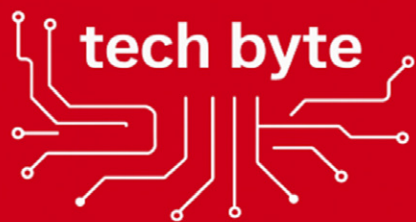


Issue 9

Volume 1

UNIMY



*A monthly e-Newsletter of the
University Malaysia of Computer
Science & Engineering*

**The Future of Universities:
Are We Ready for What
Comes Next?**

**Empathy: The Missing
Link in AI Driven
Innovation**

COVER STORY

BRIDGING THE DIGITAL DIVIDE

**Empowering Orang Asli Youth
Through Technology**

**Building the Future of
Cybersecurity: UNIMY
Launches Advanced
Cybersecurity Lab**



Contents

1

From the Editor's Desk

2

Bridging the Digital Divide: Empowering Orang Asli Youth Through Technology

4

The Future of Universities: Are We Ready for What Comes Next?

6

Building Bridges Through Education: Indian Educators Explore Opportunities with BAC Education Group

8

Building the Future of Cybersecurity: UNIMY Launches Advanced Cybersecurity Lab

10

Empathy: The Missing Link in AI Driven Innovation

12

Can Machine Learning Improve Cybersecurity?

15

China's Brain Implant Breakthrough: A Glimpse into the Future of Human Technology

17

Beyond the Lecture Hall: RMC Ignites a Stronger Research Culture at UNIMY

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From the Editor's Desk

Prof. Dr. Vikneswaran Nair

Editor & Deputy Vice Chancellor, UNIMY



The future rarely arrives with a warning. More often, it emerges through new technologies, changing expectations, and evolving ways of learning and working. Taken together, the stories featured in this issue of UNIMY Insights offer a glimpse into a future that is already beginning to take shape.

Artificial Intelligence continues to transform industries, education, and society. Yet as technology becomes increasingly powerful, an important question remains. **Are we building solutions that genuinely serve people?** In this issue, Assoc. Prof. Dr. Norizah Mohamad explores why empathy remains the foundation of meaningful innovation and why human centred thinking is essential in an AI driven world.

The rapid pace of change is also challenging universities to rethink their role. In my article, *The Future of Universities: Are We Ready for What Comes Next?*, I examine how higher education institutions must adapt to remain relevant in a world where knowledge is increasingly accessible, skills evolve rapidly, and employers seek capabilities beyond traditional qualifications.

Readers interested in emerging technologies will find two thought provoking features. One examines how **machine learning can strengthen cybersecurity** through more effective intrusion detection systems. Another explores **China's breakthrough in brain computer interface technology**, highlighting the growing convergence of computing, engineering, healthcare, and artificial intelligence.

These developments reinforce the importance of practical learning. We are therefore pleased to feature the launch of **UNIMY's Advanced Cybersecurity Lab**, which provides students with hands on experience in real world cybersecurity environments and supports the development of future digital talent.

However, technological progress must also be inclusive. Our headline story on the **Balai Belajar Programme** demonstrates how digital literacy and AI education can empower Orang Asli communities and help bridge the digital divide. It is a powerful reminder that technology should create opportunities for everyone, not just a privileged few.

This issue also highlights the importance of **global collaboration** through the visit of a delegation of Indian educators to BAC Education Group. Such engagements strengthen academic partnerships, student mobility opportunities, and international understanding.

Collectively, the articles in this edition point towards a common message. **The future will not be shaped by technology alone, but by how we apply it responsibly, ethically, and purposefully to improve lives and society.**

I invite you to explore the stories that follow and join us in reflecting on the opportunities and challenges that lie ahead.

Bridging the Digital Divide: Empowering Orang Asli Youth Through Technology



Assoc. Prof. Dr. Nor Azlinah Md Lazam

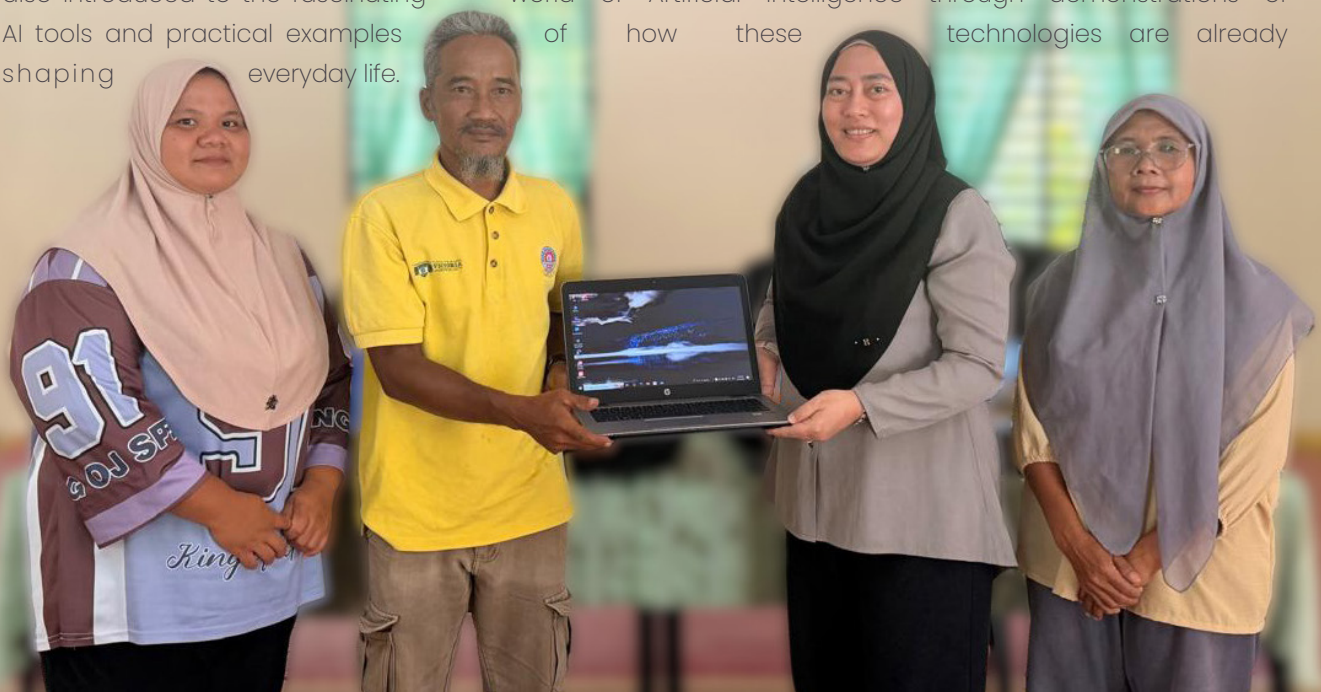
Head of Deans, Academic Affairs and Global Education Department, UNIMY

What happens when young people who have had limited exposure to technology are given the opportunity to explore computers, the internet, and even Artificial Intelligence (AI) for the first time?

Recently, UNIMY, together with BAC Education Group (BACEG) and BAYCOM, embarked on a meaningful community outreach initiative through the Balai Belajar Programme, bringing digital literacy and AI education to Orang Asli communities in Kampung Orang Asli (KOA) Serendah and KOA Changkat Bintang. The programme was designed with a simple but powerful purpose which is to ensure that no community is left behind in the rapidly evolving digital world.

A small groups of enthusiastic participants gathered to learn skills that many of us often take for granted. At KOA Serendah, the participants were mainly youths aged between 16 and 20 years old, while KOA Changkat Bintang welcomed a wider age range of 14 to 28 years old. Despite their differing backgrounds and experiences, they shared one common characteristic, which is a genuine curiosity to learn.

Rather than relying on traditional classroom lectures, the programme adopted a highly interactive and hands-on approach. Participants learned how to operate laptops, navigate computer systems, access online resources, use productivity software, and communicate digitally. They were also introduced to the fascinating world of Artificial Intelligence through demonstrations of AI tools and practical examples of how these technologies are already shaping everyday life.





The transformation was remarkable. Participants who initially approached the computers with hesitation soon became confident learners, actively exploring applications, asking questions, and supporting one another throughout the sessions.

The training was facilitated by UNIMY's graduate of Bachelor of Computer Science with Honours, Muhammad Aiman Bin Ramli, while programme coordination and overall implementation were overseen by Assoc. Prof. Dr. Azlinah Md Lazam. Together, they ensured that learning remained engaging, accessible, and relevant to the participants' daily lives and future aspirations.

Beyond the technical skills acquired, the programme achieved something equally important. It sparked new possibilities. For many participants, this was their first meaningful exposure to technology as a pathway for education, employment, and personal growth.

Recognising that learning should not end after a short workshop, the initiative includes a continuation pathway at UNIMY. Participants will have opportunities to further develop their digital and AI related competencies through future workshops and learning activities on campus. This continued engagement is intended to nurture long-term interest in technology and provide greater exposure to higher education opportunities.

The impact of the programme extended beyond the classroom. It strengthened partnerships between academia, industry, and local communities while contributing to a larger national goal of reducing the digital divide among underserved populations.

Most importantly, it reminded us that technology is not merely about devices, software, or artificial intelligence. At its core, technology is about empowering people. By opening doors to digital knowledge and skills, initiatives such as the Balai Belajar Programme help create opportunities, build confidence, and inspire future generations to participate fully in an increasingly digital society.

As UNIMY continues its commitment to community engagement and digital inclusion, programmes like this demonstrate how education can become a powerful catalyst for social transformation, one learner, one community, and one opportunity at a time.

The Future of Universities: Are We Ready for What Comes Next?



Prof. Dr. Vikneswaran Nair

Editor & Deputy Vice Chancellor, UNIMY

During the BAC Future Workforce Reset session on 11th June 2026, Mr Raja Singham, Chief Future Office of BAC Education Group, shared a message that resonated deeply with many of us:

"If we expect our students to become future ready, we must become future ready first."

His presentation was not about performance reviews or HR processes. It was about something far more important, our future. The central message was clear. Institutions cannot

prepare students for a changing world if they themselves remain unchanged.

A few days later, I read Murray Hunter's article, The Twilight of the University. While the article focuses on the disruption facing universities globally, I was struck by how closely its arguments echoed the themes raised during the BAC session.

The article argues that higher education is approaching a period of profound disruption. While some may view such

predictions as exaggerated, the article raises questions that Malaysian universities can no longer afford to ignore.

For decades, universities have been built upon a relatively stable model. Students enrol in a degree programme, spend three or four years accumulating knowledge, graduate with a qualification, and enter the workforce. Today, however, that model is being challenged from multiple directions. Artificial intelligence can provide instant access to knowledge. Employers

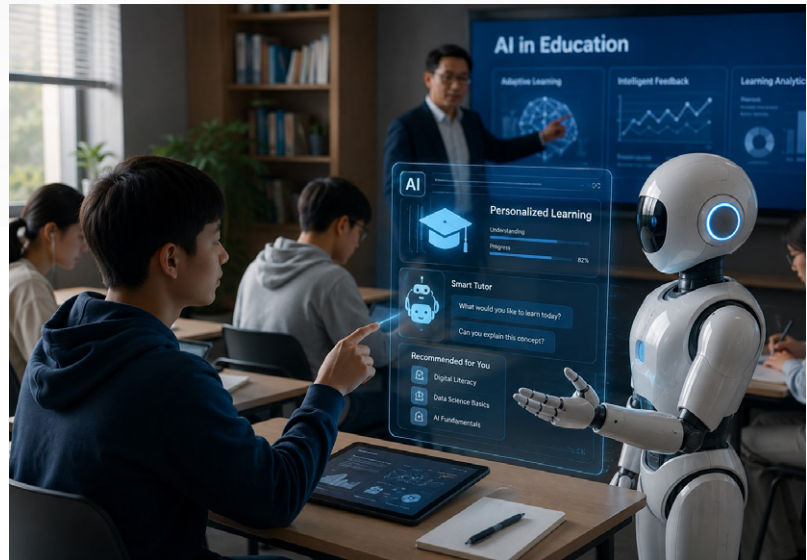


increasingly seek demonstrable skills rather than academic credentials alone. Alternative learning providers offer specialised training at a fraction of the cost and time required for a traditional degree.

The recent move by China to discontinue thousands of degree programmes should not be viewed merely as an administrative exercise. It reflects a broader recognition that not all programmes continue to serve economic and societal needs. Whether one agrees with the scale of the reform or not, the message is clear. Universities must continually justify their relevance.

This presents an uncomfortable question for Malaysia. Are we preparing graduates for the future, or are we continuing to produce graduates for jobs that are rapidly changing or, in some cases, disappearing?

Many Malaysian universities remain heavily focused on student enrolment targets, publication counts, ranking positions, and accreditation exercises. While these measures have their place, they do not necessarily indicate whether graduates are equipped to thrive in an increasingly uncertain and technology driven economy. A programme may achieve full accreditation, generate publications, and satisfy regulatory requirements, yet still struggle to produce graduates with strong employment prospects.



The challenge is not that universities are becoming obsolete. Rather, the challenge is that the traditional university model is no longer sufficient on its own.

Future success will likely depend on how effectively institutions connect learning with industry, integrate emerging technologies into the curriculum, provide meaningful experiential learning opportunities, and support lifelong learning beyond graduation. Universities must become more agile, more responsive, and more willing to redesign programmes that no longer meet contemporary needs.

At the same time, policymakers should exercise caution. Not every programme should be judged solely by immediate employment outcomes. Disciplines in the humanities, social sciences, arts, and fundamental sciences continue to play a critical role in shaping informed citizens, advancing knowledge, and preserving cultural and intellectual heritage. The answer is not to eliminate programmes indiscriminately, but to ensure that all programmes remain relevant, rigorous, and connected to society.

The future of Malaysian higher education will not be determined by how many universities we have, how many papers we publish, or how highly we rank. It will be determined by whether our graduates, research, and innovations create meaningful value for the nation.

Universities are unlikely to disappear. However, institutions that fail to adapt may find themselves increasingly irrelevant in a world that is changing faster than many academic systems were designed to handle.

Building Bridges Through Education: Indian Educators Explore Opportunities with BAC Education Group



Dr. Lina Tio

Director of International Marketing, UNIMY

International collaboration took centre stage recently when BAC Education Group welcomed a distinguished delegation of 28 educators and education stakeholders from India. The visit, organised by the Policy Times Chamber of Commerce (PTCC), brought together a diverse group of high school principals, representatives from the Ministry of Tourism, public national schools, educationists, and social workers, all eager to explore opportunities for academic cooperation and student development.



The delegation was led by Prof. Amer Hamzah, Vice Chancellor of Veritas University College, alongside Prof. Vikneswaran Nair, Deputy Vice Chancellor of UNIMY, Dr. Johan Kondrollochis, CEO of Reliance College, and Mr. Timothy Chan, CEO of IACT College. Their visit reflected a shared commitment to strengthening educational ties between Malaysia and India.

A key highlight of the programme was a comprehensive presentation by Mr. Zahier Ismail, Head of BAC Global, who introduced the delegates to the wide range of academic programmes, pathways,



and opportunities available across the institutions within BAC Education Group. The session provided valuable insights into the Group's commitment to nurturing globally competitive graduates through innovative education and industry relevant learning experiences.

Beyond the presentations, the visit served as an important platform for meaningful dialogue and collaboration. Discussions focused on areas such as student mobility,

study abroad opportunities, academic partnerships, and potential exchange programmes. Both parties explored ways to create pathways that would enable students to gain international exposure while benefiting from diverse educational experiences.

The conversations also highlighted the growing importance of cross border collaboration in preparing students for an increasingly interconnected world. By fostering partnerships between institutions in Malaysia and India, both sides recognised the potential to enhance learning opportunities, encourage cultural exchange, and support the development of future global leaders.

As the visit concluded, there was a strong sense of optimism about the possibilities that lie ahead. The engagement marked another positive step in BAC Education Group's ongoing efforts to expand its international network and strengthen global educational partnerships.

While the visit was only a single day, the connections forged and ideas exchanged laid the foundation for future collaborations that could benefit students, educators, and institutions in both countries for years to come.



Building the Future of Cybersecurity: UNIMY Launches Advanced Cybersecurity Lab



Osama Radi Al Assme

Graduate Research Assistant, UNIMY

As cyber threats become increasingly sophisticated, the need for highly skilled cybersecurity professionals continues to grow. In response, UNIMY has established a state-of-the-art Cybersecurity Lab, in collaboration with i-Sprint Innovations and Fortinet, to provide student with practical learning opportunities, industry relevant training, and exposure to real world cybersecurity environments.

The Cybersecurity Lab serves as a dedicated facility where students can gain hands on experience in network security, system administration, ethical hacking, digital forensics, and enterprise cybersecurity operations. Equipped with advanced technologies and enterprise grade infrastructure, the lab bridges the gap between classroom learning and industry practice.

At the core of the facility is the FortiGate 120G next generation firewall, which enables students to explore network protection, traffic management, intrusion prevention, and security policy implementation. The lab also features the FortiSwitch 124F managed switch and the FortiAP 231K WiFi 7 access point, creating a secure and high-performance networking environment for learning and experimentation.



Supporting the infrastructure are 60 high performance desktop workstations that allow students to conduct cybersecurity simulations, analyse network traffic, perform vulnerability assessments, and gain practical experience with security tools and technologies used in industry today.

More than just a teaching facility, the Cybersecurity Lab provides an integrated learning ecosystem where networking, computing, and security technologies work together in a realistic enterprise environment. This enables students to develop the technical competencies and problem-solving skills required to address modern cybersecurity challenges.



The successful establishment of the lab was made possible through the collaborative efforts of the UNIMY team and the BAC Education IT Department. Their expertise and dedication were instrumental in the deployment, configuration, and ongoing maintenance of the facility, ensuring that it remains a reliable platform for teaching, learning, and research.

The launch of the Cybersecurity Lab marks another important milestone in UNIMY's commitment to developing industry ready graduates equipped with the knowledge, practical skills, and professional capabilities needed to thrive in the digital economy and contribute to a safer cyber future.



Empathy: The Missing Link in AI Driven Innovation



Assoc. Prof. Dr. Norizah Mohamad

Head, Centre for Postgraduate Studies, UNIMY

Artificial Intelligence (AI) is changing the way we live, work, and create. From intelligent chatbots and personalised recommendation systems to automated coding tools, AI is enabling faster innovation than ever before. Yet, amid this technological transformation, one critical ingredient often receives far less attention than it deserves, empathy!

In many technology and innovation projects, the excitement often centres on what AI can do. Students and developers are eager to build applications, integrate advanced features, and showcase sophisticated functionalities. While these technical achievements are important, there is a tendency to overlook a fundamental question:

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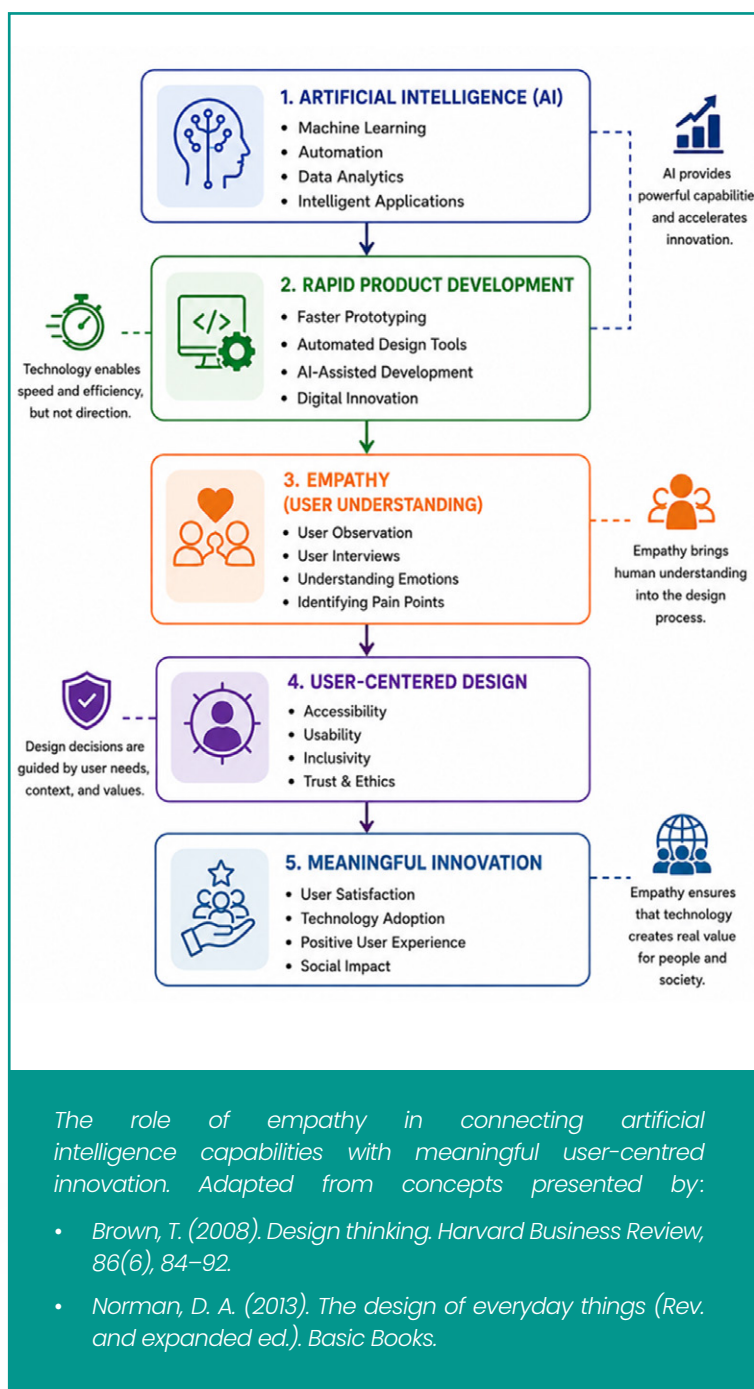
Who are we designing for, and what problem are they truly facing?

”

As a Design Thinking educator, I frequently observe projects where significant effort is invested in development and prototyping, while the empathy stage receives far less attention. User interviews are conducted quickly, assumptions are made prematurely, and solutions are proposed before the real problem is fully understood.

This highlights a growing challenge in today's AI driven environment. As technology becomes more powerful, there is a risk that we become increasingly focused on technological possibilities while losing sight of human needs.

Empathy is the foundation of meaningful innovation. It requires us to step into the user's world, listen carefully to their experiences, understand their frustrations, recognise their emotions, and appreciate the challenges they encounter. Rather than beginning with a solution, empathy encourages us to first understand the problem from the user's perspective.



This is where Design Thinking remains highly relevant, even in the age of AI. Technology can help us build solutions faster, but empathy helps us build the right solutions.

AI offers tremendous capabilities. It can automate processes, analyse large volumes of data, identify patterns, and accelerate development cycles. However, technology alone does not create value. True innovation occurs when technological capabilities are aligned with genuine human needs. Empathy serves as the bridge that connects these two worlds, ensuring that solutions are not only intelligent but also useful, accessible, and meaningful.

The importance of empathy becomes even clearer as AI becomes embedded in everyday life. Questions about trust, privacy, transparency, fairness, and ethical use are becoming increasingly important. Without understanding user concerns and expectations, even the most advanced AI systems may struggle to gain acceptance or deliver positive outcomes.

Ultimately, the success of innovation should not be measured solely by technical performance. It should be measured by its ability to improve lives, solve real problems, and create positive experiences. Solutions developed with empathy are more likely to achieve stronger adoption, higher user satisfaction, and greater long-term impact.

As we prepare students for an AI enabled future, we must remember that innovation is not only about building smarter technologies. It is about creating technologies that genuinely serve people.

AI may accelerate innovation, but empathy ensures that innovation remains human.

Can Machine Learning Improve Cybersecurity?



Ts Ashvindra Amerdashan

Lecturer, School of Computing & Digital Technology, UNIMY

I would like to share my recently concluded Master's research project entitled, "**A Comparative Analysis of Machine Learning-Based Network Intrusion Detection Systems Using UNSW-NB15 and CICIDS2017 Datasets.**"

Cyberattacks are becoming more frequent and sophisticated, making it increasingly difficult for organisations to protect their networks. Traditional Intrusion Detection Systems (IDS) largely depend on signature based detection methods,



which work well against known threats but often struggle to identify new and evolving attacks. This challenge led me to explore an important question in my Master's research: **Can machine learning provide a more effective approach to intrusion detection?**

To investigate this, I conducted a comparative study of machine learning based intrusion detection systems using two internationally recognised cybersecurity benchmark datasets, UNSW-NB15 and CICIDS2017. While many previous studies evaluate models using only a single dataset, I wanted to examine how machine learning algorithms perform across different network environments and attack scenarios.



A standardised evaluation framework was developed to ensure a fair comparison. Both datasets underwent the same preprocessing procedures, including data cleaning, feature standardisation, feature alignment, and class balancing using the Synthetic Minority Oversampling Technique (SMOTE).

Five supervised machine learning algorithms were evaluated, namely: Logistic Regression; Decision Tree; K Nearest Neighbour (KNN); Random Forest; and Support Vector Machine (SVM).

To obtain a comprehensive assessment, I used multiple performance metrics, including Accuracy, Precision, Recall, F1 Score, ROC AUC, and Confusion Matrix analysis. Particular attention was given to the detection of minority attack classes and the reduction of false positives, both of which are critical in real world cybersecurity applications.

The findings showed that machine learning performance is strongly influenced by dataset characteristics such as attack diversity, class imbalance, and feature distribution. No single metric could fully capture model effectiveness, highlighting the importance of using multiple evaluation measures.

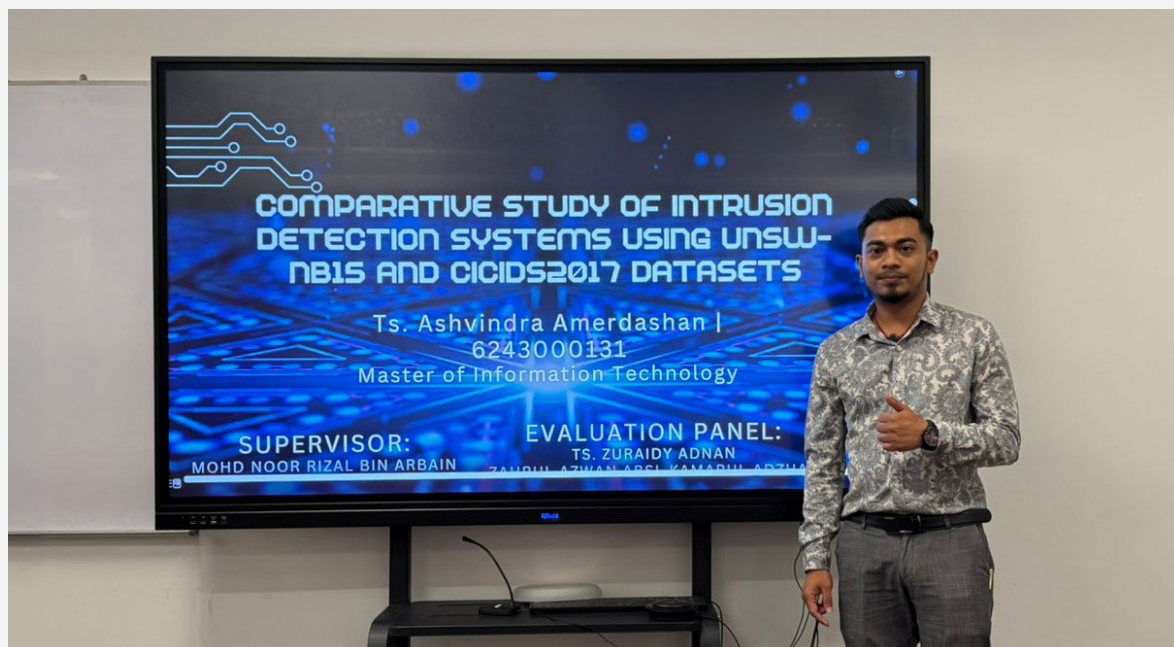
Among all models tested, Random Forest consistently delivered the strongest overall performance across both datasets. It demonstrated excellent robustness, stability, and generalisation capability, achieving outstanding results on CICIDS2017 while maintaining strong performance on the more challenging UNSW-NB15 dataset. In contrast, Logistic Regression and SVM struggled to capture complex nonlinear attack patterns and generated higher false positive rates.

One of the most important insights from this research is that evaluating intrusion detection models using only one dataset may provide an incomplete picture of their real-world effectiveness. Cross dataset evaluation offers a more realistic assessment and helps identify models that can perform reliably in different operational environments.

This study contributes to the growing field of machine learning driven cybersecurity by demonstrating the value of multi dataset evaluation and comprehensive performance

assessment. The findings provide useful guidance for researchers, cybersecurity practitioners, and organisations seeking reliable intrusion detection solutions.

As cyber threats continue to evolve, future research should explore deep learning and hybrid approaches, additional benchmark datasets, and real time deployment environments. Such developments could further strengthen the role of machine learning in building more resilient and secure network infrastructures.



Ashvindra Amerdashan recently joined the School of Computing & Digital Technology at UNIMY as a lecturer. He is currently teaching courses in cybersecurity, networking, and computing technologies. His passion for both teaching and research lies in the fields of cybersecurity, machine learning, network intrusion detection, and emerging digital technologies. Through his teaching and research activities, he is committed to developing practical solutions that address real world cybersecurity challenges while preparing students for the rapidly evolving digital landscape.

China's Brain Implant Breakthrough: A Glimpse into the Future of Human Technology



Dr. Pourya Nikfard

Lecturer, School of Computing & Digital Technology, UNIMY

China recently achieved a significant milestone in neurotechnology by becoming one of the first country to grant commercial approval for an implantable brain computer interface (BCI). Developed by Neuracle Medical Technology (NMT), the wireless device marks an important step in moving brain computer interface technology from research laboratories into real world healthcare applications.



The implant, roughly the size of a coin, is designed to assist individuals living with severe neurological conditions, particularly those who have lost movement due to spinal cord injuries. By detecting signals generated in the brain when a person intends to move, the device translates those signals into commands that can help restore certain motor functions and improve independence. BCIs could eventually help restore speech, improve vision, treat neurological diseases such as Parkinson's Disease and epilepsy, and even enhance memory and cognitive abilities.

What makes this innovation particularly noteworthy is its design. Unlike some brain implants that penetrate deep into brain tissue, the NMT device is placed on the surface of the brain's motor cortex. This approach may reduce surgical risks while still allowing the system to interpret neural activity associated with movement.

For decades, scientists have explored the potential of brain computer interfaces to create direct communication pathways between the human brain and external devices. Such technologies offer hope for individuals affected by paralysis, stroke, Amyotrophic Lateral Sclerosis (ALS), and other neurological disorders. China's approval signals that BCI technology is beginning to transition from experimental research into practical medical treatment.

The implications extend far beyond healthcare. Researchers worldwide are investigating how brain computer interfaces could one day help restore speech, improve vision, manage neurological diseases, and create more advanced forms of human computer interaction. While many of these applications remain under development, the pace of progress is accelerating rapidly.

This breakthrough also reflects China's broader commitment to emerging technologies, including artificial intelligence, biotechnology, quantum computing, and advanced manufacturing. As nations compete to lead the next wave of technological innovation, neurotechnology is increasingly becoming a strategic area of investment.

For the UNIMY community, this development highlights the growing convergence of multiple

disciplines. Brain computer interfaces rely on expertise in artificial intelligence, machine learning, software engineering, embedded systems, cybersecurity, cloud computing, data analytics, and human computer interaction. These are precisely the areas that are shaping the future digital economy and transforming industries worldwide.

More importantly, innovations such as these demonstrate how technology can be applied to solve meaningful human challenges. Behind every breakthrough is a multidisciplinary team of engineers, computer scientists, healthcare professionals, and researchers working together to improve lives.

As technology continues to evolve, the demand for graduates who can bridge computing, engineering, healthcare, and data science will only increase. For students at UNIMY, China's brain implant breakthrough serves as a powerful reminder that the technologies they study today may become the life changing solutions of tomorrow.

The future of innovation will not be built within a single discipline. It will emerge at the intersection of technology, science, and human need. This is where the next generation of UNIMY graduates can make their greatest impact.



Beyond the Lecture Hall: RMC Ignites a Stronger Research Culture at UNIMY

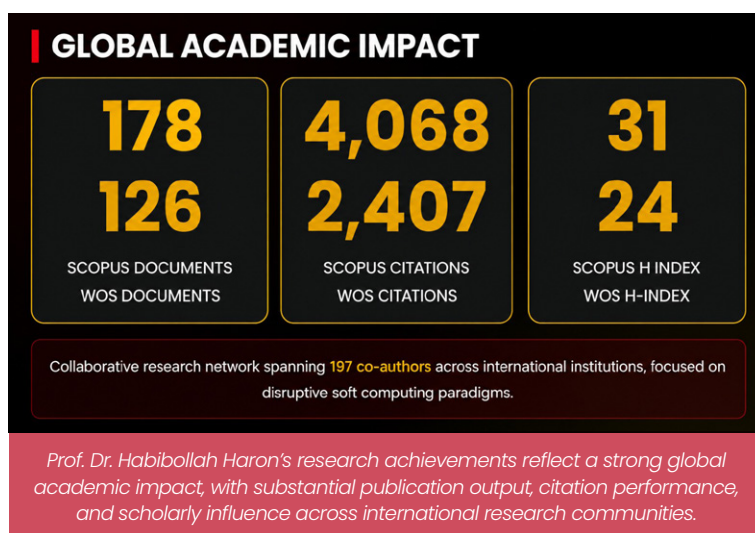


Ts. Raidah binti Yazid

Head, Research Management Centre (RMC), UNIMY

Research is often described as the lifeblood of a university. Yet for many academics, balancing teaching, administrative responsibilities, and research commitments can be a significant challenge. Recognising this reality, the Research Management Centre (RMC) at UNIMY organised the Research Training Series 1 & 2 on 16 June 2026, bringing together academic staff for a full day of learning, reflection, and practical skill development aimed at strengthening the university's research culture.

The programme was designed to provide lecturers with the knowledge, strategies, and tools needed to enhance their research productivity and publication outcomes. More importantly, it reinforced a key message that research is not an activity that exists separately from teaching but an essential part of academic life that contributes to both personal growth and institutional success.



The morning session, Navigating the Research Journey: Core Fundamentals & Strategies, was facilitated by Prof. Dr. Habibollah Harun, who challenged participants to reflect on a simple but important question: *Why publish?*

The discussion highlighted how every publication contributes to the visibility and reputation of both the researcher and the university. Participants gained a deeper understanding of research impact

indicators such as citations and the H-index, and how these metrics influence university rankings, academic recognition, and research credibility. The session also explored practical strategies for increasing research visibility, including selecting appropriate journals, writing effective abstracts, building research collaborations, and embracing open access publishing.

What resonated strongly with participants was the reminder that publication is not merely about meeting performance indicators. It is about sharing knowledge, contributing to scholarly conversations, and ensuring that research findings create meaningful impact beyond the classroom.

While the morning focused on research fundamentals, the afternoon session shifted attention towards the future of academic research. In *AI Tools for Academic Research: Enhancing Efficiency & Output*, Ts. Dr. Syahril Anuar Idris introduced participants to a range of emerging artificial intelligence tools that are transforming how research is conducted.



Ts. Dr. Syahril Anuar Idris introducing participants to emerging AI tools that are transforming how research is conducted, enabling greater efficiency, productivity, and innovation in academic research.

Through a series of live demonstrations, participants explored how AI can assist in literature reviews, identify research trends, summarise large volumes of academic articles, and support the preparation of research proposals and journal manuscripts. The session also showcased AI applications that can convert research findings into professional presentations, infographics, and visual summaries, making scholarly work more accessible and engaging.



Importantly, the session emphasised that AI should be viewed as a tool that enhances productivity rather than replaces academic judgement. Ethical use, critical thinking, and research integrity remain essential responsibilities of every researcher.

As the programme concluded, participants left with more

than new knowledge and practical skills. They gained renewed confidence, fresh perspectives, and a stronger appreciation of their role in advancing UNIMY's research agenda.

For the RMC, the training series represents more than a single event. It is part of a broader commitment to building a vibrant research ecosystem where inquiry, publication, and innovation become part of everyday academic practice. Through continuous support, training, and capacity building initiatives, the RMC remains dedicated to empowering UNIMY academics to transform ideas into publications and research into lasting impact.



Some of the participants at the training, reflecting UNIMY's commitment to strengthening research capacity, fostering innovation, and cultivating a vibrant culture of scholarly excellence.



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