://admissions.cornell.edu

Fulbright-Nehru Master's Fellowships

This prestigious fellowship supports Indian students pursuing Master's degrees in the USA. It covers tuition fees, airfare, and living expenses. The fellowship aims to foster mutual understanding between India and the USA through academic and cultural exchange
- Value: Full tuition + living stipend + airfare.
- Eligibility: Graduates with a strong academic record.
- Application Period: April to July.
- Website: https://www.usief.org.in

K.C. Mahindra Scholarships for PG Studies Abroad

This scholarship provides interest-free loans to Indian students pursuing postgraduate studies abroad. It is awarded to students with a strong academic record and leadership potential. The scholarship aims to support students in achieving their academic and professional goals.
- Value: Up to ₹8 lakh (interest-free loan).
- Eligibility: Indian nationals with admission to a recognized foreign university.
- Application Period: January to March.
- Website: https://www.kcmet.org

JN Tata Endowment Loan Scholarship

The JN Tata Endowment provides loans to Indian students pursuing higher education abroad. The loan covers tuition fees, living expenses, and travel costs. It is awarded based on academic merit and financial need.
- Value: Up to ₹10 lakh.
- Eligibility: Indian nationals with a strong academic record.
- Application Period: January to March.
- Website: https://www.dorabjitatatrust.org

Commonwealth Scholarships

These scholarships are awarded to Indian students for Master's and PhD programmes in the UK. They cover tuition fees, airfare, and living expenses. The scholarships aim to promote international collaboration and support students in achieving academic excellence.
- Value: Full tuition fees + airfare + living expenses.
- Eligibility: Indian nationals with a strong academic record.
- Application Period: August to October.
- Website: https://cscuk.fcdo.gov.uk

Erasmus+ Scholarships

Erasmus+ offers scholarships for Indian students to study in European universities. The programme promotes international collaboration and provides financial support for tuition fees and living expenses. It aims to enhance the quality of higher education and foster cultural exchange.
- Value: Tuition fees + living expenses + travel costs.
- Eligibility: Based on merit and course requirements.
- Application Period: October to January.
- Website: https://ec.europa.eu

Narotam Sekhsaria Scholarship

This scholarship supports postgraduate students pursuing studies abroad. It provides financial assistance for tuition fees and living expenses. The scholarship is awarded based on academic merit and leadership potential.
- Value: Up to ₹20 lakh.
- Eligibility: Indian nationals with a strong academic record.
- Application Period: January to March.
- Website: https://www.nsscholarship.net

Scholarships for International Students in India

Jawaharlal Nehru Scholarship for International Students

The Jawaharlal Nehru Scholarship for International Students is a prestigious scholarship offered by the Indian Council for Cultural Relations (ICCR) to students from developing countries. It aims to promote cultural exchange and strengthen India's ties with other nations by providing opportunities for international students to pursue postgraduate, and PhD programmes in Indian universities. The scholarship covers a wide range of disciplines, including arts, science, engineering, and management.

- Value: Tuition Fees: Fully covered. Monthly Stipend: Undergraduate: ₹18,000 per month. Postgraduate: ₹20,000 per month. PhD: ₹24,000 per month. Accommodation: Free hostel accommodation or housing allowance. Other Benefits: Airfare, medical insurance, and contingency allowance.
- Eligibility: Applicants must be nationals of ICCR partner countries. Strong academic record and proficiency in English.
- Age limit: Undergraduate: Below 30 years. Postgraduate: Below 35 years. PhD: Below 45 years. Admission to a recognized Indian university.
- Application Period: Opens in January and closes in April.
- Website: www.jnmf.in/saform.html

Indian Council for Cultural Relations (ICCR) Scholarships

ICCR offers various scholarships for international students to pursue undergraduate, postgraduate, and PhD programmes in India. These scholarships aim to promote cultural exchange and strengthen India's global ties. Programs include the General Scholarship Scheme (GSS), Ayush Scholarship, and ITEC/SCAAP Scholarships.

- Value: Tuition fees, accommodation, and monthly stipend (₹18,000 to ₹25,000 depending on the level of study). Airfare and medical insurance.
- Eligibility: Applicants from ICCR partner countries. Strong academic record and English proficiency. Age limits apply (varies by program).
- Application Period: January to April.
- Website: https://cscuk.fcdo.gov.uk

Study in India (SII) Scholarship

The Study in India initiative, launched by the Government of India, offers scholarships to international students to pursue undergraduate and postgraduate programmes in top Indian institutions. The programme aims to position India as a global education hub.

- Value: Tuition fees waiver (up to 100%). Hostel fees waiver (up to 50%). Monthly stipend (₹5,000 to ₹7,500).
- Eligibility: Applicants from select countries (Asia, Africa, CIS, and Middle East). Minimum academic scores as per university requirements.
- Application Period: February to April.
- Website: https://studyinindia.gov.in

Commonwealth Scholarship and Fellowship Plan (CSFP)

This scholarship is for students from Commonwealth countries to pursue Master's and PhD programmes in India. It is funded by the Government of India and aims to promote academic collaboration among Commonwealth nations.

- Value: Tuition fees, accommodation, and monthly stipend. Airfare and medical insurance.
- Eligibility: Citizens of Commonwealth countries. Strong academic record and English proficiency.
- Application Period: Varies by country (usually August to October).
- Website: www.jnmf.in/saform.html

The Commonwealth Scholarship Commission in the UK (CSC) provides the UK government's scholarship scheme led by international development objectives. It supports the co-creation of research, innovation, and solutions to enact sustainable development priorities across the Commonwealth and beyond.

SAARC Scholarship Scheme

This scholarship is for students from SAARC countries (Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, Pakistan, and Sri Lanka) to pursue undergraduate and postgraduate programmes in India. It aims to promote regional cooperation and cultural exchange.

- Value: Tuition fees, accommodation, and monthly stipend. Airfare and medical insurance.
- Eligibility: Citizens of SAARC countries. Strong academic record and English proficiency.
- Application Period: Varies by country (usually June to August).
- Website: https://www.education.gov.in

This scholarship programme focus on India's Neighbourhood First' policy and India's aim to create mutually beneficial cooperation. To contribute in the human resource development and nation building of Nepal, around 1500 scholarships/seats are provided every year to Nepalese Nationals by the Government of India. Since 2006 alone, India's scholarship programmes in Nepal has benefitted more than 27,000 students. It not only funds students studying in India, but also covers students who are studying in schools/colleges in Nepal.

India's goal to enroll 500,000 foreign students by 2047, positioning the country as a global education hub. 'Study in India' initiative aims to increase the number of international students by offering scholarships and creating a more welcoming environment

Nalanda University Scholarships

Nalanda University offers scholarships to international students for Master's and PhD programmes in areas like historical studies, environmental studies, and Buddhist studies. The university aims to revive the ancient seat of learning and promote global academic collaboration.

- Value: Tuition fees waiver. Monthly stipend (₹10,000 to ₹15,000). Accommodation and travel allowance.
- Eligibility: Strong academic record and English proficiency. Admission to Nalanda University.
- Application Period: January to March.
- Website: https://www.nalandauniv.edu.in

Indian Technical and Economic Cooperation (ITEC) Program

ITEC offers scholarships to students from developing countries for short-term and long-term courses in India. The programme covers areas like IT, management, and technical training. It is funded by the Ministry of External Affairs, Government of India.

- Value: Tuition fees, accommodation, and monthly stipend. Airfare and medical insurance.
- Eligibility: Applicants from ITEC partner countries. Strong academic record and English proficiency.
- Website: https://www.tatatrusts.org

Tata Scholarship for International Students

The Tata Scholarship is offered to international students from select countries to pursue undergraduate and postgraduate programmes in India. It is funded by the Tata Trusts and aims to support talented students from developing nations.

Value: Tuition fees, accommodation, and monthly stipend. Travel and medical insurance.
Eligibility: Applicants from select developing countries. Strong academic record and English proficiency.
Application Period: Varies by programme (usually January to March).
Website: https://www.tatatrusts.org

Kerala state government has launched the "Study in Kerala" program, aiming to host short-term foreign students in select institutions by offering innovative programs on globally relevant topics, complemented by cultural immersion experiences

AYUSH Scholarship for Foreign Students

This scholarship is for international students to pursue undergraduate, postgraduate, and PhD programmes in Ayurveda, Yoga, Unani, Siddha, and Homeopathy (AYUSH) in India. It is offered by the Ministry of AYUSH in collaboration with ICCR.

- Value: Tuition fees, accommodation, and monthly stipend. Airfare and medical insurance.
- Eligibility: Applicants from ICCR partner countries. Strong academic record and English proficiency.
- Application Period: January to April.
- Website: www.a2ascholarships.iccr.gov.in

Government of India through Indian Council for Cultural Relations (ICCR) offers scholarships to foreign nationals to pursue various Ayurveda, Yoga, Unani, Siddha and Homoeopathy (AYUSH) courses in India. Acceptance of AYUSH at international level has resulted in growing demand from foreign students to study in Indian Institutions. The Ministry of AYUSH under its 'International Fellowship Programme' extends financial support to the eligible foreign nationals for undertaking AYUSH degree courses in premier Institutes in India. The courses being offered include UG and PG in Ayurveda, Unani, Siddha & Homoeopathy, B.Sc in Yoga, BA (Yoga Shastra), Ph.D in Yoga and Ph.D in Ayurveda.

Fulbright-Nehru Master's Fellowships for Indian Institutions

This fellowship is for international students to pursue Master's programmes in select Indian institutions. It is funded by the US-India Educational Foundation (USIEF) and aims to promote academic exchange between India and the USA.

Erasmus+ Scholarships for India

Erasmus+ offers scholarships for international students to study in Indian universities as part of exchange programs. It promotes academic collaboration between India and European countries.

- Value: Tuition fees, accommodation, and monthly stipend. Travel and medical insurance.
- Eligibility: Applicants from Erasmus+ partner countries. Strong academic record and English proficiency.
- Application Period: October to January.
- Website: https://ec.europa.eu

As report says, In 2024, 146 Indian students (75 females and 71 males) received the Erasmus Mundus Scholarship, making India one of the top recipients. Since 2004, over 2,000 Indian students have benefited from the program, with more than 6,000 Erasmus+ scholarships awarded overall.

> The Fulbright-Nehru grants provide exceptional opportunities for Indian students and scholars. Indian students can pursue master's degrees at U.S. institutions with funding support that covers tuition, living expenses, and other essentials. Ph.D. candidates enrolled at Indian universities can conduct a portion of their research in the U.S., benefiting from advanced resources and mentorship

- Value: Tuition fees, accommodation, and monthly stipend. Airfare and medical insurance.
- Eligibility: Applicants from select countries. Strong academic record and English proficiency.
- Application Period: April to July.
- Website: https://www.usief.org.in

Music Fine Arts Scholarship

This Kerala government scholarship supports students pursuing undergraduate or postgraduate education in music, fine arts, or performing arts.
- Value: Financial assistance to cover tuition fees and other related expenses.
- Eligibility: Students enrolled in music or fine arts courses at recognized institutions.
- Application Period: Typically announced during the academic year.
- Website:
  http://www.dcescholarship.kerala.gov.in

Blind/Physically Handicapped Scholarship (BPHFC)

This Kerala government scholarship supports blind, deaf, and physically challenged students pursuing undergraduate education.
- Value: Monthly financial assistance is provided, along with a full course fee waiver.
- Eligibility: Applicants must have certified disabilities.
- Application Period: November to December.
- Website:
  http://www.dcescholarship.kerala.gov.in

Sanskrit Scholarship

This Kerala government scholarship supports students pursuing a degree in Sanskrit or related studies.
- Value: Financial assistance for tuition fees and academic-related expenses.
- Eligibility: Students enrolled in undergraduate or postgraduate Sanskrit courses.
- Application Period: Announced annually.
- Website:
  http://www.dcescholarship.kerala.gov.in

Muslim Nadar Girls Scholarship

This scholarship is for Muslim Nadar girls in Kerala who wish to pursue higher education.
- Value: Financial support for tuition fees and other academic expenses.
- Eligibility: Female students from the Muslim Nadar community pursuing undergraduate or postgraduate education.
- Application Period: Announced yearly.
- Website:
  http://www.dcescholarship.kerala.gov.in

Hindi Scholarship

This Kerala government scholarship supports students pursuing studies in Hindi language and literature.
- Value: Financial assistance for tuition fees and academic-related costs.
- Eligibility: Students enrolled in Hindi courses at undergraduate or postgraduate levels.
- Application Period: Announced annually.
- Website:
  http://www.dcescholarship.kerala.gov.in

Merit Scholarship to the Children of School Teachers

This scholarship is offered to the children of school teachers to encourage their higher education.
- Value: Financial assistance for tuition fees and academic-related expenses.
- Eligibility: Children of government school teachers in Kerala.
- Application Period: Annually during the academic session.
- Website:
  http://www.dcescholarship.kerala.gov.in

District Merit Scholarship

This scholarship is provided to students based on their performance in district-level examinations.
- Value: Financial assistance for educational expenses.
- Eligibility: Students securing high ranks in district-level examinations.
- Application Period: Typically announced after the results.
- Website:
  http://www.dcescholarship.kerala.gov.in

United Nation's Sustainable Development Goal 4 (SDG 4) aims to ensure inclusive and equitable quality education for all. Target 4.b specifically seeks to expand the number of scholarships available to developing countries, particularly for enrollment in higher education programs

UG Scholarships provided by Government of Kerala

In Kerala, there are several scholarships available for undergraduate students to support their education. These scholarships are aimed at various categories of students based on their merit, financial background, and other criteria.

E-Grantz Scholarship

Managed by the SC/ST department of Kerala, this scholarship provides financial assistance to undergraduate students from OBC, KPCR, SC/ST, and OEC categories studying in government and aided institutions.

- Value: The scholarship includes a tuition fee waiver and maintenance allowance.
- Eligibility: OBC and KPCR candidates must have an annual family income below ₹1 lakh. There is no income limit for SC/ST and OEC students.
- Application Period: Open throughout the year.
- Website: https://egrantz.kerala.gov.in

Suvarna Jubilee Merit Scholarship

This Kerala government scholarship is intended for students from BPL families who have excelled academically in their qualifying exams.

- Value: Students receive ₹10,000 per year.
- Eligibility: The scholarship is open to first-year undergraduate and postgraduate students with a minimum of 50% marks in qualifying exams.
- Application Period: November to December.
- Website:www.dcescholarship.kerala.gov.in

Did you know?

In India, female literacy rates have surged from 8.6% in 1951 to over 77% in 2023, showcasing significant progress in gender equality in education

C.H. Muhammed Koya Muslim Girls Scholarship

This scholarship supports Muslim, Latin, and converted Christian female students admitted under the merit quota in undergraduate or postgraduate programs.

- Value: Undergraduate students receive ₹4,000 per year.
- Eligibility: Female students must have secured at least 50% in their qualifying exams, with an annual family income below ₹6 lakh.
- Application Period: November to December.
- Website: www.dcescholarship.kerala.gov.in

Post Matric Scholarship

Offered by the Central Government, this scholarship is for minority students pursuing undergraduate, postgraduate, MPhil, or PhD courses.

- Value: It covers course fees, maintenance allowances, and other education-related expenses.
- Eligibility: Applicants must be from Muslim or Christian minority communities, with an annual family income below ₹2 lakh and a minimum of 50% marks in their previous exams.
- Application Period: July to August.
- Website: https://scholarships.gov.in

Snehapoorvam Scholarship

This Kerala government initiative supports orphans or students who lost one parent and are facing financial constraints.

- Value: Monthly financial assistance is provided based on the level of education.
- Eligibility: The scholarship is available to orphans or students with deceased parent(s) enrolled in government or aided institutions.
- Application Period: Ongoing.
- Website:www.socialsecuritymission.gov.in

Fisheries Scholarship

This scholarship is provided by the Kerala government for children of registered fishermen pursuing higher education.

- Value: Undergraduate students receive ₹950 along with full course fees and additional allowances.
- Eligibility: Applicants must be dependents of registered fishermen in Kerala.
- Application Period: Ongoing.
- Website: http://www.fisheries.kerala.gov.in

State Merit Scholarship

This scholarship is awarded to top-performing students in the state of Kerala.

- Value: Financial assistance for tuition fees and academic-related expenses.
- Eligibility: Students with top ranks in state-level examinations.
- Application Period: Announced annually after the examination results.
- Website: http://www.dcescholarship.kerala.gov.in

State Scholarship Portal

The Department of Collegiate Education (DCE) in Kerala has launched an online scholarship portal to provide financial aid to students across the state. This initiative aims to streamline the scholarship application and disbursement processes, making financial assistance accessible and efficient. The DCE Kerala Scholarship Portal allows students to apply for various scholarships, track their application status, and receive disbursements directly into their bank accounts.

The portal offers a wide range of scholarships for students from economically disadvantaged backgrounds, as well as those excelling academically. Scholarships are available for both pre-matric (for school students) and post-matric (for higher education students). Special provisions are made for SC/ST, minority communities, and differently-abled students. Additionally, the portal provides a simple renewal process, ensuring continued support for eligible students each year.

The Kerala government aims to bridge the gap between talented students and their educational opportunities by eliminating financial barriers. Through transparent, quick, and efficient financial assistance, the DCE Kerala Scholarship Portal empowers the youth of Kerala, fostering educational growth and development.

How to Access the DCE Kerala Scholarship Portal:

1. Visit the Official Portal: Go to the DCE Kerala Scholarship Portal website at https://www.dcescholarship.kerala.gov.in
2. Register an Account: Click on "New User" or "Register" and provide personal, academic, and category details.
3. Apply for Scholarships: After registration, log in, complete the application for eligible scholarships, and submit the form.
4. Track the Application: Monitor your application status through the portal.
5. Receive Scholarship: Upon approval, the scholarship amount is transferred directly to your bank account.

National Scholarship Portal

The National Scholarship Portal (NSP), launched by the Government of India, serves as a unified platform for students to access and apply for scholarships offered by central and state governments. Its primary goal is to streamline the scholarship process, making it more transparent and accessible to students across the country.

Key Features:

- Unified Platform: NSP consolidates various scholarships from different government departments and ministries, simplifying the process for students to apply for multiple schemes at once.
- Eligibility-based Applications: The portal provides detailed eligibility criteria for each scholarship, helping students determine which ones they qualify for based on factors like academic performance, category (SC/ST/OBC), and family income.
- Simple Application Process: Students can easily create an account, apply for scholarships, and track their applications online. This process is designed to be user-friendly and accessible to students from all regions.
- Various Scholarship Categories: NSP offers Pre-Matric Scholarships for students in classes 1-10, Post-Matric Scholarships for those pursuing higher education, and special scholarships for SC/ST/OBC, Minority Communities, and Differently-abled Students.
- Renewal Process: The portal allows students to renew their scholarships for subsequent years if they meet the criteria, ensuring continued financial support.
- Timely Disbursement: Once approved, scholarships are directly transferred to the student's bank account, ensuring prompt delivery of funds.
- Application Tracking: Students can monitor their application status in real time through the portal.

How to Access the NSP: To access the NSP, students can visit the official website at https://scholarships.gov.in/, create an account, and complete the application process for the desired scholarship. They can also track their applications and renew scholarships if applicable.

Kerala State Higher Education Council (KSHEC) Scholarship

Kerala Higher Education Scholarship Scheme: Empowering Meritorious Students in Non-Professional Courses Across the State

The idea of awarding scholarships to meritorious students for higher education emerged as a natural extension of the Kerala State Higher Education Council's (KSHEC) core motto: to foster equity and excellence in the higher education sector. Established under Act 22 of 2007, KSHEC was tasked with creating opportunities for all students, particularly those in need, through scholarships, free ships, and financial assistance. Building on this mandate, the Council launched the Higher Education Scholarship Scheme in 2009, with a vision to support deserving students pursuing non-professional courses.

This Scholarships are given to meritorious students for pursuing higher education from the first year undergraduate programme up to the completion of their post graduate programme continuously based on their academic performance.

Application Process
- Students studying in state higher education institutions (government and aided) can apply online through the official scholarship portal: scholarship.kshec.kerala.gov.in
- The selection process is based on academic merit (marks obtained in the +2 level) and eligibility criteria.

Eligibility Criteria
Students enrolled in graduate and postgraduate programmes in government or aided institutions in Kerala are eligible. Special preference is given to students from financially weaker sections and marginalized communities.

Did you know?

In the Kerala Budget 2025, a new scheme 'CM Researchers Scholarship' introduced for providing Rs 10,000 as monthly fellowship to regular/full time PhD scholars who are not receiving any other fellowships
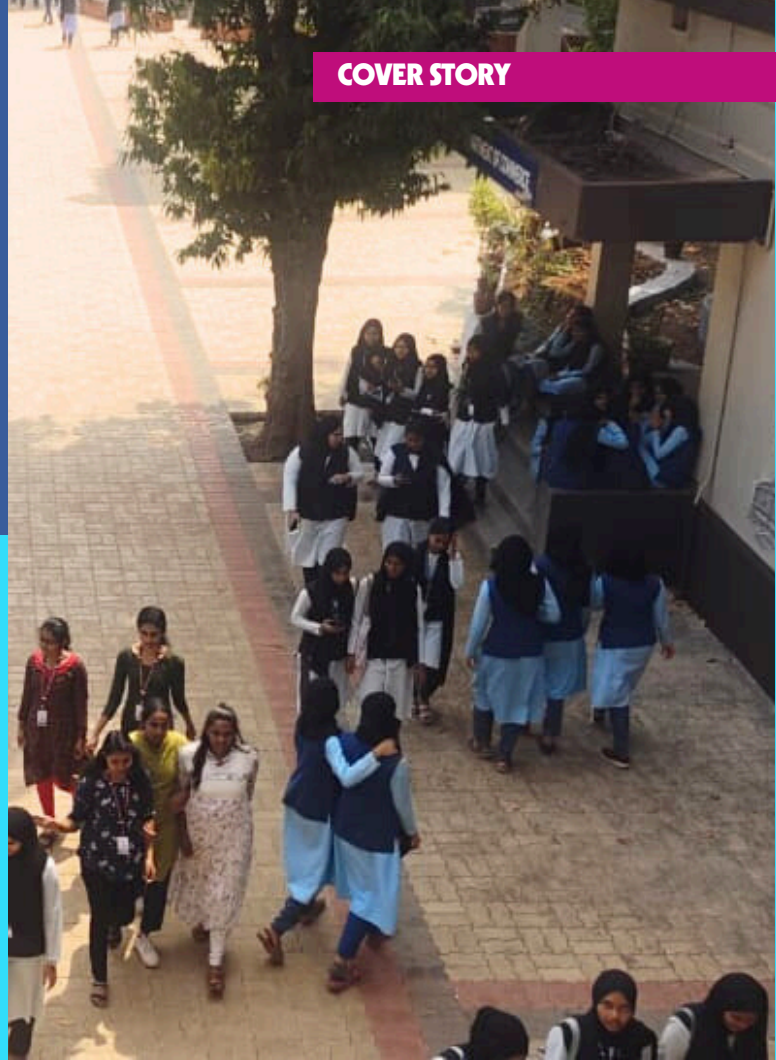
This Scholarship is given to meritorious students for pursuing higher education from the first year undergraduate programme up to the completion of their post graduate programme continuously based on their academic performance

Scholarship Amount
The scholarship provides financial aid for both general students and those enrolled in aided/self-financing institutions:
1. For Regular Degree Programs
   - First Year: ₹12,000
   - Second Year: ₹18,000
   - Third Year: ₹24,000
2. For Aided/Self-Financing Institutions
   - First Year: ₹40,000
   - Second Year: ₹50,000
   - Third Year: ₹60,000

Scholarship Selection Criteria
- Based on academic performance.
- Preference for students from socially and economically weaker backgrounds.
- Students from SC/ST, OBC, and other reserved categories receive special consideration.
- Women candidates and differently-abled students also receive additional financial support.

Special Scholarship Discounts for Specific Categories receive fee waivers:
- SC/ST/OBC Students: 10% discount
- BPL (Below Poverty Line) students: 10% discount
- Women Candidates: 10% discount
- Differently-Abled Students: 50% discount

Minimum Academic Performance Required:
To be eligible, students must meet the following minimum academic requirements:
- SC/ST Students: 55%
- OBC Students: 60%
- General Category Students: 65%
- Differently-Abled Students: 50%

Scholarship Benefits
- Encourages students from economically weaker sections to pursue higher education.
- Reduces financial burden and dropout rates in universities.
- Promotes gender equality and social inclusivity.
- Encourages students to achieve academic excellence with financial incentives.

Application Timeline
- Online applications open: February 15, 2025
- Application deadline: March 15, 2025

Contact Information
For further inquiries, applicants can contact:
Email:hecscholarship@gmail.com
Every year, 1,000 scholarships will be awarded for first-year students.

Vidya Samunnathi Fellowship

This fellowship supports students from economically disadvantaged forward communities in Kerala for higher education.
Value: Varies based on the course level (₹4,000 to ₹50,000 per annum).
Eligibility: Applicants must belong to forward communities with a family income not exceeding ₹4,00,000.
Application Period: Announced annually, typically by January 20.
Website: https://www.schemes.kswcfc.org/

NORKA Roots Scholarship

This scholarship is awarded to the children of economically disadvantaged NRIs and returnees to support higher education in Kerala.
Value: ₹20,000 per applicant.
Eligibility: Children of NRIs with an income below ₹2 lakh and those enrolled in undergraduate or postgraduate courses.
Application Period: Announced annually, typically by December 31.
Website: https://norkaroots.org/scholarship

This scholarship is awarded to top-performing students pursuing studies in natural and basic sciences across India.
Value: ₹80,000 per year, plus a mentorship grant.
Eligibility: Students with top ranks in Class XII, JEE, NEET, or those recognized in KVPY/NTSE.
Application Period: Announced annually.
Website: Scholarship Amount
The scholarship provides financial aid for both general students and those enrolled in aided/self-financing institutions:
1. For Regular Degree Programs
   - First Year: ₹12,000
   - Second Year: ₹18,000
   - Third Year: ₹24,000
2. For Aided/Self-Financing Institutions
   - First Year: ₹40,000
   - Second Year: ₹50,000
   - Third Year: ₹60,000

Kerala Institutional Ranking Framework

KIRF 2024 Award distribution

Top Institutions Highlighted for Outstanding Teaching, Research, and Innovation

On February 15th, 2025, Dr. R. Bindu, the Honourable Minister of Higher Education, announced the inaugural Kerala Institutional Ranking Framework (KIRF) results in Kochi, marking a significant step in the state's efforts to enhance the quality of its higher education sector. Launched by the Department of Higher Education through the Kerala State Higher Education Council (KSHEC), KIRF aims to uplift the standards of Kerala's universities and colleges.

The announcement was made during a ceremony held at St. Teresa's College in Ernakulam, where Dr. Bindu emphasized the state's unwavering commitment to academic excellence and holistic development. The ranking system evaluates institutions based on several criteria, including teaching quality, research output, graduation rates, inclusivity, and state specific criteria-scientific temper and secular outlook.

The top-ranking institutions were recognized for their exceptional contributions to education, with notable achievements in teaching, resources, knowledge dissemination, and research excellence. These institutions stand out for their academic infrastructure and support for students. This article highlights the top five institutions, showcasing their research impact and scholarly contributions.

The KIRF results are poised to drive further improvements in the state's higher education sector, positioning Kerala's institutions for better performance in national and international rankings. Dr. Bindu also underscored Kerala's consistent success in the National Institutional Ranking Framework (NIRF) and reaffirmed the government's vision to prepare students to meet global challenges.

Top 5 Universities

1. Cochin University of Science and Technology, Ernakulam
2. University of Kerala, Thiruvananthapuram
3. Mahatma Gandhi University, Kottayam
4. Kerala Veterinary and Animal Sciences University, Wayanad
5. University of Calicut, Malappuram

TOP 5
INSTITUTIONS

Top 5 Arts and Science Colleges

1. University College, Thiruvananthapuram
2. Rajagiri College of Social Sciences (Autonomous), Ernakulam
3. St. Teresa's College (Autonomous), Ernakulam
4. St. Joseph's College (Autonomous), Devagiri, Kozhikode
5. St. Berchmans College, Changanassery, Kottayam
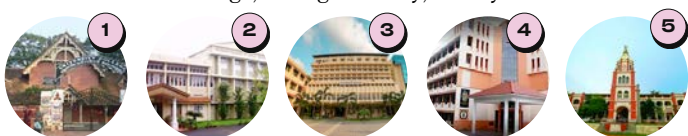
Top 5 Engineering Colleges

1. College of Engineering Trivandrum, Thiruvananthapuram
2. Government Engineering College, Thrissur
3. TKM College of Engineering, Kollam
4. Rajagiri School of Engineering & Technology (Autonomous), Ernakulam
5. Mar Athanasius College of Engineering, Kothamangalam, Ernakulam
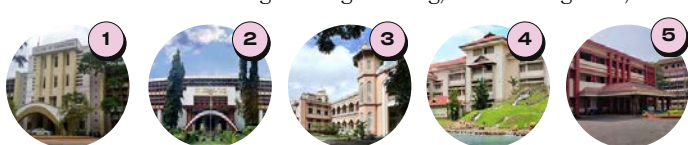
Top 5 Teacher Education Colleges

1. Government College of Teacher Education, Kozhikode
2. Farook Training College, Kozhikode
3. P. K. M College of Education, Madampam, Kannur
4. St. Joseph College of Teacher Education for Women, Ernakulam
5. Sree Narayana Training College, Nedunganda, Thiruvananthapuram

Top 5 Agriculture 7 Allied Institutions

1. College of Veterinary & Animal Sciences, Pookode, Wayanad
2. College of Veterinary & Animal Sciences, Mannuthy, Thrissur
3. College of Forestry, Thrissur
4. College of Agriculture, Vellayani, Thiruvananthapuram
5. College of Agriculture, Vellanikkara, Thrissur

Top Nursing College

1. Government College of Nursing, Thiruvananthapuram

- The Cochin University of Science and Technology (CUSAT) is awarded the top position among universities
- The University of Kerala and Mahatma Gandhi University secured the second and third places, respectively.
- In the Arts and Science college category, University College, Thiruvananthapuram, secured the first position, followed by Rajagiri College of Social Sciences (Autonomous), Ernakulam, and St. Teresa's College (Autonomous), Ernakulam.
- Among engineering colleges, the College of Engineering, Trivandrum, claimed the top spot, with Government Engineering College, Thrissur, and TKM College of Engineering, Kollam, securing second and third places, respectively.
- Government College of Teacher Education, Kozhikode bagged first position among the teacher Education Institutions followed by Farook Training College Kozhikode

ITEP

INTEGRATED TEACHER EDUCATION PROGRAMME

CHALLENGES AHEAD

The introduction of Integrated Teacher Education Programme (ITEP) will significantly impact existing teacher education programmes at the state level. Designed to replace traditional B.Ed. and D.El.Ed. courses, the ITEP aims to enhance the quality of teacher training by providing a more comprehensive pedagogical foundation, attracting highly qualified candidates, and standardizing teacher education nationwide. However, its implementation presents challenges, including restructuring institutions, revising curricula, and training faculty, necessitating very coordinated efforts with state education departments and universities.

Introduction to ITEP 2023

The programme covers both Education and a specialized subject such as mathematics, languages, sciences, arts, history, or physical education. Beyond teaching methodologies, it includes training in psychology, sociology, child development, foundational literacy and numeracy, and Indian cultural traditions. It is envisaged that by 2030, this programme will become the minimum qualification for school teachers in India.

Structure and Stages of ITEP

The ITEP curriculum follows a structured eight-semester format, allowing specialization in different stages of school education: Foundational Stage (ages 3-8, preschool to Grade 2), Preparatory Stage (Grades 3-5), Middle Stage (Grades 6-8), and Secondary Stage (Grades 9-12). The curriculum includes a balance of theory and practical experience, focusing on pedagogical strategies, innovative teaching methodologies, classroom management, and digital literacy. A key component of the programme is school-based internships and practice teaching, ensuring real-world teaching experience. Student-teachers will also engage in community service, value-based learning, and multidisciplinary courses that promote ethical and socially responsible education.

> **ITEP will be offered through four types of programmes.** Foundational Stage (ages 3-8, preschool to Grade 2), Preparatory Stage (Grades 3-5), Middle Stage (Grades 6-8), and Secondary Stage (Grades 9-12). A student at ITEP can select one of these options to pursue their career

Multiple Entry and Exit System

As a significant feature of the ITEP, the framework mentions that the Multiple Entry and Exit System expected to provide flexibility to students. Those who complete one year receive a Certificate in Education, after two years, they earn a Diploma in Education, after three years, a Bachelor's Degree in a Major subject, and upon completing four years, a full-fledged B.Ed. degree (e.g., B.A. B.Ed., B.Sc. B.Ed., or B.Com. B.Ed.) similar to that of the Four Year Undergraduate Programme (FYUGP) proposed by the UGC. The programme can be offered only by the 'multidisciplinary' Higher Education Institutions (HEIs) with strong school partnerships, so as to ensure a seamless transition from theory to practice.

Did you know?

The Gross Enrollment Ratio (GER) 2021-22 for higher education in Kerala is 41.3, significantly higher than the national average of 28.4.

> 'Stakeholders of teacher education programmes have expressed concerns over the potential loss of identity for existing Standalone Teacher Education Institutions (STEIs) and emphasised the need to preserve the identity of these institutions, rather than shifting ITEP entirely to multidisciplinary institutions'

Innovative Pedagogical Approach

The pedagogical framework of ITEP put forward the vision of promoting integrated and inclusive learning through methods such as experiential learning, storytelling, arts-integrated teaching, and technology-enhanced education. The curriculum incorporates multilingual education, assessment-driven learning, and child-centered approaches to make education more interactive, engaging, and effective. Additionally, it necessitates that teachers will be trained in inclusive education to support students with disabilities, diverse learning needs, and socio-economic challenges. The assessment system follows a credit-based approach, emphasizing continuous, competency-based evaluation rather than rote memorization.

Graduate Attributes and Career Opportunities

The document expects that the graduates of the ITEP programme will develop strong subject knowledge, critical thinking abilities, leadership skills, and digital literacy, making them highly competent educators. They will be well-equipped to foster student engagement, implement modern teaching strategies, and address diverse learning needs. Furthermore, successful graduates can pursue Master's programmes in Education or their chosen field of specialization, ensuring professional growth and vertical mobility.

A Transformative Step in Teacher Education

The framework claims that the ITEP Curriculum 2023 is a groundbreaking initiative that transforms teacher education in India. By combining multidisciplinary academic rigor, hands-on training, and innovative pedagogy, it points out that future educators are well-prepared to meet the evolving challenges of school education. Through this programme NCTE expects a strong foundation for a progressive, inclusive, and high-quality teacher training system, making another significant step towards achieving the vision of NEP 2020.

Status of Teacher Education in Kerala

In the state of Kerala pre-service teacher education framework offers 2-year programmes in Pre-primary, Diploma in Elementary Education (D.El.Ed), Bachelor of Education (B.Ed), and Master of Education (M.Ed). The B.Ed curriculum adheres to NCTE 2014 guidelines, with syllabi developed by the Boards of Studies of the respective universities.

Secondary teacher education is facilitated through 188 institutions affiliated with four universities in the state: Kannur University, University of Calicut, Mahatma Gandhi University (MGU), and University of Kerala. Altogether these include 4 government colleges, 17 aided colleges, 36 university-managed centers, and 131 self-financing colleges. MGU's B.Ed programmes are administered by its Center for Professional and Advanced Studies (CPAS). The curriculum undergoes regular updates to align with evolving educational standards.

A major revision occurred in 2015, transitioning the B.Ed programme from a 1-year to a 2-year structure. Subsequent refinements continue to ensure relevance and rigor in teacher training, fostering pedagogic excellence across Kerala's education system.

In Kerala, elementary teacher education is primarily facilitated through 14 District Institutes of Education and Training (DIETs), each situated in a district, alongside several Teacher Training institutions. These programmes, notably the 2-year D.El.Ed., are overseen by SCERT and function autonomously from the secondary education system. Kerala hosts a total of 201 elementary teacher education institutions distributed across its 14 districts, comprising 37 government, 64 aided, and 100 self-financing institutions.

Secondary Teacher Education Colleges in Kerala (B. Ed)					
University	Govt	Aided	University Centres	Self Financing	Total
Kannur University	1	2	3	10	16
University of Calicut	2	2	11	57	72
Mahatma Gandhi University	0	7	12	29	48
University of Kerala	1	6	10	35	52
Grand Total	**4**	**17**	**36**	**131**	**188**

Elementary Teacher Education institutions in Kerala (D.El. Ed)				
District	Govt	Aided	Self-Financing	Total
Kasaragod	2	1	1	4
Kannur	4	1	5	10
Wayanad	2	1	4	7
Kozhikode	3	2	9	14
Malappuram	2	3	21	26
Palakkad	3	4	9	16
Thrissur	2	7	4	13
Ernakulam	4	10	6	20
Idukki	3	0	1	4
Kottayam	3	7	2	12
Pathanamthitta	1	11	0	12
Alappuzha	3	6	1	10
Kollam	2	6	20	28
Trivandrum	3	5	17	25
Grand Total	**37**	**64**	**100**	**201**

(Data source: Report of ITEP committee constituted by the Kerala State Higher Education Council 2024)

Government of Kerala Hosted

NATIONAL CONVENTION ON

UGC DRAFT REGULATIONS 2025

> *The UGC's unilateral actions are a breach of constitutional propriety and violate the UGC Act itself*

On February 20, 2025, the National Convention on UGC Draft Regulations 2025 was held in Thiruvananthapuram, organized by the Department of Higher Education, Government of Kerala. The event was inaugurated by Hon. Chief Minister of Kerala, Shri Pinarayi Vijayan, who emphasized the importance of safeguarding state autonomy in higher education. Higher Education Ministers and representatives from states like Tamil Nadu, Karnataka, and Telangana attended the convention, expressing concerns over the draft regulations that they believe undermine state powers. A unanimous 15-point resolution was adopted, rejecting the draft due to its provisions granting excessive authority to centrally appointed governors in appointing university Vice-Chancellors. The convention called for its withdrawal to preserve federalism and state university autonomy.
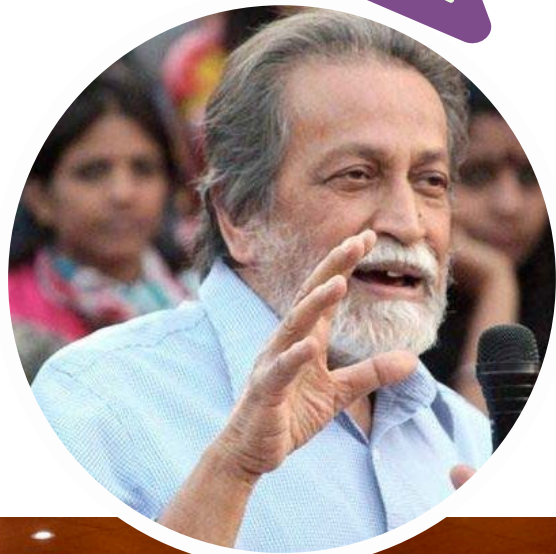
Concerns Raised by Professor Prabhat Patnaik

Scholar and JNU Professor Emeritus, Prabhat Patnaik, delivered a presentation highlighting his concerns about the UGC, pointing out several areas where it allegedly breaches established norms. According to him, the UGC was tasked with coordinating and maintaining academic standards across universities as per the UGC Act of 1956, which also emphasized consultation with universities and other relevant bodies.

However, Patnaik argued that the UGC is now acting unilaterally, violating the spirit and provisions of the UGC Act itself.

First Overreach: Unilateral Decision-Making Professor Patnaik pointed out that the UGC is acting unilaterally by circulating draft regulations, expecting responses within a fixed timeframe, and proceeding with its agenda regardless of the feedback received. He emphasized that this approach undermines constitutional propriety and is the first breach of the UGC Act.

Second Overreach: Interference in Vice-Chancellor Appointments

The second breach is that UGC's role is confined to academic matters and should not involve administrative positions such as Vice-Chancellors. Professor Patnaik highlighted that it is an overreach for UGC to interfere in the appointment of Vice-Chancellors, which is traditionally the prerogative of state governments and universities.

Third Overreach: Punitive Measures

Professor Patnaik expressed shock at the punitive measures proposed by UGC, stating that non-compliance could lead to the derecognition of degrees and courses. He argued that this level of control was never envisaged, as evidenced by a 1994 Supreme Court ruling that allowed universities to maintain their selection processes while adhering to minimum criteria set by UGC. Constitutional Overreach and Misinterpretation Professor Patnaik addressed the argument that UGC's authority stems from central legislation, whereas universities are governed by state laws. He emphasized that regulations made by a body under central legislation do not override state legislation, warning that accepting this would undermine the federal structure by allowing central bodies to dictate terms to states.

Prof. Patnaik criticised the removal of flexibility for outstanding candidates. He cited historical examples, such as the appointments of Professors like Amartya Sen and Romila Thapar, who were selected based on exceptional talent rather than rigid qualifications

Unreasonable Criteria for Academic Appointments

Regarding academic appointments, Professor Patnaik criticized the removal of flexibility for outstanding candidates. He cited historical examples, such as the appointments of Professor Amartya Sen and Romila Thapar, who were selected based on exceptional talent rather than rigid qualifications.

The new regulations require excellence in four out of nine specified areas, including Indian knowledge systems, project management, securing external funding, and writing in regional languages. Patnaik argued that these should be additional qualifications, not minimum requirements, as they could disqualify eminent scholars from applying.

Centralization of Vice-Chancellor Appointments

On Vice-Chancellorships, Professor Patnaik pointed out that state governments are now excluded from the selection process. The search committee consists of the Chancellor's nominee, UGC's nominee, and one from within the university, giving central authorities greater control over appointments. He warned that this centralization undermines university autonomy and academic freedom.

He also expressed concern that Vice-Chancellors need not be from the academic world, potentially compromising the university environment, which thrives on diverse ideas and dissent. This centralization, he argued, poses a threat to academic freedom and could lead to the erosion of the university's role as a place of intellectual exploration.

Call for Rejection of Draft Guidelines

Professor Patnaik concluded by emphasizing the importance of preserving universities as places where diverse ideas flourish. He argued that the UGC's draft guidelines threaten this by centralizing control and imposing unreasonable qualifications, thereby undermining academic autonomy and intellectual freedom. He called for collective opposition to the UGC's draft guidelines to protect the federal structure and the autonomy of state universities.

THE FUTURE OF
CAMPUS INFRASTRUCTURE

Redefining Campuses: Blending Technology, Sustainability, and Flexible Learning Spaces

The traditional image of a university campus—ivy-covered buildings, lecture halls, and libraries—is evolving rapidly. Driven by technological advancements, climate challenges, and changing educational needs, campuses are being reimagined as dynamic ecosystems that blend physical and digital spaces. From AI-powered smart campuses to carbon-neutral designs, universities are transforming into hubs of innovation and sustainability. These modern infrastructures are setting new benchmarks for higher education, redefining how knowledge is shared and experienced worldwide.

Smart Campuses: Where Tech Meets Tradition

Universities are evolving into dynamic ecosystems that integrate technology, sustainability, and flexible learning environments. From AI-driven smart campuses to carbon-neutral designs, these innovations enhance student engagement, reduce environmental impacts, and support modern educational needs, setting new standards for the future of higher education.

Singapore's Nanyang Technological University (NTU) leads the "smart campus" revolution with IoT sensors for energy monitoring, optimized lighting, and waste management. An AI-powered shuttle system reduces traffic, while digital twins simulate infrastructure changes. Similarly, Arizona State University (ASU) uses predictive analytics to optimize space usage. These innovations enhance sustainability, reduce costs, and boost student engagement.

Green Campuses: Racing Toward Net-Zero

Sustainability is no longer optional—it's a mandate. University of British Columbia (UBC), Canada, operates a biomass plant that converts organic waste into energy, meeting 25% of its heating needs. Meanwhile, Saudi Arabia's King Abdullah University of Science and Technology (KAUST) runs entirely on renewable energy, with solar-powered desalination plants and zero-waste policies. In Europe, University of Groningen (Netherlands) has pledged to become carbon-neutral by 2030 by retrofitting historic buildings with geothermal heating. These efforts align with global climate goals and attract environmentally conscious students and faculty.

Flexible Spaces: Adapting to New Pedagogies

Rigid classrooms are giving way to modular, multi-use environments. Finland's Aalto University has adopted "liquid learning" spaces with movable walls and AR-enabled collaboration tools. At MIT's Media Lab, furniture on wheels and writable glass walls encourage spontaneous brainstorming. Such designs cater to project-based and interdisciplinary learning—core tenets of modern education. **India's IIT Bombay has also embraced this trend, creating hybrid zones where engineering students collaborate with design peers on innovation challenges.**

Virtual Campuses: Beyond Brick and Mortar

The pandemic accelerated the rise of virtual campuses. Minerva University (USA), a fully online institution, uses a proprietary platform to host interactive seminars for students spread across 30+ countries. Australia's Deakin University offers a digital twin campus in the metaverse, where students attend VR lectures and network via avatars. While skeptics argue that virtual spaces lack the "campus experience," proponents highlight their inclusivity for learners with disabilities or financial constraints.

Challenges: Equity, Funding, and Resistance

Despite progress, disparities persist all over the world. Universities in sub-Saharan Africa and South Asia often lack resources to adopt advanced technologies, risking a global infrastructure divide.

What is Liquid learning?
Liquid Learning is an innovative educational concept emphasizing flexibility, adaptability, and fluidity in both physical learning spaces and pedagogical approaches. It is the philosophy that delivers transformational, interactive, and student-centric education, breaking boundaries of traditional learning experiences for students to develop solid competencies and make a positive impact. It fosters creativity, adaptability, and collaboration, preparing students for unpredictable futures

Even in affluent regions, from faculty accustomed to traditional methods can stall reforms simply due to their resistance to change. Funding remains another hurdle: ETH Zurich spent €200 million to retrofit its campus for sustainability, a figure beyond the reach of many institutions.

The Campus of 2030: A Global Collaboration Hub Experts predict campuses will evolve into "global villages," where physical infrastructure supports cross-border research and cultural exchange. Dr. Sarah Springman, Rector of ETH Zurich, notes, "The future campus must be agile—ready to adapt to crises, technologies, and societal shifts we can't yet imagine." the future of campus infrastructure lies at the intersection of sustainability, technology, and inclusivity. As universities worldwide experiment and learn from each other, these shared innovations promise to redefine education as a force for global progress.

India's Vision: Blending Heritage with Innovation
Under NEP 2020, India is prioritizing infrastructure upgrades. IIT Delhi has launched a smart grid project to harness solar energy, while IISc Bangalore is building India's largest science park to foster industry-academia collaboration. States like Kerala are integrating traditional architectural wisdom—natural ventilation, rainwater harvesting—into new campus designs. However, scaling these initiatives nationally requires robust efforts generating adequate financial resources.

Green Campuses, Bright Futures: Universities in Kerala Leading the Way in Sustainable Education

In an era where environmental sustainability is paramount, universities and colleges across Kerala are leading the charge with innovative green initiatives. From waste management and renewable energy to biodiversity conservation and plastic-free campuses, these institutions are setting benchmarks for eco-friendly practices. By integrating advanced technologies like solar power, biogas plants, and rainwater harvesting, they are not only reducing their carbon footprint but also fostering a culture of environmental responsibility among students and staff. These efforts reflect a commitment to aligning education with sustainable development, ensuring that campuses serve as models of ecological stewardship for future generations. Some of the university-level initiatives are note-worthy.

University of Kerala: The university has implemented a robust waste management system, including waste segregation, bio-pots for composting, and sanitary napkin incinerators. It promotes water conservation through rainwater harvesting and rejuvenation of ponds. Solar power plants generate significant energy, and the campus is plastic-free, with steel utensils replacing disposables. The university also supports biodiversity with thriving ecosystems and innovative agricultural scholarships.

Kerala Agricultural University: The university follows green protocols, with campuses earning 'A' grades in green audits. It promotes eco-friendly practices like bicycle use, waste composting, and rainwater harvesting. Solar energy powers streetlights, and plastic-free initiatives are enforced. Outreach programmes on nutrition gardens and bio-bins further enhance sustainability.

University of Calicut: The university enforces green protocols, including waste segregation, biogas plants, and rainwater harvesting. Solar panels generate significant energy, and the campus is plastic-free. With 85% green cover, the university maintains biodiversity through tree planting and fireline creation to protect vegetation.

Cochin University of Science and Technology: The university focuses on waste management through vermicomposting, biogas plants, and sewage treatment. Solar energy and rainwater harvesting are prioritized. Plastic-free initiatives and partnerships with eco-friendly agencies ensure sustainable waste disposal, while hazardous waste is managed through certified processes.

Kannur University: The university emphasizes environmental protection with Miyawaki forests, medicinal gardens, and LED lighting. Rainwater harvesting, biogas plants, and solar panels are key initiatives. Plastic-free campuses and recycling programs, including ink pen collection, promote sustainability.

Mahatma Gandhi University Kottayam: The university adopts global sustainability criteria, with rainwater harvesting at Ravindra Sarovaram and waste management through the 3Rs (Reduce, Reuse, Recycle). Solar panels power buildings, and digitalization reduces paper waste. The "Nirmalam" programme converts organic waste into manure, enhancing eco-friendliness.

Kerala University of Fisheries and Ocean Studies: The university promotes green living with passive lighting, solar panels, and rainwater harvesting. Reusable bags and biodegradable carry bags reduce plastic use. Mangrove conservation and digital classes further enhance sustainability, aligning with the university's eco-friendly goals.

Kerala Veterinary and Animal Sciences University: The university focuses on water conservation with reservoirs, check dams, and ponds. Solar power generation and biogas plants are key initiatives. Green protocols enforce plastic-free zones, and innovative projects like the "i farm" unit support organic farming and waste management.

Sree Sankaracharya University of Sanskrit, Kalady: The university has installed biogas plants for organic waste management and solar power systems for energy needs. Dry waste recycling is facilitated through partnerships with eco-friendly NGOs. The campus boasts lush greenery, including a bird sanctuary and herbal garden, promoting biodiversity and sustainability.

Kerala University of Health Sciences: University has adopted a green policy, installing a 200 KW solar power system to meet its energy needs and feed surplus power into the Kerala State Electricity Board (KSEB) grid. Aligned with the Haritha Kerala Mission, the university has banned plastic and disposable items, promoting reusable alternatives. Waste segregation and treatment facilities manage organic and inorganic waste. stands as a model of sustainable practices.
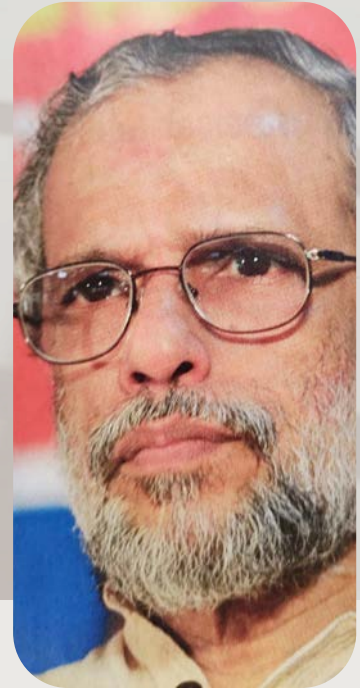
KNOWLEDGE ECONOMY

PART - 11

The theoretical exploration of the Knowledge Economy reveals it as the latest form of Capitalism, driven by technological advancements, intellectual property rights, and innovation. Scholars like Andrew Feenberg, Michael Perelman, and Luis Suarez-Villa illustrate how this economy commoditizes knowledge, fostering Techno-capitalism and Corporate Capitalism. It redefines production, shifts power to global corporates, and challenges democratic systems, leading to a new era of transnational imperialism.

Prof. Rajan Gurukkal offers a theoretical review in continuation of the first part

Theoretical Literature

Theoretical review of Knowledge Economy means examining it through critical political economy, the only way to understand the expression comprehensively. Some studies did undertake the exercise independent of the existing body of literature that defines and characterises the economy (Andrew Feenberg, 1991; Michael Perelman, 2004; Luis Suarez-Villa, 2009; 2012; & 2014). As mentioned earlier Andrew Feenberg in his theoretical study of technology had made the case for treating knowledge economy as a new version of Capitalism, way back in 1991 itself. He reiterated the same argument in his subsequent studies as well, much more clearly on the Digital Age.

Following Andrew Feenberg's characterisation of knowledge economy as a new version of Capitalism, Michael Perelman, another political economist, famed for his books - The End of Economics, published in 1996; Class Warfare in the Information Age (1998); The Invention of Capitalism: The Secret History of Primitive Accumulation (2000) and so on — had studied and published a notable work on Information, Social Relations, and the Economics of High Technology, published in 1991 as already noted. Of his studies, two — one on Intellectual Property (2004) and the other on the handcuffs of Capitalism (2011) — are the most relevant to the context. Perelman unravels how Corporates confiscate creativity of the youngsters by using a very complex techno-military system of electronic sophistication (Michael Perelman, 2004). Perelman's book on Intellectual Property is the most pertinent to the subject matter under discussion.

Michael Perelman calls the new version of Capitalism as Corporate Capitalism. Perelman's work provides the theoretical perspective of critical political economy and shows how corporations have erected a system of Intellectual Property rights to confiscate creativity, with profound impacts on the economy, science and culture. It strikes at the very fundamental rights of an individual and ruins the micro foundation of democracy. Perelman shows that the rising importance of Intellectual Property Rights (IPR) has led to substantial theft and infringement of intellectual property, as corporations battle with one another to increase their market power, and to be first to come up with new products and services. This mad competition has been incessantly leading to litigations on IPR theft and infringements.

❝ Michael Perelman calls the new version 'Corporate Capitalism' that strikes at the very fundamental rights of an individual and ruins the micro foundation of democracy. **❞**

Luis Suarez-Villa, a political economist and policy theorist, was the first to name the new version of Capitalism as Techno-capitalism (Luis Suarez-Villa, 2009). Andrew Feenberg had given a description and interpretation of Knowledge Economy as a system of capital-intensive industrial mass production of marketable knowledge. He provides the entire features of Techno-capitalism, but without coining a name for it. Suarez-Villa acknowledges how Feenberg's description helped him characterise and interpret the latest version of Capitalism as Techno-capitalism.

Techno-capitalism

Techno-capitalism is the latest phase of Capitalism, which is depended on the production and commoditisation of technology and science for accumulation (Luis Suarez-Villa, 2012). Commoditisation detaches knowledge from the (user) person, and conceives it an independent economic entity in the form of Patent and IPR, collectively called the Intellectual Asset or Intangible Asset. This is a new form of commodity fetishism that holds good in the context of knowledge market. Intangible assets or intellectual assets represent both commodity and capital of unimaginably huge exchange value and investment potential respectively.

This phase of Capitalism marks the transition from the factory based tangible commodity manufacturing to the production of intangible assets.

Innovations are of vital significance in Techno-capitalism, because they generate patents and intellectual property. Its returns amount to a lion share of the contemporary industrial turnover. This constrains discovery science to be invention technology, for it helps the knowledge industry generate high-value commodities like IPR and Patents with enormous capital potential to diversify industries that transcend the Law of Diminishing Returns ensuring enhanced accumulation. Forming into corporate houses, Techno-capitalists have evolved a new form of techno-military industrial organisation called corporation (Luis Suarez-Villa, 2012). The new corporate establishments are deeply grounded in technological research, as opposed to commodity manufacturing and services production. Corporate techno-military imperialism uproots democracy through a variety of sophisticated ways including high wage to the select few. Systematically impairing all democratic institutions and structures, it makes the state wholly crony-capitalist.

Techno-capitalism has brought production of pure science to a halt. Scientific researches that fail to generate translational knowledge amenable to commoditisation attract no funding. Production of science for the sake of science is a luxury today. Social necessity is no more the mother of invention. Corporate houses decide which sciences should be encouraged for undertaking what research projects. Science turned technologies are their priorities. Corporates have their own experimentalist establishments for turning discovery science into invention science, and for transforming knowledge into commodities. They have globally built up a juridico-political system of electronic sophistication for confiscating the intangible assets of scientists and technologists through the purchase of Patents and IPR. Four-fifths of its total turnover is from the transaction of new knowledge both as commodity and capital.

Science-Tech Hybrid Fields

Science-tech research is the most crucial field of corporate interest today, for the discovery turned innovations fetch them enormous profit. Corporate scientists are giving birth to more science-tech hybrid domains of research. We owe most science-tech fields of recent origins to the research establishments of the Corporates. Major discoveries and inventions in the already entrenched interdisciplinary fields belong to them too. Genomics is a notable example among such fields of strikingly new discoveries. Functional Genomics with automated methods based on microarray technologies for analysing gene expressions and Structural Genomics using X-ray crystallography and robotic crystallisation procedures for determining gene structure are being given a lot of attention. Agro-Biotech enology is an area of renewed interest for them.

Other fields of great interest for Corporates are High Field NMR Spectroscopy based researches for determining protein structures, DNA barcoding for species identification, advanced Bio-engineered Molecular Processors, Synthetic Bioengineering, Bioinformatics, Biomimetics, Robotics, and Bio-pharmacology. Researches in various issues relating to layer-by-layer assembly of Nano-films, Nanotech Sensors and Transmitters etc., engaging many science-tech experts of rare competency in high powered computing

Brain-Computer interface projects of promising innovations relevant to the imminent future are of great priority in the research institutions of the Corporates. Brain-Computer Interface is a technology that lets the human brain and the external devices communicate with one another to take the respective actions intelligently. Researches in Brain Neural Controlling Interface (BCI) using Deep Learning Concepts, Neural Networks based System Specific Understanding and Brain Signal Classification using Machine Learning etc., are under way in corporate establishments.

Thousands of young scientists cum engineers of high instrumentation culture, qualified to be great innovators of tomorrow, are working like robots in corporate research establishments at various locations around the world. These highly specialised employees drawn from all over the world work in multiple capital intensive projects of science-tech hybrid fields aiming breakthroughs in software development, robotics, engine management, graphene engineering etc., for meeting human needs projected to 2050. They facilitate hundreds of new products and US patents. Their innovation delivery system has already generated IPR and patents several billions of dollars worth.

Thousands of young scientists cum engineers of high instrumentation culture, qualified to be great innovators of tomorrow, are working like robots in corporate research establishments at various locations around the world. These corporates command huge intellectual assets of amazing exchange value, amounting to as much as four-fifths of the value of most products and services in existence today !

These corporates command huge intellectual assets of amazing exchange value, amounting to as much as four-fifths of the value of most products and services in existence today ! Knowledge production being central to their industry and the potential for innovation everlasting, Techno-capitalist corporates are not disturbed by the law of diminishing returns or the phenomenon of Kondratiev Cycle (Nikolai D. Kondratiev, Transla. Guy Daniels 1984). They do not face the threat of workers' resistance either, because the exploitation rapacious though, is well paid, unnoticed and highly sophisticated.

Afterword

Many of the works, mere rhetoric hiding the real under conceptual guises and feigned theorisations of Information Age, Post-industrial Society, Knowledge Economy etc., obfuscate what the Knowledge Economy means and how it works. Let me wrap up the theoretical review underscoring that Knowledge Economy is not a substitute to Capitalism as what most of us presume, but the latest form of Capitalism itself. It is the latest version of Capitalism that depends on science and technology for the production of intellectual assets or intangible assets of unimaginable huge rates of exchange value and capital strength. A group of transnational elites tied to the corporate power constitute the Knowledge Economy's principal actors, who penetrate into the democratic system and reconstitute it as the government of the corporates for the corporates, and by the corporations rendered plausible by crony capitalist state-powers. This has brought forth upon the globe a new form of imperialism, namely transnational imperialism, based on the global corporate power, imbued with an array of highly sophisticated and intrusive technologies.

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INTERNATIONAL CONCLAVE

on Next-Gen Higher Education

The International Conclave on Next-Gen Higher Education, held on January 14-15, 2025, at the Cochin University of Science and Technology (CUSAT) in Kochi, Kerala, marked a significant milestone in reimagining the higher education landscape of Kerala. The event was organized by the Department of Higher Education, Government of Kerala in association with the Kerala State Higher Education Council. The conclave has provided a dynamic platform for policymakers, educators, and stakeholders of higher education sectors to deliberate on the future of higher education in Kerala. This international conclave was designed to serve as a vibrant platform for collaboratively tackling the challenges posed by rapid technological advancements, shifting societal needs, and an increasingly interconnected world. It sought to explore innovative and transformative strategies to redefine the future of higher education. The conclave aimed to align Kerala's educational framework with global benchmarks while effectively addressing the unique challenges and opportunities of the 21st century.

Inaugural Session: A Vision for Educational Transformation

The conclave commenced with the inaugural session led by Kerala's Hon. Chief Minister, Pinarayi Vijayan, who underscored the state's commitment to transforming higher education despite financial constraints. He revealed that ₹1,830 crore had been allocated to ten universities under the higher education department in the previous fiscal year, with an additional ₹3,000 crore designated for educational initiatives across other institutions. Hon. Chief Minister highlighted that Kerala is at a pivotal moment in shaping its higher education sector and aims to emerge as a hub of knowledge and research. Emphasizing the importance of skill enhancement and knowledge creation, he stated that curriculum modifications were being implemented to improve employability and global competitiveness.

Hon. Chief Minister Shri. Pinarayi Vijayan has also launched a higher education magazine titled "Higher Education Matters," handing the first copy to Higher Education Minister Dr. R. Bindu.

Key Initiatives Announced

Kerala's education sector will witness several new initiatives to enhance quality and inclusivity:

- **Graduate Tracking System**: A mechanism to evaluate career trajectories of graduates.
- **Study in Kerala**: An initiative aimed at attracting national and international students, reducing student migration abroad.
- **Brain Gain**: Engaging the Malayali academic diaspora and international experts to enrich Kerala's academic environment.

Keynote Addresses: Global Perspectives on Higher Education

The conclave featured insightful keynote addresses by distinguished scholars. Professor Philip G. Altbach from Boston College delivered a thought-provoking speech titled "Kerala and the World: The Future of International Higher Education", emphasizing the need for global collaborations and research partnerships. Additionally, 2009 Nobel laureate in Chemistry, Ada Yonath, inspired participants through a video message, urging them to pursue excellence in research and innovation.

Panel Discussions and Sessions: Driving Next-Gen Education. The two-day conclave included a series of panel discussions and expert-led sessions on vital themes shaping modern higher education. Topics of discussion included:

- **Curriculum Design**: Ensuring academic programmes align with industry demands.
- **Financial Sustainability**: Exploring innovative funding models for higher education.
- **Assessment Methods**: Implementing dynamic and inclusive evaluation systems.
- **International Collaboration**: Strengthening partnerships with global institutions.
- **Artificial Intelligence in Education**: Integrating AI to enhance learning experiences.

Delegates, including academicians, policymakers, and industry leaders, engaged in interactive dialogues, sharing best practices to enhance Kerala's higher education system.

Technology & Innovation Showcase

As part of the conclave, universities and several higher education institutions have set up stalls which attracted a large number of visitors. These institutions showcased their innovative programs and products developed by students & faculty. Additionally, several institutions across the state organized pre-conclave sessions featuring talks by eminent scholars on topics related to the conclave's themes.

The conclave also celebrated Kerala's rich cultural heritage through a cultural evening featuring an amalgamation of traditional art forms showcased under the title "Bhavayami" by the RLV College of Fine Arts, Thripunithura Kochi.

A Defining Moment for Kerala's Higher Education

The International Conclave on Next-Gen Higher Education successfully facilitated meaningful discussions, collaboration, and knowledge exchange. By addressing critical issues and exploring innovative strategies, the conclave contributed to Kerala's ongoing transformation into a global centre of excellence in higher education. Participation of scholars representing diverse disciplines across the world made this event highly meaningful.

As Kerala embraces this transformation, the conclave reinforced the state's vision of inclusive, research-driven, and internationally competitive higher education, preparing students and institutions to navigate the complexities of the modern world.

The event united distinguished policymakers, academic leaders, and industry experts from India and beyond on a single platform, where they shared their experiences and insights in various sessions of interest. A diverse range of stakeholders, including students, researchers, faculty, and administrators from Kerala's higher education sector, actively participated in the individual sessions.

Speakers of the International Conclave

- Prof. Philip G. Altbach, Boston College, London
- Dr. Nina Arnhold, Global Lead, World Bank
- Prof. Seeram Ramakrishna, National University of Singapore
- Prof. Sabu Padmadas, University of Southampton
- Dr. Zachariah Mathew, University of Michigan-Flint
- Dr. Mahmood Kooria, University of Edinburgh
- Prof. Don Passey, Lancaster University
- Dr. Stéphan Vincent-Lancrin, OECD, Paris
- Prof. Gin Jose, University of Leeds
- Dr. Denis Nikolaev, World Bank
- Prof. Mohan B. Menon, Former Deputy Vice-Chancellor, Wawasan Open University, Malaysia
- Prof. Sapna V. Thwaite, University of Michigan-Flint
- Prof. N. V. Varghese, IIT Bombay
- Prof. Suresh Das, IISER Thiruvananthapuram
- Prof. Thalappil Pradeep, IIT Madras
- Prof. Pankaj Jalote, IIIT Delhi
- Prof. U.K. Anandavardhanan, IIT Bombay
- Prof. Raghavan B. Sunoj, IIT Bombay
- Prof. Santosh K. Mehrotra, Former Professor, JNU
- Prof. Kesavan Veluthatt, Formerly Professor of History, University of Delhi
- Dr. Rajesh Pankaj, FICCI
- Mr. Ritin Malhotra, Times Higher Education
- Mr. Ravin Nair, QS I-GAUGE
- Prof. Shyam B. Menon, Chairman, Reforms Commission
- Dr. Usha Mujoo Munshi, Chief Librarian, India International Centre
- Prof. V. K. Ramachandran, Kerala State Planning Board
- Dr. Sanjay Behari, SCTIMST, Thiruvananthapuram

- Prof. Sabu Thomas, Chairman, TreST Research Park
- Prof. Saji Gopinath, Former Vice-Chancellor, Digital University Kerala
- Prof. Mohanan Kunnummal, Vice-Chancellor
- Prof. K.N. Ganesh, Kerala Council for Historical Research (KCHR)
- Prof. Michael Tharakan, Former Vice-Chancellor, Kannur University
- Prof. Gopinath Raveendran, Former Vice-Chancellor, Kannur University
- Mr. Balagopal Chandrasekhar, Chairman, KSIDC
- Prof. K. Ravi Raman, Member, Kerala State Planning Board
- Prof. Jiju P. Alex, Member, Kerala State Planning Board
- Dr. K. J. Joseph, Director, Gulati Institute of Finance and Taxation (GIFT)
- Prof. Jagathy Raj V.P., Vice Chancellor, SNGOU
- Professor K.K. Geethakumary, Vice Chancellor, SSUS, Kalady
- Dr. Rajasree M.S., CEO, TreST Research Park
- Prof. Gangan Prathap, Former Director, CSIR
- Dr. A. Sabu, Member Secretary, KSCSTE
- Sri. Sudhir K. IAS, Director of Collegiate Education
- Dr. Arunkumar V. A., Director, IHRD
- Dr. S. Vijayan Pillai, Technical Director, Keltron
- Prof. M.V. Narayanan, Former Vice-Chancellor, Sree Sankaracharya University of Sanskrit
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- Sri. T. G. Jyothilal, Sree Sankaracharya University of Sanskrit
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- Dr. S. Anoop, College of Veterinary and Animal Sciences, Mannuthy

HANDS-ON-TRAINING

OUTCOME BASED EDUCATION (OBE)

All Higher education Institutions in the country are advised to implement OBE in curriculum design and practice by stating the learning outcomes of programmes and their courses including the Graduate Attributes. A specially designed scheme of OBE by Prof. N.J. Rao is being offered through training/workshops by the Council. It includes, Blooms taxonomy, three-level Outcome scheme, assessment and evaluation methods, attainment of outcomes.

- Kerala State Higehr Education Council organises Training for the Institutions and Faculty
- Published Handbook of OBE & Computation of Attainment published for Engineering and General Education programmes etc.
- Handbook for Question bank for FYUGP under OBE scheme etc.

HANDBOOK
OUTCOME BASED EDUCATION
GENERAL
Prof. N.J. Rao
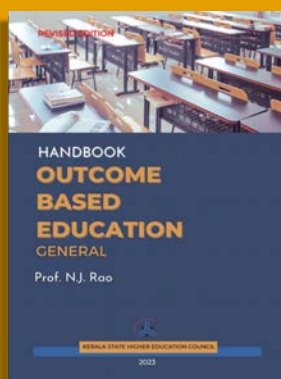
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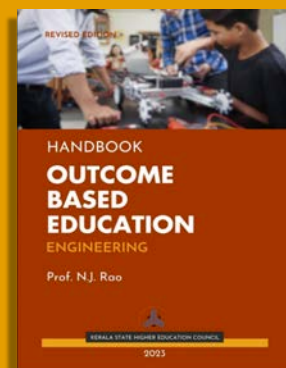
OUTCOME BASED EDUCATION

PART - II

The practice of teaching effective learning strategies and enhancing understanding through systematic unlearning should be revived as essential components of quality assurance. In this context, Outcome-based Education (OBE) has been receiving significant attention as a means to achieve educational quality. OBE is rooted in an educational framework that aligns all aspects of the educational system with a defined set of intended outcomes.

What are Outcomes

Outcomes represent the skills and competencies students gain and can demonstrate upon completing a learning process. This process might span a short instructional module, a semester-long course, or a multi-year undergraduate degree. These outcomes act as a common reference point for collaboration among stakeholders (educators, students, employers, etc.), ensuring alignment between learning goals and real-world expectations. In Outcome-Based Education (OBE), the results (outcomes) dictate the process— meaning the desired end goals shape how education is designed and delivered. This contrasts with traditional input-based models, which focus on resources and content delivery without prioritizing measurable results. OBE is inherently proactive and results-driven, emphasizing accountability for student mastery rather than passive acceptance of whatever results emerge. Importantly, OBE is not about retrofitting outcomes to an existing curriculum; it demands a holistic redesign of teaching, assessment, and curriculum to intentionally achieve predefined, meaningful learning goals. Through which the graduate must be equipped to select their pathway after graduation.

Pathways for Graduates

Upon completing an educational programme, such as an undergraduate degree, students stand at a crucial crossroads where they must decide the path that best aligns with their aspirations, skills, and interests. Ideally, three primary avenues await them, each offering unique opportunities for growth and success. For those with a strong academic inclination and a passion for discovery, **higher education and research** serve as a natural progression. Whether through postgraduate degrees, doctoral studies, or research-based careers, this path allows students to deepen their knowledge, contribute to their field, and make meaningful innovations. Higher studies open doors to specialised expertise, fostering intellectual growth and the ability to drive advancements in various disciplines.

Many graduates choose to step directly into **employment**, leveraging their education to secure roles in the competitive job market. To succeed, they must possess not only academic credentials but also industry-relevant skills, adaptability, and professional competencies that make them highly employable. Employers seek individuals who can contribute effectively from day one, making practical experience, internships, and soft skills essential assets. Staying updated with market trends, developing technical expertise, and enhancing communication skills are crucial for thriving in an evolving professional landscape.

For those with an **entrepreneurial** spirit, innovation, and a vision for building something unique, starting their own venture is an exciting possibility. Entrepreneurs harness their knowledge, skills, and creativity to transform ideas into successful businesses. This journey requires a blend of strategic thinking, risk-taking, resilience, and leadership, enabling graduates to create jobs rather than seek them. The ability to identify market gaps, develop innovative solutions, and navigate the challenges of business management is essential for sustained entrepreneurial success.

Each of these paths offers immense potential, and the right choice depends on individual passions, strengths, unique aspirations, and long-term goals. Regardless of the route taken, continuous learning, adaptability, resilience, and a proactive mindset remain key to thriving in today's dynamic world. Embracing opportunities for personal and professional growth ensures a fulfilling and successful career journey filled with innovation. Equipping students to pursue their journey in any of the chosen paths is the fundamental goal of outcome-based education, fostering skills that are essential for navigating future challenges and opportunities.

OBE contrasts with traditional input-based models, which focus on resources and content delivery without prioritizing measurable results.

Graduates have three primary pathways—higher education and research, employment, or entrepreneurship—each requiring adaptability, skills, and a proactive mindset to achieve success

Curriculum for Shaping the Pathways

The outcomes of an educational programme—whether undergraduate or postgraduate—serve as the cornerstone for designing a dynamic, future-ready curriculum. By intentionally aligning course content with the competencies required for higher studies, employment, and entrepreneurship, institutions ensure graduates are equipped to thrive in their chosen pathways. For students inclined toward academia or research, the curriculum must foster critical thinking, advanced theoretical knowledge, and methodological rigor, preparing them to tackle complex challenges in specialized fields. To meet industry demands, programmes integrate practical skills, industry collaborations, and experiential learning opportunities (e.g., internships, simulations, and case studies), ensuring graduates possess the technical expertise and adaptability sought by employers. Meanwhile, entrepreneurial aspirations are nurtured through modules on innovation, business strategy, risk management, and creative problem-solving, empowering students to transform ideas into viable ventures.

A well-crafted curriculum transcends traditional silos, blending interdisciplinary knowledge with soft skills like communication, leadership, and resilience. This holistic approach ensures graduates are not just degree-holders but versatile professionals, researchers, or innovators capable of navigating evolving global landscapes. By embedding agility and foresight into course design, educational institutions bridge the gap between academia and real-world needs, creating lifelong learners who excel whether they pursue advanced degrees, corporate careers, or entrepreneurial journeys.

Levels of Learning Outcomes

In the context of general undergraduate education, learning outcomes can be categorized into three distinct levels, each serving a specific purpose in defining students' competencies upon completion of their studies.

Programme Outcomes (POs)

- Programme Outcomes are broad statements that articulate the essential knowledge, skills, and attitudes that all students should acquire by the time they graduate, regardless of their specific discipline. These outcomes encompass competencies such as critical thinking, communication skills, teamwork, ethical awareness, and societal responsibility. Universities or institutions offering general undergraduate programmes typically define POs, ensuring that graduates are well-equipped for diverse professional environments. These outcomes are achieved through the diverse experience that every student receives in the campus environment.

- Programme Outcomes are otherwise termed as graduate attributes. Often, these outcomes align with the principles of liberal education and common core competencies, emphasizing well-rounded intellectual development.

Programme-Specific Outcomes (PSOs)

- Program-Specific Outcomes focus on the competencies unique to a particular academic discipline. These outcomes define the knowledge and skills that graduates of a specific program—such as economics, computer science, or biology—should possess. PSOs ensure that students develop both theoretical and practical expertise relevant to their chosen field, preparing them for specialized roles in industry, academia, or research.

Course Outcomes (COs)

- Course Outcomes are the specific learning objectives that students are expected to achieve upon completing an individual course within their programme. COs outline the knowledge, skills, and abilities that students should develop in a particular subject area. These outcomes serve as building blocks that contribute to the attainment of PSOs and, ultimately, POs.

Understanding these Outcomes

In general, Programme Outcomes (POs) refer to a set of broad, discipline-independent qualities that students develop through their overall academic journey. These outcomes are not confined to a particular subject or field of study but are instead cultivated through a diverse range of campus experiences, including classroom learning, co-curricular engagements, and extracurricular activities. The purpose of Programme Outcomes is to instill in students the essential attributes that contribute to their growth as responsible individuals and informed citizens. Since these outcomes are fundamental to holistic education, they are expected to be imparted to all students, regardless of their chosen discipline or subject of study. These attributes encompass critical thinking, problem-solving, ethical awareness, communication skills, teamwork, and social responsibility—key elements that shape a well-rounded personality.

On the other hand, Programme-Specific Outcomes (PSOs) are directly related to the chosen field of study. These outcomes define the subject-specific competencies and specialized knowledge that a student acquires throughout their academic program. Unlike Programme Outcomes, which apply universally, Programme-Specific Outcomes focus on the technical and professional skills necessary for excelling in a particular discipline. These competencies determine a student's career trajectory, whether in higher education, research, industry employment, or entrepreneurship. Programme-Specific Outcomes ensure that graduates are well-equipped with the expertise required to meet industry demands, contribute to academic advancements, or establish their own ventures.

Course Outcomes (COs) are more detailed and specific competencies that a student gains through individual courses within their programme of study. Each course is designed to provide a unique set of learning experiences, which are typically achieved through structured classroom sessions, laboratory work, practical applications, field studies, and other instructional methodologies. Course Outcomes represent the measurable skills and knowledge students develop in each subject, contributing to their overall mastery of the discipline. These outcomes ensure that students gain incremental expertise in their area of study, ultimately leading to the successful attainment of both Programme and Programme-Specific Outcomes.

Did you know?

Kerala is the State has one of the lowest dropout rates in India, with a school dropout rate of less than 1% reached to 0.08 per cent in 2022-23

The purpose of Programme Outcomes is to instill in students the essential attributes that contribute to their growth as responsible individuals and informed citizens.

Programme Specific Outcomes focus on the technical and professional skills necessary for excelling in a particular discipline. These competencies determine a student's career trajectory, whether in higher education, research, industry employment, or entrepreneurship

Each course offers unique learning experiences through classroom sessions, labs, practical work, field studies, and other teaching methods. Course Outcomes measure the skills and knowledge students gain, contributing to their mastery of the discipline.

Integrating Programme Outcomes for Holistic Student Development

Programme Outcomes (POs) encompass broad competencies such as critical thinking, communication, collaboration, ethics, and environmental awareness, which extend beyond formal education. These skills are not limited to classroom settings and can be developed through real-world experiences and social interactions. When new students join a programme, it is crucial to introduce them to POs, PSOs, and Course Outcomes. While POs are discipline-independent, institutions can invite influential figures to inspire students toward responsible citizenship. In contrast, PSOs and COs, being discipline-specific, are best conveyed through departmental interactions. Integrating POs into the curriculum ensures a systematic and evidence-based development of these skills, enabling students to practice, receive feedback, and grow as analytical problem-solvers and principled professionals. This approach not only enhances mastery but also aligns personal growth with societal needs, transforming informal learning into intentional, measurable outcomes.

Integrating POs into the curriculum ensures a systematic and evidence-based development of these skills, enabling students to practice, receive feedback, and grow as analytical problem-solvers and principled professionals.

Next issue: Taxonomy of Learning

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Impact
of artificial intelligence in
TECHNO-PEDAGOGY

AI raises concerns about data privacy, algorithmic bias, plagiarism, and ethical usage, necessitating teacher training and responsible integration into academia

The dawn of the 21st century witnessed a few technological advancements such as cloud-based big data, GPU based computing power, and efficient machine learning algorithms. Together, they revamped the field of Artificial Intelligence (AI) that grew from mere $1 billion in the 1980s to a hundred-fold in the 2020s. The same period witnessed the transformation of the education sector by various technological advancements. These changes, accelerated by the global pandemic of COVID-19, have transformed the way we approach the teaching-learning process. The very recent augmentation by the so-called large language models (LLMs) has indeed disrupted the sector altogether. All these, along with various other EdTech inventions, caused the emergence of techno-pedagogy, an area that focuses on the use of technology in education. One specific area with techno-pedagogy is AI in Education.

Artificial Intelligence tries to mimic human intelligence to enable machines to function without much human intervention. In the context of education, AI helps to personalize learning experiences, automate administrative tasks, design and augment curricula, and ensure timely feedback to students and teachers. Educators can augment the learning environment by incorporating AI tools in the teaching-learning process. Learning analytics is another related area that has emerged in the global education sector. It helps to analyse learning data to enhance outcomes and optimise educational practices.

AI-powered algorithms help educators to analyse data on students' learning patterns, preferences, strengths and weaknesses to customize education content to their specific needs. Self-paced learning is a reality more than ever. AI agents and chatbots serve as learning buddies for students. Learning applications such as Google Note LM help

This makes it possible to have micromanagement of courses as it can identify areas for improvement and adjust teaching and learning strategies accordingly. Ultimately imparting knowledge and application of knowledge can be ensured better than before and AI can bring plenty of real-world examples to the learning table.

> **AI** can automate tasks such as grading assignments and assessments, class scheduling, and management of student records. These processes help educators to get more time to focus on teaching and interacting with students, ultimately enhancing the overall learning experience

Despite the various benefits of AI, there are many challenges and ethical considerations that need to be addressed. Data privacy, security, and algorithmic bias in AI are issues that need to be managed to ensure ethical use of AI in the education sector. Students, teachers, and researchers struggle to manage the flood of information provided by AI models and are susceptible to plagiarism. Language models are not conscious enough to think like humans while they generate content. They also lack human-like creativity and vision about the future. The large language models are Bayesian in their training, meaning the prior is important for their reasoning ability. Also, they are yet to give satisfactory results when dealing with Indian languages.

students with personal tutorial assistance. The level of customisation ensures that each student receives targeted lessons that maximizes their learning potential. Moreover, these tools have made the role of teachers to that of enablers rather than preachers.

Another area where AI can help is academic administration and evaluation. AI can automate tasks such as grading assignments and assessments, class scheduling, and management of student records. These processes help educators to get more time to focus on teaching and interacting with students, ultimately enhancing the overall learning experience. Additionally, AI offers real-time feedback to students, allowing them and their teachers to track their progress.

Did you know?

Cluster of Colleges is an arrangement for mutual sharing of resources, human and physical, among neighbouring colleges with a view to optimum utilization of the available facilities for enhancing enrolment and quality of education

Moreover, we need professional development programmes for teachers for effective integration of AI tools into academia. Professional certifications that ensure continuous learning for teachers must be ensured at various levels of academic progression. One example that comes to mind is the Preparing Future Faculty (PFF) programme in the United States or its UK equivalent. Such initiatives enable potential faculty members the opportunity to gain experience in faculty roles at different academic institutions. Integrating techno-pedagogy into such programmes will be easier than random induction programmes and refresher courses.

In conclusion, techno-pedagogy is already reshaping the landscape of education, with the rise of Generative AI amplifying this transformation. The academic community can harness AI tools to offer personalized learning experiences, streamline administrative tasks, and enable AI-driven curriculum design and delivery. However, it is equally important to address the challenges and ethical concerns that come with integrating AI into education. As technology continues to advance, techno-pedagogy will undoubtedly play a pivotal role in defining the future of learning. To keep pace with these changes, our higher education system must remain vigilant and actively involve all stakeholders in the process. A carefully designed professional development programme for educators is essential to ensure they are equipped to navigate this evolving educational landscape.

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The academic community can harness AI tools to offer personalized learning experiences, streamline administrative tasks, and enable AI-driven curriculum design and delivery

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HIGHER EDUCATION IN KERALA

Pathways to Inclusive Growth and Global Excellence

Transformation of Higher Education in Kerala

Higher education in Kerala is undergoing a transformative phase, driven by outcome-based education, globalization, and the establishment of private universities. This evolution is driving new initiatives that align Kerala's educational landscape with global standards while addressing local needs to enhance learning outcomes and institutional effectiveness. Private universities can play a crucial role in this transformation by expanding access to quality higher education, offering specialized programs, advanced infrastructure, and flexible learning models that complement the state's public higher education institutions. They serve as hubs for innovation, fostering industry partnerships, entrepreneurship, and interdisciplinary research while attracting talent from across the country and beyond, ensuring strong representation for Kerala's students.

Globalization and International Collaboration

Many students in Kerala seek higher education abroad. To counter this, our public universities and colleges should partner with private and global high-ranking universities to promote student/faculty exchanges, joint research, and twinning/collaborative programs, providing international exposure within the state and enhancing Kerala's appeal as an education hub.

Technological advancements, including digital platforms, virtual labs, AI-powered learning tools, and e-content development, have revolutionized the delivery and accessibility of higher education. While e-learning, virtual classrooms, and MOOCs can extend quality education beyond traditional boundaries, many universities and colleges in Kerala still require greater investment, infrastructure, and awareness to fully harness their potential and ensure inclusive access for all.

Ensuring accessibility for all, including Divyangjan, should be a top priority for higher education institutions (HEIs) in Kerala. This includes both physical and academic accessibility, with inclusive classrooms, labs, libraries, and tailored assessment tools for continuous and external evaluations. Barrier-free environments, assistive technologies, and support systems are essential to empower every student and create equitable campuses that reflect Kerala's commitment to social justice and educational excellence.

Innovation, Entrepreneurship, and Research Initiatives

Higher education institutions in Kerala are increasingly prioritizing innovation, entrepreneurship, and translational research. To support this, universities should strengthen incubation centers, startup accelerators, and translational/entrepreneurship cells, offering mentorship, funding, and networking opportunities to help students transform their ideas into patents and impactful ventures/products.

> *Higher education institutions in Kerala are increasingly prioritizing innovation, entrepreneurship, and translational research*

Industry Collaboration and Employability

To create an innovative curriculum, universities must adopt interdisciplinary approaches and build courses that address societal needs, industry-relevant skills, and experiential learning. Equal opportunities for graduates in arts, science, social sciences, humanities, commerce, and technology should be ensured by bridging theory and practice while fostering critical thinking, problem-solving, and adaptability. Industry partnerships are key to aligning programmes with market trends, enhancing employability through joint research, internships, and project-based learning, ultimately preparing graduates for a dynamic global economy. Some of the FYUGP curricula may be designed in close collaboration with industries such as Vizhinjam Port, Technopark, Infopark, KMML, Airport, and other key sectors. This industryaligned approach will equip graduates with the skills and competencies needed to meet evolving job market demands, ensuring better employability and seamless transition into the workforce.

Research scholars in all universities should be assigned teaching assistance for at least one semester in their respective departments. 20% of the Research scholars of the Universities across Kerala can collaborate with industries to undertake industry-oriented projects, addressing real-world challenges while advancing their academic pursuits. These companies can offer scholarships and funding support, fostering innovation, and creating a mutually beneficial ecosystem of research, development, and skilled workforce generation.

Industry collaboration with universities ensures relevant skill development, improves employability, and bridges the gap between academic knowledge and practical applications

Funding, CSR, and Alumni Engagement

Establishing a Section 8 company within universities can significantly enhance their ability to attract CSR funding and promote entrepreneurial/translational activities. Such entities provide a structured platform for industry collaborations, incubation programs, and social enterprises, enabling universities to channel resources effectively while fostering innovation and sustainable development. Universities can tap into the potential of their alumni as valuable non-paid resources to mentor and guide students, particularly those enrolled in FYUGP programs. Urgent steps need to be initiated to develop syllabi for one year PG programme that ensures continuity with the four-year undergraduate programmes.

Government Initiatives and Strategic Reforms

The Kerala government, through its proactive Higher Education Department and Council, is driving transformative initiatives to build a knowledge-based economy by strengthening the state's higher education ecosystem. The Higher Education Conclave held at Cochin recently further highlighted Kerala Governments' commitment to creating a world-class academic environment, leveraging the state's burgeoning IT and industrial sectors. To elevate academic excellence, the government has sanctioned Translational research centres, and approved the establishment of seven new Centres of Excellence. The rollout of the four-year undergraduate programme, comprehensive curriculum revisions aligned with contemporary demands, and the consistent performance of Kerala's Universities and colleges in NAAC accreditation, NIRF rankings and good positions on world rankings, reflect Kerala's unwavering dedication to educational excellence, inclusivity, and global competitiveness.

The NEP 2020 and UGC Regulations 2025 pose challenges to Kerala's higher education, including threats to autonomy, federal structure, and increased financial burdens. Addressing these through balanced implementation, inclusive policies, and stakeholder engagement can build a resilient, equitable system that empowers learners, fosters innovation, and drives sustainable growth.

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(opinions are personal)

CREDIT SYSTEM
& Carnegie Legacy

Exploring the pivotal role of the Carnegie Foundation in defining academic credits and standardizing student progress across global educational systems

The Carnegie Foundation played a pivotal role in shaping the modern credit system in higher education, particularly through its development of the Carnegie Unit, which became the basis for the credit hour system used today. Let's explore how the Carnegie Foundation influenced the definition and use of credits in higher education.

The Carnegie Foundation for the Advancement of Teaching was established in 1905 by Andrew Carnegie, a philanthropist and industrialist. The foundation's primary goal was to improve the quality of teaching and the educational system in the United States. One of the key contributions of the Carnegie Foundation to education was the creation of the Carnegie Unit, which later became foundational in defining academic credits in higher education.

Carnegie Unit: The Birth of the Credit Hour

The Carnegie Unit was introduced in 1906 and represented a standardized way to measure a student's academic workload. At the time, there was a lack of consistency in the way different schools and universities assessed academic progress, making it difficult to compare students' achievements across institutions.

The Carnegie Unit was defined as 120 hours of classwork in a year, with students spending 50 minutes per class period, typically in a 5-day week. This was based on the assumption that students would engage in 30 weeks of instruction per year. The idea was that a single "unit" represented a year's worth of work for a student in a typical subject.

Thus, the Carnegie Unit laid the groundwork for the academic credit hour system. The credit hour, as we understand it today, was built upon this model — although it evolved over time, especially with the expansion of semester and quarter systems in colleges and universities across the world.

> Carnegie Unit
> was defined as 120 hours of classwork in a year, with students spending 50 minutes per class period, typically in a 5-day week. This was based on the assumption that students would engage in 30 weeks of instruction per year
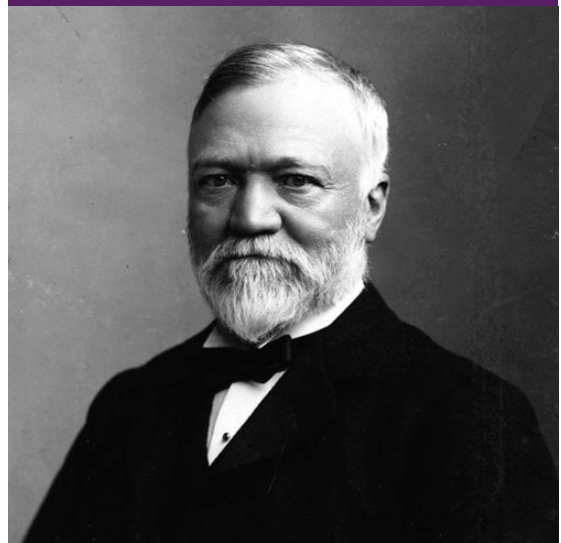
The credit system in higher education in India is rooted in the Carnegie Unit System to standardize learning efforts based on hours spent in coursework. Including in India, this system has been widely adopted across the world to ensure uniformity, flexibility, and transparency in academic evaluation.

Definition of Credit System

A credit is a unit that measures a student's academic workload, including time spent on lectures, tutorials, practical sessions, assignments, and self-study. The University Grants Commission (UGC) specifies that typically, **one credit equates to one hour of lecture or two hours of practical/tutorial work per week over a semester**. Credits serve as an essential component in defining the curriculum structure, ensuring that students meet the required academic standards for graduation.

Leading Higher Education Institutions in India

India's top institutions such as the Indian Institutes of Technology (IITs), Indian Institute of Sciences (IISc), National Institutes of Technology (NITs) and most of the State Universities in India now follow the Choice-Based Credit System (CBCS) or the semester-based credit system. This system is structured around credit allocation based on course workload, where each course is assigned a specific number of credits reflecting lecture hours, practical sessions, and self-study requirements, allowing flexibility in course selection, accumulation, and transfer of credits across semesters.

Credit Hours per Semester

The credit system in India largely follows the University Grants Commission (UGC) guidelines, which define the following credit distribution:

- One Credit = 15 Contact Hours of Lecture per Semester
- One Credit = 30 Hours of Practical/Fieldwork per Semester
- One Semester = 16 Weeks
- Total Study Load per Semester = 20-25 Credits

For instance, if a course carries 3 credits, it typically requires 3 lecture hours per week, amounting to 45 hours per semester.

As per the Curriculum Framework for FYUGP in Kerala, academic credit is defined in terms of both student and teacher efforts, where a course that includes one hour of lecture or tutorial or a minimum of two hours of lab work, practical work, or fieldwork per week is assigned one credit hour, and a one-credit course in a semester should be designed for 15 hours of lecture or tutorials along with 30 hours of learner engagement through course-related activities such as seminars, preparation, and assignment submissions.

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Did you know?

University of Bologna, founded in 1088 AD, is the oldest university in the world which continues to thrive as one of the leading universities in the world. It was the first to grant degrees, pioneering the concept of higher education with structured faculties, academic freedom, and the term "universitas", which later influenced universities worldwide.

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KERALA STATE HIGHER EDUCATION COUNCIL

International Conclave on Next-Generation Higher Education

January 14-15, 2025

The International Conclave on Next-Generation Higher Education, held at the Cochin University of Science and Technology (CUSAT) on January 14-15, 2025, emerged as a pivotal platform for discussing transformative changes in Kerala's higher education landscape. The event attracted representatives from foreign universities, the World Bank, and OECD, alongside delegates from different parts of the country.

The sessions of the conclave focused on critical themes such as curriculum modernization, AI-driven education, increasing industry participation to enhance internship opportunities for students, prioritizing international study programmes and research collaborations to ensure global learning experiences, training faculty in innovative teaching methodologies, and expanding international research collaborations, among others. Discussions emphasized fostering entrepreneurial skills, prioritizing international study programmes, and strengthening public-private partnerships to advance higher education.

Centre of Excellence for Teaching, Learning, and Training (TLT)

January 30, 2025

Inauguration of the Centre of Excellence for Teaching, Learning, and Training (TLT) held on 30-1-2025 at 3.00 pm at the Kerala State Higher Education Council by the Hon. Minister for Higher Education and Social Justice Dr. R. Bindu. The memorandum of Understanding (MoU) aims to be a premier institution empowering educators and learners through innovative practices, enhancing higher education quality for sustainable development. The centre will support curriculum redesign to integrate critical thinking, research, and digital literacy. Additionally, it will generate insights to improve educational outcomes and establish partnerships with national and international institutions to share best practices in teaching, learning, and training, advancing educational standards worldwide.

Kerala Network For Research Support In Higher Education (KNRSHE)-KSHEC-KNRSHE

January 30, 2025

Inauguration of the newly launched KNRSHE to support teachers and researchers in securing research funds from various agencies, including private sources, held on 30-1-2025 at 3.00 pm at the Kerala State Higher Education Council by the Hon. Minister for Higher Education and Social Justice Dr. R. Bindu. Centre will focus on developing research infrastructure and will provide research support, including grants for equipment maintenance, and offer state-level infrastructure through a networking/cluster model. KNRSHE will house shared, professionally managed services and advanced science and technology research facilities. Envisioned as an umbrella institute. It will connect multiple sub-centres across universities, colleges, and research labs. Any research centre or department with potential research facilities can be recognized as a KNRSHE associate sub-centre, fostering collaboration and innovation in research.

SAAC Team visit in Sir Syed College Thaliparamba

February 19, 2025

In a significant achievement, Sir Syed College, Taliparamba, Kannur, has obtained 'A+' grade with a CGPA of 3.30 in the State Assessment and Accreditation Centre (SAAC) instituted by the Kerala State Higher Education Council. The decision was made following the evaluation report by the State Assessment and Accreditation Centre (SAAC) after the Peer-team visit. The assessment was conducted by a SAAC peer team led by Michael Tharakan, former Kannur University Vice-Chancellor. This recognition highlights the college's commitment to academic excellence and quality education, marking a milestone in its pursuit of educational growth and excellence.

UPDATES MONTHLY
UNIVERSITIES IN KERALA

University of Kerala

- University of Kerala has been Ranked 2nd under University Category of the KIRF Rankings 2024.
- Malayalam Bhasha Samvardhan Samiti (UGC)- University of Kerala as nodal University- The University Grants Commission has identified University of Kerala as the nodal University for coordinating all Universities in Kerala to write books in Malayalam language by faculty members. A two day Author's workshop was held on 6th and 7th January 2025 at Kariavattom Campus was completed with the support of Bharatiya Bhasha Samvardhan Samiti (BBSS), where in Prof. Manish R. Joshi, Secretary, UGC attended.
- Accessible India Campaign – Inclusive actions of KU- The University of Kerala has been proudly selected among 10% HEIs, and as a sole institution from Kerala, in the prestigious Accessible India Campaign by the University Grants Commission. University has received an appreciation for its noble initiatives for making the campuses inclusive and accessible during the 2024 Accessible Audit. The Committee commended that the University can become a role model for other institutions for this novel initiative.
- PM-USHA- Administrative sanction from Govt. of Kerala for Rs. 100 crores received under the PM-USHA -Multi-Disciplinary Educational and Research Universities (MERU) Scheme.
- Kerala State Biodiversity Conservation Award 2022 - University of Kerala received the award for the Best Biodiversity Conservation Institution under the Government/ Cooperative/ Public Sector category.
- Kerala University claimed the overall first position at the 38th South zone inter-university youth festival recently held at SRM Institute of Science & Technology, Kattankulathur, Tamilnadu.
- SPARC Project - International Principal Investigator for the SPARC project Prof (Dr) Grace Mathew Marcus, Emeritus Professor, Education School, University of Southampton, UK visited University of Kerala as resident fellow for one month.

Mahatma Gandhi University

- **Theatrical Achievement: "Aaramathe Viral":** The play "Aaramathe Viral" (The Sixth Finger) by MGU's School of Letters secured a prestigious spot at the International Theatre Festival of Kerala (ITFoK), showcasing the university's vibrant cultural and artistic endeavors.
- **Times Higher Education World University Rankings:** MGU has progressed to the 401-500 rank band in the 2025 Times Higher Education World University Rankings, improving from the 501-600 category in 2024 and The National Assessment and Accreditation Council (NAAC) reaccredited MGU with an A++ grade in its fourth cycle, awarding a Cumulative Grade Point Average (CGPA) of 3.61.
- **Data Science Collaboration with ISDC:** MGU signed a Memorandum of Understanding with the UK-based International Skill Development Corporation (ISDC) to collaborate in the fields of Data Science and Data Analytics. This partnership aims to offer globally accredited courses and enhance research and placement opportunities for students.
- **Honorary Doctorate Awarded to Prof. Sabu Thomas:** Prof. Sabu Thomas, former Vice-Chancellor and Director of the International and Inter University Centre for Nanoscience and Nanotechnology (IIUCNN) at MGU, received an Honorary Doctorate from the prestigious Mines-Télécom Institute (IMT) in France, recognizing his significant contributions to polymer science and nanotechnology

Thunchath Ezhuthachan Malayalam University

- **Establishment of Centre of Excellence: The** 'Kerala Language Network' at Thuchath Ezhuthachan Malayalam University: A MoU was signed between Malayalam University and Kerala State Higher Education Council on Kerala Language Network Programmefor the establishment of Centre of Excellence 'Kerala Language Network', a Centre of interdisciplinary research at Malayalam University campus. The centre is established as a key initiative to promote the study of Malayalam as a language of knowledge production through innovative learning and teaching methodologies and to provide training in other regional and foreign languages with a focus on education, research thereby promoting multilingualism, cultural and linguistic diversity. The Centre aims to elevate Kerala's higher education sector to global standards by establishing the state as a hub for language excellence.

- **International Seminar and Media Fest**: The School of Media Studies hosted 'KAMA', a two-day International Seminar and Media Fest on February 10 & 11, 2025, bringing together media industry professionals, academicians and students for knowledge sharing, collaboration, and discussions on the topic 'New Age Constructs in Media Discourse'. The conference incorporated interactive sessions including open forums, panel discussions, invited talks and paper presentations to explore the latest trends and opportunities in the media industry. The conference also featured live sessions on diversified areas of media studies enriching media literacy, knowledge, and skills among the upcoming journalists.

- **The Sociology National Conference**: Sameeksha 2025: The annual academic conference, Sameeksha 2025, organized by the School of Sociology at Thunchath Ezhuthachan Malayalam University, was held on February 12-13 at the Aksharam campus. This year's theme, "Historical Sociology: Theory and Practice," brought together scholars and students from various higher education institutions to engage in discussions on sociological and methodological issues. Sameeksha has emerged as a significant academic platform that fosters discussions in the mother tongue, contributing to the broader dissemination of sociological knowledge in vernacular languages. Over the years, the conference has played a crucial role in enhancing accessibility to sociological thought beyond conventional academic circles. The 2025 edition further reinforced the university's commitment to advancing regional-language scholarship in sociology while facilitating meaningful intellectual exchanges among researchers, faculty, and students.

- **Saahithi Literary Fest 2025**: Saahithi, state's biggest campus literary festival was hosted by the Schools of Literary studies and Creative Writing at Malayalam University on 24th & 25th February 2025. The two-day literary fest was an inter-university literary festival engaging 54 prominent writers and literary figures across the state celebrating Malayalam language and literature. Live and parallel discussions and interactions with the writers provided students an excellent platform to explore the literary writing skills. Book fair, photography exhibition, literary competitions and digital content creations of literary sessions were also a part of Saahithi 2025.

- **International Seminar on 'Development Dialogue'**: The School of Development Studies organized an International Seminar titled' 'Development Dialogue' at Aksharam Campus on February 20 & 21, 2025, providing a platform for scholars, policy makers and practitioners to engage in meaningful discussions on diverse aspects of development. The seminar tried to explore global and local experiences, development trends and examined the governance structures that influenced the growth and developmental initiatives. The seminar provided a special focus on development initiatives happening at coastal societies and their development challenges.

Kannur University

- **Cannovation 3.0,** held on February 24-25, 2025, at Kannur University, was an innovation and startup event featuring an expo, panel discussions, and workshops on emerging trends like Deep-Tech, AI, and MedTech. It provided a platform for entrepreneurs, researchers, and industry leaders to collaborate, fostering innovation and entrepreneurship.

- **K-REAP programme Implementation:** Kannur University has made successful progress in the K-REAP software implementation in its academic activities. Second year registration of the students in K-REAP has been initiated.

- **Master of Business Administration (MBA) –Executive Evening- Programme:** Applications are invited from eligible candidates for admission to the Master of Business Administration (MBA) –Executive Evening- Programme, offered at the Department of Management Studies, Kannur University, Thavakkara Campus on cost sharing basis, for the academic year 2024-25

University of Calicut

- **Computational Chemistry Training & Workshop:** Organized by the Department of Chemistry, the Computational Chemistry Training & Workshop took place on February 27-28, 2025. The workshop focused on the Amsterdam Modeling Suite, offering hands-on experience in computational chemistry techniques and software, aiming to enhance students' skills in molecular modeling and computational research in chemistry.

- **National Seminar on Disaster Management:** Department of Environmental Science, University of Calicut has organised a National Seminar on Disaster Management was inaugurated by the Vice-Chancellor, Dr. P. Raveendran. The seminar covered topics like climate change, environmental impacts, coastal zone disasters, and ongoing research. Environmental issues were the main focus of the program. Dr. R. Ajayakumar Varma, an expert from the National Disaster Management Committee, delivered the keynote address. He emphasized the importance of environmental studies and the effects of climate change on vulnerable areas like Kerala, encouraging students to engage in environmental research.

Kerala Veterinary & Animal Science University (KVASU)

- **Kerala Institutional Ranking Framework (KIRF):** Kerala Veterinary and Animal Sciences University (KVASU) was ranked fourth in the Kerala Institutional Ranking Framework (KIRF) 2024 among the Universities in Kerala.
- In the Agriculture and Allied Sector, College of Veterinary and Animal Sciences, Pookode, and College of Veterinary and Animal Sciences, Mannuthy won the first and second ranks respectively.
- Verghese Kurien Institute of Dairy and Food Technology, Mannuthy was ranked 26th in the Engineering Category.
- **Performance Appreciation:** The All India Coordinated Research Project (AICRP) on Poultry Improvement was appreciated for its performance and germplasm supply in the Annual Review Meeting of AICRP Poultry Breeding Centres conducted during 13th to 14th February 2025 at Indian Council of Agricultural Research (ICAR) - Directorate of Poultry Research, Rajendranagar, Hyderabad 500 030, Telangana.

Kerala Agricultural University

- **Pesticide Residue Analysis Reports:** KAU released monthly reports on pesticide residue analysis, including the January 2025 report titled "Safe to Eat." These reports provide insights into the safety of agricultural produce, ensuring consumer health and promoting sustainable farming practices. The findings are disseminated to inform stakeholders and the public.
- **KAU Handbook 2025:** Published on January 9, 2025, the KAU Handbook 2025 serves as a comprehensive guide for students, faculty, and staff. It includes information on academic programs, research initiatives, campus facilities, and university policies, facilitating effective navigation of university resources and services.

Kerala University of Digital Sciences, Innovation and Technology

- **Big Data: Hype and Reality Event:** Held on February 10, 2025, this event featured Dr. C. Mohan, Distinguished Professor of Science at Hong Kong Baptist University and former IBM Fellow. Dr. Mohan discussed the practical applications and challenges of big data technologies, aiming to bridge the gap between theoretical knowledge and real-world implementation.
- **Ventura" Pitching Entrepreneurship through WISE** Scheduled for February 28, 2025, this event aims to foster entrepreneurial skills among students by providing a platform to pitch innovative ideas, supported by the Women in Science and Engineering (WISE) initiative. Participants will receive mentorship and networking opportunities to advance their entrepreneurial ventures

Cochin University of Science and Technology (CUSAT)

- **Higher Education Expo 2025:** Held from January 13 to 15, 2025, this expo featured the International Conclave on Next-Gen Higher Education, bringing together educators, policymakers, and students to discuss innovative strategies in higher education. The event provided a platform for knowledge exchange and collaboration among academic institutions.
- **Aquaculture Medicine Workshop:** From January 16 to 18, 2025, the National Centre for Aquatic Animal Health at CUSAT organized a workshop focusing on the status, challenges, and future directions in aquaculture medicine and aquatic animal health management across the Asia-Pacific region. The event aimed to foster collaboration among researchers, scientists, and industry professionals.
- **The Sound of Music Workshop:** Conducted from January 17 to 19, 2025, this workshop offered participants an opportunity to explore various aspects of music, including theory, composition, and performance. It aimed to enhance musical skills and foster creativity among students and enthusiasts.

Sree Sankaracharya University of Sanskrit (SSUS)

- **Learning Management System (LMS) Launch:** On February 10, 2025, SSUS launched its Learning Management System (LMS), enhancing digital learning and resource accessibility for students and faculty. The platform offers course materials, assignments, and communication tools to support academic engagement.

Kerala University of Fisheries and Ocean Studies

- **KUFOS joins U-Artic:** The University of the Arctic (U Arctic), established in 2001, is a network focused on education and research in the Arctic region. KUFOS joined U Arctic in June 2024, promoting collaborative research on climate change, sustainable resource management, and socio-economic issues. This membership enhances student mobility and twinning programmes with Arctic universities, complementing KUFOS's existing Indo-Norway research initiatives.
- **International Conference on Marine Biodiversity:** Held on January 15-17, 2025, this conference brought together marine biologists, researchers, and policymakers to discuss the conservation and sustainable management of marine biodiversity. It featured keynote speeches, technical sessions, and workshops aimed at fostering international collaboration in marine science.
- **Workshop on Sustainable Aquaculture Practices:** Conducted on February 5-6, 2025, this workshop focused on innovative and sustainable aquaculture techniques. It provided a platform for aquaculture professionals, students, and researchers to exchange knowledge on best practices, environmental considerations, and technological advancements in the field.
- **Annual Fisheries Exhibition 2025**: Held on February 20-22, 2025, the exhibition showcased the latest advancements in fisheries technology, equipment, and research. It attracted industry stakeholders, students, and the general public, offering insights into the evolving fisheries sector and promoting awareness of sustainable practices.

National University of Advanced Legal Studies (NUALS)

- **International Conference on Environmental Law:** Held on January 15-16, 2025, this conference brought together legal scholars, practitioners, and policymakers to discuss contemporary issues in environmental law, focusing on sustainable development and climate change mitigation strategies.

APJ Abdul Kalam Technological University

- **International Conference on Emerging Technologies for Intelligent Systems (ETIS2025):** Held from February 7 to 9, 2025, at Mar Baselios College of Engineering and Technology, ETIS2025 focused on advancements in intelligent systems, featuring discussions on artificial intelligence, machine learning, and their applications across various industries.
- **4th International Conference on Innovative Trends in Engineering for Sustainability (ICITES-2025):** Scheduled for April 2 to 4, 2025, at Toc H Institute of Science & Technology, ICITES-2025 will explore sustainable engineering practices, emphasizing smart, digital, and sustainable construction methods.
- **LAZARUX 2025:** On February 22 and 23, 2024, Ahalia School of Engineering and Technology hosted LAZARUX 2025, featuring workshops and competitions aimed at fostering innovation and technical skills among students.
- **International Conference on Lifelong Learning at ASIET:** From January 6 to 8, 2025, ASIET hosted an international conference focusing on lifelong learning. The event brought together experts and educators to discuss strategies for continuous education, emphasizing its importance in the rapidly evolving technological landscape.
- **Introduction to AI Modelling Workshop:** Amal Jyothi College of Engineering in Kanjirappally organised this workshop during January 27-28, 2025, this workshop introduced participants to AI modelling techniques, covering foundational concepts and practical applications. It aimed to equip attendees with essential skills in artificial intelligence.
- **International Conference on Novel and Smart Technologies for Sustainability (AICERA: ICNSS 2025)** Taking place from March 27 to 29, 2025, at Amal Jyothi College of Engineering in Kanjirapally, this conference aims to integrate novel and smart technologies for sustainability across various sectors of science, engineering, and technology. It serves as a platform for academicians, researchers, and industry experts to share pioneering technologies and strategies for sustainable development.
- **National Visualization Challenge:** Rajagiri School of Engineering & Technology (RSET) organised this challenge in which they invited participants to visualize India's future across themes like economic growth, technology, and sustainability, encouraging innovative projections and data-driven insights.
- **The Global Conference on Decarbonizing India** (GCDI '25), by NIT Calicut, focuses on clean energy, industrial decarbonization, carbon capture, and sustainable practices. Held from March 6-8, 2025, it fosters discussions on achieving net-zero emissions.

Griffith University's Research Surge Program

Over the past 18 months, Griffith University has implemented a "surge program" to enhance its research capabilities. This initiative consolidates activities into larger institutes, achieving better economies of scale, and emphasizes strategic, long-term planning for securing major research funding through grants and philanthropy. Notable collaborations include partnerships with Sanofi for mRNA vaccine development and PsiQuantum for establishing a quantum technology lab. The university focuses on strengths in biotechnical and biomedical research, quantum physics, and adaptive manufacturing, while maintaining its reputation in environmental and social sciences

Image Source: OpenAI's DALL-E model.

Harlem's Life Sciences Boom

The $700 million Taystee Lab in Harlem's Manhattanville Factory District symbolizes the area's transformation into a life sciences hub. This development reflects Harlem's revitalization and growing importance in New York's scientific landscape. With projects underway, Harlem aims to expand its science and technology capacities, leveraging available space and proximity to institutions like Columbia University and City College of New York. This growth offers opportunities for local communities, emphasizing the need for collaboration and community services to balance development and prevent gentrification.

Image Source: www.hecitylife.org

US-China Research Collaborations Scrutinized

A congressional report by House Republicans indicates that U.S.-China research partnerships at universities over the past decade have inadvertently enhanced China's military technology, supported by hundreds of millions of dollars in U.S. federal funding. Collaborations in areas like hypersonic weapons, AI, nuclear technology, and semiconductors have potentially provided China with backdoor access to advanced technologies. The report criticizes joint institutes and urges stronger safeguards to prevent the transfer of sensitive technologies. Despite security concerns, some academics argue that these collaborations promote understanding and a more stable U.S.-China relationship

Image Source: pixabay.com

Indian Universities Form R&D Clusters

The University Grants Commission (UGC) in India has approved guidelines for universities and industries to collaboratively form Research and Development (R&D) clusters at state and central levels. These clusters aim to address regional technological needs, enhance research capabilities, and provide students with industry-relevant skills through internships. By establishing Industry Relations Cells and University Relations Cells, the initiative seeks to foster strong academia-industry linkages, promote collaborative projects, and create a robust research ecosystem aligned with the National Education Policy's emphasis on practical exposure and global competence

Image Source: www.ugc.ac.in

Government Establishes Research Parks in India

The Indian government has sanctioned the establishment of research parks at several top-tier educational institutions, including IITs and IISc Bangalore. This initiative aims to enhance the research ecosystem and strengthen academic-industry collaborations. Objectives include fostering research partnerships with leading industries, promoting entrepreneurship and student incubation, and building strong academic linkages. By providing advanced facilities and resources, these research parks are expected to facilitate knowledge-sharing, drive innovation, and contribute to the nation's scientific and technological advancement.

Image Source: respark.iitm.ac.in

Garrett Motion's Research Hub at IISc

In September 2024, Garrett Motion Inc. inaugurated a 5,000-square-foot advanced research facility at IISc, Bengaluru. This hub aims to accelerate the development of next-generation mobility solutions, particularly zero-emission vehicles. By integrating artificial intelligence into development and testing methodologies, the collaboration focuses on creating innovative technologies to enhance the efficiency and sustainability of electric and hybrid vehicles, addressing the automotive industry's demand for cleaner technologies.

Image Source: www.iisc.ac.in

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Image Source: www.chinafile.com

IISc's Flexible Semiconductor Material

Researchers at IISc's Department of Materials Engineering have developed a super-flexible composite semiconductor material with potential applications in curved displays, foldable phones, and wearable electronics. By incorporating up to 40% polymer into the material using inkjet printing, the team achieved enhanced flexibility without compromising semiconductor performance. This innovation could replace traditional, less flexible semiconductor devices in the display industry, paving the way for more durable and versatile electronic devices.

Image Source: www.azonano.com

Net Enrollment Ratio

Net Enrollment Ratio (NER) measures the percentage of individuals aged 18–23 enrolled in higher education, providing a precise indicator of accessibility. Unlike Gross Enrollment Ratio (GER), which includes students of all ages, NER focuses on age-appropriate enrollment, reflecting equitable participation. While Gross Enrollment Ratio (GER) includes all students enrolled in a particular level, regardless of age, NER considers only age-appropriate enrollments, providing a more accurate picture of educational access

According to AISHE 2021–22, India's GER rose to 28.4% from 23.7% in 2014–15, indicating progress. Though NER-specific data remains limited, this growth suggests improved youth engagement. However, socio-economic barriers, rural-urban divides, and gender disparities persist, hindering equitable access.
Kerala, with a literacy rate exceeding 96%, exemplifies excellence in higher education access. Its emphasis on universal education, gender parity, and infrastructure has significantly boosted NER, ensuring more youth pursue tertiary education within the appropriate age group.

To enhance NER nationwide, digital learning, scholarships (e.g., Post-Matric Scholarships), and improved campus infrastructure are essential. Reducing dropouts through financial aid, mentorship, and career counseling can bridge gaps. Kerala's inclusive policies, such as subsidized education and awareness campaigns, serve as a model for other states.

Student-Faculty Ratio

The student-faculty ratio is a key measure of educational quality in higher education, indicating the number of students per faculty member in an institution. A lower ratio is generally linked to better academic outcomes, enabling personalized attention, improved mentorship, and greater student engagement.

According to the AISHE 2021-22 report, the total number of faculty in India's higher education institutions stands at 15.98 lakh (1.598 million), with 56.6% male and 43.4% female faculty members. However, many universities and colleges, especially public institutions, continue to face high student-faculty ratios, raising concerns about teaching quality. The UGC recommends a ratio of 1:10 for postgraduate courses and 1:20 for undergraduate courses, but several institutions struggle to meet these standards.

In Kerala, efforts to maintain a balanced student-faculty ratio have contributed to better educational outcomes. The rising student enrollments, recruiting and retaining qualified faculty remains a challenge, particularly in technical, research-intensive and emerging areas. To enhance the student-faculty ratio in higher education, institutions can hire more faculty members to reduce the load on existing staff. Implementing efficient class scheduling can also help ensure a more balanced distribution of students across courses.

Academic Attrition Rate

The academic attrition rate represents the percentage of students who leave higher education before earning a degree, highlighting systemic challenges in the education sector. High attrition often stems from financial constraints, inadequate academic support, socio-cultural barriers, and institutional inefficiencies. Retention is particularly concerning for students from disadvantaged backgrounds, first-generation learners, and rural areas, where access to quality education is limited.

While the AISHE 2021-22 report does not specify attrition rates, the rise in student enrollment to 4.33 crore (43.3 million) and an increase in pass-outs to 1.07 crore (10.7 million) suggest improved retention. However, STEM fields face higher dropout rates due to academic rigor and insufficient preparatory education.

With high literacy and strong educational infrastructure, Kerala report better retention. Initiatives, like free education for girls from low-income families, scholarships, and digital learning programs, help curb dropouts. Now, promoting flexible learning, vocational training, and credit-based systems are efforts to reduce attrition. Scholarship programmes and MOOC platforms aid students in overcoming financial and academic challenges.

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