



**REPORT ON CANADA-INDIA EDUCATION SUMMIT – JUNE 17-18, 2011**

Carleton University's Canada-India Centre for Excellence in Science, Technology, Trade and Policy held, in partnership with the High Commission for India to Canada, the Department of Foreign Affairs and International Trade, Canada (DFAIT), the Association of Universities and Colleges of Canada (AUCC) and the Shastri Indo-Canadian Institute, a bi-lateral summit on education from June 17 to 18, 2011 in Ottawa. The Canada-India Education Summit was initiated by the High Commission of India as part of the Year of India in Canada 2011, mandated by the prime ministers of India and Canada.

The Summit would not have been possible without the strong collaboration of all parties, but we note most especially, the Shastri Institute which organized the participation of 20 university Vice Chancellors from India and obtained the funding for their travel, the High Commission which sponsored several speakers and a fine reception for all participants, AUCC which coordinated the participation of Canadian universities, and DFAIT which provided expert advice and assistance with the production of the report on the Summit.

*Speakers at the conference included:*

The Hon. John Baird, Minister, Foreign Affairs, Canada  
Smt. Daggubati Purandeswari, Minister of State for Human Resource Development , India  
H.E. Shashishekar M. Gavai, High Commissioner for India to Canada  
The Hon. Kevin G. Lynch, Vice-Chair, BMO Financial Group, Canada  
Ms. Claire Poulin, Director, International Education and Youth Division, DFAIT, Canada  
Prof. Ved Prakash, Chair, Universities Grants Commission, India  
Prof. Sunaina Singh, President, Shastri-Indo Canadian Institute, India  
Prof. Braj Sinha, Vice-President, Shastri-Indo Canadian Institute, Canada  
Prof. M.S. Swaminathan, Member of Parliament (Rajya Sabha) and Chairman, M.S. Swaminathan Research Foundation, India  
Paul Davidson, President, AUCC, Canada

*Participants in the conference included:*

Alaa Abd-El-Aziz, President-designate, University of Prince Edward Island  
Max Blouw, President, Wilfrid Laurier University  
Serge Brochu, Associate Vice President, International Relations, Université de Montréal  
Elizabeth Cannon, President, University of Calgary  
Tom Chase, Provost designate, University of Regina  
Yvon Dandurand, Associate Vice-President, Research & Graduate Studies, University of the Fraser Valley  
Paul Davidson, President, AUCC  
David Graham, Provost & Vice President Academic Affairs, Concordia University  
John Harker, President, Cape Breton University  
Digvir Jayas, Vice President Research, University of Manitoba  
Greg Kealey, Provost & Vice President Research, University of New Brunswick  
Leslie Maclaren, Co-president & VP Academic, Nova Scotia Agricultural College  
Patrick Monahan, Vice President Academic & Provost, York University  
Helen Pennant, Executive Director, International, University of British Columbia  
Helmut Reichenbacher, Associate VP Research & Dean, Graduate Studies, OCAD University  
Peter Ricketts, Provost and Vice President Academic, Carleton University  
Allan Rock, President, University of Ottawa  
Leo Rothenburg, Associate Vice-President, International, University of Waterloo  
Roseann O'Reilly Runte, President, Carleton University  
Lorna Smith, Director International Education Office, Mount Royal University  
Keith Taylor, Assistant Vice President Academic, Dalhousie University  
Judith Wolfson, VP University Relations, University of Toronto  
Daniel Woolf, Principal, Queen's University

Tapodhir Bhattacharjee, Vice Chancellor, Assam University  
Anil K. Bhowmick, Director, Indian Institute of Technology Patna  
Balraj Chauhan, Vice Chancellor, RMLNLU  
Suranjan Das, Vice Chancellor, University of Calcutta  
N. S. Gajbhiye, Vice Chancellor, HS Gaur University  
P. N. Ghosh, Vice Chancellor, Jadavpur University  
Najeeb Jung, Vice Chancellor, Jamia Millia Islamia University  
R. K. Kale, Vice Chancellor, Central University of Gujarat  
N. N. Mathur, Vice Chancellor, National Law University  
Mohd Miyan, Vice Chancellor, EFLU & MAANU  
J. K. Mohapatra, Vice Chancellor, Berhampur University  
A. M. Pathan, Vice Chancellor, Central University of Karnataka  
Furqan Qamar, Vice Chancellor, Central University of Himachal Pradesh  
Ramakrishna Ramaswamy, Vice Chancellor, University of Hyderabad  
C. R. Visweswara Rao, Vice Chancellor, Vikrama Simhapuri University  
N. Ravichandran, Director, Indian Institute of Management Indore  
Dinesh Singh, Vice Chancellor, University of Delhi  
Ranbir Singh, Vice Chancellor, National Law University  
Sunaina Singh, President, Shastri-Indo Canadian Institute  
Veer Singh, Vice Chancellor, NALSAR University of Law  
Jalees A.K Tareen, Vice Chancellor, Pondicherry University

### **The case for a global education**

We live in an era of globalization. If we wish to offer students the best education possible, we must offer them an understanding and experience of global trends and issues. Faced with the prospect of global restructuring, nations with the most successful strategies will be those that develop strong partnerships to ensure economic growth and social progress.

The exchange of cultural knowledge is not only enriching personally but a necessary adjunct to marketing. The acquisition of additional languages is not only a way to discipline one's mind and expand one's appreciation of the written word. Learning a second language teaches you how to think in another way. It enhances creativity. At the same time, the best negotiators are able to put themselves in the place of the other party. They are sensitive to the value and meaning of words. They understand that other people think in a different fashion and are able to place themselves in the cognitive framework of the other person.

Our thought processes are fashioned by our cultural background. If we only possess one way of seeing things, we will limit our ability to think of new ideas. Crossing borders is a way of breaking down invisible barriers to creativity.

With ever expanding communications technologies, the world is becoming smaller. We can talk with partners around the world in real time, without delay. While our technological capacity expands, the need for content grows as well. International content will surpass the bounds of a single culture and thought process.

Students who have experience studying abroad will have broader horizons. The world is a global marketplace. University graduates will likely have to travel and to do business abroad. If they can have the experience of study abroad or of doing an internship abroad, they will be more valuable employees. They will be able to market their own skill set internationally.

### **The case for India and Canada to work more closely together**

Canada and India occupy vast territories with great differences in climate and culture within our boundaries. We are multicultural, multilingual and yet we share the English language. We both have large neighbours with significant influence. We each have important coastal areas. We have both experienced a colonial past. We both have major urban areas which contrast economically, socially and culturally with rural regions. Both nations regard the environment (sustainability) and health as extremely important and both nations see science and technology as key to solving many of the challenges we both face.

Some of our differences make us well suited for cooperation. The growing population in India and the diminishing population in Canada and the fact that India is one of the world's largest energy consumers and Canada one of the largest producers are but two examples of areas where cooperation would help both nations.

### **Educational cooperation: challenges**

The rapidly growing number of universities in India and the different classifications of universities and IITs means that when Canadian universities wish to grant equivalencies, it is a labour-intensive process.

The fact that education is a provincial responsibility in Canada, that universities are largely autonomous and that new, interdisciplinary programs are not yet known internationally, means that Indian universities seeking partnerships do not necessarily offer similar programs or have the means to identify the appropriate ones in Canada.

Among countries, regions and institutions there are great differences even in describing programs. Credit may have a multitude of meanings. Hours may refer to classroom instruction or to the time students are expected to spend on their own. Resources to support scholarship vary significantly.

There are great differences in some programs where students in one country complete their degree and then go to work in laboratories and in another where students work in laboratories and then finish a degree at the university.

The purpose of creating equivalences is to enable students to move and to succeed in the new milieu. If students are given credits for a course or program which is not truly equivalent, they may not be able to function well in the new milieu.

While technology can provide a solution, it is not universally available or compatible. There is still a generation of scholars who doubt the efficacy of technology in conquering all the challenges which exist: time, distance, resources, cultural and linguistic differences.

Cost is an issue. There are students in both nations who would wish to participate in exchange programs but who cannot afford to do so.

### **Kinds of cooperation**

- Joint research projects among teams of faculty members and students
- Exchange programs for a full year, semester, summer or shorter period
- Internship exchanges
- Joint programs where students may study in more than one university
- Joint supervision of graduate students
- Post-doctoral positions offered to post-docs at another university
- Membership in a network where all member institutions contribute a course, courses or parts of a course via distance education
- Agreements for credit and degree recognition

### **Educational cooperation: solutions**

- Canadian universities could share information on the programs and institutions their Faculties have reviewed for credit transfer and admission. This can be done on an institution-by-institution basis or through a shared web.
- Indian universities could share their rankings when these are available through the Universities Grants Commission.
- The AUCC in Canada and the Shastri Institute in India could possibly create committees to continue working on information which can usefully be shared.
- Knowledge is key and contact among people is essential. Presidents and Vice Chancellors should continue to meet.
- Governments should provide funding for collaborative research projects, exchanges, and travel, building on and adding to funding already available. We should focus on specific, thematic areas as first priorities and these should correspond to national priorities including sustainability and energy, health and digital IT.
- A joint technology project, such as a cell phone app, should be developed for use in both nations as a demonstration of what could be done together.
- Annual conferences should be held.
- Carleton University's Centre fills an essential role and should be encouraged to continue its work which promotes collaboration and offers important examples of shared research as well as inter-university cooperation, exchanges of students, faculty and internships.