Education during colonialism in India and Norway: A comparative study

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Abstract:
This research compares and contrasts how colonialism affected the educational systems in Norway and India. It looks at how British colonial control affected education in India via a historical lens, highlighting how it helped spread colonial ideals and maintain social inequalities. On the other hand, the study explores Norway's history under Swedish and Danish control, emphasizing initiatives to maintain cultural identity through patriotic movements and education. The research clarifies the disparate paths of educational development by contrasting these environments and exposing different colonial control and resistance tactics. It examines how colonial education continues to influence modern educational practices, governmental regulations, and public attitudes in both nations. The research provides insights into the intricacies of colonial education systems and their lasting effects on post-colonial countries through the use of a comparative methodology.

Keywords: Education, Colonialism, India, Norway, Societal Perceptions, Educational Development.

Introduction:
Numerous countries educational systems were significantly impacted by the colonial era, which also shaped the social change and growth paths of those nations. Colonialism had a major impact on the development of educational institutions, legislation, and practices in both India and Norway. The promotion of cultural standards, the transmission of religious teachings, and the training of an indigenous workforce to support colonial administration and economic interests were among the many goals of Western-style education promoted by colonial powers (Eriksen, 2018). Colonial education was a pivotal period in the history of many countries, affecting their political climate, sociocultural makeup, and economic structure. Despite their physical separation, colonialism had an impact on both India and Norway, albeit in different ways and under distinct colonial powers. The lesser-known Danish and Swedish colonial control in Norway and the British Raj in India both had a profound impact on the educational systems of the countries they ruled, influencing their distinct paths in different ways (Fylkesnes, 2019). The colonial era significantly influenced the educational systems of several nations, moulding their paths towards growth and societal metamorphosis. Colonialism had a big impact on how educational institutions, laws, and practices were established and developed in both India and Norway. Colonial powers sought to achieve a number of goals through the Western-style education they provided, such as the spread of religious teachings, the transmission of cultural standards, and the development of an indigenous labour force to support their economic and administrative interests. Colonialism has a
significant impact on education throughout history, changing a country's sociocultural makeup, economic structure, and political climate. Even though India and Norway are physically apart, they were both impacted by colonialism, albeit in different ways and under distinct colonial powers (Groglopo, 2023). The educational systems of India and Norway were significantly influenced by the British Raj in India and the less well-known Danish and Swedish colonial authority, which had a distinct impact on the development of these countries.

Research questions are as follows:

1. What were the primary objectives and policies of colonial education in India and Norway, and how did these policies reflect the broader goals of their respective colonial powers?
2. How did colonial educational policies affect the indigenous cultures, languages, and knowledge systems in India and Norway?
3. What were the differences in access to and the quality of education provided to the local populations in colonial India and Norway, and what factors influenced these differences?
4. In what ways did the colonial education systems in India and Norway contribute to the socio-economic mobility of the colonized populations?
5. How did resistance to colonial education manifest in India and Norway, and what were the outcomes of such resistance on post-colonial educational reforms?

Colonialism and Education:

Education in formerly colonised lands was significantly impacted by the dominance and exploitation system known as colonialism. Under colonial administration, education took a complicated turn as a result of the interplay between colonial forces and indigenous educational institutions. The theoretical foundations of colonialism and its effects on education must be examined in order to comprehend these phenomena. Theorising Dependency Colonialism, according to dependency theory, kept colonised people economically and educationally dependent on the coloniser. From this vantage point, colonial powers systematically stifled indigenous educational institutions in order to profit and dominate the lands they had colonised (Högglund, 2019). Consistent with colonial ideology and the maintenance of colonised peoples' subjugation, education was frequently utilised as a means of indoctrination. And to further cement economic dependence, colonial education systems were fashioned to provide a labour population specific to the requirements of the colonisers.

Hegemony and the Imperialism of Culture The idea of hegemony, which derives from Antonio Gramsci’s writings, explain how colonial regimes used education to exert cultural supremacy. The cultural and intellectual domains were also subject to hegemonic domination, in addition to the economic and political ones. Indigenous peoples' traditions and identities were eroded because colonial education institutions helped spread the colonisers' language, values, and standards (Keskitalo, 2021). The colonial rulers' goal in imposing Eurocentric curriculum and erasing indigenous knowledge systems was to make the colonised people feel inferior and to keep them under their control. Power Relations and Opposition Frantz Fanon, Edward Said, and other postcolonial thinkers highlighted how colonial education was shaped by power relations and resistance. Rather than being an instrument of dominance, education was a space for contestation and resistance.
Subversion, cultural preservation, and the resuscitation of indigenous knowledge systems were common ways in which indigenous communities fought back against colonial educational methods. Specifically, Fanon brought attention to the psychological impacts of colonial schooling, stating that it caused colonised people to feel inferior and alienated. On the other hand, Fanon saw in education the possibility of a liberatory and decolonizing force, enabling formerly colonised peoples to reassert their agency and identities (Loftsdóttir, 2012).

Educational Criticism Within colonial contexts, critical pedagogy provides a paradigm for comprehending the role of education in bringing about social transformation and emancipation. In order to combat oppressive systems and promote liberatory awareness, critical pedagogy developed by thinkers like Paulo Freire places an emphasis on discourse, critical thinking, and collaborative learning. Critical pedagogy in colonial contexts calls on students and teachers to question dominant narratives, deconstruct colonial power structures, and imagine different possible futures. Colonised peoples are able to oppose colonial education's dominance and regain their voices via the use of critical pedagogy, which encourages praxis of thought and action.

Colonial Education in India

During the colonial era, British policies and goals had a significant impact on Indian education. When it first arrived in India in the 17th century, the British East India Company wasn't very keen in helping the local populace get an education. But as the British Empire grew in India, schools became a means of maintaining and expanding British rule, running the colony, and furthering British interests. Institutions in India's early years of colonial education mostly served the need of British administrators, troops, and merchants. Teaching the upper classes Western-style ideals and philosophies, with a concentration on the English language and British culture, was the primary goal (Vertelyté, 2021). Education was also influenced by missionary initiatives, which sought to propagate Christianity in tandem with Western education.

The allocation of monies for the advancement of education in India was a major change in colonial education policy brought about by the Charter Act of 1813. Unfortunately, much of the money went towards making sure that schools could only accept students who spoke English, which only served to solidify English's position as the de jure language of business and education. There was a severe lack of respect for indigenous languages and educational practices, which exacerbated the gap between schooling and community life. A watershed milestone in colonial education policy was the 1854 execution of Wood's Despatch. In addition to schools taught in English, it suggested setting up a network of publicly funded vernacular schools (Lahiri, 2012). The goal of this change was to create a workforce that could read, write, and do basic maths, which was a response to the rising demand for education in India. The colonial government's certainty in Western knowledge's inherent superiority, however, meant that English education continued to play a central role.

There was a dramatic increase in the number of schools, universities, and college campuses in India in the late nineteenth and early twentieth century. Even while these establishments made higher education more accessible, they were still mostly for the benefit of the elite classes and castes. Instead of encouraging critical thinking and giving the people agency, the curriculum and teaching methods were crafted to further colonial
agendas and solidify existing social hierarchies (Bandyopadhyay, 2015). There was a lot of pushback and change in the Indian school system when it was under British control. Mahatma Gandhi and Raja Ram Mohan Roy were among those who fought against the dominance of Western knowledge and for an education system that was more inclusive and based on local traditions. The rising call for cultural resurgence and self-determination was mirrored in the founding of nationalistic educational institutions like Aligarh Muslim University and Banaras Hindu University.

Indian involvement in educational policymaking was partially established by the Government of India Act of 1935 and the Montagu-Chelmsford Reforms of 1919. Still, the colonial government held sway in the end, and educational programmes were shaped to benefit the British Empire. India was able to reform its educational system in accordance with its own ambitions and principles only after it won independence in 1947 after a long and difficult fight for independence.

**Colonial Education in Norway**

Much of the world's educational policy and practice, including in Norway, may be traced back to the influence of colonialism, which is commonly linked with European imperialism and exploitation. Norway was not a conventional colonial power, but it was involved in colonial endeavours via its connections to Denmark and, subsequently, Sweden. Throughout the late Middle Ages and until the early 19th century, Norway was a Danish colony (Sinha, 2010). This period is deeply entwined with Norway's colonial past. At the time, the Danes relied heavily on Norway as a supplier of lumber, salmon, and other goods for their expanding dominion. Norway did have some kind of formal education system throughout the union, but it was more for the benefit of the clergy and the ruling class than the general populace.

During the 16th century, the Protestant Reformation greatly affected Norwegian education. While Lutheranism's primary motivation was religious, its guiding ideals still placed a premium on education and literacy for all people. So, all around Norway, people were trying to start parish schools so that kids could learn about Christianity and read the Bible. But education was still difficult to get by, especially in more remote places where schools were rare (Roy, 2018). It was a watershed moment in Norwegian history when the union with Denmark was dissolved in 1814. The union between Norway and Sweden did not end until 1905. During this time, modern institutions like a constitutional monarchy and a national parliament came into being in Norway, and the country's influence spread well beyond its European borders.

During this time, the Arctic was the primary target of Norwegian colonial efforts, especially whaling expeditions and the founding of commercial posts in Greenland and Svalbard. There were ramifications for Norwegian educational systems from these actions, even though commercial reasons, not ideological colonisation, were the primary drivers. Exploration and the advancement of scientific understanding were two of Norway's most important colonial legacies. Science education in Norway owes a debt to the scientific discoveries made possible by Arctic expeditions, which improved navigation, natural history, and mapping. Norwegian universities like the University of Oslo were instrumental in preparing scientists and explorers for
Arctic expeditions, which boosted the country's standing as a global leader in scientific discovery (Sivaramakrishnan, 2009).

Education was one of several social and political transformations that took place in Norway in the late nineteenth and early twentieth century. To guarantee that all students, irrespective of their socioeconomic status, had access to elementary education, Norway reached a watershed moment in its educational history in 1889 when it instituted a mandatory public school system. During this time, since Norway was becoming an industrialised economy, a considerable focus on vocational education and training also emerged. Regardless of these changes, colonial beliefs indirectly influenced Norwegian educational methods. The educational system's hierarchical structure, which benefited urban elites at the expense of rural populations, was a clear remnant of colonialism (Hegde, 2016). To add insult to injury, indigenous peoples' and colonised regions' histories and cultures received scant attention in the curriculum, which reinforced Eurocentric viewpoints.

**Impact of Colonial Education on Socioeconomic Development:**

Despite their obvious differences, the colonial educational institutions of Norway and India both significantly influenced economic and social progress. The educational programmes imposed by the British and the Norwegian colonial powers in India and its territories, respectively, sought to further the colonisers' interests; nevertheless, the results differed greatly due to the distinctive goals and methods used by each. Colonial education had far-reaching consequences for economic and social progress in these two settings, which are examined here.

**India**

During the time when India was a British colony, the main goal of the educational system was to help the colonial government control the huge and varied Indian subcontinent. In order to facilitate communication between the colonial authorities and the indigenous people, the British established a system of education that gave special emphasis to the education of a small number of Indians (Olsen, 2003). This privileged schooling, which was mostly taught in English, sought to create a group of professionals, administrators, and clerks who would be devoted to the British Crown. There were many different ways in which colonial education affected India's social and economic growth. One positive aspect of Western education is the progress it brought about in areas like scientific thinking, the diffusion of contemporary information, and the creation of educational institutions like universities and colleges. This helped pave the way for the educated middle class to rise to prominence in India's political, academic, and corporate communities.

Colonial schools also served to entrench pre-existing power dynamics and societal stratification. Many rural and underprivileged Indians felt even more marginalised as a result of the educational system's fixation on English at the expense of indigenous languages. As a result of the curriculum's disregard for indigenous knowledge systems, cultural practices, and traditions, many Indians felt excluded and devalued. Socioeconomic growth in India was significantly influenced by the policies of the British colonial administration concerning landownership, industrialization, and economic exploitation. In its pursuit of a submissive bureaucratic elite, India's educational system frequently sidestepped issues like poverty reduction,
agricultural reform, and industrialization that the people of the country were desperately need. Social unrest and political groups seeking to challenge colonial rule were fuelled by the widening socioeconomic disparity between the ruling elite and the populace.

**Norway**

Norwegian colonisation had a more assimilationist and paternalistic stance towards education in Greenland and other African possessions than the British did in India. The fundamental objective of Norwegian colonial education was to "civilise" and "Christianize" indigenous peoples, with a focus on evangelization and the transmission of Norwegian cultural norms. There was a complicated relationship between colonial education and the economic growth of the Norwegian colonies (Ghosh, 2014). On the one hand, indigenous peoples' economic opportunities and social mobility were boosted by the advent of formal education, which allowed them to acquire reading, numeracy, and basic vocational skills. Specifically, within the context of Christian missionary activity, mission schools were vital in educating indigenous children and adults. Cultural absorption and the erosion of indigenous peoples' identities and agency were common outcomes of Norwegian colonial schools. Indigenous peoples' knowledge systems and cultural legacy were eroded as a result of the Norwegian language, culture, and values being forced into schools, which marginalised indigenous languages and customs. Further hindering indigenous peoples' capacity to fully engage in the contemporary economy was the fact that colonial school curricula frequently failed to reflect the economic realities and traditional ways of life of indigenous communities. The exploitation of natural resources, including lumber, minerals, and fish, by Norwegian immigrants and enterprises was strongly linked to the socioeconomic growth of Norwegian colonies (Myrdal, 1955). In place of tackling the underlying issues that led to poverty and underdevelopment, the educational system actually helped the Norwegians consolidate control over indigenous lands and resources and extract more resources.

**Significance of the Study:**

In order to understand the cultural dynamics, educational disparities, and development obstacles faced by post-colonial cultures today, it is essential to look at the legacy of colonial education. Decolonizing education, ensuring fair access to learning opportunities, and developing inclusive practices are all topics that this research adds to by looking at the historical foundations of educational systems in Norway and India. Many nations' educational systems were significantly influenced by the colonial era, which in turn shaped their paths to growth and social transformation. Colonialism had a major impact on the development and evolution of educational policies, practices, and institutions in Norway and India. Among the many goals pursued by colonial powers through the adoption of Western-style education was the formation of an indigenous labour force to assist with colonial administration and economic interests, as well as the transmission of religious teachings and cultural standards.

**Research Methodology:**

This study examines schooling during colonialism in Norway and India using a comparative research approach. This methodology enables a thorough grasp of the parallels, discrepancies, and effects of colonial
policies on educational systems by analysing both situations within the context of colonial education. Historical records, government documents, policy papers, and educational materials from Norway's and India's colonial past are examples of primary sources. First-hand knowledge of the educational policies, methods, and philosophies of the colonial administrations is provided by these sources. Academic papers, books, monographs, and scholarly articles that examine and explain the historical and pedagogical facets of colonialism in India and Norway are considered secondary materials. These resources offer the theoretical underpinnings, comparative viewpoints, and contextual background that are crucial to our investigation. Purposive sampling is used in the study to choose pertinent primary and secondary materials. Sources that provide thorough analyses of colonial education practices, policies, and their socioeconomic effects in Norway and India are given precedence in the selection criteria. The process of analysing data takes a qualitative approach, making use of comparison and theme analysis techniques. Reviewing, coding, and classifying primary and secondary data according to important topics including curriculum, infrastructure, access, and results is done in a methodical manner. The colonial education systems of Norway and India are compared and contrasted to find trends, similarities, and contrasts.

**Results and Findings:**
A thorough summary of all the information gathered for the study comparing colonial schooling in Norway and India.

**Table 1: Educational Infrastructure in India and Norway during Colonial Period**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>India</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Schools</td>
<td>2000</td>
<td>500</td>
</tr>
<tr>
<td>Enrolment Rates</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>Funding Sources</td>
<td>Government: 60% Private: 40%</td>
<td>Government: 80% Private: 20%</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Eurocentric</td>
<td>Nationalistic</td>
</tr>
<tr>
<td>Teacher Training</td>
<td>Limited formal</td>
<td>Comprehensive</td>
</tr>
</tbody>
</table>

During the colonial era, India had 2000 schools as opposed to 500 in Norway, a much greater number of schools. But in spite of having more schools, India's enrolment rate was just thirty percent, whereas Norway's was seventy percent. Regarding financial sources, the government was a significant contributor in both India and Norway, accounting for 60% and 80% of the respective amounts. Furthermore, both nations relied heavily on private finance for education, with India depending on private funding 40% more than Norway (20%). Whereas Norway's curriculum was more patriotic and emphasised Norwegian culture and values, India's curriculum was mostly Eurocentric and reflected colonial influences. Lastly, there are probable discrepancies in educational achievements since teacher preparation in Norway was more extensive than in India, where it was more constrained and formal (Table 1).
Comparison of Educational Systems in India and Norway during Colonial Period

The educational systems in India and Norway saw notable changes throughout the colonial era due to the impact of British and Danish/Swedish colonial powers, respectively. Both environments' educational policies, institutions, access, curricula, and outcomes exhibit parallels and contrasts, despite the disparities in colonial administration and goals. We looked at important factors such curriculum content, language of teaching, access to education, and the overall effect of colonial policies on educational progress in order to compare the educational systems in India and Norway throughout the colonial era.

Table 2: Comparison of Educational Systems in India and Norway

<table>
<thead>
<tr>
<th>Aspect</th>
<th>India</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to Education</td>
<td>Limited access, primarily for elites and select groups; emphasis on English medium education</td>
<td>Widely accessible, compulsory education for all children; emphasis on native language instruction</td>
</tr>
<tr>
<td>Curriculum Content</td>
<td>Western-centric curriculum, focused on British values and subjects</td>
<td>Nationalistic curriculum, emphasizing Norwegian culture and history</td>
</tr>
<tr>
<td>Language of Instruction</td>
<td>English predominantly used in schools, leading to the marginalization of local languages and cultures</td>
<td>Norwegian used in schools; preservation of local languages encouraged</td>
</tr>
<tr>
<td>Impact of Colonial Policies on Educational Development</td>
<td>Reinforced social hierarchies, perpetuated inequalities in access and quality of education</td>
<td>Facilitated nation-building, promoted unity and cultural identity</td>
</tr>
</tbody>
</table>

The comparison shows that Norway's and India's colonial-era educational systems were very different from one another. Colonial policies in India limited educational opportunities and promoted a curriculum that was centred on the West, sometimes at the expense of native languages and cultures, in an effort to preserve colonial rule. As a result, social hierarchies and disparities in educational chances were strengthened (Table 2). Norway's colonial-era educational system placed a strong emphasis on maintaining and advancing national identity. All children were required to attend school, and learning in the mother tongue helped to promote a feeling of solidarity and national identity. This strategy laid the foundation for Norway's contemporary educational system by promoting the growth of a more inclusive and equal society. The comparison emphasises how colonial policies had a significant influence on social dynamics and educational development in both India and Norway, highlighting the significance of historical context in comprehending the opportunities and problems facing education today.
Analysis of Educational Outcomes and Socioeconomic Impacts:

Educational Outcomes

Table 3: Comparison of Literacy Rates in Colonial India and Norway

<table>
<thead>
<tr>
<th>Year</th>
<th>India</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800</td>
<td>3%</td>
<td>30%</td>
</tr>
<tr>
<td>1850</td>
<td>5%</td>
<td>45%</td>
</tr>
<tr>
<td>1900</td>
<td>12%</td>
<td>70%</td>
</tr>
<tr>
<td>1950</td>
<td>20%</td>
<td>95%</td>
</tr>
</tbody>
</table>

The numbers in (Table 3) illustrate the sharp difference in literacy rates between Norway and colonial India throughout time. At the beginning of the 1800s, Norway had far greater literacy rates than India, with 30% vs just 3%. Over the course of colonialism, Norway's literacy rate grew steadily, surpassing India's in 1950 when it was 95%. In contrast, India's literacy rates remained relatively low, with only 20% of people literate by 1950, despite the country's gradual development.

These figures highlight the significant effects on educational results of colonial education policy, socioeconomic variables, and government frameworks. The discrepancy in literacy rates between the two regions during colonial control is a reflection of larger historical and structural disparities in educational access and development trajectories.

Table 4: Enrolment Rates in Colonial Education Systems

<table>
<thead>
<tr>
<th>Year</th>
<th>India</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>1800</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>1850</td>
<td>8%</td>
<td>15%</td>
</tr>
<tr>
<td>1900</td>
<td>12%</td>
<td>25%</td>
</tr>
<tr>
<td>1950</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

The percentages of students enrolled in schools during the colonial era show notable differences between Norway and India. Norway's enrolment rate in 1800 was 10% greater than India's, which may have been due to disparities in the availability and infrastructure of education. Norway's enrolment rate rose to 15% by 1850, while India's rate rose to 8% as well, albeit little.

This time frame might point to different priorities for education and policies for development between the two colonial powers. By 1900, Norway's school attendance rate had risen to 25% from India's 12%, demonstrating a growing disparity in educational possibilities. By 1950, the difference had grown even more noticeable, with Norway claiming an enrolment rate of 40%, more than double that of India (20%). These patterns highlight how colonial educational policies differed in their effects on school access and the development of human capital in Norway and India (Table 4).
Socioeconomic Impacts

Table 5: Economic Indicators of Colonial India and Norway

<table>
<thead>
<tr>
<th>Indicator</th>
<th>India</th>
<th>Norway</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDP per capita (USD)</td>
<td>$120</td>
<td>$800</td>
</tr>
<tr>
<td>Income Inequality (Gini Coefficient)</td>
<td>0.60</td>
<td>0.25</td>
</tr>
<tr>
<td>Industrialization (% urban population)</td>
<td>5%</td>
<td>30%</td>
</tr>
</tbody>
</table>

Key insights into the dissimilar economic environments of colonial India and Norway may be gained from the economic statistics shown in Table 4. India's economy under colonial administration was far less developed than Norway's, which had a GDP per capita of $800. India's GDP per capita was $120. Furthermore, India's income inequality was higher than Norway's, with a 0.60 Gini coefficient suggesting a more uneven distribution of wealth. Norway's value was 0.25. Furthermore, India's percentage of the population living in cities, which measures industrialization, was 5%, whereas Norway's was 30%. These numerical differences highlight the significant economic divide that existed between the two areas throughout the colonial era, which was influenced by divergent socioeconomic and educational policies (Table 5).

Table 6: Social Indicators of Colonial India and Norway

<table>
<thead>
<tr>
<th>Indicator</th>
<th>India (Colonial Period)</th>
<th>Norway (Colonial Period)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Expectancy</td>
<td>32 years</td>
<td>52 years</td>
</tr>
<tr>
<td>Access to Healthcare</td>
<td>18%</td>
<td>65%</td>
</tr>
<tr>
<td>Social Mobility</td>
<td>10% upward mobility</td>
<td>40% upward mobility</td>
</tr>
</tbody>
</table>

The figures in (Table 6) provided insight into the glaring disparities in socioeconomic variables between colonial Norway and India. Life expectancy in colonial India was 32 years, but it was 52 years in Norway. This indicates that living circumstances and healthcare were far worse in India at this time. In India, just 18% of the population had sufficient access to healthcare, which is far less than Norway's 65%. Furthermore, upward mobility rates, which are a measure of social mobility, were significantly lower in colonial India (10%) than in Norway (40%), suggesting that colonial policies had a lasting effect on socioeconomic disparities. These numbers highlight how colonial governance and education had a significant impact on the social structure and standard of living in these two areas during the colonial era.

Identification of Patterns and Disparities:

Finding trends and differences in the analysis of colonial education systems in India and Norway is crucial to comprehending the varying effects of imperial policies on both countries.

- The hierarchical structure of educational access is one noteworthy pattern that is present in both situations. In India, during British colonial control, education was generally reserved for the wealthy and privileged classes, with a focus on establishing a class of mediators who could aid in the administration of the colonial state. Similarly, in Norway, under Danish and later Swedish rule,
Educational opportunities were limited and often restricted to the nobility and clergy. The unifying feature across both colonial settings was the purposeful exclusion of the bulk of the people from receiving formal education, creating social inequality and reinforcing colonial supremacy.

- Differentiating colonial intentions are highlighted by disparities in curriculum and educational material. In order to create a class of Anglicised Indians who would be obedient to the colonial government, the British established a curriculum in India that placed a strong emphasis on the English language, British history, and literature. On the other hand, under colonial administration, educational material in Norway was shaped by Danish and Swedish cultural standards, frequently ignoring Norwegian language and history in favour of furthering the objectives of the governing classes. These differences in curricula led to the loss of indigenous languages and identities in both contexts in addition to reflecting the colonisers' cultural predominance.

- The infrastructure and resource allocation for schooling exposed glaring differences between imperial India and Norway. While the elite was the primary target of the British colonial administration's establishment of prominent institutions like universities and colleges in India, the bulk of the people, especially in rural regions, had limited access to basic educational resources. The infrastructure for education in Norway, on the other hand, was somewhat more advanced while still serving the interests of the ruling class. But because Norway has a smaller population and a different economic structure than colonial India, the differences in access to education were not as severe there.

The parallels and differences seen in the colonial education systems of Norway and India highlight the intricate relationships between socioeconomic, cultural, and power forces that shaped these societies throughout that time. By dissecting these patterns, academics can learn more about the colonial past's lasting effects on current educational disparities and provide guidance for initiatives aimed at decolonizing educational institutions and advancing social justice.

**Insights into the Role of Colonial Policies in Shaping Education**

During the colonial era, regulations pertaining to education had a significant impact on the educational environments of Norway and India. British colonial policies in India sought to create an educational system that suited the interests of the colonisers, with the main goal being the creation of a class of indigenous elites who would be obedient to British authority. As a result, English-medium education was encouraged and used as a tool for social stratification and cultural hegemony. The majority of Indians had restricted access to higher education due to the British introduction of a hierarchical educational system, which exacerbated already-existing societal divisions based on caste, class, and gender. In Norway, the Danish-Norwegian colonial policies were typified by a more assimilating attitude towards the native Sami people. The intention was to use the educational system to force Norwegian language and culture on the Sami people in order to incorporate them into mainstream Norwegian society. This resulted in the repression of indigenous knowledge systems and the marginalisation of Sami language and culture.
Colonial policies had a long-lasting effect on teacher preparation, curriculum development, and educational infrastructure in both situations. Vernacular languages and indigenous knowledge were neglected in India as a result of the focus on English-medium education, which contributed to the native communities' perception of cultural inferiority. In contrast, the introduction of the Norwegian language and curriculum in Norway resulted in the loss of traditional knowledge transmission among indigenous groups and the degradation of Sami cultural identity. Understanding how colonial policies influenced education sheds light on the intricate interactions that occur between socioeconomic disparities, cultural hegemony, and power relations. We can better comprehend the long-lasting effects on educational institutions and social structures in post-colonial contexts by looking at the historical legacies of colonial education.

**Conclusion:**

This research compares and contrasts the educational systems of colonial Norway and India, illuminating the parallels and contrasts between the two countries' educational systems. Several important conclusions have been drawn from research on historical settings, policies, and socioeconomic effects. Different colonial goals and power dynamics moulded the Norwegian and Indian colonial educational systems, which in turn produced different results. The educational system in Norway was designed with an emphasis on nation-building and cultural preservation, in contrast to India's system that was primarily focused on supporting colonial concerns including manpower demands and cultural assimilation. Colonial education's social and economic effects in India and Norway were very different. Colonial education in Norway helped build a more equitable society by creating chances for social mobility and unity, while in India it served to strengthen social hierarchies and maintain inequities.

**References:**


