

- iii. Education became a commodity which could be purchased by any one who could pay fees.
- iv. The secondary and higher education expanded but there was no economic development proportionately.
- v. The new education emphasized memorizing rather than thinking, imitation rather than originality.
- vi. Class-room methods and examinations emphasized memorized knowledge rather than reasoning, judgement and reconstruction of the pupil's experience.
- vii. Foreign language came to be used as the medium of instructions in secondary and higher education; and
- viii. Education of women was neglected in general.

Pandit S.S. (1974) worked on "A Critical Study of the Contribution of Arya Samaj to Indian Education".²³

Objectives:

The main objective of the study was to examine critically the philosophy, principles and programmes of Swami Dayanand and the Arya Samaj founded by him with a view to discovering and broadly assessing the contributions of the Arya Samaj to Indian education, especially to the concept and ideology of education, aims and objectives of education, national education, revival of ancient traditions of Gurukulas, universal compulsory education, revival of the study of Sanskrit and the use of Indian languages as medium of instructions.

Methodology:

The present study has adopted the historical and descriptive survey methods. It is by intention and character, rather interpretative than informative. The data were collected from the writings and correspondence of Swami