



Ed-Mission '08

An executive delegation covering key education centers in India

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Ed-Mission '08

An executive delegation covering key education centers in India

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- Explore opportunities in the burgeoning Canada-India education corridor & meet key stake holders.
- Network with potential partners, affiliates and delivery providers. Focused site visits per city
- Establish key linkages for Joint Ventures, 'feeder institutions', 'India campus' and faculty student exchanges & recruiting.
- Introductory meetings set up with local NGO's, State and Central Government bodies.
- Learn about developments in the Indian Governments new 'liberalized' education policy & establish your brand in India.
- Tour Canadian visa offices & take a look 'behind the scenes'. Meet Visa officers & Trade Commissioners.
- Strategic and meaningful accompaniment to FICCI's Higher Education Summit in Delhi (Nov 24-26).

Message from HE David Malone

former High Commissioner to India

I am pleased to learn that C-IBC is planning an Education Mission (Ed-Mission) to India in 2008. As Canada continues to expand and strengthen its bilateral relations, education provides an important bridge between the two countries. Yet, we are not realizing our full potential in terms of both academic partnerships and student recruitment. The good news, however, is that Canada's education profile is gradually spreading in India. Also, the recognition in India of Canada's education excellence continues to improve. In India, the demand for quality education far exceeds the supply, especially in fields such as computer science, business, engineering, applied sciences and arts. Canada, with a large network of colleges & Universities that offer world-class education, is very well placed to fill this gap by welcoming Indian students in Canada and by building capacity through partnerships.

The proposed mission, I am sure, will provide an excellent opportunity to showcase, in a number of Indian cities, Canada's education strengths to an Indian audience aspiring for quality education. I would, therefore, encourage Canadian colleges and universities to participate in the proposed C-IBC education mission to India and learn firsthand about the education opportunities in an emerging India.

I sincerely hope that your mission will be a resounding success and that it will help bring India and Canada even closer together, through the additional academic bridges that it might generate.

With best wishes,
David Malone



Message from HE R L Narayan

High Commissioner to Canada

I am delighted that the C-IBC Education Committee has decided to mount a mission to a few important education centers in India. Indeed, the education sector has seen an unprecedented surge in activity and many initiatives are currently underway between India and Canada. The C-IBC mission will hopefully create a further cross pollination of ideas and a realization of strategic synergies between partners.

The mission will explore opportunities for linkages, overseas campuses, affiliates and arrange meetings with key players besides creating networking opportunities within the academic and business communities on both sides. It thus seeks to bring together many associations and organizations from both countries working towards a common purpose. Valuable contacts will no doubt be made and busi-

ness relations formed which will foster even closer business ties between Canada and India. I wish you all the best in your efforts to explore all that India has to offer.

Best wishes,
R. L. Narayan



Kam Rathee

Acting President and Board Member, C-IBC

“Upon the subject of education....I can only say that I view it as the most important subject which we as a people may be engaged in...” Abraham Lincoln.

Education is the foundation of modern civilization. The Canada-India Business Council (C-IBC) (Council) has been privileged to play a vital role in the Canada-India education corridor.

Based on the huge success of “Canada-India: A Synergy in Education” held in July 2007 and “Synergy II” in June 2008, your Council has now embarked on an education mission to India, ‘Ed-Mission’ - November 2008. You will participate in events planned for Mumbai and Bangalore, culminating in attendance at the FICCI Higher Education Summit in Delhi.

Your Council, in partnership with the Department of Foreign Affairs and International Trade (DFAIT) and the Federation of Indian Chambers of Commerce and Industry (FICCI), has played an important role in making Canada a Partner Country for this major event.

We are sure you will find ‘Ed-Mission 2008’ useful in all respects.

K.V. (Kam) Rathee,
Acting President and Board Member



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Husain F. Neemuchwala

Chair, Education Committee, C-IBC

It gives me tremendous pleasure to welcome you to the highly anticipated ‘Ed-Mission’ which is a result of 2 years of behind the scenes efforts with key stake holders such as C-IBC, DFAIT (Foreign Affairs) and FICCI to bring this major event to you.

Having successfully co-organized key Canada-India education events aimed at widening the scope between the 2 countries, such as the ‘Canada-India: A synergy in Education’ in 2007 and 2008, the resulting momentum provided the valuable backdrop for ‘Ed-Mission’. This mission, covering 3 important education centric cities in India, will bring top Canadian Colleges and Universities in contact with their counterparts from India to create partnership opportunities, develop linkages, explore joint ventures including research and further establish their ‘brand’ within this burgeoning education corridor. Besides meeting key stake holders, Institutions will also learn about developments in each other’s countries and meet NGO’s, State and Central/ Federal government bodies and build partnerships and strategic models for future success.

We plan to deliver more networking and learning events in the future to further engage this dynamic and exciting sector and invite you to join us on this wonderful journey.

Kind regards,

Husain F. Neemuchwala
Founder President, International Center for Education Inc
Chair, Education Committee C-IBC

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Dean
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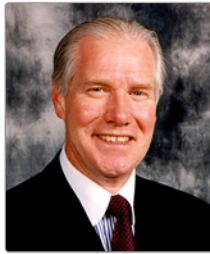
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In 2007 The Michener Institute and IMPAC Medical Systems Inc., an Elekta company, announced a historic new strategic alliance that will introduce an integrated state-of-the-art e-Health record system into the classrooms and labs at Michener. The e-Health record system (EHR) is a unified combination of three established information management systems including Radio-Therapy Information System, Laboratory Information System and overall Hospital Information System, that reflects the work flow practices of health care teams in a simulated educational environment.

IMPAC's investment advances Michener's vision for developing an electronic health record reflective of the interprofessional applied health science team. This investment is comprised of equipment, software, and professional services as well as faculty and staff education to effectively implement and operate the e-Health Record System.

In September 2008 the CAE/Michener Centre for the Advancement of Simulation in Health Care was established. This is a collaborative joint venture between Michener and CAE to establish a pre-eminent health care simulation centre at Michener. It is expected that this simulation centre will be ready for use by July 2009 and this venture supports and compliments Michener's educational philosophy for the applied health sciences, while contributing to the sustainability and growth of our programming in the future.

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health care teams to provide the finest patient care. Globally, McMaster has a reputation for excellence in providing comprehensive capacity building in health sciences, with expertise in physical plant requirements and costs, faculty recruitment and ongoing development, clinical infrastructure and creating clinical affiliations, admission policy and practice, curriculum development and implementation, and accreditation standards at the international level.

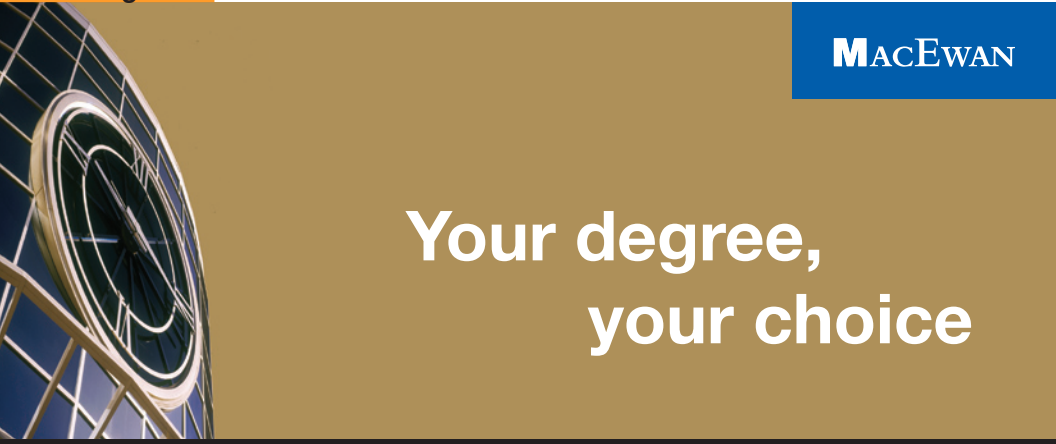
Ontario, McMaster is affiliated gressive academic hospitals institutes/centres that are on of advances in health sciences. Health Sciences is unique in ty that trains nurses, midwives, iotherapists and occupational together as part of effective

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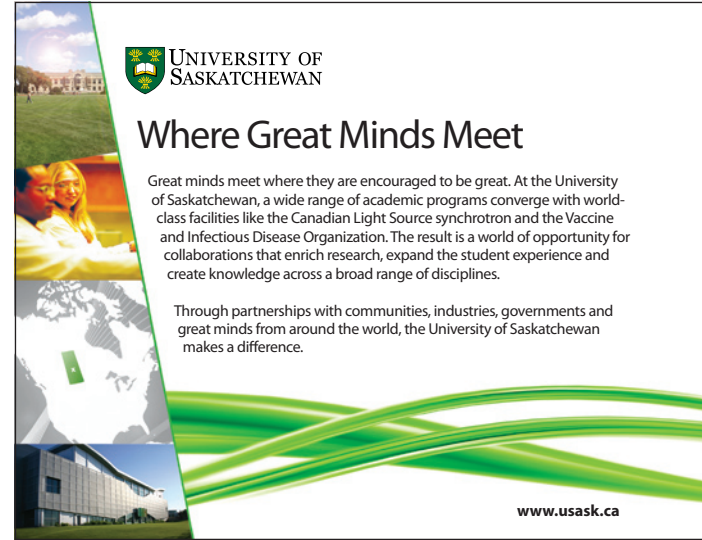
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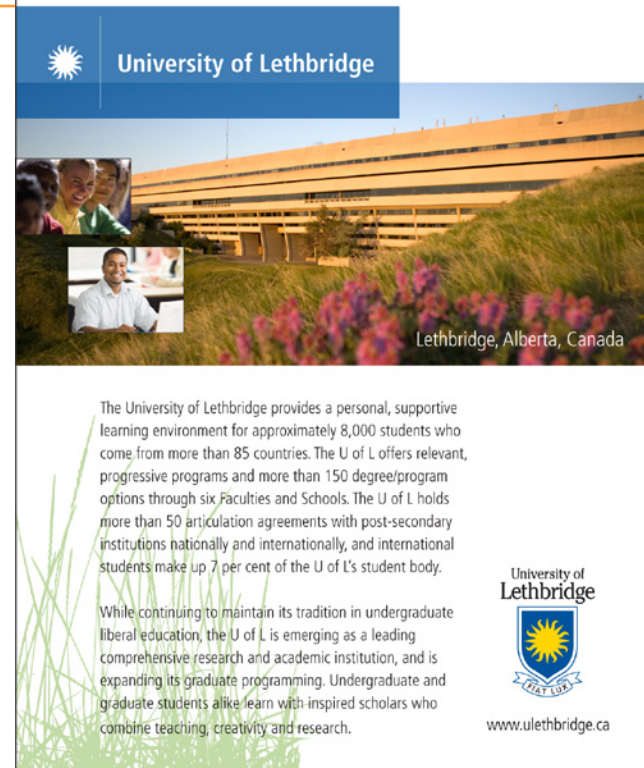
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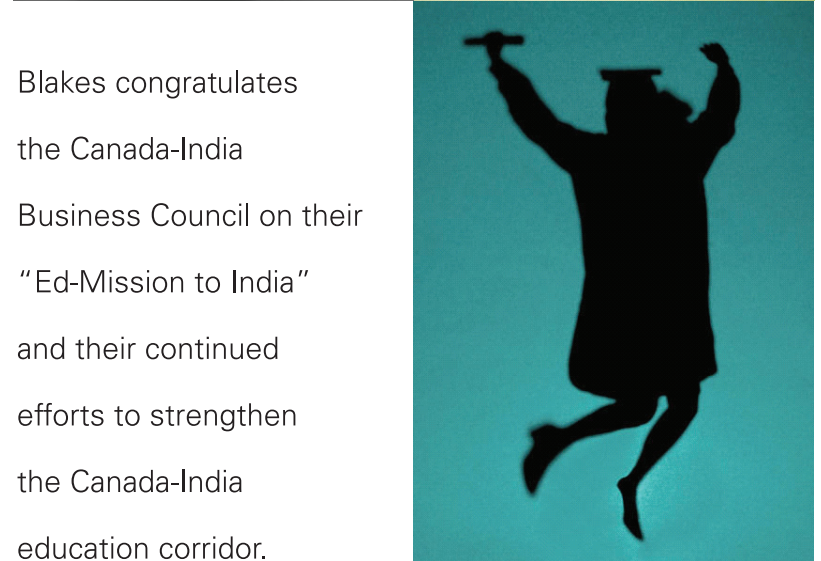
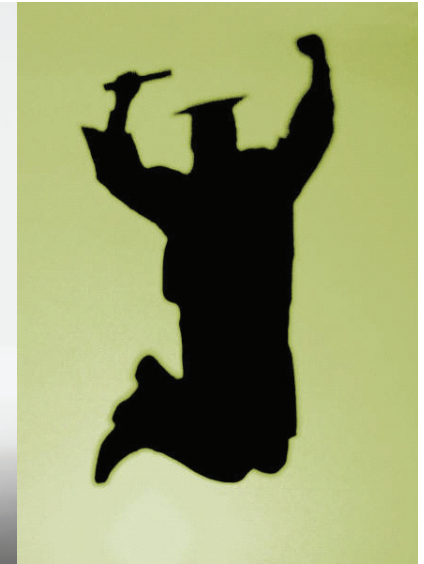
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Blakes congratulates the Canada-India Business Council on their "Ed-Mission to India" and their continued efforts to strengthen the Canada-India education corridor.



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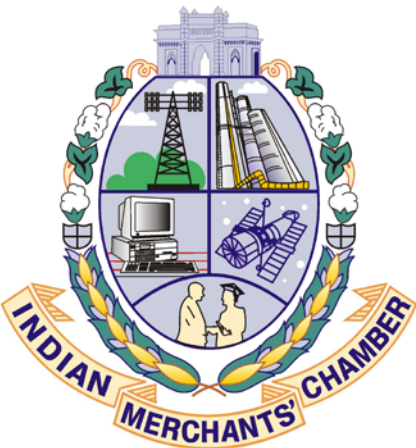
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Despite its many extremes, the poverty—the wealth; the corruption—the honesty and there is all of that —woven through is a spirituality and a devotion to family that ties all Indians together. Indians live these two binding threads every day. One of the world's most ancient cultures, embracing one billion people, it is quickly emerging as a world powerhouse with a burgeoning economy, a thriving technology sector, a highly

educated middle class and a population that largely speaks English.

Yes, there are poor people in India in rural areas, villages and city slums. In contrast, some of the world's wealthiest people call India home. Several industrialists are now listed on the Forbes lists.

Yes, life is hard but relatively few are starving and there is growing promise of a better future combining old and new worlds. India and Indi-

ans who live here are in a constant state of evolution and times are changing.

Many of the country's artists, designers and entrepreneurs are combining their cultural heritage with modern and contemporary ambitions. Indian fashion, movies or music are just a few examples that are putting their stamp of vibrancy and signature on the world stage. The hi-tech area is another. A visit to India is an adventure. Every day will be different and you can't help but be moved.

Tips

- Avoid Water...even if bottled, ask to open it in front of you. It would be a shame to have your tummy upset and miss out on the wonderful food.
- Food is generally spicy...ask to 'tone' down the spice level for you.
- 2 basic bargaining rules... 1) Bargain for everything everywhere 2) Offer half of what is asked and be prepared to pay a little over half of original price. Be firm, be ready to walk away, be prepared to lose...Indians are great traders!
- Carry tens...equivalent of .25¢, it is the going rate for bell hops, doormen etc.
- Guides...almost everyone you meet will suggest a handicraft store where you'll get a great deal. Remember, they get up to a 30% commission on that deal.
- If you feel you have to 'give', Rs.10 is plenty but if word gets out that you are 'giver', you'll be swarmed. Indians have an antennae for finding out who you are.
- Ultimately remember the people here are generally friendly, warm and genuinely glad that you're here.

Educational Activities in India

India in a Nutshell...

India reflects change & continuity in civilization & education with a unique & diverse history dating over 5000 years. Some of the earliest Universities such as Taxila and Nalanda were established in India. The principle languages in India are English and Hindi and major religions are Hindu & Muslim followed by Anglo, Portuguese, Jews, Sikhs, Zorastarians.

India: An Education Overview...

At least 20 States/Union Territories have not introduced compulsory education. Mother tongue or the regional language is the medium of instruction and teaching of Hindi is mandatory up to preparatory level. However, teaching of English is mandatory in post secondary and beyond.

Major Players in Higher Education...

(AICTE) All India Council for Technical Education.	(BCI) Bar Council of India
(MCI) Medical Council of India	(DCI) Dentist Council of India
(DEC) Distance Ed. Council	(NCTE) National Council for Teacher Ed.
(PCI) Pharmacy Council of India	(CCH) Central Council of Homeopathy
(ICAR) Indian Council for Agric Research	(RCI) Rehabilitation Council of India
(INC) Indian Nursing Council	(CCIM) Central Council of Indian Medicine

Education Facts...

- Grade 12: HSC (Higher Secondary School Certificate) or Certificate of Vocational Education
- Graduates may attend a National Eligibility Test (NET) for admittance into Higher Education Institutions
- India currently has about 350 universities (including deemed and open universities), incorporating 17,500 undergraduate colleges, with another 200 autonomous colleges as per the National Knowledge Commission.
- Foreign universities maintain presence in the form of franchise programs, collaborations and joint degrees, twinning programs and offshore campuses.
- Spending has grown from 1% to 4% of GDP in the last 50 years, thus elevating the overall 'quality' of education.

Rank Most Funding

- 1 Lakshwadeep
- 2 Sikkim
- 3 Andaman & Nicobar Islands

Least Funding

- Bihar
- Uttar Pradesh
- Orissa

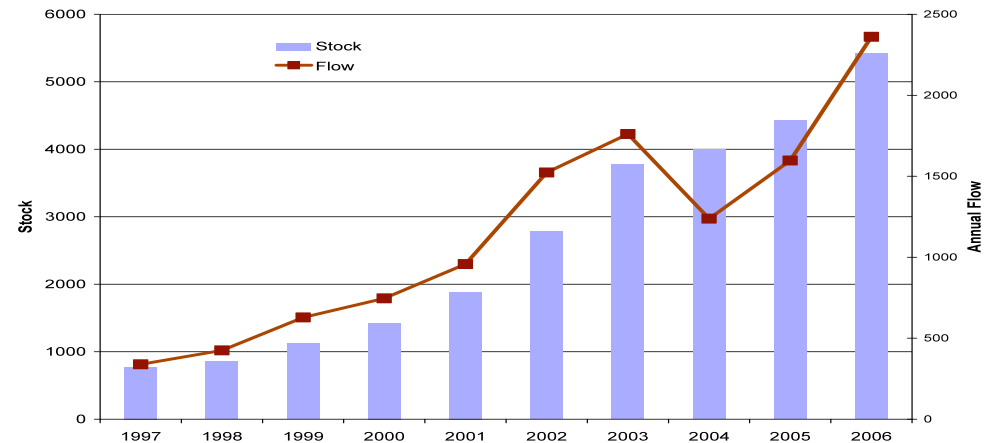
Educational Activities in India

The Need for Overseas Education...

- Fiercely competitive nature of admission (eg.40 apps. for 1 Medical seat; 30 apps. for 1 Engineering seat...)
- Challenge in screening applications (corruption, inconsistencies...)
- Students have need, want & aspirations. They are highly educated and have financial resources

Overseas Educational Pursuits...

- In 2002, over 0.5 M Indian students sought an overseas higher education.
- USA, UK & Australia are most popular destinations. Canada welcomed less than 3000 students in 2006.
- Increasingly growing trend toward 'other' countries. A recent study in India revealed 131 'linkages' with foreign private sector institutions.





Mumbai (formerly Bombay)

The capital of the Indian state of Maharashtra. With an estimated population of about 13 million, it is the largest metropolis in India and one of the world's most populous cities within administrative limits. With the population of 19 million, Mumbai Metropolitan Area is also world's 5th most populated.

Located off the west coast of India, the city has a deep natural harbour. Mumbai handles over 1/2 of India's passenger traffic and a significant amount of cargo. It is the commercial and entertainment capital of India, and houses important financial institutions, such as the Reserve Bank of India (RBI), the Bombay Stock Exchange (BSE), the National Stock Exchange of India (NSE) and the corporate headquarters of many Indian companies. Mumbai attracts migrants from all over India because of the immense employment opportunities and the relatively high standard of living, but most end up living in shanties. The city is home to India's Hindi film & TV industry, known as Bollywood. Mumbai also accommodates a national park, the Sanjay Gandhi National Park, within its city limits.

Bangalore

The capital of the Indian state of Karnataka. Located on the Deccan Plateau in the south-eastern part of Karnataka, Bangalore is India's 3rd most populous city and 5th most populous urban agglomeration.

It is home to numerous public sectors such as heavy industries, software companies, aerospace, telecommunications, machine tools, heavy equipment, and defence establishments. Bangalore is known as the Silicon Valley of India owing to its pre-eminent position as the leading contributor to India's IT industry. Bangalore has developed into one of India's major economic hubs and was mentioned by CNN as one of the "best places to do business in the wired world". Bangalore hosts some of the most well-recognized colleges & research institutions in India and boasts India's 2nd highest literacy rate.

New Delhi

The capital city of the Republic of India. Situated within the metropolis of Delhi, New Delhi was planned by Edwin Lutyens, a leading 20th century British architect. It is the seat of the Government of India and the Government of the National Capital Territory of Delhi. Connaught Place, one of northern India's largest commercial and financial centers, is located in the heart of New Delhi. With an estimated net State Domestic Product (SDP) of 83,085 crores (830.85 billion) Indian rupee (INR) (for the year 2004-05). Delhi is an important commercial center in South Asia. Delhi has a per capita income of 53,976 INR. The tertiary sector contributes 70.95% of Delhi's gross SDP followed by secondary and primary sectors with 25.2% and 3.85% contribution respectively.



India offers an environment of both economic and political stability for Canadian education service providers. The stable political conditions have created a context that supports the movement toward market liberalization, and there has thus been a shift toward open markets, competition, de-regulation, globalization and privatization.

India ranks among the top five countries in the world in economic growth, experiencing an average annual growth rate of 7% in 2003. The industry and service sectors have both shown healthy signs of growth, with industry accounting for 26% of Gross Domestic Product (GDP) and services accounting for 48% in 2003. This economic growth is encouraging for Canadian companies interested in either establishing partnerships with Indian institutions or investing directly in the Indian education market. Between 2000 and 2001, approximately 4% of India's GDP was spent on education.

Growth of the Indian economy has led to an increased demand for a highly skilled labour force. More Indian students are seeking higher education from both domestic and international institutions. In India, it is estimated that approximately 25 million students complete secondary school each year. Approximately 28.2 million students are enrolled in higher education institutions in India, and approximately 100 000 go abroad every year to further their education.

The trend toward seeking education outside India arises from the fact that the Indian education system does not have the capacity to meet the demand for post-secondary education. Of the 10 to 15 million students seeking admission to Indian universities and colleges, only 6 million will be accepted.

International education is becoming more affordable for Indian families. Approximately 350 million Indians make up the middle class, and this number is growing. More families have disposable income for consumer goods and have the means in which to take out bank loans to fund their children's education at home or overseas.

Indian government initiatives support the increased demand for education. The government is trying to meet the demands of its expanding student market by improving the scope of courses available in both India and abroad. It also encourages private initiatives in higher education.

Internationalization is a major trend in higher education worldwide. It is expected that the global market for education services for English-speaking students has the potential to expand from approximately 2.1 million students studying abroad in 2003 to approximately 5.8 million by 2020.

Canada is among the top destinations for Indian students seeking post-secondary education, ranking fourth after the United States, United Kingdom and Australia. In 2002, Canada was home to 2052 Indian students, an increase of 86% from 1999. The number of Indian students seeking education in Canada can be expected to increase because of the current lack of educational infrastructure in India. Changes to Canada's immigration regulations in 2002 are also facilitating an increase in Indian students. Regulations now allow foreign students to come to Canada for short-term courses (i.e., less than six months) without a study permit.

Canada continues to attract students from India and shows positive signs for future growth. The number of permits issued to Indian students destined for Canada is steadily increasing. In 2001 there were 1226 study permits issued, in 2001 there were 2052 study permits issued and in 2002 there were 2515. From 2001 to 2002 there was an 89% increase in the number of study permits issued to Indian students to study in Canada. Canada issued 2600 student visas in 2003, up 500 from 2002 and roughly 2361 in 2006.

Canadian companies providing training and education services in India will find opportunities in three central areas: directly attracting Indian students to Canadian schools, engaging in partnerships to facilitate exchanges with an Indian counterpart, and directly investing in information technology (IT) education and training.

The most prominent opportunity is creating partnerships that facilitate the exchange of students, research and information where both institutions benefit. Canadian suppliers might consider establishing offshore and branch campuses and collaborative degree programs with universities in India. Distance learning technologies can be used to deliver part or all of these educational programs.

India is a degree-driven market. Most opportunities can be found at the post-secondary level, particularly in the areas of graduate studies, followed by post-graduate diplomas, undergraduate studies, diploma/certificate studies and PhDs. Students, particularly at the graduate level, seek programs in business administration, engineering, IT, medicine, law and architecture. There is also interest in pure science and humanities. Within these various levels of study, the programs offering the most opportunity are business management, engineering, computer science, biotechnology, hospitality and tourism, and media and communications. Each year approximately 220,000 students graduate from science, engineering and medicine schools in India.

Continuing expansion of the Indian IT education and training market also provides opportunities for Canadian suppliers, particularly for direct investment in this market. Valued at an estimated \$30 million, India's IT education and training market is estimated to have over 3,000 training centres and provides services for over 700,000 students. To maintain an international competitive advantage in the IT sector, India aims to develop over 2.2 million high-quality, skilled workers (i.e., a tenfold increase) in software and related areas by 2008. The various forms of training needed in this field include platform-specific certification courses, corporate, government-oriented education programs and courses for home users.

As a result of the demand for quality education in India, the market for private education is also growing. Canadian education service providers have the capacity and resources to meet this demand through forming partnerships with Indian education counterparts or by independently attracting individual students.

There is little demand for English training in India. Secondary schools provide sufficient English training, and students usually have the necessary English skills required to enroll in Canadian universities, colleges and technical institutes.

Opportunities

With support from the World Bank, the government of India has allocated \$19 billion to public learning. The Ministry of Human Resources Development declared 2002-2003 "Quality Education Year," to encourage quality enhancement initiatives by the concerned agencies and to recognize institutes with potential for excellence. The University Grants Commission offers matching grants to all private funding initiatives by publicly funded institutions, and by instituting quality improvement projects. The government has also pledged a significant increase in student loans for overseas education.

The greatest competitive advantage for Canadian suppliers is the value for the money invested in education. Considering the cost of applications, admission tests, residence and tuition, Canadian schools offer Indian students the best value for their investment. It would cost approximately \$19,000 per year for a foreign student to pursue arts and science program in Canada, compared to \$32,000 in the UK, \$43,500 in the US & \$21,500 in Australia.

Canadian companies also have a competitive advantage because they have the ability to offer bachelor degrees, as well as diplomas for professional courses. Canada's co-op programs are sought after by Indian students, since these programs allow them to remain in the country to gain valuable work experience.

Other competitive advantages for Canada are its multicultural environment, excellent quality of life and education, and relatively open immigration policy, as well as its reputation as one of the safest countries in the world in which to live. There is a trend toward Canadian universities because of the increased restrictions, scrutiny and obstacles of the US student visa system.

The Government of Canada has several programs and services to help Canadian firms gain a competitive advantage in international markets. For instance, Export Development Canada (EDC) offers export financing and insurance to Canadian exporters.

It is recommended that Canadian education service providers attend trade shows and Conferences as a way to meet partners, make contacts, learn about key trends, meet major decision-makers and collect information to improve competitive advantage. This Mission aims to offer Canadian educational institutions direct access to talented Indian students and the burgeoning Indian education sector.

Canadian Universities & Colleges Tie-Ups in India as of Jan '07

Algonquin College

Ottawa

Manay Rachna Education Society of India

Indo Canadian School of Advanced Technology (ICSAT) in Faridabad, Haryana
www.mrei.ac.in/icsat_algonquin.htm

- Algonquin's two/three year Diploma program in Graphic Design, Journalism-Print, Tool & Die Making & Designing; and Mechanical Engineering Technology

Algonquin College

Ottawa

Animaster [Bangalore]

www.animaster.com/WhatsNew/algonquin.htm

- 3 year Advanced Diploma in Animation

Algonquin College

Ottawa

Patil Educational Enterprises Private Limited

In process - agreement signed Jan 2007

- Commercial pilot and aviation management program - details n/a

Carleton University [Sprott School of Business]

Ottawa

Kohinoor Group - Mumbai

Kohinoor Business School – Khandala
www.kohinoor.ac.in

- A four year Carleton B.Comm (Hons) degree compressed into a three year course.
- Courses: Bachelor in Marketing, Finance and International Business.
- The 1st batch started in July '03. As part of the course, one 5 wk. program will be taken in Canada by 2nd.year students - in July each summer.

Centennial College

Toronto

Maharishi Group - Delhi

Picasso Animation School
www.picasso.co.in/

- Offer courses on Fast track animation - film making – 8 months
- AND Integrated BSc. Multimedia & animation (film & tv).
- First Graduation function held on June 22, 2006

Centennial College Toronto

Vinayaka Missions Research Foundation – Deemed University

Vinayaka Centennial Canadian Business School
www.vcbs.ac.in

- Advanced Diploma and a BBA Degree in International Business Management; Business Operations Management; Human Resources Management
- October 2006 onwards offering MBA International
- Option to do one/two years in Canada

George Brown College Toronto

Chitkara Educational Trust - Chandigarh

www.chitkara.org/gbc/GBC.htm

- Launched a new partnership in August 2006 with a dual credential Computer Systems Technology program. Canadian diploma and Indian degree.
- Students will study for two years at Chitkara in India and then complete their final year at GBC in Toronto, with the option available to those students who qualify to join a one year, post graduation work program.
- Planning is already underway to expand the partnership between the two schools in 2007, with additional programs in Mechanical Engineering Technology and Hospitality Operations Management.

York University - Schulich School of Business Toronto

Quest Partner

This agency has been engaged by York to promote its interest in India. Their role:

- Placement of Schulich graduates from their various programs into the Indian market
- Promoting the Schulich Executive education training programs to Indian Corporates, banks and institutions
- Providing logistical support to the School's representatives in recruiting for admission into their programs
- Assistance in media and editorial coverage of the School and its plans in India
- Assisting in setting up a Schulich alumni chapter in India & setting up a Schulich campus in India

York University Toronto

Other collaborations...

- Has a collaboration with Tata Consultancy Services to help Canada advance competitive technology skill set. To strengthen ties with Canadian Communities.
- Has student exchanges with IIM-A and IIM-B
- Osgoode Hall Law School – National Law School, Bangalore.
- Faculty of environmental studies – University of Madras (research & student exchange).
- Collaboration with JNU in Political Science & French Canadian Literature
- Internship placements with Indian organizations.

Vancouver Film School Vancouver

- 2006 – has engaged an individual to facilitate recruitment for their school

University of Waterloo Kitchener

Thapar Institute of Engineering and Technology

Jan 2005: <http://tiet.ac.in/>

- MoU for joint training programme of students - initially for a period of three years.
- Under this programme, TIET provides 8 weeks (theoretical & practical) training to the Canadian students on TIET campus who pursue their degree programme in Mechanical, Mechatronics and other subjects.
- As part of this program, 28 students from the University of Waterloo arrived at the Institute on February 10th. They stayed until the 15th of April. During the two months they lived at TCIRD campus and had many different experiences.

Georgian College & Thomson Rivers University British Columbia

WWICS - Mohali

Canadian Institute for International Studies
<http://www.theciis.org/Georgian.htm>

- B.Tech degree x applied computer science [Thomson Rivers]
- 3 year diploma in Automobile engineering [Georgian]
- B.Tech x Technology [degree – Georgian + Thomson]

Canadian Universities & Colleges Tie-Ups in India as of Jan '07

Cambrian College of Applied Arts & Technology Sudbury

Nallamuthu Gounder Mahalingam College of Arts and Science in Pollachi – Sakthi Group of Companies

- Faculty and student exchange, training of students, joint research activities and publication, exchange of academic and training programme and projects aimed at improving the quality of learning.

Cambrian College of Applied Arts & Technology Sudbury

Nachimuthu Polytechnic and Dr Mahalingam College of Engineering and Technology (MCET) – promoted by the Sakthi Group

- Students enrolled in the four-year engineering degree programme or the three-year applied science or an engineering diploma programme in Tamil Nadu could register for the Cambrian College Instrumentation Engineering Technology (INTY) diploma at the MCET and graduate with an Indian degree and a diploma from the Cambrian College concurrently.

Cambrian College of Applied Arts & Technology Sudbury

Education Invention Centre of Canada

Sant Gurmail Singh Educational Institute of Canadian Studies (SGSEICS) - Moga

<http://www.eicccanada.com/india/moga/index.php>

- Diploma in Business Administration (6 semesters) leading to Bachelor of Business Administration (BBA)
- Diploma in Early Childhood Education (4 semesters)
- Transfer option to Canada after 2 semesters.

Cambrian College of Applied Arts & Technology Sudbury

Acharya Campus – Pondicherry

Program

- Business Administration (BUAD)
- Hospitality Services (HSTP)
- Hotel and Restaurant Management (HMHT)
- Software Engineering Technology (SOTY)
- Computer Systems Technology (CETY)
- Health Information Management (HIMP)
- After successfully completing two semesters at the Acharya Campus, students can transfer their full credits to continue their education at Cambrian College in Canada. They also have options to continue their study towards a bachelor's degree with Cambrian's university partners as per the articulation agreements with these universities.

Canadian Universities & Colleges Tie-Ups in India as of Jan '07

Cambrian College of Applied Arts & Technology Sudbury

Mahatma Gandhi Medical College – Jaipur

In process...

- Dental Program

Malaspina University College Nanaimo, BC

INMANTAC - Ghaziabad

Post degree diploma program

- Malaspina has engaged an alumnus and opened office in Noida to promote its interest in India. Focus on recruitment. Inauguration on March 2, 2007.

Sheridan College Toronto

National Institute of Design - Ahmedabad

- Exchange

UBC School of Sursing British Columbia

Guru Nanak College of Nursing - Amritsar

<http://www.nursing.ubc.ca/GuruNanak/index.htm>

- Collaboration with Canada-India Education Society (a Canadian NGO) and the Guru Nanak Mission Medical and Educational Trust (an Indian NGO)
- Nursing Program

University of Victoria - Div of Continuing Studies British Columbia

PRIA Education (Delhi)

Society for Participatory Research in Asia

http://www.uvcs.uvic.ca/csie/cace/course_text.aspx?courseCode=EDCA510

- International Perspectives in Participatory Research and Evaluation

Seneca College of Applied Arts and Technology Toronto

Whistling Woods International (Mumbai)

- Diploma specializing in the art and technique of animation
- Option to do a year in Seneca for a degree

University of Windsor Windsor

Direct recruitment

Student recruitment - have office in Delhi involved in direct marketing.

TBC:

- University of Winnipeg with NIIT
- University of New Brunswick - Saint John with Chetna Institute (Mumbai)

Two-way traffic key to optimizing educational cooperation

AJIT JAIN

Kam Rathee, president, Canada-India Business Council, calls Balbir Sahni, Professor Emeritus of economics at Concordia University in Montreal, the 'father of synergy in education'.

Dr Sahni, who co-chairs the Education Committee of the Focus India Group at the Department of Foreign Affairs and International Trade, has organized more conferences on education linkages between Canada and India than any other person or organization.

Fittingly, he was the main speaker at the C-IBC-sponsored Synergy I conference last year, and was again at the 'Synergy in Education II' forum June 2.

Of the 130,000 Indian students who go abroad for post-secondary education, till very recently about 2,500 were coming to Canada. That number is now 7,000 – a quantum jump, said Dr Sahni, adding that the number is still 'inadequate and [its] cumulative profile unclear and incomplete'.

This is despite the fact that 'both countries maintain broad-based and vibrant educational institutional structures affording opportunities for enrichment of partnership,' said Dr Sahni.

The academic believes that education is a 'lynchpin' connecting technology, trade, and economics. India and Canada signed the Science and Technology Agreement two years back, and trade between the two countries has been on the increase for some time. Given the focus on science and technology as well as targeting trade flows, it is evident that education is increasingly viewed not in terms of purely academic linkages, but in its larger role affecting the economies.'

Dr Sahni favors two-way flows, with Indian students coming to Canada and vice versa.

It was widely discussed at Synergy II how Canadian universities have been going to India to recruit Indian students; it is time, participants suggested, that Indian universities likewise start recruiting Canadian students to study in India.

Two-way flows, Dr Sahni suggested, 'are essential for sustainability in the long run and realization of mutual benefits. The systems exist and work clearly at graduate and research levels, but should be utilized and encouraged more at the undergraduate level, including short-term two-way flows.'



■ Dr Balbir Sahni, Professor Emeritus of Economics, Concordia University

sponsorships.

Dr Sahni referred to the visit of a delegation from India's University Grants Commission to Montreal sometime ago. At a reception in Ottawa, he told the delegation that the 'focus should be on education linkages', and UGC representatives said 'Canadian universities are coming to India to recruit Indian students and UGC wants to recruit Canadian students to come to India.'

'The stakeholders appear to be interested in both undergraduate and graduate degree programs,' Dr Sahni said, pointing out that this is to neglect vocational education and training – a sector that, he says, is not 'sufficiently well-defined in terms of the present bilateral context.'

The confusion arises because in Canada, there are community colleges, institutes of technology, and university colleges. 'While they all function to provide skills necessary for the spectrum of public and private sector enterprise and vocational development, they are subject to varying rules and systems.'

'In India, the vocational educational training [VET] is rendered by an independent network offering VET diplomats and in certain cases, a separate stream permitting access to higher degree programs.'

Dr Sahni believes this area of institutional cooperation 'requires innovative approaches in a bilateral context', and is in favor of intensifying academia-industry cooperation through a short and long-term collaborative research agenda.

He further suggested that 'through a periodic bilateral consultative process, areas of mutual interest are established and the participants from academia and industry encouraged to focus on common priorities for both short term and long term. Academic research cooperation can be expanded to include biotechnology, nanotechnology, genetics, aerospace, environment, energy, automobiles, and many more.'

Dr Sahni is a proponent of co-op programs; he points out that though the initial thrust was on engineering faculties, it has since expanded across the spectrum, with such programs now being offered at over 90 institutions across Canada.

The recognition of credentials from India has been a perennial problem; Dr Sahni called it 'a source of concern and unhappiness to students and professionals', and called for urgent, comprehensive solutions.

Community colleges key element in education mix

AJIT JAIN

One such college in Nova Scotia, he pointed out, as exemplar, has expertise in medical devices 'and it pioneered the creation of new set of medical devices in that province, and now they are sold worldwide.'

Knigh t touted the virtues of such 'relatively low-cost post-secondary education' programs, and spoke of how the ACCC brings these institutions together to discuss new ideas in teaching, new technologies.

Some such colleges have contacts in India, including Durham College campus in Bangalore; Centennial College which has joint programs with Vinayaka Mission University in Chennai (now called the Vinayaka Centennial Canadian Business School) and another in Delhi called the Picasso Centennial Animation School, and George Brown College, that has set up important teaching programs in various locations in India.

The Association of Community Colleges of Canada has a long history of cooperation with the Indian government, said Knigh t, particularly with the ministry of human resources, for institutional and practical

resources, for institutional and practical

resources, for institutional and practical

resources, for institutional and practical

support in a number of cities in Kerala, Karnataka, Madhya Pradesh, Gujarat and other states to develop projects which focus on capacity building.

Knigh t believes India and Canada have common problems: 'Canada is facing acute skill shortages with summer colleges in crisis', he says, claiming that 'Canadian business leaders have told him, 'we need more workers. You are producing wonderful construction technologists, aerospace workers, culinary talent, transportation workers for quite some time. You do it very well. We need many more graduates than you can produce.'

He spoke of an upcoming meeting with 15 business associations and business leaders aimed to address the critical shortage of skilled man power to meet the needs of the Canadian economy, and believes that though India produces a large number of graduates, it is still not sufficient to adequately support your various businesses and your economy.'

Given these common problems, it is advisable for India and Canada to work together, Knigh t argued. He spoke of a recent visit to Denmark, in course of which

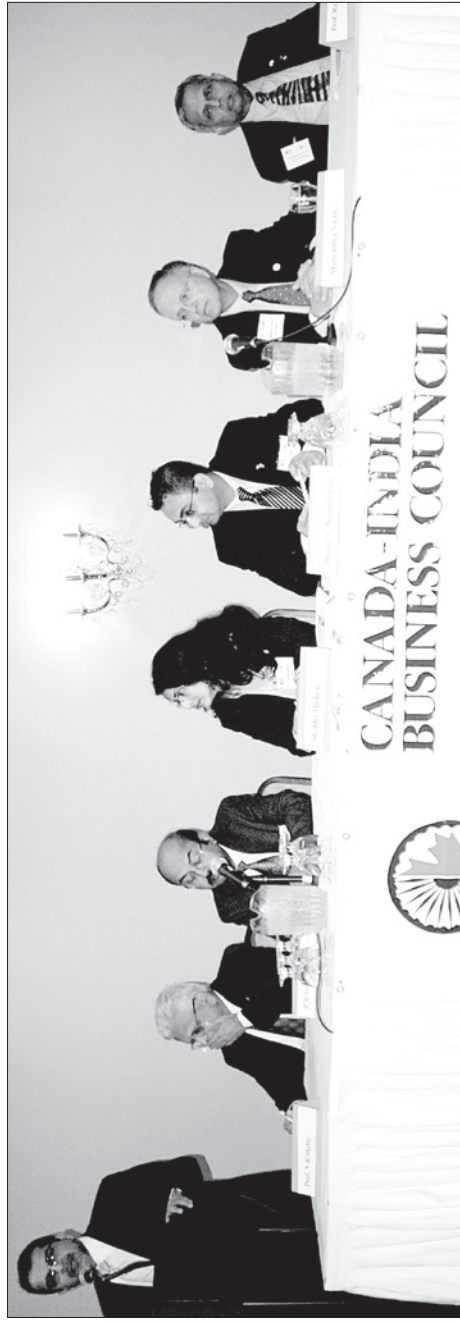
he saw how the country understands 'knowledge-based economy.'

Denmark has 'no natural resources excepting wind, and yet they have created a standard of living which is considerably higher than Canada'; they have achieved this by deciding that if they have to create a global knowledge-based economy, they have to invest 'heavily in international experience in their training for students. 'They have wonderful international programs like 3-year business diplomas, and you can earn this by studying one year in Denmark, one year in California and one year in China.' This exemplifies 'international education that is addressing global reality, and that's remarkable.'

And additionally, 'post-secondary education [in Denmark] is free to all students who are qualified. There's no tuition.'

Referring to India's High Commissioner R.L. Narayan's observation that Canada is not getting a fair share of the 130,000-plus Indian students who go abroad for post-secondary education each year, Knigh t acknowledged, 'We have a lot of work to do in our country. We really need to advance.'

Synergy II pushes for closer Indo-Canadian ties in education



AITJ JAIN

Following the successful Synergy I education forum last year, the Canada-India Business Council in collaboration with the Federation of Indian Chamber of Commerce and Industry organized a one-day 'Canada-India: A Synergy in Education' Forum II at the Pearson Hall in suburban Brampton.

This city has the largest concentration of people of Punjabi origin in the country, and has most times elected Indo-Canadians to the federal Parliament and provincial legislatures. Currently, the incumbent MPs are Gurbax Malhi, Navdeep Bains and Ruby Dhalla, while Dr. Kuldeep Kulhar and Vic Dhillon are Brampton's members of the Ontario legislature.

This year's forum attracted a significant participation of academics from India. The leader of the delegation was joint director, FICCI Shobha Mishra; members included Dr. R. P. Warrier, vice chancellor, Mampal University; Professor N. R. Shetty, president, Indian Society of Technical Education; Mahendra Vyas, president, Indus



AITJ JAIN



Husain F. Neemuchwala, Chair, Education Committee, C-IBC Institute of Technology and Engineering and Western India Institute of Aeronautics; and P. R. Swarup, director-general, Construction Industry Development Council among others.

"The forum was largely intended for exchange of ideas through a networking event to further the interests of those currently involved in or contemplating involvement in the education sector in India," said Husain F. Neemuchwala, chair, Education Committee, C-IBC. The objective was also to create 'awareness and (to adopt) collaborative approach in sharing each other's experience as well as pitfalls to avoid."

Fareed M. Amin, Ontario's deputy minister for economic development and small businesses, spoke briefly about how he, along with his Minister Sandra Pupatello, went to India earlier this year for the annual Pravasi Bharatiya Divas celebrations. "There are tremendous opportunities and potential that exist between India and Ontario," he said.

"Premier Dalton McGuinty took a business delegation to India last January. Many of the participants belonged to the education sector. Every single president of every single major university in Ontario joined that delegation. In fact, that was one demonstration of relationship between Ontario and India," Amin said.

He pointed to the quality of Ontario's educational institutions and said, "During the past four years, Ontario has spent annually over \$6 billion on post-secondary education."

Shobha Mishra in her presentation said India has the third largest higher education system in the world, with 269 universities, 18,064 colleges, 10,481 million students enrolled in these post-secondary institutions and 500,000 teachers to cater to them. The country, she pointed out, produces 400,000 engineering graduates each year; 800 PhDs in engineering; 5,000 PhDs in science and 22,000 medical graduates.

Though the numbers are mind boggling, Mishra said the surge in the economy meant that education had to keep pace, and universities had to produce enough graduates in various disciplines to man the economic engines of the country.

Policy makers are aware of the need, Mishra said, pointing out that per the 11th Five Year Plan (2007-2012), the government hopes to set up an additional 8 Indian Institutes of Technology, 7 Indian Institutes of Management, 5 Indian Institutes of Science, 20 Indian Institutes of Information Technology, 30 central universities and 370 degree colleges.

In addition, she said, there are plans to open 1,600 new polytechnics, 10,000 vocational schools and 50,000 skill

development centers, all to be completed by 2012. And despite all of this, India will likely face an estimated shortage of 231,000 teachers by 2011.

"Education is a priority sector in India," Mishra said. "So there's public-private partnerships now for setting up of new universities and technical colleges and institutions, and many Indian universities are now closely collaborating with foreign universities and institutions."

C-IBC President Kam Rastogi indicated that an increasing number of Canadian universities and post-secondary institutions are looking to establish collaborations in India, to facilitate the exchange of students and faculty. Following the success of Synergy I, attended by over 100 delegates representing 50 education institutions from across Canada, this year's edition was aimed at creating and fostering linkages [that would] lead to enhanced education ties between Canada and India, and ultimately lead to the success of 'EduMission 08', a tour of strategic education centers in India in November this year."

Synergy II featured a total of eight sessions, all focused from various angles, on the various synergistic possibilities between India and Canada in the education sector; an interesting element was the 1-minute 'speed dating' segment, in which Canadian institutions introduced themselves and discussed what they would like to achieve in India.

Rathee and Neemuchwala, as they had done last year, piloted the symposium to success; the former repeatedly acknowledged the collaboration with FICCI. Mishra pointed out how FICCI is now playing a lead role in the education sector as well; it has a higher education network initiated in March 2004, which has brought on board 40 leading universities and post-secondary institutions, including corporate members.

The aim is to induce them towards self-regulation and transparency; promote best practices; facilitate industry-academia linkages; recommend policy reforms to the government' and, as the name implies, provide a networking platform, Mishra said.



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About The Organizers



The Canada-India Business Council (C-IBC), established in 1982, is Canada's only private sector, member-driven, non-profit national business association dedicated to the growth of trade, investment and services between Canada and India. This is achieved through various activities undertaken by the Council every year. We assist Canadian Companies in India, and Indian Companies in Canada.

As "Canada's Business Link to India", the Council wants to support companies like yours to help develop business linkages leading to your success in India, to promote your corporate profile, to be the voice of business with respect to Canada-India economic relations, and to ensure that you participate in valuable business development initiatives.



About The Organizers



ISE* 2004
ISE* 2005
FAME** 2005
SAME*** 2006
FAME** 2006
SAME*** 2007
FAME** 2007



Synergy I
July 2007-Toronto

Synergy II
June 2008-Toronto

'Ed-Mission' 08
Nov 2008-India



UPP****
India Desk

International Center for Education Inc. (ICE) was incorporated in Canada in 2003 to provide a one-stop shop to institutions for all their educational needs and services. ICE is a network of resources where institutions can receive up to date information on post secondary and professional educational opportunities globally. Besides conducting recruiting events consisting of student fairs and operating an active Consulting division, ICE also organizes Networking & Learning events that bring together recruiters, VP's & Presidents of Colleges & Universities, Enrollment Managers, Directors of International offices and other decision makers for the purpose of exchanging ideas to further the interests of those currently involved in or considering 'Internationalization'.

The 3 divisions of ICE are Fairs & Recruiting; Network & Learning Events and Education Consulting.

ICE works with strategic partners and has organized several joint Networking and Learning events such as the Canada-India: Synergy in Education I & II and brings you 'Ed-Mission 2008', which is a culmination of an extensive effort to bring a high profile Canadian education delegation to India.

When ICE started doing education fairs in 2003, we were happy connecting students with institutions to address their International recruiting needs. However, in bringing countries together the satisfaction is quite exhilarating and ICE is delighted to be a part of this process. ICE has a presence in Toronto, Dubai and Mumbai.

For more information, visit ICE at www.ICEunlimited.com



* India Spring Education Expo **Fall Asia Middle East ***Spring Asia Middle East ****University Partnership Project

