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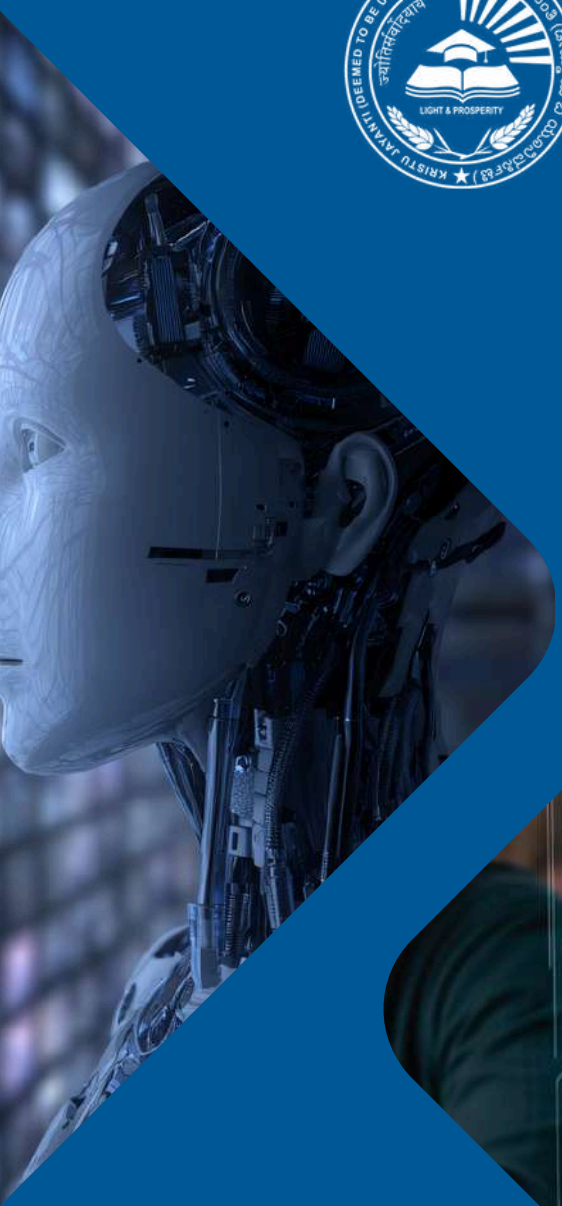

EQUILIBRIA

Department of Economics

NEWSLETTER

VOL. 04
2025-2026

AI Integration in Education

Equilibria 2025

A world where AI meets Education. Whether it be in schools, colleges, universities, research institute, or even learning in the work field, AI is everywhere!

Equilibria is the newsletter of the department of economics. Every year, we release a volume regarding issues we face in our day to day lives. The soul purpose of this newsletter is to spread awareness on topics from the perspectives of our faculty and students.

The latest issue of Equilibria, the Department of Economics newsletter, explores the theme "Reimagining Higher Education: Harnessing Technology for Inclusive Learning." This edition underscores how the department is engaging proactively with the opportunities of digital transformation. It also invites contributors to imagine the future of the university in a world where connectivity, collaboration and access are no longer bound by geography.

Message from VICE CHANCELLOR

FR. DR. AUGUSTINE GEORGE

Writing the preface for the fifth volume of the Department of Economics newsletter, "Equilibria", makes me incredibly happy. I want to start by congratulating the editorial board for publishing such a fantastic newsletter. The Department of Economics has expanded in keeping with the mission of the university, which is to foster the students' civic engagement and ideals in addition to providing them with a high-quality education, a critical component of that mission is embracing the transformative power of technology.

This newsletter highlights the department's successes over the past year in both the classroom and outside of it. It makes me happy to see how eagerly students engage in departmental activities and how hard the faculty members work to provide them with the information, skills, and character development they will need to assume leadership roles in a digitally-driven world. I hope the department's efforts will be successful in every way.

When AI comes into the picture of education, learning is limitless

Message from

PRO-VICE CHANCELLOR

Fr. Dr. Lijo P Thomas

AI opens up a door to endless opportunities. Now we must utilitse it

It gives me great pleasure to write this message for this newest edition of "Equilibria," the newsletter for the Department of Economics. My sincere congratulations to the editorial team for their wonderful work. The Department of Economics continues to be a standard-bearer for our university's core mission, to provide a holistic education that nurtures civic ideals and strong ethical values. It is heartening to see the department actively integrating new technologies into its teaching, preparing our students with the modern analytical skills needed for the future. The department's many activities, highlighted in these pages, are a clear sign of the faculty's dedication and the students' eager engagement. This energetic participation is precisely what cultivates the well-rounded character and practical skills necessary for our students to become the leaders of tomorrow.

I wish them all continued success in their endeavors.

Message from

DR. ALOYSIUS EDWARD J

REGISTRAR

The Department of Economics at Kristu Jayanti University supports aspiring economists by educating them holistically in novel and revolutionary methods, including the integration of modern educational technology, so that they are equipped to evaluate a situation rationally. Our university and department are dedicated to incorporating technology into these methods to enhance learning.

The students are taught human values and professional ethics, which has a positive economic and social impact, which in turn develops strong foundational and applied skills in our pupils. Seminars, guest lectures, conferences, fests, and many more co-curricular and extracurricular events are frequently held by the Department of Economics. The newsletter Equilibria provides a glimpse into the operations of the Department of Economics. I really appreciate the creative team's efforts and wish them well in their further endeavors.

Harness AI, not to replace us, but to let us excel to a level we would never have imagined

Message from DEAN

DR. VIJAYARKUMAR R

SCHOOL OF COMMERCE,
ACCOUNTING & FINANCE

AI, a tool used to empower both educators and learners

Department of Economics, Kristu Jayanti University, is firm in the pursuit of building the next generations of economists through the delivery of the full-range of instruction through innovative and transformational methodologies. The department actively conducts seminars, guest lectures, conferences, and festivals, fostering academic excellence, social commitment, and holistic development among students to enable their meaningful contribution to societal progress and intellectual advancement. The theme this year, "Reimagining Higher Education: Harnessing Technology for Inclusive Learning," is highly germane to the current academic environment, where technological developments are redefining traditional teaching and learning processes. I extend my very best appreciation to the Department of Economics and the Equilibria editorial team for their relentless quest for intellectual excellence and their joint effort in publishing this magazine. I extend my best wishes to them in their future ventures.

Message from Head of the Department

DR. SIVASUBRAMANIAN K

I take immense pleasure in greeting you all through Equilibria. The Department of Economics of Kristu Jayanti University has made consistent efforts to stand out with distinction in every academic and extra-curricular activity. The Department has risen through the ranks and with resilience overcome the odds to impart quality education, which will help our students build a strong foundation and nurture in them a scientific temper and a quest to learn and discover.

Every year, the Department of Economics publishes a newsletter on contemporary and relevant themes, reflecting the department's intellectual vigor and its continuous engagement with scientific progress and social evolution.

I would also like to express my appreciation to the Editorial Board for their astute selection of this year's theme, "Reimagining Higher Education: Harnessing Technology for Inclusive Learning." This theme holds significant contemporary importance, as it investigates the pivotal influence of technology in redefining the educational environment.

This edition of Equilibria functions as a forum for readers to interact with the reflections, insights, and experiences of students regarding the incorporation of technology in education thus providing a comprehensive understanding of how digital innovation persistently promotes inclusive and adaptive learning within higher education.

May these pages offer you interesting and enlightening read.

With AI, learning has no limit

DEPARTMENT OF ECONOMICS

We encourage students to go beyond their lectures, to dive deep into research into finding solutions to the issues our world faces a day-to-day base.

The Department of Economics is dedicated to fostering analytical thinking, research excellence, and a deep understanding of economic systems and policies. With a strong commitment to both academic rigor and real-world relevance, the department offers a dynamic learning environment where students engage with contemporary economic issues through theory, data analysis, and critical inquiry.

Faculty members bring diverse expertise across fields such as development economics, finance, public policy, econometrics and environmental economics, enriching classroom discussions and research initiatives.

Beyond academics, the department encourages interdisciplinary learning, seminars, workshops, expert talks and publications like Equilibria, which promote dialogue on pressing socio-economic challenges.

Through its programs and initiatives, the Department of Economics strives to cultivate informed, responsible, and innovative thinkers equipped to contribute meaningfully to society and the global economy.

Through it all we want to create a place that encourages students and faculty to be innovative, critically think, and accept constructive feedback in every aspect of their academic journey.

Here at the economics department we...

Fostering a learning environment that pushes for creative and innovative ideas

Meet the Editorial Team

Nikhil Sahu- III Year
BSc Statistics & Economics
Chief Designer and Editor
of Equilibria 25' Newsletter

Esther Annamarie Philip- III Year
BSc Statistics & Economics
Chief Designer and Editor
of Equilibria 25' Newsletter

Mahammed Tameem- II Year
MSc Economics
Chief Editor
of Equilibria 25' Newsletter

Eric Calvin Benedict- I Year
MSc Economics
Chief Editor
of Equilibria 25' Newsletter

Muskan Kachua- II Year
BA Applied Economics
Student Member
of Equilibria 25' Newsletter

Mounika Battacharjee - I Year
BSc Applied Economics
Student Member
of Equilibria 25' Newsletter

Priscilla Judi - III Year
BA Applied Economics
Student Member
of Equilibria 25' Newsletter

DR. ARYA GOPAN
Faculty Coordinator

AI, a tool to enhance knowledge and learning

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We Are More Than Just a Username on a Portal...

Let's be real for a second. Contemporary college life is great, somewhat unorganized technology trial that we are all reluctant participants in. One minute you are sitting in a Zoom lecture, where one half of the class black-screens, and the other half are just displaying their ceiling fans, and motioning to an online-portal that was last updated in 1998. Every day we are informed that technology is turning education more accessible and diverse, but at the same time most days it seems that it's increasing in complexity.

It is approximately where my mind resided when I came across 'Technology and Diversity in Higher Education: New Challenges' which is a compilation of essays edited by Yukiko Inoue. I know, the title sounds like something you'd be forced to read for a class you're about to fail. But stay with me here, since this book is correct in this aspect. It is somewhat of a time capsule, published in 2007, but the core issues it tackles are more relevant now than ever.

Rather than a single, tedious textbook, it is a series of various voices discussing the practicality of the real-life impossibility of combining technology with a university campus that consists of insanely different individuals. You have chapters on all aspects of how digital tools transform the very process of reading and ensuring that students from different cultures are not totally left behind by the new generation of supposedly "intuitive" software.

What I personally liked most about it was that the book does not venerate technology on its altar. It asks the tough questions. Do all students benefit better with an online portfolio than with a physical portfolio? What is the secret of creating a genuine sense of community in a course that is being taught through the screen only?

I enjoyed one of the chapters discussing the idea of intergenerational learning, when college students are paired with older adults to tutor them on technology. It was even a refreshing change considering the idea of "diversity" is not merely a buzzword but a very tangible human interaction, and technologies may either facilitate or damage that.

Now, for the funny part. The journey of taking a read through the "news of the new challenges of 2007" has a delightfully retro-futuristic quality, as though we were viewing an ancient film upon what our generation would have managed to build by that time, "that time" being now. It was written earlier during the times when the iPhone was yet to be the global conqueror, social media was not as widespread as it is now and a degree that was fully online was considered an extremely radical thought. Hence, certain tech mentions are sure to make you laugh.

But don't let its age fool you. The basic concepts are impeccable. The general message of the book, which is that you cannot simply apply glittery gadgets to a heterogeneous student population and wait until magic occurs. What you need to consider is the faces-behind-the-screens.

This book is recommended to any student who ever felt irritated by the tech approach of their uni, or to any professor who has struggled to find out how to connect with your own students over the internet. It is not heavier reading by far and more of an unexpectedly sensible and humanely written guide on how to make your way in the digital jungle of higher learning. It's a reminder that at the end of the day, learning is about people, not just pixels.

Mahammed Tameem
24MECO15

My Journey with Online Learning: Between all the mess and the clear stuff.

When I first jumped into the online learning scene, it was like being thrown into a jungle without a compass, totally fitting, considering my dream of joining the Indian Forest Service. The screen was my go-to spot for learning, reading, and even catching glimpses of the real world outside. But it wasn't easy. I recall being stuck in those super choppy lectures, totally zoned out and swamped with stress. My room's quiet was way more noticeable than any teachers lecture. Distractions started popping up, and the overwhelming amount of stuff made even basic stuff seem super complicated and hard to sort out.

Back in the day, I was totally clueless. No bell to ring when the class started, no one to swap notes with, no professor to catch a look from for a bit of confidence—just me, my laptop, and a creeping feeling of doubt. I kept wondering, am I really getting enough out of this? Am I lagging behind? Can this get me through the IFS exam or what? The pressure was intense, and the isolation was no joke.

But deep down, I just couldn't let go. I knew that if I wanted to serve the forests of India, I had to first learn how to navigate my own. I started to carve my own path; bit by bit, I put together daily schedules, picked out useful stuff, and made a study plan that felt totally my own. I decided to stop waiting for structure to be handed to me, so I created it myself. I turned into my own teacher, planner, and motivator, not just a student.

Statistics, my optional subject, needed to be precise and consistent. I'd usually end up going over concepts again late at night, trying to make sense of it all. I got used to the whole repetition thing, found peace in the daily grind, and cheered for the little victories, like finally getting the hang of a tough distribution or acing a mock test with

way fewer mistakes than before. These weren't just about hitting the books; they hit the heart too. Every little bit of progress made me feel like I could handle it, even when things seemed kind of shaky. There were some sneaky wins too. The thrill of discovering niche ecology lectures at 2 a.m., the satisfaction of completing a mock test after days of self-doubt, and the joy of exploring indigenous cultures and global environmental models for my presentations. These moments reminded me why I started. Online learning gave me the freedom to explore beyond the syllabus, and in that exploration, I discovered parts of myself.

I figured out it's cool to ask for help when I need it. Reaching out to mentors, joining online forums, or even asking for study materials and department profiles, I figured out that learning isn't a solo trip. There's power in asking for help and bravery in realising you're in a jam. These online chats made me feel like I was part of something bigger and not alone.

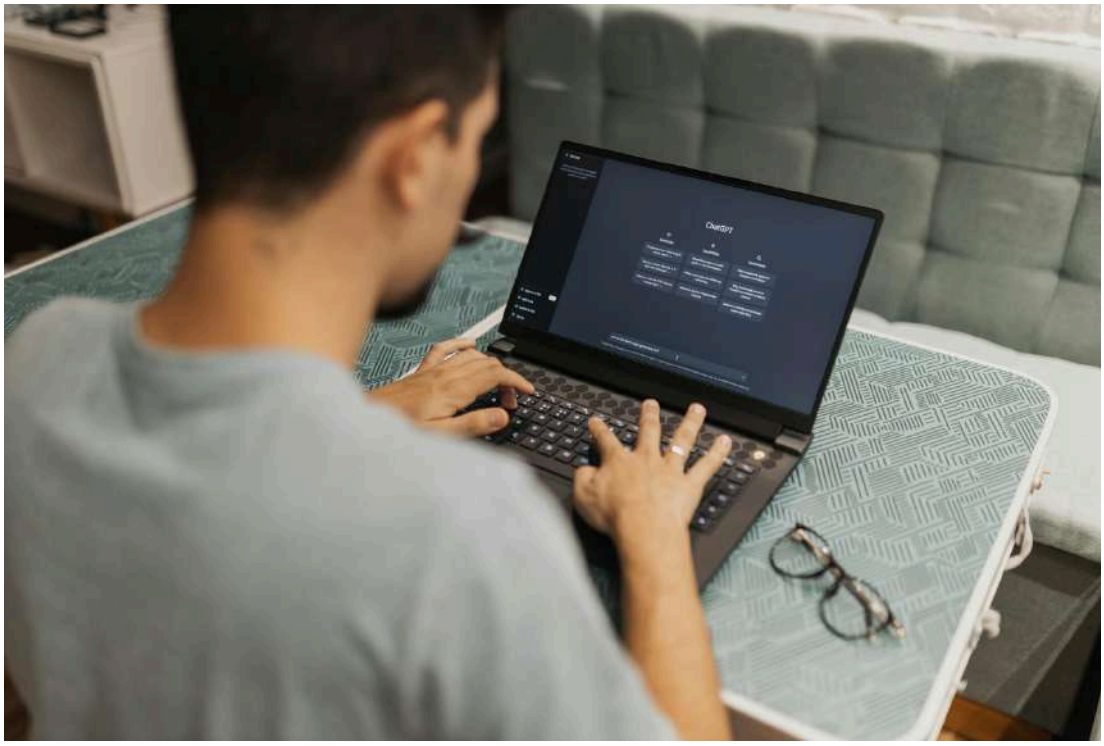
Yeah, there were a few hiccups along the way. Those days when I felt totally unmotivated, like I was just doing stuff without any real purpose, there were moments I wasn't sure I was moving forward, especially when I'd see others doing so much better. But I kept in mind that comparing stuff steals the fun and that my path is just for me, you know? I've got this: I've learnt to go with my own speed, to respect my hard work, and to be more gentle with myself.

Online learning also gave me room to dig into my hobbies and stuff outside of schoolwork. I'm totally into those eco-documentaries, articles about water life, and tales of how indigenous folks keep pushing through. These weren't just random distractions; they were like fuel for my curiosity, helping me grow into the kind of forest officer I dream of being: someone who's well-informed, cares deeply, and has a global perspective.

When I look back, I don't just see a screen—I see toughness. I see a girl who navigated through uncertainty and crafted her own compass. Who transformed solitude into self-reflection and bewilderment into understanding. Who figured out that growth isn't always a big, noisy event. It's usually a quiet, consistent, and intimate journey.

This trip has shown me that learning isn't just about school or books; it's like when you're up late thinking, feeling unsure, but still got that grit to give it another shot. I've got this new way of tackling problems

now—I'm patient and curious, and I trust I can sort it out. It's all about how I've developed, not just in school, but as a person too.



As I keep getting ready for the IFS 2026, I'm not just learning stuff but also getting a better grip on who I am. I get that the road ahead is going to throw some curveballs, but I've already knocked out a tonne of stuff. Online learning didn't just teach me subjects; it taught me how to believe in myself when no one was watching.

And that, to me, is the biggest win ever.

Jahnavi N
23STEC08

Harnessing Technology for Inclusive Learning

On a humid evening in a small Indian village, a girl climbs onto her terrace with a notebook in one hand and a smartphone in the other. She balances the phone on a tin can, tilts her head toward the sky, and waits for the signal bars to appear. A shaky connection is her only window to a world-class lecture happening thousands of miles away. In that fragile moment, a dream takes the shape of education that doesn't stop at borders, backgrounds, or barriers.

This, in many ways, is the promise of technology in higher education. The chalkboard has stretched into a glowing screen, the lecture hall into a digital community. But as we celebrate this shift, we must pause and ask: who is truly included in this vision, and who is still left waiting at the edges?

When Technology Opens Doors:

For countless students, technology has been nothing short of a miracle. Massive Open Online Courses like SWAYAM and Coursera have delivered Ivy League lectures to dusty classrooms in tier-2 towns. YouTube tutorials have become late-night companions before exams. Virtual labs allow aspiring scientists to conduct experiments without needing costly infrastructure. I still remember a friend from Kanyakumari telling me how she prepared for competitive exams using only her basic smartphone and a patchy 4G connection. She often studied by candlelight when electricity failed, yet she topped her college. Stories like hers prove what Dr. A.P.J. Abdul Kalam once said: "The ignited mind of the youth is the most powerful resource on the earth." Technology, when inclusive, is that spark of ignition.

But What About the Gaps?

Not every story ends with triumph. During the pandemic, I heard of classmates who simply dropped out because they couldn't keep up with online lectures. In rural

homes, where one smartphone is shared among siblings, who gets priority, the son preparing for engineering, or the daughter aspiring for law? Too often, the answer is predictable. Language too, becomes an invisible barrier. A physics lecture in English may impress on paper, but to a student more fluent in Tamil or Bengali, it can feel like learning with a locked dictionary. And what about students with disabilities? Many platforms lack captions, screen-reader support, or sign language interpretation.
As the National Education Policy (2020) reminds us, "Education is the single greatest tool for achieving social justice and equality." But justice cannot be achieved if technology itself creates new walls of exclusion.

Seeds of Change:
The hopeful part is that solutions are emerging. Start-ups are designing low-bandwidth apps that work even on inexpensive smartphones. Regional language content is gaining traction, making complex subjects easier to grasp in mother tongues. AI-based translation is slowly closing the language gap. I once sat in on a virtual reality demo where a medical student practiced surgery through a headset, no cadaver, no expensive lab, just immersive learning. It struck me: for the first time, technology wasn't just compensating for lack, it was creating new possibilities. Similarly, a visually impaired student using AI-driven audio descriptions to "read" diagrams shows how inclusivity can be built into design itself. Affordability is another key. Many universities now keep basic courses free, with optional paid certifications. This means knowledge is no longer locked behind a paywall, at least the first steps are accessible to everyone.

India and the World: A Shared Canvas-
Across the globe, universities are reinventing themselves. In the U.S, professors rely on AI to identify students who need extra support. In Europe, peer-to-peer platforms allow learners from different countries to solve problems together. India, too, is experimenting. IITs and central universities have adopted hybrid learning models. During the pandemic, I watched my own professors who had never touched Zoom before become online educators overnight. It showed me that adaptability isn't only for students, teachers too, they are reshaping their roles in this new landscape. The real challenge, however, lies in ensuring smaller colleges and rural institutions are not left behind. Progress cannot be measured by how advanced IIT's become, but by whether a government college in a small town also has access to the same tools.

Beyond Access: Belonging:

But inclusivity is more than a login ID. It is about feeling part of a community. Online forums where students debate, peer-mentorship programs that connect juniors and seniors, and cross-country collaborations where diverse voices share ideas, all of these make education human again. I imagine a project where an engineering student from Chennai, a business student from Lucknow, and an economics major from Nairobi brainstorm together on Zoom. Technology then stops being just a delivery system for lectures, it becomes a meeting ground of empathy, creativity, and shared dreams. Nelson Mandela once said: "Education is the most powerful weapon which you can use to change the world." Today, that weapon must be wielded inclusively.

Conclusion: The Rooftop Classroom

Reimagining higher education is not only about digitizing content, it's about humanizing it. It's about making sure that the farmer's son, the shopkeeper's daughter, the differently-abled learner, and the working professional juggling family responsibilities all find a seat at the same table of knowledge. The future classroom has no walls, no gates, and no hierarchies, it has open doors and open minds. When that young woman on her rooftop finally completes her degree through an online platform, it will not just be her success story. It will be proof that technology, when guided by empathy, can become the greatest equalizer of our time.

AKSHAYA B
23STEC02

Embracing Technology and Social Media for Inclusive Learning

The pandemic has made the global shift, pushing the educators and students into rapid digital landscape filled with both promise and challenge. Reimaging higher education today means harnessing their platforms and associated technologies to build inclusive learning environment that break down traditional barriers and provide diverse learners needs. What was once a place for face-to-face learning suddenly had to depend on technology, and social media quickly became a critical space for education, connection, and inclusion.

Social media: As a driving force of technology:

Social media platforms like YouTube, LinkedIn, and TikTok are not only for entertainment. During the COVID-19 pandemic, student usage of social media increased from 20% to 70% in 2020, which shows, it is used as educational platform tool. This drastic change in the graph showed that location and access are making learning effective and democratic.At the same time, social media has its own challenges. It leads students to misinformation, distractions, and privacy concerns, which makes it out clear that there is an urgent need for digital literacy and education for safe and meaningful experiences.

Case Study: Students Learning Together on YouTube

YouTube has served as a model of social media, with students from different countries creating and sharing their own tutorials, study materials, discussions, and views. The perspectives of the people are critically analysed and verified by the students, which helps identify the study gaps to focus on and work on them. By providing accessible support and diverse exploring content, it builds a sense of belonging and helps fill the gaps in formal education.

To maintain this optimistic future, higher education must revise policies to :

- ·Ensure that all students have equal access to digital tools and reliable internet.
- ·Develop curricula that are flexible, accessible, and responsive to diverse learning needs.
- ·Train educators to effectively and sensitively use digital technologies.
- ·Protect student privacy, particularly as AI and data-centric tools become more prevalent.

These changes will create an environment of diverse opportunities with technology.

Technology and human approaches are two important characteristics of inclusive education. The multimedia AI tools and digital communities are crucial elements for educational experiences. This promotes involvement assurance and genuine participation.

Conclusion

The pandemic has shown that social media is not only a diversion; it is a tool for inclusive education. Reimagining the future of higher education involves leveraging these tools to ensure that all students have equal opportunities. By combining these technologies with compassionate policies, we will foster a vibrant and creative learning environment that provides equal opportunities for every student to grow, succeed, and thrive.

MADHU S
25MECO24

From Chalkboards to Chatbots: Technology for Every Learner

Education has undergone a massive transformation now. Technology is no longer just a helpful tool for students; it is now the cornerstone of how students access, interact with and benefit from learning.

Previously exclusive to only those who could afford campus or lived close to institutions, higher education is now accessible to a significantly wider and more diverse background of students, thanks to internet tools.

The biggest positive impact comes from tech's capability to expand access. Now students from underserved or rural areas can engage in programs that previously required relocation or expensive tuition, thanks to massive open online courses, virtual campuses and online classes. Students are no longer solely reliant on government-led digital initiatives; improved internet connectivity and the wider availability of digital devices have made learning more accessible and inclusive.

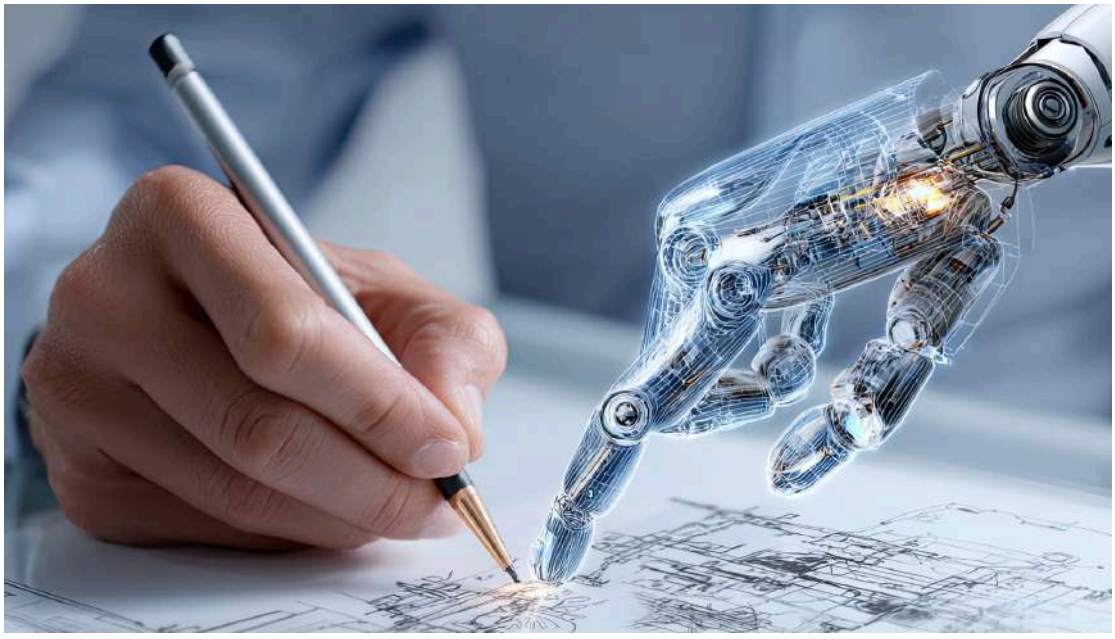
Personalization is yet another ground-breaking concept that revolutionized online learning. Instructions can now be tailored according to each learner's need and pace with the employment of learning analytics and AI.

Instead of a traditional one-size-fits-all approach, students receive real-time feedback, get extra help when needed and can progress more swiftly in the areas they excel. For students who often struggle in lecture halls, these adaptive systems can be the difference between genuine confidence and disengagement.

Additionally, technology makes learning more inclusive for students with varying needs. Learners with disabilities are not excluded since the introduction of speech-to-text applications, captioning and screen readers. People with diverse language backgrounds can access information with the use of subtitles and multilingual features.

By embracing variance in abilities, languages and cultures, these modified functions not only remove barriers but also enhance education structures.

Today, traditional boundaries have been blurred with the increased induction of digital media inside classrooms. Students can team on projects with peers living abroad using cloud computing, virtual labs and video collaboration tools. This kind of exposure better prepares students for a world that values cross-border innovation and problem-solving, equipping graduates to contribute in more dynamic and meaningful ways to real-world scenarios.



Though the challenges of inconsistent access to dependable technology or stable network, or the digital literacy that has become essential to education, still remain. It is on education institutions to integrate social responsibility and technical innovation to improve core infrastructures and digital skills to achieve fairness in this education model itself.

In conclusion, designing a system that is equitable, accessible and empowering is more important than simply adopting the latest new technologies when it comes to rethinking higher education. If done correctly, digital learning could foster opportunities that transcend geography, skill and background in addition to sharing knowledge. It may be difficult to strike a balance between creativity and compassion, but it is of the utmost importance to ensure that every student has the resources, chances and support they need to thrive.

Maria Angel A
23ECOA12

The Balance between AI and Education...

The classroom I stand and look around feels very different from the stories I heard of my parents' college days. The majority of the learning meant heavy textbooks, lecture notes, and waiting for the library to open to find reference material. Today, we could attend lectures, take notes and speak with experts located anywhere in the world on a phone or laptop. Technology has not only altered the way we obtain information but also how we view education in general.

The dismantling of physical barriers is one of the most notable changes. Now higher education is easily accessible to those who previously might not have the chance otherwise, through learning platforms, virtual classrooms and video lectures.

A student can attend an economics seminar happening on the other side of the world or learn to code from an MIT professor. Another student with disabilities can break through barriers to education by using screen readers, voice-to-text and captioning software. Technology has opened new doors that were previously shut, by making education no longer a solely geographical and infrastructure-based privilege.

In addition to its advantages, technology has altered the way we learn. Learning can be tailored to each learner's needs, unlike in the past where classrooms used a one-size-fits-all strategy. Adaptive learning apps, for example, can change the speed of lessons based on how well a student understands them. A learner can watch the explainer videos at their own pace, go over lectures again, or work through additional practice problems if they're having trouble with statistics. They would not have to wait for the rest of the class to catch up if they pick things up quickly. In this sense, technology has made it possible to value each student's uniqueness.

Despite all these benefits, we must also consider the human aspect of education. Digital platforms and online courses are effective, but can amplify the feeling of loneliness. Many learners point out that the simple pleasures of chatting with classmates after lectures or the impromptu questions in classes are missed when switching to entirely online courses during the pandemic.

This serves as a reminder that education encompasses not only just information, but also interpersonal relationships, friendships, and shared experiences. Although tech can aid education, it cannot fully replace the affectionate support of a teacher or the encouragement drawn from peers.

The digital divide presents another challenge; not all students have access to a laptop, stable and fast internet connections or even an undisturbed study area. Institutions and governments must prioritize equal access to technology. If the belief is that it genuinely makes education inclusive, better connectivity, training in digital literacy, and reasonably priced devices are just as crucial as the learning platforms themselves. In contrast, the very instruments designed to bridge gaps may end up making them wider

Striking the correct balance between technology and human interaction is crucial to the future of higher education. Imagine classrooms where AI tracks student progress, while teachers continue to guide and inspire students. Or colleges where science or history is brought to life with virtual reality, while still encouraging critical thinking through debates and group discussions. The essence of learning should be empowered by technology, not overpowered by it.

Ultimately, education is about how it molds us as individuals as well as what we learn. We are on the right track only if education can be made more inclusive, flexible, and accessible. However, it must not be forgotten that, behind every screen and educational tool, is a student looking for connection, guidance and growth in addition to information.

Sameer Limbu
23ECOA04

My journey to Litmaps

Higher education is no longer characterized only by chalkboards, huge textbooks and long lectures delivered in crowded classrooms. It is being transformed by the rapid changes in digital technology and, above all, Artificial Intelligence (AI). In the past decade, higher education has evolved enormously, moving beyond tools that connect students globally to those that help manage the flood of research. This change is not caused by efficiency and convenience. In a nutshell, it is concerned with embracing inclusivity and the ability to make students access educational opportunities regardless of their backgrounds or challenges.

Historically, privilege was a significant factor in the process of access to higher education. The main beneficiaries were those who could afford tuition and resources, spoke the major academic languages or resided near universities. Technology is transforming that today, online courses, open access journals and cloud applications are closing in gaps that were once thought to be too wide to bridge. Today, a student in a distant town can also get the same good resources as one in an excellent university. An example of this change is Litmaps which is a website that was developed to help researchers and students find their way through the vast sea of scholarly literature. Instead of searching through hundreds of journal articles manually, the users can view the relation of the different studies to each other, how concepts change across time, and perceive.

My approach in academic work has been transformed owing to the utilization of Litmaps to prepare an assignment. I am able to see the big picture and focus on creating more solid and unified arguments rather than being overwhelmed by the separate bits of knowledge. These types of tools prove to be priceless to students who are only beginning their academic careers, and they also grant experienced researchers some fresh insights that will further our knowledge. Artificial intelligence increases this development. Artificial intelligence is becoming one of the most powerful partners of higher education.

It can translate sources in foreign languages, propose relevant readings, summarize long articles within several seconds, and even suggest a possible research question.

Today tasks' that took weeks to accomplish can now be accomplished even faster giving students more time to think critically and be creative. A lot is also acquired by the students. It can be very discouraging to many to write a thesis or important research paper. AI applications facilitate ideation, refining of an idea, structure of an essay, and seeking relevant evidence. AI reduces stress and gives students more time to focus on the intellectual nature of their projects by automating the repetitive works. This is particularly important, as rote memorization is less prevalent in contemporary education.

Problem-solving, creativity, and the ability to critically analyze complex problems are key to success in the twenty-first century. AI supplements intelligence; it does not substitute it. By collaborating with AI, students can pose deeper questions and engage in their education more actively and be members of their own education. The role played by technology in inclusive education is also significant. Screen readers, captioning, and adaptive software among other accessibility tools offer students with disabilities opportunities that they did not have before. Online and hybrid courses are flexible models where working parents and professionals can balance between their education and other commitments. Online websites also enable different cultural students to work together and share their perspectives and learn with one another in real time.

Reimagining higher education is never about adhering to the latest trends or equipping the classes with technologies. It entails the creation of a learning culture where every student regardless of his or her circumstances or background gets a chance to achieve his or her potential to the best. With the use of AI and technology, we can help achieve that aim as long as technology is applied correctly. They can make higher education a place where it is more significant to create diverse, creative and motivating communities of learners than to pass tests and graduate.

Nningtsile Medoze
24MECO20

My Journey as a Student in the Digital Era

When I look back at my school days, the contrast with my present education feels almost unreal. In primary and secondary school, technology was almost invisible in our classrooms. Learning meant long hours with textbooks, waiting for the one chance in a crowded classroom to ask a teacher a question, and hoping for luck. Libraries were there, but as a 10- or 12-year-old, navigating shelves of dense books felt impossible. If your parents were highly educated, you had an advantage. If not, you relied on the 40 minutes of a class and your own persistence. Technology, in those days, was not a lifeline, it was barely a shadow in the background.

The real shift began during COVID. At first, like many teenagers, I treated online classes casually and spent most of my time drifting between screens. Entertainment drowned out education. Like movies, web series, endless scrolling. But by the second year, something changed. I realized I could shape my digital world instead of letting it shape me. I cleaned my social media feeds, unfollowed distractions, and replaced them with creators who offered education, motivation, and practical skills. Instagram, once just a distraction, became a compass. It gave me quick insights, nudged me toward YouTube for deeper learning, and opened a door to fitness knowledge. Within a year, I transformed not just academically but personally—from a distracted student to one of the top athletes and debate champions of my school

College brought another turning point. By then, artificial intelligence had entered the picture, and ChatGPT became my silent study partner. For the first time, I had a tutor available 24/7, explaining poems, creating flashcards, generating quizzes, and even helping me structure my answers for exams. Alongside Coursera and YouTube, it became a survival tool in academics.

My notebooks were no longer the final destination of my learning; they became the raw material I fed into AI tools, which turned them into personalized study guides.

Podcasts, online lectures, and even AI-powered presentation makers started weaving into my everyday education. What once felt like scattered pieces of technology began forming a complete ecosystem around me.

Of course, digital learning hasn't been without struggles. The lure of distractions is always there, even if I've trained my feeds to be more educational. Screen fatigue is real, hours in front of a glowing monitor never match the energy of a lively classroom filled with peers. Online courses, though valuable, often test discipline more than knowledge. With no attendance sheets or teachers calling my name, it's easy to delay a Coursera module while convincing myself I'll get back to it later. YouTube manages to hold my attention with its engaging style, but formal online courses sometimes lack that spark. The balance between freedom and responsibility in digital learning is something I still wrestle with.

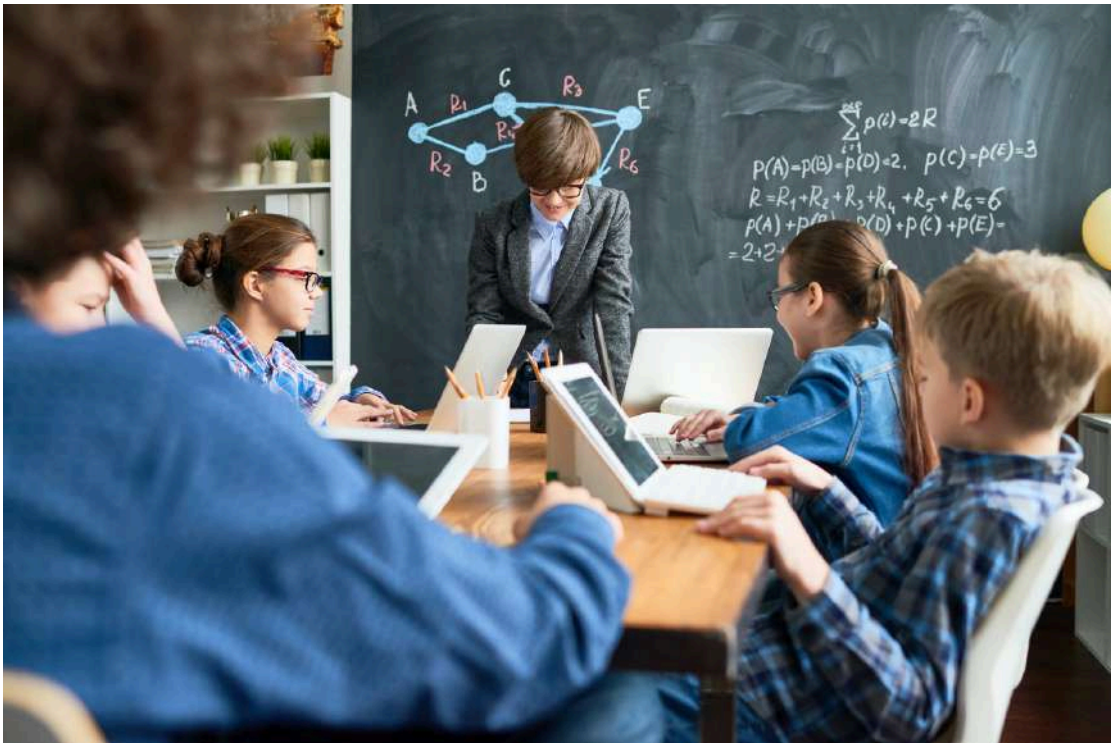
Yet, through these experiences, I've gained some realizations that I believe define this era of learning. The first is that if we don't use digital tools, they will use us. Social media can drain our attention, or it can fuel our growth, the choice lies in how we shape our algorithms and habits. The second is that college degrees alone no longer hold the power they once did. Skills are becoming the true currency of education, and platforms now make it possible to acquire them from anywhere. The third is that AI is nothing short of a superpower. For someone who knows how to use it, it feels like having fire at your fingertips, a tool that can guide research, provide insights, and open doors that were once locked behind expensive institutions or elite networks.

Looking ahead, I imagine higher education becoming a hybrid of the physical and digital education system. VR and AR classrooms could let us attend lectures from anywhere in the world, while AI tutors guide us personally through adaptive, self-paced curriculums.

I picture something like a "skill passport" a blockchain-based record of verified abilities and skills that might one day replace rigid degrees. And I believe learning itself will need to be restructured into engaging formats, like quests in a strategy game or episodes in a documentary series, because today's students, raised on instant dopamine, will only thrive if education evolves into something as immersive as the digital worlds around them.

After all these realizations, how do I feel? Hopeful, excited and a little anxious. Yes, because no one knows what the future of technology

holds or what new distractions may come with it. But with faith, discipline, and an eagerness to embrace new tools, I believe I can navigate it.



Whenever the world throws another ChatGPT-like superpower at our fingertips, I know I'll be among the first to explore it. For me, technology is not something to fear, it's the lens through which I am reimagining what it means to be a student.

Waleed Rana
24ECOA25

Harnessing Technology for Inclusive Learning

My own journey in education resonates deeply with the theme. Reflecting on my secondary and higher secondary education from class 10 to class 12, my undergraduate degree in B.A-B.Ed, and now my postgraduate studies in M.Sc Economics, life has changed in many ways.

During my high school years, teachers did not use digital platforms to prepare notes for the topics taught in class or use AI tools to create presentations. There was only the pen-and-paper method, where teachers either dictated notes or wrote them on the blackboard for students to copy.

However, after completing my undergraduate degree and while pursuing my postgraduate degree, I had the opportunity to teach at a Defence Academy. This academy was known for preparing students for various defense competitive entrance exams. As an economics teacher for classes 10 and 12, I had to use AI tools to prepare for my classes, as all notes and content were delivered using PowerPoint. The blackboard system from my school days was completely replaced by smart boards, allowing teachers to write directly on the screen.

With the help of technology, things are now easier for teachers to conduct classes effortlessly. Important points can be written or underlined easily. Since smart boards can be connected to a pen drive or the internet, any required images or videos can be displayed easily, which makes the chapter content more comprehensible for students. Less effort is now required to make students understand a concept, as a good presentation can be prepared using various AI tools.

At present, the circumstances have changed so much due to technological tools in classroom teaching, which keeps the students engaged and attentive. By using various kinds of available tools on the internet by the teachers it creates an inclusive environment for all the students overcoming the barriers that are present in a traditional classroom.

However, there are also problems that can be faced using the technology for inclusive learning, like technical glitches that are present, the deceptions done by the students, the act of cheating, and also creating a digital divide within a classroom. In my personal experience, although technology in teaching can help us in numerous ways, we should not completely be reliant on it and also, we should make sure that as students we should not misuse the internet for wrong purposes.

ANCY C A
24MECO04

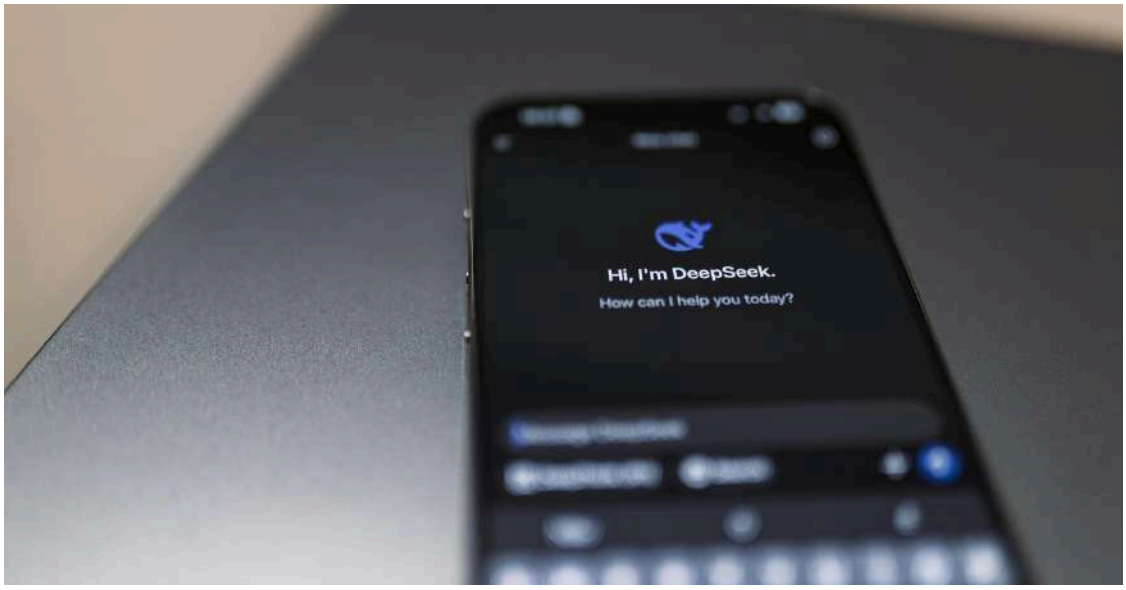
Artificial Intelligence: Risks in Education

The convenience and advancement in education due to technology is pivotal. But along with all the benefits of technology, comes the dangers of it. Among the many innovations shaping modern classrooms today, Artificial Intelligence (AI) has emerged as the most transformative technologies in education. But with the increase in usage of AI in education, concerns regarding authenticity, privacy, self reliance, cheating, etc... have also increased.

It is not an unknown fact that the majority of students use AI for their assignments and learning. Most students don't even fact check the answers given by AI before copying, which results in students blindly depending upon AI for the smallest work and most of the time they end up learning nothing about their assignments. AI serves you answers to all your questions in a silver plate which is indeed dragging us away from habits of researching, ability of critical thinking, creative writing.

AI has made us over dependent on it. It's not unusual to find myself going to AI for the simplest things. One such example would be, everytime I write an essay or paragraph or a simple formal comment, I find myself going to AI just to make sure everything I have written is perfect. It has exponentially increased my self doubt on my potential of writing and has given birth to extreme perfectionist tendencies. Too much reliance on AI has made me doubtful of my own capabilities. AI is still a relatively new technology, awareness about the risks of AI is still very narrow. Not being able to differentiate between dependence on AI and taking help of AI is a huge challenge in education.

AI collects its data from the internet, often holding a chance of misleading one's perspective and AI models trained on biased data can perpetuate existing social biases and inequalities.



In this continuously technologically advancing world, we cannot avoid AI or any upcoming technology which will be designed to make our lives and work more convenient and advanced. But besides all these being self sufficient and aware of the risks is very important and it is our responsibility to be aware and spread awareness. We should always be sensible when using technology and never lose our skills and identity to it. We are meant to be the master of it, not its slave.

Mounika Bhattacharjee
25ECOA15

There is No Better Way to Seek Knowledge than Educate Someone

Higher education is at a critical stage, traditional models, while valuable, often struggle to meet the diverse needs of today's learning. The rise of technology offers potential opportunities to rethink higher education and create more comprehensive usable and successful learning experiences. Since the evolution of education systems, what is taught is not always practiced. We have lacked practical exposure and, most importantly, real-life application. By critically combining technology, we can break down barriers and empower a wider range of students to succeed.

One of the most common misconceptions regarding the integration of technology into education is the belief that instant access automatically provides required and accurate information, but here, our key area is personalised learning. Technology allows educators to modify the content methods to meet the needs of each student. Personally, I believe that learning platforms can assess student's present ability, potential, and existing knowledge to provide customized pathways for growth and progress.

The fact that technology has access to education has expanded the landscape of digitalisation and enhanced the value of learning. While the systems focus on inclusive learning, the resources provided are gaining wider acceptance across the audience.

An enhanced curriculum, combined with transformed, practice-centric assessment models, is what sets technological learning apart. This framework drives a dynamic educational shift, increases multidisciplinary research, and promotes activities that cultivate individual talents for overall improvement.

Ayman Fathima
25MECO05

Collaboration Beyond Walls.

Technology has become one of the most powerful weapons in this modern world. One of the greatest benefits of technology is improved communication.

Technology has made human work easier than usual and it has changed the way students collaborate in their higher studies. Back then people had to meet physically for a group project. Today digital platforms such as Google docs, Microsoft teams and Zoom meetings, etc have made it more convenient. People can connect and discuss from a distance and their place of comfort with much ease. Collaboration beyond walls also helps students by encouraging creativity, critical thinking, social connection, and inclusivity. Collaboration beyond walls refers to a platform where students can come out of the traditional ineffective education boundaries and enjoy advancement and development in education. The concept of collaboration beyond walls highlights the benefits of technology in education such as online learning, flexibility, and access to open quality resources. According to me, for education, learning shouldn't just be limited to the four walls of our classrooms and monotonous. It should be innovative and resources should be free and easy to access which has indeed been possible up to some extent due to technology. In this way technology transforms teamwork into a truly borderless experience.

Phurpa Lamu
25ECOA19

Bridging the Digital Divide in Universities

When it comes to technology in higher education, it is easy to praise its strengths—flexibility, interaction, and access from everywhere on earth. But a complex problem remains hidden: the digital divide. In many countries, especially less developed areas, students have no equipment, no online connections, or they lack digital literacy even if they do have equipment and net access to take advantage of these advances.
If we are to genuinely reinvent college teaching, then universities need to do far more than just make digital copies of books. They must develop hybrid learning strategies that combine face-to-face and online elements, reducing the cost of machines and providing materials.

Actually, work together, like, really team up. They could make Wi-Fi way cheaper (or even free, imagine that) and roll out workshops so people can actually figure out how to use all this tech. Nobody wants to feel like their grandma, squinting at a screen and hunting for the "on" button.

And let's not forget about people with disabilities or kids who don't speak the main language. It's not rocket science: make platforms that don't leave anyone out and, while you're at it, translate stuff so more folks can join in. Seriously, isn't tech supposed to close gaps and not just help the people who already have a leg up?

Honestly, shaking up higher education with tech isn't just flashy gadgets or some empty talk about "the future." It's flat-out necessary. Real inclusion? that's only going to happen when every student, no matter where they came from or what's in their wallet, gets a real shot. Otherwise, what's the point?

Tamanna
25ECOA22

Education in Society the Transformative Power of Higher Education

Tertiary education finds itself at a cross roads where traditional forms of learning and new technologies are ever more interwoven. The internet, AI tutors, virtual classrooms and digital resources are changing how knowledge is learned and taught.
Technology can help us be more inclusive by overcoming geographical, financial or accessibility barriers. A remote village student can now listen to lectures at the best universities, and those with disabilities could also gain from accessibility technologies such as screen readers and speech.

By applying technology to student-centred learning, higher education has helped to fill these gaps. Students can take advantage of new systems that adjust to their rate, style and needs, irrespective time zone or demographics (race, or language group for example). No one left behind comes with the availability of Open Education Resources (OER), and inexpensive program offerings online can truly democratize knowledge accessibility in higher education. Inclusive learning also means that no idea goes unexplored, period! We need to be as much for the 'ordinary guy' as we are for institutions. As well as integrating technology into education, the future of higher education lies in using it fairly and ethically. If institutions push toward digital equity, federally-funded financial aid programs like Equal Opportunity can turn education into something enjoyed by all as a basic human right, and not just for an elite few.

Moses S Vanlallawma
24ECOA09

Personalized Learning: The Future of Inclusive Higher Education

For ages, higher education really did insist on a single model for all students. One structure, one pace, rinse and repeat. But with the rise of sophisticated technology, those walls are finally coming down. Artificial intelligence now has the capacity to track a student's strengths, notice where they're struggling, and point them to resources that actually fit their unique needs.
Consider a classroom where students follow their own learning preferences: one interacts with simulations, another absorbs material through lectures, and a third tackles hands-on projects. It isn't about enforcing the same path for everyone, but about achieving shared academic goals by different means. That's what true personalized—and therefore, inclusive—learning can look like in practice.

Inclusivity matters now more than ever. The modern student isn't always the eighteen-year-old living in a dorm; they might be working full time, juggling family commitments, or returning to education later in life. Flexible online courses, recorded lectures, and interactive learning platforms make it possible for these students to access high-quality education on their own terms.

But the impact of personalized learning goes beyond convenience. It's about educational equity. Students who need additional support won't slip through the cracks; advanced learners aren't forced to wait for the rest of the group; those with disabilities can make use of assistive technologies. In essence, the system adapts to the learner, rather than demanding students all contort themselves to fit a standardized mold.

Aditya Shukla
24ECOA02

Techonomics

Economics is not just a subject; through its policies, it reframes our economy and paves the way for development and growth. Technology, primarily consisting of Artificial Intelligence (AI) and its models (LLMs), working like teammates, has become an integral part of our lives. Whether it's speaking in public on economic concepts or bringing ideas to frame policies for the upliftment of society, AI blends with human intelligence, boosting innovation and providing solutions to problems that once seemed impossible.

Recently, AI has acted as a digital co-navigator to predict the next big waves and tides in the ocean, reducing the risks of ship sinkings. Likewise, it will help us massively to pen down all the ideas we dream of but didn't know how to turn them into reality. With AI as a companion, the phrase "impossible to I'm possible" appears truer than ever.

From processing huge medical datasets in seconds to translating languages and breaking barriers of speech, AI and technological advancements are paving the way for hassle-free and smooth careers, supporting students to think outside the box as they have such a capable co-worker. From detecting frauds in finance to diagnosing diseases from images, AI makes life easier and faster. Just a prompt elucidating what you want to know about and how to create it, and AI gets it ready for you.

AI systems have flagged suspicious business accounts or fake GST claims, helping recover unpaid taxes. AI analyses healthcare schemes to ensure resources go to regions that need them more. Paying off the public debt, thus, seems achievable with the help of AI. AI helps forecast global oil price shocks and adjust subsidies beforehand. Also, corruption can be reduced with the help of AI, as roads that existed only on paper were exposed through AI-backed geospatial verification, and it helped find out thousands of fake accounts receiving pension payments.

Thus, including technology in learning can enhance the productivity of the students, as AI is just a prompt away to help them tune themselves into better knowledge holders of the different domains they belong to!

Rajashree Gosh
24CSEA26

Between code and chalk

They told me education was a room with four walls
and a bell that rang like permission.
Row of desks,
chalk on fingers.

They said knowledge had a dress code,
a gate pass,
a price tag.

But then
the world went sideways,
and suddenly,
my classroom was the size of a screen.
Twelve inches of glass between me and knowledge
they said I'd never reach.

I swapped my backpack for bandwidth,
my timetable for tabs.
I stopped asking for permission to learn
I just typed the question.

Old-school said
"You're too loud, too slow, too different."
But my keyboard didn't care
if I spelled things wrong
or paused too long
or turned my camera off.

My lectures didn't laugh when I asked again.
My tutor didn't sigh when I didn't get it.

My education didn't end at the gate
because there was no gate just Wi-Fi.

I miss the sound of chalk scraping on blackboard.
The weight of silence in a test hall.
The thrill of scribbling notes fast enough
to match the pace of a voice
that didn't know you were struggling.

I miss passing notes on paper
instead of DMs
and wondering if the teacher knew.

this is mine now.
My pace, my space,
my second chance.

I study in a room that smells like dinner,
with a baby crying down the hall
and a signal that blinks out
every time it rains.
But I'm here.
Learning.

They used to say
education was a ladder
step by step,
up and away.

But now it's a web. A map.
A place with no ceiling,
and maybe no floor.
Just possibility
and pixels.

Between code and chalk,
between then and now
I found a future
that didn't wait for me to be perfect
to begin.

Ritwija Das
25ECOA20

The Pixels of Hope

I sit in a classroom where time smells of chalk,
where the ceiling fan spins faster than my questions.
They tell me, education is equal for all.
Funny, isn't it,
when half the class can't even afford the ticket to the future?

Somewhere, a girl like me
opens her laptop, her screen glowing brighter than the sun outside.
She asks an AI tutor,
and it never says, "Not now."
It never forgets her name in the attendance sheet.

We are told technology is the great leveller.
Yet sometimes it feels like a velvet rope,
beautiful, shiny,
but only those with the password may enter.

Still, I dream.
Of classrooms without doors or walls,
where captions speak for the silent,
and Wi-Fi travels further than privilege.

And when history asks what we did with our inventions,
I hope we won't whisper, "We just scrolled."
I hope we'll say,
"We rewrote education with pixels and hope."

Reda Rizwan
24CSEA47

How Technology of AI Has Changed Our Journey Of Education

Once we learned in ways of old,
Teachers teaching, stories told.
On chalkboards, lessons day by day,
Books in hand, we'd read and say.

Now PPTs with AI's bright art,
Pictures, videos, play their part.
Learning styles have changed anew,
A modern world brings knowledge through.

AI guides with voice and text,
Explains today, prepares us next.
It shapes our skills, our minds grow free,
With problem-solving and creativity.

Equal access, doors open wide,
New ideas and tools beside.
From past to future, one clear line,
Education blooms by AI's design.

Maria Sudha J
24meco16

What am I?

I compare your money
with another's worth,
connecting values
across the Earth.
What am I?

I measure a nation's might,
in work and goods done right.
A number so tall,
I reflect it all.
What am I?

I'm the cash you take,
before costs make a break.
I'm a company's score,
from selling and more.
What am I?

I make prices rise,
a thief in disguise.
Your money shrinks,
as the market thinks.
What am I?

I'm the money you owe,
a financial woe.
Pay me down,
or watch me grow.
What am I?

Sanaa Pradhan
25ECOA21

The Path Ahead...

In ancient halls, where knowledge thrived,
A shift begins, where dreams survived.
The learning world, it takes new form,
With tech's embrace, weathering the storm.

No longer held by walls or clock,
Each student finds their open lock.
Through screens that glow, and voices ring,
Inclusive paths, on hopeful wing.

From far-off shores, or streets we roam,
New chances bloom, like seeds at home.
With digital tools, a helping hand,
To build a future, across the land.

Tech adapts, a guide so true,
Where every mind can see anew.
Breaking walls, however high,
Education's call, beneath the sky.

So let us learn, and let us grow,
With seeds of wisdom, watch them flow.
In this fresh start, so bright and grand,
A tale of learning, across the land.

Maria Shannan Sonali Da Costa
25MECO25

Quiz

1. According to the World Bank (2021), countries that expand access to higher education using technology can expect:
a) Lower GDP growth due to automation
b) Higher human capital accumulation and productivity gains
c) Declining labor market participation
d) Increased income inequality

2. The “digital divide” in higher education directly affects economic inclusivity because:
a) Students with poor digital access are excluded from skill development needed for modern economies
b) It reduces government spending on infrastructure
c) It ensures better wages for urban learners
d) It increases the cost of traditional textbooks

3. UNESCO data (2022) shows that about 33% of the global population lacks internet access. In terms of higher education, this primarily results in:
a) Equal opportunities for all students
b) Exclusion of millions from digital learning ecosystems
c) Reduced costs of online learning
d) Decline in human capital investment

4. Which economic principle explains why MOOCs and digital universities can transform higher education inclusivity?
a) Law of increasing opportunity cost
b) Economies of scale—delivering learning to large numbers at low marginal cost
c) Diminishing marginal returns in education
d) Invisible hand of the marke

5. A country that fails to integrate technology into higher education risks:
a) Decreasing demand for traditional teaching
b) Falling behind in global competitiveness and knowledge economy growth
c) Surplus of digital skills among its workforce
d) Higher income equality among graduates

6. Which economic concept best supports the argument that inclusive digital higher education raises national income?
a) Human capital theory
b) Supply-side substitution
c) Marginal utility theory
d) Absolute advantage

Answer Key

1. b)
2. a)
3. b)
4. b)
5. b)
6. a)

Harishanker J R
24CSEA17

Anagram

1. EVISSAM NEPO ENILNO SESROUC
2. ITAGILD VIDIED
3. OCULD GANRELIN
4. QUIETY
5. LANATONI ACETUDAOIN LICOPY
6. BEDLENBD REGLINAN
7. YARTLICE EART
8. MASWAY
9. DETHCE
10. CUNSLION

ANSWERS:
MASSIVE OPEN ONLINE COURSES, DIGITAL DIVIDE, CLOUD LEARNING, EQUITY, NATIONAL EDUCATION POLICY, BLENDED LEARNING, LITERACY RATE, SWAYAM, EDTECH, INCLUSION

Gaurika D
24MECO09

Game: The Economic Detective

Read all five hypothetical scenarios given below. The task is to identify the economist whose ideology can explain that situation or solve that problem from the given list.

Problem 1:
In a small free market, many people sell sea fish. All the fish sellers try to sell fresh products at a low price to attract customers. As a result, the majority of people in the village got fresh fish at a low price.

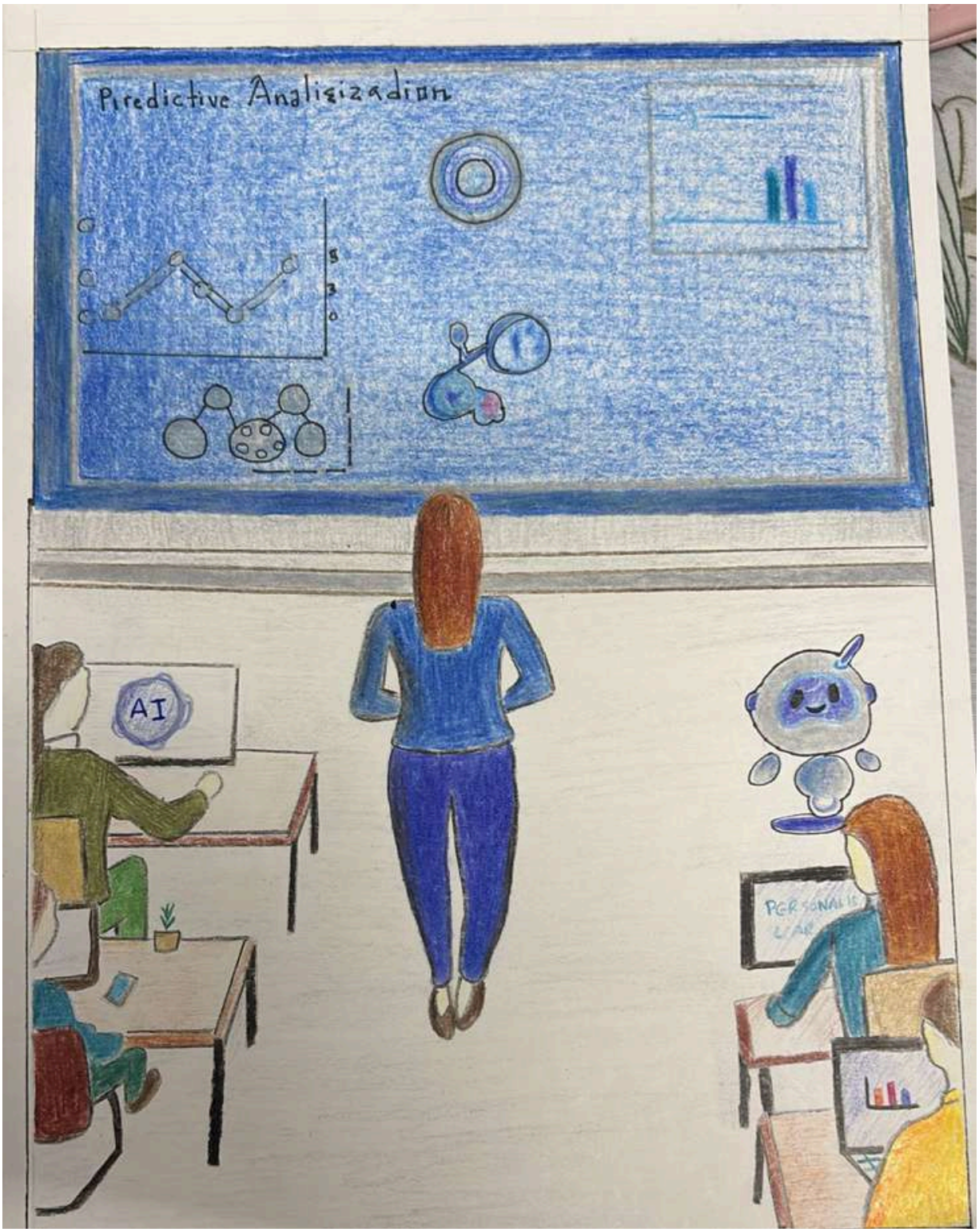
Problem 2:
On a fine evening in country 'B', the stock market crashed and billions were wiped out. People starved and lost their jobs, interest rates were reduced, but the situation didn't change for a long time. The govt. is worried and has started spending on large-scale infrastructure projects to create jobs.

Problem 3:
'A' is a very rich country 2nd largest economy in the world, but the majority of people in the country are living in extreme poverty, unable to afford necessities like food and healthcare. Only 1% of the population holds 50% of the total wealth, which shows unequal distribution.

Answer Key:
1)Adam Smith
2)John Maynard Keynes
3)Amartya Sen

Shatabdi Roy
24MECO27

The Predictive Path



Phenchen Yolmo
25ECOA18

The Learning Shift

Raiegan Sam
25MECO37

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