

India in Africa:

Local contexts

AUGUST 2021



University of Mumbai



Centre for African Studies

Cover images:

1. Inside the Swaminarayan Temple in Mwanza, Tanzania
Photographer: Goodhope Shombe
2. Native girl at Bulawayo, Zimbabwe, in Indian wear
Photographer: Jennings Joy Chibike
3. Indian School of Lusaka, Zambia
Photo Courtesy of Indian school of Lusaka provided
by Godfrey Chola
4. Pharmacy students at ITM University, Gwalior, India
doing their practicals in the Laboratory
Photographer: Nomsa Ngono

Centre for African Studies,
University of Mumbai,
Area Studies Bldg. Opposite Ranade Bhavan,
Vidyanagari Campus, Santacruz (E),
Mumbai - 400098
E-mail: african.studies@rediffmail.com
Website: <https://mu.ac.in/departments-of-african-studies>

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Editorial note

The Centre for African Studies, University of Mumbai, conducted an online internship programme in March, 2021. The first internship programme was successfully completed from March to June, 2021. The purpose of these internships is to introduce students from a variety of backgrounds to the key debates and developments in the study of India-Africa relations; and also acquaint them with the business collaborations between the two regions. We also aim to familiarise students with academics, business people, policy makers, and diplomats whose experiences can benefit them in their future studies.

We received an overwhelming response for these internships. We selected 30 interns from various African countries (Zambia, South Africa, Zimbabwe, Uganda, Nigeria), as well as students from India. This collection of 'notes from the field' that were provided by the interns that showcase the ongoing research as well as attest to growing academic interest in India-Africa relations. The authors in this volume have focused on Indians in the public spaces in their country specific local contexts and their contributions in the in the field of education, religious spaces, healthcare, politics, business, and about the intercultural engagements with fellow Africans.

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India-Africa relations: The relation between Ghanaians and Indians and the management of cultural shocks

Emilien Tardif Batumike & Ilaria Petrolati

Introduction

The study talks about the many culture shocks faced by Ghanaians and Indians when faced with each other's cultural formats. It examines how Ghanaians and Indians manage the cultural shocks from this exposure to each other's cultures and how the management and acceptance leads to good relations between both communities. The research also looks at the cultural differences between Ghanaians and Indians with regards to social norms like marriage, social and cultural communication and cuisine.

Background

There are about seven thousand Indians living in Ghana and a majority of them have been residing in Ghana for over 70 years. - especially from the Gujarati and Sindhi community. The present-day economic ties between India and Ghana are very strong. India is one of the biggest investors in Ghana economic growth due to its role in investing in numerous projects in this African nation. Due to this support in fostering Ghana's economic development, the presence of the Indian community is looked upon favorably. A major commonality which ties both countries together is their colonial past. Both countries have been under the British rule, which in a way helped develop a similarity between both countries but at the same time extended strong individual identities. Both Indians and Ghanaians speak English which facilitates easy contacts, cultural exchange and economic relations. However, they are also different in many aspects such as their social systems, food habits, rules involved in matrimony among others.

In Ghana, there are no evident clashes due to cultural un-communicability between Indians and Ghanaians because of the general absence of discriminatory practices based on skin color or religion. However, there is little information on how Ghanaians and Indians build their relations in a “neutral context”, different from India or Ghana.

Methodology

A qualitative study was carried out by the researcher. For this study, the researcher interviewed 4 students studying at a German University, out of the four students, two were Indian, and the other two were Ghanaian. The researcher asked them open questions such as how they felt towards the other culture, some major culture shocks they faced and how they managed them.

Main cultural shocks faced:

- I. *Cuisines*: Both Indians and Ghanaians have strong food traditions, which at the beginning may appear “aggressive”, however, the two Ghanaian interviewees admitted that, despite the cuisine differences, both Ghanaians and Indians liked hot and spicy food. This fact may narrow differences between the two cuisines. So, they all admitted they ended up liking each other's food.
- II. *Marriage*: This is an issue that hinders the development of close relationships between

Indian and Ghanaians boys and girls. Ghanaians are not used to the *strict* Indian social system based on caste and do not share or follow the tradition of arranged marriages.

Conclusion

The study found that despite the many cultural differences and shocks faced by both Ghanaians and Indians towards each other's cultures they share similar features and get along well.

Policy recommendations

A recommendation would be greater social collaboration between the two countries. Greater exposure to the norms followed by each community, intermingling, sharing food, invitations to social interactions may reduce the visible gap in understanding each other and the shock value might drop.

India-Africa Relations: the contribution of Indian-run educational institutions to Zambia's education system

Godfrey Chola

Introduction

India's relationship with Zambia has a longstanding tradition. It has been shaped by decades of cooperation between the two nations. The presence of Indians has helped strengthen the relationship especially with the common use of English, a common outlook on decolonisation and political cooperation in the non-aligned movement.

This study will look at the different forms of Indian involvement and assistance in the Zambian education system. India is rapidly expanding its aid efforts in education and will undoubtedly leave a growing mark on the education system in our country.

It should also be noted that One area where foreign governments are competing for influence in Africa is education.

Background

For effective delivery of education to its citizens, the Zambian government in 1966 integrated the First National Development Plan which turned out to be the foundation of the current education system. The country follows a 7-5-4 educational structure. The 7 years to be spent at primary school, 2 and 3 years (totaling up to 5 years) at junior and higher secondary schools respectively, and 4 years at university for undergraduate degree. It should also be noted that the Early childhood Education policy has been in place since 2013 and nearly all the Government schools have implemented it, just a few rural schools have not introduced Early Childhood Education due to shortage of teaching staff.

In Zambia, the academic year begins in January and ends in December and is divided into three terms. The school day usually starts at 07:00 and finishes by 15 hours for secondary school and 17 hours for primary schools running three sessions.

The official preschool entrance in Public schools is 5 years and primary school entrance age is 7, although private schools are more flexible in their admissions and may allow children to begin school earlier. English is the primary language of instruction in Zambian public and Private schools. However, for lower grades a language of play (Local language is used).

Zambian Education Policy

Since independence in 1964 three major education policy documents have been developed:

- “*Educational Reforms*. “(1977) which highlighted education as an instrument for personal and National development.
- “*Focus on Learning*,”(1992) which emphasised the need for the mobilisation of resources for the development of Schools.

- “*Educating Our Future*.”(1996) which stresses the importance of education for all children in Primary, secondary and tertiary institutions.

The education policy document seeks to promote cost sharing between government, beneficiaries and other stakeholders in the education system such as individuals, families, communities, industry and non- governmental organizations to the provision of education and training in the country to which the government gives the necessary support.

With this background on the education system, it is interesting to assess how India has established itself well in tertiary, secondary, Primary and Early childhood Sectors of our education system.

Tertiary institutions

In the area of tertiary education India has made a lot of Inroads, establishing universities and creating linkages with existing Universities by offering Indian tailored programmes in various fields. Notable among those having Indian designed programmes are the University of Zambia.

The notable and established University is DMI St. Eugene University which was opened in 2007 by the Daughters of Mary Immaculate and their collaborators DMI . The very Reverend Fr. Dr. J. E. Arulraj founded the Daughters of Mary Immaculate Mission in 1984 in the remote village of india.This University has established its presence in all the Provincial Centres running as contact centres and it is also running three campuses namely DMI St. Eugene University Great north road Campus ,Woodlands Campus Lusaka and Chipata campus.



Photo courtesy DMI

This University has collaborated well with the Zambian Government by introducing fast track degree programmes in Mathematics and Science. This act alone has reduced the shortage in Secondary schools throughout the country. It is gratifying to note that DMI St. Eugene University has made virtual learning in Zambia as the concept which has helped to have learning sessions from different centres at the same time.

Secondary and Primary Schools.

Secondary education is divided into two cycles: junior secondary, or the lower stage of basic education, covering two years (grades 8 and 9); and the three-year senior secondary cycle or the upper stage covering (grades 10-12).

Compulsory subjects are taught at both junior and senior secondary level in English except for Local Zambian Languages. It is worth noting that all subjects throughout the junior and secondary school levels are taught in English, except Zambian languages.

At the end of grade 12, students sit the School Certificate Examination which is also used for selection to the university and colleges while others sit the Cambridge examination.



Photo Courtesy of Indian school of Lusaka

Urban Schools

The education in the urban centres of Zambia have embraced a mixture of public and private schools, stemming from kindergarten to secondary school. The Indian communities have recorded a lot of success in establishing their Schools which provide their tailored education curriculum. The beauty is that these schools are not “for Indians only” but they allow Africans to learn from these Schools provided they are able to pay the established school fees.



Photo Courtesy of Indian school of Lusaka

The other thing is that these schools have greatly encouraged cultural integration between Indians and Africans who learn from these schools.

Rural schools

The rural parts of Zambia have had a low rate of progression in terms of private investment in education infrastructure, partly because of the free education policy. Rural communities have low incomes to support fee paying education, thus less and less entrepreneurs are attracted at all.



Photo courtesy of Google photos

This has left the Zambian Government to solely provide this education. It has been very difficult to establish for-profit schools because the rural communities have the following major limitations;

- i. sparsely populated as compared to Indian communities which have relatively bigger communities.
- ii. The other issue is that the communities believe that it's the government which has to provide free education to its citizens and the free education policy spells that out. Therefore, even the low-cost for profit education cannot work.



Picture courtesy of Godfrey Chola

In most rural parts of Zambia the priorities' are subsistence farming, animal husbandry, fishing , gardening and hunting which are more important than education hence a lot of perennial absenteeism of learners in school is experienced. The rural communities want to see the immediate

benefits of education hence not inspiring their children to consistently go to school except for a few who have seen the value of education.

Malhotra, CEO of Hippocampus Learning Centres (HLC) in South India and a long-time student of rural education interventions, on 5th October, 2013 Visited Zambia with a view to establish education interventions in the rural parts of Zambia called for-profit low-cost services in public education system.

Hippocampus offers full day preschool as well as after-school programs for grades 1-4. Their goal is to get 100% of kids to be reading at grade level (when the average is only 25%). Teachers come from the villages where they operate, creating local jobs. Tuition is under \$5/month/child – a price that's within reach of the “bottom of economic pyramid” families living on under \$10/day income.

After visiting Jifumpa Primary school in Kafue National Park in Western Zambia, it was observed that the teachers in Zambia are consistently paid as compared to Indian rural schools.

However, these rural schools need to have a developed system which will be able to supplement Government's effort by creating a deliberate programme which will improve Pre-school and also establish information technology basic application to this sector. Computer studies are there in the curriculum but there is no flexible and cost effective system which the government can buy in and roll out. India being so advanced in Technology can look at the possibility of developing such simple information technology applications and convince our country to collaborate in this area.

Conclusion

In conclusion, there is no doubt that the contribution of the Indian Education Institutions to our education system has helped learners to acquire relevant knowledge and skills in Private Schools especially, stemming from Early childhood Education to University; which has been key to developing skills which in return are enhancing the overall development and progression of our country as a whole. Thus, the skills, creativity and research development that an individual acquires through education are a major factor in any society's success in creating jobs, advancing prosperity, expanding opportunity and promoting social justice.

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Indians in Africa: Assessing how, through the ‘Swaminarayan Temple’, Indians promote Indian culture in Tanzania’s Lake Zone, Mwanza region

Goodhope Shombe

Introduction

Over the centuries India has had a shared cultural, historical, social and economic relationship with Africa. This research examines how a Hindu temple, "Swaminarayan" situated in Mwanza, Tanzania promotes and maintains Indian culture in the foreign land. Hinduism being the minority religion in Tanzania, The study focuses on the role of the Swaminarayan Temple in connecting Indians to their culture and religion through various social, cultural and spiritual services. It's a spiritual, volunteer-driven organization dedicated to improving society through individual growth by fostering the Hindu ideals of faith, unity, and selfless service.



Inside the Swaminarayan Temple in Mwanza, Tanzania. Photo credit: Author

Background

Swaminarayan sampradaya is a branch of Hinduism which is one of the most prominent religions practised by the Indians community in Tanzania. The temple was established in the year 1957 in Tanzania’s Lake Zone-Mwanza region by people of Indian origin who arrived and settled for different purposes including business, employment, job and some Indians who were born in Tanzania. The Swaminarayan temple was established primarily to provide access to spiritual services for Indians located in the region. Before its existence in 1957, Swaminarayans performed their spiritual service together with Sanatanas. The building provides temporary shelter to the first-time Indians who have newly arrived in the region. It transmits Indian culture to the generation who never lived in India and makes them feel they are Indians. For many years till now it caters for both the spiritual and social needs of the community regardless of colour/caste/creed.

Activities & programs performed at Swaminarayan Temple -

- i. Cultural promotion: Spiritual services are organised at the temple to strengthen the spiritual roots of the Indians located in the area which is nourished by daily prayers, devotion and regular weekly guidance. In addition to spiritual service, the faculty teaches Indian languages like Hindi and Gujarati to Indian children physically or

virtually. Also, assemblies for children are conducted, inspiring a peaceful, progressive life, free of crime, aggression and addictions. Pick-nicks are organised at regular intervals to bust boredom and spend some quality time. Marriage ceremonies of the Hindu community are organised at the Temple being the fifteenth samskara. Also, the Hindu Funeral rites are performed. To Register, the death, as well as the ceremonies and rituals that a Hindu family may deem necessary to carry out for the completion of the sixteenth and final samskara, are organised and performed in the temple



Spiritual services at Swaminarayan Temple. Photo credit: Author



Female section [Sanatan] Swaminarayan Temple. Photo credit: Author

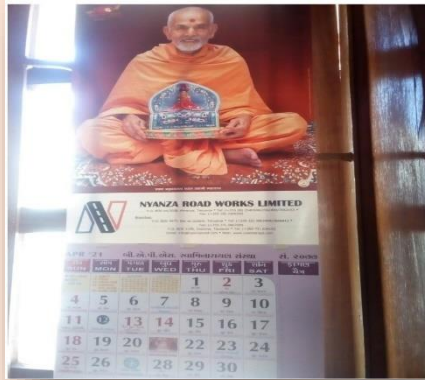
- ii. Education and Sports: The Sanatanas established a nursery school for children in Mwanza to promote their culture in the area through sports and education. Children of all races have access to quality pre-education services across the region. Apart from education, to encourage sports science and raise the profile of the community several sports like football, netball, baseball, volleyball are held at Swaminarayan Temple to promote team working in the community. They organize

sports and inter- sports competitions versus Muslims and other Indian religious communities e.g. Ismailia, Aga- khan, Koja, Sanatan.



School and sports ground in the temple. Photo credit: Author

- iii. Festivals, Marriages and Funerals: Indians have been promoting their culture through festivals based on Indian Calendar, which is celebrated with great love and devotion among the community. Some of the festivals are Diwali, Holi, and Navratri. Some other occasions like birthdays, weddings and Sunday assembly are also organised. such celebrations raises awareness for Indian customs and festivals in the region as well. These special Celebrations comprise modern-day festivals and recreation while maintaining the true message and customs tied to that particular celebration. Indians through the Swaminarayan temple organize and facilitate funeral services with respect to Indian culture. When funeral incidence occurs, all Indians are informed via posts on the notice board or social media for their participation.



Preparation for festival at Swaminarayan. Photo credit: Author

- iv. Charity Activities: Swaminarayan Temple promotes the Indian culture by organising several programs and charity activities in the region. During covid-19 outbreak in the year 2020, they contributed various safety equipment including hand-washing kits, soap, sanitiser and face masks. They donate clothing and food to needy people. The temple faculty also provides shelter for first-time visitors in Mwanza.

Conclusion:

The study found that Swaminarayan Temple has played a major role in uniting and strengthening the Indian community for the past 64 years in Mwanza, Tanzania. Its spiritual and cultural services have connected the Indian community and unites people belonging to various religious and cultural groups.

India-Africa relations: The contribution of Indian eye care professionals in combating blindness in Zambia

Irene Bwalya Mwila

Introduction

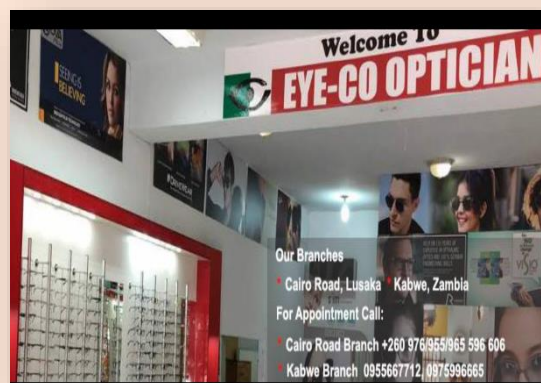
The study explores the ways in which Indians have had an impact on eye care in Zambia and how it has helped combat blindness in Zambia. It also looks at the contributions to infrastructure and quality cost-effective services.

Background

VISION 2020 is a global initiative launched in 1999 to eliminate avoidable blindness by 2020. The objective of this study was to undertake a situation analysis of the Zambian eye health system and assess human resources, equipment, and infrastructure. Zambia launched VISION 2020 in order to increase eye health coverage to 90%. Some causes of blindness include cataract (53.2%), glaucoma (19.0%), trachoma (5.7%), refractive errors (15.3%), corneal opacity (3.6%) and retinal disorders including diabetic eye diseases (3.2%). 80% of these diseases are preventable

Approximately 80% is unnecessary impairment. Eye disorders such as cataracts are relatively easy to treat when there are resources. The National Eye Health Strategic Plan was launched in order to eliminate avoidable blindness and increase eye health coverage to at least 90% by the year 2021. Some barriers to quality eye care are shortage of human resources, lack of quality equipment, and inadequate infrastructure. Combating avoidable blindness requires partnerships of stakeholders.

India has been recognized as a leader in quality eye care in Zambia. Some Indian optic branches are Vision Care Appasamy Eye Hospital, which is a branch of Vision Care Optics of Chennai India. Other branches from Indian optics include Vision Care, Eye-Co Opticians, Tokyo Opticians, Phil Opticians, Sunbird Eye clinic. The University Teaching Hospital Ophthalmic principal training centre was refurbished with the help of Nava Bharat Ventures of Hyderabad India.



Various branches of Eye-Co Opticians. Photo credit: Author

Methodology

The researcher conducted detailed individual semi-structured interviews. The researcher used purposive sampling to select 2 Indian professionals and 2 recipients of care. One benefited from an eye surgery by an Indian cornea cataract specialist and another benefited from glasses from Vision Care opticians. Verbal Consent and purpose were given to the participants. The optometrists interviewed were a representative Indian professional in Zambia while beneficiaries represented recipients of eye healthcare.

Research findings

- 1) *Vision Care Opticians:* The Indian eye professionals have contributed to quality low cost eye care through local facilities. One example is Vision Care Opticians with 14 branches including 1 hospital, in Zambia. The mission is to provide state-of-the-art eye care services within the nation.
 - Vision Care Appasamy Eye Hospital: Launched in 2009, it is a branch of Vision Care Optics of Chennai India. Eye surgeries are conducted in Zambia by cornea cataract specialists at this hospital. Locally operated eye surgeries allows Zambians to access quality health services locally making it cost effective and feasible



Appasamy Eye Hospital. Photo credit: Author

According to the optometrists interviewed at Vision Care and Eye-Co, various services are offered at their outlets. These include cataract, glaucoma, trachoma, refractive errors, corneal opacity, retinal disorders and diabetic eye diseases and eye surgeries at the Vision Care Appasamy Hospital in Lusaka. Moreover, cornea cataract specialists from India visit the hospital every 2 months to conduct major eye surgical procedures.

A patient named Royce, who has hypertensive, diabetes and had vision impairment due to cataracts, had eye surgery by a surgeon from India at the Vision Care Hospital. Her sight was restored and she said in her interview “*I recommend vision care to other friends with vision impairment or other eye ailments*”.

Another patient, Chimfwembe, a graduate from University of Zambia also benefited. As a student,

she was prescribed glasses by an Indian optician at Vision Care which helped her manage her studies without experiencing painful eyes and headaches.

2) Other Indian Eye eye care professionals in Lusaka:

- *Nava Bharat Ventures*: Originated from Hyderabad, India, it helped refurbish the University Teaching Hospital's Ophthalmic Centre in 2012, which is the principal training centre for eye care professionals.
- *Tokyo Opticians, Eye-Co Opticians*: with branches in Lusaka and Kabwe in Central Province, Phil Opticians Ltd in Lusaka offering a range of high quality optical products including mobile services where they are need and also Sunbird Eye clinic

According to the beneficiaries of the eye care services from various eye clinics owned by Indian professionals, they received quality services. They believe having attended these facilities saved their eyes. Those who underwent eye surgery appreciate that their sight was restored.



Patient being treated in a Vision care outlet. Photo credit: Author

Conclusion

The Optometrists as well as the beneficiaries confirm the success of various eye services including surgery by Indian eye health professionals operating in Zambia. At least 3500 clients are attended to on a daily basis just at Vision Care Facilities in Zambia. Clients have had their sight restored. Indian eye care professionals have thus contributed to increasing eye health coverage and eliminating avoidable blindness in Zambia.

Policy recommendations

As Indian providers are regarded as leaders in quality eye care in Zambia, the government can organize workshops or roundtable discussions to share best practices with indigenous eyecare professionals. Also, the good work that Indian eyecare professionals are delivering can also be broadened by sponsoring internships of optometry and ophthalmology students at such establishments.

India-Africa relations: Exploring the economic impact of Indian activity in Bulawayo, Zimbabwe

Jenning Joy Chibike

Introduction:

This research explores the economic impact of Indian businesspersons and business ventures in Bulawayo – the second largest city in Zimbabwe. Through informal and semi-structured interviews with locals from Bulawayo, the study seeks to examine the various ways in which Indian business people and companies continue to help, uplift and empower the local communities in Zimbabwe. The study also aims to bridge gaps in the existing literature and add to the existing body of knowledge on India-Zimbabwe relations.

Bulawayo is Zimbabwe's principal industrial centre. The major products manufactured in the city are automobiles, tires, concrete and other building materials, radios, television sets, textiles, furniture, and food. As the headquarters for Zimbabwean railways, Bulawayo is also the country's main transshipment point for goods to and from South Africa.

Background:

India and Zimbabwe have a long history of close and cordial relations. Zimbabwe-India relations can be traced back to the 17th century when the latter came into the country as traders. During the era of the Munhumutapa Kingdom, Indian merchants established strong links with Zimbabwe, through trading in textiles, minerals and metals. These good relations continued even during the country's liberation struggle against British colonial masters. India supported Zimbabwe's freedom struggle. When Zimbabwe attained Independence in 1980, the former Indian Prime Minister Indira Gandhi attended the celebrations in the capital, Harare (Indian Embassy, 2020). There have been frequent exchanges of high-level visits in the past, including bilateral visits and Summits such as NAM. This long history of bilateral relations paved the way for Indian investments in Zimbabwe, which have substantially increased in the past few years as more Indian business people and companies have established themselves in the country.

Methodology:

For this study, Bulawayo city was chosen as it is the industrial capital of the country. Also, the researcher hails from the city. In carrying out this qualitative study, the researcher purposely selected eight (8) participants who were subjected to semi-structured, in-depth interviews. Interviews were chosen because it provides an in-depth understanding of one's conceptualisation of Indian activity in the city. In identifying the study's participants, the researcher visited Indian owned businesses and asked to interview local workers. The participants were drawn from four shops. The researcher is well aware that four shops can be deemed a strong representation of Indian business in the city as they are over 20 entities. Against this background, the researcher chose representative businesses with one food shop, one liquor shop, one gift shop and one hotel. This was so as to have various and divergent views from participants who are in different Indian businesses.

Indian Migration to Zimbabwe:

Indian activity in Zimbabwe according to historians dates back to 1880 or earlier. Hindu workmanship in Zimbabwe is estimated to have started in the 15th century. During the colonial phase, Indian plantations workers in South Africa began moving into Zimbabwe (Southern Rhodesia). Gujarati men also came to Zimbabwe and Mozambique directly from India for better-paying jobs. Most Indians in Zimbabwe are from Gujarati. They are mostly found in the following cities; Harare, Bulawayo and Mutare. Back in the day, most Indians in Bulawayo did their primary education at Robert Tredtomary School. Most Indians settled in the capital city, Harare, and the industrial capital – Bulawayo. Some Indians came to Zimbabwe from South Africa and Mozambique in search of better business opportunities. However, the majority migrated to the UK and America in the early 2000s when the country started experiencing an economic meltdown.

Indian businesses benefiting locals in Bulawayo :

- I. *Employment:* The Indian community in the city owns more than 20 shops, ranging from sweet shops, supermarkets, gift shops, clothing shops, among others. Many locals have found themselves being employed in these Indian enterprises. One example is that extracted from ‘Choppies’, the Indian owned supermarket chain which has employed more than 400 employees in the city. Furthermore, Fazak and Liquor Hub employ over 30 employees and 20 locals respectively. By providing employment to locals, it can be argued that Indian activities have afforded locals a chance to lead better and sustained lives.



Choppies in Bulawayo. Photo credit: Author



Fazak in Bulawayo. Photo credit: Author

- II. *Infrastructural development:* Indian business moguls have renovated old buildings in the city to house their stores. Roads leading to Indian shops in residential areas like Nkulumane (a high-density suburb) have been rebuilt. This shows that the Indian community has improved infrastructure in the city. This has in turn created more employment opportunities for locals and smoother roads have improved other operations such as logistics and transport.
- III. *Goods and food supplies:* The interviewed participants were of the notion that relations between Indians and the locals helped them gain better access to a number of consumables, particularly when the country faced drought and economic dilapidation between 2006-2009. Today, locals can buy the Indian brand of 'Mahatma rice', which is a preferred affordable option in the local market. Locals frequent Indian restaurants to have a taste of the Indian chilli. Furthermore, Indian shops like Liquor Hub provide cheap alcoholic beverages to Bulawayo locals.



Natives at Bulawayo in Indian wear. Photo credit: Author



Liquor store in Bulawayo. Photo credit: Author

- iv. *Improved textile and clothing industries:* Local shops such as Babsons are supplied with clothing material from India. There are also several Indian owned clothing shops in and around the city. These supplies locals with Indian jewellery and clothing accessories which they sell to raise money for their day to day expenses.
- v. *Pharmaceutical industries:* Trinity pharmacy, Railmed pharmacy, Bulawayo Centre pharmacy are all pharmaceutical companies being run by Indians in the city. These are the main suppliers for Mpilo Central Hospital (Zimbabwe's third-largest hospital and the biggest referral hospital for the southern parts of Zimbabwe), and United Bulawayo Hospital among others. Indian activity has thus breathed life into the medical fraternity in Bulawayo. Accessible medicines at affordable rates have increased the number of private surgeries in the city.

Conclusion:

The study found that Indian activity in the city of Bulawayo has been very beneficial to the locals. It has had a positive economic impact in the form of improved and increased employment, infrastructure development, development of the pharmaceutical and healthcare industries and improving the supply of goods and food products. Indian culture can also be seen to have a massive influence on locals, who wear Indian clothing, prefer Indian medicines like Ayurveda, and are also learning Indian languages.

Policy Recommendations:

The Zimbabwean government must enact laws that make it easier for foreign investors, such as Indians, to set up operations and operate in the cities like Bulawayo, and the country as a whole. Apart from economic relations, there is also a need for the two countries to work together in other areas –particularly in education, training acitieslarships, which would enable businesses and capacity building on both fronts.

Corporate Social Responsibility of the Indian Family Businesses: A Case of Hans Store in Oriental Plaza, Johannesburg, South Africa

John Ringson

Introduction

This study seeks to explore the contribution that is made by the Indians Family Businesses in enhancing the India-Africa relationship through CSR in the Johannesburg area of South Africa. It attempts to explore this through the specific case study of the Hans Store operating the Oriental Plaza Indian Mall in the Fordsburg area of Johannesburg in South Africa.



Entrance of Oriental Plaza Indian Mall, Fordsburg, Johannesburg. Photo credit: Author

Background

In the post- apartheid era, the social picture of South Africa was one of marked inequalities in education, infrastructure, economic power, and basic services access. The democratic regimes that governed South Africa since 1994 made important efforts in combating those social imbalances through different social programs and various public initiatives, but also through the impulse given to the private sector. The South African government drafted legislation to encourage companies to engage in CSR. Due to this many businesses came together to form a trust fund consisting of their resources.

In this context, the study focuses on CSR in the Oriental Plaza, which became a cosmopolitan business center where people from Southern African countries came to buy goods at lower prices for reselling in their own countries. Since 1974, the Oriental Plaza in Fordsburg remains one of the country's most iconic shopping malls in central Joburg. The Oriental Plaza provides shoppers an escape from the buzz of the city center and experience, Delhi or Nepal without having to fly to these destinations. The shoppers and visitors have many choices and are provided with a wide range of retail offerings, mouthwatering foods, incredible deals, a vibrant atmosphere, and much more.



Inside Oriental Plaza Mall Fordsburg, Johannesburg. Photo credit: Author

Importance and emphasis of corporate social responsibility

The emphasis on Corporate Social Responsibility (CSR) is increasing due to people becoming more aware of the damages caused to the environment and the citizens by various businesses around the globe. A typical example of this is; pollution, child labor, hazardous gas emissions, industrial waste, stripping of local vegetation, poverty, infringement of the rights of people, the spread of diseases such as HIV/AIDS and Covid-19.

Methodology

A qualitative study was carried out to gather information on experiences and perceptions of Indian family business people and the local people. This information was gathered regarding the enhancement of the India-Africa relationship through CSR engagements. A special focus was given to Han's store which specializes in Patterns, Haberdashery, Pleating, Belts, and Buttons. The Researcher collected data through an informal conversational approach with shop owners and customers that were coming in and out of the shop. The researcher asked questions such as, 'Are the Indians Family Business and the general populace aware of the CSR?' and 'To what extent does the CSR enhance the Indian-Africans relationships?'



Business card of the Hans store. Photo credit: Author

Findings and discussions with interviewees

- I. *Mutual Beneficiation of CSR:* The researcher found that by giving back to the community in the form of helping the less fortunate, a business is also benefiting by branding and marketing its product.
- II. *Indianization of Africa:* The researcher found that the mall is a place for Indian family business, Indian food, Indian clothes, and Indian religion and is sold to the local people. This is a reflection of India as a part of Africa.
- III. *Africanization of India:* The interviewees replied to the questions by saying that some of them had never been to India, they said that they were born in India and are South African by birth despite this they are exposing their culture and religion. They said that most of them spoke the local languages, portraying them as part of the community and not aliens.

Conclusion

The study established that the Indians Family Businesses operating in the Oriental Plaza of Johannesburg have established their Trust Fund where the money for CSR is kept and distributed to the community. It was also established that whilst the Trust Fund was established, the individual businesses were not forbidden to carry out their CSR engagements for branding and marketing their entities. The study also found out that most of the CSR engagements were done to the vulnerable people or some business organizations were entering into a partnership with the local non-governmental organizations to give to the community. In so doing, the study concluded that despite the cultural differences between the Indians and the indigenous Africans, there are a lot of commonalities that have been established through the business engagements by these two groups of people. There is a mutual understanding of their cultural diversity when it comes to business and social development. In conclusion, a recommendation is therefore made that more systematic and logical research must be carried out to find more about how CSR is used to enhance the India-Africa relationship.

Policy recommendation

As the CSR activities of small businesses in South Africa have created greater social cohesion, the government of South Africa could encourage CSR by providing incentives, such as tax breaks to those businesses that engage in CSR. Additionally, the government and NGOs could engage in more comprehensive research to determine what kinds of CSR have the greatest impact on social good.

Semi-structured interviews of African students- Knowing and exploring their experiences in India

Jyoti Singh

Introduction

This research aims at exploring and knowing the experiences of African students who've travelled to India to take up better academic opportunities by studying in Indian Universities. The interview focuses on several aspects like how the African students see this country, why did they choose India for their studies, how different or relatable are the customs, lifestyle and food habits here, compared to their respective nation. The study also focuses upon the difficulties that African students faced in accommodation and communicating to the local Indian populace.

Methodology

Due to covid-19 pandemic and lockdown restrictions, For the interview, African students were contacted via various social media platforms like Facebook and Instagram. The interviews were conducted via whatsapp, calls and zoom meetings. All the information/ details of the participants included in this report like student's identity, photographs are added with the consent of students. For the study, six African students were interviewed, staying in various parts of India like four participants were from Visakhapatnam in Andhra Pradesh, one from Greater Noida in Uttar Pradesh and another from Mumbai.

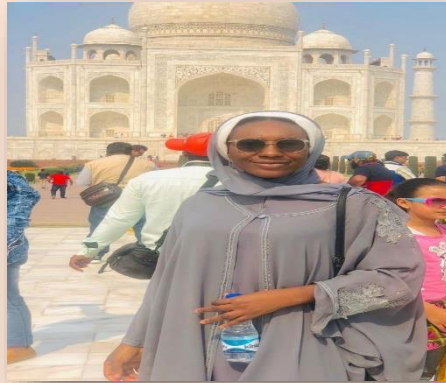
Details of African students interviewed for the study are as follows-

African students interviewed from Andhra Pradesh are- Musokin Mwangangi from Kenya, Muleken Gawshaw from Ethiopia, Omar Albeshir from Sudan, Welelign Ketema from Ethiopia. Miss Zaleeha Muhammad and Mr. Fawale Clement Olajide from Nigeria were interviewed who're now studying at Sharda University in Greater Noida, Uttar Pradesh and latter in University of Mumbai, Maharashtra.

Findings

1. *Reason to choose India*- Over the past few decades there has been an influx of foreign students in India for higher studies. So, students were asked why they selected India over other countries to pursue their education. For Mr. Mwangangi, the language of instruction is English, so no time is wasted in studying a new language, Education is affordable & a good public image of India is portrayed in the globe. For Miss Zeelaha- India is good in the medical line, with its good education & renowned institutions. Mr. Muluken Gashaw, Mr. Albeshir and Mr. Ketema obtained the Indian Council for Cultural Relations (ICCR) scholarship & took the opportunity to study in India.
2. *Language barriers and Indian Community*- Mwangangi didn't try to connect with the community. He finds people peaceful, tolerant & generally religious. For Zaleeha, it's very difficult to communicate with Indians & she's still trying to learn the language. She loves the Indian traditional outfits, especially sarees. Muluken Gashaw finds dressing style is

unique in its way. Omar Albeshir communicates with an ease and believes Indian lifestyle is totally like a machine and people here love to work, love their country! Ketema- finds Indian people are peaceful, friendly, and very respectful towards culture. Traditional dresses and dance is what sets India apart from other countries.



Zaleeha visiting Taj Mahal. Photo credit: Zaleeha



Zaleeha in Indian wear. Photo credit: Zaleeha

3. *Indian food*- Mr. Mwangangi finds a lot of varieties in Indian Food, differences in spices not used in his Country (Kenya). People consume more rice here whereas in Kenya they've more of other cereals like maize, beans Etc. For Zaleeha, at the start it was very difficult to eat because she wasn't used to this kind of dishes and taste. But now she has started cherishing it. Mr. Muluken finds it completely different, but now accustomed to it. He believes food here is moreover dependent on rice. Whereas in his country (Ethiopia) they consume it rarely. For Mr. Albeshir food is good but can't meet with his nation in taste. For Mr. Ketema Initially, it was the major problem. But now accustomed to the taste of fresh Indian spices and says India has the most delicious and popular food. He'll miss Indian food when he returns home. Mr. Olajide found Indian food spicy. He likes the variety of taste here like the Indian states have their own local, village and tribal food. Each

state has a different style of cooking, he speaks about this by giving an example of how panipuri is cooked differently in Maharashtra compared to the state of Kerala.

4. *About Indian states*- Mr. Olajide shares his experience of travelling to various states in India like Delhi, Goa, Hyderabad. He finds some states are very friendly with foreigners among them Goa is the most welcoming state which attracts foreigners.
5. *Job Opportunities in India*- Zaleeha faces a lot of hardships in being employed in India. Through all her past experiences she says, it is very difficult for any African national to get a job in India. Even if a African student has completed all the required criteria, he/she is equipped with all the necessary skills. The Indian firms here do not employ them at all. Mr. Olajide shares the same experiences and says it's very rare to find Africans working in any Indian company. Africans can only be found if they're working in Ambassays here.

He believes that in the upcoming years the Indian Government will work towards it and make it available for those who have completed education and degree in any Indian Institutions. Such employment opportunities can be facilitated in states like Maharashtra, Delhi and Bangalore.



Mr. Olajide with Prof. Eric Maskin, Nobel Laureate in Economics in 2007, prof. Harvard University. Photo credit: Mr. Olajide



Mr. Olajide with Dr. Sanjay Deshmukh, Former Vice Chancellor, Mumbai University. Photo credit: Mr. Olajide



Mr, Olajide with Hon'ble Dr. Prof. Suhas Pednekar, Vice Chancellor, Mumbai University.
Photo credit: Mr. Olajide

6. *On covid-19 situation in India and government measures-* In the initial days, some people here were scared of covid-19 but as the vaccines were developed and the government started treating people, they gained confidence. At the first time, It was National lockdown but as things were under control the states and districts were given hold and the authorities handled things according to the number of covid cases and management. Mr. Olajide says that much more could've been done by the Government like helping needy people by providing food and money, people were helped but it could've been quick.

Conclusion

Given the opportunity to study in Indian Universities numerous students from Africa opted for it, for a better academic opportunity. India being a different country struck them as unique, other-worldly and alien to them.

As the years went by, the alienation faded, and an alien country became familiar. These are the problems one faces in the beginning, to which one, eventually, becomes accustomed. We as a citizen of this country should make the environment as accommodating, friendly and pliable to those who seek a change. But there still exists a kind of indifference which prevents them from getting the jobs or employment in India, which need to be tackled.

Policy Recommendations

Being employed is the goal of students studying at various institutions. There's a high need for the administration to provide employment opportunities for African or foreign nationalist in India, which will boost the morale of students studying here.

India-Africa relations: The perception of Indian lecturers on the learning culture amongst university students in Zambia, and the implications for building back better in the post-covid-19 era

Maureen Sinyangwe

Introduction

The study examines the perception of Indian lecturers teaching in Zambia regarding the learning culture in Zambian universities and looks at the impact of covid in this regard.

COVID 19 has threatened education progress, but it has also presented opportunities for building back better. The case for skilling, reskilling, learning; both unlearning and relearning in the Post COVID 19 era is a must and educators at university level should be consulted on what would be crucial to consider in building back better and stronger especially with respect to the learning culture. Three lecturers of Indian origin participated in this small-scale qualitative study. The analysis of the perceptions of lecturers has given insight into some ideas for improvement of university students' learning culture with reference to building back in the post COVID-19 era.

Background

India and Zambia have a good record of collaboration, cooperation and partnership. This was very apparent in the fields of medicine and healthcare, business and commerce and education. Collaborations between Zambia and India in the education sector have included the availability of scholarships to study in India- short to medium terms and participation in infrastructure development projects in India. Other opportunities include providing support for research professors or scholars to carry out research in India. It has been a two-way process of collaboration and commitment with academics of Indian origin taking up teaching positions at Zambian universities, at the Kwame Nkrumah University, DMI St. Eugene University, Eden University amongst many others. The experience of these lecturers has been vast and varied and enriching, and their recruitment and service have been widely publicized and announced.

There are five known Universities in Kabwe District of Central Zambia namely: Paglory University, Kwame Nkrumah University, DMI St Eugene University (Provincial centre situated at Stephen Luwisha Girls School) and Levy Mwanawasa Medical University Kabwe campus. Mulungushi University is generally considered to be in Kapiri Mposhi District though sometimes linked to Kabwe District.

Due to the Covid-19 pandemic which has swept across the world and the new normal of lockdown and social distancing, the education system in Zambia has taken a hit and is under threat. There has been a significant loss of teaching and learning time, with many learners forced to study and live-in isolation, adopting platforms that did not encourage connections. On the flip side, the new normal presented opportunities for rethinking education, by adopting and using alternative learning platforms and learning in different environments.

Methodology

Purposive and convenience sampling was used for this study. The research was based primarily in five known Universities in Kabwe District of Central Zambia namely: Paglory University, Kwame Nkrumah University, DMI St Eugene University (Provincial centre situated at Stephen Luwisha Girls School), Levy Mwanawasa Medical University Kabwe campus, and Mulungushi University. The lecturers who participated in this study work at Kwame Nkrumah University and DMI St Eugene University provincial centre in Kabwe. Others interviewees included 2 African students who are/or have studied in India: Tafadzwa Kaurayi from Zimbabwe and John Patrick Omegere from Uganda. These two shared their experiences and information that contributed to data triangulation.



Entrance of Kwame Nkrumah University. Photo credit: Author



Outside DMI St Eugene University. Photo credit: Author

Understanding 'learning culture'

The term 'Learning culture' was not defined for the research participants. They were free to present their understanding of the term and share their perceptions of the students' learning culture in the Universities they were working at. Research participants all shared similar views on what constitutes a learning culture. Generally, without necessarily linking it to the subject area or field that one student relates to, knowledge acquisition is at the centre of learning cultures though how it is pursued may vary.

Findings and discussions

- I. *Learning process:* Students may want to learn but their main motivation seems to be in acquiring the paper degree and the promotion attached to it. The main reason for studying at the university may not be the increasing of knowledge or to acquire skills to apply that knowledge obtained. Furthermore, the learners seem very dependent on their lecturers for information and knowledge rather than showing initiative to research and critically think for themselves. Teachers are important in sharing knowledge, but students should enrich their knowledge database by broadening their knowledge sources especially in this day and age where sources of information are easily available with some academic effort. Learning opportunities are available, but students seem to depend on memorizing content for the short-term benefit in exams/tests only to be lost immediately afterwards.
- II. *Focus or drive:* There appears to be a total lack of focus. Indian children are drilled by their parents, from childhood, to achieve something, by the time they are at a tertiary level, they focus on what they want to be. It is different in Zambia as most students enroll in university because they are getting financing from somewhere. Secondly, they might choose an academic path on the basis of the course available matching their resources.
- III. *Reading Culture:* It is important to mention that while the respondents were of the view that the students have great learning opportunities and potential, these are not seized as would be expected for personal and national development. COVID 19 has given us opportunities to strategies for building back better education strategies.

Conclusion & recommendations

The case for skilling, reskilling, learning: both unlearning and relearning in the Post COVID 19 era is a must and educators at university level have shared their perspectives on some points worth considering in building back better, stronger and together especially with reference to the learning culture. The findings of this small-scale qualitative study has contributed toward gaining some insight into the learning culture of students at University level and what may need to be considered for improvement of university students' learning culture with respect to: the learning process, focus or drive as well as change of mindset. The curriculum may not be for the students to change, but educators or curriculum developers, but they still have roles to play such as in seeking more knowledge, in depth and application, even beyond that which is offered.

Living as an African student in India: Life experiences, challenges and opportunities. Case study of Madhya Pradesh

Nomsa Ngono

Introduction

India being a hub of reputed, developed higher education institutes attracts many African students, who visit and settle here for quality education in health sciences and engineering. This research focuses on the challenges faced by African students in India. It explores the opportunities in India. The study emphasizes how students from Africa have adapted to the environment and discusses the difficulties faced during social interaction with Indian society. Through several informal and semi-structured interviews the research explores the experiences of students from Africa studying in Madhya Pradesh. It aims to bring out the challenges faced by them in India as a student.

Background

The 20th Century has seen an influx of African Students studying in Indian Universities. India remains among the top destinations for African students. It has become the new abroad for Students from east, west, central and southern Africa. The greatest number being students from Zambia followed by West Africa. For the past decades, India has been listed as one of the best countries which offer good programs in health sciences and institutions which attract African students who wish to pursue a career in health sciences. Also, the cost of education in India, compared to the majority of institutions in the neighbouring countries, is quite cheap and better.

Other Possibilities of attraction to India being widespread of Indian film and theatre arts. Most teenagers and high school pass-outs are motivated by Bollywood films. Zee World, The popular Channel of India has become an inspiration for many African citizens to visit India. It also gives the remaining family members a social class in the society to have their child studying abroad in India.



Pharmacy students at ITM University doing their practicals in the Laboratory.
Photo credit: Author



Zimbabwean student at ITM appreciating the environment in India. Photo credit: Author

Methodology

The study seeks to apply a qualitative methodology to the research. The research is basically an online study which is conducted via telephonic and Whatsapp interviews. Most data and interviews are driven out using social media platforms like Whatsapp, Instagram, Twitter and Facebook to get hold of students' experiences.

Findings

- I. *Communication barriers*: The respondents alluded to the fact that for them communication is a barrier in India. As most of the Indians speak Hindi language as a mode of communication, it becomes quite difficult and challenging for African students to interact and connect with the community. Those who speak English, it is not fluent. Even if it's fluent at times it becomes a bit challenging to understand because of the in tone and accent. At times it becomes problematic in situations whereby one needs help and being surrounded by Hindi speaking population, translation becomes a barrier
- II. *Racism*: It was pointed out in the study by almost all the respondents that in Gwalior going shopping is a hustle. One needs to think twice to get into a shop or restaurant. The shop owners literally chase Africans from the shops. They use gestures like throwing their hands and shaking their heads to show that you are not welcome in the shop. This kind of act has been a blow among African students, they become emotional when narrating such experiences. However, one respondent from Chandigarh dismissed racism in India as very little and low.
- III. *Takes long time to adapt to the environment*: For travellers India is the best place to visit. India is said to be flooded with a variety of temples for viewing and touring. For a historian it will be the best place to be, by taking a visit to Goa archives which are loaded with Portuguese primary sources for African History. However, with introverts, it takes a long time for them to adapt to the environment because of the climate. One respondent has not yet adapted to the environment for the past three years. With the current covid 19 situation the rate of loneliness and boredom has increased which makes most students miss their home countries.

Conclusion

The research provides an overview of the situation and challenges faced by African students in India who've chosen the country for better education facilities and job opportunities. Racism and language are the problems that students tackle while connecting and interacting with Indian people.

Policy Recommendations

The study will help both countries India and African continent to help and find resolutions for challenges faced by African students in India. The External Affairs Ministry needs to have a separate Department for addressing such issues like racism and enforce appropriate and corrective laws to tackle it.

Challenges to Indian Business People in Post-Apartheid South Africa: The Perspectives of Small Business Enterprises in Western Cape

Norman Pinduka

Introduction

Scholars have often ignored the presence of the Indian Community in South Africa and those especially those in South Africa who run and own small enterprises. This is despite the fact that South Africa is home to the largest population of people of Indian descent (1.3 million as of 2015). Based on this, this study aims to look at the Indian Community in South Africa and in particular in the Western Cape Province. The objective is to unpack the challenges that they face as they engage in business activities in the country.

Background

Since 1993, India-South Africa relations have been too vital to ignore, as have the operations of the Indian Business Community in South Africa, even before the country's independence. South Africa has the world's largest population of Indian ancestors (1.3 million as of 2015). Since South Africa provides the most stable and technologically workable environment for Indian enterprises desiring to create a platform from which to expand throughout the continent, the Indian community has been able to operate and engage in profitable businesses there. South Africa is known for its infrastructure, skills pool, and experience as a gateway to Africa. International businesses, including Indian companies, appreciate that the South African Government is open to foreign investments as a means of driving economic growth, improving international competitiveness and accessing foreign markets. International corporations, especially Indian firms, value the South African government's willingness to welcome foreign investment as a means of boosting economic growth, strengthening international competitiveness, and gaining access to new markets (Moyo, 2019).

India-South African Relations

Available literature reveals that India-South African Relations are usually considered in a threefold manner *viz.*

1. Within the context of BRICS
2. In the context of the past and present political historical connections of the two countries; and,
3. In the economic realm because of the strong ties that the state's share

The Western Cape Province, the fourth largest of the nine provinces in post-Apartheid South Africa, is home to an estimated 6.6 million people (Statistics, 2018). An estimated two thirds (4.4 million) of the inhabitants live in the metropolitan area of Cape Town. While the number of Indians in Western Cape remains, it is important to note that the majority of them are concentrated in the metropolitan area of Cape Town. Indian business has a large presence in South Africa with an investment of over US\$ 8-9 billion. The main areas of our engagement are pharmaceutical, IT,

automobile, banking and mining, but there are still other sectors where our companies are doing brisk business. Indian businesses in South Africa have organised themselves into a platform called the India Business Forum. The Forum presently has 90 members

Methodology

Rooted in constructivism, this research employed a qualitative research approach where interviews and documentary analysis were used. Purposive sampling was used to select respondents for interviews and data analysis was done through thematic and qualitative content analysis. In ensuring validity, the research will use respondent validation and corroboration.

Challenges faced

The researcher experienced several challenges in conducting the research. Firstly, the Covid-19 plague which restricted the researcher in terms of movement and direct contact with key informants of the research. However, the researcher resorted to other indirect contact forms of gathering such as telephone interviews and the use of email. Insecurity related issues also affected the researcher as certain places could be reached as it was going to be risky to the researcher. The research was delimited to South Africa, the Western Cape Province to be precise and in the Post-Apartheid era.

Findings

With such a broad view, it is important to note that the Indian Community is important to the South African economy. Even the small enterprises are important as they contribute to both the formal and informal economies of South Africa and the Western Cape Province. However, they are faced with several challenges as will be noted below.

- *Funds:* The findings of the research reveal that with regards to first-time entrepreneurs and small Indian business enterprises in Western Cape South Africa, the greatest challenge has been accessing funds to start businesses or to even boost their businesses. Small business owners often do not have the capital to fund their efforts. They also do not have a strong enough credit rating to receive funding.
- *Politics of the western cape:* The Western Cape is a unique province of South Africa because of the different majority races that inhabit it. Historically, when South Africa was under colonialism and apartheid, arguably three classes based on race made up the province. While the first class consisted of whites, the coloureds came second and the black community was at the bottom of the social ladder. After independence the tables seem to have shifted towards the control of the state by blacks, at least at government level. Indians have been ignored in the new set-up which has affected them especially in trying to realise their potential.
- *Issues of identity:* This relates to the fact the acceptance of the Indian community in some parts of South Africa remains a cause for concern. People question if Indians are really South African besides the fact that they are legally citizens of the country. The questions that are at the centre are; are they Indians? Are they Indian South Africans? Or Are they South African Indians? Sometimes small business owners face discrimination and various challenges based on such a fact. Furthermore, Indians have a history of being exploitative in South Africa (Setai, 1996). The stereotype of the exploitative trader remains strong. Tensions between Indian and black South Africans have existed throughout our history. The violent clashes that occurred between the two groups in KwaZulu-Natal were not easy for either side to forget, including three days of rioting in 1949 which left 142 people dead

and 1 087 injured. This has impacted on how they are viewed by the black community and their customer base especially those who are into retail.

Way Forward

It is important to note that these challenges have impacted on the Indian Community in Western Cape especially those that run small businesses around Cape Town. As a way forward there is a need for

- education campaigns of the different racial composition of the Western Cape Province for the spirit of acceptance to exist in the state.
- to establish joint ventures between the Indian Community and other races in South Africa so that the different communities can work together.
- and lastly, to strengthen institutions to ensure that the law takes its course in the event of abuse of any community in the Province or country and thus enable a viable operating environment for all communities in the province.

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The role of Indian culture towards the enhancement and growth of business in Uganda

Ronald Kato

Introduction

This study seeks to explore the different types of roles that Indian culture played in the growth of Businesses in Uganda and the impact it has had. It examines the way Indian culture has changed the way business is conducted in Uganda and identifies the way in which Indian culture has led to Uganda building successful business relations.

Background

Uganda is a landlocked country in East Africa whose diverse landscape encompasses the snow-capped Rwenzori Mountains and immense Lake Victoria.

India and Uganda share historical relations spanning over a century. Indians first came to Uganda in the beginning of 20th century. India's freedom struggle inspired the early Ugandan activists to fight colonization and eventually Uganda achieved freedom in 1962. India established its diplomatic presence in Uganda in 1965.

In early August 1972, the President of Uganda, Idi Amin, ordered the expulsion of Ugandan Asian minority. He gave them 90 days to leave the country. However, since their return to the country in the 1980s and 1990s, Ugandan Asians have dominated the economy.

Indian culture has over time been described as the heritage of social norms, ethical values, traditional customs, belief systems and political systems, that originated in or are associated with the Indian subcontinent. Some leading businesses in Uganda that have an Indian Origin are

- *Ruparelia Group* owned by Sudhir Ruparelia.- the company owns a commercial bank, a string of hotels and country clubs and more than 200 commercial properties
- *Madhvani Group* owned by Madhvani Family.- they heavily involved in the economy with interests in sugar production, power generation and production of ethanol and other industrial alcohols
- *Mukwano Group* owned by Alykhan Karmali.- it is a conglomerate based in Uganda, with operations in other East African countries
- *Tirupati Group* Limited owned by Miraj Barot.- It is a privately owned real estate development and construction company in Uganda, the third-largest economy in the East African Community.

Methodology

The researcher carried out a qualitative study by analyzing and collecting data from a variety of secondary sources such as reports from governmental institutions, guides, and magazine articles. This information helps give a broad background on how India has enhanced the businesses in Uganda with their culture.

Role of Indian culture towards the enhancement and growth of business in Uganda:

- *Indian dress code:* It has laid ground for business growth in that, a conservative, professional attire is expected in the business setting. Men generally wear a suit (with tie) and women wear a business dress or a suit with a blouse (not low-cut and, in the case of skirts, not too short). In summer, however, it is more acceptable for men to not wear a jacket. Women have avoided wearing short outfits or exposing their shoulders. This has created an impression of respect and commitment towards one's job.
- *The nature of corporate culture:* Designed by Indians, it has enhanced businesses in Uganda, in that the person they negotiate with is senior enough to commit to business and partnership decisions. First, they do not begin business meetings by getting straight to the heart of the negotiation, they take a short time to ask personal questions about your contact's family and background, covering topics such as how long they have worked in the company or industry and where they grew up. They also make a concerted effort to be on time for formal business meetings.
- *Personal relationships:* are focused on more other than adherence to processes, hence enhancing business in Uganda. Third-party introductions are almost a necessity as Indians prefer to work with those whom they know and trust. For them, trust is the key to good business, and they will be looking for an honest commitment to the relationship from you. Indians have tried to avoid conflict in their personal relations with business partners even if that could mean a delay in a project.
- *Intercultural training:* is really recommended before Indians start up a business in Uganda, in that one is put in the right shape that can enable them to fit in well within the system. This has enabled the growth of business in Uganda in that, right from the start one gets in touch with experts for useful tips on how to build a successful business relation. For example: Kakira Sugar limited, owned by Madhvani Group of Companies has an induction of new recruits on the organizational culture.
- *Patience and flexibility with negotiations:* when dealing with Indians has enhanced the growth of business in Uganda. Despite these negotiations progressing much slower at times, they often try to reach a price or figure indirectly after elaborating all the benefits of the deal. In addition to this, when proposing negotiations of a deal, Indians will often remain polite throughout, and then enthusiastically repackage the deal to reach an agreement before it escapes them. For example: Mukwano Group owned by Alykhan Karmali has exhibited flexibility in its product lines and thus the wide number of products like; drinks, baking powder, cooking oil among others.
- *Everything is subject to change:* Indians can regard contracts more as agreements of willingness to do business. The actual specifications of limitations and regulations of a deal are negotiable depending on the business relationship. Try to be flexible – as they are – and be aware that a request for a more comprehensive document could harm their trust. This has laid strong grounds for business growth in Uganda, in that they try to adapt to various business environments. For example: Ruparelia Group changed the face of downtown Kampala with the launch of Electrical Plaza on September 14, 2019.
- *Diplomatic handling of conflicts* by Indians has enhanced business in Uganda and Africa as a whole. If you offend your business partner, do not ignore the fact that you did so as this will likely harm your relationship with them. If you are unsure of what to do, it is a good idea to have your supervisor apologize on your behalf. If you lose your temper, you may lose their trust in doing business with you. For example: Mukwano Group of Companies was able to handle the case of an ex-worker assault diplomatically.
- *Proper accountability by Indians:* has enhanced business in Uganda and Africa as a whole. This to build trust and openness by investing in the relationship with(in) the team during both face-to-face and remote meetings over a period of time. Addressing culture is an important

element in the trust-building process. Through proper accountability, Indians have been able to stand by decisions, actions, and the overall well-being of projects. For example: Madhivani has had proper accountability, and this explains why they have stood the test of time.

- *Issuance of business cards* has enabled growth of business in Uganda, in that this is essential when conducting business so as to be handled with respect. The business card includes your name, company name, position and email address, all in English. This creates further communication even when a deal is concluded given that the client is able to communicate through making inquiries, and thus enabling after-sales service.
- *Religions and shared values:* have strongly guided businesses run by Indians in Uganda. Building good business relationships and trust have been important for business growth in Ugandan, Shared values connect the dots between a company's competitiveness. The two concepts recognize societal needs, not just conventional economic needs, but also define markets. The concepts also recognize society's problems as well as define the way of life of businessmen.

Conclusion

The Indian culture has had a positive effect on the Ugandan economy. This has been enabled through the structures they have put in place in the way they conduct business, and as a result, this has led to the growth and enhancement of business in Uganda.

Policy recommendations

The Ugandan Government Can Expand the positive impact of Indian businesses best practices by conducting an annual cross-ethnic Indian-Ugandan workshop on how to improve the professional work ethic. This would be in the best interest of both Indian business owners, as well as Ugandan business owners. The Ugandan government could promote a mentorship program, in which Indian business owners could mentor ethnic Ugandan business owners in improving their professionalism and work culture. This would increase the integration of Indians in the Ugandan business environment. This could be supported by public recognition of such mentors by felicitation and non-monetary awards.

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India-Africa Relations: Exploring the impact of the Indian diaspora's contribution in education in Moshi Kilimanjaro, Tanzania

Sebastian Sambuo

Introduction

This research follows the establishment and impact of an education system set up by the Indian diaspora in Moshi Kilimanjaro - a village in Tanzania. The institution was set up by a religious organization known as the Congregation of Holy Cross Sisters (HCS), whose main mission was to provide underprivileged female children with an integrated, all-around, holistic education.

Background

The Congregation of Holy Cross sisters was established in India in 1970 when Fr Roger Marcel started an English Medium School in Agartala town at Abhoynagar, 6 kilometres away from the parish center Mariamnagar. Fr Marcel requested Rev. Mother Macrina (who then became a mother Superior General for the Bethany sisters) to work in an English Medium School in Mariamnagar. On June 15th, 1974, the foundation for the Holy Cross Convent was established on one portion of the newly purchased land at Durjoynagar. The main apostolate of the sisters of the Holy Cross is education. The sisters were also engaged in other ministries of pastoral care, such as visiting villages, preparing people to receive sacraments, catechism, and family visits. After 15 years of teaching, they realized the needs of the less privileged groups of their community, especially girls. This realization prompted the urge to expand their educational apostolate, and a girl's school was thus established in the country. This was a challenging task for the Sisters, but with the blessings, generosity, and support of good willed people, they managed to secure the land and construction work began. The Anwarite Girls Secondary school was thus started in 2003 with two classrooms and 65 girls.

Methodology

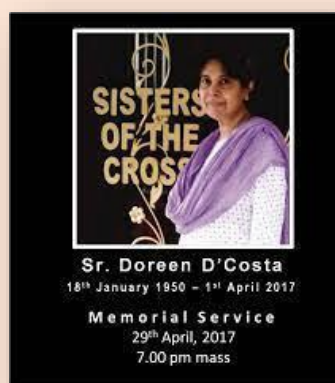
This was a qualitative study carried out by analysing the narratives of SR. Anna Joseph, a member of the Congregation of Holy Cross Sisters and one of the teachers at Anwarite Girls Secondary School. These narratives have been recorded and written down by SR. Elizabeth of the same Congregation.

Indian Migration to Tanzania

The Holy Cross Sisters migrated from Kerala, India to East Africa at the request of some Bishops. Due to a shortage of teachers in Catholic schools at that time, the sisters were requested to come and teach subjects like Science and mathematics in schools. The first Holy Cross Sisters from India were received in Tanzania and East Africa in the early 1980s. In Tanzania, the Holy Cross sisters established their first centre/convent in St. James Seminary in Kilema village Moshi Kilimanjaro. Other places where they settled include Ngorongoro in Arusha region and Kola Hill in Morogoro region, where they started their teaching mission to junior seminarians (secondary level, from form 1 to form 6). After 15 years of teaching, the sisters established the Anwarite Girls Secondary School, to serve the less privileged girls in the community.

Indian Education benefiting Girls in Moshi Kilimanjaro

- 1) *Increasing literacy of girls:* The Anwarite Girls Secondary School was established in line with the HCS apostolate and in accordance with their spiritual mission. Currently, the school has enrolled more than 400 girls from all over Tanzania and East Africa for both Ordinary and Advanced levels of Secondary education. The Anwarite school for girls now has about two batches that have graduated.
- 2) *The establishment of basic necessities:* When the school was established, the Moshi Kilimanjaro region lacked proper electricity, water, and passable roads. After the establishment of the school, these services have now improved and other necessities are readily available too.
- 3) *Future prospects and employment opportunities:* The Holy Cross Sisters aim to prepare future female leaders by giving them an integrated (all-around holistic formation) education. The first and second batch of students that graduated from Anwarite passed very well in their advanced level and University level education. This education provided them with many job opportunities and now they are serving the nation as doctors, nurses, engineers, lawyers, and teachers.



Memorial service poster for a departed sister. Photo credit: Congregation of Holy Cross Sisters



Group photo of the Congregation of Holy Cross Sisters. Photo credit: Congregation of Holy Cross Sisters

Conclusion

The study found that the establishment of an education system by the Indian Holy Cross Sisters proved to be very beneficial for the literacy of girls in Moshi Kilimanjaro, Tanzania. It improved access to basic necessities and expanded the future prospects of the girls in the region.

Policy Recommendations

The Tanzanian government should make funding schools like Anwarite a priority, as this would enable the school to expand and prevent overcrowding. The government could also encourage corporate and institutional donors such as UNICEF to invest in similar educational initiatives, in order to expand the impact across locations and gender. India and Tanzania should work together to improve their respective education systems through teacher mobility (exchanges) and training programs.

India-Africa Relations: India's contribution to the textile manufacturing industry in Ethiopia, Africa

Tsegaye Abera Haye

Introduction

The study examines the involvement of the Indian communities in the textile manufacturing industry of Ethiopia. The study talks about the different institutions established by Indians in Africa. The study also explores Indian investors and their contributions to developing industrial parks.

Background

Recorded history highlights linkages between India and Ethiopia which goes back 2,000 years. Trade between the two countries flourished during the ancient Axumite Empire (1st century AD), which is seen to be the origin of modern Ethiopia. Indian traders flocked to the ancient port of Adulis in the 6th Century AD, trading silk and spices for gold and ivory.

In 1959, Basant Kumar of the Birla group established an Indo-Ethiopian Textiles Share Company which is the first major joint venture by an Indian industrialist. The Emperor of Ethiopia Haile Selassie awarded him the medal of the Menelik II, the highest Ethiopian Award of that time.

Modern diplomatic relations between India and Ethiopia

Modern diplomatic relations between India and Ethiopia were established in July 1948, after the independence of India. The relationship was raised to the ambassadorial level in 1952.

The two countries have always enjoyed close and friendly relations.

With India supporting Ethiopian development efforts, and Ethiopia supporting Indian interests. Ethiopia is striving to be the hub of light manufacturing industries in Africa. Ethiopia is developing world-class industrial parks focused on hard and soft infrastructure. A major boost to the development of these parks has come from Indian investments.



Industrial Parks In Ethiopia. Photo Credit: Google images

Methodology

For this study, the researcher travelled to Ethiopia and met some Indians who have been living in Ethiopia for several years. The Researcher was also able to visit a textile manufacturing factory in Addis Ababa. The researcher carried out a qualitative study by interviewing Indian investors who had invested in different business activities in Ethiopia. Keeping in mind the present pandemic, the researcher took all necessary precautions during his interviews and was able to ask these people about their businesses, challenges faced and opportunities available. He also questioned the people about how they were treated in Ethiopia and whether there was acceptance of their lifestyle and culture.

India – Ethiopia Commercial/Business Relations:

- I. *Agriculture and textile Investments:* Indians have been participating in many different business activities in Ethiopia- broadly in agriculture and textile investment. Ethiopia has emerged as a key production hub for the Indian Textile and garment Industry's exports to the U.S and EU markets using official support provided by the African nation.
- II. *Indian Investments:* At the end of 2018, the involvement of Indian investments could be seen in 31 manufacturing-related projects, pertaining to Ethiopia's textile and garment sector. India ranks among the top largest foreign investors in Ethiopia with involvement in 151 such investments. Ethiopia values India as an important partner in its developmental efforts.
- III. *KPR Mill Ltd and integrated Textile Manufacturing Company:* KPR Mill Ltd, an integrated Textile Manufacturing Company from India has opened its first overseas garment unit in Ethiopia Industrial Park. The opening of the factory was the result of a collaborative partnership with the International Trade Centres (ITC) a supporting Indian Trade and Investment for Africa programme, which works to build trade and investment linkages between India and East Africa



KPR Mill Ltd and integrated Textile Manufacturing Company. Photo Credits: Google images

- IV. *Kanoria Africa Textiles plc Textile Manufacturing:* It is located in Addis Ababa, Ethiopia and is part of the Textile Manufacturing Industry. It has 225 total employees across all of its

locations and generates 12.84 million USD in sales. There are two companies in the Kanoria Africa textile PLC corporate family. What is the Indian connection here?



Photo Credit: Google images

- V. *International Textile Machinery Exhibition (ITME)*: The first edition of ITME was held from 14th – 16th February 2020, in Millennium Hall at the capital city of Ethiopia, Addis Ababa. Indian Industries, businesses and conglomerates keen to expand and implement business plans in African countries depend upon and support the International Textiles Machinery Exhibition (ITME). “ITME Africa 2020”, was a unique and exclusive business event. This mega event was themed “Prosperity for AFRICA through Textile Technology”. It attracted 15 prominent countries. There were 185 Exhibitors and pavilions of 15 countries and the Indian pavilion featured prominently there. Four broad categories were covered: Textiles, Textile Technology, Textile Engineering, Financial Institutions and allied segment.

ITME Africa 2020 was one of its kind exhibitions that showcased various technologies on Spinning, Weaving, Processing, Wastewater Technology, Knitting and Dyestuff, all under one roof. It was supported by the Indian Ministry of Textiles, Federal Republic of Ethiopia, Ethiopian Textile Development Institute and the International Trade Centre as Trade & Investment partner. Ethiopia being home to the African union has the potential to be the gateway to bring prosperity to the region through textile and textile engineering products.

Thus, with over 80 years of development and a fastest growing economy in the African continent, Ethiopia is showing potential to become the region’s textile and apparel hub

Supporting Indian Trade and Investment for Africa (SITA)

It was worth mentioning here that the UK and Northern Ireland’s Department for International Development (DFID) mandated the ITC to design and implement a project called SITA, with the specific objective of increasing the value of business transactions between India and selected African countries with the ultimate objective of creating jobs and income opportunities. This initiative has benefitted East African businesses exporting to India, Indian companies importing from, or investing in Africa and national trade and investment support institutions (TISIs). The give and take involves India, Ethiopia, Kenya, Uganda, Rwanda and the United Republic of Tanzania.

Conclusion

The study found that India's involvement in the textile manufacturing industry of Ethiopia has been striving ahead and expanding. The study has also highlighted how with the help of Indian investors, Ethiopia has been able to work on industrial projects and host the international Textile machinery exhibition to encourage businesses looking to expand in their country.

Policy recommendations:

The Ethiopian government can encourage more textile machinery exhibitions and summits to help Ethiopia expand its textile industry and gain more Indian investors. The Ethiopian government can also contribute with funding for more Industrial Park projects.

Authors



Emilien Tardif Batumike



Jyoti Singh



Godfrey Chola



Maureen Sinyangwe



Goodhope Shombe



Nomsa Ngono



Ilaria Petrolati



Norman Pinduka



Irene Bwalya Mwila



Ronald Kato



Jennings Joy Chibike



Tsegaye Abera Haye

Sebastian Sambuo

