

## The Lesson Tanzania Can Learn From Indian National Education Policy

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**Abstract.** Some nations in the world have succeeded in provision of better quality education than other nations. This situation attributed to the good implementation of their nation education policy. India is among nation that has succeeded in implementation of new nation education policy where other developing nations should have to learn from India. Tanzania is among nation still lag behind in education and have to learn from other nations like India so as to improve her education system. This study aimed to evaluate the lesson Tanzania can learn from India Nation Education Policy 2020. The study focused into two objectives namely: to evaluate both current Indian and Tanzanian Education policy and propose lesson Tanzania can learn from current Indian education policy. The study used documentary survey reviews and CIPP educational evaluation model to assess both India (2020) and Tanzania (2014) education policy from pre-school education to secondary school education. The findings showed few policy's components appeared relative similar to both nations. Tanzania can learn the following components: Early Children Care and Education; Digital learning infrastructures; Development of students talents; Pedagogy and restructuring of school age and functions of TCPD. The study recommended that; India education policy should formulate primary National Institution which will monitor only school education; teachers should teach in right level. Finally the study concluded that, Tanzania has been used 2014 education policy and India has been used 2020 education policy for different of six years. Many components of Tanzania education policy outdated and thus Tanzania need to change her policy so as to cater the need of current generation.

**Keywords:** Learn, Tanzania, India, Nation, policy, Lesson, Education

### Introduction

Tanzania and India share the same history under British colonial rule. Both the found fathers of India Mohandas Karamchand Gandhi as prominent name 'Mahtima' (1869-1948) and Tanzania, Mwalimu Julius Kambarage Nyerere (1922-1999) had the same kind of non violence and non cooperative politics in independence confrontations. Soon after these two nations granted their independence August 1947 and December 1961 India and Tanzania respectively the first step ahead was to change the education system by stepping down colonial form of education and create the relevant native education. In order to honour the found fathers' strategies in education since independence these nations had made many education commissions, policies and legislations to improve their education system in respect to the needs of particular time and generation. For instance in India: University Education Commission (1948); Secondary Education Commission (1952); National Policy on Education (1968); Draft National policy on Education (1979); National Policy on Education (1986); National Policy on Education (1992) and recent Nation Education Policy (2020). Similarly to Tanzania: Education for Self Reliance (1967); The National Training Policy (1995); Information and Communication Technology Education Policy (2007) and recently Tanzania implements Nation Education Policy (2014). It is fact that Tanzania lag behind in all aspects of life including Education ([www.worldeconomic.com](http://www.worldeconomic.com)) when compared with India. Therefore it is legible for Tanzania to learn from India in many aspects including education sector. The implementation of Indian Education Policy 2020 in India widening the education gap between these two countries. Thus from this reason the study become very potential to lesson which Tanzania can learn from current Nation Education Policy of India.

**Research objectives.** This study involved two major objectives;

1. Evaluate both current Indian and Tanzanian education policies
2. Proposes components which Tanzania can learn from current Indian Education Policy

### Research Questions

1. What is relationship between Indian and Tanzanian education policies?
2. What lesson which Tanzania can learn from current Indian education policy?

**Statement of problem.**

Though both Tanzania and India colonized by British it is fact that Tanzania lag behind of India in all aspects of life including education. Therefore it is relative significance for Tanzania to imitate the current Indian Education policy so as to improve her education system.

**Methodology**

The study used documentary survey reviews to evaluate both Indian and Tanzanian policies. Moreover The study used CIPP education evaluation model cycle as proposed by Stuffle Beam in early 1960's. Despite this model introduced in 20<sup>th</sup> century it most useful in assessing education policy in 21<sup>st</sup> century. The CIPP Evaluation model covers C-context which means goals, aim or objectives of the policy; I-Input covers resources to be used by the policy; P-Process covers programs initiated to implement policy; P-Product covers outcome of the policy. This study bounded only from pre-school education to secondary school education. The study has taken only components which Tanzania can learn.

**The Analysis of the study.** This study analyzed in four evaluation parts as following:

**Context.**

Context refers to the needs, objectives, aim or goals to be implemented. (Stuffle & Croyn,2014, pg. 315& Bell& Steven, 2006)The Nation Education policy has 22 principles to implement as their objectives. From these principles Tanzania can learn the following components: First: Pedagogy and restructuring of school age;(5+3+3+4). School age. 3-8 years (Anginwadi/Balvitika/preschool); 8-11 years (preparation stage); 11-14 years(Middle School); 14-18 years( both first and second Secondary). Second: Early Children Care and Education; India priorities the Early child education. The children should start schooling at the early stage age of 3years. This education stage cycles have five years. According to policy it is called preschool age. (Anginwadi or Balvitika). Third: Development of talented and gifted children; The policy analysed the important of developing talented students so as to boost their career since in low growing stage.Fourth: Digital learning Technology; The policy clarified to use digital technology facilities in all school education stages and uses of Information and Communication Technology (ICT) in teaching and learning. In Tanzania less emphasizing on theof digital technology. Fifth: Teachers Continuous Professional Development (TCPD); India Education policy clearly analyzed that all teachers should attend in this Continuous professional development every year

**Input.** Refers as resources that enable smooth implementation of policy (Stufflebeam & Cryon, 2014, pg.315).The policy clarified how digital learning infrastructures will be used. Digital Technology in Education should include; slides, projectors, CD, DVD, Video player, Television, iPod, laptops, internet, wireless keyboard, wireless mouse, wireless projectors, digital boards, digital screen, sound system and digital pen (Singh,2021). Also the Indian Education policy clarified the use of digital technology by introducing Digital Infrastructure for Knowledge Sharing (DIKSHA) in all level. The policy revealed keen to build library in each village and distribute free books for Indians. These were inputs in which Tanzania can learn from India. Policy.

**Process.** These are programs initiated by policy so as to smooth implementation of the policy objectives. (Stufflebeam & Cryon, 2014, pg.315). The policy initiated many programs including: Deployment of education learning infrastructures in all Anginwadi centers for Early Children Care and Education (ECCE). This intervention helped teachers to develop pupils' talents. Moreover The Teacher Continues Professional Development (TCPD) formulatedsix months hybrid course to enable teachers of Anginwadi to acquire new skills of teaching and learning skills. The policy clarified the competence based approach (CBA) methods in teaching like: story telling, role play, inquiry, drawing, coloring pictures in teaching and learning in all stages. Furthermore the policy clarified all teachers should use at least 50 hours per year to develop knowledge

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and skills from Teachers Continuous Professional Development. While Tanzania differentiated the teacher ratio in primary schools as 56:1 and secondary teacher ratio as 20:1 (URT, 2021, pg. 113). The India national policy cemented that all levels of school education teachers' ratio should be 30:1. The introduction of 'Ashramhalas' for typical tribal society was another lesson in which Tanzania government should learn. The static and stagnant cultural societies which rejected to change their culture the government should deploy teachers who share the similar culture and translate the instructional materials according to their language. For example Maasai society around mount Kilimanjaro in Tanzania. Furthermore the Tanzania should learn to teach the national values via National Constitution. Notwithstanding Indian education policy clarified 'Prem, ahimsa, Shanti, swacchhta, nikshamkarma, pigyaa, Jinan, satya.' These values teach young to have love, compassion, tolerate, courtesy, kindness, sympathy, empathy, unemotional, confidence and patriotism in building the nation thus make the young boys and girls to be good Indian citizens.

Despite gifted and talented students are given supplementary materials in learning no hard separation had been made in curricular, co-curricular and extracurricular activities. Students should participate in both academic and non academic activities. Not only talented students are given supplementary materials according to their career example science materials for students talented in mathematics; music performance cycle for musicians; language and debate cycle for linguistic students; health clubs and we'll being but also students must attend at least one time in a year to fun project to develop their talent 'Ek Bharat Shrestha Bharat'. In order to develop digital technology the policy again clarified it's vision that when the internet connectivity coverage will be ready in all schools across the country, smart phones and tablets will be used to share On-line apps with quizzes, computations, assessment and enrichment materials. The school should develop smart classrooms and use them in teaching and learning process with online research and collaboration (NEP, 2020, pg. 19) while Tanzania education policy didn't make clear on this. Notwithstanding teachers are not supposed to shift from rural to urban. In order to ensure transparency the transfer of teachers are done online. However Tanzania Education Policy 2014 remained silence of teachers' transfer recently Prime Minister Office Regional Administration and Local Government (PMO-RALG) have commenced to use online transfer of all civil servants

**Product.** Refers to outcome which need modification, continuation, adoption or termination of the programme. The modification, continuation, adoption, and termination of the programme can be done during the ongoing of program before the rampant consequences. However the summative evaluation depending always from formative evaluation. (Stufflebeam & Cryon, 2014, pg.315). Recent data showing that the numeracy and literacy rate increased in grade 3. According to Muhalidharan & Singh report, (2023) before Nation Education policy 2020, nearly a half of 6-14 years children of Grade 5 were disabled to read grade 3 book and less than one third unable solicitation basic division in grade three after new policy implementation there is clear evidence that the number of children who able to read and arithmetic in Hindi language in right stage relatively increased.

Improve school effectiveness. Majority of old schools refurbished, new schools are being constructed. The deployment of Information and Communication Technology facilities in schools, deploy learning infrastructures for anginwadi, provision of buses in public schools. The researcher observed many government schools have buses in Newdelh such as Ngreno public school. (Observation done, 2023, November, 28<sup>th</sup>, 7:17AM. Dancuar-Greator Noida).

**Recommendation,** the study recommended that the Indian education policy seems to increase the teaching load to the teachers and reduce instructional time. According to the policy the teachers supposed to teach while observing the talented students in sense of topics and give supplementary materials. The teachers' role is being removed from teaching and become 'sorting and selection role' (Muralidharan & Singh, 2023). thus the class will lack uniformity in learning. In other hand this policy has made teachers busy on preparing the teaching and learning paper report. Therefore the study recommend to separate

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curricular, co-curricular and extracurricular activities so as to develop students talented and gifted one. By doing so will increase the instructional time in classrooms.

Moreover the policy showing that there are many institutions deals with clinical monitoring of school education including: National Council of Education Research Training (NCERT); School Quality Assessment and Accreditation Framework (SQAAP); State Control of Education Research and Training (SCERT); Performance, Assessment Review and Analysis of Knowledge for Holistic Development (PARAKH); Ministry Human Resources Development (MHRD). These institutions overlapping and sharing onus among them. The study recommend to formulate only one primary Institutionor NationalSchool Education Taskforce(NSET) that will deal with all matters relating with school education, then take action as what would be prescribed in their description documents and forward other challenges which would be hard for NSET to resolve directto the Ministry of Human Resources Development for further decision making.

Finally various motivational theory such as Mc Gregory and Maslow, clarified the provision of high salary to workers motivate to work harder and harder so as to increase and improve both outcome and output(Lawter et al., 2015; Taorma &Gao, 2013)but recently these theories are dysfunctional. Teaching does not depend on teachers salary and learning infrastructures but the only important thing is for teachers to teach at right level,by doing so teachers will increase the needed outcome of learners. (Muralidharan & Singh, 2023).

**Conclusion.** Finally the study concluded that, recently Tanzania has been used 2014 education policy and India has been used 2020 education policy for different of six years. Many components of Tanzania education policy outdated thus Tanzania needed to change her policy so as to cater the need of current generation. Tanzania shouldn't hesitate to imitate the Indian Education Policy in senses that only three years period of time the remarkable changes have been observed.

**Conflict of interest.** Refers when the researcher has interest with research outcome that may lead to personal advantage and might therefore in actuality or appearance comprises the integrity of research either by tangible or non tangible techniques (George, 2022). The study had no any conflict of interest for both countries Tanzania and India

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