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PROJECT

EURASIA - EUROPEAN STUDIES REVITALIZED ACROSS ASIAN UNIVERSITIES

Deliverable 1.5

Report on EU-funded Projects Implemented in China and India



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DOCUMENT DESCRIPTION

This document presents the research done to collect data on European Union (EU) funded projects implemented in the partner countries of the project EURASIA - China and India, with a particular focus on projects in the field of European Studies. The aim of the deliverable is to provide a more comprehensive view of the level of participation of partner universities and countries in projects funded by EU programs, more specifically, programs designed to support education cooperation and capacity building in the field of higher education. Therefore, the research conducted focused on the Erasmus+ program (all actions) for the programming period which started in 2014, as well as for the actions supported by the Lifelong Learning Program for the programming period 2007-2013.

The research comprised document analysis, data collection and review of statistics available on the Erasmus+ Project Results Platform (<http://ec.europa.eu/programmes/erasmus-plus/projects/>). In addition, the partner universities involved in the EURASIA project (Guangdong University of Foreign Studies (GDUFS) and Beijing University of Foreign Studies (BFSU) in China) and Jindal Global University (JGU) and Symbiosis Law School-Pune (Constituent of Symbiosis International University (SIU) - India) have provided information about completed and ongoing projects related to European studies they have implemented.

This document is structured as follows: section one presents statistics and analysis of academic project funding in India and China in the past 8-10 years; section two presents a description of projects implemented by the Chinese partners BFSU and GDUFS; and section three presents projects implemented by the Indian partner JGU and SIU. The data was submitted by partner universities in accordance with the template included in Annex IV of Deliverable 1.1 Comparative report.



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DOCUMENT STRUCTURE

Section One: Overview of EU-funded projects in China and India

Section Two: Projects implemented by EURASIA partners in China

Section Three: Projects implemented by EURASIA partners in India



SECTION ONE: OVERVIEW OF EU-FUNDED PROJECTS IN CHINA AND INDIA

EU Project Funding in China

Historically, EU-China cooperation programs begin in the 1990s. Since 1995, The EU has started to provide funding to different kinds of EU-China Cooperation programme. Six programs are worth mentioning as they have played key role in putting European Studies in the focus of academia and universities:

- The EU-China high education cooperation programme from 1997-2001
- The EU-China European Studies Centre programme from 2005-2008
- The EU-China Public Administration Programme from 2006-2014
- The EU-China Law School since 2008
- The Jean Monnet Programme
- The Erasmus Mundus Programme for exchange of students and scholars.

From 2010 to 2018 (programming periods 2007-2013 and 2014-2020), the ERASMUS program of the EU has extended support to 166 academic projects, in which Chinese universities participate as project leaders or project partners. The number of funded projects accounts for nearly a quarter of all ERASMUS projects which have received financing for the 8-year period. Under the Erasmus+ Capacity Building in Higher Education action (CBHE), the number of projects selected involving China in 2015 and 2016 was 9, and thirteen projects were funded in 2017.

Since 2009, twelve Chinese institutions were involved as full partners in Erasmus Mundus Joint Programmes. Until the end of the programming period 2007-2013, 1339 Chinese institutions were selected, which is the second highest country total after India. Statistics of the Erasmus+ program show an increase in applications for the **Erasmus Mundus Joint Master Degrees (EMJMDs)** from Chinese universities from 2014 to 2017:¹

	2017	2016	2015	2014
Proposals received involving China	23	7	10	10
EMJMDs selected involving China	11	4	6	2
Full partners from China in EMJMDs	0	2	3	0
Associates from China in EMJMDs	18	6	4	3

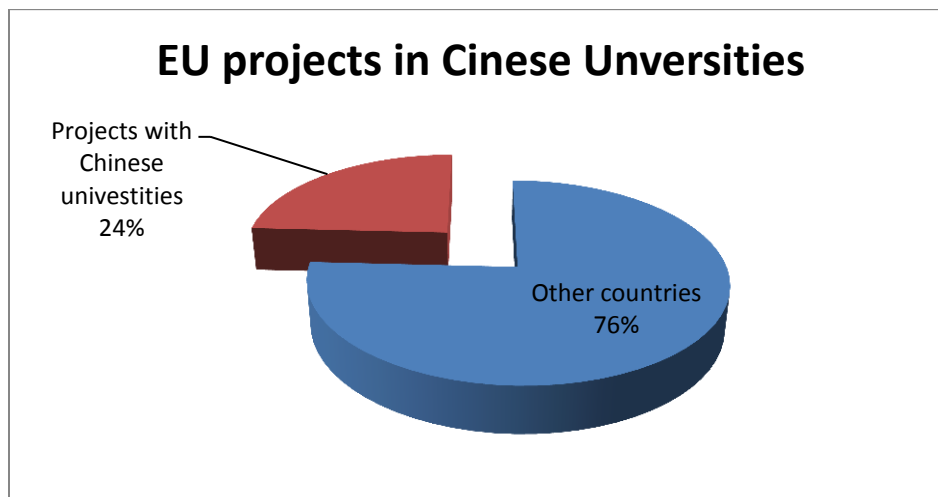
¹https://ec.europa.eu/assets/eac/erasmus-plus/factsheets/asia-central/erasmusplus_china_2017.pdf



In terms of EU-Asia cooperation in EMJMD, the countries with the highest rate of participation in the programs from 2014 to 2017 were India, China and Indonesia. Top participating institutions include: Gadjah Mada University (Indonesia), Tongji University (China) and Jawaharlal Nehru University (India) – each of them involved in three EMJMDs.²

For other Erasmus+ funded programs (e.g. CBHE, Jean Monnet), the statistics also indicate a smaller percentage of Chinese universities involved.

Fig. 1 Chinese Universities funded by Erasmus



The analysis of the statistics provided by the donor program indicates that Chinese higher education institutions rarely take the lead in project consortia, with the exception of projects funded by the Jean Monnet program, more specifically, Jean Monnet Chairs. The proportion of European and Chinese universities in coordinating positions is represented in the figure below.

Fig. 2 Number of Chinese universities in coordinating positions

²<https://ec.europa.eu/assets/eac/erasmus-plus/factsheets/regional/erasmusplus-regional-asia2017.pdf>

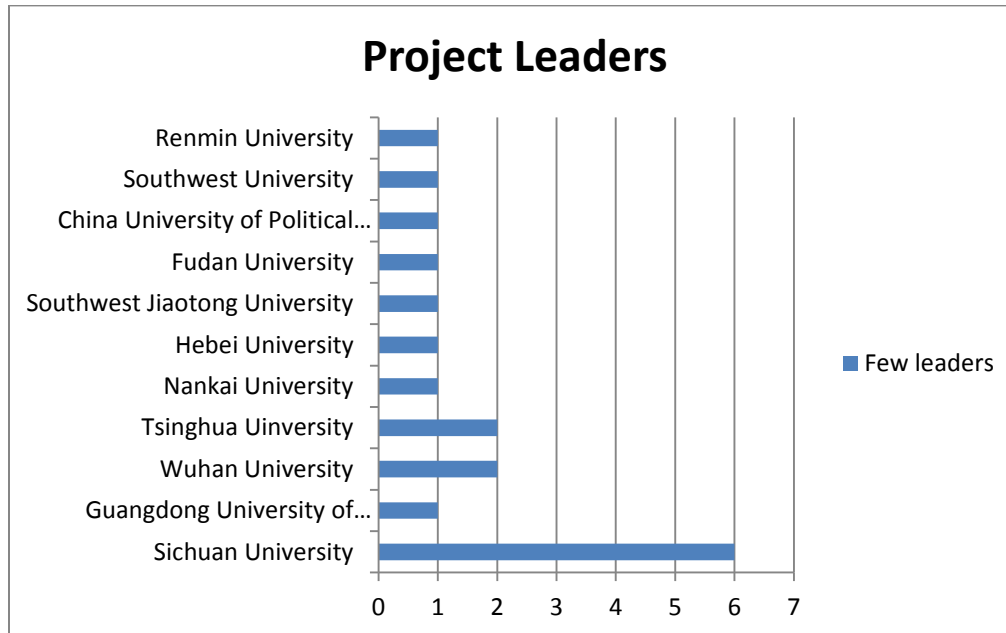


This chart indicates that funding is primarily “Eurocentric,” as it is usually the European institutions which can lead large consortia usually required for Erasmus projects. Within the limits of the available data possible explanations are to be sought either in the selection criteria which give advantage to “home” organizations or in the capacity (motivation) of Chinese academia to prepare for, submit and successfully implement EU donor projects. Further assumptions could be made about the level of their involvement in EU-led academic consortia and the extent to which projects initiated by European partners meet the Chinese institutions’ needs. Project development requires the creation of a specific culture of generation and management of resources (academic, financial, human, etc.) which puts multiple demands on Chinese HEIs. These may range from the need to cultivate a proactive academic leadership, adapting the education programs and philosophy to the priorities of the funding programs, and the establishment and/or reshaping of academic and administrative procedures, policy priorities and policy instruments enabling successful project implementation. The requirements for management and project reporting (even at the level of project documentation flow and maintenance) are often quite demanding for experienced HEIs in European countries as well.

Data also demonstrates the limited number of Chinese universities which are project consortia leaders. Research has identified only eleven universities in the database, compared to more than 500 universities in the PRC, assessed by the Shanghai Ranking.³

Fig. 3 Chinese universities leading project consortia

³ http://www.shanghairanking.com/Chinese_Universities_Rankings/Overall-Ranking-2018.html



Academic consortia between EU and China cover a wide range of topics - from natural sciences, engineering and IT to humanities (EU studies, education, social work and entrepreneurship).

Conclusions

Drawing upon these observations, it is worth mentioning that Guangdong University of Foreign Studies (GDUFS) has a proven record as a project promoter in seeking European funding. The institution has ensured sustainability for the results from an already completed action. The Centre for European Studies, established as part of GDUFS in the late 1990s plays a key role in the on-going endeavour. It would be beneficial to further encourage both Chinese partners to play active role in project management and implementation. The capacity-building approach of the project EURASIA will place emphasis not only on academic course development but also on incorporating a project-based learning methodology for teaching ES. These considerations will be taken into account in the preparation of the faculty training programs, tailoring the training activities to the specific practical needs of partner institutions. Courses on academic grant writing and joint project applications will be built into the on-line learning platform as a key enabling element for future joint proposal development among the EURASIA partners.



EU Project Funding in India

India is a Partner Country of the Erasmus+ Programme, which means that most actions, particularly in the fields of higher education, are open to India, Indian students and Indian higher education Institutions. A central focus of Erasmus+ funding for countries outside Europe is cooperation projects to improve the quality of higher education as well as mobility for individuals.

The Erasmus + Programme is increasingly contributing to strengthening EU-India ties and cooperation for higher education. The program celebrated its 30th anniversary in 2017. A report released on the occasion of the anniversary states that in 2017 India has passed the cap of 5000 Indian alumni of Erasmus programs.⁴ Indian students, with 63 scholarships, are the second largest beneficiary of the EU-funded Erasmus Mundus Programme, to study a Joint Master's degree in Europe. Statistics for the Erasmus Mundus Masters scholarships received by Indian students between 2004 and 2016 make India the “single largest beneficiary of the Programme outside of Europe.”

According to program statistics, in 2018 about 50 new Indian universities are involved in recently awarded EU-financed cooperation projects with European universities and five Indian professors have received prestigious Jean Monnet grants for EU studies.

These achievements are fully in line with high-level strategic and policy decisions to strengthen EU-India cooperation in the field of education. The 13th EU-India Summit in March 2016 named education an important area of cooperation, with the goal to increase the number of Indian students and teachers studying, researching, and teaching in Europe (and vice versa).⁵ The 14th annual Summit held in New Delhi in October 2017 confirmed the commitment; both parties emphasized that, as part of the India-EU Agenda for Action 2020, “there was a need to work towards strengthening cooperation on higher-education, including through India's GIAN programme and the EU's Erasmus+ programme.”⁶ Various programs are available to Indian higher education institutions for funding student exchanges and mobility, joint degrees and institutional capacity-building, teaching and research (Erasmus+, Marie Skłodowska-Curie and

⁴https://eeas.europa.eu/delegations/india/31330/india-largest-beneficiary-eus-erasmus-program-higher-education-scholarships-and-university_en

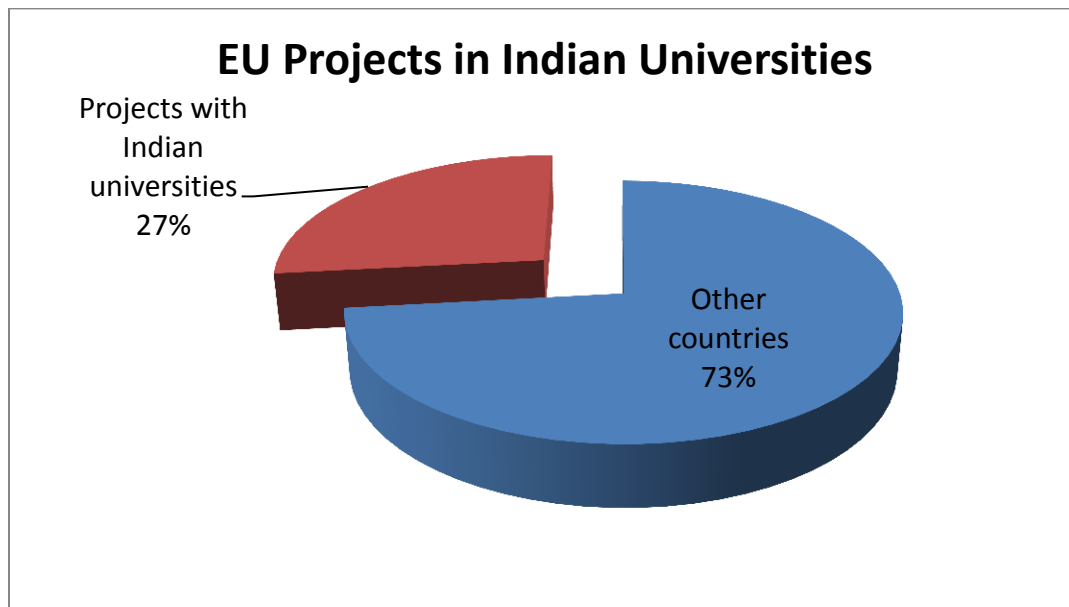
⁵https://eeas.europa.eu/sites/eeas/files/eu-india-higher-education-cooperation_en.pdf

⁶http://europa.eu/rapid/press-release_STATEMENT-17-3743_en.htm



Jean Monnet). The respective program on the Indian side, GIAN (the Global Initiative of Academic Networks) provides financing for European teachers to practice in India.

The overall share of EU-funded projects in India is represented in the following chart:⁷



The review of statistics and reports from Erasmus+ indicates several key areas and reasons for participation in international projects:

- Improvement of didactic practices and methodologies;
- Mutual exchange of information, competences and expertise;
- Acquiring expertise in order to apply for other EU-funded programmes;
- Improved cooperation in research activities;
- Improved administrative collaboration and institutional practices at participating universities.

Further benefits cited include creating greater mutual intercultural understanding between Europe and India; creating the conditions for sustainable networks of European and Indian

⁷Data are based on statistics and reports from the Erasmus+ Programme, available at <http://ec.europa.eu/programmes/erasmus-plus/projects/>



higher education institutions and non-academic partners, and more generally, building a people-to-people relationship between European and Indian regions.

The following sections present statistical information about the type and number of EU projects funded in India, for the Erasmus+ programs Erasmus Mundus Joint Master Degrees, Capacity Building in Higher Education (CBHE), and Jean Monnet. Overall, the available data confirm the conclusion made in the first section with regard to Chinese universities: the number of Indian universities taking part in EU-funded projects remains relatively low, with numbers even lower for universities taking part as project leaders. Indian universities are better represented in programs granting scholarships for student and faculty mobility. Both China and India are in the top 20 nationalities for students & staff which have received mobility scholarships from 2004 to 2014: India ranks first, China is third.⁸ For 2014-2017, India has received 254 Erasmus Mundus Scholarships, while China has received 205.

The following table shows the success rate of projects involving India for International Credit Mobility (2015-2017)⁹

	2017	2016	2015
Proposals received involving India	174	147	156
<i>Projects selected involving India</i>	80	68	68
Students and staff moving to Europe	384	322	384
Students and staff moving to India	257	186	164
Percentage of regional budget	12	10.6	12.6

The data for Indian universities participating in Erasmus Mundus Joint Master Degrees (EMJMD) shows that only very few proposals include Indian HEIs as full partners.

India in EMJMD projects¹⁰	2017	2016	2015	2014
Total EMJMDs selected	39	27	15	11
Total proposals received	122	92	76	61
Proposals received involving India	14	5	8	9

⁸http://ec.europa.eu/dgs/education_culture/repository/education/library/statistics/erasmus-plus-facts-figures_en.pdf

⁹https://ec.europa.eu/assets/eac/erasmus-plus/factsheets/asia-central/erasmusplus_india_2017.pdf

¹⁰https://ec.europa.eu/assets/eac/erasmus-plus/factsheets/asia-central/erasmusplus_india_2017.pdf



EMJMDs selected involving India	7	2	4	2
Full partners from India in EMJMDs	1	1	2	0
Associates from India in EMJMDs	9	3	6	2

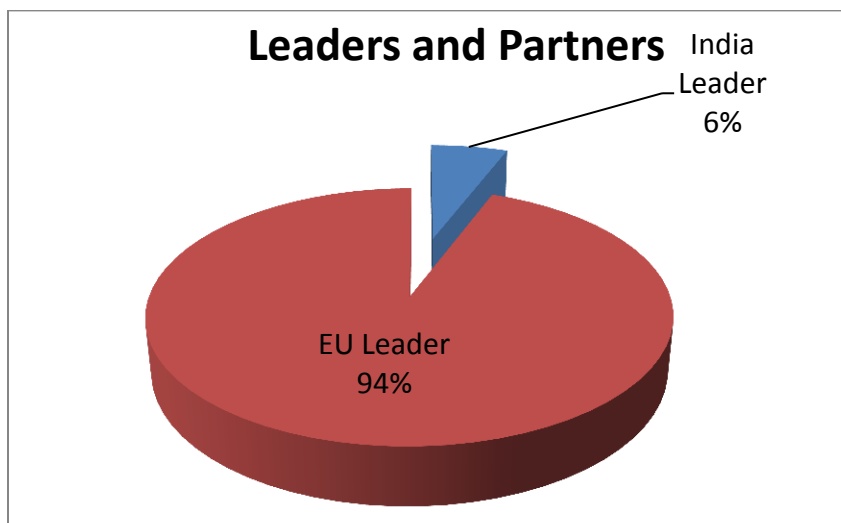
One explanation for this state of affairs has to do with the amount of funding allocated to countries outside Europe: for example, around 27% of the annual global budget for Capacity Building for Higher Education projects is earmarked for Asian countries. At the start in 2015, 6 Indian institutions received such grants for two capacity building projects. In 2016, already 36 Indian institutions from 12 states participated in 10 different projects, partnering with 37 European universities from 18 European States. In the three year period 2015-2017, there are 71 instances of Indian institutions participating in projects, compared to 94 Chinese institutions for the same period.¹¹

However, as the table below shows, in the past three years only one project with a coordinating institution from India is funded; this correlates with the low number of projects involving India overall (in 2017, for example, the percentage of proposals with Indian institutions is 2.8% out of more than 800 applications.)

India in CBHE projects	2017	2016	2015
Proposals received in call overall	833	736	515
Projects selected in call overall	149	147	138
Proposals received involving India	24	13	2
Projects selected involving India	5	10	2
Projects coordinated by India	0	1	0
Instances of participation from India	32	33	6

Of all funded projects for the past eight years (in EU countries and outside of Europe), only six percent of the projects had an Indian coordinator.

¹¹https://ec.europa.eu/assets/eac/erasmus-plus/factsheets/asia-central/erasmusplus_india_2017.pdf

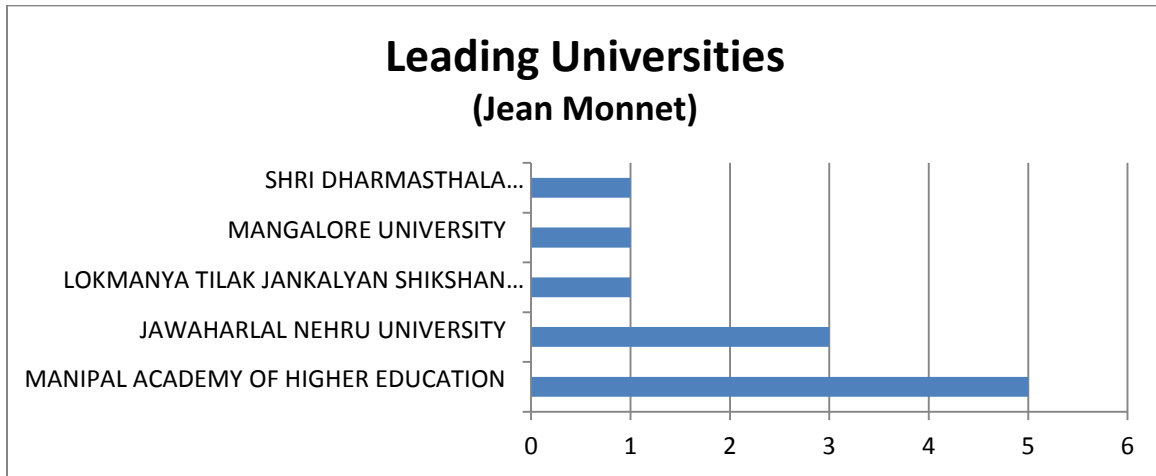


Similar is the situation with the Jean Monnet program: Jean Monnet activities fund and support worldwide academic teaching and research (Chairs, Modules and Centres of Excellence), cooperation projects, conferences and publications in the field of EU studies. The statistics again show that the participation of Indian universities remains low, despite the fact that in 2017, the selected projects are 7 against only 1 in 2014.¹²

India in Jean Monnet	2017	2016	2015	2014
Proposals received in call overall	1177	1034	879	493
Projects selected in call	238	270	260	212
Applications from India	14	3	1	2
Selected projects from India	7	2	0	1
Networks involving partners from India	1	1	0	0

Jean Monnet activities have recently been granted to Indian universities and professors from JNU and Manipal. In fact, most of the Indian universities which have either participated in EU-funded projects or have led a consortium are also beneficiaries of Jean Monnet. The following chart shows the most frequent players in the field:

¹²https://ec.europa.eu/assets/eac/erasmus-plus/factsheets/asia-central/erasmusplus_india_2017.pdf



The Indian universities, partners in EURASIA – Jindal Global University and Symbiosis Law School - Pune – are yet to establish themselves as successful promoters of EU-funded actions. In this respect the project EURASIA is uniquely positioned to develop further their institutional and administrative capacity to manage transnational actions of this scale. In fact, both Indian partners have indicated their interest in developing courses on proposal writing and joint applications as part of the project’s capacity building efforts. Such courses will raise the expertise and skills of both students and faculty and will increase the potential of the universities to participate in large-scale academic networking and research projects.

Symbiosis Law School has participated in an Erasmus Mundus Joint Master’s Degree Program in European Law. During 2013-2016 SLSP hosted students from European countries while SLSP students received a grant to study at EU universities. In addition, SLSP has a strong record of participation in DAAD-funded faculty and student exchange programs (in the period 2008-2014 and 2013-2015).

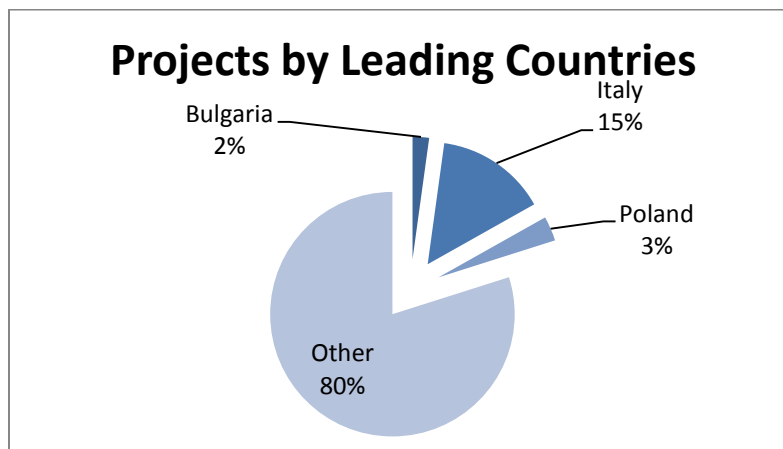
Jindal Global University is presently part of GLOBUS Horizon 2020 Consortium Project which centers on Europe's contribution to Global Justice (<https://www.globus.uio.no/research/>). JGU is selected as one of eight global partner institutions for the 'Reconsidering European Contributions to Global Justice' (GLOBUS). The University's Centre for European Studies is part of the project consortium which will critically assess the EU's impact on global justice. A group of ten GLOBUS researchers travelled to India for a study tour hosted by JGU.

Another successful project of JGU is the EUCROSS Network - Crossroads of Global Order. As part of the network, Assoc. Prof. Unkule from JGU was awarded a Jean Monnet grant. With the



total grant amount of EUR 300,000 over three years, this project will be housed within the Office of International Affairs and Global Initiatives, JGU.

While the Chinese BFSU and GDUFs have cooperated in the past or have ongoing projects with other members of the EURASIA consortium (e.g. Sofia University, Jagiellonian University), for the Indian universities this is a first step in the field. On the other hand, only 2% of Bulgarian universities are involved as coordinators in Erasmus+ projects with the participation of Indian or Chinese partners.



The topics of the projects in which Indian universities are involved vary: while the EURASIA project focuses on the advancement of EU-related studies in China and India, a project led by the Technical University in Bulgaria aims at transferring knowledge between EU higher education institutions and institutions in China, Malaysia, India and Israel through a Master's Degree program in nanoelectronics (project ID 573828-EPP-1-2016-1-BG-EPPKA2-CBHE-JP). A second project coordinated by the Bulgarian University of National and World Economy, for example, focusses on talent development and innovation in higher education. The consortium involves four universities from India.

The thematic scope of the CBHE projects, in which Indian universities are participating, ranges from knowledge management technology transfer, internationalization of education programmes, food science, to environmental technology and engineering, biodiversity and ecosystems, social development, regional development, etc. The field of European studies is covered partially in projects focusing on foreign languages education, area studies (i.e. Nordic studies) or as part of joint MA degrees. One of the last Jean Monnet projects funded, for example, is a Jean Monnet



Chair in European Economic Integration and Energy Security, at Jawaharlal Nehru University (2016-2019). The Chair builds on existing teaching and research programs of the Centre for European Studies and will develop two new post-graduate courses on “European Economic Integration” and ‘Energy Security in Europe.’”

Conclusions

Statistics of the Erasmus+ program shows that in 2018, eleven new Indian universities have received funding as part of international consortia delivering integrated courses with joint or multiple degrees to students under Erasmus Mundus Joint Masters Programs. This further contributes to the internationalization of higher education in India and attracting international students to India. *Tata Institute of Social Sciences, Manipal Academy of Higher Education, University of Mumbai, Jawaharlal Nehru University (JNU) and IIT Madras* are among the partners of the latest Joint Masters programs, which now involve a total of 35 Indian universities. Some of the new courses to be jointly developed include *Copernicus Master in Digital Earth, Masters in Tribology of Surfaces and Interfaces, Public Health in Disaster and Research and Innovation in Higher Education and South European Studies*. While most of these projects used to be coordinated from Europe, 3 of the last batch are being coordinated by Indian partners: *Kalinga Institute of Industrial Technology (KIT) in Orissa, Chitkara University in Punjab, and World University of Design (WUD) in Haryana*, which means Indian universities are taking more leadership role in such international cooperations set to make important contributions to research and shaping the future of higher education in India.

Nevertheless, the proportion of partnerships between European and Asian higher education institutions is relatively small compared with the total number of Erasmus+ partnerships. While this may be partly a result of the fact that the administration costs for running international projects are relatively high, another reason may be the need for creating a platform to bring together interested representatives of higher education institutions from the two continents. The opportunity to cooperate with Indian and Chinese partners would enhance international development and mobility, on the one hand, while creating improvements in terms of capacity building and attaining higher quality standards for the Asian counterparts.

The data gathered show that the Erasmus+ programme and its predecessors have provided a pathway for Indian students and faculty to study and research in European Union countries. The launch of the new Erasmus Plus program in 2014, has certainly given a boost to educational ties



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between Europe and India, and has increased the visibility and popularity of the region for European universities and vice versa. Participating in European programs and projects provides a valuable knowledge of administrative procedures, evaluation criteria, good practice examples, etc., which constitute an asset in the development of new cooperation initiatives between the EU and Asia. The dissemination and exploitation strategies of the EURASIA consortium should focus on reaching out to various higher education institutions in China and India, in an effort to generate new partnerships and viable proposals and expand the project's impact.



SECTION TWO: DESCRIPTION OF PROJECTS IMPLEMENTED BY EURASIA PARTNERS IN CHINA

I. Beijing Foreign Studies University

Project №1

Project title:	Joint MA program (Double Degree) Double Master's programme in European Studies
Project website	
Name of the implementing organisation (university/university department/university center):	Beijing Foreign Studies University(China) Jagiellonian University(Poland)
Location:	Beijing,Krakow
Thematic area:	European Studies
Dates (from... to...) dd/mm/yyyy	2018 (program launch)
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	

Project №2

Project title:	Joint MA Program (Double Degree)
Project website	
Name of the implementing organisation (university/university department/university center):	Beijing Foreign Studies University(China) University of Tampere (Finland)
Location:	Beijing, Tampere
Thematic area:	Nordic Studies
Dates (from... to...) dd/mm/yyyy	
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	



II. Guangdong University of Foreign Studies

Project # 1

Project title:	Research projects on Sino-EU topics Funded by the Programme of Sino-European Higher Education Cooperation
Project website	
Name of the implementing organisation (university/university department/university center):	GDUFS
Location:	Guangdong
Thematic area:	Programme of Sino-European Higher Education Cooperation 1) Macro-economic comparison of major EU countries (2) Sino-European trade in the process of European Integration (3) Study on the EU industrial policy (4) Study on EU trade (5) Study on Euro (6) Study on the financing of small and medium-sized enterprises in EU (7) EU accounting coordination (8) EU competition laws and European society (9) The control of EU competition laws over government behavior (10)International cooperation and coordination of competition laws of European Community (11) Study on EU enterprise merger and control (12) Cultural conflict and coordination in the process of European integration
Dates (from... to...) dd/mm/yyyy	1997-2002
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	



Project #2

Project title:	Formulation and Implementation of EU Economic Policies and Laws: Conflicts and Coordination
Project website	
Name of the implementing organisation (university/university department/university center):	Center for European Studies at GDUFSS Budget: 310,000 euro
Location:	
Thematic area:	Funded by the EU-China European Studies Centres Programme
Dates (from... to...) dd/mm/yyyy	2005
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	

Project #3

Project title:	European Identity, Culture, Exchanges and Multilingualism (EUROMECC)
Project website	http://www.euromec.eu/
Name of the implementing organisation (university/university department/university center):	Coordinator: Sofia University Funded by Erasmus+, Jean Monnet Networks Project ID: 553397-EPP-1-2014-1-BG-EPPJMO-NETWORK
Location:	8 partner countries
Thematic area:	The project aims to develop of a network of international institutions to cooperate in research in the areas of European identity, culture, European citizenship, exchanges and multilingualism.
Dates (from... to...) dd/mm/yyyy	2014-2017
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	The project partnership is coordinated by Sofia University; partners include: <ul style="list-style-type: none"> • Matej Bel University, Banska Bystrica, Slovakia; • Trinity College, Dublin, Ireland; • Institute of European Studies of the Jagiellonian University, Krakow, Poland; • University of Luxembourg, Luxembourg;



	<ul style="list-style-type: none"> • Durham University, United Kingdom; • University of Leuven, Belgium; • Guangdong University of Foreign Studies (GDUFS), China.
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Project #4

Project title:	Jean Monnet Chair Culture and EU's Sustainability: Strengthening European Solidarity Inside through Intercultural Dialogue and Reshaping EU's Image Outside through Cultural Diplomacy
Project website	
Name of the implementing organisation (university/university department/university center):	Prof. Wang Xiaohai of the Center for European Studies became a Jean Monnet Chair
Location:	Center for European Studies at GDUFS
Thematic area:	Intercultural Dialogue, Cultural Diplomacy
Dates (from... to...) dd/mm/yyyy	2017
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	



SECTION THREE: PROJECTS IMPLEMENTED BY EURASIA PARTNERS IN INDIA

I. Symbiosis Law School – Pune (Constituent of Symbiosis International University) Projects in the Field of European Studies

Project №1

Project title:	Erasmus – Mundus Programme International Legal Studies – EU 2004- 0019-001
Project website	
Name of the implementing organisation (university/university department/university center):	Leibniz University Hannover, Germany Partners: <ol style="list-style-type: none"> 1. Le Havre, France 2. Rouen University, France, 3. Lisboa University, Portugal. Non-European Partners <ol style="list-style-type: none"> 1. Symbiosis Law School, Pune 2. Shanghai Jiao Tong University, China, Uniplac Barsilia University, Brazil, 3. Northwest University of Political Science and Law, Xian, China
Location:	Leibniz University Hannover, Germany
Thematic area:	International Legal Studies
Dates (from... to...) dd/mm/yyyy	2005 to 2012
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	Objectives: <ol style="list-style-type: none"> 1. Capacity Building in curriculum development, teaching pedagogies 2. To strengthen collaboration by way of creating a mechanism of Faculty and student exchange 3. To develop the study and research in



comparative legal systems

4. Enrichment in the academic and teaching environment by sharing best practices followed in partner universities

Outcome:

Faculty Mobility (Three faculty members of SLS Pune availed of this grant)

1. 2008 – Prof. C. J. Rawandale taught Criminal Justice and Human Rights, Law of Torts and Human Rights courses at Leibniz University, Hannover, Germany.
2. 2009 – Prof. Swati Kapre taught Trade Law and Present Changes in Company Law at Leibniz University Hannover, Germany
3. Developed first ever EU Legal Studies certificate program in India. (Inauguration for this prestigious course was done by the then Hon'ble Union Minister for Law and Justice along with the EU Delegation head)
4. 2011 – Prof. Dr. Bindu Ronald taught International Trade Law and Comparative Company Law at Leibniz University Hannover, Germany
5. Cross-cultural competencies
6. Contribution in curriculum development
7. Individual research outcome, international and professional experience
8. Joint publications
9. Editorial Roles of Erasmus consortium faculty in SLS in-house journals



	<p>10. Study Trip on Indian Legal System to Leibniz University</p> <p>11. ELPIS Meeting hosted in 2007-2008</p> <p>12. Consortium meeting attended in China, Sweden</p>
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Project №2

...Project title:	<p>Erasmus – Mundus Programme International Legal Studies – EU 2004-0019-001</p> <p>(Continued from Project No 1)</p>
Project website	
Name of the implementing organisation (university/university department/university center):	Leibniz University Hannover, Germany
Location:	Leibniz University Hannover, Germany
Thematic area:	
Dates (from... to...) dd/mm/yyyy	2005 to 2012
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	<p>Objective:</p> <ul style="list-style-type: none"> - To give students the opportunity to complete a semester in partner universities giving them an exposure to different teaching pedagogies, cross-cultural competence, enriching their overall holistic development <p>Outcome:</p> <ol style="list-style-type: none"> 1. Seven students from Rouen University, France and Lisbon University- Portugal completed their one semester at SLS, Pune, a 36 credit (ECTS) programme during the period 2013-2016. 2. Students from SLS Pune also availed of Erasmus Mundus grant for Joint Masters Degree Programme. 3. The students undertook various research assignments under faculty members of SLS, Pune and some of



	<p>the assignments were unique as they made a comparative study between India and EU. e.g Ms. Morgane Garon from Rouen University France wrote her final thesis on Justifiability of the Right to Water: An Indian Perspective.</p> <p>4. EU students had exposure to law in globalizing world through NGOs, corporates business houses, Community legal service programs, Higher judiciary and law firms.</p>
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Project №3

Project title:	DAAD “New Passage to India” [Faculty & Student Exchange with: Leibniz University Hannover (2008-2014) and Brunswick European Law School, Ostfalia University of Applied Sciences, Germany (2013- 2015)]
Project website	
Name of the implementing organisation (university/university department/university center):	Symbiosis Law School, Pune Leibniz University Hannover, Germany Ostfalia University of Applied Sciences
Location:	Symbiosis Law School, Pune Leibniz University Hannover, Germany Ostfalia University of Applied Sciences
Thematic area:	Comparative aspect of European and Indian Laws
Dates (from... to...) dd/mm/yyyy	2013 to 2015
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	Faculty Mobility - <ol style="list-style-type: none"> 1. 9 Faculty members from Symbiosis Law School, Pune have visited LUH and BSEL under DAAD Passage to India Programme to teach and research 2. 10 faculty from LUH and BSEL have visited Symbiosis Law School, Pune



	<p>Student Mobility -</p> <ol style="list-style-type: none"> 1. In all, there were 25 incoming students from LUH and BSEL, Ostfalia University of Applied Sciences to SLS Pune under DAAD Passage to India Programme 2. 33 outgoing students from SLSP to LUH and BSEL, Germany <p>Outcome:</p> <ol style="list-style-type: none"> 1. Cross-cultural competence, 2. Contribution in curriculum development 3. Ability to teach EU/ES related components of courses 4. Editorial Roles of faculty from EU partner universities in SLS in-house journals
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Project №4

Project title:	DAAD Study Trip
Project website	
Name of the implementing organisation (university/university department/university center):	Leibniz University Hannover, Germany Berlin School of Economics & Law
Location:	Leibniz University Hannover, Germany Berlin School of Economics & Law
Thematic area:	Civil And Commercial Law, Administrative Law, Constitutional Law, Trade Law And Criminal Law
Dates (from... to...) dd/mm/yyyy	
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	<ol style="list-style-type: none"> 1. 12 Days' Study trip for 15 students from Symbiosis Law School, Pune to Leibniz University Hanover headed by a Faculty- in Charge 2. 12 Days' Study trip for 15 students from Symbiosis Law School, Pune to Berlin School of Economics and Law headed by a Faculty- in Charge



Annex I

Template for Deliverable 1.5 Projects in the Field of European Studies

Project title:	
Project website	
Name of the implementing organisation (university/university department/university center):	
Location:	
Thematic area:	
Dates (from... to...) dd/mm/yyyy	
Objectives and results of the action Main deliverables (e.g. books, articles, course syllabi, etc.)	