

INDIA TANZANIA NEW STRATEGIC COOPERATION IN HIGHER EDUCATION: AN EMERGING PERSPECTIVE

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DECLARATION BY STUDENT

I hereby declare that the data presented in this Dissertation report entitled, "**India Tanzania New Strategic Cooperation In Higher Education: An Emerging Perspective**" is based on the results of investigations carried out by me in the International Studies at the School of International and Area Studies, Goa University under the Supervision of Dr. Almin Cicily Jose and the same has not been submitted elsewhere for the award of a degree or diploma by me. Further, I understand that Goa University or its authorities will be not be responsible for the correctness of observations / experimental or other findings given the dissertation.

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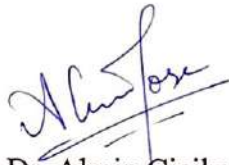
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COMPLETION CERTIFICATE


This is to certify that the dissertation report “**India Tanzania New Strategic Cooperation In Higher Education: An Emerging Perspective**” is a bonafide work carried out by **Ms Danisha Juwenel Fernandes** under my supervision in partial fulfilment of the requirements for the award of the degree of **Master of Arts in International Studies** in the Discipline International Studies at the School of International and Area Studies, Goa University.



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PREFACE

India's role as a developmental partner has gained significance through south- south cooperation especially with its neighbouring countries and countries in the African continent. India's approach has been one of "Africa owned and Africa Led" toward helping Africa become self reliant. India's success in making African Union a member in G20 under its presidency indicates India's commitment towards Global South. The state visit of President of Tanzania Samia Suluhu Hassan along with the elevation of India's ties with Tanzania into Strategic Partnership indicates the growing relations between India and Tanzania through cooperation in various area.

With IIT Madras setting up its first offshore campus in Tanzania indicates India's willingness in enhancing the higher education system of Tanzania and also the aim to build the capacity of Tanzanian youth through sharing of technology and skills thereby contributing in the growth and development of Tanzania. This inspired me to conduct a study on how these recent ventures can benefit Tanzania and in which other areas Tanzania and India collaborate thereby further strengthening their ties with each other and exploring new areas of joint ventures.

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Firstly I would like to thank Almighty God for being there with me throughout this journey, inspiring me, supporting me unconditionally and without his grace this dissertation would have not been possible.

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Danisha Juwenel Fernandes

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ABBREVIATIONS USED

Entity	Abbreviation
All India Institute of Medical Science	AIIMS
e-Vidya Bharati and e-Arogya Bhararti	e-VBAB
Information and Communication Technology	ICT
Indian Council for Cultural Relations	ICCR
India Institutes of Managements	IIMs
Indian Institute of Space Science and Technology	IIST
Indian Institute of Technology	IIT
Indian Technical Economic Cooperation	ITEC
International Higher Education	IHE
Memorandum of Understanding	MOU
Millennium Development Goals	MDG
National Education Policy	NEP
National Forensic Science University	NFSU
National Institute of Food Technology Entrepreneurship and Management	NIFTEM
National Institutes of Pharmaceutical Education and Research	NIPER
National Programme on Technology Enhanced Learning	NPTEL
Pan African e-Network Project	PAeNP
Rashtriya Uchchatar Shiksha Abhiyan	RUSA
Telecommunications Consultants India Limited	TCIL
Sustainable Development Goals	SDG

Science, Technology, Engineering and Math	STEM
Study Webs of Active Learning for Young Aspiring Minds	SWAYAM
Strengths Weaknesses Opportunities and Threats	SWOT
United Nations	UN
United Nations Educational, Scientific and Cultural Organization	UNESCO
Vaishvik Bharatiya Vaigyanik	VAIBHAV
Voluntary National Review	VRN

ABSTRACT

Knowledge Diplomacy is an emerging field in contemporary times and India too has been using it to strengthen its ties with other countries through South-South collaboration. Africa's young demography lacks higher educational facilities which are essential for their development. India's growing expertise in technical, medical and information technology in higher education can help Tanzania develop its capacity by top quality education and facilities Tanzanian students and further enhance people to people ties. This study uses qualitative method under which it traces how the relations between India and Tanzania have evolved over the years and how India and Tanzania can further collaborate in other areas and strengthen ties between both the countries. This indicates many ways in which India can help in building Tanzania's capacity through various ventures and initiatives.

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CHAPTER I

INTRODUCTION

Education being one of the important components of soft power in strengthening ties between countries in the current era of growing Knowledge Diplomacy. Higher Education is very important for individuals as it contributed to the socio-economic development as it produces a highly skilled workforce, facilitates the absorption and builds the capacity of using the new technology, knowledge, skills, removes socio-cultural barriers which prevent the development and also encourages self-reliance and encourages entrepreneurship (Sanga, 2012). Higher Education as in knowledge economy helps the countries catch up with the latest technological, knowledge advancement, skills, etc. Higher Education must benefit the society by providing individuals with training, encourage innovation, promote cultural tolerance and understanding support the vital social, political and economic structures, elevate the technological level and cultivate a sense of citizenship and global citizenship (Sanga, 2012).

With Higher Education humans become more conscious about the betterment and work towards development by using new technologies and their skills in various sectors thereby contributing to the economy (Sanga, 2012). Knowledge diplomacy is a new approach in which international Higher Education, research and innovation plays an important role in strengthening relations between countries. It focuses on collaboration, reciprocity and mutual benefit and involves various actors and partners in different levels (Knight, 2015).

1.1 Background

This research is significant to understand why the new partnership in Higher Education between India and Tanzania is important and to trace India and Tanzania's relations over the years in Higher Education sector. India and Tanzania's relation existed even before the independence of both the countries and it was only after the independence of both the countries that the official diplomatic relations between them was established. These traditionally close friendly cooperative relations elevated into strategic partnership in 2023 with the visit of Tanzania's President Samia Suluhu Hassan to India and signing of agreements and multiple Memorandum of Understandings (MOU)¹. India has significantly contributed to Tanzania's skill development and capacity building through Information and Communication Technology (ICT)² centres, vocational trainings, Indian Technical Economic Cooperation (ITEC)³ and Indian Council for Cultural Relations (ICCR)⁴ scholarships. In Contemporary times where South-South⁵ cooperation has become an ongoing phenomena India and Tanzania's cooperation in Higher Education is one of the areas where India and Tanzania are engaging in South-South cooperation. India's is one of the largest and closest development partner of Tanzania in Africa. India and

¹ A memorandum of understanding is a formal agreement between the two or more parties showing a joint action on an issue.

² Information and Communication Technology it refers to technical tools which are network based and is the extensional of information technology which includes telecommunication, computers and other software.

³ Indian Technical Economic Cooperation is a programme by Government of India under Ministry of External Affairs which focuses on addressing the needs of developing countries through cooperation in various fields of innovation and technology and various other capacity building programmes. for more details visit https://www.itecgoi.in/ITEC_ONSITE

⁴ Indian Council for Cultural Relations is a programme by Government of India to establish, revive and strengthen cultural relations and mutual understandings between India and other countries through people to people contact. For more details visit <https://www.iccr.gov.in/about-us/history>

⁵ South-South cooperation is the developmental cooperation between developing countries in various areas such as technology, education, climate, environment knowledge resources etc eg Brazil and India on satellite technology

Tanzania recent launch of Strategic Partnership⁶ in various fields especially in development partnership focuses on human resource development through education and capacity building. India's National Education Policy (NEP)⁷ 2020 which includes Internationalisation of Higher Education and recommends high performing Indian Universities to be encourages in setting up campuses in other countries eg. Indian Institute of Technology (IIT)⁸ Madras in Zanzibar thereby strengthening the ties between the countries through capacity building and knowledge diplomacy. This research will help to understand how India is strengthening its ties with Tanzania through knowledge diplomacy.

1.2 Research Objectives

This research aims to :

Firstly, to understand why Higher Education is important for Tanzania's development.

Secondly, to understand the challenges faced by India and Tanzania in terms of gender disparities in Higher Education.

Thirdly, to identify areas of potential collaborations between India and Tanzania in Higher Education.

⁶ Strategic Partnership is the relation between countries where both countries cooperate in areas of common interests an objectives such as trade, economy, security, technology etc and this cooperation gives mutual benefits for both the parties.

⁷ The New Education Policy 2020 (NEP 2020) also known as National Education Policy 2020 , was launched in India on 29th July 2020 it aimed to transform India's knowledge society with equitable, high quality education and make India a global knowledge superpower by making India's education sector more holistic, flexible, multidisciplinary which fits the changing needs of 21st century on all levels of education

⁸ Indian Institute of Technology also called IIT is one of the most reputed institutions of India which offer various courses in different disciplines in engineering.

1.3 Research Questions

This thesis seeks to answer the following research questions:

What are the strengths and weaknesses in the education system of India and Tanzania based on which they can cooperate?

How do both the countries work to address the gender divide and work for empowerment of the women?

How will India and Tanzania's collaboration in Higher Education help in strengthening the relations between the both the countries?

1.4 Research Hypothesis

This research is based on the following tentative assumptions:

Collaboration between India and Tanzania in Higher Education will help in strengthening people to people contact, academic, research and cultural ties between the two countries.

India's knowledge diplomacy will help in increasing India's presence in Tanzania and aid Tanzania in its achievement of Africa's Agenda 2063⁹.

1.5 Academic Rationale

The research is significant to understand how India has been carrying out its Knowledge Diplomacy with Tanzania. It throws light on why Higher Education is important for Tanzania and how this cooperation between India and Tanzania can

⁹ Agenda 2063 : 'The Africa We Want' is Africa's blue print and master plan for transforming Africa into the global power house of future by achieving sustainable development and Pan African vision of an integrated, prosperous and peaceful Africa driven by its own citizens and represent a dynamic force in the international arena. For further details visit. <https://au.int/en/agenda2063/overview>

play a role in the development of Tanzania Higher Education at the same time strengthen the ties between India and Tanzania. This study also finds out what are the other potential areas in which India and Tanzania can further cooperate.

1.6 Literature Review

(Knight, 2018) in her journal article ‘Knowledge Diplomacy: A bridge linking international Higher Education and research with international relations’ discusses what is knowledge diplomacy and how it is playing an important role in strengthening good relations between countries through internationalization of Higher Education and therefore has change the way the countries are now carrying out diplomacy with other countries in terms of Higher Education. This article also focuses on how knowledge diplomacy is different than other diplomacies and how this diplomacy involves various stakeholders which are not restricted to the government officials only.

(Government of India Ministry of Education, accessed on 2023) it talks about how the New Education Policy of India is promoting internationalization of Higher Education both in India and in foreign countries. The NEP 2020 of India encourages the top performing Indian institutions such as IIM’s and IIT’s to set up its offshore campuses in foreign countries as a part of India’s knowledge diplomacy and as a part of India’s developmental co-operations.

Prime Minister’s Press release (2023 October 09) English translation of Press Statement by Prime Minister Shri Narendra Modi during the visit of President of the United Republic of Tanzania to India talks about how India and Tanzania’s relations have evolved into Strategic Partnership. It also discusses how India and Tanzania

have been cooperating in the past as well as lists out new areas in which India and Tanzania will be cooperating as South-South cooperation.

(Mohammed, 2010) in his journal article 'India and Tanzania in the Geopolitics of Indian Ocean' traces how India and Tanzania's relations have evolved over the years and it also discusses how over the years these relations have grown through various co-operations and MOU's between India and Tanzania in various fields especially in Higher Educational fields and how India continues to support the Higher Education of Tanzanian students through various programmes.

. (Hayward, 2020) in his book 'Transforming Higher Education in Asia and Africa: Strategic Planning and Policy' talks about the growing demands of Higher Education in African countries and how they are unable to meet these growing demands due to various reasons like lack of professional institutions, low quality education etc. It also discusses how these Higher Educational institutions are important contributors in the growth of countries and therefore developing countries need to focus on Higher Education.

(Sanga, 2012) in his journal article 'Challenges of Institutional Reforms in African Higher Education: the Case Study of Three Public Universities in East Africa' discusses how Higher Educational institutions in Tanzania have evolved. This article also points out various challenges faced by the Higher Educational sector in Tanzania such as lack of ICT infrastructure and latest technology, lack of funding, gender disparities, lack of professional teachers etc and how all these hinder the development of Higher Educational sector of Tanzania and also how all these factors affect the quality of Higher Education provided by Tanzania.

The next chapter will introduce the concept of knowledge diplomacy and why quality Higher Education which is also one of the sustainable development goals is important for Africa and how it is connected with the achievement of Africa's Agenda 2063.

1.7 Research Methodology

The methodology that will be used in this research is Qualitative method, will rely on the use of the comparative and historical approaches. By using historical approach the study will trace the growth of relations between the India and Tanzania, it will use comparative approach to compare the challenges faced by both India and Tanzania in Higher Education as well as compare the gender disparities in Higher Education of both India and Tanzania.

Data collection will be from primary sources as well as secondary sources and the primary sources will include the government documents from India and Tanzania, information from the websites of Indian ministries, press release by the Government of India of and reports and from the United Nations (UN)¹⁰ websites and African Union¹¹ Website. Secondary sources will include Journal articles, e-books, reports and articles by think tanks newspapers. All these resources provide an in-dept understanding of the research topic.

1.8 Limitations

¹⁰ United Nations is an international organisation and is currently made up of 193 member states. It was founded in 1945 Initially made to promote peaceful cooperation security now It works on various contemporary issues eg. climate change, security, peacekeeping etc . for further details visit <https://www.un.org/en/>

¹¹ The African Union is an union of 55 members states from the African continent. It is made up of political as well as administrative body and it works to connect African countries and work together to achieves development and address issues faced by the African states.

While conducting the study on India's knowledge diplomacy in Tanzania there were some limitations faced. Firstly there was lack of access to first hand data with regards to what are the challenges faced by Tanzania in terms of internationalization of Higher Education. Secondly the inability to conduct fieldwork in Tanzania, as it would have given an in-dept information on how India's move of knowledge diplomacy is benefiting the students of Tanzania and strengthening India's influence in Tanzania. Lastly the limitation to access some secondary sources such as journal articles and books on knowledge diplomacy in Africa and Tanzania due to inaccessibility and financial infeasibility of resource material.

1.9 Theoretical Framework

This thesis applies the critical theory approach from Frankfurt School. The critical theory was first defined by Max Horkheimer (Burchill et al., 2005). It focuses on resolving issues of inequality and talks about emancipation of human beings by looking into the historical situations which had led to the current injustice. Critical theory tries to improve human existence by eliminating injustice by analysing the underlying social structures in order to overcome these injustices (Burchill et al., 2005).

This thesis also uses Feminism theory which is one of the theories from critical theory as feminism works to empower women by breaking gender stereotypes and giving women equal rights and opportunities. As this study compares the gender disparities between India and Tanzania and also looks into how women empowerment can lead to women led development this shows the aspect of feminist theory which aims for emancipation of women.

This thesis uses the critical theory as it looks into emancipation and self determination especially of the people of Africa and with Tanzania in focus. This study uses critical theory particularly by applying importance to Higher Education as a tool towards development and also aiming to reduce inequalities and address gender disparities. This is because critical theory seeks to challenge and transform power structures to pursue social justice and equality. This thesis is focused on South-South cooperation where developing countries cooperate with each others in various areas such as technology, education, energy etc. This study focuses on India knowledge diplomacy with Tanzania leading to cooperation between India and Tanzania in Higher Education as a part of South South cooperation.

1.10 Chapterisation

This study consist of a total of six chapters and they are as follow:

Chapter 1 entitled: **‘Introduction’** this chapter includes the synopsis of this study with a brief introduction on the topic of this research followed by background of this study, research objectives, research questions, hypothesis, academic rationale, literature review, research methodology, limitations faced by this research, theoretical framework and synoptic chapterisation..

Chapter 2 entitled: **‘Knowledge Diplomacy In Today’s Contemporary Times ’** this chapter will explain the term knowledge diplomacy, Sustainable Development Goal (SDG) 4 which focuses quality education, the reason why Higher Education is important for Africa and what is the significance of Africa’s Agenda 2063.

Chapter 3 entitled: **‘India’s Knowledge Diplomacy an Emerging Policy in Africa: A study of Tanzania’** this chapter focuses on how India’s New Education Policy

2020 is contributing towards India's knowledge diplomacy in Tanzania, it will trace India and Tanzania's relations over the years, will explain the significance of the new strategic partnership between India and Tanzania and will also briefly discuss how international community is promoting its Knowledge diplomacy in Tanzania.

Chapter 4 entitled: '**Gender Divide In Higher Education Comparison Between India & Tanzania**' this chapter will discuss what are the challenges faced by women from India and Tanzania in Higher Education, it will also discuss the various policies in India and Tanzania which aim for empowerment of women and the growing change of focus from women development to women led development.

Chapter 5 entitled: '**SWOT Analysis On The Higher Education Of India And Tanzania A Prelude To Knowledge Diplomacy**' this chapter will discuss why internationalisation of Higher Education is important for Tanzania and what are the challenges faced by both India and Tanzania as well as the potential areas where India and Tanzania can further cooperate in Higher Education sector

Chapter 6 entitled: '**Conclusion**' the last chapter of this study will wrap up this research by discusses the new areas in which both India and Tanzania can work together to address the issues and strengthen their relations.

CHAPTER II

KNOWLEDGE DIPLOMACY IN TODAY'S CONTEMPORARY TIMES

Education plays an important role in development of a human and that in turn helps in development of a country due to its skilled and valuable human resources. It is the Higher Education which expands the opportunities available for the individuals and there by empowering humans in achievement of their socio-economic progress helping in the development of their capabilities in various sectors making knowledge an asset in achievement of the developmental goals of the countries (UNDP, 2021). Countries across the world are working towards improvement and leveraging their Higher Education in order to develop a human resource which is contributes to their knowledge economy (UNDP, 2021).

United Nations Development Programme measures and creates a report on the level of improvement education and Higher Education across the globe using the Global Knowledge Index in 2021 (UNDP, 2021). The Global Knowledge Index is used to monitor the knowledge status of the countries in key areas such as Higher Education, innovation and research, Information and Communication Technology (UNDP, 2021). This report covers 154 countries and consisted 232 indicators and this report aims to guide the various stakeholders like policymakers, researchers, civil society

and also the private sectors which work to not only nurture knowledge based societies but also aim to bridge the knowledge gap (UNDP, 2021).

The Global Knowledge Index is crucial as it helps countries identify where and how they should invest in order to build a society which is knowledge base along with cutting edge technology (UNDP, 2021). This index also shows how many and which African countries need more support to address knowledge gaps in various areas like quality education, regulatory framework, advances in key knowledge sectors, advances in technical, vocational education and training etc (UNDP, 2021). Countries are now working together through strategic cooperation like North-South cooperation¹², South-South cooperation and Triangular cooperation¹³ in order to address the gaps in knowledge sectors (UNDP, 2021). Countries now cooperate with other countries to help them in their educational sector especially in the Higher Educational sector of the developing countries through knowledge diplomacy.

Internationalisation of Higher Education is an increasing trend among the countries and is a component of knowledge diplomacy as it leads to not only growth of educational programmed internationally (Moshtari, & Safarpour, 2023). It also leads to expansion of campus branches beyond the home country, promotes joint partnership in Higher Education sector and also leads to academic mobility across the globe (Moshtari, & Safarpour, 2023). Internationalisation of Higher Education is a strategic concept and agenda contributing to the foreign policy of a country due to it leading to attract international students, promote inter-university partnership

¹² North-South cooperation is the developmental cooperation between the developed countries which are referred to as north while the developing countries which are referred to as South or global south cooperate in various areas such as in political, economic, environmental, technical, educational, technological sharing of knowledge etc. Eg India and Netherland on green hydrogen.

¹³ Triangular cooperation is the developmental cooperation between two or more developing countries and one developed country or multilateral organisation on in various areas such as knowledge sharing, education, climate, technology etc where there is one is facilitator, another is the pivotal and another country is the beneficiary. Eg India –Japan- Africa in which India, Japan, Kenya in health sector.

especially in technical and fields and establishment of overseas branches (Moshtari, & Safarpour, 2023).

Internationalisation of Higher Education aims to benefit the wider community and promote common good which is Higher Education both at home and abroad through education, research, service and promotion of international as well as crosscultural engagement (Moshtari, & Safarpour, 2023).

Knowledge diplomacy plays an important role in fostering good relations between the countries at the same time providing mutual benefits for both the countries (Knight, 2018). In contemporary times there have been many changes in International Higher Education (IHE) especially with a number of countries using knowledge diplomacy as a tool for strengthening relations between countries (Knight, 2018). Some of the programmes undertaken by countries as a part of knowledge diplomacy are Fulbright Programmes, British Council Activities, German Academic Exchange Service, Erasmus Mundus projects, etc. In contemporary times the diplomacy is changing at a fast pace along with involvement of new actors, new issues and new functions (Knight, 2018). This has led to a shift from state approach in which the ministry of foreign affairs and professional diplomats to an approach with multiple actors (Knight, 2018).

Today new issues such as Higher Education, migrations, health, environment, science and technology etc have also become fundamental issues in international relations where new actors such as experts in various fields, civil societies, multinational firms educational institutes, etc have become key players in carrying out modern diplomacy (Knight, 2018). The international Higher Education and research is a dynamic field with the development of innovative global research networks, knowledge hubs,

international joint universities, partnership in various multiple sectors, regional centres of excellence and promotion of academic mobility and programmes (Knight, 2018). Knowledge diplomacy aims to bring expertise and research in Higher Education through partnership in various sectors in order to solve the pressing global issues which cannot be solved by one country only (Knight, 2018). International Higher Education and knowledge is a form of soft power yet it is less invasive and less destructive in nature (Knight, 2018). Knowledge diplomacy therefore through internationalisation of Higher Education works to address the issue of knowledge divide among the countries (Knight, 2018).

India also has been engaging with countries especially with countries of global south through knowledge diplomacy and African countries being one of the old areas where India has carried out its knowledge diplomacy. Though many other countries such as European countries and also Asian countries such as China are also involved in carrying out knowledge diplomacy in African region, most African countries prefer engaging in areas such as information technology and medicine with India. Africa being a continent with a young demography which indicates it has high potential needs to ensure that its people are educated and are assets to help in Africa's development and achieve Africa's Agenda 2063.

2.1 Knowledge Diplomacy

Knowledge diplomacy refers to an approach used by countries to strengthen its relations among countries through international Higher Education, innovation and research (Knight, 2023). Unlike soft power in which one country benefits due to its influence, knowledge diplomacy is about finding common grounds under which both the countries benefit at the same time meeting their national interests thereby making

knowledge diplomacy different from soft power (Knight, 2023). Knowledge is a cornerstone of today's globally interconnected world and plays a role in flow of knowledge, innovation, technology, values, exchange of people and information across boarder and plays an effective role in addressing challenges faced worldwide (Knight, 2015). International Higher Education and research is changing at a fast pase with new modes of academic mobility and various actors which range from government to non-state actors such as private firms, educational institutions, etc , which play an important role on various levels and aiding in strengthening both bilateral and international engagements (Knight, 2018).

These international Higher Education and research initiatives include training and exchange programmes, scholarly events, international development projects, world-wide scientific ad research initiatives, Higher Education summits, offshore campuses, etc (Knight, 2018). Knowledge diplomacy is an inclusive approach as it is 'means to end' and not on production of knowledge as it tries to build the ability and capacity to address global issues which cannot be solved by a single country but requires international collaboration (Knight, 2018). Thus knowledge diplomacy builds cooperation and collaboration through activities by research centres, universities and colleges, educational hubs and international joint universities, etc and in this process bringing in expertise, technology and skills and connectivity in the world (Knight, 2018).

There has been a growing trend of countries shifting from cultural diplomacy and soft power to knowledge diplomacy (Asada, 2019). Soft power is a concept explained by Joseph Nye as the ability of a country to influence and attract people of foreign countries and other countries and gain what they want through non-coercive methods, culture, values, foreign policies without using coercion (Asada, 2019). Cultural

diplomacy is defined by Milton Cummings it fosters international relations supporting mutual understanding, through exchange of ideas, information, art, language and other aspects of culture (UNESCO, 2022). In soft power and cultural diplomacy (Asada, 2019)

Internationalisation of Higher Education leads to mobility of international students and contributes to the economic, political, social and cultural development of not only the host country but also of the home country (Asada, 2019). The United Nations Sustainable Development Goal 4 includes target 4.7 which calls for education to promote a culture of peace, nonviolence and appreciation of cultural diversity among the learners (Asada, 2019). International student mobility as a part of education promotes understanding, tolerance, friendships among nations and engagement with people from diverse background (Asada, 2019).

2.2 Sustainable Development Goals

The Sustainable Development Goals (SDG) refers to 17 objectives and goals which are interlinked and are designed to achieve a peaceful, prosperous future and planet these goals are urgent call for all the countries to take action through a global partnership (United Nations, 2023). The SDGs are a result of decades of work which initially started with the Earth summit in 1992 in Rio de Janeiro which was attended by 178 countries for Agenda 21 which was a comprehensive global action plan by UN, various state governments and organizations with regards to various issues regarding both humans and environment which created the Commission on Sustainable development (United Nations, 2023).

In 2000 the member states in UN adopted the Millennium Declaration which aimed to achieve Millennium Development Goals (MDG) but in 2015 these goals were

renamed as Sustainable development goals with a target of achieving by 2030 (United Nations, 2023). The MDG's contained only 8 goals while SDGs have 17 goals with 169 targets and are broader than MDG's as they try to address the root causes and cover all three dimensions of sustainable development which are economic growth, social inclusion and environmental protection (United Nations, 2023). Unlike the MDG's which were more focused on developing countries the SDGs are universal as in they apply to all and the core focus of SDGs is mobilization of financial resources, capacity building, technology and data sharing and building strong institutions (United Nations, 2023) .

These goals aim to end poverty and other deprivations with strategies which aim to improve health, education, end inequality, energy, sustainable consumption and production, peace justice, global partnership and spur economic growth for all while at the same time tackling and addressing climate change, and preserving oceans and forest thereby aiming for development which is sustainable and inclusive (United Nations, 2023). Though these Sustainable Development Goals are not legally binding the countries are expected to implement them by making their own national framework to achieve the 17 goals and have the responsibility to review and follow up with their progress report though this is voluntary in nature (United Nations, 2023).

Sustainable Development Goal 4 (SDG 4) ¹⁴ aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,” is one of the 17

¹⁴ There are 17 Sustainable Development Goals, SDG 4 focuses on Education and has various targets and Indicators focussing on quality education, access, equality, gender disparities, etc. which needs to be achieved. For further details visit https://sdgs.un.org/goals/goal4#targets-and_indicators

SDG goals of UN's 2030¹⁵ for Sustainable Development (United Nations, 2024). This goal aims to promote education and skill development, which will not only help to enrich and aid development of individuals but also equip them with skills which will be useful in their lives (United Nations, 2023). It also focuses to build better infrastructure and provide better facilities for learning thereby increasing literacy, providing better opportunities for employment and also increasing environmental and climate awareness (United Nations, 2023).

SDG 4 has seven targets and a total of twelve indicators all which focus on education. The seven targets are: (i) build and upgrade educational facilities which are sensitive to the needs of children, differently able and gender which provides a safety for them from violence and promote effective learning environment, to globally expand the number of scholarships for developing countries especially least developed countries, small island developing countries and African countries (United Nations, 2023).

To promote enrolment in Higher Education, vocational training, scientific, technical, engineering, information communication, technology programmes in both developing as well as developed countries (United Nations, 2023). To increase qualified and trained teachers through international cooperation in developing, least developed countries and small island states (United Nations, 2023).

(ii) To ensure equitable, quality and free primary as well as secondary education which is relevant and effective for all boys and girls (United Nations, 2023). (iii) To ensure that all kids have access to quality pre-primary education (United Nations,

¹⁵ Agenda 2030 for sustainable development aims to achieve all 17 Sustainable Development Goals by 2030 by all. Agenda 2030 is the continuation of Millennium Development Goals 2000 and these goals were renamed and continued as Sustainable Development Goals 2016. For more information visit un website <https://sdgs.un.org/2030agenda>

2023). (iv) To ensure equal access to both women and men to Higher Education which is affordable, vocational, tertiary and university (United Nations, 2023). (v) To increase the number of youth and adults with relevant, technical, vocational skills which are required for decent jobs and entrepreneurship (United Nations, 2023).

(vi) Eliminate gender divide in education by ensuring equal access to women in all levels of education, vocational training especially for vulnerable, differently able and indigenous people. (vii) To ensure that both/ men and women who are youth and adults achieve literacy and lastly (United Nations, 2023). (viii) To ensure that all learners acquire all the knowledge and skills required to promote sustainable development, gender equality, promote peace, non-violence, culture, global citizenship and cultural diversity by contributing to the sustainable development (United Nations, 2023).

Education is an important factor which changes the socio-economic and intellectual sphere and can help in reducing gender inequality and violence in African region. Education is the key to achieve many other sustainable development goals cause only when people get quality education and acquire skills they are able to reduce inequalities, empower people, foster tolerance between people, eliminate poverty, achieve a scientific, health sector and socio- economic growth and contributes to peaceful societies and coexistence (United Nations, 2024).

Education must become a national priority and measures need to be taken to ensure access to quality education and digital transformation (United Nations, 2024). If people lack access to free primary and secondary education then there will be lack of access to Higher Education (United Nations, 2024). Economic constraints, lack of accessibility, inequality in terms of gender, lack of skilled teaching staff, lack of

funding in education, lack of digitalization and also low information and technological skills are hurdles in achieving universal connectivity and education (United Nations, 2024). Sub-Saharan Africa is one of the region which has faced biggest challenges in providing education due to lack of basic resources, lower level primary and secondary education, digital divide and most importantly the Covid-19 pandemic has greatly impacted the education leading to loss of learning in four out of five of the countries which were studied (United Nations, 2024). Another important factor is gender disparity which has hindered the achievement of SDG 4 (United Nations, 2024).

2.3 Significance of Higher Education for Africa

It is said that the future belongs to Africa due to its advantage demographic potential to alter the world order. Africa's population was around 140 million which was 9 percent in 1900, however this has greatly increased in contemporary times and now Africa's total population is over 1.4 billion (Stanley, 2023). According to United Nations by 2050 Africa's population will rise to 2.5 billion which will account to more the 25 percent of the world's population and is expected to rise close to 40 percent of the world's population by the end of the century (Stanley, 2023). This expected growth can be seen in figure 2.1 shows the growth prospects of the world's population by 2050 in which five out of the eight countries which are expected to have a population boom are Democratic Republic of Congo, Tanzania, Ethiopia, Nigeria and Egypt all five countries belonging to the African continent which will account to over half of the global population.

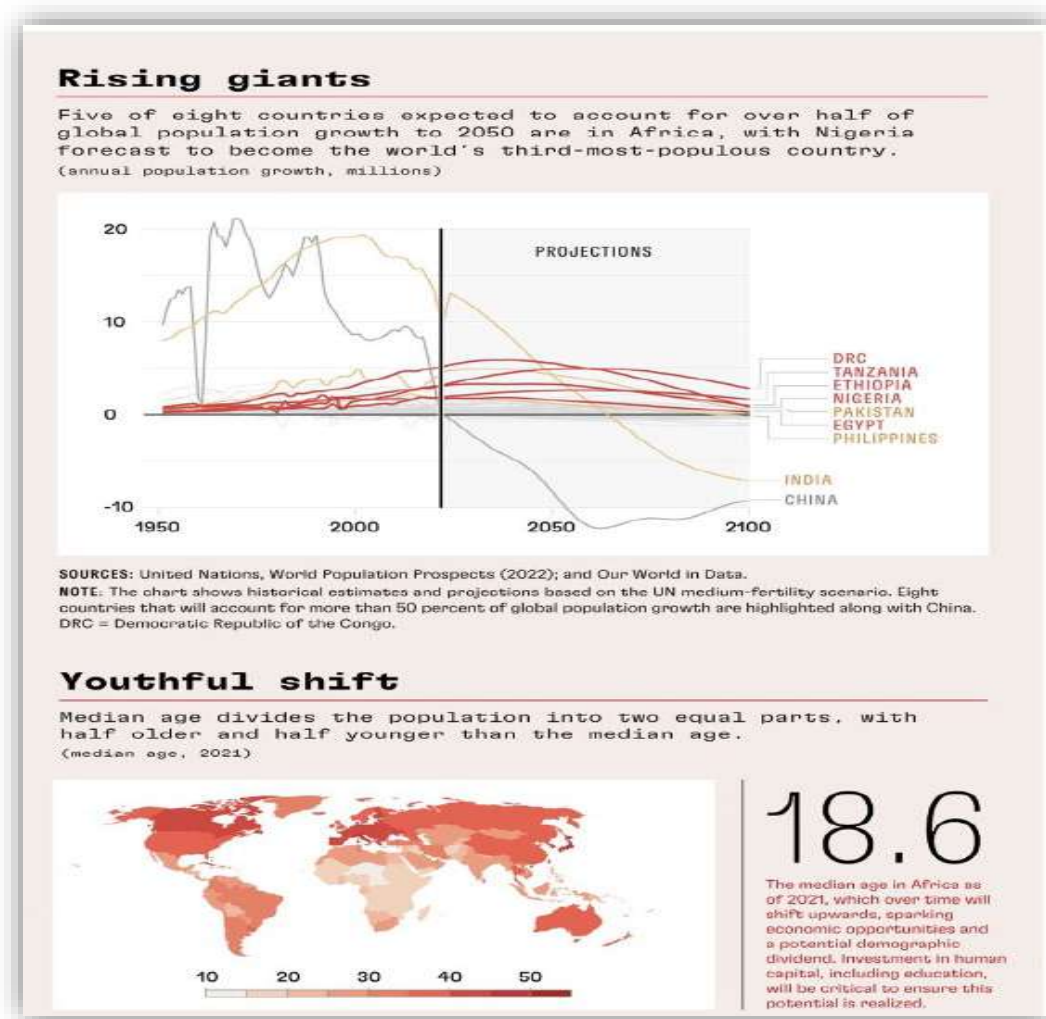


Figure no 2.1 Sources: United Nations, World population Prospects (2022)

The figure 2.2 the growth of population globally in 2021 with Africa being the only continent with highest population growth by 4 percent. This figure also projects the estimated growth of global population with Asia and Africa being the only continents with high population and Africa containing 26 percent of global population by 2050 and 38 percent of global population by 2100 indicating that two out of every five people on earth are expected to be African.

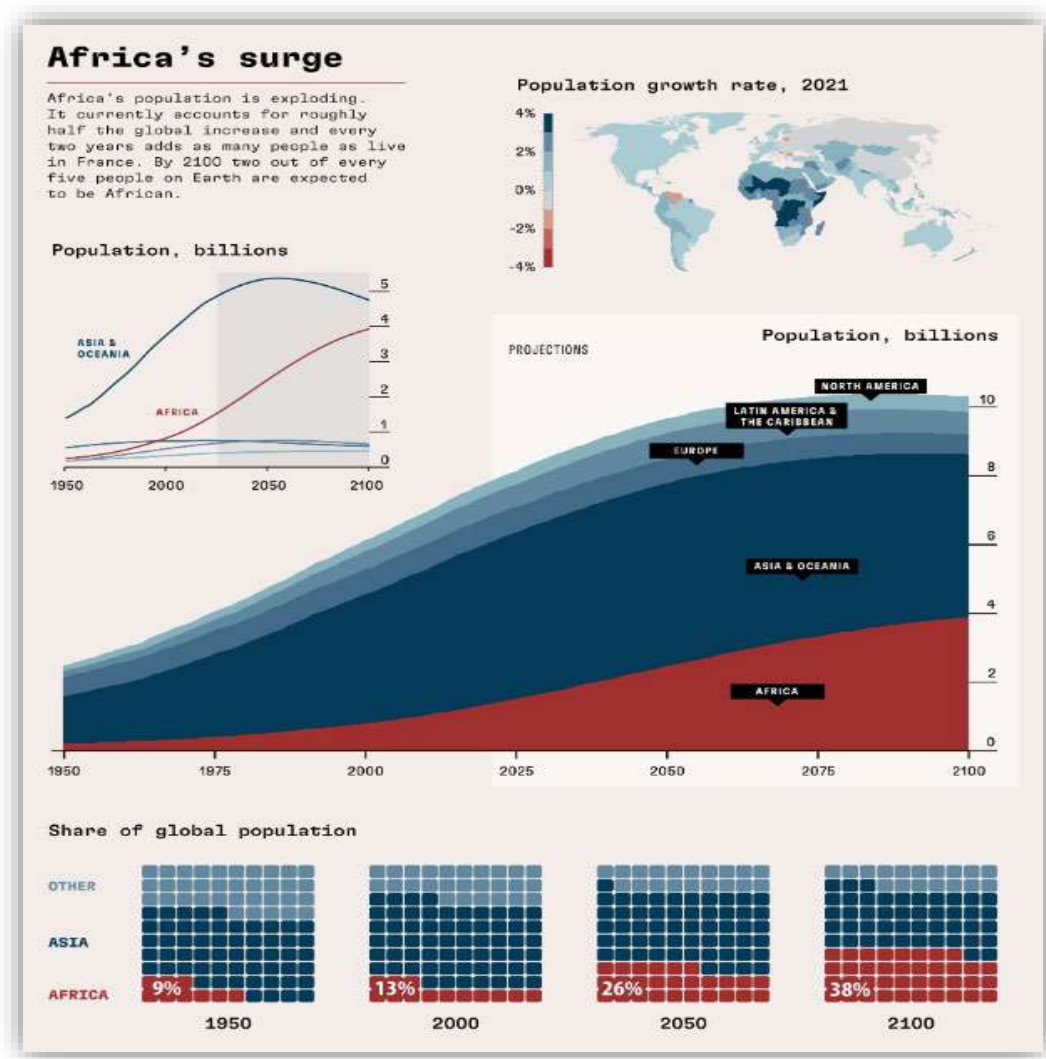


Figure no 2.2 Sources: United Nations, World population Prospects (2022)

This indicates growing pool of human talent, economic pull, consumption demand and human capital therefore there is a great need to invest in human capital especially through high quality equitable and accessible educational opportunities so that this human resource can be an asset (Selassie, 2021).

Recent data according to United Nations Educational, Scientific and Cultural Organization (UNESCO) ¹⁶ says that almost one third of youth between 6 -11 are out

¹⁶ United Nations Educational, Scientific and Cultural Organization it promotes peace and security by promoting international cooperation in education, sciences, culture, communications and information . for more details visit <https://www.unesco.org/en/brief>

of school and 60% of youth between the age of 15- 17 are not in school with the number of female not being in education and Higher Education being higher compared to male youth (UNESCO Statistics). Higher Education can also contribute in making a progress in gender equality of SDG 5, development of sustainable cities and community SDG 11, infrastructure, health, governance etc. Though Africa has a great opportunity due to its youthful population who carry great potential to turn into a transformative wave for economic growth and development of the continent it also faces challenges in tapping this potential due to gender divide and Africa cannot afford to miss it (Kumapayi, 2024). There is a need for governments to prioritise in investing in education skill development, promote gender equality, implement policies and initiatives which aim to empower women, prevent gender based violence, promote maternal and child health, disease prevention, job creation and promote equal access to high quality education and skill development of women (Kumapayi, 2024). It is also found that Africa has high proportion of women who are entrepreneurs and indicating the high potential women poses in contributing in the growth of the continent's economy therefore there is a great need to encourage women to go for primary, secondary, tertiary, vocational and professional educations through effective initiatives (Kumapayi, 2024).

Africa's Agenda 2063 also focuses on Higher Education as one of its important plan for Africa's transformation as this plan prioritises investment in education, technology, science and research as important factors for Africa's development and has envisioned of at least 70% will high school graduates will go for further studies and will specialise in science and technology (Direct Aid, 2023). Africa has the youngest population with a median age of 19 yet many have never attended school (Pant, 2023). Access to best educational opportunities will give way to brighter

future for students in Africa therefore there is also a need to provide African youth with skills and knowledge which are suitable for new age jobs (Pant, 2023).

Africa is a continent which experiences conflicts and political violence due to various reasons with clashes between rebels and government militia are the most common post decolonisation of Africa and with many civil wars breaking out in African continents for the last two decades has led to Africa acquiring a reputation as a hotbed of violence, terrorism and warfare (Driscoll, 2009). With the Organization of African Unity creation a strong norm of non-interference by African countries into each other's internal affairs has greatly stopped from escalating into cross border conflicts and as a result most borders are left undefended and easily enterable making it favourable for migration, smuggling and carrying out illegal activities and difficult to police (Driscoll, 2009).

Africa has been a home to wars of decolonization, guerrilla insurgencies, coups, clashes between clans and tribes and countries such as Liberia, Mozambique, Democratic Republic Congo, Rwanda, Ethiopia etc which have faced civil wars (Driscoll, 2009). Ethnic, clan and tribal clashes were also a result of higher ups like higher ups eg politicians and would be leaders play with the ethnic differences, uncertainty of intentions of one clan against the other often leads to a cycle of mistrust which can later lead to conflict (Driscoll, 2009).

Many failed states¹⁷ have emerged in Africa in the past two decades and some of the factors which have caused this can be traced back to their colonial legacies and due to dependency of the African countries on their former colonisers over the years even

¹⁷ Failed states are countries who's political or economic stems have become very weak and are beyond the control of the government and unable to carry developmental functions eg Somalia, Democratic Republic of Congo, Sudan etc.

after they had gained independence (Kumar, 2020). The Dependency theory came in 1950s and it was developed by Andre Gunder Frank, Sameer Amin and Rawl Prebisch, the theory is based on dual development (Kumar, 2020). According to Andre Gunder Frank one of the important factors for underdevelopment of a state can be traced back to the history of post colonial countries where the former colonisers have played a role in preventing the development of their former colonies like African states through various ways (Kumar, 2020). Though African countries gained independence after their decolonisation they were never totally free as Africa was not only at the mercy of their former colonisers but also of other new countries which had a huge interest in Africa (Mlambo, 2021).

The African countries remained socio economically dependent on their former colonisers eg. economically dependent on west for foreign aid under which the African countries had to undergo Structural Adjustment Programmes¹⁸ (Mlambo, 2021). These Structural Adjustment Programmes were made by the west and being one fit solution they were unable to solve the issues of the countries instead of improving they made their economies even worse as each country was different so they needed different methods to improve their economies (Mlambo, 2021). Trade was another factor on which the African countries were unable to establish trades with neighbouring countries and inability to build infrastructure and connectivity with neighbouring countries because the colonial masters had prevented the interactions with other countries in the past (Mlambo, 2021).

With African countries dependent on developed countries for scientific and modern technologies has led them to be exploited by the western countries and transfer of not

¹⁸ Structural Adjustment Programmes refers to the reforming the economical structure of the countries under the set advices order to secure loans from International Monetary Fund or World Bank.

up to date technology and education system thereby creating a lack of capacity to develop a strong indigenous scientific and modern technologies which are suitable for the African countries (Kumar, 2020). African countries being dependent on advice from their former colonizers on economic and development issues such as green revolution etc made Africa miss the bus to development and access to modern technology (Mlambo, 2021). The colonizers had divided and created current Africa on the bases ethnic, regional differences thereby creating artificial borders and had erased indigenous political institutions and replaced by foreign system and creating authoritative, ethnic based system which monopolised power and further fuelled the ethnic clashes among the people of Africa (Mlambo, 2021).

Another reason is that the elites who were left to carry out administration who were supported by the former colonisers instead of focusing on bringing about development in these countries they were involved in exploiting, corruption and instability to carry on their regimes and profit from it (Kumar, 2020). Also the colonial administrators in order to secure their economic interest ensured that all economic interactions take place only between the colonial power and its colonies and would focus on infrastructure development of particular areas only which preserved their interests thereby preventing the spread of development (Kumar, 2020). Africa therefore was patterned to develop in a way which served the interest of west through non promotion of scientific and technical education, preventing encouragement of African institutions from providing science, technical and technological knowledge (Kumar, 2020). This led to African countries unable to boast technical and scientific institutions leading African countries to suffer shortages in critical skilled professions such as engineers, scientist, researchers, doctors, entrepreneurs and other human resources (Kumar, 2020)..

Most of the times after the African countries gained independence they suffered from weak institutions and poorly funded armies and police personnel, lack of basic health facilities, lack of proper infrastructure, exploitation of resources and exploitation by the elites along with corruptions and lack of trained and quality education for the people and youth have further led to failure in this states (Driscoll, 2009). With the youth lacking education and employment they are vulnerable to be manipulated and brainwashed leading them to engage in illegal activities like smuggling, violence, terrorism, insurgencies, rebellion and gullible to falling into the political traps by elites and political leaders eg in Somalia, Seirra Leone, Democratic Republic of Congo (Driscoll, 2009).

African leaders realised that Africa can develop only when all the African states develop and work together to solve common issues which all of them face and to develop in a way which how the Africans want and not dictated by others an also promote peace, collaboration, connectivity and unity among African

2.4 Africa's Agenda 2063

Agenda 2063 'The Africa We Want' is a blueprint and a master plan created by Africa to transform Africa into the global power house of the future through a strategic framework for delivering the sustainable and inclusive development and pan-Africa drive for unity, self-determination, freedom, progress and collective prosperity under Pan-Africanism¹⁹ and African Renaissance (African Union Commission, 2024). Agenda 2063 was adopted by the African Union Summit in 2015 at the 24th Ordinary Assembly of the Heads of State and the Governments of the

¹⁹ Pan - Africanism is a term which is used in general to various movements in Africa which have a common goal of Africa's Unity and eliminate colonialism and white supremacy from the continent of Africa.

African Union in Addis Ababa and was formulated to guide Africa's development in the next fifty years (African Union Commission, 2024). The need for agenda was, felt by the African leaders as there is a great need to bring about structural transformation, reducing conflict, gender equality, people centric development and keeping up with the changing global arena and revolutions in Information, Communication and Technology (African Union Commission, 2024).

Agenda 2063 also includes the development priorities which are both national and regional priorities which includes areas like sustainable and inclusive economic growth, human capital development, agro based businesses development, value addition agriculture (African Union Commission, 2024). It also includes generation of employment for the youth and women, social protection, empowerment of youth, women development, capable institutions based on good governance, infrastructure development, manufacturing based industrialization, promotion of peace and security, development in science, technology and innovation and lastly promotion of culture arts and sports (African Union Commission, 2024).

The Agenda 2063 contains seven aspirations. These are further expanded a twenty goals and all are interlinked with Sustainable Development Goals and also indicates the importance of education especially Higher Education and skill development in Africa. These seven aspirations are:

The first aspiration is 'A Prosperous Africa, Based on Inclusive Growth and Sustainable Development' (African Union Commission, 2024). This aspiration contains seven goals which further focus on priority areas, The first goal 'A high standard of living, quality of life and well being for all citizens' which include areas of priority like decent jobs and income; reducing poverty, inequality and hunger;

Protection and providing social security for differently able persons; Modern and liveable habitats and basic quality services. The second goal is ‘Well educated citizen and skill revolution underpinned by science, technology and innovation’ through quality education and science, technology and skill driven revolution (African Union Commission, 2024).

The third goal is ‘Healthy and well nourished citizens’, the fourth goal is ‘Transformed Economies’ through sustainable and inclusive economic growth, value added and science, technology and innovation driven industrialization and manufacturing, improved tourism and hospitality and economic diversification and resilience (African Union Commission, 2024). The fifth goal includes the use of modern agriculture to increase production and productivity while the sixth goal includes venture into blue economy which will accelerate economic growth through marine resources, energy ports operation and marine transportation (African Union Commission, 2024). The seventh goal is to create economies and communities which are not only environmentally sustainable but also climate resilient through water security, climate resilience, preparedness and natural disaster, use of sustainable consumption and production patterns, use of renewable energy and sustainable natural resources management and biodiversity conservation (African Union Commission, 2024).

The second aspiration is ‘An integrated continent politically united and based on the ideals of Pan-Africanism and vision of African renaissance’ this goals linked to this are the eighth goal which focuses on United Africa as a federal or Confederates with a framework and institutions (African Union Commission, 2024). The ninth goal includes the establishment of functional continental financial and monetary institutions while, the tenth goal focuses on communication and infrastructure

connectivity through world class infrastructure crisscross in Africa (African Union Commission, 2024).

The third aspiration and eleventh, twelfth and thirteenth goals which focus on ‘An Africa of good governance, democracy, respect for human rights, justice and Rule of Law, participatory development and local governance, maintenance of peace security and stability’ (African Union Commission, 2024). The fourth aspiration with the fourteenth and fifteenth goal aims for a peaceful and secure Africa, the fifth aspiration with the sixteenth goal aims for Africa with a strong cultural identity, common heritage, values and ethics (African Union Commission, 2024).

The sixth aspiration with the seventeenth and eighteenth goal aims for an Africa whose development is people driven and on African people, women, youth and child welfare aiming for a full gender equality in all spheres of life by empowering women and girls and protecting them against violence and discrimination, it also includes empowering youth and children (African Union Commission, 2024). The seventh aspiration with the nineteenth and twentieth goal focuses on an Africa which is a strong, united, resilient and influential global player and partner where Africa peacefully co-exists and takes full responsibility of financing her development through partnership (African Union Commission, 2024). This also includes the control and investments over African capital market, Fiscal system and public sector revenues and through development assistance (African Union Commission, 2024). All these aspirations aim for the development of the African countries and all of these can be met only when quality and skilled education is accessible to the youth of Africa.

When we look at Higher Education in underdeveloped and developed countries we can see that the national economic and social progress of a state is dependent on the high quality education system of that state (Hayward, 2020). This is because the institutions of Higher Education play a fundamental role in knowledge societies as it brings out radical changes in production, application and diffusion of knowledge therefore it is the state and the political systems who play an important role in improving the Higher Education (Hayward, 2020).

The demand for Higher Education has grown tremendously especially in developing and under developed countries due to various reasons like growing population, primary education being encouraged as education for all (Hayward, 2020). Another reason is the understanding that the higher the educational qualification the better the job opportunities and higher the pay, also the leaders realisation that the education provided by the universities are essential for the economic growth of the states (Hayward, 2020).

At the same time rapid expansion of education which does not have quality and relevant skill has led to large number of pass out students who have a degree but lack the skills and relevant qualifications required of the jobs (Hayward, 2020). The failure in working towards the improvement and in implementing an up to date Higher Education has led to pushing the developing states further behind the developed states and led increasing frustration among the uneducated youth who want to be successful in life (Hayward, 2020).

This chapter has discussed why education especially Higher Education is important for Africa's growth and to meet the development goals put forward by Africa. The

next chapter will discuss how India is using knowledge diplomacy as a tool in carrying out its foreign policy in Tanzania and Africa.

CHAPTER III

INDIA’S KNOWLEDGE DIPLOMACY AN **EMERGING POLICY IN AFRICA: A STUDY** **OF TANZANIA**

Previously we have discussed why Higher Education is important for African countries and in this chapter we will discuss how India is carrying out its knowledge diplomacy in Africa and mostly In Tanzania.

3.1 National Education Policy 2020 (NEP 2020)

One of the goals of NEP is Internationalisation of Higher Education of India by making Indian Education system self-reliant, matching the global standards and norms and provide education to not only domestic students but also international students (Government of India Ministry of Education, 2023). It aims to facilitate collaboration in research and teaching through exchanges between students and faculties and exchanges between high quality foreign institutions through MOU with foreign countries (Government of India Ministry of Education, 2023). Under NEP 2020 Indian Institutions which are high performing are encouraged to set up its campuses overseas this also means that world’s top 100 ranking and some of best performing and selected foreign institutions will be encouraged to set up in India (Government of India Ministry of Education, 2023).

Under NEP 2020 credits which were acquired in foreign universities would be accepted in India and counted for the degree (Government of India Ministry of

Education, 2023). The policy also aims to internationalise courses and programmes relating to India and its culture such as yoga, Ayush which is India's traditional medicines, Indian dance, Indian Languages, folk art, etc in order to increase the interest of foreign countries in India's culture and India's traditions at the same time aiming to promote and preserve indigenous knowledge (Government of India Ministry of Education, 2023). India's New Education Policy 2020 (NEP 2020) aims to promote India as a global study destination and facilitate research and teaching collaborations, faculty and student exchange, MOUs with foreign countries and India's top universities and institutions to set up offshore campuses (Ministry of Education of India, 2022).

3.2 How India is Sharpening its Knowledge Diplomacy in Africa

India for years have been following a South-South cooperation with fellow developing and least developed countries especially with African countries and this cooperation ranges from in various fields such as economic, trade, defence, energy, capacity building, humanitarian assistance, education, etc. India-Africa education cooperation reached a new height in July 2023 with IIT- Madras(Indian Institute of Technology) signing an MOU with government of Zanzibar in United Republic of Tanzania (Bhattacharya, 2023). This became India's the first offshore IIT campus in Africa under NEP 2020 of India and one of the milestone event showcasing India's commitment and actions towards the upliftment of the Global South (Bhattacharya, 2023).

This IIT is a significant milestone in India's Global South Initiative and India's commitment to strengthen educational ties between India and Africa (Siddiqui, 2023).

Africa has been one of the traditional priorities of Indian Foreign policy especially in terms of education and can be traced back to after India's Independence (Bhattacharya, 2023). Prime Minister Jawaharlal Nehru had once expressed his concern for Africa's education and need for India to take positive measures to help with Africa's education cooperation (Bhattacharya, 2023). India who has been one of the north-south recipient is now increasingly moving towards south-south and triangular cooperation (Khare, 2015).

Indian leaders after Nehru continued to support educational needs of Africa and it was and during the Third India-Africa Forum Summit in 2015 India pledged to provide 50,000 scholarships for students of Africa to pursue their Higher Education in India (Bhattacharya, 2023). India has been dedicated to promote the sustainable development of Africa and help Africa become self reliant which can be achieved only when the education system is of quality and meets the demands of the population. India places a great importance to education as it is important for creating a good civil society, carrying out business, ensure good health care, strengthening defence, sustainable agriculture and promote a good lifestyle (Bhattacharya, 2023).

India has been engaging in knowledge diplomacy since its independence and its cooperation in education with African countries through Indian Technical and Economic Cooperation Scheme (ITEC) and Special Commonwealth African Assistance Programmes (SCAAP) as training personnel in India, Project aid, capacity building and technical training and education, exchange programmes, etc (Khare, 2015).

India had launched ITEC in 1964 which marked the onset of India- Africa's cooperation in education and it has played an important role in advancing India's

educational partnership with Africa who has been one of the largest recipients of ITEC programme (Bhattacharya, 2023). In order to meet the requirement with the changing world, during the pandemic India launched the e-ITEC courses for Africa and since then its popularity has risen higher (Bhattacharya, 2023). These ITEC courses, have helped learners from Africa advance to top professions in their countries and has enabled them to reach at top government positions eg President Buhari from Nigeria had studied in the Wellington Defence Services Staff college in Tamil Nadu (Bhattacharya, 2023).

In 2004 President A. P. J. Abdul Kalam in his inaugural speech in African Parliament in Johannesburg had urged all the members of African Union to connect with Indian institutions through satellite and fiber-optic network (Bhattacharya, 2023). In 2009 Pan African e-Network Project²⁰ (PAeNP) was formally launched through India's expertise in information technology to benefit the health and education sectors of countries across Africa through satellite/ optical fibre network and provide Tele-medicine, Tele-education and VVIP connectivity (Ministry of External Affairs, 2012). This helped to facilitate distant learning and provide distant healthcare support through modes of video, audio and computer (Bhattacharya, 2023). 47 countries from Africa benefited from this project and which was under the Telecommunications Consultants India Limited (TCIL) which acts as a nodal agency and in 2019 the PAeNP was renamed as e- Vidyabharati and e- Arogya Bharati (e-VAB) (Bhattacharya, 2023).

Indian Higher Education initiatives aim to help African students were unveiled at the Indian-Africa Higher Education and skill development summit which was held in

²⁰ Pan African e-Network Project is a network which provides educational and medical services through telecommunication links.

Delhi in 2021. India is considered one of the five top destinations for Higher Education for African students and have more than 25000 African students studying in 500 Indian universities which include private as well as public universities across India (Bhattacharya, 2023). The areas which India wanted to work for are promotion of online and distance programmes offered by Indian universities, career based vocational education programmes which are suitable for the job market in Africa and joint research programmes with African universities (Bhattacharya, 2023).

India also had launched India Technical and Economic Cooperation (ITEC) and Africa is now the largest recipient of ITEC programmes which are custom made according to the needs of each country and India's objective to help African students to achieve their education goals and in the process also help in providing the continent with technological advancement (Pant, 2023). As a part of Pan African e-network project in 2019 e-VBAB (e-Vidya Bharati and e-Arogya Bharati) was launched under which Indian government offers scholarships to students from partner African countries (Pant, 2023).

This project enables African students to pursue online undergraduate, postgraduate, diploma and certificate courses from reputed Indian institutes and universities in various disciplines (Pant, 2023). The India has also been offering Indian Council for Cultural Relations (ICCR) Africa scholarships scheme to African students and in 2023 Government of India announced 908 scholarship slots for Africans. Indian government under Prime Minister Narendra Modi has shown increase in India's effort in extending India's robust partnership with Africa (Bhattacharya, 2023). With NEP 2020 of India aim to internationalise India's Higher Education and encourage India's top performing universities to establish campuses overseas this has led to

establishment of overseas campus world class and global educational institutes like IITs and IIMS in African countries (Bhattacharya, 2023).

India's IIT campus in Tanzania offers not only the local people of Tanzania but also the students from East African region the educational opportunities (Siddiqui, 2023). This will contribute to the development of Tanzania and African region to empower them to become future leaders in their respective fields (Siddiqui, 2023). This move highlights the growing engagement and bilateral ties between both India and Tanzania and further promotes their collaboration in multiple domains eg defence, education, agriculture, trade, technology, etc, (Siddiqui, 2023). These IITs are renowned for bringing expertise and excellence in science, engineering and technology education which will enable students of Tanzania to access world class Higher Education without the need to study abroad (Siddiqui, 2023). It will nurture talents, foster innovation and facilitate technological advancement and create an environment for academic and research (Siddiqui, 2023). This in turn will positively impact the local economy by attracting investments and foster a culture of Innovation and entrepreneurship (Siddiqui, 2023).

Another initiative by India to aid in the capacity building in Africa is India setting up its first overseas National Forensic Sciences University (NFSU) in Uganda on 12th April 2023 (Siddiqui, 2023). This further shows India's commitment in establishing prestigious Indian universities and technical institutes in African countries (Siddiqui, 2023). Through these programmes and initiatives by and through educational cooperation India aims to bring world-class education to African countries to provide them access to best and quality educational opportunities and facilities to Africans (Bhattacharya, 2023). This greatly aids African students achieve their educational

goals and aid in the technological advancement of the African continent and also help Africa in achievement of SDG's (Bhattacharya, 2023).

3.3 Tanzania's significance for India

The United Republic of Tanzania is located in the East African region and is made up of two sovereign republics of Tanganyika and Zanzibar. It was a former German colony which later became a British colony and finally gained independence on 9th December 1961 and later became an United Republic of Tanzania in 1964 currently is a unitary presidential democratic republic Tanzania is geopolitically important in the Indian ocean especially as it serves as a major sea port for its neighbouring countries like Malawi, Zambia, Burundi, Rwanda, Uganda and Congo (Mohammed, 2010). Tanzania is rich in natural resources like gold, diamonds, coal, iron ore, uranium, nickel, chrome, tin, platinum, natural gas, lithium, forests, savanna woodlands and wildlife biodiversity etc (Mohammed, 2010). Though it is rich in resources it lacks science and technology, industry, professional and technological institution, etc, but currently it is one of the fastest growing East African Economy (Mohammed, 2010).

Tanzania is important for India due to its strategic location and vast potential and is also one of the key partners in Africa (Siddiqui, 2023). India is the largest destination for Tanzania's export with bilateral trade of \$ 6.4billion in 2022- 2023 and also India has extended \$ 1.1 billion in line of credit to Tanzania and India is the fifth largest investor in Tanzania with around \$ 3.7 billion investment (India Global Forum, 2024). Tanzania hosts the second largest port in East Africa Tanzania and Tanzania is one of the fastest growing economy in East Africa and is the second largest economy in East Africa which its Gross Development Produce projected to

increase by 5.7 % year on year (India Global Forum, 2024). With Tanzania having a long history of political stability, peace and diverse natural and mineral deposits making it a favourable destination for investments (India Global Forum, 2024). India can foster in strengthening ties in various domains such as in economic partnership, maritime connectivity, pharmaceuticals, energy sector, etc, (Siddiqui, 2023).

Tanzania is a member of East African Community which is regional intergovernmental organisation established to provide a platform to deepen the economic, political, social, cultural integration and unite East Africa. It consists of eight member countries which consist of Republic of Burundi, Democratic Republic of Congo, Republic of Kenya, United Republic of Tanzania, Republic of Rwanda, Federal Republic of Somalia, Republic of South Sudan and Republic of Uganda. Due to its political peace, stability and conducive operating environment the city of Arusha in Tanzania serves as the headquarters and the permanent seat of the secretariat for East African Community (East African Community, 2021). Tanzania has also played a critical role in promoting peace and resolving conflicts as a mediator during Burundi conflict 1999 and post elections violence in Kenya in 2008 and 2013 (East African Community, 2021).

Tanzania is also very significant in East African region as it has the longest coastline among the East African Community member states and has played an important role in maritime security in the Indian ocean region against piracy, drug trafficking and other maritime offences through partnership with other coastal countries (East African Community, 2021).

India and Tanzania's relations can be traced back to 2000 years ago when Indian travellers and Traders visited Zanzibar and Tanganyika (Mohammed, 2010). In 19th

century more than 1,00,000 Indians were involved in various sectors such as politics, administration, trade and commerce of Tanganyika and Zanzibar and now over 60,000 people of Indian descent reside in Tanzania (Mohammed, 2010).

It was due to India's quest to develop friendly relations and co-operations with the newly formed countries of Africa under which India sent its first high commissioner to Dar es Salaam in Tanzania (Mohammed, 2010). Both President Julius Nyerere of Tanzania and Prime minister Jawaharlal Nehru of India shared similar ideologies such as anti-colonialism, anti-racism, socialism and non alignment and both countries had frequent high level visits (Mohammed, 2010). Both countries over the years have signed several agreements to promote mutual cooperation in various fields like: Agreement on Cultural Co-operation 1975, MOU to establish the bilateral Joint Commission 1975 (Mohammed, 2010). Agreement of Avoidance Double Taxation and Prevention of Fiscal Evasion with respect to Taxes on Income 1979, Air Services Agreement 1995, MOU on Technical Cooperation in the Field of Posts and Telecommunication 1996 (Mohammed, 2010).

Trade Agreement 2000, MOU on Foreign office Consultations 2001, Agreement on Cooperation in the field of Health and Medicine 2002, MOU on Cooperation in the field of Agriculture and Allied Sectors 2002, Exchange Programmes on Cooperation in the Fields of Education 2003 (Mohammed, 2010). MOU on Cooperation in the field of water resource management and development between the two countries 2016, MOU on Visa waiver agreement for Diplomatic/official passport holders between the two countries 2016, Line of Credit of US \$ 92 million for rehabilitation and improvement of water supply systems in Zanzibar (Ministry of External Affairs, 2016). Agreement on Joint Action Plan between National Small Industries Corporation of India and Small Industries Development Organization Tanzania 2016,

MOU between the Government of India for Establishment of Vocational Training Centre at Zanzibar 2016, etc (Ministry of External Affairs, 2016).

India and Tanzania as trading partners since ancient times and in contemporary times India is among the top trading partner of Tanzania and in 2022 India was the third largest trading partner of Tanzania (Mohammed, 2010). Tanzania had also invited Indian companies like TATA, Reliance, etc to invest in various sectors such as infrastructure, power, horticulture, etc (Mohammed, 2010).

In defence sector though Tanzania has a Navy but it lacks the capabilities in offshore combat (Mohammed, 2010). India which has a sizeable navy with providing Net Security provider which means not only the ability to tackle its own problems but also extend mutual security to more than one country in various common issues of security like piracy, disaster response etc (Mohammed, 2010). Indian navy is known for its presence and operational reach in Indo-Pacific Region and especially in humanitarian assistance and disaster relief and is known for its quick response in crisis situation (Mohammed, 2010). India has extended its defence cooperation to Tanzania in various field like such as training defence personals , joint trilateral exercise between India, Mozambique and Tanzania in 2024 which aimed to enhance maritime cooperation and interoperability between the three navies (Mohammed, 2010). India also has agreed to undertaken hydrological survey by Indian Navy Survey ships in Tanzania (Peri, 2023).

India has been carrying out naval exercises to not only horn the operational capabilities of other countries but also to share best practices, to build mutual trust, foster the interoperability ability, strengthening diplomatic ties and enhance maritime security (Peri, 2023). Through these actions India demonstrates its shares goal of

secure and stable maritime environment (Peri, 2023). India also has signed a technical agreement on Sharing of White Shipping Information between Indian Navy and Tanzanian Shipping Agencies cooperation (Peri, 2023). Indian Naval ships like INS Delhi, INS Talwar, INS Godavari and INS Aditya and INS Tarkash have paid goodwill visits and also trained the Tanzanian Naval officers (Mohammed, 2010).,India has also sharing of information and working to solve issues such as piracy, drugs and terrorism (Mohammed, 2010). India also needs to counter China's increasing influence and presence in East Africa by extending its presence, cooperation and influence (Mohammed, 2010).

India and Tanzania both being situated in the Indian Ocean are also members of Indian Ocean Rim Association for Regional Cooperation this cooperation provides opportunities for development, for free flow of goods and services, investment and technology (Mohammed, 2010). Tanzania is also a member of the Indian Ocean Naval Symposium which was started by Indian Navy in 2008 to enhance maritime cooperation on relevant maritime issues, maritime security and strategies among navies of various countries of Indian Ocean Region (Mishra, & Sen, 2023). In health sector Tanzania is the third largest contributor of medical tourism in India and India is one of the largest supplier of pharmaceuticals for Tanzania an India is also an important investor in health sector for Tanzania (Diplomatist Special Report, 2021).

In terms of capacity building India has been initiating many schemes and programmes which offer training, educational facilities and skill development to the people of countries of Indian Ocean Region (Mohammed, 2010).India has been heavily investing in enhancing the capacity building in public service sector of Tanzania through training and Tanzania is one of the largest beneficiaries of Indian Technical and Economic Cooperation program and was given hundred slots in 2007-2008 to

train their personals (Mohammed, 2010). Many Tanzanian who has undergone education or training in India have been employed in various ministries, department, organizations or official agencies in Tanzanian (Mohammed, 2010). India has provided Tanzanians with education and training infield like financial management, environmental management, health communication, governance, agriculture, infrastructure, tourism, ICT, rural development, engineering, etc, (Mohammed, 2010).

The Educational Consultants India Limited a public sector enterprise under the Government of India has tried to attract more students from Tanzania for university level education in India (Mohammed, 2010). The Government of India has been offering many scholars hips to Tanzanian students such as Indian Council for Cultural Relations scholarship 100 scholarship slots , Eight scholarships offered under Africa day scholarships, six scholarships under General Cultural scholarship scheme and three scholarships under Commonwealth scholarship plan (Mohammed, 2010). These scholarships are offered by Government of India for Higher Education in undergraduate, post graduate, doctoral and post doctoral studies for students from Tanzania (Mohammed, 2010).

India also offers a number of scholarships for its Diaspora such as VAIBHAV²¹ fellowship which aims to engage Indian Diaspora in fields of science, Technology, engineering, mathematics and medicine and facilitate them in academic and research collaboration between Indian institutions (High Commission of India in Dar es Salaam, 2024). Ayush scholarships scheme for medical field, study in India Institutes under self financing scheme, health research opportunities for Diaspora, Direct admission of students abroad scheme to Centrally funded Indian institutes and 150

²¹ VAIBHAV stands for Vaishvik Bharatiya Vaigyanik which is a fellowship programme under the Indian Department of Science and Technology.

scholarships are offered as scholarships programme for Diaspora children (High Commission of India in Dar es Salaam, 2024).

India has also supported Tanzania in various other areas such as Tourism where Indians visit Tanzania in tourism and also with large Indian Diaspora and people to people contact has further helped strengthen Tanzania's ties with India and has led to strong cultural influence of India (Mohammed, 2010). Both countries also have worked together in close consultation on major international forum such as WTO on Doha round of negotiation and with India as a major developing state and Tanzania a coordinator of the Least Developed Countries and both being a part of Global South share common aspirations and perspectives (Mohammed, 2010). India also have supported Tanzania in its elections to the United Nations Security Council and India continues to extend its medical facilities for Tanzanian patients in hospitals and medical institutes (Mohammed, 2010). India therefore needs to further explore more potential areas where India and Tanzania can work together in areas such as technologies, medical, industries agricultural, energy, education sectors, etc.

3.4 What India-Tanzania Strategic Partnership Offers

Tanzania is an essential gateway for India to strengthen its presence in East African region. The state visit of President of United Republic of Tanzania Samia Suluhu Hassan in 2023 after India's move in including the African Union as a permanent member of G20 under the G20 presidency of India showed strengthening of ties between India and Tanzania. This state visit of the Tanzania's President to India led to elevating India and Tanzania's ties to 'Strategic Partnership' (PM Press release , 2023). This has led to India and Tanzania to work on five years road map in the

defense sector under the new areas such as military training, maritime cooperation, capacity building and defense industry (P M Press release , 2023).

In energy sector Tanzania had decided to join Global Biofuel Alliance launched by India under its G20 presidency (P M Press release , 2023). Tanzania also had decided to Join the International Big Cat Alliance which aims to conserve the big cats globally and both countries have agreed to trade in local currencies.(P M Press release , 2023). India also had decided to identify concrete initiatives in areas such as space and nuclear technology where they can work together and cooperate in provide Digital Public Infrastructure to transform Tanzania into a digitally empowered society and knowledge economy (P M Press release , 2023). This digitalization will provide connectivity, promote digital inclusion and promote seamless access to public services.

In terms of Indian Ocean region Tanzania is a valued partner in Indo-Pacific region especially due to its strategic location it will help to mutually coordinate in issues like maritime security, piracy, drug trafficking and countering terrorism (P M Press release , 2023). India and Tanzanian signed MOU in White shipping information. The Tanzanian government also expressed its interest to cooperate with the Government of India in the fields of blue economy such as tourism, maritime trade, services and infrastructure, maritime scientific research, capacity in seabed mining, ocean conservation, maritime safety and security (EV Bharat, 2023). There are more sectors in which India can contribute and help Tanzania through partnership promote economical growth of Tanzania, promote regional integration and have a people centric development while strengthening the ties between India and Tanzania (Siddiqui, 2023) .

3.5 How International Community is Pursuing its Knowledge Diplomacy in Africa

Asian countries such as China, Japan, Malaysia, South Korea also have been becoming a popular destination for international students especially for African countries. Some of the international communities who are engaged in Knowledge Diplomacy with Africa are:

Japan has a long history of accepting international students from Asian and now from African countries for both economic and diplomatic purposes and over the past four decades Japan has strategically increased the number of international students (Sukama, & Yonezawa, 2019). Japan had started to establish its connect in terms of education with Africa through inviting African students through scholarships and Japan had supported the launch of Jomo Kenyatta Universities of Agriculture and Technology in Kenya in 1980 (Sukama, & Yonezawa, 2019). In 2008 Japan had launched a plan to accept 3,00,000 international students by 2020 as International students plan and in 2013 this plan was revised and Africa was given priority (Sukama, & Yonezawa, 2019).

In 2019 the Prime Minister of Japan launched the African Business Education Initiative also called ABE initiative for Youth during the seventh Tokyo International Conference on African Development under which Japan invited over 3,000 African students to study in Japanese universities and also do internships in Japanese companies (Sukama, & Yonezawa, 2019). It is Japan's strategy in which Japan sees African students playing an important role in facilitating Japan and Africa's relations

and also contributes to mutual development between Africa and Japan (Sukama, & Yonezawa, 2019). Japan aims to offer African continent the cutting edge science and technology innovations with Kenya being one of the biggest beneficiaries of assistance from Japan among the sub-Saharan region (Standard Reporter, 2017). Japan has also been carrying out projects in Africa through Japan International Cooperation Agency (JICA) to make Africa a centre of excellence in science, technology and innovation through stakeholders in Higher Education (Standard Reporter, 2017).

European Union has been engaging in knowledge diplomacy with Africa through its Global Gateway initiative²² under which European Union has been cooperating in Higher Education and skill development of African youth under the Youth Mobility for Africa initiative (European Union, 2024). This initiative aims to provide African Higher Educational institutes with quality and relevant education to make it an attractive destination (European Union, 2024). The programmes under this initiative include Erasmus +, Intra Africa Academic Mobility Scheme, Harmonisation of African Higher Education Quality Assurance and Accreditation, Young African Leaders programme, Africa Europe Youth Academy, African Union-European Union partnership, AfricaConnect3, etc (European Union, 2024). European Union has also been working to secure digital connectivity in Africa which can aid in secure and safe internet connectivity. This will facilitate Africa's digital transition and benefit the education sector (European Union, 2024). The member states of European Union also work individually in the fields of Higher Education in Africa through students exchange programmes and scholarships.

²² Global gateway initiative is a strategy through which European Union invests through various projects to address global problems.

Australia also has been engaging in knowledge diplomacy with Africa through various programmes and partnerships which aim to foster not only education but also contributes in the skill development of African youth and its Higher Educational projects aim to bridge the knowledge gap between (Bruke, 2023). The scholarships provided by Australia to the African students to study in Australia in various fields such as agriculture, health, technology, governance etc and Thorough initiatives such as Australia Africa University network Australia has been working towards addressing the common educational challenges (Bruke, 2023). At the moment around 9,000 Africa students are studying in (Australia Tyler, 2024). Australia has emerged as one of the highly preferred destination for African students to pursue Higher Education due to the high quality education system, global ranking universities as well as globally recognised degrees (Vive Africa, 2023).

Over the past decade there have been increase in African students studying in Australia and according to the data by the Department of Education, Skills and Employment of Australian Government around 60,000 African students have been enrolled in Australian universities since 2010 (Vive Africa, 2023). The various range of scholarships and grants offered by the Australian government reduces the financial burden of international students thus making Australia an attractive destination for African students also Australia also has set up Curtin Mauritius campus in Africa which delivers top class education (Vive Africa, 2023).

China has also been carrying out its knowledge diplomacy in Africa and over the years it has been increasing its presence in Africa. Since 2000 China has been to providing scholarships for African students and according to UNESCO China increased the number of scholarships for African students in 2019-22 to 50,000 scholarships (Kwarteng, 2020). China has also been increasing its presence by

establishing Confucius Institutes and so far have established more than 54 Confucius institutes in Africa (Kwarteng, 2020). Another way in which China has been engaging in Africa's education sector is through 20 + 20 scheme by China Africa Cooperation under which 20 African universities will be linked with 20 Chinese colleges (Kwarteng, 2020). Factors such as highly competitive technology, affordable courses as well as job market opportunities are some of the major factors which has lead to increase in African students opting to study in Chinese Institutes.

This chapter has tried to trace how the ties between India and Tanzania have grown over the years in various sectors and now are being further strengthened with India's move through knowledge diplomacy. This chapter also focuses how India is carrying out its knowledge diplomacy through various ways and initiatives in Tanzania and Africa as a whole at the same time how International community is also involved in carrying out Knowledge diplomacy through various initiatives and programmes. The next chapter will focus why Higher Education is important for women and how it helped in women empowerment and thereby leading to women led development.

CHAPTER IV

GENDER DIVIDE IN HIGHER EDUCATION

A COMPARISON BETWEEN INDIA &

TANZANIA

The previous chapter had discussed how India has been carrying out its Knowledge Diplomacy with Tanzania. In this chapter the study will focus on the gender divide in the two countries.

Education is one of the most important means for empowering women and it is through education especially Higher Education that women can acquire knowledge and skills and thereby fully participate in the development process (UNFPA, 2024). According to the UN data of 2023 women make up 49.7% of the global population which also indicates the huge potential women have to contribute in the development of the world (United Nation, 2024). Though women represents half of world's population their rights, contribution and demographics as often ignore. As rightly quoted by Indian philosopher Swami Vivekananda "If you do not raise the women who are the living embodiment of the Divine Mother, do not think that there is any other way for the nation to rise" also Mahatma Gandhi quote " If you educate a man you educate an individual, but if you educate a women you educate an entire family" indicates that women play a very important role in the development of a country and it is through Higher Education that women transform the society. Women empowerment is directly linked with the development of the country therefore

indicates that a country cannot progress if the women who are half of the population are left behind.

4.1 Women in Higher Education in India

Higher Education plays an active role in the improvement of women's position and rights (Parrey, & Sthapak, 2020). Since independence there has been a growth in women's enrolment in Higher Education (Parrey, & Sthapak, 2020). During India's independence the Gross Enrolment Ratio²³ of women in Higher Education was less than 10 % but post independence the Gross Enrolment Ratio of women has been rapidly rising (Parrey, & Sthapak, 2020). According to the All India Survey on Higher Education of 2020-2021 the percentage of female enrolment had increase from 45 % in 2014-2015 to 49 % in 2020-21 (Press Information Bureau, 2024). The female enrolment in Higher Education in India reached 2 crore in 2020-2021 which indicates a rapid increase of 13 lakh from 2019-2020 (Press Information Bureau, 2024).

With the increase of female enrolment in Higher Education in India the female enrolment in Science, Technology, Engineering and Math (STEM)²⁴ courses is around 43% which is one of the highest in the world (Sengupta, 2024). STEM education is important for women in India as it offers them equal opportunities in the technical fields which were previously male dominated (Seth, 2023). With the rapid evolving job market in current times STEM education prepares women in accessing the growing technical job market (Seth, 2023). Despite women's potential in STEM education there still exists gender disparities between both STEM education and

²³ Gross Enrolment Ratio is used in education sector it shows the total enrolment regardless of age, to the population of the age group that officially corresponds to the level of education specified.

²⁴ STEM Science, Technology, Engineering and Math

related jobs due to various factors such as financial issues, stereotypes by society leading to discouragement of women from pursuing STEM education, deep rooted gender bias, lack of resources and infrastructure, limited access to quality education, etc (Seth, 2023). According to the National Science Foundation Report Women make up only 14 % of total workforce in India's STEM (Seth, 2023). According to a study conducted by UNESCO only 35 % of women in India pursue Higher Education in STEM. Therefore there is growing need for India to focus on initiatives to encourage women to pursue STEM education as this will strongly contribute in shaping the India's future (Seth, 2023).

Though there is a rise in women pursuing Higher Education in India women still face a lot of challenges which prevents them from pursuing Higher Education. Some of these challenges include gender role expectations in which the society pressurises women to take up roles as homemaker and focus on family responsibilities (Putcha, et al., 2023). Financial limitations along with high fees for professional courses, commutation problem due to locations Higher Educational institutions, low quality education by Higher Educational institutions in rural areas , lack of awareness regarding scholarships and financial aid etc (Putcha, et al., 2023).

4.2 Women in Higher Education In Tanzania

According to UNESCO and World Bank statistics the Gross Enrolment ratio of Tanzanian women in Higher Education was 7 % compared to men which was 9 % in 2020 (UNESCO, 2024). Some of the factors which prevent women from pursuing Higher Education in Tanzania are: Lack of access to education due to various reasons such as financial constrain due to high academic fees (Mwalongo, 2017). Since many Higher Educational institutes are located at a far distance women find it

difficult to commute and this also prevents the girl child from accessing primary and secondary education due to the location of the schools due to which girls are not able to complete their elementary and secondary education further preventing them from pursuing Higher Education (Mwalongo, 2017). Secondly teenage pregnancy and the sole burden on the women to care for child prevents women from pursuing Higher Education (Mwalongo, 2017). The third factor that hinders women from accessing Higher Education is patriarchy due to which women's opinions are ignored and also parents prefer encouraging boys to pursue education while women are made to help in domestic work as boys are seen as future investment while girls are seen only as potential wives (Mwalongo, 2017). The Fourth reason for the low enrolment of women in Higher Education in Tanzania is the societal belief that women are expected to marry at certain age and stay home to look after her family and that pursuing Higher Education after marriage will prevent women from looking after the family (Mwalongo, 2017). Lastly the lack of proper infrastructure and low quality of education imparted in some Higher Educational institutes discourages women from pursuing Higher Education (Mwalongo, 2017). These various reasons prevent women in Tanzania from pursuing Higher Education which further hampers the empowerment of women.

The Government of Tanzania has been implementing various initiatives in order to empower women of Tanzania. Some of these initiatives include measures taken to enhance the legal capacity of the women through public awareness through mass media and drama, translation and dissemination of legal information through user friendly language and by providing legal aid counselling centres (UNESCO, 2005). In terms of economic empowerment of women and poverty eradication the National Micro Financing Policy 2000 under which women in small and medium enterprises

can access financial facilities in the form of credit, training in entrepreneurship and business management and form Savings and Credit Cooperative Associations and Community banks (UNESCO, 2005). Further the Government of Tanzania under National Strategy for Gender development has been working in with various Non-Governmental Organisations, Civil Societies and Developmental Partners in areas such as facilitating and supporting women's political participation, capacity building of women parliamentarians. (National Strategy for Gender Development, 2024). Expansion of education infrastructures and facilities in primary, secondary and Higher Education and increase enrolment and retention of women in Higher Education, encourage girls and women to take up non traditional trade by giving equal access to both men and women in vocational training and in Higher Educational institutions (National Strategy for Gender Development, 2024). Provide women training in entrepreneurship, promote more women in higher political and administrative positions, eliminate discrimination against women in all forms at work place, etc (National Strategy for Gender Development, 2024).

In order to bring about women empowerment in political sector the Government of Tanzania has launched various programmes such as Women Political Leadership Training under which women who aspire to engage in politics will be trained (Hanns Seidel Stiftung, 2024). Councilor Training and Mentoring is a course which equips women with relevant skill needed for local level decision making (Hanns Seidel Stiftung, 2024). Another initiative is Support to female Parliamentarians under training will be provided to increase their capacities as leaders and Women Leader-Power Change which is an initiative to ensure women's full and effective participation and equal decision making in political, economic and public life (Hanns Seidel Stiftung, 2024). The current President of Tanzania Samia Suluhu Hassan has

also encouraged women to engage in small businesses and also revoked the ban on continuation of studies for pregnant girls which was put by her predecessor.

4.3 Women Development Leading to Women Led Development

India has been at the forefront of women led development which can be seen through India's emphasis on 'Women-led-Development' under its G20 Presidency . India holds the view that women play an important role in the development of society therefore it is important to empower women in all spheres (Ravi, 2023).

Empowering women from the grassroot level to take up leadership roles will play an important role bringing about societal transformation as women who make up half of the population will be able to use their potential and this strongly aid in shaping not only the society and economy but it will also contribute to equitable and sustainable development (Ravi, 2023). India's experience over last few years in women's participation and leadership in political system due to women reservation in local governance as well as women's participation in economics has greatly brought about positive changes in India (Ravi, 2023). It is education which plays an important role in empowering women thereby enhancing women's contribution in the development of the country (Ravi, 2023). India therefore in G20 presidency highlighted the need to bring about initiatives for women in various sectors such as economic, political, health, education, climate, security etc (Ravi, 2023).

The Government of India has undertaken various steps to empower women through implementation of various schemes which aim to uplift women in educational, social, political and economic spheres (Ministry of Women and Child Development, 2022).

These initiatives include Samagra Shiksha scheme which focuses on school education which also includes Sarva Shiksha Abhiyan which focuses on education of free and compulsory elementary education for all children and Rashtriya Madhyamik Shiksha Abhiyan which promotes secondary education for all children especially girl child (Ministry of Women and Child Development, 2022). The Rashtriya Uchchatar Shiksha Abhiyan focuses on improving equality and providing adequate facilities in Higher Education for women and also various scholarships by both Central and state governments for women in pursuing Higher Education (Ministry of Women and Child Development, 2022).

In order to increase women's employability government aims to develop the skills of women through vocational training through a network of Women Industrial Training Institutes, National Vocational Training Institutes and Regional Vocational Training Institutes under Skill India Mission (Ministry of Women and Child Development, 2022). Under Nari Shakti Vandan Adhiniyam the bill to seek reservation of one third total number of seats in Lok Sabha, State Legislative Assemblies and Delhi Assembly for women was passed (Ministry of Women and Child Development, 2022). India also has undertaken other initiatives under the Ministry of Women and Child development of India for women empowerment include Beti bachao, Beti padhao which focuses on saving and education the girl child. Anganwadi Service Scheme which focuses on combating malnutrition among children, One Stop Center and Universalization of Women Helpline for the safety of women (Ministry of Women and Child Development, 2022). Mission Shakti which is an integrated programme to empower women women financially independence and many more (Ministry of Women and Child Development, 2022). The Indian Government though many other

initiatives has been working to empower women in order to bring about women led development.

The next chapter will discuss what are the challenges faced by both India and Tanzania in Higher Education sector and will also list out what are the potential areas on India and Tanzania can further cooperate in Higher Education.

CHAPTER V

SWOT²⁵ ANALYSIS ON THE HIGHER EDUCATION OF INDIA AND TANZANIA A PRELUDE TO KNOWLEDGE DIPLOMACY

The previous chapter discusses why Higher Education for women is important and also how it plays a role in bringing women led development and growth of the countries in which they live. This chapter will point out the various challenges faced by African countries especially Tanzania in the Higher Education sector.

With increase in demand for Higher Education in developing countries such as African countries there is an increase in gap to meet these growing educational demands as it surpasses their capacity to provide quality and top education (Sanga, 2012). With East African countries having experienced globalisation there have been changes in their new curriculum and functionality of their universities to improve their systems and update themselves with the new systems (Sanga, 2012). Although there have been internationalisation and reforms in the Higher Education systems of African countries but lack publications of these information with regards to the global competitiveness of African Universities (Sanga, 2012). Although the Higher Educational systems of African countries are mostly marginalised there exists ample of evidence that their Higher Educational system is most internationalised due to their historical, socio-political, economical and other factors which are paradigmatic (Sanga, 2012). Most initiatives and reforms by institutions of Higher Education in

²⁵ SWOT stands for Strengths Weaknesses Opportunities and Threats. This analysis is used to help identify internal and external factors which can affect your business.

Africa focus on identifying and adopting key elements from the global knowledge system by replacing the existing weaker local knowledge which is invalid and replacing relevant global knowledge through globalised education (Sanga, 2012).

Tanzania, Uganda and Kenya are the African countries from Top Twelve African countries who send their students to study abroad in foreign universities in countries of like France, Germany, United States of America, United Kingdom, Australia, Canada, India, China, Japan, etc (Sanga, 2012). South Africa is also one the destination for the students of East African countries to pursue their higher education and this also suggest that African countries are also top choices of African students to pursue their Higher Education (Sanga, 2012).

The Universities in African countries are undergoing rapid transformation and are transforming in aspects like teaching, research and innovation, information and communication technology, funding and providing scholarships etc (Sanga, 2012). This is being undertaken by universities to produce graduates who are highly educated, and skilled to tap the global knowledge resources but also used their education and expertise to support the development at both local and regional level and this they are doing through partnerships with international community (Sanga, 2012).

The history of East African Higher Education can be traced back to 1922 with the establishment of Uganda Technical School which was later renamed as Uganda Technical College in Uganda and in 1949 it became the University of London (Sanga, 2012). This university offered various courses in Higher Education in the East African region (Sanga, 2012). There were no universities in Tanzania and only after its independence in 1961 the University College Dar es Salaam as an affiliated

college of University of London was established in 1963 (Sanga, 2012). It was later affiliated to the University of East Africa but later with the dissolution of University of East Africa in 1970 this led to establishment of the first three autonomous public universities in East Africa (Sanga, 2012). One of them was the University of Dar es Salaam in Tanzania making it the oldest and premier public university in Tanzania (Sanga, 2012). Due to the global financial crises in 1980s and International Monetary Fund reforms on Tanzania's financial sector the funding for the University of Dar es Salaam decreased leading to low salaries which led to loss of most of the academic staff (Sanga, 2012).

With the trending movement of internationalisation of Higher Education across the world including Africa, the East African region also has sought to internationalise their Higher Educational systems (Moshtari, & Safarpour, 2023). But because these countries are technologically backward as well as low income countries they face several obstacles in meeting their national as well as global goals (Moshtari, & Safarpour, 2023). Many Higher Educational institutions in the East African region face various obstacles such as shortage in well trained scientific staff, infrastructural problems, organizational and administrative problems, lack of proper research equipments (Moshtari, & Safarpour, 2023). Further electricity problems and internet network problems further contribute in hindering the teaching and research capabilities of these Higher Educational institutions (Moshtari, & Safarpour, 2023). Brain drain in this region is another issue for these developing countries because it leads to loss of specialists such as doctors, professors, scientists, engineers etc (Moshtari, & Safarpour, 2023).

Some of the Higher Education programmes offered by developed countries does not fit the type of solutions required for the problems of the African countries (Moshtari,

& Safarpour, 2023). Despite some international institutes for Higher Education are set up in the African countries the students from African countries prefer to travel to and study in the institute's home country thereby making more human resources flow to developed countries (Moshtari, & Safarpour, 2023).

Now in the contemporary times East African countries have become increasingly eager to gain knowledge especially to attain Higher Education as they have realised that knowledge especially from the Higher Education as it is a key factor for their development (Sanga, 2012). One of major challenges with regards to Higher Education faced by the developing and least developed countries are the instabilities in political systems eg Malawi (Hayward, 2020). Public Higher Educational institutions depend on resources of the government therefore lack of sufficient funds to update with latest changes, infrastructure, hiring trained staff etc (Hayward, 2020). The quality, experience and how trained that faculty is also important and developing good teachers and researchers takes time with only very few Higher Educational institutes in developing countries have any reward systems for outstanding faculties and funding to take up more research and training (Hayward, 2020).

5.1 Why Internationalization of Higher Education is important for Tanzania

Tanzania currently has a total 49 university institutions out of which 19 are public owned and 30 are private owned (Tanzania Commission for Universities, 2024). With growing need to keep up with the latest development in knowledge and especially in technological and research fields has led to increase in the need for Higher Educational institutes of East Africa to internationalise their Higher Education sector (Sanga, 2012). Internationalization of Higher Education will help Tanzania to

address its various issues especially the demand for quality Higher Education and accessibility to the Higher Education and to make it compatible with the needs of the 21st century (Sanga, 2012).

The top priorities of internationalisation of Higher Education is to reform the Higher Educational systems and promote innovative modes of delivering Higher Education through use of technology, distance learning and invest in e-learning (Sanga, 2012). They want to make the optimum use of all the resources and ensure increase in the gross enrolment of students in Higher Education and also increase in the number of skilled staff (Sanga, 2012). They want to focus on enhancement and up-gradation of the institutions in-terms with advanced Information and Communication Technology infrastructure which will further enhance the information systems (Sanga, 2012). It aims to create an environment with policies which promote research, development, skills and value addition along with developing effective way systems which are open, transparent, innovative and have good leaderships and managements thereby attracting highly qualified staff (Sanga, 2012). This will strengthen not only the existing partnerships and linkages but will foster new ties both at local and international level through engagement in international partnership in key areas of important fields (Sanga, 2012). It also will make the educational system competent with the educational systems of Higher Education globally and this will expand their capacities in medical, science, technical and technological sectors (Sanga, 2012).

Internationalisation of Higher Education has opened many opportunities for students of East African countries. Internationalization of Higher Education also involves distance education through online method and this has further opened new opportunities for the students of Africa especially played a big role during pandemic

when physical classes were suspended education continued through online programmes (Moshtari, & Safarpour, 2023).

5.2 Challenges in Higher Education sector of Tanzania

The Higher Educational institutes of East Africa especially of Tanzania face various challenges in the process of their maximising of their potential and actions in order to achieve their vision. Massification of Higher Education in order to increase the enrolment of students in Higher Education has led to sharp increase in the number of Higher Educational institutes and this has led to increase in overcrowding of students with less not so qualified staff and poor planning with less of resources has led to decline in the quality of education and facilities offered (Sanga, 2012).

Lack of autonomy for the universities is another issue the Higher Educational institutes of Tanzania face. Without the freedom of the universities such as in-terms of management and governing themselves, recruitment of key staff, providing services, controlling the academic curricular, controlling the finances etc without the interference of the government and its organisations (Sanga, 2012). This influence and interference by the political systems and power structures has led to preventing the institutions in engaging in academic freedom and thereby preventing the intellectual expansion and research in the academic fields (Sanga, 2012).

Another challenge is relating to the emerging technologies and advancement in Information and Communication technologies. With inadequate number of computing facilities which are accessible to the students and though there is internet connectivity in most public and private institutions in Tanzania the reliability and access to it is not enough as in the most campus buildings there is low capacity with regards to these technologies (Sanga, 2012). Very few institutes have these learning

technologies due to the lack of awareness about the ICT which these universities have and also lack of knowledge as to how to sustainably manage these ICT resources (Sanga, 2012).

Another challenge is with regard to student welfare. There have been instances when the students go on strikes due to various reasons like high tuition fees biased procedures on student loans, poor housing and sanitation facilities, dissatisfaction with the facilities provided by the institutions (Sanga, 2012). Student welfare being important it has been many times not been effective and this has led to strikes by the students and this has often led to loss of time, damage of properties, injuries and even deaths of innocent individuals though many these strikes have ended due to positive responses by the authorities (Sanga, 2012).

Quality of Higher Education is a factor responsible for the quality of the graduates though the quality assurance of both the private and public universities in Tanzania have been guaranteed with the minimum requirements of qualifications (Rupia, 2017). The vice chancellors of both public and private universities are members of the National Council for Higher Education therefore they are responsible for quality assurance of their institutions (Rupia, 2017). However the high demand for the Higher Education has led to expansion and improved accessibility to the Higher Education but this has also led to challenges to the measurement and assurance of quality of the Higher Education and there have been allegations that the quality is steadily declining (Rupia, 2017).

Insufficient funds is another challenge for the Higher Education and research across the globe and more so for the developing and least developing countries which also includes Tanzania (Rupia, 2017). Since the funding of public universities and Higher

Educational institutes in Tanzania is depended on the Tanzania's government these funds are inadequate making the affordability for pursuing Higher Education difficult and also leading to limited resources and facilities (Rupia, 2017). The economic problems faced by the government has a direct impact on the academic performance of these universities (Moshtari, & Safarpour, 2023). Lack of adequate resources leads to many universities to provide education which is at domestic level and thereby making internationalisation of education a luxury for the government (Moshtari, & Safarpour, 2023).

The increasing cost in Higher Education makes it difficult for the poor household difficult to send their children to pursue Higher Education. With increasing number of students pursuing advanced secondary education the government is further burdened with providing free quality education for all (Rupia, 2017). Therefore the government has been advising higher learning institutes to create environment to attract private sector to invest in Higher Education and also to provide student loans to pursue Higher Education (Rupia, 2017).

The expansion and access to Higher Education in most developing countries especially in Africa in recent times have grown yet it is limited. Though there have been increase in demand for the Higher Education the access to Higher Education is greatly influenced by various factors such as socio-economic factors, cultural, religious and gender factors (Rupia, 2017). With the major ethnic groups who has previously advantage of receiving education from Christian missionary institutes these ethnic groups continue to dominate the Higher Education sectors (Rupia, 2017). Though the government has launched distance learning in order to make the education an Higher Education more accessible it the lack of infrastructure and

connectivity with the internet in many remote areas has prevented the students from benefiting from it (Rupia, 2017).

Gender disparity is another challenge in Higher Education across the world. There exists gender impartiality with regard to students in Higher Education. One of the major factors for this is the deep-rooted cultural and psychological factors especially regarding education for girls in Tanzania (Rupia, 2017). Various factors such as lack of basic education for women, preventing women to participate and pursue Higher Education, familial responsibility and child-rearing factors have prevented women from pursuing her education. Even though there has been an increase in initiatives by the government of Tanzania through various policies to encourage participation of women in Higher Education, there still exists a wide gap between the genders in terms of Higher Education (Rupia, 2017).

With technology being important and greatly influencing Higher Education globally, information and communication technology continues to influence, provide relevance and help to connect with the rest of the world (Rupia, 2017). The use of ICT in the institutions of Tanzania plays a strategic role to promote and facilitate higher learning such as through distance learning and in enhancing the efficiency and advancement of Higher Education in Tanzania (Rupia, 2017). The lack of up-to-date technology as well as capacity in Tanzania greatly affects the ICT and Higher Educational sector of Tanzania (Rupia, 2017). The COVID-19 pandemic had forced many educational institutions to use e-learning methods along with virtual international collaborations, research, conferences and seminars which were held online (Moshtari, & Safarpour, 2023). Online access to Higher Education in African countries such as Tanzania faces serious challenges especially in the rural areas due to the weak ICT infrastructure (Moshtari, & Safarpour, 2023).

Lack of up to date scientific labs, proper facilities and required equipments is another hurdle for the Higher Education in Tanzania. In order to cultivate scientific research, experience and knowledge there is a need for the students and professors to use new scientific facilities and equipments (Moshtari, & Safarpour, 2023). This is one of the reason that acts as barrier in preventing Tanzanian universities from collaborating with the world in engaging in research on advanced topics these cooperation is crucial to develop the capabilities of Tanzania (Moshtari, & Safarpour, 2023). Lack of up-to-date equipments and laboratories is another factor for hindering the scientific growth of Tanzanian universities (Moshtari, & Safarpour, 2023).

Lack of skilled human resources in Higher Education is another challenge in Higher Educational sector in developing and least developed countries. As the world is undergoing rapid transformation especially in the fields of science and knowledge there is a great need for Tanzania's economy to possess the human capital which are required and relevant in today's times (Rupia, 2017). Tanzania is facing an acute shortage of professions fields like teachers at all levels, doctors, nurses, engineers, technicians, etc and in order to meet these requirements Tanzania need to focus on quality and skilled education in these fields (Rupia, 2017). Tanzania also needs to work in other key sectors such as industry, tourism, hotel management etc in their Higher Education in order to meet the required human capital to meet the diverse needs of Tanzania's national development goals (Rupia, 2017).

Other challenges include problems such as lack of clear vision, plan and clear policies with regards to internationalization of Higher Education. This ambiguity and weakness in and also in terms regulations at both national level and university level becomes to an obstacles in internationalisation of Higher Education in Tanzania (Moshtari, & Safarpour, 2023). Another challenge is the lack of compatibility

between the domestic Higher Educational programmes and the programmes offered by the international universities (Moshtari, & Safarpour, 2023). Some of the programmes and activities offered by the international universities are not compatible with the needs of the African universities and society (Moshtari, & Safarpour, 2023). Since universities are the ones which contribute in meeting the needs of the country and contribute in its development the implementation of programmes which are not suitable for African countries lead therefore they fail to address the basic needs of these countries (Moshtari, & Safarpour, 2023).

Cultural differences is another hurdle in internationalisation of Higher Education in African countries. In order to promote smooth collaboration between the parties its important to understand each other's culture and values especially the local laws and regulations (Moshtari, & Safarpour, 2023). The increasing influence of western educational values and perceptions in research fields can lead to clash of in the field of research and sometimes leading to misinterpretation of different culture can lead to misunderstandings (Moshtari, & Safarpour, 2023).

Unequal and non reciprocal relation are another major challenges in Higher Education (Moshtari, & Safarpour, 2023). With Higher Educational projects not only strengthens the relationship between the donor and recipient countries but also puts the northern countries in leadership with on the southern countries (Moshtari, & Safarpour, 2023). For example whenever American or European institutions collaborate with the African institutions since most resources are from the western countries it limits the African researchers perceptions the research and knowledge is sidelined while the objectives of the western researches are imposed (Moshtari, & Safarpour, 2023). Since this can lead to domination of Western led-knowledge in order to prevent this imbalance it is important to also focus on strengthening South-

South relations through South -South partnership in Higher Education (Moshtari, & Safarpour, 2023).

Brain drain is another problem as this leads to draining of human capital and hindering the economic growth and development of countries especially of the developing countries (Moshtari, & Safarpour, 2023). Brain drain refers to loss of skilled talented professional and individuals from their country due to them finding better opportunities in other countries and this leads to non-return to their home country (Moshtari, & Safarpour, 2023). Brain drain is also an important issue in many African countries such as Tanzania as this leads them to suffer loss of their skilled human resource in various field especially in the fields of science and this has a terrible effect on the sustainable development goals of these countries (Moshtari, & Safarpour, 2023).

The weakness in scientific researches is another hurdle in the Higher Education sector of Tanzania. In order to promote teaching and joint international research quality education and academic abilities are important but despite of the many efforts to develop the Higher Education in Tanzania they still face inefficiency and adequacy (Moshtari, & Safarpour, 2023). Further some international universities are reluctant to work with African institutions which have poor research capabilities (Moshtari, & Safarpour, 2023). Though Africa also has many seasoned researchers who were trained in western countries and have made global impact due to low capacities of the African countries in their Higher Educational institute prevents them from engaging in joint academic research (Moshtari, & Safarpour, 2023). Therefore despite African countries having high potential of students and professors to participate in international activities, the low capacities and research by African universities and

lack of opportunities hinders the development of Africa's Higher Educational system (Moshtari, & Safarpour, 2023).

Language is another barrier for the African students in pursuing Higher Education. The lack of proficiency in language between the African students and professors also coupled with limited capabilities in English prevents them from expressing their thoughts in academic writings (Moshtari, & Safarpour, 2023). Despite English programmes offered lack of proficiency in English of African students and academicians prevents them from getting involved in the international arena (Moshtari, & Safarpour, 2023). Low skills in using technological tools is another hurdle for many African universities as they lack new technological tools and facilities and also the skills to use them due to their lack of resources and economic problems (Moshtari, & Safarpour, 2023). This leads to students and teachers having low skill ratio in terms of using these tools and equipments as can be seen during pandemic when universities were forced to switch to e-learning and many students faced difficulties in using the online platforms (Moshtari, & Safarpour, 2023). This indicates that digitalization of education and adoption as well as ability to use these new technologies for learning and research are important (Moshtari, & Safarpour, 2023).

As a part of developmental strategy Tanzania came up with 'Development Vision 2025' which also includes a well educated and learning society in order to produce well educated skilled and well equipped human resource (Rupia, 2017). This is due to the recognition that Higher Education plays an important role in determining the quality of the nation's work force and will help in meeting the developmental challenges in the national, regional and global level (Rupia, 2017). Tanzania is considering Higher Education important in order to train high level technical and

managerial positions and in order generate innovations, research and knowledge which is required for the sustainable growth at both national and international level (Rupia, 2017).

There has been growing recognition with the importance of Higher Education between the governments of East African countries as it is crucial for socio-economic development of these countries. With the increasing demand for Higher Education among the East African Countries there have been increase in students of east African countries who pursue their Higher Education in foreign countries especially through scholarships. The Higher Educational institutes of Tanzania been now partnering with foreign universities and this has led to increase in collaboration of the academic staff and international conferences which leads to a culture of exchange of ideas (Sanga, 2012). Need new strategies in order to improve the quality of Information and Communication Technology along with strong digitalization in every corner of the country and access to stable connectivity this will help boost international research, improve local publications and increase innovations (Sanga, 2012). There is a need for stable collaboration with global partners which have expertise in the areas which are needed and with reliable partners this will further lead to stable partnership and strategic partnership in developmental areas (Sanga, 2012).

According to the Voluntary National Review²⁶ (VRN) report of Tanzania the infrastructure of Higher Education had rapidly expanded along with the increasement in the gross enrolment of more than 2,00,000 students over 2016-2019 (VNR of Tanzania, 2019). There has been mismatch between the output from the Higher Educational institutions and needs in employment market and this d private sectors

²⁶ Voluntary National Review is a report created by countries which includes data regarding the challenges faced as well as the progress of the countries in the implementation of

has led to collaboration between government and private sector in the skill development of Tanzanian youth (VNR of Tanzania, 2019). The National Skill Development Programme with various stakeholders has been training Tanzanian youth in various fields such ITC, manufacturing, hospitality, etc, (VNR of Tanzania, 2019). The government has further offered subsidies for youth in vocational education and courses in Technical Education colleges and the government continues to train the teachers at various levels of education and the government has been making various effort in improving the Higher Educational system of Tanzania (VNR of Tanzania, 2019).

5.3 Opportunities and Challenges in India's Higher Education System

India's Higher Education system had existed since ancient times and was known as Gurukul systems where the guru which refers to teacher guide the students in various fields such as philosophy, science, religion, etc (Saroh, 2023). With the invasion of foreign rulers over the years and with the British rulers ruling India the indigenous education system got erased and replaced British after they introduced their formal education system which can benefit them as they want (Saroh, 2023). It was under the British rule that there was expansion of Higher Education in different parts of India and it further continued to expand after India's independence in 1947 (Saroh, 2023). By 1980's India had 132 universities and 4738 colleges across the country (Saroh, 2023). Though initially the Higher Education during British rule was mostly only for the elites it was after India's independence that and through government initiatives that Indian Higher Education became accessible for the common people (Saroh, 2023). Indian Higher Education system has been evolving and improving

over the years especially with many top ranking Indian institutions like Indian Institutes of Technology and Indian Institution of Managements gaining recognition globally and with the NEP 2020 implemented the Indian Higher Education system underwent further reforms (Saroh, 2023).

In terms of Higher Education India's education sector was estimated to worth US \$ 117 billions in 2020 and is expected to reach US \$ 225 billion by 2025 (Education & Training Industry in India, 2024). In 2019-2020 the enrolment of students in Higher Education was around 38.5 million in which 19.6 million were male and 18.9 million enrolled students were female (Education & Training Industry in India, 2024). And in 2020-2021 then students enrolment in Higher Education in India was 41.38 million out of which 21.2 million were male students and 20.1 million were female students this indicates the growth of Indian students especially growth in the number of female enrolment in Higher Education (Education & Training Industry in India, 2024).

Although the government of India has been working to improve the Higher Education system in India it still is facing some challenges such as not enough infrastructure and financial support to conduct research in Higher Education (Saroh, 2023). Less research and innovation in Higher Educational institutes indicates lower quality of that Higher Educational institutes and lack of facilities and conducive environment ad discourages the researches from undertaking research (Saroh, 2023). According to Ministry of Human Resources Development report nearly two third of India's colleges and universities are bellow standard due to various issues such as low innovation, infrastructure, poor functioning schools, inadequate funding, few teachers and less resources especially in many colleges in rural areas (Jaysawal & Saha , 2023).

Another hurdle is the increasing privatisation and commercialisation of Higher Education though it brings a lot of benefits such as improved standards, new technology and new edge due to increasing commercialisation of Higher Education makes it less affordable and this might prevent deserving students from benefiting and studying in these institutions (Saroh, 2023). The private and autonomous institutions have absence of regulatory framework therefore they lack evaluation on their quality of output (Jaysawal & Saha , 2023).

Another problem the Indian Higher Education faces is in the work culture and administration. The handling of various works such as teaching along with administrative work and also research work as well as the influence of the administrator hampers the quality of research output produced (Saroh, 2023). Lack of proper physical infrastructure and human resources prevents the academic development of the Higher Educational institutes (Saroh, 2023). Political influence either directly or indirectly in many educational institutes especially which are owned directly or indirectly by the politicians leads to usage of Higher Educational institutes for profit and political campaign (Saroh, 2023).

Faculty shortage and lack of qualified teachers and sometimes the well qualified teachers given non teaching responsibility effects the quality of the faculty and is another issue faced by Indian Higher Educational institutes (Saroh, 2023). According to a report published by Indo-Asian news service the Higher Educational institutes of India suffer from faculty members with 35 percent posts are vacant in central universities and around 25 percent in the Indian Institutes of Management and around 33.3 percent in the National Institutes of Technology (Jaysawal & Saha , 2023). Other issues such as high ratio of student-teacher and many teachers teaching courses which are not in their field of specialization further effects the quality of

Higher Education (Jaysawal & Saha , 2023). Low Gross Enrolment Ratio is another factor which is another challenge in Higher Education. The representation of minorities such as women, scheduled caste, scheduled tribe, other backward classes and minority community in Higher Education is low and students from rural schools often find it difficult to seek admission in good urban institutions (Jaysawal & Saha , 2023).

The government of India has undertaken various initiatives to improve the Higher Education systems through various government scheme some of these schemes are: Rashtriya Uchchatar Shiksha Abhiyan (RUSA) a centrally sponsored schemes which funds the state Government universities and colleges after critically appraising to address the equity, access and quality of the institutions (Saroh, 2023). Udaan a special scheme for girl students by central government to enhance women's enrolment in renowned technical institutions through various initiatives (Saroh, 2023). Rashtriya Avishkar Abhiyan scheme which encourages interest in technology and innovative learning based on observations and experimentations (Saroh, 2023). Digital Library and online access to resource material and books for various disciplines also online distance learning courses provided by National Programme on Technology Enhanced Learning (NPTEL), Study Webs of Active Learning for Young Aspiring Minds (SWAYAM). Unnat Bharat Abhiyan which focuses on promotion of technologies from laboratory to ground and will help to connect with Higher Educational institutes in rural areas and many more initiatives by government in Higher Education have been working to bring improvement in Higher Education (Saroh, 2023).

According to the Voluntary National Report of India 2020 on the progress of SDG 4 in terms of Higher Education it is reported that India has been making a consistent

effort to expand Higher Education especially in technical, professional and vocational education (NITI Aayog, 2020). The report further stated that India had 993 universities, 39,931 colleges and 10,725 stand alone universities out of which 38.7 per cent were under private sector (NITI Aayog, 2020). Over the last five years the number of Higher Educational institutions at university level have increased by 37 per cent and colleges by 9 per cent (NITI Aayog, 2020). In terms of gender parity index there have been improvement in gross enrolment of women in Higher Education in 2018-19 by 1 per cent compared 0.92 per cent in 2014-15 (NITI Aayog, 2020). India's vocational education has been integrated with skill based training in order to reduce the gap between industry and academia especially for women through Government initiatives such as Skill India and Pradhan Mantri Kaushal Vikas Yojana which aim to develop the skills of Indian youth (NITI Aayog, 2020). With Indian Higher Educational system undergoing rapid expansion and improvement in areas of research and innovation, technical and vocational areas in order to provide the best education and training youth and especially women will help to unlock the developmental potential of India's society and economy.

5.4 What India Can Offer Tanzania's Through Knowledge Diplomacy

India over the years has been able to build its expertise in many fields through its Higher Education system. India can offer its help in building the capacity of people of Tanzania in various fields. One of the fields in which India has expertise is in the Information Technology and Digitalization. India has undergone a massive digital transformation in recent years through integration of government services on digital platform even at the grassroot level with a quick access and also real time

payment.(The success of digital India, 2024). This has lead to seamless and easy access to digital platform through ICT in sectors such as education sector through various programmes such as National Programme on Technology Enhanced Learning (NPTEL), Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) a platforms by Ministry of Human Resource Development and All India Council of Technical Education , e-PG Pathshala, Swayamprabha, etc, which provide various online courses in science, engineering, and humanities streams (Ministry of Education website, 2024). Virtual Labs which give a remote access to stimulation based labs in various science and engineering fields, digital library inflibnet which provides online access to digital library from remote places all this has promoted E-learning especially during Covid-19 pandemic (Ministry of Education website, 2024). India's expertise in technological and digital infrastructure will greatly aid in building Tanzania's ITC sector and also further enhance online distance learning in Higher Education.

India's nine Indian institutes of Indian Institutes of Science and eight Indian Institutes of Technology were ranked among the 500 top universities in the QS World Universities Ranking in 2023 this showed the prominence of Indian institutions which specialises in science and technology (Education & Training Industry in India, 2024). India having the largest population in the world with around 580 million people in age bracket of 5-28 years this indicated a huge opportunity which India holds in global education industry (Education & Training Industry in India, 2024). This also indicates India's huge potential in its further development and improvement in Higher Education sector of India and now with increasing private players collaboration and investing to provide education which is of international standards it is further

improving in artificial intelligence and technology sector (Education & Training Industry in India, 2024).

India ranks third among the most attractive investment destination for technology transaction and this has led to increase in research and development centres in India (Science and Technology Development in India, 2024). India has emerged as one of the top exporter of Information Technology and the ninth largest pharmaceutical sector in the world and one of the fastest growing research sector (Science and Technology Development in India, 2024). This makes India one of the top global countries in the field of scientific research and one of the top five nations in the fields of space exploration especially with India's space research being known for its low budget, optimization of resources and use of indigenous components (Science and Technology Development in India, 2024). This makes India an attractive partner to collaborate in space research due to India's remarkable achievements in space and science technology which can be seen through India's successful landing of Chandryaan-3 on the moon's south pole as well as India's success in successfully launching 150 satellites . India therefore can help Tanzania with its space programmes through collaborations with the Indian Institute of Space Science and Technology (IIST) as it fosters research and development in space studies.

India also has set up its first ever overseas campus of National Forensic Science University (NFSU) in Uganda which was inaugurated on 12 April 2023 (Express News Service, 2023). This will provide various courses and world class training for the defence forces of Uganda in various fields such as forensic, digital forensic, cyber security and related sciences (Express News Service, 2023). The collaboration between India and Tanzania through NFSU programmes will further help the people of Tanzania gain expertise in cyber security and forensic fields. Also

India's and Tanzania's collaboration in defence sector with India's cutting edge technology, training, maritime scientific research, infrastructure, maritime safety and security can further enhance the defence capabilities of Tanzania.

India is also known for its medical field since ancient times and can be dated back to the vedic period where the golden age of Indian medicine can be traced back to 800 BCE²⁷ to 1000 CE²⁸ where modern treatments and various surgeries can be traced back to India through literature (Rao, 2021). In recent years there has been emergence of a new sector which is medical tourism where tourists travel to another country for their treatment and medical care. Various factors such as quality, affordability, internationally accredited facilities and expertise in healthcare are factors which attract the tourist (Rao, 2021). India is one of top destination and is ranked third among the top ten wellness countries in Asia Pacific for medical tourism and has been attracting many tourists from Middle East, Asia and African region (Rao, 2021). This is due to various factors which makes India's medical sector attractive to them. Factors such as India's modern and ancient medical facilities, well reputed and world renowned medical practitioners and surgeons, cutting edge medical and diagnostic technology by Indian hospitals, top quality treatment which is more affordable than western countries (Rao, 2021).

The Government of India's 'Heal in India' initiative which works to ease and making it easy for the foreign patients to access facilities such as medical tourist visa at the same time getting best treatment with various options at reasonable price (Rao, 2021). Indian pharmaceutical sector has emerged in current times as a one of the global

²⁷ BCE stands for Before Christ Era or Before Common Era this is before the counting of the Current era .

²⁸ CE stands for Christ Era or Common Era also known as Anno Domini (AD) which is the current era.

leaders in research and innovations due to growing scientific and technological base along with growing support by the Indian government and string domestic market (Agarwal, 2023). The Indian pharmaceutical industry produces, generic drugs, vaccines, conducts researches etc. India is among top countries from where Tanzania imports most of its pharmaceuticals and according UN comtrade database Tanzania imported US\$ 223.93 million worth pharmaceutical products from India in 2023 (Trading Economics, 2024).

This shows the prominence of India's medical, pharmaceutical and research sector. the collaborates in medical education between India and Tanzania through prestigious Indian institutes like All India Institute of Medical Science (AIIMS) which offers a variety of medical courses and conducts researches in medical fields and National Institutes of Pharmaceutical Education and Research (NIPER) which offer courses in pharmaceuticals and also conducts research will greatly benefit the medical Higher Educational sector of Tanzania.

National Institute of Food Technology Entrepreneurship and Management (NIFTEM) is a one the important institution in India for conducting research in food processing and value edition. This is very important in current times where there is rising food insecurity and especially with Tanzania's major export being agricultural products. The India Institutes of Managements (IIMs) are considered one of the premier management institute and is comparable to the best institutes in the world for its teaching and research (Indian Institutes of Managements,2023). It conducts research in various areas such as health, rural development, agriculture etc and are considered important for sharing of high quality and standard knowledge and skills in management education (Indian Institutes of Managements,2023). These institutes can help to develop Tanzania's management institutes through top standard research and

knowledge sharing. These were some of the prominent Indian Institutes which can offer a lot of various benefits the Tanzania's Knowledge Economy. India therefore can offer high quality education, skills and training which can build the capacity of Tanzania's youth through collaboration between various prominent Indian institutes and Tanzanian institutes.

The next chapter will give a summary of this thesis also suggest how India can further deepen its relations with Tanzania by partnering in other sectors.

CHAPTER VI

CONCLUSION

In the previous chapter we have discussed the various challenges faced by Tanzania in its Higher Educational sector.

The relations between India and Tanzania have grown over the years in various sectors ranging from educational cooperation under which India has been engaging in knowledge diplomacy since its independence through the Indian Technical and Economic Cooperation Scheme (ITEC) and Special Commonwealth African Assistance Programmes (SCAAP), ICCR and various other scholarships and have greatly aided in capacity building in technical training and Higher Education of Tanzanian students. India's Pan African e-Network Project (PANEP) launched by India in Africa through India's expertise in information technology to benefit the health and education sectors of countries across Africa through satellite/ optical fibre network and provide Tele-medicine, Tele-education and VVIP connectivity has greatly benefited Africa this Pan African e-network project was renamed as e-VBAB (e-Vidya Bharati and e-Arogya Bharati).

India has been one of the emerging countries who has been dedicated to development of other developing and least developed countries. India has been carrying out the knowledge diplomacy through exchange of academics, students, sharing of knowledge and by establishing offshore campuses of prestigious IITs and IIMs. The first offshore IIT Madras campus under the New Education Policy of India 2020 has been set up in Zanzibar, in Tanzania further strengthening India's ties with Tanzania through knowledge diplomacy. This will greatly support Tanzania's achievement of

Sustainable Development Goal 4 which focuses in quality education and aid in Tanzania's progress towards achievement of Agenda 2063.

This move highlights the growing engagement and bilateral ties between both India and Tanzania and further facilitating in promoting their collaboration in multiple domains like defence, education, agriculture, trade, technology, etc. Indian IITs are premier institutions and are renowned for bringing expertise and excellence in science, engineering and technology education which will enable students of Tanzania to access world class Higher Education without the need to study abroad and it will nurture talents, foster innovation and facilitate technological advancement and create an environment for academic excellence and research oriented. India's goodwill and traditional ties with Tanzania has greatly contributed in enhancing the current ties with India. India's expertise in digital infrastructure and medical field is a great advantage for Tanzania to collaborate with. This partnership in fields of technology, medicine, maritime, energy and especially in education and training will further increase India's good will and presence in Tanzania and will further open a gateway for India to enter the African continent.

Africa being a continent with many developing and least developed countries have fallen behind and a prey to underdevelopment and have not been able to utilise its vast potential due to various reason and one of the main reason is lack quality education, training, skills professional expertise and technology due to various factors such as under development, lack of proper facilities, lack of skilled teachers, poor or lack of infrastructure, politics, historical dependency on former colonisers etc.

Africa due to its advantage demographic potential to alter the world order According to United Nations by 2050 Africa's population will rise to 2.5 billion which will

account to more the 25 percent of the world's population and is expected to rise close to 40 percent of the world's population by the end of the century (Stanley, 2023). This indicates growing pool of human talent, economic pull, consumption demand and human capital therefore there is a great need to invest in human capital especially through high quality equitable and accessible educational opportunities so that this human resource can be an asset and that the coming decades will be the African century therefore making quality Higher Education even more important for Africa.

As education is a very important building block of the society and it is through education that the individuals and society get reformed and become a valuable human resource when this resource is used effectively. Africa for years have been a continent which has been neglected yet exploited by the western countries for their own national interest. But now Africa has realised a that it itself has to work to resolve its issues and build its development by not being dependent on others but through self-dependent and through cooperation with various countries in this era of interconnectivity and for this they are working to achieve the Agenda 2063 which is the vision of Africa's development and is people centric.

In this era of emerging South-South cooperation where the countries of global south are working together in various ways India too is one of the notable counties which is working through south-south cooperation and contributing to the development of global south countries especially African countries in various was as the share common interests, issues and goals. India having expertise in information technology, digitalization and medical sector makes a attractive country to collaborate with for Africa countries.

The hypothesis of this study that the collaboration between India and Tanzania in Higher Education will help in strengthening people to people contact, academic, research and cultural ties between India and Tanzania is proved. The first batch of enrolled students in the new IIT Madras campus in Zanzibar consisted of 45 students out of which 50 % were African students and 50 % of Indian students (IIT Madras's campus, 2023). For the first time the director of this campus is a women as there have never been a women director of an IIT institute (IIT Madras's campus, 2023). In one of the press releases the speech by the President of Tanzania Samia Suluhu Hassan had acknowledge herself as product of Indian education due to her ITEC training at National Institute of Rural Development in Hyderabad (Government of India Ministry of Education, 2023). This shows how receiving training and education under Indian Programme or in Indian Institutions strengthen ties between people to people this in turn has creates a sense of goodwill towards the institutions and their countries and creates a favourable impression with regards to the country when these alumni rise in important positions.

The second hypothesis that India's knowledge diplomacy will help in increasing India's presence in Tanzania is proved in chapter III which shows how over the decades India has been increasing its presence in a Tanzania through various ways and especially through programmes in Higher Education sectors and it is also proved that this will help Tanzania in its achievement of Africa's Agenda 2063 is also proved as discussed in chapter II which talks about the various goals the African countries have to achieve which also includes well educated and skilled citizens especially in the fields of science and technology. This cooperation between India and Tanzania in Higher Educational field which is mentioned in chapter III such as in IIT and other technological education as well as India's efforts to provide digital

connectivity across African continent through optical-fiber cable will not only bring and help the Tanzanian youth to develop their expertise and capabilities to use the latest technology. Other study programmes offered by India to Tanzanian students both offline and online by renowned Indian institutions will help Tanzanian students get equipped with the knowledge and expertise that they want.

This cooperation not only leads to development of Tanzania's youth but also help Tanzania connect with other African countries through optical-fiber connectivity and work together in various fields and contribute to the pan Africanism and contribute in African unity. This is evident in Chapter III of this research where it mentioned that India has been taking various efforts in Higher Education sector for Tanzanian students through various programmes and scholarship schemes such as ITEC, e-Vidya Bharati and e-Arogya Bharati and value addition in knowledge will further add in Tanzania's knowledge bank.

This will contribute in Tanzania's youth and women development and further contribute in the development of science, technology, innovation and digital infrastructure of Tanzania which are also goals of Agenda 2063 of Africa. The youth of East African region and most importantly 50% of them are women and this contributes to the women development and thus leading to women led development as the first batch of IIT Madras in Zanzibar got a good response of women enrolments. India therefore need to explore more areas under which it can work together with Tanzania in various fields like medical and pharmaceutical sector, space sector, blue economy, agriculture, etc

Tanzania's Higher Educational sector suffers from a number of challenges such as lacks of emerging and advanced technologies, underdeveloped ICT infrastructure,

impoverished lab and research facilities, shortage of professional teachers in areas of medical, engineering, researchers, biotechnology, technically skilled and experienced faculties etc these issues can be addressed if Tanzania and India collaborates with the top Indian institutes which have an edge in these fields such as ICT, forensic facilities, medical & pharmaceutical field, space research, innovations, food technology fields etc while India's top ranking institutes such as IITs, IIMs, IIST, NFSU, AIIMS, NIPER, NIFTEM and other top institutes can collaborate with Tanzania's existing institutes which offer programmes in these fields or by setting up of offshore campuses in Tanzania.

There are also more areas where India can invest and cooperate with Tanzania according to what Tanzania needs and India can offer to Tanzania Being one of the fastest growing economy in East Africa and also due to its peaceful and stable political environment and a history of rare ethnic conflicts and divisions its social fabric as compared to rest of African countries which makes Tanzania an attractive and suitable partner for investments.

Here are some of the new areas in which India has the potential to invest in Tanzania especially as India's model of cooperation with Tanzania having been 'Africa-Owned' and 'Africa Led' based on priorities of Tanzania's needs as well with participation of locals (Diplomatist Special Report, 2021). India's engagement with Tanzania affirms India's goal in aiding to build a self reliant Tanzania. India having technological advancement and processing industry has emerged in areas such as food processing and value addition, can enhance the agricultural sector of Tanzania through partnership in these areas (Diplomatist Special Report, 2021). India's technology transfer and relevant expertise in terms of manufacturing can greatly help

the manufacturing industries in Tanzania as they have a lot of untapped raw materials in areas such as textiles, leather (Diplomatist Special Report, 2021).

Though Tanzania has rich reserves in natural oil and gas, minerals like copper, iron, nickel, uranium, lithium, etc but they lack the technology and expertise which is needed to extract and refine them (Diplomatist Special Report, 2021). India being one of the top refiners in terms of petroleum can invest by partnering with Tanzania in building their capacity in extraction and refining of these minerals. Another area in which India can invest is in the gem processing as India is one of the good gem processors and Tanzania being the only country with Tanzanite gemstones India therefore has the potential in processing and helping in value addition of these gems (Diplomatist Special Report, 2021). Tanzania can also benefit in terms developing disaster resilient infrastructure if it becomes a member of Coalition for Disaster Resilient Infrastructure.

In healthcare sector India engagement with Tanzania can be seen in three major ways firstly India being one of the largest supplier of pharmaceuticals to Tanzania (Diplomatist Special Report, 2021). Secondly Tanzania is the third largest contributor in medical tourism to India terms of African countries and thirdly India is a very important investor in the healthcare sector of Tanzania (Diplomatist Special Report, 2021). India and Tanzania can work in building the medical expertises of Tanzania's healthcare and pharmaceutical sector. Tanzania being one of the fastest growing economies in East Africa it is an attractive area for investment by Indian businesses. India and Tanzania can further cooperate in areas such as research and development, defence, space, energy, climate action, tourism, infrastructure, mining and processing, value addition, blue economy, information technology, maritime connectivity and infrastructure capacity building and training in maritime and defence as well as in

sharing of cutting edge technology and defence equipment, digital transformation, cyber security, Indian ocean security, etc. These move by India will further help India strengthen its ties with Tanzania and also further increase its influence in East Africa.

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