INTRODUCTION

Educational cooperation between India and Kenya is in the interest of both, particularly for mutual friendship and economic development. In the past, India’s ancient universities like Nalanda and Taxila were the major centres of learning. Students in these universities comprised of native Indians as well as scholars from several countries of the world. Such educational ventures built bridges of understanding and cooperation between different peoples and lands. Today, several Indian universities have been providing education and technical training to foreign nationals, especially after independence. In some of the Indian universities, centres of Afro-Asian studies and research have been set up. Among other things, these ventures serve as indispensable tools for interaction between cultures. India and Kenya have been endeavouring for quite sometime in this direction through cooperation. It may be stated here that educational and technical cooperation plays a very significant role towards friendship between India and Kenya.

Indian universities and technical training institutions today have made significant contribution to transmission of knowledge especially in the field of science and technology. Universities have been playing a leading role in transforming the country into a modern advanced state with their contribution in the field of traditional subjects of Arts, Humanities, Pure Sciences, Applied Physics, Chemistry, Mathematics and in areas of Information Technology, production and launching of indigenous satellites, and development of peaceful nuclear energy, which have brought India into the forefront of technologically advanced nations. The number of students and trainees from the developing countries continued to rise steadily in recent times – from about 12500 in 1989-90 to almost 13000 in 1990-91 and to 14000 in 1993-94.

Majority of African students come from eight countries, namely Kenya, Sudan, Ethiopia, Mauritius, Nigeria, Somalia, Tanzania and Uganda. Just two countries in Africa, Kenya and Sudan, contribute the largest contingent of African students in India. During 1990s there has been a decrease in number of students from Sudan and
Nigeria. During the same period, the numbers of students have been increasing from Tanzania, Uganda, and Mauritius. Most of the students prefer to join the universities, which are located around the metropolitan cities. The largest numbers of students have been from Kenya; 31.37 percent of students came to India in 1993-94 from Kenya. Their number has continuously been on the decrease coming down to 6.72 percent in 2002. Still, a large number of students and trainees from Kenya look for training and guidance towards India.

The Indian universities have been playing their role to promote the needs of education and technical training to students and trainees from the African countries, particularly Kenya. These centres have been extending their cooperation and friendship towards students and trainees of Kenya where facilities for education and technical training are not adequate.

Indian government even before it became independent sent Apa Pant as Commissioner to East and Central Africa when national movement was in its peek for free Kenya. Apa Pant supported the national movement and became friend with the great nationalist leader Jomo Kenyata; but his sympathy was considered illegal by the British. Apa Pant helped the movement in several ways. One of his more useful initiatives was to send young Kenyans to India for higher studies, partly to prepare them for taking responsibilities in the free Kenya but in many cases, simply to avoid their arrest by the British for alleged collusion or involvement in the national movement. Many of those who came to India for studies later went back and assumed positions of high responsibility in the Kenyan government. It was therefore appropriate that the Government of India instituted a special scholarship for African students in the name of Apa Pant after his passing away a few years ago.

Since Independence, Government of India has been offering opportunities to the Kenyan students and trainees to join educational and technical training in Indian universities and technical training institutions. In certain case, scholarship is also awarded to foreign nationals. Kenya is among the earliest beneficiaries of India's gestures of educational cooperation between the two countries. In 1947, Jomo Kenyata wrote a letter to the Prime Minister Jawaharlal Nehru requesting him to
make higher education and training facilities in Indian universities available for the students and trainees from Kenya. Realising the need, the Prime Minister Jawaharlal Nehru took the initiatives in this direction. To further broaden the scope for Kenyan students and trainees, the Indian Council for Cultural Relations (ICCR) was given specific responsibilities to ensure inflow of Kenyan students under various schemes. Since then Indian Government has been fully supporting the education and training of Kenyan students and trainees in a selective way through the award of scholarship administered by ICCR.

Today, Kenya has a large number of alumni from Indian universities who provide a special link of friendship and goodwill between the two countries. In 1993, these alumni formed the “Kenyan-Indian Graduate Association” with the twin objectives of promoting goodwill for Indians in Kenya and helping Kenyan students in India.

Apart from scholarship programmes for education under various schemes, several Kenyan students and trainees take admission in Indian universities on self-financing basis, due to the fact that several universities maintain high standard of education and training at affordable costs. In any academic year such students would number around 9000. Above all, there was a consideration that such educational and technical training opportunities in their own countries were limited and often quite expensive. Educational technical training facilities in the west were also out of question, as educational and maintenance costs there had become prohibitively expensive. At the same time, India had developed a large educational network, with centres of excellence in several disciplines.

Not only was academic fee affordable but living costs were found to be within the reach of students and trainees from Kenya. Above all, the environment and other conditions in India are similar to that encountered in Kenya, and the education imparted and the curricula are found to be more relevant.

Apart from education in academic institutions (universities, colleges, etc.), Kenyan students draw benefit from the technical training programmes provided under the Indian Technical and Economic Cooperation (ITEC) programme. Since the
inception of ITEC, around 575 trainees from Kenya received training, *inter alia*, in Agriculture Science, Banking, Computer Science, Farm Machinery, Industrial Development, Journalism, Management, etc. It has been observed from the reports submitted by Kenyan trainees that the educational cooperation and training programmes in India have been found useful and relevant to the needs of Kenya. Those who have had training in the field of machinery for small-scale industry have found that Indian machinery can be handled easily and maintained without difficulty.

There are different kinds of scholarships offered by the Indian Council for Cultural Relations (ICCR). These scholarships come under the purview of the General Cultural Scholarship Scheme, Cultural Exchange Programme, Commonwealth Fellowship, Scholarship Scheme for Sri Lanka and Mauritius, Reciprocal Scholarship Scheme (Latin American and European Nationals), Craft Instructors Scheme, ICCR Scholarship Scheme, Technical Cooperation Scheme (Colombo plan), SAARC Scheme (Scholarships), Africa Day Scholarship, Apa Saheb Pant Scholarship, Dadoo Naicker Scholarship and Okta Memorial Scholarship. Many students of Kenya have benefited from some of these programmes.

Indian government conducts various educational cooperation programmes. These programmes include those going on under Indian Technical and Economic Cooperation, Special Commonwealth African Assistance Plan, Institute of Secretariat Training and Management, Institute of Constitutional and Parliamentary Studies, Indian Institute of Mass Communication, Indian Institute of Foreign Trade, Institute of Applied Manpower Research, National Institute Educational Planning and Administration, The National Archives of India, New Delhi, etc.

The Ministry of External Affairs operates ITEC (Indian Technical and Economic Cooperation), and SCAAP (Special Commonwealth African Assistance Plan) helps the students of African countries to share their experiences and expertise. Generally, Kenyan students come to India to attend the course in the institutions such as Computer Maintenance Corporation, New Delhi, for both Software and Hardware training; National Informatics Centre, New Delhi; Central Institute of Tool Design,
Hyderabad; National Institute of Packaging, Bombay; Indian Institute of Productive Management, Orissa; National Institute of Cooperative Management, Chennai and Bangalore; Vaikunt Mehta National Institute of Cooperative Management, Pune; Central Poultry Training Institute, Bangalore; Gandhigram Institute of Rural Health & Family Welfare, Madurai, Tamil Nadu; National Institute of Bank Management, Pune; Office of the Comptroller and Auditor General of India, New Delhi; Technical Teachers Training Institute, Chennai; and National Institute of Educational Planning and Administration, New Delhi.

The SCAAP concentrates on 15 Commonwealth African countries under which Indian extends technical and economic cooperation by way of imparting training to their nationals in the fields of Constitutional and Parliamentary Studies, Legislation Drafting, Policy Training, Criminology, and Rural Development. Indian Experts are also deputed to help their training institutions for their modernization and reorientation.

The Institute of Secretariat Training and Management, New Delhi conducts six and a half week course in Development Administration – Approach, Planning and Management for the benefit of Senior Executives in developing and underdeveloped countries. The Institute of Applied Manpower Power Research, New Delhi conducts a nine-month Postgraduate Diploma course in Human Resource Planning and Development. The Commonwealth Secretariat under the Commonwealth Fund for Technical Cooperation (CFTC) sponsors it.

The Indian Institute of Foreign Trade, New Delhi conducts various programmes like Masters Programmes in International Business, Certificate Course in Export Marketing, Executive Masters in International Trade, etc. Generally the participants from Kenya attend the courses listed below in Indian Institute of Foreign Trade.

(i) Advance Programme in Export Development
(ii) Postgraduate Diploma Programme in International Trade
(iii) International Economic Relations and Commercial Diplomacy.
The National Institute of Educational Planning and Administration, New Delhi conducts a course on International Diploma in Educational Planning and Administration (IDEPA).

The Controller and Auditor General of India have so far organized 35 international training programmes in different areas of Auditing and Accounting. Many participants from Kenya have attended these programmes.

The National Archives of India, New Delhi conducts two courses for international students (i) Diploma course in Archival Studies and (ii) Course in Archival Administration. During the decade (1988-90), many participants from Kenya attended programme in Archival Studies.

But in the present situation the government of India has been facing a serious resource problem since few years, and higher education is in deep crisis. The subsidization of higher education is being gradually reduced by about fifty percent in the next few years. The percentage of resource allotted for education during the 6th plan (i.e., 20.89 percent) declined to 17.6 percent during the 7th Plan and further reduced to 11.2 percent in the 8th Plan, finally culminating in all time low of 8 percent in the 9th Plan period. The Government appointed two committees on the mobilisation of additional resources for education: one for the Institutions of Technical Education and other for the Central Universities. Both the committees have emphasised the need for higher education institutions making special efforts to raise their own resources. Many Universities and other Institutions of Education have been forced to reform their fee structures. Accordingly there have been modest to steep increases in students’ fees of various types (tuition fees, etc.) in several universities and colleges.

Ideas of autonomous colleges and technical institutions, and education policies against subsidization of fee structure are new phenomena to the Government of India. At the very beginning, just after independence, the Indian Education Commission under the chairmanship of Prof. D. S. Kothari (1964-66) was the first to recommend formally the idea of autonomous status to one or two carefully selected
outstanding colleges in some universities. Another UGC Committee headed by Prof. D.S. Kothari (1967) recommended that autonomous colleges would have the freedom to frame courses of studies, to prescribe rules of admission, to conduct examinations, and to devise methods of evaluation. These colleges would be fully responsible for the content and quality of education that they impart. Each college / university should be free to decide its own syllabi, admission policy, tuition fees, service condition of teaching and non-teaching staff and their remuneration. The qualification of the teaching staff was proposed to be “adequate to discharge their academic responsibilities. Their recruitment, promotion, retention and security of tenure were proposed to be at a level consonant with the dignity of academic profession.”

It can be seen from the number of colleges in Tamil Nadu today that private educational providers have to their credit the establishment of nearly 95 percent of the professional colleges (Engineering and Technology College). There are 410 private colleges in the State, of which 161 are aided and 249 unaided vis-à-vis only 67 Government colleges. The steady withdrawal of the Government from the educational segment is not out of choice but the outcome of fiscal and budgetary compulsions.

Along with general increase in fees, many universities have started responding to market demands to make quick financial gains. The responses include offering ‘marketable’ self-financing courses, such as hotel management, training on handling computer packages, fashion technology, etc. for which full or more than full fees are charged from the students, since the aim is to quickly increase the demand for such courses. Such courses are generally short term in nature and include training programmes.

At the policy level, the Indian education system has substantially changed, and the government has emphasized on private colleges, universities and technical institutions to run on their own risk.
This study proposes to examine the educational cooperation and technical training programmes initiated between India and Kenya.

1. Statement of Problem

India and Kenya have been endeavouring to cooperate in the field of education and technical training for the last four to five decades. As a result of cooperation, a large number of students and trainees from the Kenya have been studying in the Indian universities and technical training institutes.

Mostly developing countries depend on developed countries for the cooperation of economic development. However, such cooperation effort with developed countries is not only expensive, but also inadequate and inappropriate. Hence developing countries began to negotiate for their mutual educational development. Technical training of the developed countries is highly sophisticated and capital intensive. Such a model of industrial development was found unsuitable to prevailing conditions of the developing countries like Kenya. Hence appropriate education and technical training and the related research and development were made part of their cooperation, specifically intended for small and medium scale industries to be developed in these developing countries.

About two thousand colleges have been started in the various parts of the country in the last four years. Such a phenomenal growth has been witnessed because several state governments, in their pursuit of privatisation of university education, have recognised “self financing colleges.” In India, under the advice of World Bank, subsidies are being gradually reduced in fields such as transport, food, medical care, education, etc. The World Bank suggested cost recovery from the students (parents), and educational loans to students for higher studies and also to pure private educational institutions, which would charge fees sufficient to meet costs and make a profit. In such universities with less facilities and no regular faculty, a very large amount of fees is charged from the students. It is very difficult to pay high fee by the students of India and Sub-Saharan Africa.
So far no detailed study on educational cooperation and technical training programmes in operation between India and Kenya has been conducted. The present research has been designed to study the educational cooperation and technical training programmes between Indian and Kenya.

2. Review of Literature

In his book, *Foreign Students in India*, Otto Klineberge, Professor Emeritus of Social Physiology, Columbia University, and Director, International Centre for Inter Group Relations, International Social Science Council, has described the history of education in India, educational exchange in Ancient India, foreign students in contemporary India, what students want from foreign studies, adjustment and satisfaction with college life, attitude towards the host country, and perception of the host country.

In the book, *International Students in Indian Universities*, published by Association of Indian Universities, New Delhi, the authors K.B. Powar, Sudhakar Pandey, Santosh Panda and Veena Bhalla have discussed the international scenario, the Indian approach to international students in India, and the management of international students.

In *Africa Quarterly* (Vol. 36, No. 4) published in 1996, it has been described that India and Kenya have more cooperation in the field of Education and Technical Training. A long term cultural exchange programme for the period from 1994 to 1997 was agreed upon within the framework of Cultural Agreement signed in 1981. The cultural exchange programme provides for short term and long term training in various fields including text-book production, educational survey, low cost teaching aids and kits, upgrading of teachers in the secondary schools, adult education, fine arts including musicology, theatre, writing and painting, archives and archaeology, anthropology, museum, book publishing, athletics and sports, physical education, electronics, wireless and print media, tourism and so on.

The article by K. K. Bharadwaj, “Education and Technical Training for Africans in India” (*Africa Quarterly*, Vol. 37, Nos. 1-2, 1997), described that large numbers of
African students are coming in various Indian universities for education. The Government of India has been encouraging the educational cooperation and technical training programme for the underdeveloped and developing countries through the award of scholarships by the Indian Council for Cultural Relations. Many African countries have benefited from these schemes.

In his article in *Africa Quarterly* ("Culture and Educational Cooperation between India and Africa: Problems and Perspectives"), J.M. Waghmare has given many suggestions for the programme of cultural and educational cooperation between India and Africa. The article states that under the New Educational Policy, autonomous colleges and autonomous departments can be separately established within a few universities for African studies and research.

The book *Africa, India and South-South Cooperation* (New Delhi: Har-Anand Publication Pvt. Ltd., 1997) edited by N.N. Vohra and K. Mathews depicts the major programmes of educational cooperation between India and African countries. This book and the reports in it have not mentioned the policy advice by the World Bank about reduction in funding, privatization and use of educational cooperation and technical training programme initiated between India and Sub-Saharan Africa.

In his book *Crisis of Higher Education in India* (New Delhi: AKG Bhawan), Vigendra Sharma has discussed topics such as World Bank dictated policies on higher education, status of higher education since Independence, reduced funding of higher education, and a big fee hike. The author argues not to dismantle higher education.

The above books and reports have not mentioned the kind of educational facilities and technical training provided by Indian Government for the students and trainees of Kenya; and do not specify the problems faced by students and trainees studying under the Educational Cooperation and Technical Training Programme, the relevance of Educational Cooperation and Technical Training Programme, and the ways and means to make the programme more attractive and useful for the Kenyan students and trainees in Indian universities and technical training institutions.
3. Aims and Objectives

i) To study the kind of educational facilities and technical training provided by Indian Government for the students and trainees of Kenya.

ii) To analyse the theoretical and conceptual framework of Educational Cooperation and Technical Training Programmes in operation between India and Kenya.

iii) To identify the impact of education policy objectives of Indian Government on the students and trainees studying under the Educational Cooperation and Technical Training Programme between India and Kenya.

iv) To analyse the problems faced by students and trainees studying under the Educational Cooperation and Technical Training Programmes between India and Kenya.

v) To assess the relevance of Educational Cooperation and Technical Training Programme and its prospect for Kenyan students in their country.

vi) To explore the ways and means to make the programme more attractive and useful for the Kenyan students and trainees in Indian universities and technical training institutions.

4. Hypothesis

Educational Cooperation and Technical Training Programmes provided by India to the students and trainees from Kenya have been more useful, beneficial, adequate and appropriate vis-à-vis such opportunities provided by developed countries. Technical Training Programmes provided by India to the students from Kenya proved useful for economic development in that country. Prevailing education system and technical programmes in India are almost similar to those prevailing in Kenya and as such are relevant for them.

5. Research Methodology

As regards research methodology, both primary as well as secondary sources of information have been tapped. In this research endeavour, an analytical approach is adopted. An attempt has been made to analyse the parameters of Educational Cooperation and Technical Training Programmes in operation between India and
Kenya to reach logical conclusions. A questionnaire was developed to elicit data / information with regard to Education Cooperation and Technical Training Programmes in operation between India and Kenya. Relevant data and other valuable information were obtained from the Libraries of academic and technical institutions in India through questionnaires, observation, group discussion and personal interviews.

6. Sample
Most of the information has been collected from Kenyan students and trainees, Head of the educational and technical training institutions, Ministry of Foreign Affairs, Ministry of Human Resource Development, Association of Indian Universities, and University Grants Commission.

The following steps have been involved

Step – I
Kenyan students and trainees have been identified where they are taking education and technical training.

Step – II
The questionnaire has been developed regarding the Educational Cooperation and Technical Training Programmes in operation between India and Kenya.

Step – III
Questionnaire filled by Kenyan students and trainees. Focus group discussion, self observation and personal interviews also conducted with the Kenyan students and trainees.

Step – IV
All collected data have been processed and computed. Based on the information, we went for detailed explanation.
7. Chapterization

Introduction
Introduction discusses the problem, review of literature, objectives of the study, hypotheses, and methodology.

Chapter One
Historical Background of Educational System of India and Its Cooperation with Kenya
First chapter includes the detailed history of education (Ancient, Medieval, Colonial and post independence period) and its cooperation with Kenya.

Chapter Two
Theoretical and Conceptual Framework of Educational Cooperation and Technical Training Programme
Second chapter defines the theoretical and conceptual framework (Indo-Kenya Graduate Association, Apa Pant Scholarship, South-South Cooperation, and Jomo Kenyata Letters to the Prime Minister Jawaharlal Nehru) of Education of Cooperation and Technical Training Programmes.

Chapter Three
Educational Facilities and Technical Training Programmes for Kenyan Students and Trainees
Third chapter discusses what kinds of educational facilities and technical training are provided by Indian Government for the students and trainees of Kenya.

Chapter Four
Problems Faced by Kenyan Students and Trainees in Indian Universities
Fourth chapter analyses the problems faced by students and trainees studying under Educational Cooperation and Technical Training Programmes between India and Kenya. The chapter also discusses the adjustment of the Kenyan students and trainees with Indian social structure, academics and jobs.
Chapter Five

Impact of Education Policy Objectives of Indian Government on Kenyan Students and Trainees

Fifth chapter identifies the impact of education policy objectives of Indian Government on the students and trainees studying under the Educational Cooperation and Technical Training Programmes between India and Kenya.

Conclusion

Conclusion depicts the findings of the research.

Bibliography

Bibliography includes references used, arranged as primary and secondary sources under sections of books, articles, journals and newspapers.

Annexures

The questionnaire, distribution of answers to significant items, analysis of comments given by Kenyan students, year-wise Kenyan students and photographs of Kenyan students are annexed.