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Shaping the Intelligent Future of Learning

At a time when education systems worldwide are rethinking how learning is designed, delivered and experienced, the **35th World Education Summit 2026** and this special edition come together to explore how **collaboration is shaping the next chapter of global education.**

With over 34 landmark editions, the **World Education Summit (WES)** has evolved into a truly global knowledge platform. This year's special edition has brought together **300+ leading institutions, 150+ eminent speakers, 250+ senior delegates and 25+ solution providers and exhibitors** from across the education ecosystem. With participation spanning **45+ countries**, WES reflects the diversity and scale of global education dialogue, connecting voices from Asia, Europe, the Middle East, Africa and the Americas, including the UAE, UK, USA, Germany, Singapore, Saudi Arabia, Australia, Canada, and beyond.

This summit's thought leadership is equally global in character, with speakers from all over the world, including Canada, Australia, Italy, Belgium, Thailand, the United States, Iran, India, Saudi Arabia, Brazil, Hungary and more. These numbers are more than milestones; they reflect WES's enduring ability to convene top policymakers, promient leaders including **Hon'ble A. P. J. Abdul Kalam**, (Late) Scientist and former President of India, & academicians and innovators on a shared platform, enabling cross-border collaboration, policy dialogue and the exchange of ideas that continue to shape the future of education worldwide.

This edition's cover story, **"AI-Powered Smart Schools: Transforming Teaching and Learning,"** explores how AI is enabling deeply personalised learning pathways, supporting educators with real-time insights and redefining assessment and student engagement. We also bring together perspectives from global academic leaders, universities and education visionaries who are actively shaping AI-enabled learning environments. These include **Dr. Saad Al Rawaita**, Vice President for Administrative and Financial Affairs at Prince Sultan University, Riyadh; **Prof. Ammar Kaka**, Pro Vice Chancellor and President of Curtin University Dubai; **Prof. Rafid Alkhaddar**, Pro Vice Chancellor at Amity University Dubai; **Prof. Hany El Kadi**, Vice President for Academic Affairs at Liwa University, Abu Dhabi; **Simon Bradbury**, Pro Vice-Chancellor International and Overseas Provost at De Montfort University; **Prof. William Cornwell**, Provost at the American University in the Emirates; and **Prof. Sherief Khalifa**, Vice Chancellor – Academic Affairs at Dubai Medical University, among many others.

At **Elets Technomedia**, our mission has always been to document transformation and catalyse meaningful dialogue. As you explore this edition, we hope the insights provoke reflection, the stories inspire action and the ideas encourage collaboration across borders. Education, powered by intelligence, both human and artificial, has the potential to connect minds, bridge cultures and build resilient futures.

Together, let us embrace the intelligent future of education and reimagine learning as a shared global journey.

Happy Reading!

Dr. Ravi Gupta
Founder, CEO and Editor-in-Chief
Elets Technomedia Pvt. Ltd.

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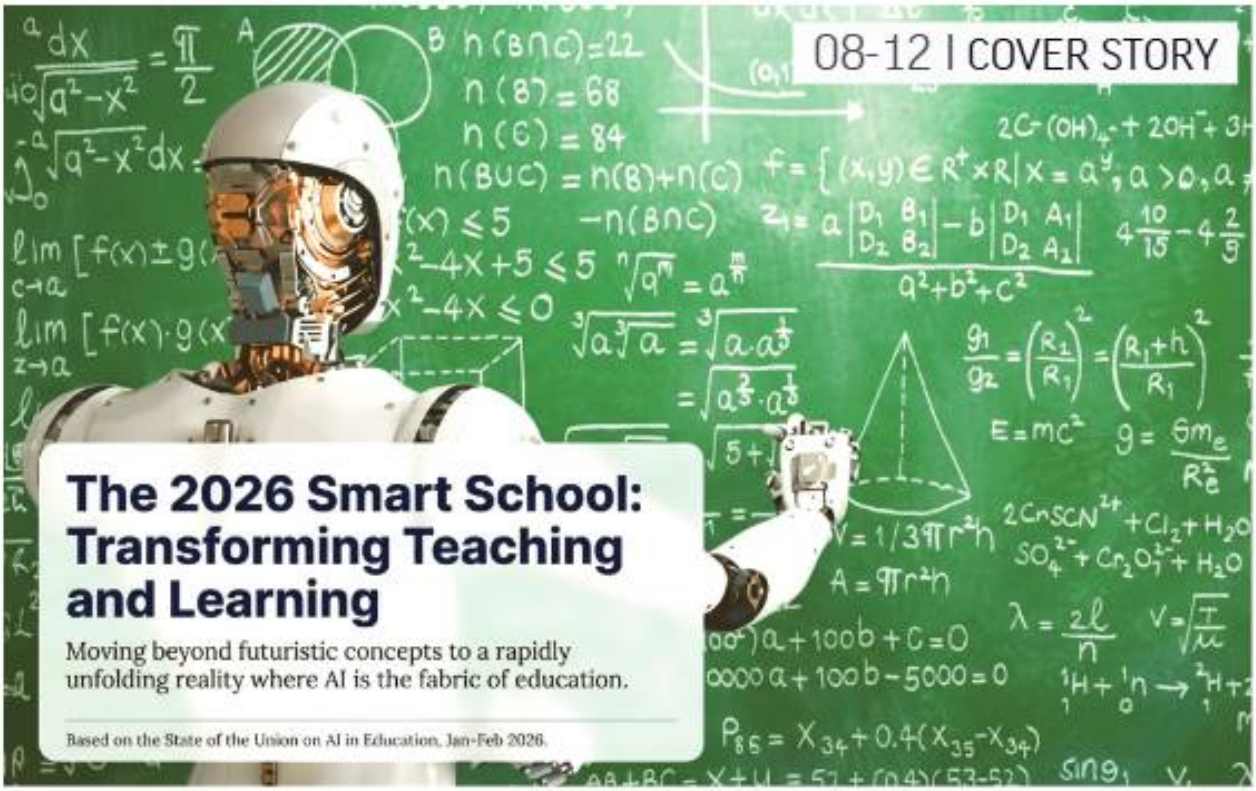


The 2026 Smart School: Transforming Teaching and Learning

Moving beyond futuristic concepts to a rapidly unfolding reality where AI is the fabric of education.

Based on the State of the Union on AI in Education, Jan-Feb 2026.

GLOBAL PERSPECTIVES

GLOBAL PERSPECTIVES

HALL OF FAME - 35TH WES AWARD RECEPIENTS

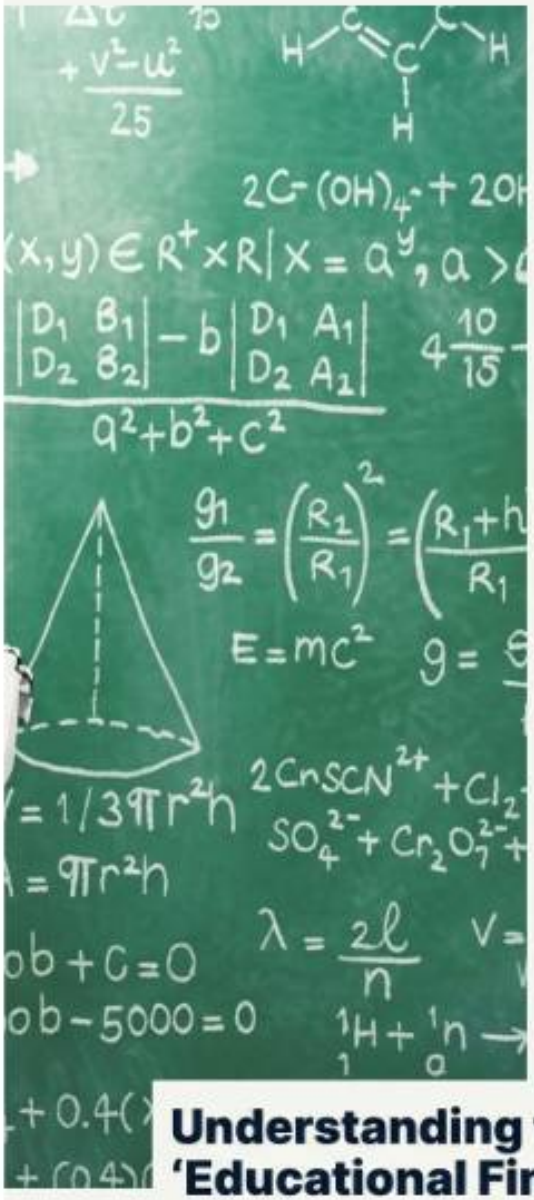
The 2026 Smart School: Transforming Teaching and Learning

Moving beyond futuristic concepts to a rapidly unfolding reality where AI is the fabric of education.

Based on the State of the Union on AI in Education, Jan-Feb 2026.

The integration of artificial intelligence (AI) into the fabric of education is no longer a futuristic concept but a rapidly unfolding reality. In 2026, AI-powered smart schools represent a significant evolution in the educational landscape, promising to reshape how teaching is delivered and how learning is experienced. This transformation is characterised by a shift towards data-centric approaches, where AI algorithms analyse extensive information to optimise educational outcomes for students and empower educators in their roles.

6 Ways AI Is Transforming Education With Smart Classrooms	
Personalised Le arning	Multimodal Smart Content Creation
Automation of Administrative Tasks	24/7 Assistance Using Conversational AI
Process-Based AI Proctoring	Enhance Data-Driven Decision Making



Impact of AI on Personalised Learning

Index	In-Depth	Improvement Rate
Knowledge Retention	AI-based adaptive learning systems tailor content and pace via spaced repetition	60% increase
Question Accuracy	Personalised learning paths have led to a significant jump in student accuracy	18% improvement
Student Motivation	AI-driven gamification and relevant content enhance student drive	Significant Improvement
Academic Performance	AI adapts content to individual needs, leading to better academic outcomes	Significant Improvement
Learning Outcomes	AI-based tutoring systems provide individualised support and instant feedback.	130% improvement
Retention Rates	Personalised learning approaches facilitated by AI contribute to higher student retention.	Up to 35% increase
Student Engagement	AI platforms create interactive experiences, leading to higher focus levels.	54% more engaged
Reduced Anxiety	AI provides a supportive, low-stakes environment for practicing difficult skills.	Drastic Reduction
Learning Pace Adaptation	Platforms like DreamBox and Smart Sparrow now use real-time biometric and response data.	Real-time adaptation
Accessibility Enhancement	AI tools like "Live Captions" and "Voice-to-3D" improve access for diverse learners.	Enhanced accessibility

Understanding the unique 'Educational Fingerprint' of every student.

AI analyses vast datasets of student performance, learning styles, and preferences.

Customisation: Algorithms provide tailored content and support at the precise moment of need.

Real-time Adaptation: Platforms like DreamBox and Smart Sparrow utilise real-time biometric and response data to adjust the learning pace instantly.

Anxiety Reduction: AI provides a supportive, low-stakes environment for practicing difficult skills, leading to a drastic reduction in student anxiety.

The Index of Improvement: Measurable gains in student outcomes.

Impact of AI on Educators and Administrative Tasks

Task	Potential Time Reduction / Efficiency Gain
Grading Assignments	Up to 75% reduction in time spent on grading.
Overall Administrative Tasks	Significant reduction in time spent on non-teaching duties.
Lesson Planning & Resource Creation	AI drafts full curricula and high-quality multimedia resources in minutes.
Marking (Vocational Training)	AI-driven aids save tutors up to 55% of marking time.
Grading Submissions (Peer Review)	AI integration in peer review grading can be 900 times faster than human grading.
Identifying At-Risk Students	Predictive analytics identify potential failures with 95% accuracy.
Providing Personalised Feedback	AI tools offer immediate, constructive feedback on student drafts.
Analysing Performance Data	AI identifies subtle learning patterns across entire school districts.
Streamlining Communication	AI identifies subtle learning patterns across entire school districts.

Tailoring Education to Individual Needs

AI's ability to analyse vast datasets of student performance, learning styles, and preferences is revolutionising the concept of personalised learning. By understanding each student's unique educational fingerprint, AI algorithms can customise instruction, providing tailored content and support at the precise moment it's needed.

Automating Tasks and Providing Data-Driven Insights

AI is not only transforming the learning experience for students but also proving to be a powerful ally for educators. By automating routine administrative tasks and providing valuable data-driven insights, AI is freeing up teachers' time and empowering them to focus on high-value activities like personalised instruction and student mentorship.

Ensuring Equitable Access and Support

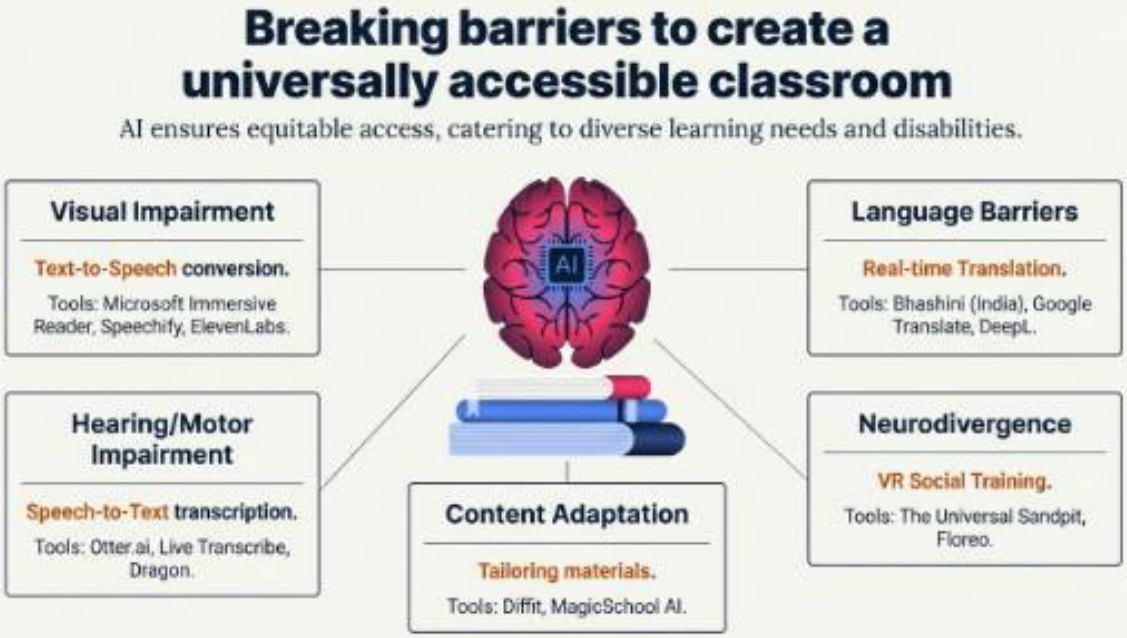
AI is playing a crucial role in promoting more inclusive classrooms by enhancing accessibility for students with disabilities, breaking down language barriers, and facilitating the creation of personalised content that caters to diverse learning needs.

Providing Timely and Actionable Feedback

AI is transforming the assessment landscape by automating grading processes, providing instant and personalised feedback, ensuring academic integrity, and offering data-driven insights to refine teaching strategies.

AI Applications for Inclusive Education

Feature	Deep Dive	Examples of AI Tools
Text-to-Speech (TTS)	Converts text to natural spoken words for visually impaired students.	Microsoft Immersive Reader, Speechify, ElevenLabs
Speech Recognition	Transcribes spoken words into text for those with hearing/motor impairments.	Otter.ai, Live Transcribe, Dragon
Translation Tools	Breaks language barriers in real-time (e.g., Bhashini in India).	Google Translate, Microsoft Live, DeepL
Predictive Text	Supports students with motor difficulties or dyslexia.	Modern AI Writing Assistants
AI-Integrated AAC Tools	Augmentative communication tools enhanced for speech impairments.	AI-Integrated AAC Apps
Content Adaptation	Tailors educational content to meet individual accessibility requirements.	Diffit, MagicSchool AI
Visual Aids Generation	Generates customised visual aids for diverse learning preferences.	Canva Magic Studio, Midjourney, SlidesAI
Real-time Captioning	Automatically generates captions for video lectures and live classes.	Rev.ai, Zoom/Teams Auto-captions
Accessible Math	AI tools develop accessible math assessments for blind students.	Equatio, MathPix
Social Skills Training (VR)	AI enhances VR for social training, beneficial for autistic students.	The Universal Sandpit, Floreo



The Future of Intelligent Education

The integration of AI in education is maturing rapidly. Several key trends point towards a future where AI plays an even more integral role in shaping the educational experience.

- **Enhanced Adaptive Learning**

AI will refine "hyper-personalisation," tailoring pace and difficulty in real-time.

- **Advancements in Educational Research**

AI will analyse massive datasets to discover entirely new teaching methodologies.

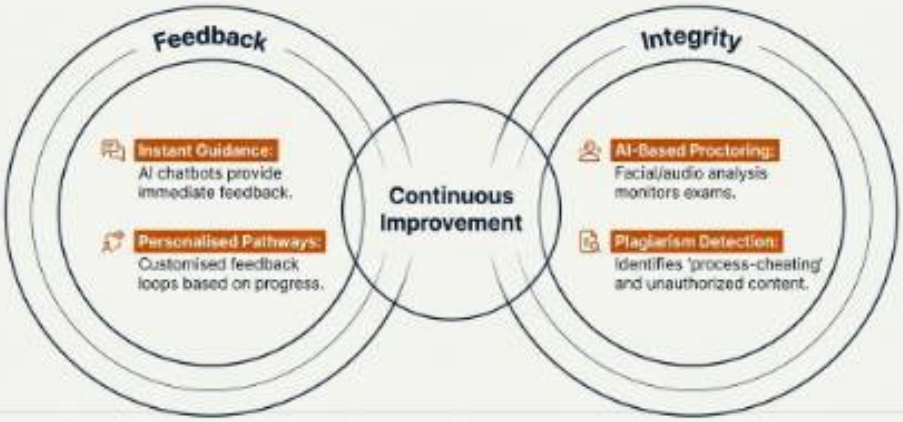
- **Increased Accessibility**

AI will make universal design for learning (UDL) the standard for every school.

- **Integration with AR/VR**

Transforming Assessment: From delayed grading to instant insight

AI enables a shift towards continuous, personalized, and secure evaluation methods.



AI Applications in Assessment and Feedback

Feature	Overview	Benefits
Automated Grading	AI evaluates assignments and complex essays with high accuracy.	Saves time, ensures consistency, reduces bias
Instant Feedback	AI chatbots provide immediate guidance during the learning process.	Allows for prompt understanding and timely adjustments.
Personalised Learning Pathways & Feedback	AI analyses student progress to provide customised feedback loops.	Offers targeted support, enhances effectiveness.
AI-Based Proctoring	Uses facial and audio analysis to monitor online integrity.	Prevents cheating, ensures reliability.
Data-Driven Insights	AI provides educators with specific patterns and intervention alerts.	Enables informed decisions on curriculum development.
Plagiarism & AI Detection	AI identifies unauthorised content and "process-cheating."	Ensures academic honesty in the Gen-AI era.

AI will merge with the Metaverse to create immersive, 3D learning environments.

- **Prevalence of AI-Powered Assistants**

AI tutors will be common for every student, providing 24/7 guidance.

- **Market Growth**

The global AI in education market is now projected to reach USD 32.27 billion by 2030.

- **Rising Adoption Rates**

In 2026, 92% of students and 60% of teachers use AI tools daily to assist with their routines.

- **AI in Content Creation**

By 2028, over 75% of educational content will be developed with AI support.

- **Automation of Essay Grading**

By 2030, AI is expected to grade 50% of all college essays with human-level accuracy.

Embracing the Intelligent Future of Education

AI-powered smart schools represent a monumental leap forward in the evolution of education. By harnessing the power of data and intelligent algorithms, AI is enabling personalised learning experiences, empowering educators with valuable insights, and revolutionising assessment methods. As we progress through 2026, it is crucial to navigate the challenges of AI implementation thoughtfully. By prioritising data privacy, addressing algorithmic bias, and ensuring equitable access, we can harness the full potential of AI. We are creating an intelligent and transformative educational landscape that prepares students for the complexities of the 21st century and beyond. DL

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Cover Story by:
Kaanchi Chawla, Elets News Network (ENN)


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Sivakumar Veerappan
Founder & CEO
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AI-Native Campuses

Rethinking Decisions, Governance, and Student Success in the GCC

As Middle East universities scale rapidly and embrace smart governance, the conversation is no longer about digitisation, but about how intelligence reshapes decisions, accountability, and academic outcomes. In this exclusive conversation, **Sivakumar Veerappan**, Founder & CEO of Anubavam, shares his perspectives with **Dr. Asawari Savant** from **Elets News Network (ENN)** on how AI-native platforms are redefining institutional decision-making. *Edited excerpts.*

Q The Middle East is moving rapidly toward smart, digitally governed universities. How do you see AI-native platforms reshaping campus operations and academic governance in the region over the next decade?

The region is changing fast. Universities here are ambitious, and they want more than digital tools. They want clarity. They want to run their campus with the same confidence and real-time visibility you'd expect in any modern organisation. That shift needs systems that are not only digital but intelligent.

For the next decade, I see three major changes.

The first is better day-to-day operations. Many approval processes today involve long email chains and manual follow-ups. Most systems run in isolation, so the full picture is never visible. Intelligent platforms can watch the workflow, understand where time is lost, and guide teams on what needs attention.

The second is academic insight. Universities don't want to wait until the semester ends to find out what went wrong. With the right data, they can see issues by week two. They can support a student who is falling behind, adjust a course that shows repeated performance dips, and balance teaching workload before faculty feel overwhelmed.

The third is governance. In this region, compliance and quality assurance are part of daily life. Leaders want to trust their data, not chase files. The future is not "submit reports when asked". The future is "everything is visible as it happens". Committees, reviewers, and regulators will be able to check information in real time. This builds trust, consistency, and confidence.

The Middle East is ready for technology that makes the institution feel lighter, more transparent, and easier to run. Intelligent platforms are the bridge to that future.

Q Many institutions have digitised processes, but few have transformed decision-making. What distinguishes AI-led transformation from traditional ERP-led digitisation?

Digitisation helped universities move files online. It was a good start, but it didn't change how decisions are made. Most decisions still rely on exported spreadsheets, manual analysis, and long meetings.

Intelligent systems change this entirely.

The first difference is that they focus on decisions, not just transactions. When a registrar logs in, they shouldn't have to dig through layers of reports. The system should bring the most important insights to the surface.

The second difference is pattern recognition. A traditional system will tell you that 300 students missed a deadline. An intelligent system will tell you why it happened, when it started, and what can be done before it happens again.

The third is accessibility. Data shouldn't live with only the technical team. A dean, department head, or advisor should be able to ask questions in simple language and get reliable answers on the spot.

When institutional data connects academics, operations, and student life, universities stop reacting to problems and start supporting success before it is at risk.

And finally, intelligent platforms close the loop. When the institution takes an action, the system tracks its impact. Leaders don't have to guess what worked. They can see it.

Digitisation moves the old process online. Intelligent systems redesign how universities think and act. They give agility, foresight, and continuous learning, so institutions can respond, anticipate, and improve as they go. That is the real transformation.

Q With strong emphasis on accreditation, quality assurance, and compliance in the GCC, how can integrated platforms help universities stay compliant while remaining agile and innovation-driven?

Accreditation and innovation usually pull universities in opposite directions. Institutions want to experiment, introduce micro-credentials, adopt new academic models, and update programs. At the same time, they must maintain detailed evidence for reviewers. The tension exists because compliance has always lived outside day-to-day work.

An integrated academic and administrative platform changes this by turning daily operations into live evidence. With real-time data, clear dashboards, and proactive alerts, compliance stops being a periodic exercise. It

becomes continuous and transparent, so universities can innovate with confidence without worrying about gaps in accreditation evidence.

When outcomes are mapped, assessments are created, faculty complete reviews, and curriculum changes move through approval committees, the system records everything in a structured way. Nothing is done twice. Nothing depends on manual evidence collection.

Imagine a university in the UAE launching a new AI ethics micro-credential. Traditionally, this triggers weeks of preparation. Teams need to map outcomes, prepare documents, validate assessments, gather evidence, and align with CAA templates.

With the right platform, the curriculum team can configure the program, map the outcomes, attach assessments, document faculty involvement, and complete internal approvals in a single flow. The system automatically organises everything needed for compliance. There is no separate "accreditation project".

This makes innovation safer. Universities can update programs, experiment with new ideas, and still maintain a clear, verified trail for accreditation teams.

Compliance should not slow down growth. When everything is connected, it becomes part of the university's everyday rhythm.

Q How can intelligent institutional data be used to personalise learning, optimise faculty workload, and improve student success in the Middle East universities?

The student population in this region is incredibly diverse. Local learners, international students, working professionals, medical programs, foundation students, and cross-border cohorts all study under one roof. Personalisation becomes essential, but it's hard to do manually.

Intelligent institutional data helps universities understand each learner's journey more clearly.

For students, it can highlight patterns that reveal early struggles. Slow activity in the LMS, delays in assignments, lower attendance, or changes in engagement can help advisors step in long before a student reaches a crisis point. It is not about predicting failure. It is about noticing when someone needs help and offering support early.

For faculty, it brings fairness and balance. Teaching workload is not only about hours. Some courses demand intensive assessment, some require close mentoring, and some have practical or clinical components. Intelligent systems can calculate these factors and help leadership distribute work in a way that feels fair.

For academic success, the biggest advantage is full-lifecycle visibility. Most systems show where a student is academically. Very few show whether the student is progressing safely across academics, finance, advising, and compliance. When universities can see that full picture, student outcomes improve dramatically.

Culturally aware systems take things like language, study and work rhythms during Ramadan, commuting challenges, and whether someone is the first in their family to attend university into account, so decisions and support actually fit the person, not just the process.

This region values mentorship, clarity, and structured support. Intelligent data strengthens all three.

Q What are the key design principles for building education platforms that respect Middle East cultural, policy, and governance expectations while remaining globally scalable?

Designing for this region requires more than translation or adding a few local fields. It requires understanding how universities operate, how families are involved, and how leadership balances culture with growth.

A few principles matter most.

The first is governance. Approvals in this region move through committees, deans, QA units, and sometimes ministries. A platform must respect that order. It should not force the university to change how it governs.

The second is cultural sensitivity. Many institutions manage gender-based scheduling, dedicated advising paths, and parent or guardian visibility for foundation years. These are not optional. They must be built into the platform in a natural way.

The third is academic flexibility. Universities here operate outcome-based models, competency models for healthcare programs, and blended structures for professional pathways. A platform needs to support different academic models without forcing workarounds.

The fourth is clarity. The people using the system every day should not feel overwhelmed. Whether it is admissions with heavy document loads, curriculum review, outcome mapping, or faculty evaluations, the experience must feel simple.

The fifth is trust. As platforms become more intelligent, recommendations must be explainable, data use must be transparent, and final authority must always remain with academic and institutional leadership. Systems should support decision-making, not replace it.

The final principle is readiness for what's coming. Universities in the region are already asking about stackable credentials, hybrid qualifications with industry partners, and global delivery models. The platform has to support learning structures that may not be fully defined yet.

When a platform respects culture, supports policy, and stays flexible for the future, it naturally becomes global. DL

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Building Minds for a New Saudi Arabia

The Bold Reset of Higher Education in the Vision 2030 Era

Dr. Ahmed S. Al Yamani
President
Prince Sultan University
Saudi Arabia

With Saudi Arabia's Vision 2030 accelerating educational transformation, universities stand at a critical crossroads. In an exclusive conversation, **Dr. Ahmed S. Al Yamani, President of Prince Sultan University**, shares with **Kaanchi Chawla** of **Elets News Network (ENN)** how universities are balancing national priorities with global academic excellence.

Q As higher education worldwide redefines its purpose beyond degrees, how do you see universities shaping global citizens rather than just employable graduates?

Universities today must educate for life, leadership, and responsibility, not only for employment. At Prince Sultan University (PSU), we view global citizenship as the ability to think ethically, act responsibly, collaborate across cultures, and contribute meaningfully to society. It is worth noting that PSU was ranked number one in employability, as evidenced by the fact that many of our graduates receive job offers from their COOP employers before graduation. While employability remains essential, it is no longer sufficient on its own.

We emphasize values-based education, critical thinking, digital literacy, sustainability awareness, and civic engagement across all disciplines. Experiential learning, interdisciplinary projects, community partnerships, and exposure to global challenges help students understand their role in shaping the future. The goal of PSU's 7-month Cooperative Education Program is to graduate individuals who are not only career-ready, but future-ready—capable of navigating uncertainty, leading with integrity, and contributing to global well-being.

Q Saudi Arabia is undergoing a historic educational transformation under Vision 2030. How is Prince Sultan University aligning itself with this national vision while maintaining global academic standards?

Saudi Vision 2030 calls for a knowledge-based, innovative, and globally competitive society. PSU's alignment with this vision is both strategic and measurable. Our Strategic Plan echoes the Saudi Vision 2030. Specifically, we have integrated Saudi national priorities in human capability development, digital transformation, sustainability, privatization, and research commercialization into curriculum design, research initiatives, and community service.

At the same time, PSU maintains strong international academic standards through rigorous global benchmarking, quality assurance, and accreditation processes. As the first private university to receive institutional accreditation, we have sustained this commitment by maintaining international program accreditation across more than 30 academic programs. Through continuous alignment with international best practices—while remaining responsive to national priorities—PSU serves as a vital bridge between global knowledge ecosystems and Saudi Arabia's ambitious transformation agenda, producing graduates who are globally competitive and locally impactful.

Q International partnerships are becoming central to academic excellence. What global collaborations has your University prioritised, and how have they impacted research and learning outcomes?

International collaboration is central to PSU's academic strategy. We prioritize partnerships that are purpose-driven and impact-oriented, rather than symbolic. Our collaborations with global universities, accreditation bodies, industry leaders, and international organizations focus on joint research, faculty exchange, co-developed programs, and student mobility.

For example, we are collaborating with the Saudi Space Agency and the French International Space University in preparation for our future College of Space and Aviation. We also have partnerships with the Cleveland Clinic

"Universities must educate for life, leadership, and responsibility, not just for employment. The real measure of success is graduating individuals who can think ethically, act responsibly, and contribute meaningfully to global well-being."

- Dr. Ahmed S. Al-Yamani, 2026

and the King Fahd Medical City to support the launch of our new College of Medicine this fall. In addition, we partner with over 30 universities worldwide to support our study abroad programs and utilize their experiences as a benchmark for the quality of our academic programs.

With other 20 research labs and groups, partnerships have strengthened research output, expanded interdisciplinary work across AI, sustainability, engineering, and health sciences, and enhanced student exposure to diverse academic and cultural environments. PSU hosts more than 20 research labs and groups, supported by 52 scientists recognized among the top 2% globally in the Stanford University ranking. More importantly, they have helped our faculty and students engage with global challenges through local solutions, ensuring that learning and research are both internationally informed and socially relevant.

Q Are there any transformative initiatives or reforms implemented under your leadership that you believe could serve as a model for universities globally?

One of the most transformative initiatives implemented under our leadership is Prince Sultan University's Education for Employment (E4E) program, which is designed to directly address graduate employability and workforce readiness. To date, the program has supported more than 1,000 graduates, each earning an average of six internationally recognized professional certifications across approximately 30 specialized career tracks.

The E4E program is delivered in close collaboration with leading global technology partners, including Cisco, Microsoft, Red Hat, and Oracle, ensuring alignment with global industry standards. At the national level, we work closely with key Saudi partners, including SITE, ILM, and Salam.

What makes E4E particularly distinctive—and globally replicable—is its focus on unemployed and near-graduation students, providing them with targeted, market-driven credentials that lead directly to employment opportunities. By integrating academic learning with professional certification and employer engagement, E4E serves as a scalable model for universities worldwide seeking to close the gap between education and employment while responding to national development priorities.

We have also embedded outcome-based assessment, evidence-driven decision-making, and continuous improvement across all academic and administrative units.

Additionally, our focus on blended education, ethical technology use, and interdisciplinary innovation reflects a forward-looking approach demonstrates how universities can remain agile, accountable, and future-oriented in a rapidly changing global landscape.

Q What advice would you give to global education leaders navigating uncertainty while striving to keep education relevant and future-ready?

My advice is simple but demanding: lead with purpose, evidence, and courage. Uncertainty is no longer an exception—it is the norm. Education leaders must move beyond reactive planning and instead build institutions that are adaptable, values-driven, and learner-centered.

Invest in people, trust verified data, embrace emerging technology responsibly, and never lose sight of education's human mission. Universities must remain spaces where innovation is guided by ethics, where technology serves humanity, and where students are prepared not only for the jobs of tomorrow, but for the responsibilities of global citizenship. The future belongs to institutions willing to reimagine themselves while staying true to their core values. DL

From Scale *to* Credibility

Building Trusted Education Ecosystems in the Middle East

As the Middle East positions itself as a global education hub, the focus is shifting from access and scale to outcomes and global credibility. Institutions must now align academics, industry relevance, and regulation through trusted digital foundations. In an exclusive conversation, **Gurudev Somani**, CEO & Co-founder, MasterSoft, shares with **Dr. Asawari Savant** of **Elets News Network (ENN)** how governance-led technology and responsible AI can turn ambition into measurable impact. *Edited excerpts.*

Q The Middle East is emerging as a global education hub; how will the region evolve from importing education to creating and exporting knowledge and talent?

"The UAE has already proven it can attract global education. The next decade is about a tougher milestone, becoming a net exporter of capability: research that reaches industry, credentials the world recognises, and graduates who build at global standards.

This becomes real only when every stakeholder feels the difference: leadership gets decision clarity, faculty get time back, students get momentum, and employees get better ways of working. The region won't export knowledge through scale alone, it will export it through trustworthy digital foundations, where data, credentials, and quality evidence are consistent, auditable, and decision-ready." - **Gurudev Somani**, CEO & Co-founder, MasterSoft

"At MasterSoft, we see our role as strengthening that foundation, helping institutions connect the academic and operational lifecycle so outcomes improve in ways people can feel and measure." - **MasterSoft**

Q How can integrated e-Governance and cloud-based ERPs align academics, industry needs, and regulatory compliance while improving outcomes?

"Integrated e-Governance and cloud ERPs create a single institutional backbone, so alignment becomes a workflow, not a meeting. They help universities connect curriculum to employability outcomes, make compliance continuous through audit-ready processes, and improve student success by surfacing early signals that trigger timely intervention.

In fast-scaling, multi-campus environments, cloud adds secure standardisation and resilience, but governance must be clear: ownership, access control, and process discipline." - **Gurudev Somani**, CEO & Co-founder, MasterSoft

"Our view is that the future is not just systems integration, but decision integration, turning institutional data into governed intelligence leaders can trust." - **MasterSoft**

Q With growing focus on upskilling and lifelong learning, how can ERP platforms enable continuous education while ensuring data ethics, transparency, and trust?

"Lifelong learning only scales when it carries credibility. A modern platform must support a lifelong learner identity, stackable credentials, and flexible pathways, without compromising academic governance.

Trust is the differentiator: clear consent and purpose, explainable analytics, fairness checks, strong access controls, and audit trails, so learners feel protected and employers trust what credentials represent." - **Gurudev Somani**, CEO & Co-founder, MasterSoft

"We believe the next era of continuous education will be built on scale with trust, where transparency and ethics are designed into the system, not added later." - **MasterSoft**

Q As AI moves from experimentation to institutionalisation, what governance model should universities adopt to improve outcomes without compromising integrity, privacy, or trust?

"AI must be institutionalised like any other critical capability, through governance, not enthusiasm. The model is straightforward: purpose-first use cases, data governance before AI governance, transparent decisioning with human accountability, and continuous ethics and assurance. If AI influences advising, progression, or eligibility, it must be explainable and contestable. Trust isn't built at launch, it's maintained through ongoing assurance." - **Gurudev Somani**, CEO & Co-founder, MasterSoft

"Our role is to help embed AI into governed workflows, so institutional intelligence remains auditable, explainable, and outcomes-aligned." - **MasterSoft**. DL

Website: *www.mastersoft.ai*

Thoughts from Global Educators Driving the Future of Education

GIHAN ELGENDY
Head of Business Operations
Saudi Arabia

"True learning thrives not in a course, but in the environment we cultivate. It is found in the clear pathways, supportive processes, and organisational rhythm that values growth. We need wiser systems, not just smarter tools but also spaces where curiosity meets clarity, and intention is gracefully translated into impact."

MATHIEU COOPER
Creator, Merkabah Management Systems,
Australia

"Technology doesn't mature society. People do. AI amplifies the clarity, coherence, and responsibility that guide our evolution"

ANDREW LENNIE
Assistant Head, Secondary School
St George's British International School, Rome

"Education has always evolved in response to social, technological, and global change. The role of educational leaders is not to react to disruption, but to normalise adaptability, ensuring learning remains relevant and responsive in an ever-changing world"

DR. CECILIA VALLORANI
CEO & Founder
EchoEd LLC-FZ, UAE

"Technology should amplify humanity, not replace it. The future of literacy is multisensory, and Sound Movie Pedagogy bridges tradition and innovation by transforming reading into an audio-cinematic experience of voice, music, and meaning. When stories are heard, felt, and co-created, learning becomes alive, emotionally rooted, cognitively engaging and profoundly human.".

PHOEBE WASFY
Principal
Philopateer Christian College
Canada

"An educational leader today faces challenges on many fronts, yet their strength and impact come from continuing to stand with strength that steadies others, dignity that earns trust, and hope that fuels possibility. With courage, compassion, and unwavering resilience, they uplift communities, empower students and educators, and transform obstacles into opportunities, shaping a future grounded in purpose, confidence, and meaningful impact."

EMMA NAVIN

Head of Junior School, St George's British International School, Rome

"At its core, leadership is the commitment to develop people and inspire them to do great things."

HAVISH MADHVAPATY

Founder
Havish M Consulting, India

"A strong education ecosystem is not built by syllabi alone, but by curiosity, relevance, and real-world application. When institutions, industry, and educators collaborate, learning moves beyond classrooms to become a lifelong capability. Our responsibility is to prepare minds not just for exams, but for ambiguity, innovation, and impact."

TAMEKA WOMACK

Co-owner/Assist. Teaching, Lotus Flo & Georgia Institute of Technology, United States

"Global education is not about mobility alone. It is about designing systems that allow talent, ideas, and opportunity to scale across borders. When STEM, business, sustainability, and governance align, institutions move beyond programs toward ecosystems that prepare learners to solve global challenges with impact, equity, and resilience."

DR. TIMOTHY A. SMITH

President and CEO
Learning Matters Educational Group, United States

"Today's education ecosystem isn't short on content—it's short on connection. We've built systems that measure attendance, grades, and compliance, but too often miss the real indicators of success: belonging, momentum, and purpose. The future of learning will be support-heavy, not tech-heavy—where caring adults lead, AI accelerates timely help, and every student has a clear next step forward"

LAVINIA BRACCI

Founder and Director, SIS Intercultural Study Abroad, Italy

"Education reaches its full power when it becomes a bridge across cultures, communities, and the digital and human dimensions of learning. As English dominates digital spaces, service-learning transforms connectivity into care, reflecting ethical digital citizenship and a vision of languages as living social spaces, ensuring technology safeguards - rather than diminishes - the linguistic and cultural richness of humanity, sustaining democracy, inclusion, responsibility and hope"

Redefining Employability for SEND Students

Harrison College
YOUR FUTURE, YOUR CHOICE

Unlocking potential

In today's rapidly evolving job market, preparing young people for the workforce has never been more critical. But for those with Special Educational Needs and Disabilities (SEND), the path from classroom to career is often riddled with obstacles. National statistics tell a stark story, only 5.1% of adults with a learning disability known to social care are in paid employment (NHS Digital, 2023), compared to 80% of the general population. These barriers are not simply about ability, but about access, confidence, and opportunity.

Understanding the Challenge

SEND students face a range of challenges that impact their journey into employment. From difficulties with social communication to a lack of tailored career advice, the system often overlooks the unique needs of this group. Add to this limited exposure to workplace environments and low confidence levels, and it's easy to see why so many young people with SEND remain NEET (Not in Education, Employment or Training) after leaving school. Many young people leave education without the skills, confidence, or support networks needed to take their next step.

But what if education did more than just acknowledge these barriers? What if it actively dismantled them?

The Harrison College approach: where education meets employability

Gemma Peebles
CEO,
Harrison College, UK

Harrison College has built its entire educational model around skills-based learning, business engagement, and personal empowerment. At the heart of the college's strategy lies the Skills Builder Universal Framework, a research-driven model that breaks down eight essential employability skills – e.g. problem-solving, teamwork, leadership, and communication – into manageable, teachable steps. This structured approach allows learners to understand how their skills relate directly to the workplace.

This shift from traditional subject-based teaching to skills-focused education has been a game changer for many students. One learner reflected that, "When we started learning through skills, I finally understood it. I could see how what I was doing in class could actually be used in a real job, not just to pass a test. It made everything feel more real – and more important."

"We focus on strengths, not deficits. Our curriculum is about empowering students to take ownership of their future, and showing employers that our learners bring real value."

Bridging the Gap: Industry Partnerships with Purpose

Harrison College's work approach has thrived because of the dynamic, long-standing partnerships it has cultivated across a wide range of industries. From healthcare and construction to finance, retail, and even the world of horse racing, the college has built a robust and diverse ecosystem of employer collaborators who are committed to inclusion, innovation, and impact. Through bespoke internships, project-based learning, and collaborative problem solving tasks, employers work hand-in-hand with the college to provide meaningful, not tokenistic, opportunities for young people with SEND.

Real-World, Real Value

These aren't one-off visits or superficial experiences. Harrison College students participate in structured, skills-driven internships with organisations like the NHS, Genuit Group, GXO, Orb Recruitment, and the Doncaster Chamber of Commerce. They're involved in everything from business

development and customer service to digital innovation and health care strategy. Students are not only exposed to the inner workings of these industries – they're contributing to them.

These partnerships are symbiotic. Employers gain access to a fresh, enthusiastic talent pool often brimming with creativity, attention to detail, and out-of-the-box thinking. In return, students benefit from genuine

workplace exposure, mentorship, and often, long-term employment or apprenticeship offers.

Employers frequently report that students not only meet expectations, they exceed them. They show up prepared, motivated, and eager to learn. Their presence helps foster more inclusive and empathetic workplaces, encouraging other staff to think differently about ability, potential, and recruitment.

Building a More Inclusive Economy

Harrison College's partnership model isn't just about preparing students for employment, it's about helping shape a future where businesses and communities are stronger because they are more inclusive. A key element of this mission is equipping employers with the tools and understanding they need to support neurodiverse and SEND employees effectively. Harrison College regularly delivers in-workplace training sessions for local and national employers on topics such as Autism in the Workplace, Inclusive Recruitment Practices, and Supporting Neurodivergent Staff.

A Model of Success

In 2025, less than 10% of Harrison College's students were NEET, a figure significantly lower than national averages for SEND students. Over 90% move into employment, further education, or apprenticeships, with many staying in their placements long-term.

A Blueprint for Change

Harrison College Doncaster is more than an educational institution, it's a blueprint for how the system could, and should, work for young people with SEND. By aligning education with employability, and ability with opportunity, the college is proving that the right support doesn't just change lives, it builds futures.

For a generation often left behind, Harrison College is leading the way forward. Learn more about Harrison College at www.harrisoncollege.co.uk DL

Views expressed by
Gemma Peebles, CEO,
Harrison College, UK

IB Designing Schools for Meaningful Learning

As schools respond to changing learner expectations, evolving curricula, and increasing global interconnectedness, a central question continues to guide educational leadership: *How can learning remain internationally benchmarked while remaining meaningful within local school contexts?*

This question framed a joint knowledge webinar organised by the International Baccalaureate (IB) in collaboration with **Digital Learning, bringing together experienced school leaders and IB** practitioners to reflect on how global learning frameworks can be thoughtfully implemented within Indian schools. Through a structured exploration of inquiry, integration, and progression, the dialogue examined how the IB continuum can support coherent, relevant, and enduring learning journeys from early years to senior school.

At the core of this collaboration lies a shared commitment to support schools in designing learning that balances academic excellence with character development, conceptual understanding, and learner agency.

The IB Philosophy

The International Baccalaureate was presented not merely as a curriculum framework, but as an educational philosophy grounded in inquiry, reflection, ethical engagement, and global awareness. With a presence in more than **160 countries** and over **240 IB World Schools in India**, IB continues to expand as one of the world's most widely respected international education systems.

Shashikant Vishwakarma, Development Associate Manager, IB India, highlighted that IB's defining strength lies in its emphasis on the learning process as much as on academic outcomes. Across its four programmes, the Primary Years Programme, Middle Years Programme, Diploma Programme, and Career-related Programme, IB offers a structured continuum from ages three to nineteen, ensuring continuity, progression, and balanced development.

Central to this continuum is the **Learner Profile**, a set of ten attributes that shape not only academic capability, but integrity, empathy, and responsibility.

To read further, visit our website: digitallearning.eletsonline.com

Learning Matters Educational Group

OPERATING INNOVATIVE CHARTER SCHOOLS

Get In Touch

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ABOUT US

Learning Matters Educational Group (LMEG) is a leader in operating innovative charter schools. LMEG creates student-focused, technology-rich learning environments with high expectations and standards-based curriculum. Through a proven approach to academic support and accountability, LMEG helps students achieve strong academic gains and graduate prepared for their next step after high school.

CHARTER SCHOOLS OPERATED BY LMEG

ThrivePoint High School

Tuition-free public charter high school in Arizona serving grades 9–12, with enrollment available up to age 21. Students can choose flexible learning through multiple campuses or a fully online program statewide.

www.thrivepointhighschool.com

ThrivePoint Academy of Nevada

Tuition-free public charter high school serving grades 9–12, with enrollment available up to age 21. It offers flexible learning through an in-person campus and an online program serving students throughout Clark County.

www.thrivepointnevada.com

ThrivePoint Academy of Utah

Tuition-free public charter school serving grades 7–12, with enrollment available up to age 21. Students can choose a campus experience or a fully online program available across the state of Utah.

www.thrivepointutah.com

ThrivePoint Academy of Texas

Tuition-free public charter school launching in Fall 2026, serving grades 6–12 through a fully online program with no physical campus. It offers a flexible and supportive learning path for students across the state of Texas.

Launching Fall 2026

Taylion Academy

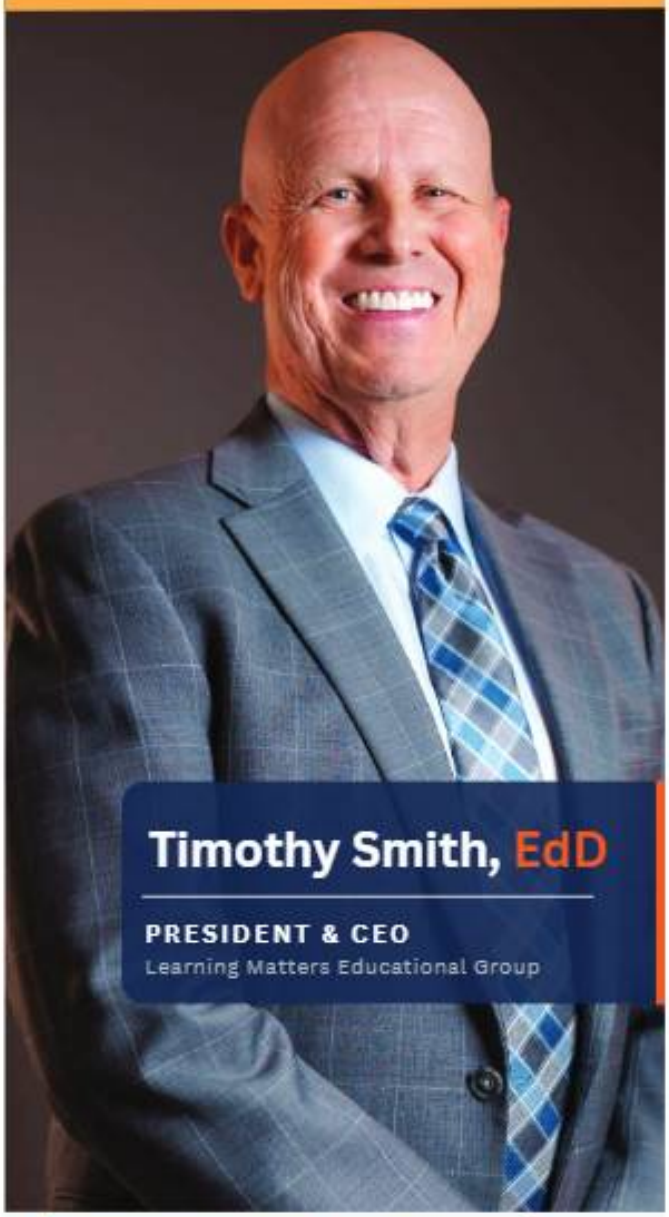
Tuition-free public charter school serving TK–12 students across Southern California. It offers flexible learning options through Independent Study and Homeschool programs designed to meet the needs of every learner.

www.Taylion.com

Calibre Academy

Tuition-free public charter school located in Surprise, Arizona, with an online learning program available statewide. It is an "A" rated school where students feel supported, families stay connected, and learning remains the priority.

www.CalibreAcademy.com



Timothy Smith, EdD

PRESIDENT & CEO
Learning Matters Educational Group

Speaker at the 35th Elets World Education Summit (WES) Dubai 2026

SPEAKING TOPIC | The Restart Problem:
How Learning Matters uses Human + AI Support to bring Students back.

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Bridging Academia and Employability

A New Higher Education Paradigm from Punjab

S. Nirmal Singh Rayat
Founder Chancellor
Lamrin Tech Skills University
Punjab

Education must go beyond imparting knowledge; it must foster dignity, self-assurance, and self-reliance.

Lamrin Tech Skills University in Punjab has become a subtle yet powerful demonstration of higher education prioritising genuine capability over conventional degree programs. This transformation is driven by the vision of its Founder and Chancellor, Mr Nirmal Singh Rayat, who holds the simple conviction that universities should prepare students for life, not just for exams.

The name itself is significant. "Lamrin" is derived from the Buddhist term Lamrim, which means "stages of the path." It implies a guided, step-by-step educational journey that builds not just

skill, but also character and purpose. The university has consistently applied this philosophy.

Rather than separating education and employment, Lamrin Tech Skills University intentionally integrates them. Its programs in engineering, management, and tech-focused vocational fields are developed in close partnership with industry. Learning extends beyond lectures into labs, simulations, workshops, and real-world problem-solving, ensuring theory is validated by utility. This approach is not a compromise; it is an education that values time, effort, and relevance. Students learn concepts, apply them, and refine their understanding with support from both faculty and industry mentors. The university leadership calls this "learning with purpose," where skill, mindset, and accountability are intertwined.

The campus draws a diverse student body from across India, including Punjab, Haryana, Himachal Pradesh, Rajasthan, Uttar Pradesh, Bihar, Madhya Pradesh, Maharashtra, and beyond. Many are first-generation learners, yet instead of being overwhelmed by a rigid system, they find a culture that encourages experimentation, inquiry, and growth. Young women enter tech roles previously unimagined in their families, while students from small towns build prototypes with pride, moving beyond rote memorisation. A common sentiment echoes: for the first time, their education feels tied to reality.

The leadership behind this model is decidedly practical. LTSU is not motivated by prestige alone, but by a central question: what kind of graduates does India truly need? The answer: individuals who think critically, communicate effectively, work ethically, master technology, and adapt to change. Achieving this requires more than infrastructure; it demands a culture that prizes discipline, curiosity, respect for labour, and the dignity of skill. In a society that often elevates theory over practice, Lamrin's emphasis on hands-on capability is quietly revolutionary.

Industry and international partnerships reinforce this vision. These collaborations are functional, not merely ceremonial; they inform curriculum updates, bring professionals into classrooms, and align training with actual workforce needs. Students gain exposure to recognised standards and certifications, building confidence that their education will lead to opportunity.

A defining aspect of the Lamrin model is its deliberate pace. True to its name, education is treated as a path, not a race. Students progress through stages of understanding, practice, and reflection, supported by mentors and teachers who acknowledge that meaningful development takes time.

Lamrin Tech Skills University's story is still unfolding, and it acknowledges that no institution is perfect. Yet under the top leadership, its direction is clear: rather than emulating traditional elite universities, LTSU is building something more responsive, addressing the needs of contemporary India and the ambitions of young people who seek meaningful returns on their effort.

If the role of higher education is to open doors, not merely to embellish diplomas, then Lamrin Tech Skills University is steadily opening them, for one student after another. In doing so, it reaffirms that when learning is intentional, guided, and rooted in real-world application, it becomes precisely what "Lamrin" signifies: a purposeful path forward. DL

In a country where theory has long been elevated over practice, restoring the dignity of skill is not incremental reform; it is a quiet revolution.

Views expressed by S. Nirmal Singh Rayat, Founder Chancellor, Lamrin Tech Skills University Punjab

Human Creativity in the Age of Intelligent Machines

The future is promising for those who have the capacity to engage in critical thinking, imagination, and creative production in collaboration with intelligent machines. As artificial intelligence (AI) becomes increasingly integrated into routine tasks, it becomes imperative for educational leaders to prioritize the human capacities that AI cannot replicate, shared **Dr. Cecilia Vallorani, CEO & Founder, EchoEd L.LC-FZ, UAE** in an exclusive interaction with **Kaanchi Chawla** of **Elets News Network (ENN).** Edited excerpts:

Q EchoEd's educational philosophy emphasizes "learning heard, felt, and remembered." In your view, how should global education systems evolve to prioritise neuroscience-informed and experience-driven learning over traditional rote methods?

Over two decades in multilingual education and curriculum design have taught me that learning is most effectively facilitated when students encounter information in a memorable manner, as opposed to a mere reception of it. The foundation of EchoEd is predicated on the notion that auditory stimuli, emotional responses, and narrative elements collectively engage more profound neurocognitive pathways than textual information alone. This theoretical framework posits that learners are able to process narratives in a multifaceted manner, encompassing both sensory and cognitive dimensions. Educational neuroscience corroborates this finding, demonstrating that memory, comprehension, and motivation are notably enhanced when learning engages auditory, emotional, and experiential channels.

Consequently, for global education to evolve, it must make a fundamental pivot from passive knowledge transmission to immersive, multisensory learning. This necessitates a reconceptualisation of conventional classroom practices, with an emphasis on the integration of storytelling, sound design, voice, and real-world contextualisation. This pedagogical shift enables learners to develop a deeper understanding

of concepts, promoting a sense of ownership over their learning rather than merely memorizing information. Digital-orality tools, such as EchoEd's "sound-movie" format EchoTale, which integrates narrative, music, and sound design, exemplify this shift by positioning listening not as a passive act, but as an active, immersive cognitive process in which imagination becomes a primary site of learning.

The implementation of this sensory-rich, emotionally meaningful approach necessitates systemic change. The call for change includes the necessity of teacher training in neuroscientific pedagogy, investment in audio and interactive digital resources, and, crucially, a shift in assessment away from rote-based evaluation and toward competency-based models that value applied creativity, reflective thinking, and multimodal literacy. When learning is characterised by auditory, tactile, and emotional engagement, it is more likely to be retained and transformed into transferable, meaningful knowledge that extends beyond the confines of the examination setting.

Dr. Cecilia Vallorani
CEO & Founder
EchoEd L.LC-FZ, UAE

Q Gamification and AI are increasingly shaping education worldwide. What do you see as the ethical responsibilities of EdTech creators to ensure these tools enhance critical thinking and human empathy, not just engagement metrics?

It is imperative that technological advancements serve the needs of humanity, rather than supplanting human labor. EdTech creators bear a significant responsibility to ensure that tools such as gamification and artificial intelligence not only promote engagement but also critical thinking, empathy, and ethical awareness. My research on integrating podcasts and gamification into language learning demonstrates that significant gains in motivation and vocabulary occur when students are prompted to interact critically and creatively with content, as opposed to merely consuming it passively.

This distinction is of paramount importance. The integration of

> EchoEd endeavors to contribute to this vision by demonstrating that innovation, when embedded in human-centered design, can facilitate learning for all individuals through sound.

gamification within educational environments must be meticulously designed to incentivise qualities such as perseverance, collaboration, and profound reflection. This approach should eschew the cultivation of competitive spirit and superficial stimulus-reward loops that are characteristic of contemporary gaming and monetisation strategies. In a similar vein, AI systems must be designed with transparency in mind, actively mitigating any inherent bias, and purposefully crafted to complement human interaction and creativity. It is imperative that educational institutions prioritise the cultivation of student agency, facilitate the development of empathy through narrative and perspective-taking, and refrain from the implementation of data-extraction models that commodify the learner.

At EchoEd, this ethical framework is central to our philosophy, which places the human voice, whether organic or AI-augmented, at the heart of meaning-making. The conceptualisation of AI entails its design as an amplifier of imagination and a tool for personalising learning journeys. It is not intended to function as a substitute for the emotional connection and interpretive space that are inherent to storytelling. The fundamental responsibility of ethical EdTech lies in prioritising student well-being, data privacy, and inclusive design. By ensuring that these powerful tools humanise learning, reconnect students with literature and each other, and foster a more empathetic global dialogue, EdTech can contribute to a more equitable and inclusive educational environment.

Q What global policy shifts are necessary for emerging economies to adopt and regulate EduTech innovations responsibly, ensuring access and equity?

Emerging economies are confronted with two pressing challenges: the limited development of infrastructure and the rapid increase in the youth population. In order to responsibly adopt and scale educational technology innovations, policy must be built on a foundation of equitable access, meaningful teacher training, and deep cultural relevance.

This pedagogical shift enables learners to develop a deeper understanding of concepts, promoting a sense of ownership over their learning rather than merely memorizing information.

I would advocate for three critical shifts that must occur in order to achieve the desired outcome. First, policies promoting digital inclusion must be prioritised to fund broadband access and device distribution. Concurrently, low-bandwidth learning models must be actively promoted. Examples of such models include EchoEd's audio-first solutions, which have been shown to remain effective in environments with limited connectivity. Secondly, the establishment of comprehensive teacher upskilling frameworks is imperative; technology can only transform education when educators are equipped with pedagogical training in AI literacy, digital storytelling, and formative assessment. It is imperative to prioritise cultural and linguistic sovereignty within the domain of EdTech. This entails the utilisation of tools that reflect and elevate local languages, narratives, and identities. Digital orality is a unique medium for achieving this objective, as it facilitates the preservation of cultural voice while simultaneously enabling global exchange.

To actualise these principles, public-private partnerships are indispensable for subsidising access, while regulatory frameworks must foster innovation and mitigate digital disparities. Models such as EchoEd's provide a scalable, low-bandwidth framework; however, authentic equity necessitates explicit policies that prioritise mother-tongue and multilingual support. The democratisation of knowledge in an inclusive and culturally responsive manner is predicated on the notion that it will ultimately result in the democratization of opportunity itself.

Q With advances in AI, what skills should educational leaders prioritize to prepare students for a future where human creativity and machine collaboration are central?

The future is promising for those who have the capacity to engage in

critical thinking, imagination, and creative production in collaboration with intelligent machines. As artificial intelligence (AI) becomes increasingly integrated into routine tasks, it becomes imperative for educational leaders to prioritize the human capacities that AI cannot replicate. These include voice, emotion, interpretation, and the deeply personal experience of narrative.

This necessitates a definitive curricular and pedagogical transformation, with an emphasis on cultivating creative problem-solving skills, empathy, intercultural intelligence, and multiliteracies integrating the visual, digital, auditory, and AI-assisted domains. It is imperative to cultivate not only digital literacy but also critical inquiry, ethical judgment, resilience, and most importantly, enduring curiosity.

Achieving this objective necessitates the implementation of professional development programs for educators. It is important that the integration of technology in education transcend the level of basic tool incorporation and evolve to encompass adaptive teaching methodologies, design thinking, and trauma-informed pedagogy. At EchoEd, the pedagogical approach is guided by the utilization of sound-movie pedagogy, podcasts, and gamification. These methods are not regarded as mere technological substitutes, but rather as catalysts that foster student learning. These catalysts are designed to equip students with the skills to not only consume media, but also to perform, interpret, and collaboratively create it. By emphasizing these human-centered competencies, we prepare students not for a world dominated by machines, but for a future shaped by human creativity, ethical reasoning, and meaningful connection.

Q Looking ahead to 2030, what global education milestone would you most like to see realized, one that reflects true progress in equitable, human-centered learning?

By the year 2030, it is anticipated that a substantial educational achievement will have been attained on a global scale, wherein audio-inclusive, human-centered literacy has been integrated into public and private educational systems on a global scale. This integration is expected to be acknowledged on a universal scale as a fundamental human right. This would imply that digital orality is considered a legitimate and valuable form of academic literacy, comparable to reading and writing. This shift could be as significant as the advent of the printing press centuries ago, particularly for learners who have been marginalised by conventional, text-centric environments.

My vision is to explore the potential for a global initiative that would facilitate universal access to literature and learning through the medium of sound. This initiative aims to empower individuals of all backgrounds, including those with diverse linguistic and cultural identities, to engage with literary and educational materials. The initiative seeks to foster imagination, foster a sense of belonging in shared narratives, and facilitate learning in the individual's native language. True educational progress is not merely informative; it is equitable, culturally responsive, and designed around how humans naturally process and retain information. The objective is to inspire, embrace, and ultimately transform.

EchoEd endeavors to contribute to this vision by demonstrating that innovation, when embedded in human-centered design, can facilitate learning for all individuals through sound. This approach underscores the notion that education that is auditory, experiential, and memorable possesses the capacity to democratise both knowledge and opportunity. DL

When AI Rewrites the World

Education Must Teach Us to Hold the Pen

Artificial intelligence is no longer a distant concept shaping the future. It is already reshaping classrooms, careers, and societies worldwide. As algorithms grow faster and more capable, education systems are confronting a fundamental question. If machines can compute, generate, and optimise at scale, what should humans learn to do better?

This question was at the heart of a recent cross-border education exchange initiated by BenQ. The initiative brought education leaders from international schools in the Middle East to Taiwan for the EduVision Summit 2025. The exchange went beyond technology demonstrations. It created a space for dialogue on what education must become in an AI-driven world. One that values not only technical literacy, but also the uniquely human skills that machines cannot replace.

From Using AI to Understanding It

Across global education systems, the conversation is shifting. The focus is no longer just on how to use AI tools, but on how to live and learn alongside them. As AI becomes embedded in daily life, simple knowledge transfer and tool operation are no longer sufficient. Education must now cultivate AI literacy. This includes understanding how AI works, how it should be used responsibly, and where its ethical boundaries lie.

Education leaders at the summit echoed a growing global consensus. AI literacy should be treated with the same importance as reading and writing. If AI is rewriting the rules of work and society, students must be equipped not just to consume its outputs but to question, guide, and collaborate with it.

As one education leader aptly summarised, "If AI rewrites the world, we must ensure students are holding the pen."

This shift reframes education's role. It moves from teaching students to keep pace with machines to ensuring humans remain in the lead.

Soft Skills Are No Longer "Soft"

While AI excels at efficiency, it struggles with ambiguity, empathy, and moral judgment. These limitations are precisely where education must now focus.

Industry voices at the EduVision Summit reinforced this reality. In today's corporate world, speed is no longer the differentiator. AI can already deliver that. What matters is the ability to create new value, solve undefined problems, and navigate complexity with judgment and trust.

Future talent, education leaders agreed, will need more than technical proficiency. Resilience, curiosity, empathy, leadership, and critical thinking are quickly becoming the defining skills of employability. AI may optimise systems, but it cannot lead a team through a crisis, understand cultural nuance, or build trust with human beings.

This understanding challenges traditional education models built on linear pathways of memorisation, testing, and repetition. Instead, agile and cyclical learning models centred on thematic exploration, application, reflection, and adaptation are emerging as more relevant for an uncertain future.

Why Cross-Border Dialogue Matters

Recognising that no single region has all the answers, BenQ positioned the EduVision Summit as a platform for listening as much as sharing. By connecting educators from the Middle East, where governments are actively investing in national AI strategies, with

Taiwan's mature EdTech ecosystem, the exchange highlighted the value of cross-cultural learning.

Taiwan's role in the global AI value chain has long attracted international attention. What visiting educators encountered was not just advanced hardware. It was a living example of how AI, pedagogy, and culture can coexist meaningfully in classrooms.

Middle Eastern school leaders brought their own perspectives and cautions. While AI can generate instant answers, learning without context or feedback does little to build critical thinking. Technology must be guided by ethical frameworks, human values, and teacher judgment to truly benefit students.

These conversations underscored a shared understanding. AI in education cannot be implemented in isolation. It requires collaboration between educators, industry, policymakers, and communities across borders.

Inside the Classroom: AI in Practice, Not Theory

At Renai Junior High School in Taipei, the dialogue moved from philosophy to practice. The school, a long-standing leader in bilingual, STEAM, and technology-integrated education, offered visiting educators a glimpse into how AI can enhance teaching without replacing it.

In one interdisciplinary lesson combining AI, language arts, and visual creativity, students used AI image-generation tools to interpret classical literature. Abstract imagery became tangible. Discussion deepened. Creativity flourished. Teachers guided analysis and reflection, ensuring technology supported comprehension rather than distracting from it.

Beyond the classroom, students demonstrated projects in programming, robotics, immersive AR, VR, and XR experiences, and mechanical design. They confidently presented their ideas in English. What stood out was not just technical skill, but communication, collaboration, and confidence.

For educators observing from abroad, the takeaway was clear. Technology is most powerful when it amplifies student expression and teacher intent rather than dictating learning outcomes.

Technology Must Adapt to Culture

One of the most resonant messages from the exchange was the importance of cultural context in education technology. BenQ's long-term engagement with schools in the Middle East has reinforced this lesson.

Rather than deploying standardised solutions, BenQ has worked closely with regional educators to co-develop features that reflect local needs. One example is the integration of prayer time reminders into classroom systems so learning flows naturally without disruption. These decisions reflect a deeper philosophy. Technology should adapt to the rhythms, values, and realities of the classroom.

Manish Bakshi
Managing Director,
BenQ Middle East

This teacher-centric, context-driven approach positions technology not as a disruption, but as an enabler. It supports educators at their own pace through training, resources, and a long-term partnership.

Education as a Shared Responsibility

As AI continues to evolve, education can no longer be shaped by schools alone. Industry, governments, non-profits, and media all play a role in building AI literacy at scale. Large-scale outreach programs, teacher training initiatives, and collaborative ecosystems are becoming essential to ensure equitable access, especially for students in underserved or remote communities.

The EduVision Summit illustrated what is possible when education is treated as a shared responsibility rather than a siloed system.

Looking Ahead

AI will continue to advance. That much is certain. The real question is whether education will rise to meet it thoughtfully.

By fostering dialogue between regions, grounding innovation in real classrooms, and keeping teachers and students at the centre, initiatives like BenQ's cross-border education exchange offer a compelling path forward. Not one where technology leads blindly, but one where humanity sets the direction.

In an era where machines are learning rapidly, education's most important task may be to remind us what it truly means to be human. It must also ensure the next generation is prepared not just to use AI, but to lead with it wisely. DL

Views expressed by: **Manish Bakshi**, Managing Director, BenQ Middle East

ODM Educational Group's Global Vision

Nurturing School Education Beyond Borders

As education increasingly transcends geographical boundaries, the institutions that endure are those built on strong values, scalable systems, and a long-term commitment to quality. ODM Educational Group, with its deep roots in India's K–12 education ecosystem, has steadily evolved from a single-campus initiative into a multi-state education network and is now taking its first decisive step onto the global stage.

At the core of this evolution lies Newron, ODM Educational Group's education management and operations platform, designed to ensure that growth never comes at the cost of academic integrity, governance, or consistency.

Building Institutions Through Systems

Newron was conceived with a simple but powerful idea: great education needs strong institutional frameworks. While ODM Educational Group is widely recognised for academic excellence and student outcomes, Newron functions as the backbone that ensures every school operates with consistency, efficiency, and governance.

This systems-led approach has enabled ODM Educational Group to grow into a multi-state education network serving over 11,500 students across seven campuses in India, supported by a team of more than 2,000 educators and professionals. The same framework is now being extended internationally with the acquisition of Sabari Indian School, Dubai, a KHDA-rated "Good" CBSE school, marking ODM's first overseas campus.

A Strategic Entry into Dubai

Dubai represents more than a geographic expansion for Newron; it is a strategic validation of its scalable education model. With its strong regulatory environment, diverse student population, and global outlook, the UAE provides an ideal platform for Indian education institutions seeking international relevance.

The Dubai campus will be fully integrated into ODM's academic and operational ecosystem, while remaining aligned with local regulatory and cultural requirements. This balance, global systems with local responsiveness, lies at the heart of Newron's expansion philosophy.

The Newron Framework

Unlike traditional school management structures, Newron brings together academics, technology, and operations into a unified platform.

Academically, Newron ensures consistency through common curriculum frameworks, assessment benchmarks, and continuous teacher development programs. This enables uniform learning outcomes across campuses without stifling innovation at the classroom level.

Technology acts as a key enabler, with digital learning tools, performance dashboards, and data-driven decision systems allowing leadership teams to monitor academic progress, optimise resources, and respond proactively.

Operationally, Newron centralises critical functions such as HR, finance, compliance, and facilities management. This allows school leaders and educators to focus on pedagogy and student engagement, while institutional processes run seamlessly in the background.

Leadership Vision

The group's international expansion is deeply rooted in its long-term vision of institution-building. As Dr. Satyabrata Minaketan, Chairman of ODM Educational Group, has stated, "Our focus has always been on building institutions, not just schools, institutions that can sustain quality, values, and outcomes across generations."

This philosophy underpins Newron's role within the group, not as a support function, but as a strategic platform enabling responsible, scalable growth.

What Lies Ahead

The Dubai campus marks the beginning of Newron's global journey. Over the coming years, the organisation plans to expand into additional international markets, creating a network of Indian-origin schools connected by shared academic philosophy, governance standards, and operational systems.

Future initiatives include cross-border faculty collaboration, shared academic resources, and student exchange opportunities between Indian and international campuses, reinforcing the belief that geography should never limit access to quality education.

A Platform for the Future of Education

As education becomes increasingly global, Newron represents a new model of growth, one driven not by fragmented expansion, but by strong institutional frameworks that balance scale with substance.

With its first international campus now operational, Newron is positioning ODM Educational Group as a globally relevant education institution, grounded in Indian academic values, powered by robust systems, and built for the classrooms of the future. DL

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Reimagining Global Education for a Capability-Driven Future

Digital platforms now allow institutions in different regions to co-create learning content, test innovations in diverse contexts, and share outcomes in real time. This reduces duplication, increases relevance, and ensures that innovation reflects cultural, economic, and social diversity rather than a single dominant model, shared **Mathieu Cooper, Creator, Merkabah Management Systems, Australia** in an exclusive interview with **Kaanchi Chawla** of **Elets News Network (ENN)**. Edited excerpts:

Q How do you envision the evolution of global education systems in the next decade, especially as they transition from traditional hierarchies to more integrated, purpose-driven frameworks like the Merkabah Management System?

Over the next decade, education will shift from being primarily content-centred and hierarchical to becoming capability-centred, networked, and purpose-driven. Traditional models have been excellent at transferring knowledge, but less effective at building the adaptive, ethical, and systems-level thinking now required in a rapidly changing world. Frameworks like Merkabah Management Systems are not replacements for existing institutions, but integrative layers that help align learning with real-world complexity. They support a move from linear curricula toward learning ecosystems, where learners develop technical competence alongside critical thinking, emotional intelligence, ethical reasoning, and cross-disciplinary literacy.

Education will increasingly become a continuous, adaptive process embedded in work, community, and leadership. Curricula will no longer be static documents updated every few years, but living systems co-designed in real time with industry, educators, and learners, allowing institutions to respond quickly to technological change, workforce shifts, and emerging societal needs. The role of institutions will evolve from gatekeepers of knowledge to stewards of capability, coherence, and trust.

Mathieu Cooper
Creator
Merkabah Management Systems
Australia

Q What role should global education leaders play in shaping policy frameworks that balance regulation with innovation in AI-enabled learning environments?

Education leaders have a responsibility to act as translators between innovation and governance. On one side is rapid technological change; on the other is the public's need for safety, equity, transparency, and trust. Rather than reacting defensively to AI, leaders should proactively shape standards around responsible use, data governance, assessment integrity, and learner wellbeing. This includes co-creating frameworks with regulators, technologists, educators, and learners, not leaving policy formation solely to governments or vendors. The goal is not to slow innovation, but to ensure it remains human-centred, inclusive, and aligned with long-term societal benefit. Education leaders are uniquely positioned to hold that balance because they sit at the intersection of knowledge creation, workforce preparation, and social development.

Q Global education systems vary significantly in readiness for AI integration. What core capabilities should universities and vocational institutions prioritise to build future-ready graduates at scale?

The most important shift is from teaching tools to building

Education must be co-designed with employers so that learning pathways align with real workforce needs, while also protecting learner wellbeing, development, and long-term growth.

capabilities. At scale, institutions should prioritise digital and AI literacy, not just how to use tools, but how to understand their limits, biases, and impacts.

They must also focus on systems thinking: the ability to understand interconnections between technology, society, the economy, and the environment; critical thinking and sense-making, so learners can evaluate information rather than simply consume it; ethical and civic literacy, ensuring graduates understand responsibility, privacy, and social consequences; and human skills such as communication, collaboration, creativity, and emotional intelligence.

These capabilities must be supported by strong learner-experience design, including personalised learning pathways, mentoring, wellbeing support, and career guidance. As learning becomes more flexible and technology-enabled, human support becomes more, not less, important.

I have worked directly on designing and delivering programs for regional learners, refugees, people with disabilities and diverse needs, parents returning to work, mature-aged workers, Indigenous communities, and young people at risk. These experiences have made it clear that while the intent of inclusion is strong, traditional delivery models are often too rigid, compliance-heavy, and slow to adapt to truly meet people where they are.

The next evolution of education must move beyond standardised pathways toward flexible, locally responsive, and culturally aware learning design, co-created with communities and employers, and supported by strong human facilitation rather than administrative control alone.

Q What international collaboration models do you believe hold the most promise for sharing best practices in education innovation (especially between Global North and Global South institutions)?

The most promising models are peer-based, reciprocal, and problem-driven rather than top-down or extractive. Effective collaboration looks like shared research platforms, open curriculum exchanges, joint pilot programs, and co-development of standards rather than unilateral "knowledge transfer."

Digital platforms now allow institutions in different regions to co-create learning content, test innovations in diverse contexts, and share outcomes in real time. This reduces duplication, increases relevance, and ensures that innovation reflects cultural, economic, and social diversity rather than a single dominant model. True collaboration is not about exporting solutions, but about building shared learning ecosystems where knowledge flows in multiple directions.

Q As industries worldwide adapt to digital transformation, what educational models best prepare learners for careers that may not even exist yet?

The most effective models are modular, flexible, and deeply connected to industry, but structured as partnerships rather than pipelines. Education must be co-designed with employers so that learning pathways align with real workforce needs, while also protecting learner wellbeing, development, and long-term growth. This includes integrating formal education with work-integrated learning, apprenticeships, project-based collaboration, and continuous professional development, creating lifelong learning environments where people can learn, contribute, reflect, and evolve across different stages of their lives. These pathways should not end at first employment, but continue as industries, technologies, and societal needs change.

This approach also creates an opportunity to redesign education, so it genuinely serves those who have historically been marginalised by standard models, including regional communities, migrants and refugees, Indigenous learners, carers, and people re-entering the workforce, by aligning learning, support, and meaningful employment into a single, coherent pathway.

Ultimately, the true measure of success is not how many people are trained, but how many are supported to grow, contribute, and thrive over time. Education systems and industries share responsibility not only for skills development, but for human development, ensuring that technology, learning, and work evolve together in ways that serve people, communities, and the broader social good. DL

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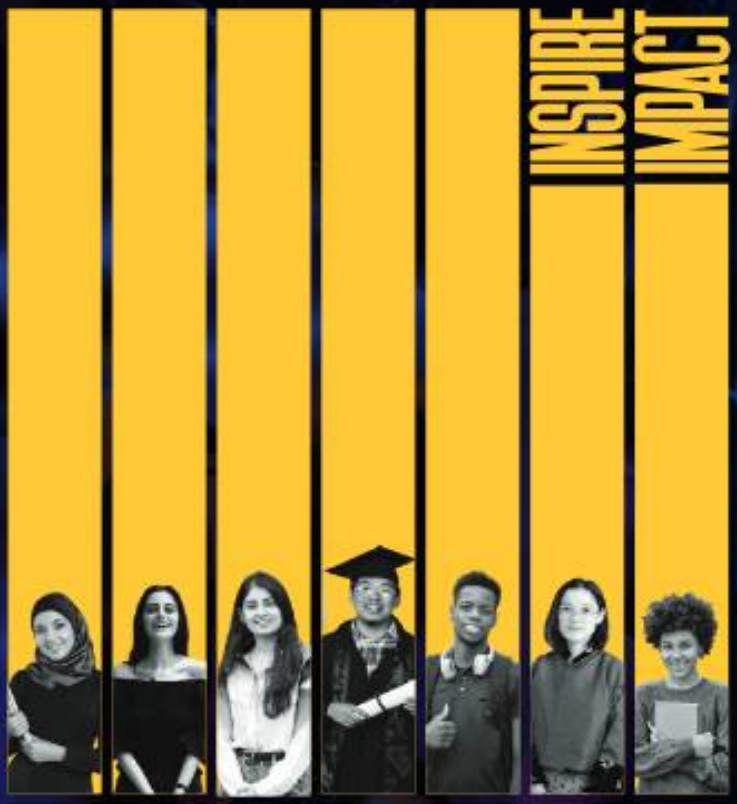

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88	Undergraduate Programs	**55**	Postgraduate Programs
32	PhD Programmes	**26**	Academic Departments
13	Student Support Cells	**10**	Thriving campuses
197	International and National MoUs Signed	**11**	Research Centers

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From Classrooms to Communities

How Sairam Institutions is Redefining Purpose-Driven Education

In a fast-changing world shaped by artificial intelligence, global competition, and complex societal challenges, educational institutions face a key question. Are students being prepared only for jobs, or for life itself? At Sri Sairam Institutions, this is not a slogan. It is a guiding belief that influences decisions across curriculum, student development, and community engagement. Under the leadership of Dr. Sai Prakash Leo Muthu, Chairman and CEO of Sairam Institutions, the group has strengthened its focus on outcomes, innovation, and real-world relevance, while consistently linking academic excellence with meaningful impact.

A legacy built on credibility and consistency

Established in 1995, Sri Sairam Engineering College, Chennai, is an autonomous institution affiliated with Anna University. Over the years, it has earned recognition through NBA accreditation for all engineering programmes, NAAC accreditation with an A+ grade, and consistent presence in the NIRF rankings. These milestones reflect a strong academic foundation and reliable governance.

From its origins as a traditional engineering college, the institution has expanded into a broader academic ecosystem. Today, the Sairam Group offers programmes across engineering, medicine, management, arts and science, polytechnic, and school-level disciplines. This multidisciplinary environment supports wider thinking, flexibility, and learning beyond subject boundaries.

Education as experience, not routine

Dr Sai Prakash Leo Muthu describes education as a national responsibility, especially as India aims to become a developed nation by 2047. He believes learning should not rely only on lectures and examinations. Instead, education must be experiential and rooted in real engagement. Inspired by the Scouts and Guides movement, Sairam emphasises activity-based learning, discipline, character building, and life readiness. The institution also draws inspiration from Dr A. P. J. Abdul Kalam's words on creativity and growth. In an age where information is widely accessible, Sairam sees inspiration and inner motivation as increasingly rare. It therefore encourages students to initiate personal change and build purpose-driven mindsets.

Autonomy that strengthened systems and student readiness

Sairam Engineering College received autonomy from 2019 to 2020, a period that coincided with the COVID-19 disruption. Autonomy helped the institution strengthen governance and redesign academic systems with clarity. Faculty appraisal became more structured. Continuous professional development became mandatory. Curriculum reviews became a regular part of academic practice. Faculty training was directly linked to teaching quality and learning outcomes.

This shift also moved the institution's focus beyond narrow performance metrics. Student readiness became central. Confidence, ethical awareness, adaptability, and lifelong learning were treated as essential outcomes alongside academic performance.

Closing the industry gap through structured roles and feedback

Sairam identifies the industry readiness gap as a gap of application, communication, and adaptability. To address it, faculty roles have been redesigned. Some faculty function as Talent Enablers who focus on skill development and mentoring. Others act as Placement Facilitators who maintain continuous engagement with industry partners. Industry feedback is routed through the Board of Studies and reflected in curriculum updates. Internships are mandatory, and faculty members undergo at least fifteen days of industry exposure to keep learning aligned with workplace realities. The institution has maintained pass percentages above 95 per cent since inception, supported by positive recruiter feedback.

PGPA and the X Factor

A key initiative is PGPA, or Performance Grade Points Average. It is designed to go beyond CGPA by adding an X Factor that captures skills and experiences employers value. This X Factor is measured through fourteen components, including technical skills, certifications, internships, innovation events, clubs, sports, and social impact activities.

Dr. Sai Prakash Leo Muthu
Chairman and CEO
Sairam Institutions

PGPA offers students a roadmap for measurable growth and real-world readiness, while helping faculty mentor students using a holistic, data-driven view.

Service, innovation, and recognition

Sairam aligns engineering education with social relevance by mapping course outcomes and projects to the UN Sustainable Development Goals. A flagship example is the Unnat Bharat Abhiyan initiative, through which Sairam has adopted ten villages and works on water, sanitation, and livelihood challenges. Students follow a structured process that begins with understanding the problem and ends with a prototype shared with the community.

Innovation, research, and entrepreneurship form the backbone of the institution's vision. Sairam has secured twenty-two granted patents and over six hundred and fifty published patents. It also achieved national recognition at the Smart India Hackathon 2024, with twenty-one teams qualifying for the Grand Finale and nine teams winning first prizes. Dr Sai Prakash Leo Muthu also notes honours such as the Baden Powell Award and recognition at the 80th United Nations General Assembly as collective achievements reflecting discipline, service, and responsibility.

Ultimately, Sairam's message is clear. Education must prepare individuals not only for employment, but for life itself. This belief continues to shape the institution's direction and decisions. DL

Views expressed by: Sairam Institutions

Why Pedagogy, Not Technology, Must Lead the Future of AI-Enabled Education

As AI becomes embedded in education systems, the central challenge is not technological adoption, but pedagogical intention. Countries with limited resources should prioritise AI literacy and ethical awareness over rapid implementation, shared **Fatiha Bazouche, PhD Candidate (ABD) | Instructional Technology, Ohio University, United States** in an exclusive interaction with **Kaanchi Chawla** of **Elets News Network (ENN)**. Edited excerpts:

Q In many countries, hybrid and online learning have expanded rapidly, yet access and teaching quality remain unequal. From your perspective, what global policies should institutions adopt to ensure both equity and instructional quality in hybrid learning environments?

The global expansion of hybrid and online learning has made one reality unmistakably clear: equity and instructional quality are inseparable. Policies that focus only on access risk reproducing inequality, while those focused solely on quality often exclude marginalised learners. To address this, institutions must adopt equity-by-design policies that embed accessibility, inclusion, and instructional rigor into the core of hybrid learning systems.

At a global level, institutions should mandate universal design for learning (UDL) standards, enforce accessibility compliance, and invest in low-bandwidth and mobile-first learning solutions. Equally critical is sustained investment in faculty professional development centered on evidence-based instructional design models that promote active learning, feedback, and higher-order thinking. Quality assurance frameworks must move beyond course completion rates to evaluate cognitive engagement, learning transfer, and critical thinking development, ensuring that hybrid learning is transformative rather than transactional.

Q What lessons can higher-education systems in the Global South learn from research and practice in the U.S. and Europe regarding hybrid learning design and vice-versa?

Higher-education systems in the Global South can benefit from research and practice in the U.S. and Europe related to systematic instructional design, learning analytics, and structured hybrid course models. These systems demonstrate how intentional design rather than content digitisation can enhance learner engagement and outcomes.

However, the knowledge exchange must be reciprocal. Institutions in the U.S. and Europe have much to learn from the Global South's emphasis on contextual relevance, community-centered learning, and pedagogical adaptability. Many global south institutions innovate under significant constraints, demonstrating that meaningful learning does not depend on advanced technology alone, but on purposeful pedagogy, cultural responsiveness, and human connection. True global progress in hybrid learning requires mutual respect and co-creation rather than one-directional knowledge transfer.

Fatiha Bazouche
PhD Candidate (ABD) | Instructional Technology
Ohio University, United States

Q With AI becoming integral to educational systems, how can countries with limited technological resources prepare educators and students to use AI responsibly for developing critical thinking skills rather than replacing them?

As AI becomes embedded in education systems, the central challenge is not technological adoption, but pedagogical intention. Countries with limited resources should prioritise AI literacy and ethical awareness over rapid implementation. Educators and students must understand how AI generates outputs, where bias may exist, and why human judgment remains essential.

AI should be framed as a cognitive partner rather than a cognitive substitute. Even low-cost or open-source AI tools can support critical thinking when they are used to question assumptions, analyse multiple perspectives, generate counterarguments, and encourage reflection on problem-solving processes. When embedded within structured learning sequences, AI can guide learners from foundational understanding to application, reflection, and ultimately knowledge creation, strengthening critical thinking rather than diminishing it.

At the policy level, frameworks should emphasize transparency, academic integrity, and responsible use, ensuring that AI enhances learners' reasoning, metacognition, and ethical decision-making rather than replacing intellectual effort.

Q Gamification is being used globally in education at different scales. How can instructional designers ensure that game-based learning strategies are both culturally relevant and pedagogically meaningful across diverse learner populations?

Game-based learning holds global promise, but only when it is grounded in pedagogical purpose and cultural

relevance. Instructional designers must move beyond generic gamification mechanics and begin with learner context analysis, incorporating local narratives, social realities, and cultural values into game scenarios. Pedagogical meaning emerges when games are aligned with learning outcomes that require analysis, evaluation, and reflection. Well-designed game-based learning environments encourage learners to justify decisions, examine consequences, and reflect on strategies transforming games into spaces for critical inquiry rather than superficial engagement. Inclusive and accessible design further ensures that game-based learning supports diverse learners across cultural, linguistic, and ability contexts.

Q Looking ahead to the next decade, what global trends in instructional design and educational technology excite you the most and what challenges do you think the world still needs to overcome?

Looking ahead to the next decade, the most promising developments in instructional design lie in human-centered learning experience design, AI-supported scaffolding, and assessment models that value critical thinking, creativity, and ethical reasoning. The growing shift toward competency-based education, micro-learning, and flexible hybrid ecosystems has the potential to democratise learning worldwide, provided these innovations are guided by sound pedagogy rather than technology alone.

Equally important is the emergence of structured learning progressions that intentionally guide learners from foundational understanding to higher-order thinking, reflection, and knowledge creation. When thoughtfully designed, AI can function as a scaffold for critical thinking supporting analysis, reflection, and ethical judgment rather than replacing human reasoning.

Despite these advances, persistent challenges remain. Digital inequities, uneven faculty preparation, and the uncritical adoption of emerging technologies continue to threaten educational quality. The future of instructional design depends on resisting technology-driven solutions and instead advancing pedagogy-driven innovation grounded in equity, intentional design, and sustained professional learning. Ultimately, the future of education will not be defined by technology itself, but by how deliberately we design learning experiences that place human thinking, ethical responsibility, and equity at the center. DL

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Thiru. R.S. MUNIRATHINAM
Founder-Chairman
RMK Group of Educational Institutions
(Lifetime Achievement Awardee by Govt. of Tamilnadu)

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with total project cost ₹1.5 CR. in which ₹55 LAKHS sponsored by AICTE.

NIRF RANKING 2025
RANK BAND FOR
RMKEC : 151-200
RMDEC : 201-300
RMKCET : 201-300

GREEN COLLEGE ACCREDITATION
WITH PLATINUM RANKING BY GREEN MENTORS

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Building Leaders

Not Just Achievers

Achievers learn how to meet expectations. Leaders learn how to take responsibility. Many schools unintentionally produce achievers because systems reward compliance, performance, and grades more than initiative, courage, and service, shared **Phoebe Wasfy, Principal, Philopateer Christian College, Canada** in an exclusive interaction with **Kaanchi Chawla** of **Elets News Network (ENN)**. Edited excerpts:

Q Canada is often seen as a model for multicultural education. What do you think Canada gets right, and where do Canadian schools still need to evolve to stay globally relevant?

Canada does many things well when it comes to multicultural education. At its best, diversity is not treated as an add on but as a lived reality. In strong Canadian schools, students see themselves reflected in classrooms, conversations, and leadership. At Philopateer Christian College, multiculturalism is not something we celebrate occasionally. It is what students experience every day as they learn alongside peers from many cultures, languages, and faith traditions.

Where Canadian schools still need to grow is in moving from inclusion to true global readiness. Too often diversity is acknowledged without being meaningfully developed. To stay globally relevant, schools must help students understand who they are, how to communicate across differences, and how to engage the world with confidence and humility. Representation matters, but preparation matters more.

Q Faith-based schools operate in multicultural realities. How do you keep values clear while ensuring every student regardless of background feels respected and included?

Clarity and inclusion are not opposites. At PCC, faith provides a foundation, not a filter. Our values are clearly stated, but they are lived through daily actions such as respect, service, accountability, and care for others. Students are never asked to abandon their identity in order to belong.

When values are authentic and consistently modeled, they create safety rather than exclusion. Students feel respected because expectations are clear and relationships are strong. Inclusion works best when it is rooted in conviction and lived with grace.

Q Around the world, parents are demanding both academic rigor + emotional safety. How do you design a school culture where discipline and compassion don't compete, but reinforce each other?

Discipline and compassion only compete when expectations are unclear. At PCC, structure is an expression of care. Clear routines, high standards, and consistency create emotional safety because students know what is expected and trust that adults will be fair and present.

Compassion shows itself through relationships. Students are held accountable, but they are also supported, guided, and given space to grow. Strong schools do not lower expectations to protect students. They increase support so students can meet them. When students feel known, they rise to the challenge.

Q Students today plan futures across borders. How should schools prepare them for global admissions + global careers without turning education into a "checklist race"?

Students today are planning lives that cross borders and systems. Schools can easily turn preparation into a checklist of courses, credentials, and applications. At PCC, global readiness is built through transferable skills such as critical thinking, communication, adaptability, and ethical decision making.

Rather than pushing students through a formula, schools

Phoebe Wasfy
Principal
Philopateer Christian College
Canada

should help them understand who they are and what they stand for. Universities and employers are increasingly looking for depth, purpose, and perspective. When students have clarity about themselves, they are prepared for any system they enter.

Q In your view, what is the difference between producing achievers vs. producing leaders and where do most schools unintentionally fall short?

Achievers learn how to meet expectations. Leaders learn how to take responsibility. Many schools unintentionally produce achievers because systems reward compliance, performance, and grades more than initiative, courage, and service.

Leadership development requires room for decision making, challenge, and reflection. At PCC, students learn leadership by being entrusted with responsibility in academics, service, and community life. The goal is not perfection. It is formation. Leaders are shaped through experience, not just achievement.

Q If you could build one global partnership model (with schools, universities, industry, or social-impact orgs), what would it look like and what outcomes would matter most?

The most effective global partnerships bring together schools, universities, industry, and social impact organizations with a shared purpose. The focus should not be prestige or branding, but student growth and real world learning.

Success should be measured by outcomes such as mentorship, service, problem solving, and global awareness. When partnerships help students connect learning to purpose and responsibility, they prepare young people not just to succeed globally, but to contribute meaningfully wherever they go. DL

Prof. Ankur Gill

Director Operations
Swami Vivekanand Group of Institutions
Chandigarh, India
Founder, The Uniques Community
Super 60 Community

Beyond [redacted] & SCREENS

Reclaiming Character, Values and Mentorship in the Global Education Landscape

We are living in the most advanced era of human history and yet, paradoxically, one of the most fragile. Across the globe, classrooms are smarter, campuses are more digital, and students are more connected than ever before. Artificial Intelligence, data analytics, virtual learning environments, and automation are redefining what and how we teach. Skills that once took decades to master are now available at the click of a button.

And yet, amid this remarkable progress, a silent crisis is unfolding.

The global education landscape today stands at a crossroads. The question before us is not whether technology should shape education; it already does. The real question is: What kind of human beings are we shaping through education?

The Missing Pillar in Global Education

Over the last two decades, education systems worldwide have focused, rightly so, on employability, innovation, and competitiveness. Curricula have been redesigned to meet industry demands. Institutions are measured by rankings, placements, and global visibility.

But somewhere along this journey, we have quietly deprioritised something fundamental: character building.

Values such as integrity, empathy, resilience, responsibility, humility, and ethical courage are no longer central learning outcomes. They are assumed to develop "along the way." In reality, they often don't.

A world driven purely by skills without values may be productive, but it will never be peaceful.

A generation empowered by technology without ethics may be efficient, but not humane.

Education was never meant to be only about earning a livelihood. It was meant to shape lives, leaders, and societies.

Children of the Digital Age, Victims of Digital Hijack

Today's students are growing up in a world of constant stimulation.

Notifications replace conversations.

Screens replace silence.

Algorithms replace reflection.

From an early age, children are surrounded by technology but deprived of personal handholding. While access to information has increased exponentially, access to mentorship has reduced dramatically.

Globally, educators are observing rising anxiety, declining attention spans, emotional isolation, and a lack of purpose among students. These are not academic issues; they are human issues.

Technology itself is not the enemy. The real danger lies in education systems that adopt technology without embedding human values alongside it.

Mentorship: The Most Underrated Global Intervention

Across civilisations and centuries, progress has never been accidental; it has always been guided.

From ancient gurukuls to modern universities, mentorship has been the silent architect of character, confidence, and conscience. Yet today, it is often diluted into career advice or reduced to motivational sessions.

True mentorship goes far beyond instruction.

It is human handholding in moments of doubt.

It is moral clarity when choices blur.

It is an unwavering belief when a student begins to question their own worth.

In an age driven by technology, mentorship is not a luxury; it is a necessity.

No algorithm can replicate a mentor's intuition.

No artificial intelligence can replace human empathy.

No digital platform can independently instil values, purpose, or integrity.

If we aspire to nurture leaders who are ethical, inclusive, and socially responsible, mentorship must move from the margins to the core of global education frameworks, not as an add-on, but as a foundation.

For me, this belief is not merely theoretical; it has been lived and practised for over 11 years. Guided by the conviction that every student carries a powerful potential

story, I have worked to transform that potential into purpose and success. Through initiatives such as The Unique Community and Super 60 Community, our focus has remained on personalised mentorship, character formation, and purpose-driven growth. Today, more than 1,000 student success stories stand as testimony, many emerging from underprivileged backgrounds and now confidently shining on global platforms. Their journeys affirm a timeless truth: when education is rooted in empathy, guidance, and belief, transformation is inevitable.

From Placement-Centric to Purpose-Centric Education

Across the world, success is increasingly defined by salaries, titles, and speed. While economic stability is important, it cannot be the sole measure of educational success.

A well-placed graduate without values can harm society.

A skilled professional without empathy can exploit systems.

A powerful leader without character can destabilise nations.

Education must move beyond placement-centric outcomes to purpose-centric impact.

Institutions should ask

- Are we creating responsible citizens or just skilled workers?
- Are our students learning how to compete or how to contribute?
- Are we preparing them for jobs or for life?

When education integrates values, service, and social responsibility, students don't just succeed; they uplift others along the way.

The Global Responsibility of Educators and Institutions

The responsibility of shaping this future does not lie with students alone. It lies with

- Educators who must model integrity, not just teach content
- Institutions that must prioritise culture over convenience
- Policymakers who must balance innovation with inclusion
- Industry leaders who must value ethics alongside efficiency

Education leaders across the globe must consciously design ecosystems where technology amplifies humanity, not replaces it.

This means

- Embedding value-based learning into curricula
- Creating structured mentorship programs
- Encouraging reflection, dialogue, and ethical decision-making
- Rewarding character as much as competence

The World We Create Through Education

Every classroom is a blueprint of the future.

The way we educate today will decide whether tomorrow's world is compassionate or chaotic, inclusive or divided, ethical or exploitative.

If we want a world that is peaceful, innovative, and just, we must begin by nurturing students who are not only intelligent but also kind. Not only ambitious, but also grounded. Not only skilled, but also principled.

Reflections moving forward

As we embrace the future of global education, let us remember

Technology will shape what students can do.

But values will shape what they should do.

And only when skills walk hand in hand with character can education truly serve humanity. DL

Views expressed by: **Prof. Ankur Gill**, Director Operations, Swami Vivekanand Group of Institutions, Chandigarh, India; Founder, The Uniques Community, Super 60 Community

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EchoEd was founded by **Dr. Cecilia Vallorani**, who saw the power of storytelling and gamification to transform learning. Today, EchoEd crea- tes immersive **EchoTales**, podcasts, and training experiences where learning is heard, felt, and remembered-because education should never be silent.

Reimagining

Engineering Education for a Sustainable Tech-Enabled & Inclusive Future

RMK Group of Institutions' Perspective

The digital transformation era is redefining industries worldwide through technologies such as Artificial Intelligence, Internet of Things, AR/VR, and Robotics, significantly altering workforce expectations. Engineers today must possess adaptability, innovation, and interdisciplinary skills beyond traditional fundamentals.

Recognising this shift, the RMK Group of Institutions, comprising RMK Engineering College, RMD Engineering College, and RMK College of Engineering and Technology, has proactively reoriented engineering education to bridge the emerging skill gap. Through strong industry collaborations, advanced infrastructure, and immersive, technology-driven learning practices, RMK equips students with hands-on experience and future-ready competencies, preparing graduates to excel in a sustainable, inclusive, and digitally evolving global ecosystem.

Industry-Aligned Curriculum and Collaborations

One of the key strategies employed by RMK Institutions is aligning the curriculum with the needs of modern industries. By collaborating with leading industry players like TCS, Virtusa, HCL, Tata Elxsi, and Cognizant, RMK ensures that its students are exposed to the latest tools, technologies, and methodologies used in the industry.

These collaborations extend beyond curriculum development to include faculty training, guest lectures, workshops, and live projects. For instance, TCS and Cognizant have worked with RMK to integrate AI, Data Science, and IoT courses into the engineering curriculum. Such industry partnerships ensure that RMK students not only learn theoretical concepts but also gain hands-on experience with the latest technologies.

Centres of Excellence in Emerging Technologies

To provide students with practical exposure to emerging technologies, RMK Group of Institutions has established 17 Centres of Excellence in partnership with industry leaders. These centres focus on fields such as:

- Artificial Intelligence (Cognizant)
- Full Stack Engineering (Virtusa)
- Cloud Computing (ATOS)
- VLSI (Tech Mahindra)
- AR/VR (LTIMindtree)
- GIS and Smart Cities (TCS)
- Embedded Systems (HCL)

These Centres of Excellence offer state-of-the-art facilities, allowing students to work on industry-sponsored projects, gain direct exposure to real-world applications, and develop skills in cutting-edge technologies like AR/VR, AI, and Robotics. This hands-on learning experience is crucial in closing the gap between academic knowledge and industry expectations.

3. Industry-Sponsored Laboratories

As part of reimagining engineering education for a sustainable, tech-enabled, and inclusive future, the RMK Group of Institutions has established industry-sponsored laboratories.

Key labs include:

- Robotics Lab
- AR/VR Lab (LTIMindtree)
- Cloud Computing Lab (Virtusa)
- Cyber Security Lab (TCS)
- AI & Data Science Lab (Cognizant)
- Embedded Systems Lab (HCL)
- Front-End Engineering and Full-Stack Labs (Virtusa)

- Telecom Lab (Tata Elxsi)
- Factory Automation Lab (Mitsubishi)

Equipped with advanced tools and technologies, these labs offer immersive, hands-on learning through real-world projects, enabling students to develop industry-relevant skills and future-ready technical competence.

4. Comprehensive Placement and Skill Development Programs

From the RMK Group of Institutions' perspective on reimagining engineering education, skill development is driven through a comprehensive 360-degree training and placement framework. Students receive over 1002 hours of structured training encompassing technical competencies, soft skills, and industry-aligned expertise. This focused approach has resulted in consistent placement rates exceeding 90% across institutions. High-potential students are further supported through specialised, advanced training programs, enabling them to secure high-value roles with superior salary packages in emerging and cutting-edge technology domains.

5. Experiential Learning: Internships, Projects, and Hackathons

RMK Institutions encourages experiential learning through internships, live projects, and hackathons. The institution's strong industry ties ensure that students have access to internships in leading companies, where they gain exposure to Industry environments.

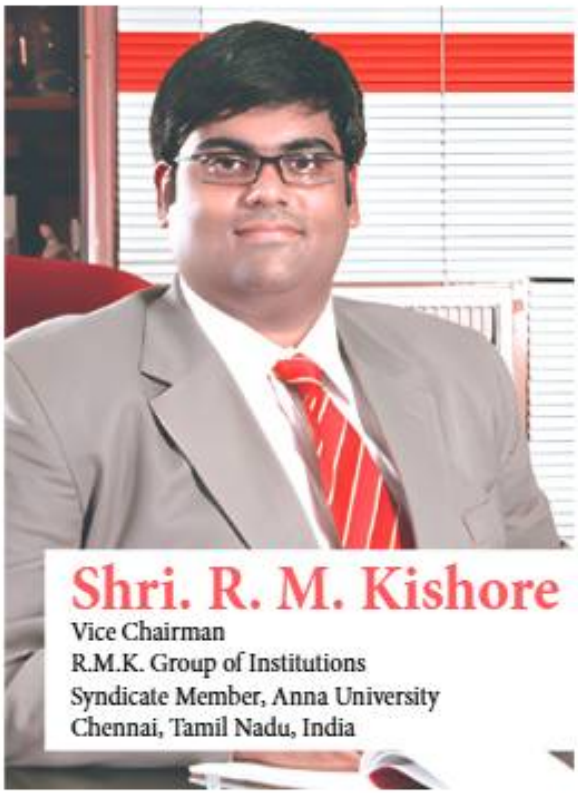
In addition, RMK regularly organises hackathons and project-based learning opportunities where students collaborate to develop innovative solutions using AI, IoT, and other emerging technologies. These activities help students build problem-solving and innovation skills.

6. AI-Powered Learning and Digital Transformation

RMK is transforming into an AI-powered learning campus through its RMK NextGen initiative. This initiative leverages AI-driven platforms like CodeTantra and iamneo to offer personalised learning experiences for students. These digital tools enable students to monitor their progress, identify areas for improvement, and develop self-learning capabilities—key attributes for thriving in a rapidly changing technological landscape.

7. Entrepreneurship and Innovation Support

RMK reimagines engineering education by establishing its Entrepreneurship Development Cell, MSME Business Incubator, and AICTE Idea Lab. These initiatives empower students to create innovative projects, startups, and industry-driven research while fostering problem-solving



Shri. R. M. Kishore
Vice Chairman
R.M.K. Group of Institutions
Syndicate Member, Anna University
Chennai, Tamil Nadu, India

Engineering education can no longer be confined to classrooms and curricula; it must evolve into an industry-integrated, technology-driven ecosystem that equips students to innovate, adapt, and lead in a rapidly transforming world.

and creativity. RMK provides mentoring, funding, and access to extensive industry networks, turning ideas into impactful solutions. Student projects have secured MSME funding worth Rs. 1.22 Crore, demonstrating tangible support for innovation. The AICTE Idea Lab offers advanced tools for product development and prototyping, nurturing entrepreneurship and driving a culture of sustainable, technology-driven engineering education at RMK.

8. Continuous Learning and Faculty Development

RMK recognises that bridging skill gaps involves both students and faculty. Faculty undergo continuous training through industry workshops, certifications in new technologies, and collaborations with global educational platforms. These initiatives keep them updated with technological trends, ensuring they are fully equipped to guide students in emerging technologies and foster an industry-ready learning environment.

9. Strong Industry-Academia Partnerships

RMK's focus on building strong industry-academia partnerships plays a vital role in bridging the skill gap for its students. These partnerships facilitate knowledge exchange, joint research, and real-time project collaboration between industry experts and students. By staying in close contact with industry needs, RMK ensures that its students graduate with the skills required by the evolving job market.

10. Recognition and Awards

RMK Institutions, honoured with NIRF Innovation Rankings and Institution Innovation Council's 4-Star Rating, showcases its dedication to bridging skill gaps. These prestigious awards highlight its commitment to delivering world-class technical education aligned with evolving industry needs.

Looking Ahead

RMK Institutions is reimagining engineering education to create a sustainable, tech-enabled, and inclusive future. With an industry-aligned curriculum, Centres of Excellence, and industry-sponsored labs, RMK bridges critical skill gaps for aspiring engineers. Its comprehensive skill development programs emphasise experiential learning, innovation, and continuous improvement. By equipping students with both technical expertise and essential soft skills, RMK prepares graduates to thrive in technology-driven sectors. This forward-looking approach positions RMK as a benchmark in shaping engineering talent for a rapidly evolving global landscape. DL

Views expressed by: **Shri. R. M. Kishore**, Vice Chairman, R.M.K. Group of Institutions, Syndicate Member, Anna University, Chennai, Tamil Nadu, India.

Fatiha Bazouche is an instructional technology scholar at Ohio University and recipient of the Innovation in Education Award at WES Dubai 2026, known for her work at the intersection of AI, hybrid learning, and critical thinking.

As the creator of the Instructional Critical Thinking Model (ICTM), she designs AI-enhanced learning experiences that deepen curiosity, reflection, and human intelligence rather than replace it.

Her work promotes meaningful and ethical integration of AI, flexible hybrid learning models, inclusive design, and the development of critical thinking among preservice teachers, advancing education systems that are intelligent, equitable, and human-centered.

FATIHA BAZOUCHE

Instructional Technology Scholar
AI & Hybrid Learning Innovator
Creator of ICTM, Ohio University, United States

VIT University

The Leading Private University in India

VIT University is a world-class institution offering students a broad, interdisciplinary education with an international perspective.

The journey of VIT began in 1984 at Vellore, Tamil Nadu, India, as Vellore Engineering College, founded with a mission to deliver world-class education. Over the decades, it has evolved into Vellore Institute of Technology (VIT University), a multidisciplinary institution celebrated for academic quality, cutting-edge research, and strong educational value.

Today, VIT enjoys ever-increasing national and international recognition. It ranks 142nd globally in Engineering & Technology, 110th in Computer Science & Information Systems. It is placed in the 51–100 band for Data Science & Artificial Intelligence in the QS World University Rankings by Subject. VIT ranks 2nd in India according to the Shanghai Ranking and is placed in the 501–600 band globally.

At VIT, we understand that excellence in today's higher education landscape demands sustained interaction with the global community. We strive to create an internationally immersive educational framework and an inclusive campus culture that reflects global thought across all aspects of university life.

Operating across four vibrant campuses: Vellore, Chennai, Bhopal, and Amaravati. VIT offers state-of-the-art infrastructure, advanced laboratories, and a dynamic learning ecosystem. Students from more than 70 countries choose VIT because they know it's one of the few Indian universities that emphasise meaningful cultural and intellectual exchange.

VIT promotes diversity through international admissions, student exchange, twinning programs, global immersion initiatives, and inclusive cultural platforms.

At VIT, we value curiosity and exploration across art and culture, science and engineering, and the study of people, communities, and nations. Reflecting this spirit, VIT offers a wide range of undergraduate, postgraduate, and doctoral programs in engineering, science, management, law, architecture, design, and the humanities, enabling students to pursue diverse interests within a strong academic framework. VIT's 300+ student clubs and organisations foster vibrant campus life that encourages creativity, collaboration, and personal growth.

Graduates are employed by leading organisations in a variety of industries, pursue advanced degrees at top graduate programs, start their own businesses, and contribute to society in meaningful ways. VIT also advances its strategic priorities by cultivating lasting relationships with alumni, inspiring their support, fostering pride, and strengthening the University's legacy

We want our students to have an exciting, fulfilling and rewarding college experience. DL

Views expressed by: **Dr. G. Viswanathan**, Founder and Chancellor, Vellore Institute of Technology (Deemed to be University), India.

DAVID ADEFUNMILAYO
Director, Efico
Nigeria

David Adefunmilayo ("The Tech Boss") is the founder of Efico, impacting 7,000+ students across 35 universities, and a leading climate-focused entrepreneur.

He holds an MBA from Lagos Business School, is an incoming master's student at the University of Oxford, and a recipient of multiple global leadership and innovation awards.

He is a globally recognized climate and youth leader, representing Africa at top international forums.

LinkedIn ID: David Adefunmilayo

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S. A. Institutions

An Integrated Indian Education Ecosystem with Global Relevance

In today's knowledge-driven global economy, higher education institutions are increasingly assessed not only by academic outcomes but also by their ability to foster ethical values, global competencies, adaptability, and workforce readiness. Within this evolving international landscape, S.A. Institutions, based in Chennai, Tamil Nadu, India, offer a distinctive and forward-looking model of education, one that integrates academic excellence, innovation, and social responsibility within a unified educational ecosystem.

Established and administered by the Dharma Naidu Educational & Charitable Trust, S.A. Institutions today support a vibrant academic community of more than 11,000 students, spanning school education, technical training, higher education, and creative media studies. Founded in 1992 by the eminent philanthropist Late Thiru D. Sudharssanam, the Trust was envisioned with a clear and enduring mission: to empower young minds through education that blends intellectual rigour, discipline, innovation, and ethical grounding. Over the decades, this vision has evolved into a comprehensive educational framework aligned with international standards, while remaining deeply rooted in social responsibility and national development.

A Vertically Integrated Model of Education

One of the defining strengths of S.A. Institutions is its vertically integrated academic structure. Unlike fragmented education systems, the group offers a seamless continuum of learning, from early childhood education to advanced professional and creative disciplines, ensuring consistency

in educational philosophy, institutional values, and learner development. This integrated approach promotes holistic growth and enables students to progress through successive stages of education within a shared culture of excellence, discipline, and aspiration.

The ecosystem comprises S.A. Engineering College, S.A. College of Arts & Science, S.A. Polytechnic College, Sudharsanam Vidyaashram, Sudharssanam Paatashala International School, and S.A. Film Academy. Together, these institutions address the evolving academic, professional, and creative aspirations of learners in India and across the globe.

Engineering and Management Education with International Benchmarks

At the core of the group stands S.A. Engineering College (SAEC), an autonomous institution affiliated with Anna University, established in 1998–1999 as the flagship institution. Set on a 24-acre eco-friendly campus, the college offers a contemporary academic environment supported by advanced laboratories, workshops, digital libraries, seminar halls, sports facilities, and well-planned residential infrastructure.

SAEC offers eleven undergraduate engineering programmes, four postgraduate engineering programmes, along with MBA and MCA degrees. Its academic philosophy extends beyond technical instruction to emphasise employability skills, communication proficiency, leadership development, and ethical awareness, competencies essential for success in globally competitive professional environments.

The institution's commitment to academic and administrative excellence is reflected in its NAAC 'A' Grade accreditation, NBA-accredited departments, and ISO 9001:2008 certification awarded by TÜV NORD, underscoring adherence to internationally recognised quality standards.

Multidisciplinary Arts, Science, and Management Education

Responding to the growing global demand for multidisciplinary and adaptable graduates, the Trust established S.A. College of Arts & Science (SACAS). Affiliated with the University of Madras, SACAS has rapidly emerged as a learner-centric institution distinguished by industry relevance, contemporary curriculum design, and outcome-oriented pedagogy.

The college offers undergraduate programmes in English, Commerce, Business Administration, Computer Science, Artificial Intelligence, Visual Communication, Psychology, Nutrition, Food Science and Dietetics, and Data Science. Postgraduate programmes include MBA, M.Com., M.Sc. Visual Communication, and M.Sc. Computer Science. A structured Outcome-Based Education (OBE) framework ensures close alignment between academic learning and real-world competencies, while internships, industry projects, workshops, and professional certification modules significantly enhance global employability and academic mobility.

Skill-Focused Technical Education through Polytechnic Training

Technical education within the ecosystem is further strengthened through S.A. Polytechnic College, approved by AICTE and affiliated with the Government of Tamil Nadu. Offering diploma programmes across five engineering disciplines, the institution emphasises hands-on training, applied learning, and industry engagement. Graduates are well prepared for immediate employment as well as seamless progression into higher technical education.

Foundational School Education Anchored in Values

The commitment of S.A. Institutions to education begins at the foundational level through Sudharsanam Vidyaashram (CBSE), which delivers technology-enabled, value-based schooling focused on curiosity, creativity, discipline, and empathy. Complementing this, Sudharssanam Paatashala International School (ICSE) emphasises early and primary education through child-centric pedagogy and global perspectives, laying a strong foundation for lifelong learning and global citizenship.

Creative and Media Education for Emerging Global Industries

Recognising the rapid international expansion of media and creative industries, S.A. Film Academy (SAFA) offers specialised education in film production, digital media, and visual storytelling. By integrating artistic expression with professional standards and sustained industry exposure, the academy prepares students for dynamic careers in global media, entertainment, and digital content sectors.

A key offering is the Advanced Diploma in Film Technology, structured across five core disciplines: Direction, Sound, Editing, Graphic Production, and Cinematography, providing students with comprehensive, industry-aligned training in contemporary filmmaking practices.

Education with Global Impact

With a student community exceeding 11,000, a unified ethical framework, and a strong emphasis on global relevance, S.A. Institutions exemplify the evolving role of Indian education on the international stage. By integrating school education, technical training, higher education, and creative disciplines within a cohesive academic ecosystem, the group continues to shape confident, skilled, and socially responsible graduates, individuals prepared to contribute meaningfully to an increasingly interconnected world.

For international students, academic collaborators, and policy stakeholders, S.A. Institutions present a compelling model of value-driven, future-oriented education, deeply rooted in India, yet firmly aligned with global aspirations. DL

Views expressed by: **S. A. Institutions.**

JAIN (Deemed-to-be University)

Nurturing Global Minds through Industry-Integrated Learning

In a rapidly transforming global education landscape, institutions that successfully blend academic rigour, global exposure, and industry relevance are shaping the future of higher learning. JAIN (Deemed-to-be University), Bengaluru, exemplifies this approach through its forward-looking pedagogy, diverse academic ecosystem and strong international and industry linkages. Rooted in academic excellence and driven by innovation, the University continues to prepare learners for impactful global careers in the digital age.

A Global Vision Anchored in Academic Excellence

Strategically located in Bengaluru, India's innovation and technology hub, JAIN (Deemed-to-be University) enjoys a natural advantage in fostering collaboration with global academia, industry leaders and research-driven organisations. The University's vision extends beyond national boundaries, enabling students to gain meaningful international exposure as part of their academic journey.

Through global collaborations and partnership initiatives, it helps students develop global perspectives, intercultural competence, and adaptability, skills essential in today's interconnected professional environment.

Diverse Programs for a Dynamic Future

Academic diversity is one of JAIN's strongest pillars. The University offers a comprehensive portfolio of Undergraduate, Postgraduate and Doctoral programmes across disciplines, including Engineering and Technology, Management, Sciences, Commerce, Humanities and Social Sciences, Design, Creative Arts, Allied Health Sciences, Sports Sciences and Research-oriented programmes.

This multidisciplinary environment allows students to explore cross-functional learning and develop a broader understanding of real-world challenges. Flexible curricula, interdisciplinary electives, and outcome-based education models empower learners to personalise their academic paths based on evolving career aspirations and industry demands.

Industry-Integrated Learning: From Theory to Practice

Industry integration lies at the heart of JAIN's academic framework. Programmes are designed and periodically updated with inputs from industry experts to ensure alignment with contemporary professional requirements. Students benefit from industry-driven curricula, live projects, simulations, case studies, technology-enabled learning platforms, and professional certifications embedded within academic programmes.

Regular engagement with industry leaders through guest lectures, masterclasses, conclaves, hackathons, and mentorship programmes bridges the gap between theory and application, enabling students to gain practical insights into emerging technologies, market trends, and workplace expectations.

Experiential Learning, Internships, and Research

Experiential learning is a defining feature of the JAIN academic experience. The University facilitates internships, apprenticeships, field projects and capstone assignments in collaboration with reputed organisations, start-ups, research institutions, and multinational corporations. These hands-on experiences help students apply classroom knowledge, strengthen problem-solving abilities, and build professional confidence.

In parallel, JAIN promotes a robust research and innovation culture. Dedicated research centres, incubation hubs, and innovation labs encourage students and scholars to engage in applied research, entrepreneurship, and technology-driven solutions. This ecosystem nurtures creativity, critical thinking, and leadership skills among learners.

Career Development and Placement Excellence

JAIN (Deemed-to-be University) maintains a strong focus on career readiness through its structured Career Development and Placement framework. The University's placement ecosystem supports students with comprehensive training in technical competencies, soft skills, aptitude development, and interview preparation.

Graduates of JAIN are placed across diverse sectors, including information technology, consulting, finance, healthcare, manufacturing, media, analytics, and emerging technology domains. Strong industry relationships and alumni networks further enhance placement outcomes and long-term career growth.

A Diverse, Inclusive and Vibrant Campus

Student diversity enriches the learning environment at JAIN (Deemed-to-be University). The campus brings together learners from across India and multiple countries, creating a multicultural academic community. International students are supported through dedicated services that ensure academic, cultural, and social integration.

Tanya Bagga
Manager - International Admissions
JAIN (Deemed-to-be University)
Bangalore, India

Beyond academics, students engage in cultural activities, clubs, sports, leadership initiatives, and community outreach programmes, promoting holistic development and social responsibility. The University's inclusive ethos fosters collaboration, creativity, and mutual respect.

Excellence in Sports and Physical Education

JAIN (Deemed-to-be University) places strong emphasis on sports education and athletic excellence through specialised sports science programmes and professional training infrastructure. The University actively nurtures sporting talent while promoting fitness, discipline and holistic student development.

Career Development and Placement Excellence

As education increasingly embraces digital transformation and global mobility, JAIN (Deemed-to-be University) continues to evolve with a learner-centric, innovation-driven approach. By integrating global exposure, industry relevance, experiential learning, and academic diversity, the University is shaping graduates who are agile, ethical, and future-ready.

With a strong foundation and a progressive outlook, JAIN (Deemed-to-be University), Bengaluru, remains committed to empowering learners to transform knowledge into impact - locally, nationally and globally. DL

Views expressed by Tanya Bagga, Manager - International Admissions, JAIN (Deemed-to-be University) Bangalore, India

Hall of Fame

Prince Sultan University
Saudi Arabia

Award: Pioneering Private University Award

Vellore Institute of Technology (Deemed to be University), Tamil Nadu, India

Award: Institutional Leadership in Higher Education Transformation

Alluri Sitarama Raju Academy of Medical Sciences (ASRAM)
Andhra Pradesh, India

Award: Community & Public Health Outreach Award

RMK Group of Engineering Colleges
Tamil Nadu, India

Award: Excellence in Industry-Endorsed and Future-Ready Engineering Education

Lamrin Tech Skills University Punjab
Punjab, India

Award: Excellence in Industry-Integrated Skill Education

Guru Ghasidas Vishwavidyalaya (Central University)
India

Award: Outstanding University for Sustainability & Social Engagement

Bharatiya Engineering Science and Technology Innovation University (BESTIU)
Andhra Pradesh, India

Award: AI-Powered Innovation in Higher Education

Desh Bhagat University
Punjab, India

Award: Global Impact Award for Academic Leadership, Innovation & Educational Transformation

S. A. College of Arts & Science
Chennai, India

Award: Excellence in Industry Interface & Placements

Bharati Vidyapeeth (Deemed to be University)
India

Award: India-Rooted Global University Award

Sri Sai University
Himachal Pradesh, India

Award: Research & Knowledge Leadership

Harrison College
UK

Award: Education Impact Leadership Award

S. A. College of Arts & Science
Chennai, India

Award: Excellence in Industry Interface & Placements

Ryan International School
Sharjah, UAE

Award: Excellence in Co-Curricular Activities

Hall of Fame

Sabari Indian School
Dubai, UAE

Award: Emerging School of the year Award

Satluj Group of School
India

Award: Best School Group in North India

Sai International School
Punjab, India

Award: Holistic Education & Student Development Award

Bharati Vidyapeeth Rabindranath Tagore School of Excellence
Pune, India

Award: Excellence in International Curriculum

Sharjah Indian School
UAE

Award: Excellence in Global Emerging Trends in Education

Makseth International School
Zimbabwe

Award: Innovative Teaching and Learning Practice

ODM Education Group
India

Award: Excellence in Holistic Education Development

Geetha Educational Institutions
India

Award: Commitment to Holistic and value based Education

Ennoble IP

Award: Best Intellectual Property Partner for Industry & Academia

Auge® Academy (by AUGE International Consulting)

Award: Best E-Learning Platform

Creatrix Campus by Anubavam Technologies

Award: AI Innovation Leadership in Higher Education

Academia by Serosoft

Award: Best SIS Innovation Award

Hall of Fame

Dr. Sai Prakash Leo Muthu
Chairman
Sairam Institutions
Tamil Nadu, India

Award: Visionary Leadership in Global Educational Impact

Prof. Alok Kumar Chakrawal
Vice Chancellor
Guru Ghasidas Vishwavidyalaya
Chhattisgarh, India

Award: Excellence in Academic Leadership & Innovation in Higher Education

Reekrit Serai
Managing Director
Satluj Group of Schools
India

Award: Global Education Leadership

Vishal Garg
Director Secretarial Swami
Vivekanand Group of Institutions
Chandigarh, India

Award: Excellence in Global Campus Transformation Leadership

Tereza Reed
Director of International Admissions
The Digital Animation & Visual Effects (DAVE) School
United Statess

Award: Leadership and Advocacy Award

Prof. Ankur Gill
Director Operations
Swami Vivekanand Group of Institutions, Chandigarh, India

Award: Outstanding Global Leader in Skill Development & Employability

Dr. Manish Jain
Founder and Chairman
Indus Business Academy
India

Award: Education Impact Leadership Award

Tanya Bagga
Manager - International Admissions / Relations, JAIN (Deemed-to-be University), Bangalore, India

Award: Innovation in Education Award

Dr. Arindam Banerjee
Senior Academic leader and Program Director, SP Jain School of Global Management, Dubai, UAE

Award: Innovator in Applied Finance & Wealth Management Education

Ranjeet Kumar
Managing Director
Arya Vidyapith
Bihar, India

Award: Education Impact Leadership Award

Dr. Archana Sanil
Founder and Managing Director
Eva Group of Schools
India

Award: Innovative Entrepreneur in School Education

Yupal Shukla
Senior Lecturer
Higher Colleges of Technology
Dubai, UAE

Award: Innovation in Education Award

A Sadaf Amreen
Lead Counsellor (Team Leader)
International Admissions
JAIN (Deemed-to-be University)
Bangalore, India

Award: Excellence in Student Counselling & Career Guidance

Melita Coutinho
Vice Principal
N. L. Dalmia High School
India

Award: Educational Excellent Award

Hall of Fame

Masters' Union
India

Award: Institutional Excellence Award

Waad Talha
Principal
Alnobala School
Saudi Arabia

Award: Leadership & Advocacy Award

St George's British International School Rome
Italy

Award: Institutional Excellence Award

TETR College of Business
India

Award: Institutional Excellence Award

Mastersoft

Award: Trailblazing EdTech Solution Award

Anand Niketan Group of Schools
India

Award: Institutional Excellence Award

Amirhossein Heravi
Associate Professor - Program Director
American University in Dubai
United Arab Emirates

Award: Leadership & Advocacy Award

Chung li Wang
Deputy General Manager
Liberty Co., Ltd.
Taiwan

Award: Education Impact Leadership Award

Anand Kumar
Professor
Amity University Dubai
United Arab Emirates

Award: Innovation in Education Award

Damir Odobasic
Head of Music, ICT and Digital Integration, Shanghai United International School, China

Award: Innovation in Education Award

Chris Chilvers
Foreign Principal
Nanjing Ansheng School (Thomas)
China

Award: Education Impact Leadership Award

Daniel Casey-Dunn
Chief Operating Officer
Beyond Classrooms
China

Award: Innovation in Education Award

Ankita Rajdev
Director
Amity university
United Arab Emirates

Award: Leadership & Advocacy Award

Dareen Tawil
Educational and Empowerment Director with Alnowair, Founder and Educational Consultant with EMPOWER-Rise Above (ERA).
Kuwait

Award: Education Impact Leadership Award

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David Adefunmilayo (The Techboss)
Director
Efico
Nigeria

Award: Innovation in Education Award

Dr Sadiq Sait
Professor & Director
King Fahd University of Petroleum & Minerals, Saudi Arabia

Award: Education Impact Leadership Award

David William Sheehan
Global Educator
DLTS International School
Thailand

Award: Education Impact Leadership Award

Dr. Andrea Nanetti
Distinguished Professor, Guangzhou Academy of Fine Arts, and Founder and Editor-in-Chief, Engineering Historical Memory, China

Award: Innovation in Education Award

Denise Schnyder
Independent Changemaker for Art Education
Brazil

Award: Leadership & Advocacy Award

Dr. Anu Jossan
Head of Business & Management
QFBA Northumbria Newcastle
Qatar

Award: Innovation in Education Award

Dominika Flaczyk
CEO, Founder
BusinessWell, Foundation of Social Participation, Grupa Profesja
Poland

Award: Education Impact Leadership Award

Dr. Christopher E. Macabuhay
Head of Department
American Gulf School - Sharjah
United Arab Emirates

Award: Education Impact Leadership Award

Dr Ahmad Ali
Founder & CEO
Iqra Virutal School
Pakistan

Award: Innovation in Education Award

Dr. John Knight
Principal & CEO
St George's British International School Rome, Italy

Award: Leadership & Advocacy Award

Dr Kyriakos Kouveliotis
Provost & Chief Academic Officer
Berlin School of Buisness and Innovation, Germany

Award: Innovation in Education Award

Dr. Kwun Hang Lau
Deputy Head of School Development,
CCC Tam Lee Lai Fun Memorial Secondary School, China

Award: Inclusive Education Champion Award

Dr Rohan Ambade
Research Scientist
Khalifa University of Science and Technology, Abu Dhabi
United Arab Emirates

Award: Innovation in Education Award

Dr. Randa Hariri
Associate Professor/ Director
Dar Al- Hekma University
Saudi Arabia

Award: Leadership & Advocacy Award

Hall of Fame

Dr. Romysaa Magdy
Founder and CEO
Mystic Rise Educational Group, Saudi Arabia

Award: Leadership & Advocacy Award

Fatiha Bazouche
PhD, Innovative Learning Design and Technology (ILDT),
Ohio University, United States

Award: Innovation in Education Award

Dr. Sheily Panwar
Dean of Computing Engineering and Built in Environment.
CUQ-Ulster University, Qatar

Award: Education Impact Leadership Award

Fermi AI
United States

Award: Trailblazing EdTech Solution Award

Dr. Shukla Bose
Founder-CEO
Parikrma Humanity Foundation
India

Award: Leadership & Advocacy Award

Gareth Morgan
Vice Principal - Secondary Teaching & Learning, GEMS World Academy
United Arab Emirates

Award: Education Impact Leadership Award

Dr. Sunita Marwaha
Co-Founder and COO
ManageMentor Consultants FZCO
United Arab Emirates

Award: Leadership & Advocacy Award

George Loup
Business development director
TutorABC
China

Award: Innovation in Education Award

Dr. Tadios Belay
Founder
U.S. Africa Institute
United States

Award: Leadership and Advocacy Award

Gihan ElGendy
Head of Business Operations
Saudi Arabia

Award: Leadership & Advocacy Award

Dr. Timothy A. Smith
President and CEO
Learning Matters Educational Group, California, United States

Award: Innovation in Education Award

Havish Madhvapaty
Founder
Havish M Consulting
India

Award: Education Impact Leadership Award

Ehsan Soleimaniha
CEO
Manzoumeh Kherad Institute
Iran

Award: Education Impact Leadership Award

Horacio Ferrandiz
Head of Science Department
NAIS
China

Award: Innovation in Education Award

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James Njuguna
Professor, National Subsea Centre
Robert Gordon University
United Kingdom

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Karenyne F. Cunha
Founder
Brain Wave by KF
Brazil

Award: Inclusive Education Champion Award

Jeziah Ratti
English Teacher
Pakistan Education Academy
United Arab Emirates

Award: Innovation in Education Award

Kenneth Hecht
President
National STEM Honor Society
United States

Award: Innovation in Education Award

Joanna Czerska
Academic Teacher Gdansk University of Technology, President of Lean Education Foundation, President of LeanQ Team, Poland

Award: Education Impact Leadership Award

Lavinia Bracci
Founder and Director
SIS Intercultural Study Abroad
Italy and Belgium

Award: Education Impact Leadership Award

Johann Sievering
Teacher & Project Leader
SI (Swiss Informatics Society) - Ai4Ed Group
Switzerland

Award: Innovation in Education Award

Liliana Śmiech
Director General for International Affairs, Ludovika University of Public Service
Hungary

Award: Leadership & Advocacy Award

Joseph Brinkman
Teacher
GEMS
United Arab Emirates

Award: Inclusive Education Champion Award

Lynn Han
Managing Director LHBM
Singapore

Award: Education Impact Leadership Award

Justin(Eunsang) Eom
CEO
Team Monolith
Korea, Southy

Award: Innovation in Education Award

Manmohan Singh
Group Lead Maths Higher Level
Innoventures Education
United Arab Emirates

Award: Education Impact Leadership Award

Kamy Brar
CFO/COO
The Entourage
Australia

Award: Education Impact Leadership Award

Alan Smithson
Lord
Unlimited Awesome
Canada

Award: Innovation in Education Award

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Mathieu Cooper
Creator
Merkabah Management Systems, Australia

Award: Innovation in Education Award

Olga Kiendler
Founder
Decode Decision DNA
United Kingdom

Award: Education Impact Leadership Award

Matteo Zaralli
Founder
Vrainers
Italy

Award: Innovation in Education Award

Phoebe Wasfy
Principal
Philopateer Christian College
Canada

Award: Education Impact Leadership Award

Maureen Salmon
Reader in Creative and Associate Dean of Knowledge Exchange, University of the Arts London
United Kingdom

Award: Education Impact Leadership Award

Prachi Verma Seth
Coordinator
Leaders Private School
United Arab Emirates

Award: Innovation in Education Award

Michael Lee
Founder
The Centre for Global Citizenship Studies
United Kingdom

Award: Leadership & Advocacy Award

Pratham Mittal
Founder
Masters' Union
India

Award: Leadership & Advocacy Award

Mohamed Abdelhady
CEO
Jeel Altahdy for operating Schools
Saudi Arabia

Award: Leadership & Advocacy Award

Prof. Dr. Şükrü Tüzmen
Professor
Eastern Mediterranean University
T.R.N.C.

Award: Innovation in Education Award

Murilo Battisti
Director and Academic Advisor (LogicPrep) and Board Member (Unidos de Paraisopolis)
LogicPrep and Instituto Unidos de Paraisopolis, Brazil

Award: Inclusive Education Champion Award

Rakesh Gaur
Co-Founder and CEO
ManageMentor Consultants FZCO
United Arab Emirates

Award: Visionary Edupreneur Awards

Stefano Mocci
Head Of Italian
Queen's Gate School
United Kingdom

Award: Leadership & Advocacy Award

Rowena Minney
Owner & CEO
Totally Teach
United Kingdom

Award: Innovation in Education Award

Hall of Fame

Sally Saaid
PYP coordinator / Educational Consultant
United Arab Emirates

Award: Leadership & Advocacy Award

Miriam Cresta
CEO
Junior Achievement Italia
Italy

Award: Leadership & Advocacy Award

Samer Boulos
ICT Manager
Maronite College of the Holy Family
Australia

Award: Innovation in Education Award

Tamara Grigore
Founder
Atelierele Tamarei
Romania

Award: Education Impact Leadership Award

Sapna Sharma
Founder
Peak Potential Academy
India

Award: Education Impact Leadership Award

Tameka Womack
Lotus Flo: Co-owner, Georgia Institute of Technology: Operations & Program Manager for the Nuclear & Radiological Engineering & Medical Physics Program, Harvard University: Assistant Teacher, United States

Award: Education Impact Leadership Award

Sense de Groot
CEO
Tabor College
Netherlands

Award: Leadership & Advocacy Award

Tanja Nikolic
General Manager
Hummingbird Nursery/Ora Nursery of The Future
United Arab Emirates

Award: Innovation in Education Award

Sheila Slawiak
Computer Science & Technology Teacher, Pope Francis Preparatory School, United States

Award: Innovation in Education Award

Ariadna Leśniewska
COO
VISIONCUBE S.A. & Centrum Skutecznego Dzialania, Poland

Award: Education Impact Leadership Award

Siân Poneskis
Head of Year 9 & MFL Teacher
Dubai British School Emirates Hills
United Arab Emirates

Award: Education Impact Leadership Award

Ummehani Mohammad Akhtar
Assistant Head- Assessment and Data
GEMS EDUCATION
United Arab Emirates

Award: Education Impact Leadership Award

Sofiah Shakeel
Class Teacher and Early Years Wellbeing Lead
Repton Dubai
United Arab Emirates

Award: Inclusive Education Champion Award

Antonio Biasi
Partner - Global Head of Corporate Department - Head of EuropeOBH
Lawyers, Italy

Award: Innovation in Education Award

Hall of Fame

Dr. Yogesh K. Dwivedi
Riyad Bank Chair Professor of Digital Business, KFUPM
United Kingdom

Award: Innovation in Education Award

Mbacham Bertrand Agwo
Inclusion Teacher also Founder of Mr.B on Autism, Future International School, United Arab Emirates

Award: Inclusive Education Champion Award

Yousif Abdelrahim
Assistant Professor
Prince Mohammad Bin Fahd University, Saudi Arabia

Award: Leadership & Advocacy Award

Rizvana Abdul Reman
Head of Maths & Science Department
Nun Academy Primary School
Saudi Arabia

Award: Education Impact Leadership Award

Dr Zuzanna Jastrzebska-Krajewska
CEO
Pani Zuzia
Poland

Award: Inclusive Education Champion Award

Sherry Fu
Founding Director
The University of Manchester China Centre, China

Award: Leadership & Advocacy Award

Alex Ching
Head of Learning Technologies, ELCHK Lutheran Academy, China

Award: Education Impact Leadership Award

Tania Jacobs
Teacher
Beacon House Education
United Arab Emirates

Award: Inclusive Education Champion Award

Rohan Bhaskar
Managing Director
Meraki Group
United Arab Emirates

Award: Leadership & Advocacy Award

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The vision for Noida based school is clearly expressed through a grounded and sustainable architectural language A miniature brick façade is paired with concrete parametric bands, introducing a subtle sense of quirk while maintaining material honesty, Meditative quotes are engraved into concrete surfaces and infused with radium particles, creating a gentle glow at night. A central floor hyponic garden enhances daylight penetration and establishes light filled learning environment through balconies.

Founder of JADe - Global Learning Spaces and JAD Studios, Amit has spent over 18 years not just designing spaces, but engineering unforgettable experiences. Recognized among India's Top 40 Interior Designers, a TEDx speaker and a proud member of both the Indian and British Institutes of Interior Design, Amit brings disruptive creativity, deep strategy, and global vision to projects. Amit is a learning spaces expert in crafting high performance environments for Institutes and K12 school infrastructure. Beyond design practice, he is committed to education and social contribution towards teaching, also actively supporting underprivileged children through NGO - Prem Sangh. Today, he continues to build at the intersection of creativity, collaboration, and community.

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