



Crosswinds

Student Mobility is Changing. And India is at it's Centre

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Institutions

 **K-GEO**
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Student Mobility: India in Motion

Student mobility is no longer a one-way journey from India to the world. India continues to be one of the largest sources of international students, with young Indians seeking global academic experiences, research opportunities and pathways to employment. At the same time, India is steadily emerging as a destination for students from South Asia, Africa, the Middle East and beyond, drawn by its affordability, English-medium education, expanding academic offerings and growing global ecosystem. This two-way movement signals a significant shift: India is not merely participating in global student mobility, it is increasingly shaping it.

For Indian institutions, the opportunity is to create an education ecosystem where students can move across borders, ideas can move across campuses, and global exposure becomes an integral part of learning.

Happy reading!



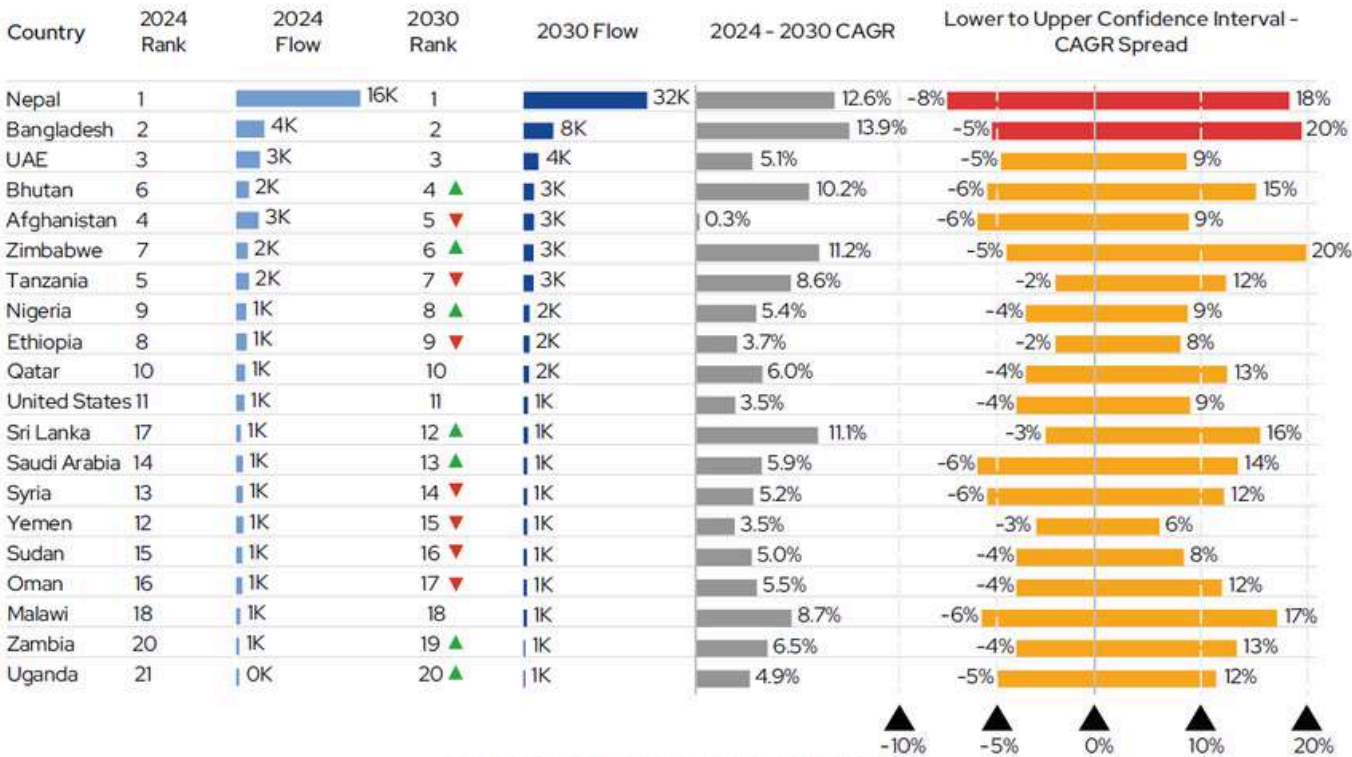
Student Mobility is Changing. And India is at it's Centre

For decades, the phrase student mobility has largely meant one thing: students leaving their home countries to pursue higher education elsewhere. For India, this has certainly been a defining feature of the higher education landscape. **More than 800,000 Indian students were studying in higher education institutions overseas in 2024**, making India the world's second-largest source of international students. But the meaning of mobility is changing.

Students are no longer simply choosing between a handful of traditional destinations. Universities are becoming more international, new destinations are emerging, countries that were once primarily student-sending markets are becoming destinations themselves, and technology is allowing students to combine learning across campuses and countries.

The QS Global Student Flows: India 2026 report captures this transition. Its central message is significant: **India is moving from being predominantly a source of international students to becoming an increasingly important hub in the global student mobility ecosystem**. For institutions such as Kumaraguru, this shift is more than a statistic. It points towards a new institutional responsibility and more precisely a new opportunity.

Figure 3. Top 20 source countries to India, 2024-2030F



Source: QS Global Student Flows, January 2026

India's Mobility Story is no longer One Way

India's position in global student mobility remains formidable. Outbound mobility grew at an average rate of 11% between 2022 and 2025, reflecting the continuing aspirations of Indian students to gain international academic, professional and cultural exposure. Yet the geography of that mobility is changing.

The traditional “Big Four”—the United States, United Kingdom, Canada and Australia—have historically attracted the largest share of Indian students. But tightening visa policies, changing immigration regulations and rising costs are prompting students to look more widely.

The QS report forecasts an average 0.5% decline in Indian enrolments across the Big Four through 2030. This does not mean that Indian students are becoming less interested in international education. Quite the opposite. They are becoming more discerning and more geographically diverse. Germany, France and the UAE are gaining attention. Indian students already constitute more than 10% of the international student population in both Germany and the UAE, according to the report. Germany's strength in engineering, IT, research and skilled employment makes it particularly attractive to Indian students.

The implication is important. Internationalisation can no longer be built around a fixed list of destination countries. Mobility is becoming multi-directional, diversified and responsive to changing economic and policy conditions.

India is also becoming a Study Destination

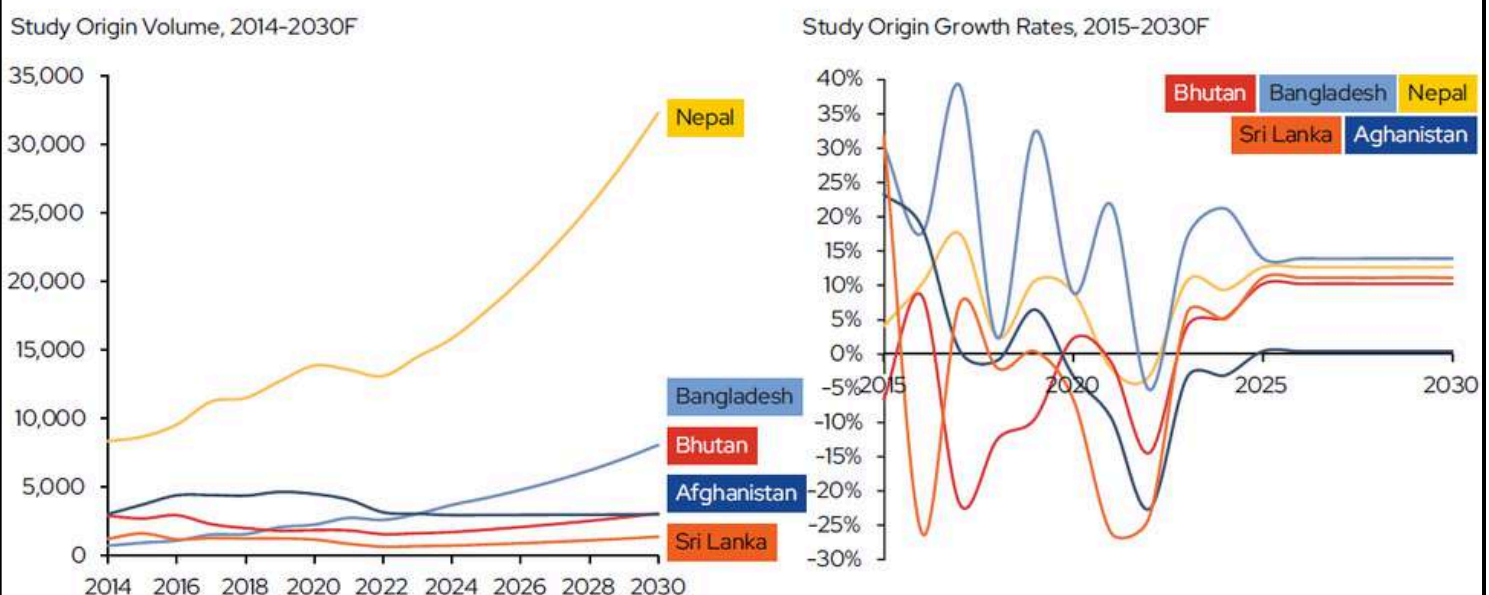
Perhaps the more interesting story is happening in the opposite direction. India is increasingly attracting international students.

The report projects India's inbound international student numbers to grow by approximately 8% annually over the next five years, from an estimated base of 58,000 students in 2025. South Asia and Sub-Saharan Africa are expected to be major contributors to this growth.

The reasons are straightforward but powerful: affordability, English-medium education, geographic proximity, programme diversity and improving accessibility.

South Asia is already the strongest source region. Almost half of India's foreign students come from the region, with Nepal and Bangladesh together accounting for more than 30% of arrivals. Nepal's student numbers are expected to grow strongly through 2030.

Figure 6. India student origin growth, 2014-2030F. Point estimate growth outlook



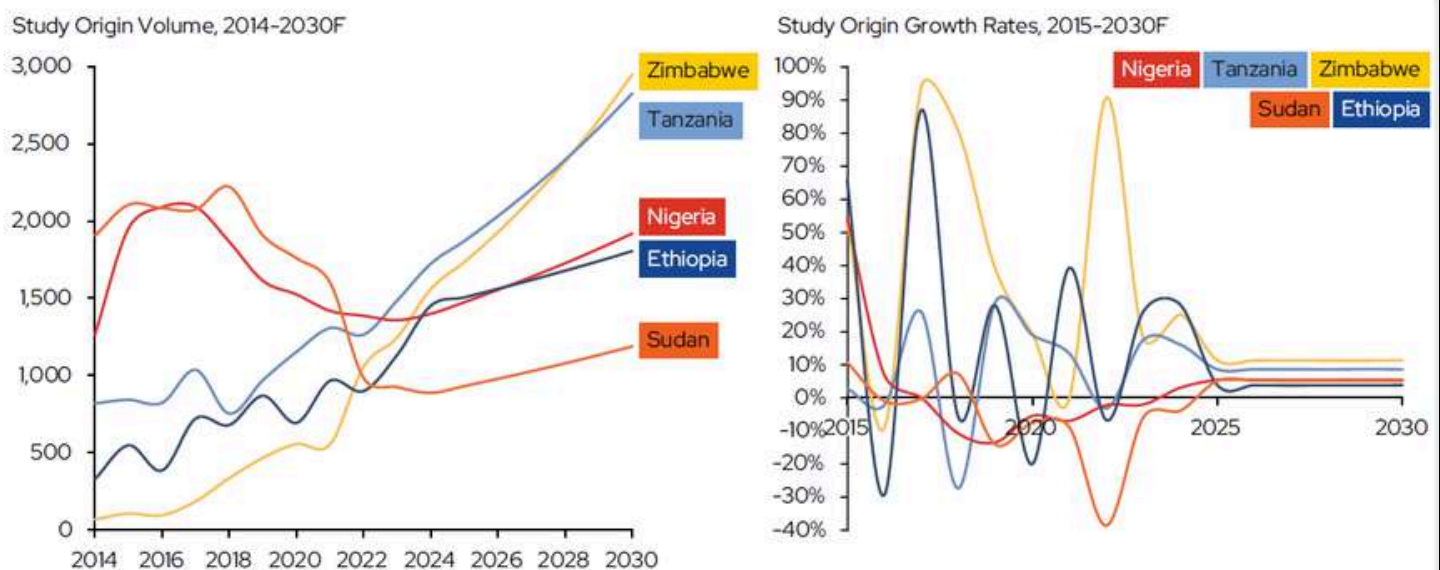
Source: QS Global Student Flows, January 2026

Africa represents another emerging corridor. Student flows from Africa to India are projected to grow by around 6% annually, from an estimated 15,500 students in 2025. Tanzania, Zimbabwe, Ethiopia, Nigeria and Sudan are among the key source markets. This is particularly significant because it changes the idea of what “internationalisation” means for an Indian university.

Internationalisation is no longer only about helping Indian students leave India. It is also about creating campuses and learning environments where students from different countries can come to India, learn alongside Indian students, collaborate across cultures and build networks that extend well beyond graduation.

India's ambition to host 500,000 foreign students by 2047 signals the scale of this aspiration, even though the report makes clear that this is a long-term ambition rather than a forecast.

Figure 7. India student origin growth, 2014-2030F. Point estimate growth outlook



Source: QS Global Student Flows, January 2026

The Next Phase: Mobility Without Permanent Relocation

Perhaps the biggest change in student mobility is that physical movement is no longer the only way to experience international education. The QS report identifies Hybrid Multiversity as one of three possible scenarios for 2030. In this model, students might complete substantial portions of their education at home or within their region before travelling abroad for shorter, purpose-built experiences. These could include internships, laboratory work, clinical rotations, design workshops, language immersion or industry networking.

This is a profound shift. The question is no longer simply: “Where will you study?” It increasingly becomes: “Where will you learn, work, collaborate and gain experience?”

A student could begin a degree in India, undertake a semester in Europe, complete an industry project in the Gulf, participate in a virtual international classroom and undertake a research internship elsewhere—all within one educational journey.

Technology is making this increasingly feasible. India had approximately 7.6 million online postgraduate learners in 2024, representing 27% of postgraduate enrolments, according to the report. The number was expected to exceed 10 million by 2026. The National Education Policy 2020 has also encouraged flexible learning and credit transfer, including the possibility of delivering a proportion of courses online.

The result is a new conception of mobility: physical mobility, academic mobility, digital mobility and professional mobility can increasingly coexist. For students, this could mean greater access at lower cost. For universities, it means designing programmes that allow learning to travel across borders even when students do not.

The Three Possible Features

The QS report does not present one fixed prediction for 2030. Instead, it considers three possible scenarios for the future of international student mobility: **Regulated Regionalism**, **Hybrid Multiversity**, **Talent Race Rebound**. These scenarios are not mutually exclusive predictions. They are ways of thinking about what could shape the next phase of global mobility. And there is a common thread running through all three: The value of mobility will increasingly depend on what students do with the experience and not simply where they travel.



Regulated Regionalism

The Geopolitical fragmentation encourages students to move increasingly within their regions. South Asia, West Asia and Africa become stronger mobility corridors, while India emerges as an important regional destination. Dual degrees, twinning arrangements and credit-recognition systems become increasingly important.



Hybrid Multiversity

Education becomes more distributed. Students move between online learning, domestic campuses and international locations, travelling abroad primarily for experiences that benefit most from physical presence—research, laboratories, internships, clinical work and industry engagement.



Talent Race Rebound

Countries compete aggressively for international students because they are also competing for future talent. In this scenario, India targets fields such as artificial intelligence, cyber and quantum technologies, advanced manufacturing, biotechnology, healthcare and renewable energy. Universities, governments and employers collaborate around internships, research and employment pipelines.

The New Currency of Mobility: The Employability

One of the strongest messages emerging from the report is that students are becoming increasingly concerned about what happens after their education. Reputation matters. But reputation alone is no longer enough.

More than **70% of Middle Eastern** students considering India identify institutional reputation as an important factor in choosing a university. At the same time, 50% of surveyed students said they want universities to communicate more clearly about work placements and industry links. That is a revealing combination. Students want a respected university. But they also want evidence that the university can help them build a career.

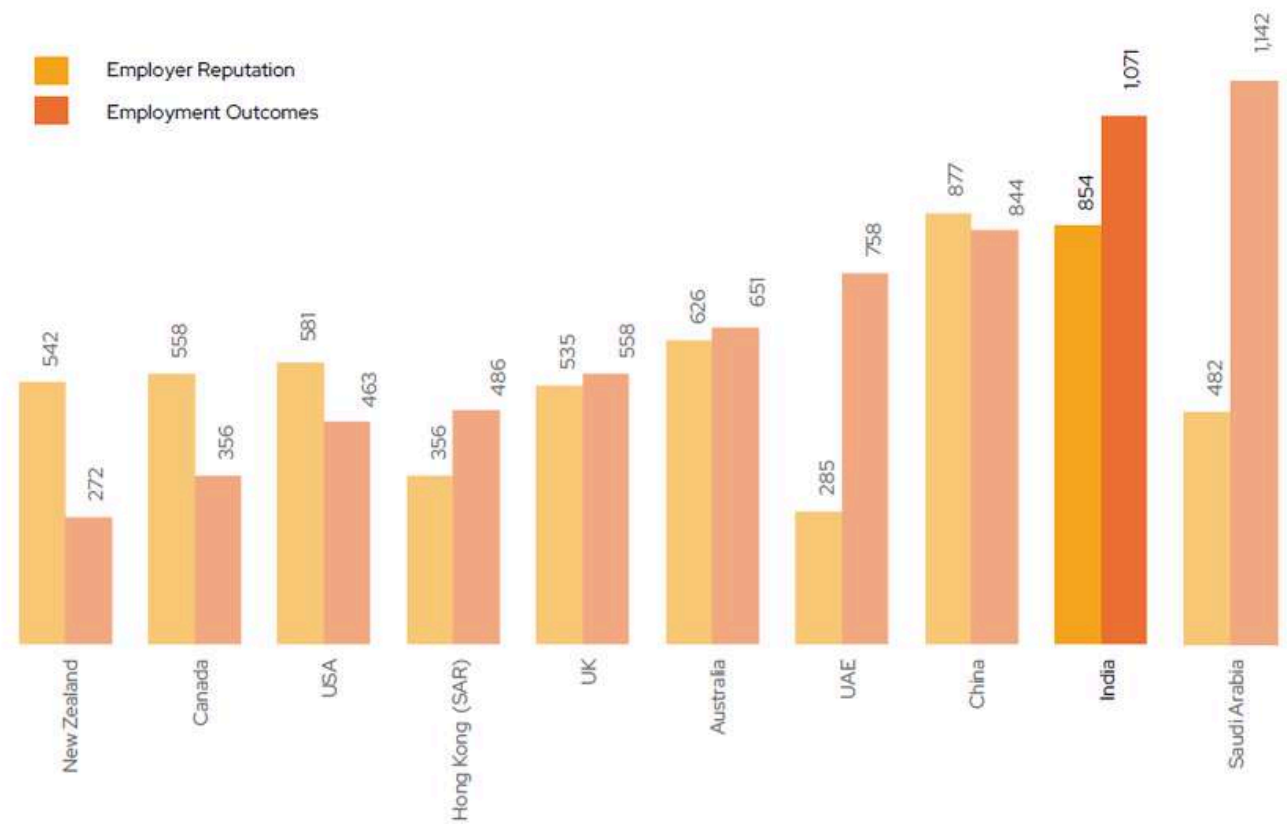
The QS report highlights a gap between employer reputation and employment outcomes in India. While the median Employer Reputation ranking of Indian institutions has improved by 61 places since 2017, graduate employment outcomes have not advanced at the same pace. This places employability firmly at the heart of the mobility conversation.

International exposure must therefore move beyond a certificate or a semester abroad. It needs to create skills, networks, work experience, confidence and adaptability.

This is particularly relevant in a labour market being reshaped by AI, digital technologies, green skills, robotics, semiconductors and other emerging technologies. The report notes that Indian employers are already signalling strong demand for such capabilities.

The future global student, therefore, may not simply be a student who has studied internationally. It will be a student who can operate internationally.

Figure 17. Average Employer Reputation Rank vs Average Employment Outcomes Rank



Source: QS World University Rankings 2026

From Study–Abroad to Global Readiness

This is perhaps the most important shift for higher education institutions.

The traditional study-abroad model asks universities to facilitate movement: applications, admissions, visas, travel and enrolment. The emerging model asks universities to facilitate global readiness.

That means developing students who can work across cultures, communicate across disciplines, collaborate virtually, understand international contexts and move comfortably between academic and professional environments.

The QS report's recommendations reflect this broader institutional agenda. It calls for universities to diversify international recruitment and partnerships, strengthen bilateral relationships, develop joint programmes and exchanges, embed internships and industry projects, and communicate employment pathways more clearly.

This is where student mobility becomes much more than an international office function.

It becomes an institutional strategy.

In other words, mobility need not always mean sending students somewhere. It can also mean bringing the world to the student.

Why this matters to Kumaraguru

For Kumaraguru, the changing mobility landscape offers an opportunity to think beyond the conventional “study abroad” pathway.

The emerging model of mobility aligns closely with the work of the Kumaraguru Global Engagement Office (K-GEO)—from advising students on overseas higher education and creating student mobility opportunities to developing international university partnerships that enable exchange, articulation, progression and dual-degree pathways.

The QS findings reinforce the value of this direction. If global mobility is becoming more diversified, flexible and experience-driven, Kumaraguru's internationalisation strategy can increasingly connect academic learning with international exposure, research, industry experience and employability. **Initiatives such as G-MAP can be viewed within this larger ecosystem: preparing students not merely to enter another country's education system, but to become globally capable learners and professionals.**

The opportunity is also inward-facing. As India becomes a more attractive destination for international students, Kumaraguru can strengthen its role as a globally connected institution in Coimbatore—creating classrooms, projects, research collaborations and campus experiences in which international engagement becomes part of everyday learning.

The Campus of the Future may have no Single Border

The QS report ultimately points towards a higher education ecosystem in which borders matter less—but relationships matter more.

Borders are becoming less important; global connections are becoming more important. Students will learn, collaborate, intern and build careers across countries—physically and digitally. India is no longer just a major source of global talent; it is emerging as a destination for international students and partnerships. For Kumaraguru, this is an opportunity to create globally connected learning without always requiring students to cross borders.

The future of mobility is not measured by how many students travel, but by how many meaningful connections cross borders.

Source: India Global Student Flows March 2026, Published by © QS Quacquarelli Symonds, 2026

All charts and data information are taken as it is from the publications. The cover story is a summary of the original content, with references to Kumaraguru context. – <https://www.qs.com/insights/global-student-flows-india>

Food as a One Health Interface: Integrating Traditional Knowledge, Microbiome and Modern Innovation

Introduction to One Health

One Health is a systems-based approach that recognizes the interconnectedness of human, animal, plant and environmental health. Contemporary challenges—including zoonotic diseases, antimicrobial resistance (AMR), climate change, biodiversity loss, pollution and food insecurity—cannot be effectively addressed by individual disciplines. They require collaboration across health, agriculture, food systems, veterinary science, environmental science, biotechnology and the social sciences.

The Quadripartite organizations—WHO, FAO, UNEP and WOA—describe One Health as an integrated approach that seeks to sustainably balance and optimize the health of people, animals and ecosystems. It represents a shift from siloed health interventions to systems thinking, emphasizing prevention, interconnectedness and transdisciplinary collaboration. Food is a particularly important One Health interface because food systems connect soil, water, plants, animals, microorganisms, people and ecosystems. Beyond food safety, the relationship between food and the microbiome provides an important pathway linking diet, microorganisms and host health.

For India, this perspective is especially relevant because of its diverse food and agricultural systems, livestock–human interfaces and rich Traditional Knowledge Systems. The International Symposium on One Health 2025 at Kumaraguru reflected these interconnected dimensions through its focus on zoonoses, food and agriculture, public health, water and waste, IKS and One Health governance.

One Health Joint Plan of Action

The One Health Joint Plan of Action (OHJPA) 2022–2026 (Figure 1), developed by WHO, FAO, UNEP and WOA, provides a global framework for translating One Health into coordinated action. It comprises of six interconnected Action Tracks.



Figure 1. Overview of the OHJPA (One Health Joint Plan of Action) action tracks. Source : FAO, UNEP, WHO, and WOA. 2022. One Health Joint Plan of Action (2022–2026). <https://doi.org/10.4060/cc2289en>

Six Action Tracks of OHJPA

- **Strengthen One Health capacities and health systems** through governance, surveillance, research, workforce development and institutional collaboration.
- **Reduce risks** from emerging and re-emerging zoonoses through prevention, surveillance, early warning and preparedness.
- **Control endemic zoonotic**, neglected tropical and vector-borne diseases through integrated human, animal, environmental and community interventions.
- **Strengthen food safety by assessing** and managing risks across the farm-to-fork continuum.
- **Curb antimicrobial resistance**, recognizing the movement of antimicrobial resistance across human, animal, food and environmental compartments.
- **Integrate the environment** into One Health, addressing pollution, biodiversity loss, climate change, water insecurity and ecosystem degradation.

Food Systems, Microbiome and One Health

Food systems are a powerful entry point for One Health because they connect people, animals, plants, microorganisms and the environment. Their relevance is particularly evident across OH JPA Action Tracks 4, 5 and 6.

Action Track 4: Food safety

Food safety extends from soil and water to crops, animals, processing, storage and consumption. Foodborne pathogens and chemical hazards can move across these interfaces, requiring collaboration among food scientists, microbiologists, agricultural and veterinary scientists, environmental scientists, public-health professionals, industry and regulators.

At the same time, food-associated microorganisms and dietary components influence the gut microbiome, creating opportunities to move beyond food safety towards functional foods and preventive health.

Action Track 5: Antimicrobial resistance

AMR can circulate through livestock, agriculture, food, wastewater, manure and environmental pathways. The food system is therefore both a potential pathway for AMR transmission and an opportunity for intervention.

Fermentation, probiotics, prebiotics, postbiotics, bacteriocins and phytochemicals represent potential food-based strategies for addressing microbial health and AMR, while requiring rigorous safety and efficacy validation. The microbiome provides an important biological link between these interventions and host health.

Action Track 6: Environment

Food production depends on healthy soil, water and biodiversity, while unsustainable food systems can contribute to pollution, resource depletion, emissions and waste.

The microbiome extends this environmental perspective across soil, plant, animal and human ecosystems:
 Healthy soil → healthy plants → healthy animals → safe food → healthy human microbiome → healthier populations
 Sustainable food innovation—including low-resource processing, food-waste valorisation, circular bioeconomy approaches and sustainable ingredients—can therefore contribute simultaneously to environmental and health outcomes.

One Health in Action at the FOCUS Lab, KCT

At Kumaraguru College of Technology, the FOCUS (Food innovation for Comprehensive One-health Solutions) Lab, via the funded projects, provides a platform for translating One Health into food innovation, Traditional Knowledge research, microbiome science, biotechnology and sustainable solutions. Its central philosophy is to move from knowledge generation to solution generation.

FOCUS can develop functional foods, beverages, fermented foods and dairy- and plant-based products by combining bioactive ingredients and Traditional Knowledge with modern food science and biotechnology (Figure 2). Formulation, sensory evaluation, microbial assessment, functionality and stability studies provide a pathway from: traditional Knowledge → scientific Validation → food Innovation → translation

The food-microbiome-health axis provides an important research dimension, with fermented foods, probiotics, prebiotics, postbiotics and bioactive compounds offering opportunities to investigate interactions between food, microorganisms and host physiology. These studies can be strengthened through microbiology, systems biology, metabolomics and computational approaches.

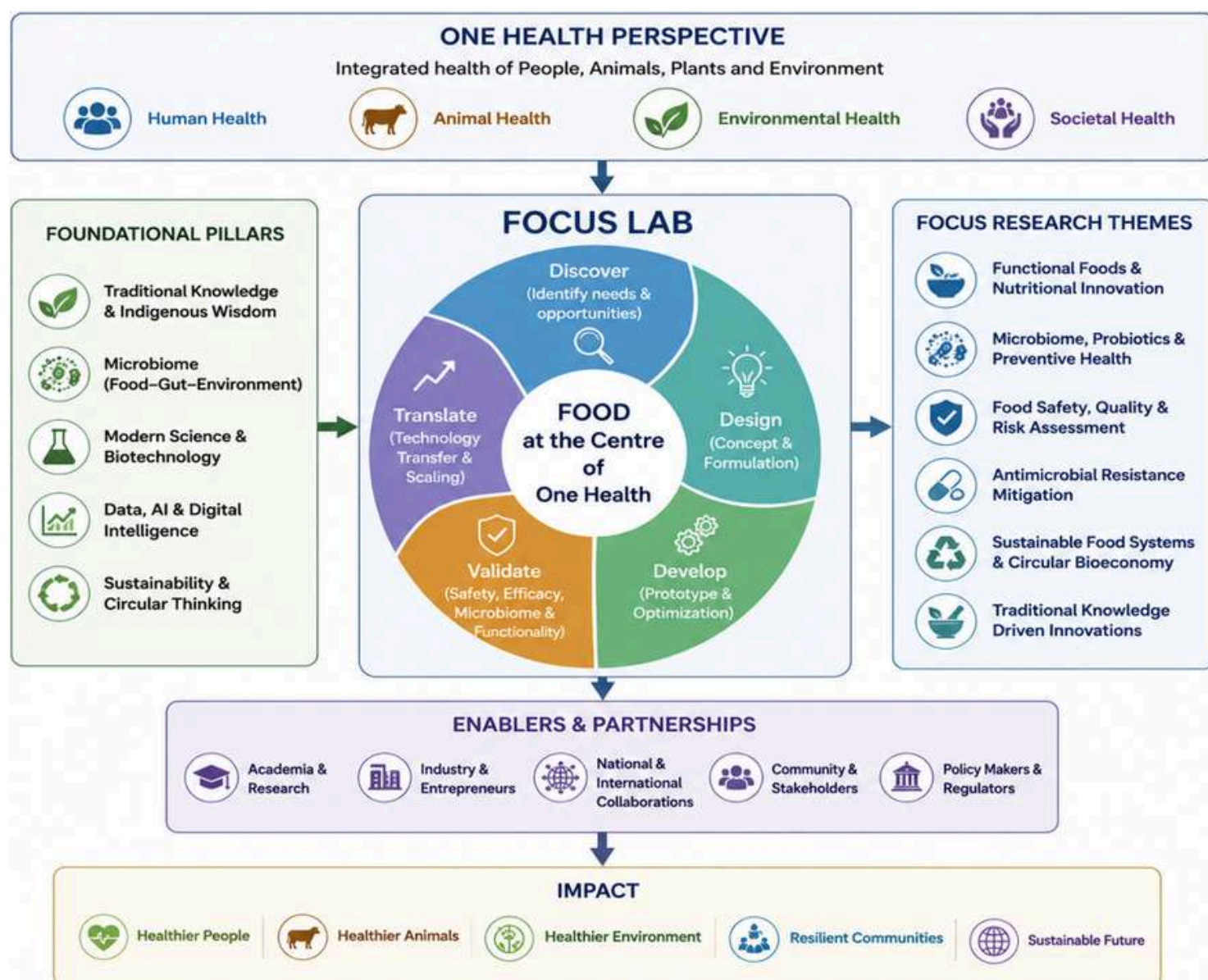


Figure 2. Conceptual Framework of the FOCUS Lab: Integrating Food, Traditional Knowledge, Microbiome and Innovation for One Health

List of funded projects at the FOCUS lab

AYUROMICS: Leveraging Integrative - omics and Systems Biology to Discover Molecular Phenotypes and Mechanisms Associated with Successful Outcomes in Gut Cleansing Regimens in Ayurvedic Panchakarma

DAIRY+: Development of Adaptogen-Infused Dairy Products

IKS ARMOR: Ayurvedic Restorative Formulations for Military Operational Field Resilience in High-Altitude and Humid Conditions Using Oja-Medhya Rasāyanam Concepts

FOCUS can also integrate Indian Knowledge Systems with contemporary science. Traditional knowledge related to diet, food combinations, fermentation, herbs and preventive health can be transformed through IKS knowledge → hypothesis → investigation → evidence → innovation → translation. This creates opportunities to investigate traditional foods and ingredients through food, microbiome and health perspectives while developing culturally relevant and scientifically validated products.

Sustainability is another important dimension, with opportunities for agricultural-resource and food-by-product valorisation, sustainable ingredients and circular food technologies. Together, these activities position FOCUS as a Food Innovation & Intelligence Lab and One Health Innovation Platform, with a translational pathway: Identify → Discover → Design → Develop → Validate → Translate → Impact

International One Health Symposium 2025 and Collaborative Network

The International Symposium on One Health, held at Kumaraguru Institutions, Coimbatore, on 15–16 October 2025, was an important milestone in developing the Kumaraguru One Health ecosystem. It brought together expertise spanning human, animal and environmental health, food systems, agriculture, biotechnology, governance and Indian Knowledge Systems.

The symposium addressed zoonoses and livestock management, food and agricultural systems, public healthcare, water and waste management, IKS and One Health governance, with participation from institutions including Ben-Gurion University of the Negev, KU Leuven, University of Liege and University of Colombo, alongside Indian academic, research, healthcare and industry organizations.

A key outcome was the strengthening of the strategic relationship between Kumaraguru Institutions and Ben-Gurion University of the Negev, creating opportunities for longer-term research and knowledge exchange. The symposium therefore became a platform for joint research, student mobility, collaborative education, publications, proposals, innovation and capacity building.

Building on the growing partnership in One Health education and research, a One Health Collaborative Online International Learning **(COIL) course is being developed jointly by Kumaraguru Institutions and Ben-Gurion University of the Negev (BGU), Israel.** The course will bring together students from both institutions through virtual, interdisciplinary learning, enabling them to work collaboratively on real-world One Health challenges spanning human, animal, environmental and food-system health, with an emphasis on cross-cultural perspectives and solution-oriented problem solving.

The emerging network connects local challenges with global expertise, creating a model of: Local Challenges + Global Partnerships → One Health Solutions

Conclusion: From Knowledge to One Health Innovation

One Health provides a framework for connecting human, animal, environmental and societal health, while food systems offer a practical interface linking food safety, nutrition, AMR, microbiomes and sustainability. This creates a distinctive opportunity for KCT and the FOCUS Lab to bring together Food, Traditional Knowledge, Microbiome Science, Biotechnology and Innovation. The objective is to move from documenting traditional knowledge towards scientific validation, responsible translation and scalable innovation.

Traditional Knowledge + Food + Microbiome + Science + Innovation → One Health Impact

The International Symposium on One Health 2025 and its emerging international partnerships provide a foundation for expanding this vision through collaborative research, education and innovation.

The opportunity now is to move from events to ecosystems, from collaboration to co-creation, and from research outputs to measurable One Health impact. At the centre is food—connecting soil, plants, animals, microorganisms, people and the environment. By integrating traditional knowledge with modern science and innovation, KCT can develop evidence-based, sustainable and culturally relevant solutions for healthier people, healthier ecosystems and resilient communities.



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Beyond Borders: Exploring James Cook University and the KCT–Australia Pathway

James Cook University (JCU) is an Australian university with its main Australian campuses in **Townsville and Cairns, in North Queensland**, together with an **international campus in Singapore**. Its location is an important part of the university's academic context. The Australian campuses sit within a region that includes the Great Barrier Reef and the Wet Tropics rainforest, environments that connect naturally with areas of teaching and research such as science, engineering, health, environmental studies and technology.

JCU's campus network also extends beyond its two principal North Queensland locations. The university has an international campus in Singapore and **additional study locations in places including Brisbane, Mackay, Mount Isa and Thursday Island**. The nature and availability of study at each location varies by course.



JCU offers programmes across a broad range of fields, including engineering, information technology, science, medicine and health, environmental studies, business, education and social sciences. For students from an engineering or technology background, include the Master of Engineering (Professional) and Master of Information Technology.

Master of Engineering (Professional): two years full-time; Townsville and Cairns; Engineers Australia accreditation.

Engineering areas listed: *Electrical & Renewable Energy; IoT & Data Engineering; Civil Engineering & Sustainable Infrastructure; Water Resource Management; Mechanical Engineering & Management.*

Master of Information Technology: two years full-time; Cairns; Australian Computer Society (ACS) accreditation.

IT areas listed: *Artificial Intelligence; Cybersecurity; Software Engineering; IT Management.*

Research at JCU is closely connected to the university's regional setting and to practical problems. The information supplied for KCT students identifies 38 fields of research rated 'World Class' or higher by Excellence in Research for Australia (ERA). In engineering and IT, examples include data science and AI, cloud computation, machine learning, smart infrastructure, IoT-based environmental monitoring and microgrid renewable technology.



The university's facilities are also designed to support applied learning. The Engineering and Innovation Place in Townsville and the Ideas Lab in Cairns provide environments for experimentation, innovation and collaboration.

The programme further refers to industry-aligned research projects, hands-on field work and capstone ICT projects involving industry partners.

For students considering postgraduate study in Australia, the local economic context is part of the decision. In North Queensland infrastructure, renewable energy and digital development are the areas of growth.

Energy and infrastructure: projects such as the CopperString transmission line, renewable energy developments and pumped-hydro initiatives are identified as areas relevant to engineering skills.

Digital and technology: smart-grid monitoring, regional health technology and IoT systems are identified as areas relevant to IT, data and software skills.

Regional setting: Townsville and Cairns offer a different study environment from Australia's larger metropolitan university cities, with JCU's programmes and research connected to the North Queensland context.



The Student Support services at JCU include Careers & Employability services providing one-to-one résumé reviews, interview coaching and access to CareerHub. Accommodation options include on-campus and off-campus choices, including residences and homestays.

The campuses also provide libraries, student spaces, clubs and other facilities. For international students, the combination of academic support, career guidance and campus-based services is relevant when assessing the overall study environment alongside the academic programme itself.



Exclusive Pathway Opportunity for Kumaraguru College of Technology (KCT) Students

Fast-track your global career before you even graduate! James Cook University (JCU), Australia has officially partnered with Kumaraguru College of Technology (KCT), to launch an exclusive, **integrated 7+1 pathway for B.E. EEE, Mechanical, and ECE students.**

Instead of waiting to complete your degree, you can transition to JCU Australia after Semester 7 and complete your final undergraduate thesis concurrently with your Master's coursework – supported by dedicated co-supervisors from both KCT and JCU.

Whether you want to master cutting-edge fields like Renewable Energy, IoT, Mechanical, or Civil Engineering through the Washington Accord-accredited Master of Engineering (Professional), or pivot into high-demand tech domains like Artificial Intelligence, Cybersecurity, or Software Engineering via the Master of Information Technology, this program gives you a massive head start.

Even better? As a KCT student, you **automatically qualify for a 25% scholarship.** You could also benefit from the extended post-study work rights in regional Australia, and direct access to North Queensland's booming engineering and tech job markets. Talk to the Kumaraguru Global Engagement Office (K-GEO) today to secure your nomination and take your first step toward an Australian degree!



**Information and Curation by
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From Research Presentations to Global Collaborations: Kumaraguru School of Innovation (KSI) at ICSL-DSGA 2026

For five members of the Kumaraguru School of Innovation (KSI), the International Conference on Statistical Learning, Data Science & Generative AI (ICSL-DSGA 2026) became more than an opportunity to present research. Held on 29–30 August 2026 at Sunway University, Malaysia, the conference brought together researchers, academicians and industry experts working at the intersection of statistical learning, data science and generative artificial intelligence.

Organised by **Sunway University** in collaboration with the **Indian Institute of Technology Madras (IIT Madras)** and technically co-sponsored by the IEEE Systems, Man and Cybernetics Society (Malaysia Chapter), the conference provided an international platform for research exchange and academic engagement.

Representing KSI were *Dr. N. Rajathi, Professor/IT; Dr. V. Vanitha, Professor/CSE; Dr. N. Suganthi, Professor/IT; Dr. S. Kanagaraj, AP-II/IT; and Ms. Jayanithaa Jayaprakash, III CSE*. Each participated actively in the technical programme and presented their research papers.



Two days at the intersection of AI, data and emerging technologies, the conference had four keynote addresses from experts representing leading academic and industry institutions, including Intel, Google Devices and IIT Madras. The sessions offered perspectives on recent advances, emerging technologies and future directions in statistical learning, data science and generative AI.

Across the two days, approximately 120 research papers were presented in technical sessions. For the KSI participants, these sessions provided an opportunity not only to present their own work but also to engage with research being undertaken across diverse domains. The breadth of presentations offered a view of how statistical methods, data-driven approaches and generative AI are increasingly intersecting with contemporary research and applications. Yet, as with many academic conferences, some of the most valuable conversations happened beyond the formal presentation sessions.



When a conference becomes a conversation

The KSI team had the opportunity to interact with **Prof. Sibrandes Poppema, President, Sunway University**, and **Prof. Mahendhiran Sanggaran Nair, Pro Vice-Chancellor (Research and Sustainability), Sunway University**. Discussions with academic leaders opened avenues to understand Sunway's research environment and explore possibilities for future academic engagement.

The interactions extended beyond Malaysia. Discussions with **Dr. Javid Iqbal, Programme Leader, Bachelor of Science (Honours) Information Technology**, and **Dr. Rama Abirami Karuppaia of PSB Academy, Singapore**, brought further perspectives on

technology education and collaboration. Dr. Rama Abirami expressed her willingness to share her expertise and contribute to activities in the cybersecurity domain, creating a potential avenue for student and academic engagement.

One of the conversations that particularly connected research with student learning was with Dr. Ramesh Perumal, AI Solutions Architect, Intel, Penang, Malaysia. His willingness to conduct technical sessions for students and provide guidance for student projects, particularly in the emerging area of Agentic AI, could help connect classroom learning with current industry perspectives.



From conference dialogue to cybersecurity curriculum

Another significant interaction took place with **Dr. Saad Aslam, Head of Department, Department of Smart Computing and Cyber Resilience, School of Computing and Artificial Intelligence.**

The discussion moved beyond general academic exchange into specific questions of cybersecurity education, curriculum design and cohort-related academic activities. Dr. Aslam shared recommendations for strengthening the cybersecurity curriculum and suggested that Ethical Hacking, Hardware Security and Blockchain Technology could be considered as mandatory core courses.

He also recommended incorporating CEH (Certified Ethical Hacker) certification as part of the curriculum for the M.E. CSE programme, while noting that other relevant cybersecurity courses are already incorporated into the curriculum.

Importantly, the conversation did not stop at curriculum recommendations. Dr. Aslam expressed willingness to extend his expertise to students through co-teaching, guest lectures and technical interactions, and indicated an interest in guiding student projects in cybersecurity.

This is where an international conference can create value beyond the papers presented. A two-day academic gathering can potentially translate into curriculum conversations, expert interactions, student projects and sustained academic engagement.

Taking the conversation forward

For KSI, ICSL-DSGA 2026 was more than a platform to present research. The interactions opened possibilities for technical sessions in Agentic AI, cybersecurity expertise, student project guidance, curriculum inputs and academic collaboration. More importantly, the conference brought back new perspectives, professional connections and opportunities that can translate into meaningful learning experiences for students and stronger research and industry engagement at Kumaraguru.

Building connections that travel beyond the conference

The KSI team's participation demonstrated the multiple dimensions of an international academic conference: presenting research, learning from parallel work, engaging with experts and identifying opportunities that can benefit students and faculty beyond the event itself.

The discussions around Agentic AI, cybersecurity, curriculum development, industry engagement and student projects point towards areas where academic and industry expertise can potentially be brought into the learning environment at Kumaraguru.

For students, such interactions can provide exposure to practitioners and researchers working on rapidly evolving technologies. For faculty, they can open conversations around curriculum relevance, research networks and collaborative possibilities. And for the institution, they contribute to building relationships that can develop over time into more structured forms of academic and industry engagement.

The participation of an undergraduate student alongside faculty researchers also reflects an important dimension of research culture: international exposure need not begin only at postgraduate or doctoral level. Giving undergraduate students opportunities to present, listen to researchers and participate in professional academic conversations can help make research a more visible part of the student experience.

**Article by
Dr. N. Rajathi, Professor
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From Yaoundé to Coimbatore: Learning, Technology and New Connections

Coming to India has been much more than an academic exchange for me. It has been an opportunity to discover a different culture, explore new perspectives in technology, meet new people and, in many ways, challenge myself.

My name is Joyce Laetitia Malenou Weudji, and I am a Computer Science student from Yaoundé, the capital of Cameroon in Central Africa. I came to Kumaraguru College of Technology (KCT) through an exchange program between PKFokam Institute of Excellence in Yaoundé and KCT in Coimbatore.

Arriving with Questions, Finding a Warm Welcome

Before arriving in India, I was both curious and a little skeptical. One of the things I wondered about most was how I would interact with people in a country and culture so different from my own. That uncertainty did not last very long.

KCT made sure that I was well accommodated from the beginning, which made settling into a new country much easier. Having a comfortable and welcoming place to stay gave me a sense of security while I adjusted to life in Coimbatore allowing me to enjoy the experience.

From my first experiences at Kumaraguru, I found people willing to help under any difficulty. My teachers have guided and encouraged me, while the students have been friendly and welcoming. Even when you feel behind, uncertain or are facing a problem, there is often someone willing to help you move forward.

The friendships I have started building have also made adapting easier. Some students gave me a small tour of the campus, and we have spent time together outside KCT, including a visit to Prozone Mall. They have also introduced me to Tamil words. One of the first I learned was “Akka,” meaning elder sister. For someone who considers herself naturally shy, these interactions mean a lot. Living and studying here is encouraging me to speak more, meet people and gradually become more confident in communicating with others.



Seeing Technology Differently

As a Computer Science student, one of the most interesting parts of being in India has been seeing how closely technology is connected to everyday life.

A simple example is payment. In Cameroon, I was accustomed to seeing cash used frequently in daily transactions. Here, I quickly noticed how common digital payments through UPI and Google Pay are. Watching people use technology so naturally for everyday activities has made me think differently about how digital solutions can become part of ordinary life.

My academic experience at Kumaraguru has taken that curiosity further.

I have been introduced to artificial intelligence at a deeper level and, more importantly, to the ways it can be applied to real problems. One area I have explored is the application of AI and machine learning to insurance fraud detection and claims analysis. Our academic work examines areas such as fraud detection, risk assessment and AI intelligent support for human decision-making.

This has helped me understand that AI is not simply something we learn theoretically. It can be used to identify patterns, analyze information and support people in solving practical problems in real life.

Two Cultures, Some Familiar Values

India is culturally very different from Cameroon, but I have also discovered similarities.

One thing that stood out to me is the importance of family, traditions and community. Seeing Indian celebrations and traditions, including Raksha Bandhan, made me appreciate how cultural practices continue to connect people and generations.

This is something I can relate to through my own Bamiléké background in Cameroon, where family, community and respect for elders also hold an important place. Coming from another continent and discovering familiar values expressed in completely different ways has been one of the interesting parts of this experience.



What I Will Take Home

When I eventually return to Cameroon, I will take home more than what I have learned in the classroom.

I will take with me different ideas about technology, particularly about how technology can be integrated into everyday life and how areas such as artificial intelligence can be used to address real-world challenges.

I will also take something more personal: greater confidence in communicating with people and being open to unfamiliar environments.

If another student from Cameroon were offered the opportunity to study at Kumaraguru, I would encourage them to take it. What has stood out to me most is the willingness of people here to support you. Even when you think you are falling behind or facing difficulties, people encourage you to keep moving forward.

My journey from Yaoundé to Coimbatore is still unfolding, but it has already taught me something important: entering a new environment may begin with uncertainty, but it can also open the door to new knowledge, friendships and a completely different way of seeing the world.

Article by
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The Question We Brought Home from Singapore NUS Global Immersion Programme, 6–10 July, 2026



5 Days. 30+ Students. The moment that stayed with us longest had nothing to do with technology.

It came on the second morning. We had been talking about how to judge whether a computer system is any good — a fairly dry subject, until the instructor set two situations side by side. A system checking faces at a border post makes a mistake. A system meant to detect cancer misses one. Are those the same kind of mistake?

The room went quiet in a way it had not been quiet before. Nothing about the mathematics had changed. What had changed was the recognition that someone, somewhere, has to decide which error a system is allowed to make — and that this is not a technical choice at all. It is a choice about who pays for being wrong. That was the week in miniature.



Our students spent five days at the National University of Singapore on the AI-Powered Business Analytics programme, part of the NUS Global Immersion Programme, taught by Dr. Sanka Rasnayaka of the NUS School of Computing.

The first day set the tone by refusing to start with software. Before anyone opened a laptop, the sessions worked through a simple discipline: what is the decision you are actually trying to make, and what would you need to know in order to make it well? Only then did the conversation turn to what artificial intelligence can and cannot contribute. Real company examples gave the ideas somewhere to land. By evening our students had picked up plenty of new vocabulary, but the more valuable thing they had picked up was an order of operations.

When the practical work began, something happened that we did not anticipate. The programme used a tool that lets you build an analysis by dragging pieces together rather than by typing code. Watching the room, the effect was immediate. Students who might otherwise have spent the week wrestling with unfamiliar syntax were instead leaning over each other's screens, arguing about what a chart actually meant. The technical barrier had been lowered; the thinking required had not. That distinction is one we talk about often in curriculum meetings and rarely manage this cleanly.

Much of the rest of the week was, in the best sense, humbling. A great deal of time went into the unglamorous business of tidying up messy data — on the sound principle that no analysis is better than the material it was built from. There were long discussions about why systems used in medicine, finance and law must be able to explain themselves, and why a model that cannot be questioned is not fit for decisions that affect people's lives. And there was a steady insistence that a model performing beautifully on data it has already seen may be worth very little out in the world.

Midway through, the questions turned around. Instead of asking the data to confirm something, our students learned to ask what was sitting there that nobody had thought to look for — the kind of work that reveals customer groups a business did not know it had, or flags something unusual before anyone notices. Several of them said afterwards that this was the part that genuinely surprised them.

The material had reached the systems people read about in the news: the ones loosely modelled on the brain, now behind everything from image recognition to speech. What we appreciated was the absence of theatre. The capabilities were laid out, and so were the costs — an enormous appetite for data and computing power, and the stubborn difficulty of explaining why such a system reached the conclusion it did. Everything came together on the final day.

Teams chose a field, found a genuine problem worth solving, worked through their data, built dashboards to show what they had found, and stood up to defend their recommendations. Watching them present was the most rewarding hour of the trip. They were assessed on seven things: how well they defined the problem, their approach, their visuals, their model, their interpretation, their teamwork, and how clearly they spoke. Only one of those seven is really about the technology. The rest are about whether anyone will be persuaded to act.

That is the lesson we have carried back. The strength of the week was never any single technique — techniques change, and quickly. It was the insistence that technical work stay answerable to its consequences: that measuring success is itself a judgement, that a system nobody can question has no business making serious decisions, and that an analysis nobody can follow has not finished being an analysis. None of this is exotic. It is simply the part that gets postponed when there is a syllabus to complete.

Five days may not be long enough to master a subject, but they can be long enough to change how you see it. Our students returned with new skills, certainly—but also with new questions. They were challenged to look beyond the numbers, to ask what they mean, what they demand of us, and what we should do with them. That question travelled back with them, and it is one we intend to keep asking.



Setting the Global Context

As a second-year Data Science student at Kumaraguru College of Liberal Arts and Science, I had the privilege of participating in the Global Immersion Programme conducted at the National University of Singapore (NUS), on the topic "AI-Powered Business Analytics." This week-long programme offered a rich and immersive academic experience that significantly broadened my understanding of the intersection between artificial intelligence and modern business decision-making.

The course was structured to be highly interactive, combining conceptual lectures with hands-on activities that reinforced theoretical learning through practical application. Sessions covered key areas such as Exploratory Data Analysis (EDA), predictive analytics, machine learning applications in business, and data-driven strategic decision-making, all contextualized within real-world case studies. We also gained practical exposure to the Orange data mining tool, which facilitated a more intuitive understanding of data visualization and analytical workflows. The emphasis on experiential learning, through group discussions, and collaborative exercises, allowed for a deeper and more nuanced grasp of complex topics.

Overall, this immersion programme was an enriching experience that enhanced both my technical knowledge and professional outlook, and I am grateful for the opportunity to have been part of it at such a globally reputed institution as NUS. - Samyuktha P V - Data Science Student, KCLAS

Article by
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From conversations to connections: India–UK partnerships in action India Global Education Dialogues 2026 – Coimbatore Edition

On August 19, Kumaraguru Institutions, in association with **NISAU UK**, brought together university leaders, international education experts and students for a day of meaningful India–UK engagement through the India Global Education Dialogues 2026.

Leadership Roundtable

The day began with institutional leaders exploring common ground between Kumaraguru and UK institutions. The conversation also highlighted NISAU's role not only in supporting students, but in creating meaningful connectivity between institutions and enabling stronger international collaborations.

Education Fair

The campus came alive with 14 UK universities engaging with 250+ students. From Engineering and Business to Political Science, Psychology and beyond, students brought pertinent questions on programmes, pathways, opportunities and global careers. The Fair was inaugurated by Sanam Arora, Founder and Chair, NISAU; Dominic Fletcher, Chief Growth Officer, Regent Group; and Bhavna Bagga, TNE Specialist, India–UK.

India Global Education Dialogues Coimbatore Edition

The Forum moved the conversation from individual opportunities to institutional possibilities. NISAU shared the India–UK Vision 2035, opening discussions around six key domains where India–UK partnerships can create meaningful impact. Leaders and educators then explored questions that matter: What makes an institutional partnership work beyond an MoU? How can joint degrees, articulation, mobility, research and global learning models create greater impact? And how can Coimbatore position itself as a Global Education Hub?

The day was more than an event. It was a step towards building stronger institutions, creating meaningful global pathways for students, and positioning Coimbatore as a hub for international education, research and innovation.



From conversations to connections: India-UK partnerships in action
India Global Education Dialogues 2026 – Coimbatore Edition



The 13 UK Universities Participated on August 19, 2026 Event

**Bangor University, Bournemouth University, Brunel University London,
City St George's, University of London, De Montfort University, King's College London,
London Metropolitan University, Regent College London,
Royal Holloway–University of London, Savannah College of Art and Design,
The Institute of Contemporary Music Performance, University of East London,
University of York**

CII Higher Education Delegation to Australia and New Zealand, 10–14 August, 2026

CII (Confederation of Indian Industry) recently organized a Higher Education Global Learning and Partnership Mission to Australia & New Zealand between 10 – 14 August 2026. The objective of the Mission is to explore potential opportunities for Higher Education Institutions/Universities in India to forge partnerships with best Universities of Australia and New Zealand besides learning from their best practices.

Dr. Vijila Edwin-Kennedy, Director, K-GEO participated in the delegation, engaging with leading universities to explore opportunities for academic, research and student mobility collaborations. The delegation visited in Australia – **The University of Melbourne, Monash University, The University of Queensland, Queensland University of Technology (QUT), Griffith University, University of Southern Queensland (UniSQ)**, and in New Zealand – **Unitec, Massey University and the University of Waikato**.

Discussions covered potential collaboration in areas including **AI and Data Science, Cyber Security, Engineering, Environmental Science, Health Sciences, One Health, AgriTech, Energy and Battery Research, Advanced Manufacturing, Psychology and Design**. There was also strong interest in **research collaboration, PhD co-supervision, student mobility and industry-linked projects**.

The engagements provided useful insights into how leading Australian and New Zealand universities approach international partnerships, with an emphasis on research impact, industry relevance, interdisciplinary collaboration and meaningful student mobility. The visit has helped identify several areas for further discussion and potential institutional engagement with Kumaraguru. The Delegation also met with Indian High Commission Offices during the visit.



INSEEC Business School, Paris



On August 10, Ms. Maud Le Bars South Asia Area Manager, Omnes Education Pvt Ltd., representative of INSEEC Business School, Paris, visited the campus and held discussions in the lines of pathway programs at the bachelor's and master's level in Business Management. The meeting discussed the operational and academic perspectives of 2+2 Bachelor's Model and 1+1 Master's Model. The meeting chaired by Mr. G. Muniasamy, Executive Director and Dr. D Saravanan, Director-AQA, Kumaraguru Institutions.

"If Rockets are Reusable, Why Not Buildings?" – Rethinking the Future of Construction With Dr. Sivaganesh Selvaraj, The Hong Kong Polytechnic University (HKPU)

Department of Civil Engineering, Kumaraguru College of Technology, hosted a thought-provoking session by Dr. Sivaganesh Selvaraj from The Hong Kong Polytechnic University (HKPU), centred on the intriguing question, "If Rockets are Reusable, Why Not Buildings?"

The session invited students to look at the built environment differently—challenging conventional ideas of permanence, construction and resource use, while exploring how principles of reusability, adaptability and circularity could influence the buildings of the future.



Ara Institute of Canterbury, New Zealand



On August 18, Ms. Victoria Harman, Global Business Partner, Ara Institute of Canterbury, New Zealand, visited Kumaraguru Campus. She held discussions on Short-courses related to Motor Sports, Drone Technology, Business and Sports Science.

K-GEO facilitated the meetings and sessions on Motor Sports and Sports Science programs for KCT and KCLAS students. Motor sports and Drone Technology session was presented online by Mr. Graeme Harris, Lecturer Mechanical Engineering, while Ms. Harman interacted with the students in person.



Global Masters Accelerator Program (G-MAP)–Level 103 10–12 August, 2026)

What does it take to prepare students for a successful Global Master's journey?

At K-GEO, we start well before the application stage.

Over three days, G-MAP brought together curiosity, critical thinking, collaboration and purposeful exploration. Through geography challenges, problem-solving activities, alumni interactions and a mock university application, students were encouraged to question, reflect, communicate and apply their learning.

One of the most powerful activities was turning students into admissions officers. They reviewed sample applications from an institution's perspective, discussed what stands out in an application, and explored how universities assess a student's academic profile, experiences, motivation and overall fit.

The experience helped students move from simply asking "How do I apply?" to thinking "How will my application be read?"

Our alumni added another important dimension, sharing authentic experiences of pursuing higher education abroad and helping students connect aspirations with real-world pathways.

For us, ***Global Master's preparation is not simply about choosing a university or completing an application. It is about developing students who are academically prepared, self-aware, curious, confident and ready to contribute in an international academic environment.***

G-MAP is one part of that larger journey.

We are keen to connect with universities and international partners who would like to know more about how K-GEO identifies, prepares and grooms students for Global Master's programmes. Let's start a conversation.



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