A COMPARATIVE STUDY OF FUNDING TRENDS IN EDUCATION IN PRE AND POST-COLONIAL INDIA

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Abstract

*This paper aims to provide a comparative analysis of education funding in colonial India, highlighting the differing styles of colonialism in Asia and their interaction with the indigenous culture. The significant source of funding in pre-colonial India was the patronage of kings and nobles. These rulers recognized the importance of education and often supported scholars, teachers, and educational institutions financially. The source of funding was through religious institutions. Temples, mosques, and other religious establishments played a crucial role in the promotion of education. They set up their schools and provided resources for teaching and learning. These institutions received donations and endowments from believers, which were used for various educational purposes. The significant challenge that post-independence India faced was a battered education system. The Indian government had to seek various funding sources to revitalize and reform the education system. One of the sources of funding for post-colonial Indian education was the use of indigenous training techniques to educate students from colonizing countries The authoritarian approach to teaching can be directly connected to the reform of the educational system following India's independence from the UK. This suggests that the colonial legacy had a significant influence on the post-independence education system and its funding allocations. **Conclusion & Findings:** This paper analyzed and compared the funding trends in education in pre and post-colonial Periods in India. India has been shaped by a complex interplay of factors, including colonial influences, indigenous culture, institutions of learning, social structure, and the aspirations of new rulers. Also, efforts made to address disparities in access to education through special provisions and support for marginalized groups.*

Keywords- *Pre-Colonial Period, Post-Colonial Period, Educational Funding*

1. INTRODUCTION

Education has played a crucial role in shaping the development and trajectory of societies around the world. In the case of colonial India, the impact of education was particularly significant, as it was shaped by both the influence of the colonizers and the existing indigenous culture and social structures. This paper aims to provide a comparative analysis of education funding in colonial India, highlighting the differing styles of colonialism in Asia and their interaction with the indigenous culture. The varying trajectories of postcolonial educational and socioeconomic development in the region can be attributed to several factors, including the effort and commitment of the government to provide good schooling and adequate nutrition. Without these investments, the desired outcomes in terms of educational and socioeconomic development may not be achievable. The expansion of education at all levels in colonial India was driven by several factors, including aspirations towards industrialization, economic growth, and equalization. In the last four to five decades, the entry of new sections into education and the rise of new rulers in society with aspirations towards industrialization and economic growth have influenced education funding in the region (From Pre Colonial to Post Colonial: Educational Transitions in Southern Asia, n.d). One of the significant trends in education funding in colonial India was the influence of colonialism itself. Colonial powers, such as the British, implemented their own educational systems in India, which were often designed to serve their own interests rather than those of the local population. For example, the British introduced a Western-style education system in India, with an emphasis on English language and subjects like history and literature. This had implications for funding as well, with greater resources allocated to schools and institutions that adhered to the colonial curriculum. Another important factor that influenced education funding in colonial India was the support provided to preexisting indigenous institutions. Particularly, the support extended to 'madrasas' among Muslims demonstrated a recognition of the importance of indigenous cultural and educational traditions. These factors, combined with the transition to modernity and the demands of ethnic identity and plurality, further complicated the funding trends in education. These complexities resulted in a diverse range of funding approaches in both pre and post-colonial India. In the pre-colonial era, funding for education in India was primarily provided by local communities and religious institutions. However, with the advent of colonialism, there was a shift in funding trends. The colonizers took control of education funding and allocated resources to schools and institutions that adhered to the colonial

curriculum. This shift in funding patterns reflected the colonial powers' desire to shape education in India according to their own priorities and interests.

2. LITERATURE REVIEW

The impact of postcolonial theory on early childhood Education Radhika Viruru (2005) The paper is mainly focused on the impact of colonial and post-colonial ideology on education, specifically early childhood education, and how Western methodologies and ideologies have influenced the education system across different cultures. It mentions ethnographic work in India that reveals conformity to Western methods of education but doesn't explore the funding mechanisms of pre-colonial Indian education. Global funding trends in higher education by Jandhyala B. G. Tilak (2006) This paper discusses the changing focus of financing higher education, particularly through government-sponsored student loans. The author, Adrian Ziderman, notes that despite global recognition of the importance of public higher education in national development, there is growing trend towards passing the cost burden onto students and their families. The paper emphasizes the contrasting objectives of these student loan schemes, which can vary from country to country. While they address immediate financial needs of students, the paper points out that these schemes often have poor recovery rates (i.e., many students struggle to repay their loans), thus raising the question of their sustainability. The paper suggests that a more effective way of financing education, including higher education, is by utilizing state funding through tax and non-tax revenues, essentially placing the cost back on the state rather than on individual students. Trends in Growth and Financing of Higher Education in India Author(s): Ved Prakash Source: Economic and Political Weekly, Vol. 42, No. 31 (Aug. 4-10, 2007), pp. 3249-325 The paper discusses the state of higher education in India, citing some key concerns and challenges. While India extends a myriad of education institutions, access to higher and technical education remains remarkably low, around 12% in the academic year 2003-04. There's a need for state intervention to increase this access, potentially doubling it to achieve a minimum threshold of 20%. This tasks the state with mobilizing additional resources to open new institutions and increase the capacity of current institutions. There's also a call for prioritizing education in marginalized areas. The author emphasizes the importance of inclusive increase in educational access. Certain sections of the society, like Scheduled Castes (SCs), Scheduled Tribes (STs), and women, are currently underrepresented. The paper underscores the potential role of higher education in fostering social mobility, evidenced by recent demands for reservations for Other Backward Classes (OBCs). Higher education in India: the need for change -by Pawan Agrawal (June 2006) The main focus of the paper is to analyze and discuss the higher education system in India. It sets out to identify weaknesses in this system and to suggest potential improvements. The paper also learns from the experiences of other nations, particularly in terms of their ambitious education reform programs. This study is important because it posits that the strength of the higher education system can differentiate a dynamic economy from a marginalized one in a global, knowledge-based economy. Given the rapidly changing technology and significant demographic dividends in India, the authors argue that the state of the higher education system is crucial for harnessing the country's human resource potential.

Modern Trends in Higher Education Funding by Tilea Doina Maria a , Vasile Bleotu (2006) The paper discusses the possibility of using study loans for higher education in Romania. The Ministry of Education initiated a legislative mechanism via Government Ordinance no. 105/1998 which guarantees bank loans for students attending public educational institutions. Despite discussions with several banks, the initiative wasn't well received primarily due to the low level of interest (5-6% max 10%), unattractive loan amounts requested by students (about 1,500-2,000 lei), and prevailing market interest rates. The Ministry of Finance's argument that the loans would increase the number of long-term clients didn't convince the banks. Based on the authors' review of different sources for financing higher education, the study loan program hasn't gained the expected traction.Demand for Grants 2023-24 Analysis Education. The paper summarizes two educational initiatives. The first is a scheme supporting qualified youth, especially engineering graduates and vocational course graduates, with a 10% budget increase projected for 2023-24. The second is the MERITE programme, aimed at enhancing research skills, marketability in technical education, and increasing access for socio-economically disadvantaged groups, funded in part by the World Bank. Both initiatives provide financial and structural support, including updated curricula, faculty training, facility improvements, and a competitive research fund. However, the research gaps in the paper exist around the metrics for success for these initiatives, their individual benchmarks, and unique challenges. A lack of comprehensive analysis on potential non-financial barriers to education for underprivileged groups is also evident. Future studies could potentially explore these areas further for a more holistic understanding.The Financing of education in India by N.V. Varghese & Jandhyala Tilak (1991). The paper discusses the allocation and distribution of governmental resources for education in India, focusing on periods from 1951 to 1985. The data reveals a declining trend in the share of education in the total plan outlay, decreasing from 7.5% in the first five-year plan (1951-56) to 3.5% in the seventh plan (1985-90). There has also been a decline in prioritizing elementary education, with a significant fall in the late fifties and sixties. However, a recent trend shows a higher resource allocation for elementary education. The paper highlighted that financing education primarily rests on the state governments, with over 88% of total resources spent on education coming

from government sources. However, the potential for an increase in government sources is limited, necessitating optimal existing resource utilization and additional resource mobilization for future financing of education. The startup environment and funding activity in india by Dharish David, Sasidaran Gopalan,and Suma Ramachandran (June 2020).The main focus of the paper is to examine the startup ecosystem in India. This includes an exploration of the emerging opportunities for startups, recent trends in startup investments, types of funding available, government support through various initiatives, and the geographical distribution of these investments. The paper also delves into the empirical determinants of startup investments in India and discusses how to create a conducive environment for startups in the country.Education in Early Postcolonial India: Expansion, Experimentation and Planned Self-H by Taylor C. Sherman (2018). This conclusion narrates a sense of failure within the education sector by the end of the period. Despite numerous committees and advisory bodies providing recommendations, there was a notable divide between thought and action. Teacher training was generally poor, and early childhood education initiatives were compromised by a lack of knowledge. India had not fulfilled its constitutional directive to provide free, universal education up to the age of fourteen by 1960. High dropout rates existed, with only about 50% of those who entered school reaching Class IV and 34% reaching Class VII. Despite producing more university graduates, their high rates of unemployment raised further questions about the system's adequacy. Over the years, India's literacy rate had only marginally improved from 16.6% in 1951 to an estimated 24% in 1966, and the absolute number of illiterate people was increasing due to population growth. Some began to hold the cynical view that politicians might have a vested interest in maintaining illiteracy.

3. PRE-COLONIAL PERIOD

During the pre-colonial period in India, education was primarily provided through traditional systems such as gurukuls (residential schools) and madrasas (Islamic educational institutions). Funding for education in this era was largely based on patronage systems, where wealthy individuals, kings, or religious institutions would support educational institutions and scholars. The nature and extent of funding varied across regions and socio-economic conditions. Wealthy patrons often provided resources such as land, money, or other forms of endowments to support educational institutions. There was also a reliance on community support and contributions to fund the maintenance and functioning of educational institutions.

3.1Funding Sources in Pre-Colonial Indian Education: A Brief Overview

Education has always been a fundamental aspect of any society, shaping the minds and skills of future generations. In pre-colonial India, funding for education came from various sources that reflected the values and priorities of the society at that time. One significant source of funding in pre-colonial India was the patronage of kings and nobles. These rulers recognized the importance of education and often supported scholars, teachers, and educational institutions financially. They understood that investing in education would not only benefit individuals but also contribute to the social and cultural development of their kingdoms. Another source of funding was through religious institutions. Temples, mosques, and other religious establishments played a crucial role in the promotion of education. They set up their own schools and provided resources for teaching and learning. Religious organizations also received donations from the community, which were used to support educational initiatives. These donations were a form of social responsibility and seen as a way of earning merit in the eyes of the divine. Furthermore, some communities and guilds in pre-colonial India contributed to educational funding. They understood the importance of equipping individuals with the knowledge and skills necessary for their respective trades and crafts. The wealthier members of these communities would contribute funds to establish schools and training centers, ensuring that future generations could acquire the necessary skills to excel in their fields. Moreover, there were also instances where wealthy individuals and philanthropists would personally fund educational initiatives. They believed in the power of education to uplift society and improve the lives of individuals.

3.2Pre-Colonial Indian Education Funding Analysis

In pre-colonial India, education was highly valued and considered essential for personal and societal development. Funding for education in pre-colonial India came from various sources, which played a crucial role in shaping the educational landscape of the time. One of the major sources of funding for pre-colonial Indian education was the royal patronage One of the primary sources of funding for pre-colonial Indian education was the patronage of kings and wealthy individuals. The kings and nobles of the time understood the importance of education in maintaining their power and enhancing societal progress. They would financially support educational institutions such as Gurukuls and Nalanda University, providing resources for infrastructure, teachers' salaries, and student scholarships. Another significant source of funding for pre-colonial Indian education was community contributions. Communities understood the significance of education and believed in collective responsibility for its promotion Communities recognized the importance of education and actively participated in its financial support. They would contribute funds through community donations, fundraisers, and endowments. Religious institutions also played a crucial role in funding pre-colonial Indian education.

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Temples, mosques, and other religious establishments served as centers of education in pre-colonial India. These institutions received donations and endowments from believers, which were used for various educational purposes. These funds helped in supporting the infrastructure of educational institutions, hiring knowledgeable teachers, and providing access to education for individuals from all walks of life. Additionally, trade and commerce also played a role in funding pre-colonial Indian education.

4. POST-COLONIAL PERIOD

After India gained independence in 1947, the responsibility for education shifted to the Indian government. The new government recognized the importance of education as a tool for development and nation-building Pre-Colonial Period: During the pre-colonial period in India, education was primarily provided through traditional systems such as gurukuls (residential schools) and madrasas (Islamic educational institutions). Funding for education in this era was largely based on patronage systems, where wealthy individuals, kings, or religious institutions would support educational institutions and scholars., and significant efforts were made to expand access to education and improve the quality of educational institutions. In the early years of the post-colonial period, the Indian government faced numerous challenges, including a lack of financial resources. However, education was considered a priority, and the government allocated a significant portion of its budget to the education sector. Efforts were made to establish a formalized education system, build schools, train teachers, and promote literacy. Over the years, the funding for education in India has increased, particularly in the areas of primary and secondary education. The government introduced various policies and initiatives to enhance access to education, including the establishment of the University Grants Commission (UGC) and the implementation of programs such as Sarva Shiksha Abhiyan (Education for All) and Rashtriya Madhyamik Shiksha Abhiyan (National Secondary Education Campaign).
In recent times, there has been an increased focus on higher education as well, with the establishment of new universities and institutions and the introduction of schemes like the Rashtriya Uchchatar Shiksha Abhiyan (National Higher Education Mission) to improve the quality and accessibility of higher education. Overall, the post-colonial period has witnessed a significant increase in funding for education in India, with the government playing a crucial role in expanding access and improving the quality of education across the country.

4.1 Funding Sources in Post Colonial Indian Education: A Brief Overview
While we recognize the colonial contribution to the Indian education system, it is also imperative to address the challenges outlined in the aftermath of its struggle for independence.One of the significant challenges that post-independence India faced was a battered education system. This system over-emphasized authoritarian methods and was deprived of cultural context, sound vocational training, and grounded elementary education. Furthermore, the post-colonial Indian education system was affected by the reliance on existing infrastructures inherited from the colonial era. As a result, the Indian government had to seek various funding sources to revitalize and reform the education system. One of the sources of funding for post-colonial Indian education was the use of indigenous training techniques to educate students from colonizing countries. For instance, the Madras system, an indigenous Indian training technique, was utilized to educate British, European, and North American students in the imperial metropoles.

4.2 Post-Colonial Indian Education Funding Analysis
Post Colonial Indian Education Funding Analysis is an important tool that allows us to understand and evaluate the funding patterns and allocations in the education system of post-colonial India. By delving into the historical context and examining the impact of colonialism on Indian education, we can gain valuable insights into the challenges and opportunities faced by the education sector in India today. Some scattered attempts at analyzing education in the perspective of colonialism do exist, and the literature has already suggested that the theoretical framework offered by postcolonial studies would bring valuable insights if applied to research in education.In their study on undergraduate education in India, Ninnes, Aitchison, and Kalos indicated that the authoritarian approach to teaching can be directly connected to the reform of the educational system following India's independence from the UK. This suggests that the colonial legacy had a significant influence on the post-independence education system and its funding allocations. While we recognize the colonial contribution to the Indian education system, it is also imperative to address the challenges outlined in the aftermath of its struggle for independence.

5. FUNDING TRENDS IN INDIA: PRE VS POST-COLONIAL

India, a country with a rich and diverse history, has experienced significant changes in funding trends, both pre and post-colonial era. Pre-colonial India was characterized by a dearth of systematic event records, making it challenging to study the economic and political history and funding trends during that period. However, recent research efforts have aimed to address this gap by utilizing newly constructed datasets. One study focused on inter-religious competition in pre-colonial South Asia, following the approach of Jha. The research found that

pre-colonial India had limited documentation on funding, with a lack of comprehensive data. However, as research shifted to the colonial era, there has been a greater focus on the institutional aspects of funding in India. During the colonial era, India witnessed significant changes in funding trends as it became subject to British rule. The colonial period brought about a shift in funding patterns, as the British Raj imposed their own institutional structures and policies. One notable aspect of colonial-era funding was the establishment of educational institutions, which played a crucial role in shaping India's education system. Post-independence India faced numerous challenges in the aftermath of its struggle for independence, including an education system that was battered and lacking in cultural context. Furthermore, the post-independence period saw a continuation of the colonial-era funding patterns in India's education system.

However, it is important to recognize that while the colonial contribution to the Indian education system cannot be ignored, there were also shortcomings associated with it. These shortcomings included an over-emphasis on authoritarian methods, a lack of sound vocational training, and a dearth of grounded elementary education. Additionally, the post-independence era saw a reliance on existing infrastructures and policies that conformed to the pre-existing colonial system. This reliance on the colonial-era system can be attributed to various factors, such as the absence of comprehensive data on pre-colonial funding trends and the desire to build upon the existing educational infrastructure. Although scattered attempts have been made to analyze education in the perspective of colonialism, it is only recently that researchers have started applying the theoretical framework offered by postcolonial studies to the field of education research in India.

This approach has provided valuable insights into understanding the authoritarian approach to teaching in post-independence India, which can be directly linked to the reform of the educational system following independence from the UK. Furthermore, a closer look at the governance and management of higher education in India reveals that the post-independence era witnessed diversification in funding sources. While higher education was predominantly a part of public policy during the time of independence, there has been an emergence of self-financed public and private Higher Education Institutions in India (Kirloskar & Inamdar, 2022). These institutions have contributed to the diversification of funding sources in India's education system. Moreover, the post-independence governments in India recognized the importance of investing in education as a means to build strong nations, secure political legitimacy, and gain

6. DIFFERENT ASPECTS OF EDUCATIONAL COMPETITION

The article discusses several aspects of educational competition: In a broader, global context, educational competition can be examined in several aspects:
1. Access to Education: This pertains to competitive entrance exams that students must pass to gain entry into prestigious schools and universities. The competition is severe, particularly in populous countries.
2. Quality of Education: Schools compete with each other in providing high-quality education to attract students. This could involve hiring the best teachers, implementing robust curriculums, and providing top-notch facilities.
3. Achievement: Students compete with each other for scoring in exams, gaining admission into higher education institutions, or securing jobs. There's also considerable competition among teachers and faculty for promotions and research opportunities.
4. Innovation and Research: Higher education institutions compete in the research field, striving for ground-breaking discoveries or innovations. They aim to attract funding and recognition. In the Indian context, competition is likely present in those aspects, with specific manifestations based on India's unique economic, cultural, and political circumstances.

7. HOW DOES EDUCATIONAL COMPETITION RELATE TO POSTCOLONIALISM DISCOURSE IN INDIA?

Indian scholar Nandy is referenced, indicating that progressive phrases use "facts about internal colonialism to fight against social culture influenced by external colonialism, while external colonialism in return justifies itself with external". This suggests that the historical power dynamics from colonialism may influence the educational competition in a postcolonial context. The enactment of Western education systems during colonial rule might have introduced a competitive spirit in Indian education. In the post-colonial period, India has grappled with balancing between retaining traditional, indigenous educational cultures and conforming to global, often West-influenced, benchmarks of educational success – often creating a unique competitive atmosphere.

8. FUNDING TRENDS IN INDIA: POLICY AND PRACTICE IMPLICATIONS

Investment in a country's economy is crucial for its growth and development. In the case of India, funding trends have played a significant role in shaping its economic landscape and have implications for both policy and practice. One key trend that has emerged in India is the attraction of global venture capital funds. This trend has

been fueled by several factors such as high domestic debt costs and choppy equity markets, making venture capital an attractive source of funding for Indian entrepreneurs.

From a policy perspective, the government should continue to foster an environment that attracts global venture capital funds. This can be achieved by further easing foreign direct investment regulations, enhancing infrastructure development, and providing fiscal incentives for research and development. Moreover, policies should focus on creating a conducive ecosystem for startups and entrepreneurs by promoting innovation, providing access to mentorship programs, and facilitating networking opportunities. Furthermore, policymakers should prioritize the development of skilled workforce and educational programs that promote entrepreneurship and innovation. These policy measures will not only attract more venture capital funding but also foster the growth of domestic startups and contribute to job creation and economic development. From a practice standpoint, the funding trends in India have implications for entrepreneurs and businesses seeking capital. Entrepreneurs and businesses in India should be aware of the opportunities that venture capital funding can offer.

9. FUNDING TRENDS IN EDUCATION IN COLONIAL INDIA - CONCLUSION REPORT

In conclusion, the funding trends in education in colonial India were complex and multifaceted. They were influenced by a variety of factors, including the different styles of colonialism in Asia, the indigenous culture, institutions of learning and schooling, and social structure in colonial India. Additionally, the entry of new sections into education and the rise of new rulers with aspirations towards industrialization and economic growth also played a significant role in shaping the funding trends in education in colonial India. These factors resulted in a wide diversity in the quality of schooling available in colonial India, reflecting disparities in wealth and power. Furthermore, the support for preexisting indigenous institutions, such as 'madrasas' among Muslims, demonstrated the plurality of curricula and management of schools in colonial India (From Pre-Colonial to Post-Colonial: Educational Transitions in Southern Asia, n.d). Overall, the funding trends in education in colonial India were marked by a tension between the demands of ethnic identity and plurality and the urge toward modernity's-urge to equality, freedom, and individuality (From Pre Colonial to Post Colonial: Educational Transitions in Southern Asia, n.d). In the post-colonial period, these funding trends have continued to evolve. They have been shaped by the transition to modernity and the ongoing challenges of balancing ethnic identity and plurality with the aspirations for equality and economic growth. The funding trends in education in postcolonial India have also been influenced by the wider socioeconomic context of the country. The last four to five decades have seen significant changes in education funding, with new sections of society gaining access to education and new rulers emphasizing industrialization and economic growth (From Pre-Colonial to Post-Colonial: Educational Transitions in Southern Asia, n.d). As a result, there has been a wide diversity in the quality of schooling available, reflecting the disparities in wealth and power. Additionally, there have been efforts to provide special provisions and support, such as quotas and scholarships, for the less privileged, rural, lower caste, and similar groups. These efforts are aimed at equalizing opportunities and promoting inclusivity in education. In conclusion, the funding trends in education in both pre and post-colonial India have been influenced by a variety of factors, including the styles of colonialism, indigenous culture, institutions of learning and schooling, social structure, and the aspirations of new rulers towards industrialization and economic growth. These factors have led to diverse trajectories of educational development in the region

In conclusion, the funding trends in education in pre and post-colonial India have been shaped by a complex interplay of factors, including colonial influences, indigenous culture and institutions of learning, social structure, and the aspirations of new rulers. These factors have resulted in diverse trajectories of educational development in India, with tensions between demands for ethnic identity and plurality and the push toward modernity's ideals of equality, freedom, and individuality. These funding trends have also been influenced by the wider socioeconomic context of the country, with efforts made to address disparities in access to education through special provisions and support for marginalized groups. In today's rapidly changing world, accurate and timely weather forecasts are of utmost importance. In today's rapidly changing world, the funding trends in education in pre and post-colonial India reflect a complex interplay of factors, including colonial influences, indigenous culture and institutions, social structure, and the aspirations of new rulers towards industrialization and economic growth.

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