

Dikshit, S.S. (1963) worked on "Contribution of National Movements to the Development of Indian Education from 19th Century to 1947".¹⁷

Objectives:

The study aimed at reviewing the Indian National education and its various sub-systems.

Methodology:

This was a library research. The sources were mainly ideas, philosophies and life sketches collected from various autobiographies, news papers, articles, journal and publications related to the life and work of national leaders. Bi-fold classification of the Indian Nationalism comprising two waves, the first being the religious-cum-cultural stage and the second being the political stage, was followed.

Findings: The study has put the movement on the five important aspects:

- i. Brahma-Samaj Movement led to two important recommendations: firstly English should take place of Persian as court language and secondly, higher posts should be open to Indians.
- ii. Prarthana-Samaj included social and religious reforms with special emphasis to the advocacy of vernaculars and reforms in syllabus and examination system.
- iii. Arya-Samaj Movement emphasized more on religious than that of social systems.
- iv. Theosophical Movement strongly recommended for four types of schools namely, ordinary, commercial, technical and agricultural. This movement gave birth to Hindu College at Benaras.