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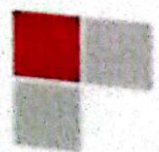
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ROLE OF WOMEN'S EDUCATION ON THEIR SOCIAL STATUS

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ABSTRACT

Gandhiji defined education as a synchronized development of body, mind and spirit and education is the key that opens the door of good life, which is essentially a social character (Hate 1969). The level of education of women is an important indicator for the understanding of the present and future status of women in society. It is being felt that women education has not received its due attention in spite of its important role. Gandhiji has remarked long back that educating a man is educating an individual, while educating a woman is educating a family. It is universally accepted that education is a significant Instrument is improving the status of women. There is close relation between education and development. The relevance of women's education and literacy to social, economic, cultural and political development of the individual, family community and nation is universally acknowledged. Social Status means a position in which old social, economic and psychological commitments of women prevail. Social status therefore is an indication of one's acquired position of respect, prestige and influence in a particular social structure. The present study shows that in the upliftment of the social status of women, education plays its vital role.

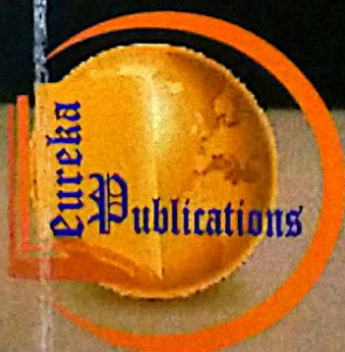
BACKDROP OF THE STUDY

Education is the best mean to raise the status of an individual in the existing social system. It is a fact that Higher the education greater the chances of employability. The same holds true in case of women. Women who are educated may be contributing more to the economic structure of the family. As a result, social status of women also changes. Women's education helps them to eliminate illiteracy, to develop self confidence, to have the ability to make their own decisions and negotiate, to aware them of their civil rights and to provide skills for income generation in reference to women.

The guardians of all those who are partners in the system of social functioning may be having different attitudes towards women contribution. Further, the women being educated develop consciousness

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Dr. Manmohan Gupta

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07

Techno-Pedagogical Skills and ICT Competencies among Teachers

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Keywords: Pedagogy, Technology, Skills, ICT, Competencies, Teachers.

Introduction

'Pedagogy' refers to the art-science of teaching and 'techno' refers to the art-skill in handwriting derived from the Latin 'texere' (to weave or fabricate). Here, 'techno' is a qualifier; it intersects or crosses the meaning of 'pedagogy' with its own. Techno-pedagogy refers to weaving the techniques of the craft of teaching into the learning environment itself. It requires conscious recognition of the mediated learning environment in order to maximize the ease and clarity in the transmission of information. Using techno-pedagogical teaching and learning will improve the quality of education.

Techno-pedagogical skills are those skills needed to use technology for pedagogical reasons and the competence to integrate technology into teaching. Techno-pedagogical skills are used for planning and preparing lesson plans. Techno pedagogy is the hybrid method of teaching in which ICT resources are utilized in class room interaction process. Techno pedagogical skills are very useful in making teaching learning process a joyful experience as it would make notable changes in the interaction pattern of teachers. Techno Pedagogy contains pedagogical thinking. Pedagogy without technology can exist, but there is no existence of technology without pedagogy in bringing high learner outcome. To have best results of pedagogical innovations it is necessary that knowledge of pedagogy and technology go hand in hand, and for this purpose, a teacher may use Whatsapp, Twitter, Face book, Messenger, Blog etc. for teaching and learning process. A teacher must



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शोध सार

स्वास्थ्य हमारे जीवन का आधार है। अगर हम हर तरह से स्वस्थ हैं तो ही हम अपने जीवन में सुखी, खुशी, संतुष्टि और समृद्धि की कल्पना कर सकते हैं। स्वास्थ्य से तात्पर्य न केवल शरीर के स्वस्थ होने से है बल्कि मानसिक तौर पर स्वस्थ होना भी उतना ही आवश्यक है। मानसिक स्वास्थ्य में एक व्यक्ति के जीवन या आनंद लेने की क्षमता और जीवन की अनेकों गतिविधियों में लचीलापन हासिल करने के प्रयास के मध्य सामांजस्य स्थापित करने की क्षमता के विकास से है। यह हमारी भावनाओं की अभिव्यक्ति है। मानसिक स्वास्थ्य को एक सकारात्मक गुण के रूप में देखा जाता है परन्तु आजकल भागदौड़ वाली जिंदगी में सभी कहीं न कहीं मानसिक तौर पर अस्वस्थता का अनुभव करते हैं। किसी किसी में तो अनेकों विचार भी उत्पन्न होने लगते हैं। मानसिक उलझनों के कारण व्यक्ति समाज एवं राष्ट्र के लिए अपने आपको समयोजित नहीं कर पाते। संसार में वे ही व्यक्ति भौतिक और सामाजिक परिस्थितियों में अपने को समायोजित कर पाते हैं जिनका मानसिक स्वास्थ्य अच्छा होता है। यह अनुसंधान पत्र इसी विषय से संबंधित है कि हमारी भारतीय परिप्रेक्ष्य में मानसिक स्वास्थ्य की स्थिति क्या है? एवं मानसिक स्थिति में सुधार के लिए क्या-क्या उपाय किए जा रहे हैं या किए जा सकते हैं। प्रस्तुत पत्र में स्वास्थ्य एवं मानसिक स्वास्थ्य को परिभाषित करते हुए मानसिक स्वास्थ्य के तत्वों का विवरण किया गया है। भारत में मानसिक स्थिति के आंकड़ों को दर्शाने का प्रयास किया गया है। मानसिक स्वास्थ्य के लिए सरकार द्वारा जो प्रयत्न किए जा रहे हैं इनके विषय में चर्चा की गई है एवं कुछ मनोवैज्ञानिक उपचारों का जिक्र भी किया गया है जिनका प्रयोग करके मानसिक विकारों को ठीक किया जा सकता है।

मुख्यबिन्दु : स्वास्थ्य, मानसिक स्वास्थ्य, भारतीय परिप्रेक्ष्य, उपचार
भूमिका

भारत में शारीरिक रोगों के साथ-साथ मानसिक रोगों के कारण भी बहुत-सी दुर्घटनाएं होती रहती है। आज कि युवा पीढ़ी अपने सामने आई हुई नीतियों को स्वीकार करने की बजाए उनसे दूर भागने की चेष्टा करते हैं और मन में अर्न्तद्वन्द चलते रहते हैं। कई-बार भावनात्मक तौर पर अपने आप को कमजोर महसूस करने लगते है जिससे कि उनमें बहुत से मानसिक रोग उत्पन्न होने लगते हैं। मानसिक तौर पर अपने आप को अस्वस्थ महसूस करने लगते है। मानसिक स्वास्थ्य क्या होता है? इसे समझने के लिए पहले स्वास्थ्य और फिर मानसिक स्वास्थ्य को समझना होगा।

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NEP 2020: Analysis of Technological Education and a Way Forward

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ABSTRACT

The vision of NEP 2020 is to restructure and change the education system and structure in the country. But the COVID-19 pandemic has created unexpected challenges in India's educational setting. Schools and colleges have switched to remote learning and started online education system. The pattern of education has changed all of a sudden, and digital learning has emerged as the primary alternative. This sudden switch and overdependence on technology has come with its fair share of constraints. Expectedly, the NEP 2020 policy proposes several measures for promoting digital learning and enhancing infrastructure requirements. However, identified the socio-economic and regional diversity of India, there exist multiple roadblocks to accessibility and the capability of widespread adoption of online teaching and learning, some of which are discussed in present research paper.

Keywords: NEP, online education system, learning, technology

NEP 2020 Views Regarding Online and Digital Education

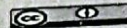
The current period is driven by digital technology and whole globe come under the influence of internet and World Wide Web. The internet equipped both the education seeker as well as education provider and laid them together under the virtual roof. Due to which the concept of virtual classroom is already popularized across the world. Therefore, in the modern era, the role of online technology in providing the education is vital and with its flexible nature the online educational technology has gained popularity. National Education Policy 2020 recognizes the significance of leveraging the advantages of technology while acknowledging its potential risks and dangers. The existing digital platforms and ongoing ICT-based educational initiatives must be optimized and expanded to meet the current and future challenges in providing quality education for all.

Given the emergence of digital technologies and the emerging importance of leveraging technology for teaching-learning at all levels from school to higher education, this Policy recommends the following key initiatives:

(a) **Pilot Studies for Online Education:** The NEP 2020 proposed that appropriate agencies, such as the NETF, CIET, NIOS, IGNOU, IITs, NITs, etc. will be identified to conduct a series of pilot studies, in parallel, to evaluate the benefits of integrating education with online education while mitigating the downsides and also to study related areas, such as, student device addiction, most preferred formats of e-content, etc. The results of these pilot studies will be publicly communicated and used for continuous improvement.

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प्रधान सम्पादक

डॉ० रामकेधर तिवारी

सह सम्पादक

श्री प्रभूज मिश्र

शिक्षकशिक्षायां मूल्यशिक्षायाः आवश्यकता

● मधुकर प्रसाद पाण्डेय व डॉ पिकी मलिक

प्रस्तावना – मूल्यशिक्षायाः अवधारणा नूतना अवधारणा नास्ति। अपितु प्राचीनकालात् एव प्रचलति। अस्माकं संस्कृतसाहित्ये 'मूल्यम्' इति शब्दस्य कृते 'शील' इति शब्दस्य प्रयोगः कृतः अस्ति, यः मूल्यशब्दस्य पर्यायः नास्ति किन्तु तस्य सदृशः अस्ति। मूल्यस्य ते आङ्ग्लभाषायां Value शब्दस्य प्रयोगः भवति। Value इति शब्दः लैटिनभाषायाः Valere इति शब्दात् निष्पन्नः अस्ति यस्य अर्थः वस्तुनः मूल्यं भवति तथा च तस्य वस्तुनः गुणः, लक्षणं, उपयोगिता च प्रतिबिम्बयति। भारतीयसन्दर्भे मूल्यं एकः शब्दः नास्ति किन्तु मानवजीवनस्य उन्नयनार्थं सत्त्वगुणस्य निर्माणार्थं समाजे 'किम् करणीयम् किम् अकरणीयम्' इति भावनां प्रवर्तयितुं सम्पूर्णा आचारसंहिता अस्ति, येन माध्यमेन मनुष्यस्य चिन्तनशक्तिः, धारणा, मनोवृत्तिः, विचारः, विश्वासादीनां दृढीकरणं जायते। जीवने मूल्यद्वारेण मनुष्यस्य अन्तः मानवतायाः भावः सृज्यते। मानवतायुक्तः जनः व्यक्तिः, पशुं, पक्षिणं, प्राणिनं, वृक्षं, वनस्पतिं, प्रकृतिं, नदीं, पर्वतं, वनं, भूमिं सर्वं समतापूर्वकं पश्यति। यस्य मनुष्यस्य अन्तः मूल्यानां प्रभावः भवति सः अन्यस्य कस्यचित् शोषणं न करोति अपितु सर्वान् पोषयति, अन्यायं कर्तुं न यातनां दातुं अपि न चिन्तयति। यतो हि तस्य हृदये दया, करुणा, प्रेम, आत्मीयता इत्यादयः गुणाः सन्ति, अतः मूल्यवान् व्यक्तिः अहिंसकः भवति। पशुपक्षिणां सर्वेषां कृते करुणाभावः भवति। मूल्यं सर्वेषां गुणानाम् आधारः वर्तते। महाभारते मूल्यस्य सन्दर्भे लिखितम् अस्ति-

शीलेन हि त्रयो लोकाः शक्या जेतुं न संशयः।

नहि किञ्चिद् साध्यम् वै लोके शीलवतां भवेत् ॥

अर्थात् शीलेन (मूलेन) गुणेन त्रयः अपि लोकाः जेतुं शक्यते। मूल्यसदृशः अन्यः गुणः नास्ति।

वर्तमानकाले जनाः स्वसुविधानुसारं धर्मं परिभाषयन्ति, यस्य यद्विशं सरलं स्वहितकरं च कार्यं प्रतीयते तदेव धर्मस्वरूपेण जनेः परिभाषयते ताषु परिभाषाषु तेषां दर्शनं न भवति। भगवान् मनुः धर्मस्य दश लक्षणानि दत्तवान् यथा-

धृतिः क्षमा दामोस्तेयः शौचं इन्द्रियनिग्रहः।

धीरविद्या सत्यमक्रोधः दशकं धर्मलक्षणम्।

धैर्यं, क्षमा, संयमः, अस्तेयः (न चोरणं), शुद्धिः, इन्द्रियाणि नियन्त्रणं, बुद्धिः, ज्ञानं, सत्यं, अक्रोधः इति दशधर्मस्य लक्षणं वर्णितम्, तान् अनुसृत्य, मूल्यानि व्यक्तिषु विकसन्ति, अधिकारं च नयन्ति सन्मार्गी-मानवत्वेन समाजस्य देशस्य च हिताय कार्यं कुर्वन्ति।

मूल्यशिक्षायाः उद्देश्यं कार्याणि च - मूल्यशिक्षायाः उद्देश्यं कार्याणि च निम्नलिखितरूपेण भवितुम् अर्हन्ति-

- समाजवादः, धर्मनिरपेक्षता, राष्ट्रीयएकता, लोकतन्त्रेत्यादीनां राष्ट्रियलक्ष्याणां यथार्थं छात्रान् अवगन्तुं।
- छात्रान् देशस्य जागरूकः, संभ्रान्तः, उत्तरदायी नागरिकाः भवितुम् प्रशिक्षितुं।
- छात्रेषु परस्पर सहयोगभावना, दृढता, कर्तव्यप्रतिबद्धता, सत्यवादिता, भ्रातृत्वम् इत्यादयः मौलिक गुणाः विकसितुं प्रभवति।
- छात्राणां मध्ये स्वदेशं, धर्मं, संस्कृतिं, मानवतां च प्रति समुचितदृष्टिकोणं विकसितुं।
- छात्रान् देशस्य सामाजिक-सांस्कृतिक-आर्थिक-स्थितीनां विषये ज्ञातुं प्रेरयितुं तथा च वाञ्छित-परिस्कारं कर्तुं प्रोत्साहयितुं जायते।

- शोधछात्रः शिक्षाशास्त्र विभाग, श्री लालबहादुर शास्त्री राष्ट्रीय संस्कृत विश्वविद्यालय, कुतुब सांस्थानिक क्षेत्र, नई दिल्ली

व

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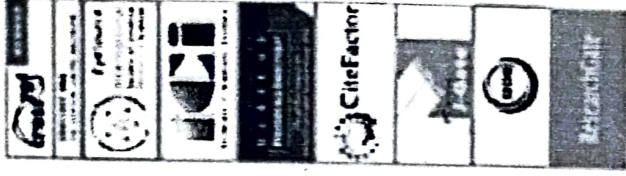
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ORIGINAL RESEARCH PAPER

Education

CHALLENGES IN THE EFFECTIVE IMPLEMENTATION OF VOCATIONAL AND SKILL DEVELOPMENT PROGRAMMES IN HARYANA

KEY WORDS: Vocational education, Haryana, Empowerment, Challenges, Gender disparities,

Dr. Pinki Malik Assistant Prof., Slbsnsu, New Delhi

Ms. Sudesh Kumari Ph.D. Scholar, Deptt. of Education, CRSU, Jind

ABSTRACT

In this study, vocational and skill development initiatives in Haryana, aimed at empowering the youth and addressing economic gaps. It highlights various programs. The primary goal is to assess the effectiveness of ongoing skill development initiatives in Haryana, recognize the implementation obstacles, and suggest improvements to vocational and skill development programs aimed at empowering the youth for economic advancement and enhanced employment opportunities in the region. Moreover, the study reviews challenges encountered in the effective implementation of these programs, including the impact of the COVID-19 pandemic, aligning vocational courses with industry demands, and overcoming negative perceptions about vocational education. It also explores the status of women in Haryana, emphasizing efforts to promote gender equality and address multifaceted issues related to women's advancement. The review of literature provides important insights into the prospects and challenges of skill development and offers recommendations for program enhancement. It also underscores the gender disparities in access to skill development programs and the need to promote equitable opportunities for both men and women. The suggestions section outlines a multi-pronged approach for effective implementation of vocational and skill education programs in Haryana, including curriculum restructuring, addressing school dropout rates, promoting industry-integrated education, and establishing regional centers of excellence. The key findings, challenges, and potential solutions identified in the study, providing a comprehensive overview of the vocational and skill development landscape in Haryana and the efforts to empower its youth for economic growth and employment opportunities.

INTRODUCTION

Often times the terms vocational education, Vocationalisation of education, job oriented education and education for the world etc are utilized consistently especially where a particular type of education is specifically mentioned in a mostly situation or environment. Vocational education promotes technical skills for a trade as well as a specific career. It provides practical awareness as opposed the academic knowledge provided by the traditional formal education system. Various academic institutes may assist you enroll in the right choice, from electives retirement growth and development. The Indian government aims to provide skills training to 500 million individuals by the year 2022. Alternatively, it has been estimated that by 2022, India will require approximately 291 million skilled workers to establish itself as a top global manufacturing economy (Times of India 2012). The National Skills Qualification Framework (NSQF) is a competency-based framework that organizes qualifications into ten levels, each representing a specific depth of knowledge and skill. It defines learning outcomes that learners must possess at each level, focusing on practical skills, abilities, and aptitude relevant to the chosen field, regardless of the learning path. The NSQF recognizes formal, non-formal, and informal learning, ensuring quality by aligning qualifications with specific learning outcomes and providing a transparent and consistent way to assess and compare qualifications. Additionally, the National Qualifications Register (NQR) maintains an official record of all qualifications aligned to NSQF levels, allowing learners to access information about registered qualifications and their accrediting authorities.

The status of skill development initiatives in Haryana

In Haryana, skill development initiatives are actively addressing the youth's economic empowerment and employability. The Haryana Skill Development Mission (HSDM), established in May 2015, serves as the central coordinating body for skill development schemes across various departments. As of March 2023, HSDM has achieved significant milestones, including enrolling 152,026 individuals, training 114,254, and certifying 72,940, with 18,152 successfully placed in jobs. Offering over 80 courses across 15 sectors, HSDM collaborates with professionals and

training partners to provide futuristic skills leading to employment or entrepreneurship opportunities. The Vishwakarma Skill University plays a pivotal role in bridging the skill gap and enhancing employability by implementing various initiatives such as skill development centers, apprenticeship programs, and industry-academia collaborations. Additionally, the recent adoption of the National Skills Qualification Framework (NSQF) by the Haryana government ensures transparent assessment and recognition of competencies across learning paths, contributing to the overall skill development landscape. Furthermore, the Integrated Skill Development Scheme aims to train 20,000 youths in the next two years, focusing on enhancing employability and addressing industry demands. Collectively, these initiatives are working towards equipping the youth of Haryana with the necessary skills for economic growth and employment opportunities.

Programs for vocational and skill development in the context of Haryana:

In Haryana, various initiatives and programs have been implemented to encourage vocational and skill development, aimed at empowering the youth and driving the state's economic advancement. Some notable programs include the Haryana Skill Development Mission (HSDM), which offers over 80 courses across 15+ sectors, and F-TEC Skill Development, addressing the demand for IT-skilled professionals and multi-skilling across 10 Indian states. Additionally, the Central University of Haryana's Department of Vocational Studies and Skill Development offers B.Voc degrees in industry-relevant streams like Retail and Logistics Management. The Department of Skill Development and Industrial Training operates a network of 166 Govt. Industrial Training Institutes, focusing on creating a skilled workforce aligned with industry needs. Moreover, initiatives by CBSE and UGC have introduced skill-based vocational courses in schools nationwide and funded community colleges for employment-oriented programs. Together, these programs contribute to skill development, employability, and entrepreneurship, equipping Haryana's youth for the modern workforce's challenges.

The vocational and skill development initiatives in Haryana:

Holistic Development

through

Life-Skills & Value Based Education



Editor-in-Chief
Prof. Amisha Singh

Managing Editor
Dr. Mamta Chawla

Holistic Development Through Life-Skills & Value Based Education

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अध्यापक शिक्षा में मूल्य शिक्षा की आवश्यकता

डॉ. पिकी मलिक व मधुकर प्रसाद पाण्डेय

प्रस्तावना

मूल्य शिक्षा की अवधारणा अभी कोई नूतन संप्रत्यय नहीं है। बल्कि यह प्राचीन काल से ही चलता आ रहा है। मूल्य शब्द के लिए हमारे संस्कृत साहित्य में शील शब्द का प्रयोग किया गया है जो की मूल्य शब्द का पर्याय नहीं है अपितु उसके समान ही है। मूल्य शब्द के लिए आंग्ल भाषा में Value शब्द का प्रयोग होता है Value शब्द की उत्पत्ति लैटिन भाषा के Valere शब्द से हुई है जिसका अर्थ किसी वस्तु की कीमत तथा उस वस्तु के गुण विशेषता उपयोगिता को प्रदर्शित करता है। भारतीय संदर्भ में मूल्य कोई एक शब्द नहीं है अपितु मनुष्य के जीवन प्रोन्नत करने के लिए सद्मानव बनाने के लिए समाज में किम करणीयम किम अकरणीयम के भाव को उद्घाटित करने की एक पूरी आचार संहिता है जिससे मनुष्य की चिंतन शक्ति धारणा, मनोवृत्ति, विचार,

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13	अन्वेषण का अन्वेषण का अन्वेषण का अन्वेषण अन्वेषण का अन्वेषण	49-52		Sanskrit
14	अन्वेषण का अन्वेषण का अन्वेषण का अन्वेषण अन्वेषण का अन्वेषण	53-56		Hindi
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माध्यमिकस्तरीयच्छात्रेषु सामाजिकसमायोजनसम्बन्धीसमस्याः परामर्शाश्च

मधुकरप्रसादपाण्डेयः, डॉ पिंकी मलिक

मधुकरप्रसादपाण्डेयः

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शोधसारांशः -

शिक्षा व्यक्तेः व्यक्तित्वस्य निर्माणं करोति । बाल्यकालात् एव शिक्षायाः माध्यमेन मानवः स्वस्य परिवेशस्य अनुकूलगुणान् समावेशयति । वयं जानीमः यत् गुरुकुलव्यवस्था प्राचीनभारतीयशिक्षायाः प्रमुखं केन्द्रम् आसीत् । अस्मिन् गुरुकुलव्यवस्थायां स्थित्वा बालकाः स्वस्य चरित्रस्य निर्माणं कुर्वन्ति स्म, एतदेव भारतीयशिक्षायाः मुख्यं उद्देश्यं मन्यते स्म । १९४७ तमे वर्षे भारतस्य स्वातन्त्र्यानन्तरं १९५३ तमे वर्षे माध्यमिकशिक्षा-आयोगाय शिक्षाविदः निर्देशितवन्तः यत् मानवजीवने समायोजनं महत्त्वपूर्णः गुणः अस्ति। यं बालकाः जीवनं सफलं कर्तुं विद्यालये एव शिक्षन्ति । शिक्षाविदः मनोवैज्ञानिकाः च मन्यन्ते यत् छात्राः माध्यमिकशिक्षां प्राप्य सामाजिकतया समायोजितगुणान् विकसयन्ति। यथा - समाजिकता, शान्तिः, निश्चलता, सकारात्मकता, वृत्तिशुद्धिः, सद्बुद्धित्वम् इत्यादयः । एतेषां गुणानाम् कारणात् बालाः भविष्ये आगमिष्यमाणानां सर्वेषाम् आयोजनानां कृते सज्जाः भवन्ति । बाधानां समाधानं कर्तुं शक्नुवन्ति। प्रस्तुतस्य शोधपत्रस्य माध्यमेन शोधकर्तृणां माध्यमिकविद्यालयस्य छात्रेषु सामाजिक-समायोजनस्य गुणानाम् अवगमनस्य आह्वानं स्पष्टीकर्तुं प्रयत्नः कृतः।

मुख्य शब्दावली : माध्यमिकशिक्षा, समायोजनम्, परिवारः, अनुशासनम्, आत्मजागरूकता ।

1. भूमिका

शिक्षा मानवजीवनस्य आधारः अस्ति । शिक्षाद्वारा एव मानव विकासः, उन्नयनं च भवति । शिक्षा मानवस्य व्यक्तित्वस्य निर्माणं करोति । जन्मसमये बालस्य निर्दोषत्वात्, सः स्वस्य सहजसिद्धान्तैः प्रेरितः भूत्वा स्वकार्यं करोति । बाल्यकालोत्तरशिक्षायाः माध्यमेन एव सः एतैः सिद्धान्तैः प्रेरितः भूत्वा सामाजिकानुकूलरूपेण कार्यं करोति । शिक्षाद्वारा एव एतेषां सिद्धान्तानां सम्यक् मार्गदर्शनं कृत्वा प्रौढतां प्राप्नोति । बाल्यकालात् एव शिक्षाद्वारा व्यक्तिः स्वपर्यावरणानुकूलगुणान् समावेशयति । शिक्षा केवलं व्यक्तेः स्वस्य परिस्थितेः, परिवेशस्य च अनुकूलतां शिक्षयति । शिक्षाद्वारा एव मनुष्यः ज्ञानं, कलाकौशलं च प्राप्नोति, सभ्यः च भवति । शिक्षाविदः मनोवैज्ञानिकाः च मन्यन्ते यत् बालकेषु माध्यमिकस्तरे सामाजिकसमायोजनस्य प्रक्रियायाः ज्ञानकरणं प्रवादरूपे दृष्टि गोचरः भवति, यतः माध्यमिकस्तरस्य बालकः किशोरावस्थायां एव भवति । मनोवैज्ञानिकैः किशोरावस्था संघर्षपूर्णद्वन्द्वस्य अवस्थां मन्यन्ते।

2. भारतीय शिक्षाव्यवस्था

भारतीयसंस्कृतिः संस्कारप्रधाना अस्ति। पुराकाले बालाः सुसंस्कृतजीवनं जीवितुं गुरुकुलेषु शिक्षां प्राप्नुवन्ति स्म । अस्मिन् छात्राः गुरुगृहे आश्रमे, मठे वा निवासं कृत्वा एव शिक्षां प्राप्नुवन्ति स्म । वैदिककाले शिक्षा मोक्षस्य शान्तेः च साधनं मन्यते स्म । एषा शिक्षाव्यवस्था बालेषु मानवतायाः गुणान् विकाशयति ।

विद्यां चाविद्यां च यस्तद्वेदोभयं सह ।

अविद्यया मृत्युं तीर्त्वा विद्ययामृतमश्नुते॥

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