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PRELIMS SAMPOORNA

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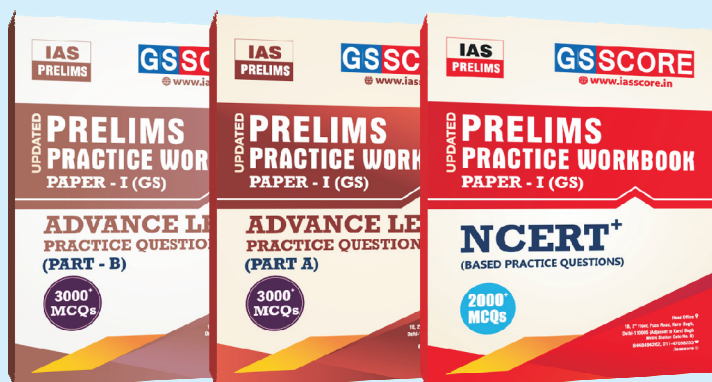
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Developments Of Education

■ Under Company Rule

- The Calcutta Madrasah was established by Warren Hastings in 1781 for the study of **Muslim law and related subjects**.
- The Sanskrit College was established by Jonathan Duncan, the resident, at Benaras in 1791 for study of Hindu law and philosophy.
- Fort William College was set up by Wellesley in 1800 for training of civil servants of the Company in languages and customs of Indians (closed in 1802).

■ Charter Act of 1813

- The Charter Act of 1813 incorporated the **principle of encouraging learned Indians and promoting knowledge of modern sciences** in the country.
- The **Act directed the Company to sanction one lakh rupees annually** for this purpose.
- Efforts of enlightened Indians such as Raja Rammohan Roy bore fruit and a **grant was sanctioned for Calcutta College set up in 1817 by educated Bengalis**, imparting English education in Western humanities and sciences.
- The government also set up **three Sanskrit colleges at Calcutta, Delhi and Agra**.

■ Orientalist-Anglicist Controversy

- Within the General Committee on Public Instruction, **the Anglicists argued that the government spending on education should be exclusively for modern studies.**
- **The Orientalists** said while Western sciences and literature should be taught to prepare students to take up jobs, **emphasis should be placed on expansion of traditional Indian learning.**
- **Anglicists were divided over the question of medium of instruction**—one faction was for English language as the medium, while the other faction was for Indian languages (vernaculars) for the purpose.

■ Lord Macaulay's Minute (1835)

- The **famous Lord Macaulay's Minute settled the row in favour of Anglicists.**
- The **limited government resources were to be devoted to teaching of Western sciences and literature** through the **medium of English language alone.**
- The government opened a few English schools and colleges **instead of a large number of elementary schools, thus neglecting mass education.**
- The British planned to educate a small section of upper and middle classes. This was called the '**downward filtration theory**'.

■ Efforts of Thomson

- **James Thomson**, lieutenant-governor of NW Provinces (1843-53), **developed a comprehensive scheme of village education** through the medium of **vernacular languages.**
- In these village schools, **useful subjects such as mensuration and agriculture sciences were taught.**
- The purpose was to **train personnel for the newly set up Revenue and Public Works Department.**

■ Wood's Despatch (1854)

- It is considered as the "**Magna Carta of English Education in India**", this document was the first comprehensive plan for the spread of education in India.
- It asked the government of India to **assume responsibility for education of the masses**, thus repudiating the 'downward filtration theory'.
- It **systematised the hierarchy from vernacular primary schools in villages at bottom**, followed by **Anglo-Vernacular High Schools and an affiliated college at the district level**, and affiliating universities in the presidency towns of Calcutta, Bombay and Madras.
- It **recommended English as the medium of instruction** for higher studies and **vernaculars at school level.**
- It **laid stress on female and vocational education**, and on teachers' training.
- It laid down that the **education imparted in government institutions should be secular.**
- It **recommended a system of grants-in-aid** to encourage private enterprise

Developments

- **In 1857, universities at Calcutta, Bombay and Madras were set up** and later, departments of education were set up in all provinces.

- The **Bethune School was founded by J.E.D. Bethune at Calcutta** (1849). Bethune was the president of the Council of Education.
- **Agriculture Institute at Pusa (Bihar)** and **Engineering Institute at Roorkee were started**.
- **Missionary enterprises played their own part**. Gradually, private Indian effort appeared in the field.

■ Hunter Education Commission (1882-83)

In 1882, the Government appointed a commission under the **chairmanship of W.W. Hunter to review the progress of education in the country** since the Despatch of 1854.

The commission—

- **Emphasised that state's special care is required for extension and improvement of primary education** which should be imparted through vernacular.
- **Recommended transfer of control of primary education** to newly set up district and municipal boards.
- Recommended that secondary (High School) education should have two divisions—
 - **Literary**—leading up to university.
 - **Vocational**—for commercial careers.
- **Drew attention to inadequate facilities for female education**, especially outside presidency towns and made recommendations for its spread.

Development:

- The next two decades saw rapid growth and expansion of secondary and collegiate education.
- More teaching-cum-examining universities were set up like the **Punjab University (1882)** and the **Allahabad University (1887)**.

■ Indian Universities Act, 1904

- In 1902, Raleigh Commission was set up to go into conditions and prospects of universities in India and to suggest measures for improvement in their constitution and working.
- The commission precluded from reporting on primary or secondary education.
- Based on its recommendations, the **Indian Universities Act was passed in 1904**. According to the Act:
 - **Universities were to give more attention** to study and research;
 - **The number of fellows of a university and their period in office were reduced** and most fellows were to be nominated by the Government;
 - **Government was to have powers to veto universities' senate regulations** and could amend these regulations or pass regulations on its own;
 - **Conditions were to be made stricter** for affiliation of private colleges; and
 - **Five lakh rupees were to be sanctioned per annum for five years** for improvement of higher education and universities.

■ Government Resolution on Education Policy—1913

- In 1906, the progressive state of **Baroda** introduced compulsory primary education throughout its territories.
- In its **1913 Resolution on Education Policy**, the government refused to take up the responsibility of compulsory education, but accepted the policy of removal of illiteracy.
- It **urged provincial governments to take early steps to provide free elementary education** to the poorer and more backward sections.
- **A university, it was decided, was to be established in each province** and teaching activities of universities were to be encouraged.

■ Saddler University Commission (1917-19)

- The commission was set up to study and **report on problems of Calcutta University** but its **recommendations were applicable more or less to other universities also**.
- It reviewed the entire field from school education to university education.
- Its observations were as follows:
 - **School course should cover 12 years**. Students should enter university after an intermediate stage (rather than matric) for a **three-year degree** course in university.
 - **A separate board of secondary and intermediate education should be set up** for administration and control of secondary and intermediate education.
 - There should be **less rigidity in framing university regulations**.
 - **A university should function as centralised, unitary residential-teaching autonomous body**, rather than as scattered, affiliated colleges.
 - **Female education, applied scientific and technological education, teachers' training** including those for professional and vocational colleges should be extended.

Development:

- In the **period from 1916 to 1921 seven new universities came up** at Mysore, Patna, Benaras, Aligarh, Dacca, Lucknow and Osmania.
- In 1920, the Government recommended **Saddler report to the provincial governments**.

■ Education under Dyarchy

- Under Montagu-Chelmsford reforms **education was shifted to provincial ministries** and the government stopped taking direct interest in educational matters.
- **Financial difficulties prevented any substantial expansion** but still education grew, especially under philanthropic efforts.

■ Hartog Committee (1929)

- The Hartog Committee was set up **to report on development of education**.
- Its main recommendations were as follows:
 - **Emphasis should be given to primary education** but there need be no hasty expansion or compulsion in education.

- **Only deserving students should go in for high school and intermediate stage**, while average students should be diverted to vocational courses.
- For improvements in standards of university education, **admissions should be restricted**.

■ Wardha Scheme of Basic Education (1937)

- The Congress had **organised a National Conference on Education in October 1937 in Wardha**.
- **Zakir Hussain committee** formulated a detailed national scheme for basic education. The main principle behind this **scheme was 'learning through activity'**.
- It was **based on Gandhi's ideas published in a series of articles in the weekly Harijan**.
- The scheme had the following provisions:
 - **Inclusion of a basic handicraft in the syllabus**.
 - **First seven years of schooling** to be an integral part of a free and compulsory nationwide education system (through mother tongue).
 - **Teaching to be in Hindi** from class II to VII and **in English only after class VIII**.
 - **Ways to be devised to establish contact with the community** around schools through service.
 - **A suitable technique to be devised** with a view to implementing the main idea of basic education—educating the child through the medium of productive activity of a suitable handicraft.
- The system was an expression of **an idea for a new life and a new society**.
- There was **not much development of this idea**, because of the start of the Second World War and the resignation of the Congress ministries.

■ Sergeant Plan of Education

The Sergeant Plan (Sergeant was the educational advisor to the Government) was worked out by the Central Advisory Board of Education in 1944.

It recommended—

- Pre-primary education for 3-6 years age group; **free, universal and compulsory elementary education for 6-11 years age group**; high school education for 11-17 years age group for selected children, and a university course of 3 years after higher secondary; high schools to be of two types:
 - Academic and
 - Technical and vocational.
- Adequate technical, commercial and arts education.
- **Abolition of intermediate course**.
- Liquidation of adult illiteracy in 20 years.
- **Stress on teachers' training**, physical education, education for the physically and mentally handicapped.

■ Development of Vernacular Education

- During the early 19th century **vernacular education was mostly dependent on contributions from wealthy zamindars**.

- **1835, 1836, and 1838:** William Adam's reports on vernacular education in Bengal and Bihar pointed out defects in the system of vernacular education.
- **1843-53:** James Jonathan's experiments in North West Provinces (UP) setup a normal school for teachers' training for vernacular schools.
- **1853:** In a famous minute, Lord Dalhousie expressed strong opinion in favour of vernacular education
- **1854:** Wood's Despatch made the provisions for vernacular education.
- **1854-71:** Due to government's efforts, the number of vernacular schools increased by more than five-fold.
- **1882:** The Hunter Commission held that State should make special efforts for extension and improvement of vernacular education.
- **1904:** Education policy put special emphasis on vernacular education and increased grants for it.
- **1937:** These schools received encouragement from Congress ministries.

■ Development of Technical Education

- The **Engineering College at Roorkee was set up in 1847; the Calcutta College of Engineering came up in 1856. In 1858, Overseers' School at Poona was raised** to the status of Poona College of Engineering and affiliated to Bombay University. Guindy College of Engineering was affiliated to Madras University.
- **Medical training started with establishment of a medical college in Calcutta in 1835.** Lord Curzon did much to broaden the whole basis of professional courses—medicine, agriculture, engineering, veterinary sciences, etc.

■ Evaluation of British Policy on Education

- ▶ The government measures for promotion of education were influenced by—
 - ▶ **Agitation in favour of modern education** by enlightened Indians, Christian missionaries and humanitarian officials.
 - ▶ To **fulfill the need to ensure a cheap supply of educated Indians**, there was an emphasis on English medium as the language of administration and of education;
 - ▶ An expectation that **Western education would reconcile Indians to British rule**
- Traditional system of Indian learning gradually **declined for want of support.**
- **Mass education was neglected** leading to widespread illiteracy.
- **Education became a monopoly of upper and richer classes** and city dwellers.
- There was an **almost total neglect of women's education** because (i) the Government did not want to arouse wrath of orthodox sections; and (ii) it had no immediate utility for the colonial rule.
- **Scientific and technical education was by and large neglected.**

Development of Indian Press

James Augustus Hickey in 1780 started The Bengal Gazette or Calcutta General Advertiser, the first newspaper in India.

- Later more newspapers/journals came up and the Company's officers were worried that these newspapers might reach London and expose their misdeeds. **Thus they saw the need for curbs on the press.**
- Early Regulations

■ Censorship of Press Act, 1799

- **Lord Wellesley enacted this**, anticipating French invasion of India.
- It **imposed almost wartime press restrictions including pre-censorship**. These restrictions were **relaxed under Lord Hastings**.

■ Licensing Regulations, 1823

- The **acting governor-general, John Adams**, who had reactionary views, enacted these. According to these regulations, starting or using a **press without license was a penal offence**.
- The Act was **extended to cover journals, pamphlets and books**. These restrictions were directed **chiefly against Indian language newspapers or those edited by Indians**.
- Rammohan Roy's **Mirat-ul-Akbar had to stop publication**.

■ Press Act of 1835 or Metcalfe Act

- Metcalfe (Governor-General—1835-36) repealed the 1823 ordinance and earned the epithet, **"liberator of the Indian press"**.
- The new Press Act (1835) **required a printer/publisher to give a precise account of premises of a publication** and cease functioning, if required by a similar declaration.

■ Licensing Act, 1857

- This Act **imposed licensing restrictions in addition to the already existing registration** procedure laid down by Metcalfe Act.

■ Registration Act, 1867

- This **replaced Metcalfe's Act of 1835** and was of a **regulatory, not restrictive**, nature.
- As per the Act,
 - Every book/ newspaper was required to **print the name of the printer and the publisher and the place of the publication**; and
 - A **copy was to be submitted to the local government within one month** of the publication of a book.

Struggle by Early Nationalists to Secure Press Freedom

- As early as 1824, **Raja Rammohan Roy had protested** against a resolution restricting the freedom of the press.
- The Indian National Congress in its early days **relied solely on the press to propagate its resolutions and proceedings**.
 - These newspapers were **not established as profitmaking business ventures** but were seen as rendering national and public service.
 - **These newspapers reached the remote villages**, where each news item and editorial would be read and discussed thoroughly in the 'local libraries'.
 - The **Indian newspapers became highly critical of Lord Lytton's administration** especially regarding its inhuman treatment to victims of the famine of 1876-77.

■ Vernacular Press Act, 1878

- There was a strong public opinion **against the imperialistic policies of Lytton**, compounded by terrible famine (1876-77), on the one hand, and lavish expenditure on the imperial Delhi Durbar.
- The Vernacular Press Act (VPA) was **designed to 'better control' the vernacular press** and effectively punish and repress seditious writing.
- The provisions of the Act included the following:
 - The district magistrate was empowered to call upon the printer and publisher of any vernacular newspaper **to enter into a bond with the government undertaking not to cause disaffection against the government** or antipathy between persons of different religions, caste, and race through published material.
 - **The printer and publisher could also be required to deposit security** which could be forfeited if the regulation were contravened, and press equipment could be seized if the offence re-occurred.
 - The **magistrate's action was final and no appeal** could be made in a court of law.
 - A **vernacular newspaper could get exemption** from the operation of the Act by submitting proofs to a government censor.
- Incidentally, the **Amrita Bazar Patrika turned overnight into an English newspaper** to escape the VPA.
- There was strong opposition to the Act and **finally Ripon repealed it in 1882**.
- In 1883, **Surendranath Banerjea became the first Indian journalist to be imprisoned**.

■ Newspaper (Incitement to Offences) Act, 1908

- Act **empowered the magistrates to confiscate press property** which published objectionable material likely to cause incitement to murder/ acts of violence.
- Tilak as the leader of militant nationalists was tried on charges of sedition and transported to Mandalay.
- The Act was aimed **against Extremist nationalist activity**.

■ Indian Press Act, 1910

- This Act **revived the worst features of the VPA**.
 - ▶ Local government was **empowered to demand a security at registration** from the printer/publisher and forfeit/deregister if it was an offending newspaper.
 - ▶ The printer of a newspaper was **required to submit two copies of each issue to local government** free of charge.

■ During and After the First World War

- In 1921, on the recommendations of a **Press Committee chaired by Tej Bahadur Sapru**, the Press Acts of 1908 and 1910 were repealed.
- **Indian Press (Emergency Powers) Act, 1931:** This Act gave sweeping powers to provincial governments to suppress propaganda for Civil Disobedience Movement. It was further amplified in 1932 to include all activities calculated to undermine government authority.

■ During the Second World War

- Under the **Defence of India Rules, pre-censorship was imposed** and amendments made in Press Emergency Act and Official Secrets Act.
- At one time, **publication of all news related to Congress activity was declared illegal**.

Newspaper	Year and Place	Founder/Editor/Person associated with it	Importance
Bengal Gazette (Calcutta Calcutta General Advertiser)	1780	Started by James Augustus Hicky (Irishman)	First newspaper in India
India Gazette	1787, Calcutta	Henry Louis Vivian Derozio associated with it	
Madras Courier	1784, Madras		First paper from Madras
Bombay Herald	1789, Bombay		First paper from Bombay
Indian Herald (in English)	1795, Madras	Started by R. Williams (Englishman) and published by Humphreys	
Digdarshana	1818, Calcutta	Edited by John Clark	First Bengali monthly
Calcutta Journal	1818	Started by J.S. Buckingham	
Bengal Gazette	1818, Calcutta	Harishchandra Ray	First Bengali newspaper

Newspaper	Year and Place	Founder/Editor/Person associated with it	Importance
Samvad Kaumudi	1821, Calcutta	Raja Ram Mohan Roy	Bengali weekly newspaper
Mirat-ul-Akbar	1822, Calcutta	Raja Rammohan Roy	First Persian Journal
Jam-i-Jahan Numah	1822, Calcutta	Lal Sadasukh Lal (Editor)	First paper in Urdu
Banga-Duta	1822, Calcutta	Ram Mohan Roy, Dwarkanath and others	A weekly in 4 language—English, Hindi, Bengali and Persian)
Bombay Samachar	1822, Bombay	Fardunjee Marzban	First Gujarati Paper
East India	1831, Calcutta	Henry Vivian Derozio	Daily
Bombay Times	1838, Bombay	Foundation laid by Robert Knight, started by Thomas Bennett	The Times of India since 1861
Rast Goftar	1851, Bombay	Dadabhai Naoroji	A Gujarati fortnightly
Hindu Patriot	1853, Calcutta	Girishchandra Ghosh	Later Harishchandra Mukerji owner-cum-editor
Somprakasha	1858, Calcutta	Dwarkanath Vidyabhushan	First Bengali political paper
Indian Mirror	1862, Calcutta	Devendranath Tagore and NN Sen	Fortnightly— First India daily paper in English
Bengalee	1862, Calcutta	Girishchandra Ghosh (taken over by SN Banerjea in 1879)	This and Amrita Bazar Patrika- the first vernacular papers
National Paper	1865, Calcutta	Devendra Nath Tagore	
Madras Mail	1868, Madras		First evening paper in India
Amrita Bazar Patrika	1868, Jessore District	Sisirkumar Ghosh and Motilal Ghosh	Bengali in the beginning and later on English Daily
Bangadarshana	1873, Calcutta	Bankim Chandra Chatterjee	Bengali

Newspaper	Year and Place	Founder/Editor/Person associated with it	Importance
Indian Statesman	1875, Calcutta	Robert Knight	later changed to The Statesman
Hindu	1878, Madras	Vir Raghavacharya and G.S. Aiyar	Started as a weekly in English
Tribune	1881, Lahore	Dayal Singh Majeetia	Daily
Kesari and Maharatta	1881, Bombay	Tilak, Chiplunkar, Agarkar	Kesari-Marathi daily; Maharatta-English Weekly
Swadeshmitran	Madras	GS Aiyar	A Tamil paper
Paridasak	1886	Bipin Chandra Pal	Weekly
Yugantar	1906, Bengal	Barindra Kumar Ghosh and Bhupendranath Dutta	
Sandhya	1906, Bengal	Brhmanabandab Upadhyay	
Kal	1906, Maharashtra		
Indian Sociologist	Early 20 th century, London	Syamji Krishna Verma	
Bande Matram	1905, Paris	Madam Bhikaji Cama	
Free Hindustan	Vancouver	Tarak Nath Das	
Ghadr	San Francisco	Ghadar Party	
Reshwa	Before 1908	Ajit Singh	
Talwar	Berlin	Virendrnath Chattopadhyay	
Bombay Chronical	1913, Bombay	Pherozeshah Mehta, BG Horniman	a daily
The Hindustan Times	1920, Delhi	KM Pannikar	Founded as a part of Akali Dal Movement
The Milap	1923, Lahore	Founded by M.K. Chand	Urdu Daily
Leader		Madan Mohan Malviya	in English
Kirti	1926, Punjab	Santosh Singh	

Newspaper	Year and Place	Founder/Editor/Person associated with it	Importance
Bahishkrit Bharat	1927	BR Ambedkar	Marathi Fortnightly
Mooknayak	1920	BR Ambedkar	Marathi Weekly
Kudi Arasu	1910	E.V. Ramaswamy Naicker	Tamil
Kranti	1927, Maharashtra	Ghate	
Langal and Ganabani	1927, Bengal	Gopu Chakravarti and Dharani Goswami	
Bandi Jivan (A Life of Captivity, 1922)	Bengal	Sachindranath Sanyal	
National Herald	1938, Delhi	Started by Jawaharlal Nehru	Daily
Comrade	1911	Maulana Mohammad Ali	Weekly English newspaper
Prabuddha Bharata	1896	Swami Vivekananda	English monthly journal. Prabuddha Bharata is India's longest running English journal.
Udbodhana	1899, Bengal	Swami Vivekananda	Only Bengali publication of the Ramakrishna Math and Ramakrishna Mission
Indian Opinion	1903, South Africa	M. K. Gandhi	Newspaper
Young India	1919	M. K. Gandhi	Weekly journal; The journal was reprinted in USA by the India Home Rule League of America by Lala Lajpat Rai in 1914
Nav Jeevan	1929	M. K. Gandhi	Weekly newspaper
Harijan	1932	M. K. Gandhi	Weekly journal
Al-Balagh	1912	Abul Kalam Azad	Urdu weekly newspaper

Newspaper	Year and Place	Founder/Editor/Person associated with it	Importance
Al-Hilal	1912, Calcutta	Abul Kalam Azad	Urdu weekly newspaper
Tahzib-ul-Akhlaq	1871	Sir Syed Ahmed Khan	Journal
Pratap	1913	Ganesh Shankar Vidyarthi	Hindi language newspaper
New India	1914	Annie Besant	English-language daily newspaper
Independent	1919	Motilal Nehru	Newspaper
Hindustan Dainik	1936	M.M. Malviya	Hindi newspaper



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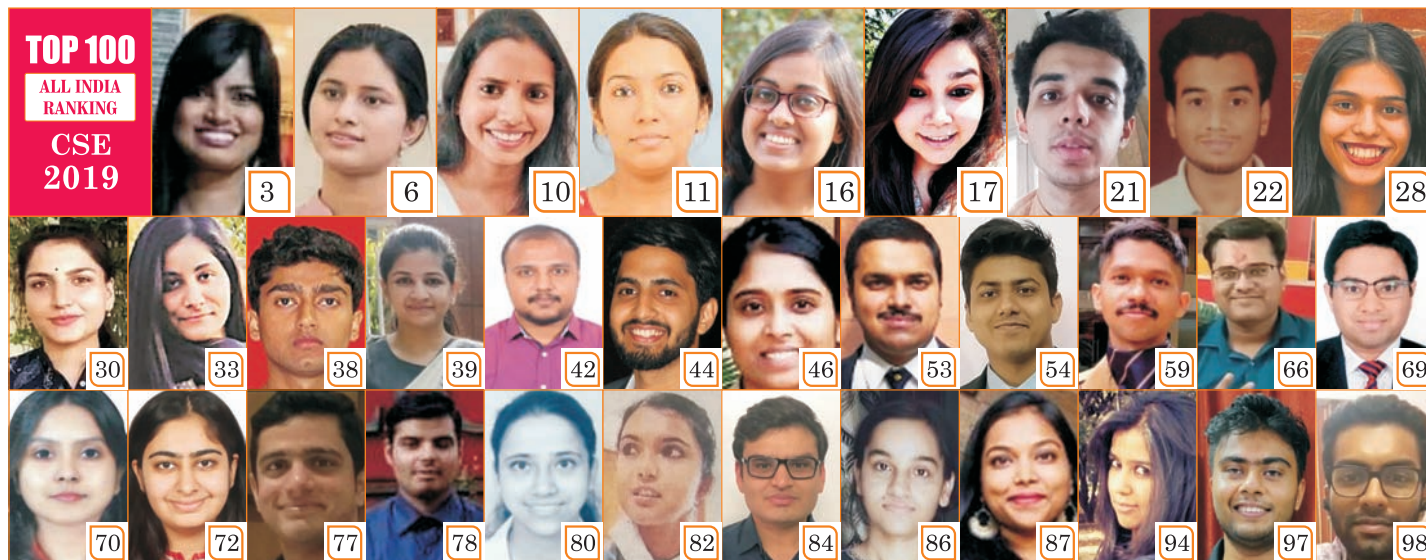
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