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## AMBITIOUS EDUCATION STANDARDS: INDIA VISION 2025

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### Abstract

**“The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.”- Jean Piaget**

Education has existed as a form of transfer of knowledge from the earliest known civilizations. The invention of writing happened approximately 5000 years ago and with it came formal education. Different kinds of educational methods were used in the early Egyptian and Mesopotamian civilizations, very different from schools, as we know them today.

Educational methods and institutions have evolved and continue to do so at a rapid pace. The advent of information technology in schools has accelerated the changes in our education system even further. Schools and educational institutions will face amazing changes in the years to come

Education is a major component of well-being and issued in the measure of economic development and quality of life, which is a key factor determining whether a country is a developed, developing or underdeveloped nation.

This year, the world will celebrate 50th International Literacy Day under the banner “Reading the Past, Writing the Future”. The event was first celebrated in 1966 when the UNESCO officially proclaimed September 8 as the International Literacy Day.

The idea was to actively mobilize the international community and to promote literacy as an instrument to empower individuals, communities, and societies.

**Keywords:** Education, Knowledge, Civilization, International Community, Economic Development, Schools, Institutions.

**JEL Classification:** JEL I, I20, I21, I22, I23, I24, I25, I26

### INTRODUCTION

Education is a major component of well-being and is used in the measure of economic development and quality of life, which is a key factor determining whether a country is a developed, developing, or underdeveloped nation.

Education is one of the most important things in the world. Without it our youth would have no guidance in a very difficult world. However, education systems are not universal and unfortunately some are better than the others.

In ancient India, the students considered their ‘guru’ or teacher next only in importance to God. The teachers considered it their human duty to impart the right education to their students. India had the Gurukula system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. If accepted as a student by the guru, he would then stay at the guru's place and help in all activities at home. This not only created a strong tie between the teacher and the student, but also taught the student everything about running a house. The guru taught everything the child wanted to learn, from Sanskrit to the Holy Scriptures and from Mathematics to Metaphysics. All learning was closely linked to nature and to life, and not confined to memorizing some information.

The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. The curriculum was confined to “modern” subjects such as science and mathematics, and subjects like metaphysics and philosophy were considered unnecessary. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between the teacher and the student.

The Uttar Pradesh (a state in India) Board of High School and Intermediate Education was the first Board set up in India in the year 1921 with jurisdiction over Rajputana, Central India and Gwalior. In 1929, the Board of High School and Intermediate Education, Rajputana, was established. Later, boards were established in some of the states. But eventually, in 1952, the constitution of the board was amended and it was renamed Central Board of Secondary Education (CBSE). All schools in Delhi and some other regions came under the Board. It was the function of the Board to decide on things like curriculum, textbooks and examination system for all schools affiliated to it. Today there are thousands of schools affiliated to the Board, both within India and in many other countries from Afghanistan to Zimbabwe.

Universal and compulsory education for all children in the age group of 6-14 was a cherished dream of the new government of the Republic of India. This is evident from the fact that it is incorporated as a directive policy in article 45 of the constitution. But this objective remains far away even more than half a century later. However, in the recent past, the government appears to have taken a serious note of this

lapse and has made primary education a Fundamental Right of every Indian citizen. The pressures of economic growth and the acute scarcity of skilled and trained manpower must certainly have played a role to make the government take such a step. The expenditure by the Government of India on school education in recent years comes to around 3% of the GDP, which is recognized to be very low.

**Literacy in India:** As per the latest Census 2011 report, the illiteracy rate in India is 22 per cent. Jains are the most literate community above 7 years of age among religious communities with 86.73 per cent of them as literate and only 13.57 per cent as illiterate. Illiteracy is highest in Muslims (42.72 per cent) while Hindus are at 36.40 per cent, 32.49 per cent among Sikhs, 28.17 per cent among Buddhists and 25.66 per cent among Christians. About 61.6 per cent men and 38.4 per cent women have studied up to graduation or above.

**CENSUS 2011 REPORT (INDIA) Table 1**

Literacy Rate in India 22%	Most Literate Community (Jain)	Most Illiterate Community (Muslims)
	86.73% Literate	57.2% Literate
	13.57% Illiterate	42.72% Illiterate

Figure 1

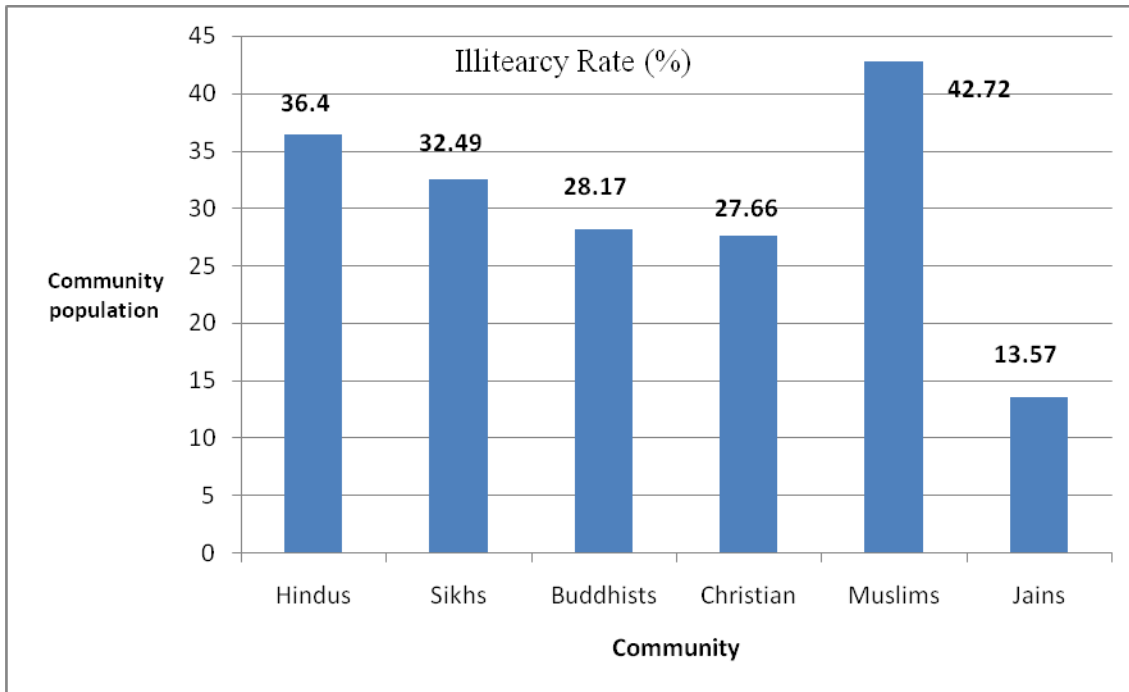
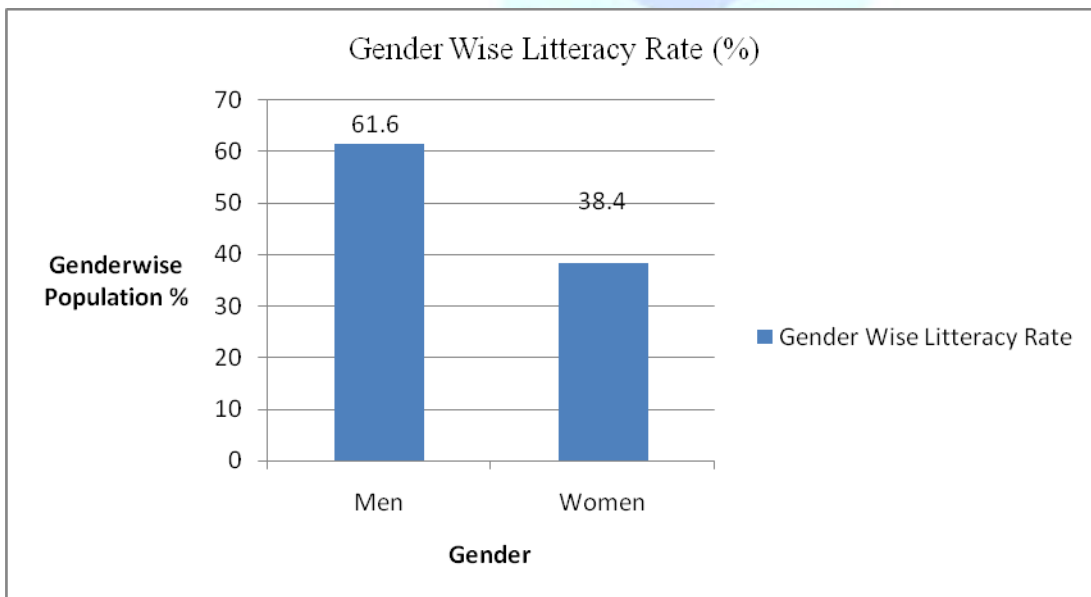


Figure 2



## **INDUSTRIAL AGE V/s INFORMATION AGE**

India is still working on developing mindsets of her citizens to move them from the agricultural age to that of the industrial age while the rest of the world was working on moving people from the industrial age mindset to that of the information age.

A detour to understand the distinction between the industrial age mindset and the information age mindset. The features of the industrial age and the information age can be best illustrated by the following key markers.

Standardization.....	Customization
Centralized control .....	Autonomy with accountability
Adversarial relationships .....	Cooperative relationships
Autocratic decision making .....	Shared decision making
Compliance .....	Initiative
Conformity .....	Diversity
One-way communications .....	Networking
Compartmentalization .....	Holism
Parts-oriented .....	Process-oriented
Teacher as "King" .....	Learner (customer) as "King"

## **The Indian Education System**

### **A Quick Glimpse of the Existing Education System**

The Indian education system is financed predominantly by the federal and the state governments (Patel, 1996). “Education under the Indian Constitution allowed the state government to take decisions on all matters pertaining to school education, including curriculum, within their jurisdiction. The Centre [federal government] could only provide guidance to the states on policy issues” (NCERT, p. 1). In 1976 the constitution was amended in 1976 and in 1986 the country as a whole had a uniform national policy of education (NCERT) The current K-12 education system is broken up into the primary, secondary and higher education. Primary education encompasses grades 1 through 5, followed by secondary education covering grades 6 through 10, which is then followed by higher secondary, which covers grades 11 and 12. According to a latest UN report released in July of 2006 on the statistics tallying the attendance rates

in the primary education sector in India reports that the attendance rate is 82.5 percent and the primary school completion rate is 61.7 percent (Bhalotra & Zamora, 2006).

### **Comparative literacy statistics on country**

The table below shows the adult and youth literacy rates for India and some neighboring countries in 2002. Adult literacy rate is based on the 15+ years age group, while the youth literacy rate is for the 15–24 years age group (i.e. youth is a subset of adults).

Country	Adult Literacy Rate	Youth Literacy Rate (ages 15–24)
<u>China</u>	96.4% (2015)	99.7% (2015)
<u>Sri Lanka</u>	92.6% (2015)	98.8% (2015)
<u>Myanmar</u>	93.1% (2015)	96.3% (2015)
Average World	86.3% (2015)	89.6% (2010)
India	74.04% (2011)	90.2% (2015)
Nepal	64.7% (2015)	86.9%(2015)
<u>Pakistan</u>	60.00% (2015)	74.8% (2015)
<u>Bangladesh</u>	61.5% (2015)	83.2% (2015)

Literacy rate in India is uneven and as such, different States and Union Territories of India have differences in their literacy rates. The following table shows the 2011 and 2001 census data on total literacy rate, male literacy rate, female literacy rate and decadal difference in percentage. According to Census 2011, Kerala has the highest total literacy rate and female literacy rate whereas Lakshadweep had the highest male literacy rate. Bihar has the lowest total literacy rate and male literacy rates while Rajasthan has the lowest female literacy rate.

### **Several major announcements**

“In recent times, several major announcements were made for developing the poor state of affairs in education sector in India, the most notable ones being the National Common Minimum Programme (NCMP) of the United Progressive Alliance (UPA) government. The announcements are; (a) To progressively increase expenditure on education to around 6 percent of GDP. (b) To support this increase in expenditure on education, and to increase the quality of education, there would be an imposition of an education cess over all central government taxes. (c) To ensure that no one is denied of education due to economic backwardness and poverty. (d) To make right to education a fundamental right for all children

in the age group 6–14 years. (e) To universalize education through its flagship programmes such as Sarva Siksha Abhiyan and Mid Day Meal.”

Unfortunately, in the modern education system, the relationship between the student and teacher has been diluted to a large extent. Much more than books, students imbibe their teachings from teachers.

As per UNESCO’s new Global Education Monitoring (GEM) report, India is expected to achieve universal primary education in 2050, universal lower secondary education in 2060 and universal upper secondary education in 2085.

According to 2011 census, Kerala is the most literate state with 93.91 per cent, Lakshadweep at 92.28 per cent, Mizoram at 91.58 per cent, Tripura at 87.75 percent and Goa at 87.40 percent

Bihar and Telangana have the lowest literacy with only 63.82 percent and 66.50 percent literate people respectively.

In 2014, the literacy rate of India increased by 10 percent.

India’s literacy rate has increased six times since the end of the British rule — from 12 per cent to 74 per cent in 2011. However, India has the world’s largest population of illiterates.

### **Top 20 countries with the best education system 2016**

According to research from the United Nations as brought together in the SPI basic education ratings the list of the 20 best-performing countries when it comes to access to basic education.

1. South Korea 2.Japan 3. Singapore 4.Hong Kong 5.Finland 6.UK 7.Canada 8.Netherlands 9.Ireland 10.Poland 11.Denmark 12.Germany 13.Russia 14.United States 15.Australia 16.New Zealand 17.Israel 18.Belgium 19.Czech Republic 20.Switzerland

### **Why Change?**

Why our schools? Why do we need to change our schools to change the populace of the country from routine producers to symbolic analyst? John Bishop in his articles “The impact of academic competencies on wages, unemployment, and job performance” (1992) and “Occupation-Specific versus general education and training” (1998) points out that having the ability to read, write, and do math does not guarantee that the student will have the ability to earn higher wages. Bishop argues that productivity and higher wages are linked with advanced social and cognitive skills, which is not guaranteed by a rigid curriculum in reading, writing, and mathematics. Therefore, in order to not only develop these cognitive skills but also increase the wage-earning potential of the average citizen, which would then directly affect the economic



growth of the nation, the education system is the first place where we need to begin our discussion on change.

### **Plans ahead**

Over five lakh posts of primary teachers is lying vacant in government schools across the country. Therefore, the Union Human Resource Development Ministry has decided to write to states requesting them to address this “serious issue” as early as possible.

### **10 changes in education that you can expect by 2025**

So what are the changes we can expect in schools in another 10 years?

#### **1. Technology will be the new medium of education:**

We use languages as the medium of education in schools and we focus on the quality of languages used today. In the future, IT will be the medium for education, and the focus will be on the effective use and manipulation of computers rather than on the act of writing as we know it today. Though language will still be a very important part of education, shorter versions of the words and sentences as we know them today will be widespread and universally accepted.

Computers will, of course, not be as we know them today, as they will undergo drastic transformation. Every subject in school will require a computer application as the medium to learn it and so the focus in primary school will be on learning to use these applications.

#### **2. Classes as we know them will no longer exist:**

‘The multiage concept is based on the assumption that children learn best in active ways through the interaction with the environment and with different people... and allows for each child to progress at their own pace.’

#### **3. There will no longer be classes with students grouped on the basis of their age.**

Educators are realizing the pressure this puts on students. They have concluded that every child is different and needs to progress according to their own abilities. There will be groups of children of different ages interacting and learning the same lesson or application together with each child advancing according to his/her own pace.

**4. Student-oriented classes:**

Teacher-oriented classes where students receive lectures from teachers will be out and student-centered learning will be in. Students will read, scrutinize text, work on applications and problems till they find the solution and come up with solutions and even definitions based on their activities. As they will have been actively involved in arriving at the solution, students will retain the lessons learnt more effectively.

**5. Hands-on assignments and projects will replace exams:**

Exams as we know them today will become obsolete and the focus will be on accomplishing projects, making presentations and other methods to demonstrate the student's ability to apply the concepts learnt in a practical manner.

**6. Update skills of teachers:**

An important part of the teacher's job will be developing skills, particularly technical, since education will be primarily imparted through various technological devices. Teachers will be trained regularly to keep up with subject-related apps and their updated versions.

**7. Classrooms will no longer be the exclusive realms for teaching:**

With the extensive use of computer software for learning almost all subjects, online classes with teachers and groups of students will be the norm. Classrooms as we know them today will become obsolete. This will also be more environment-friendly as fewer stationary, furniture and rooms will be required for the more modern, simplistic classrooms with digital whiteboards. These will be used by different batches of students in multi-age groups (based on the capacity of the student and not the age).

**8. More board-certified online classes:**

Given the sheer convenience and popularity of online classes, most institutes will seek and attain authorization from the authorities for online courses. Such classes will have as much validity as conventional classes. Students in the United States of American can easily take lessons from teachers in India through the internet. With digital whiteboards and extremely fast internet connection in the future, the possibilities are endless.

### **9. Languages through app on Smartphone:**

With smarter smart phones and ultra-modern apps, by the year 2020, students will have apps to learn languages on their phones. This will enable them to learn languages when on the move with the possibility to record their voices to check for correct pronunciation, correct intonation and accent.

### **10. Quality education will be accessible to the masses:**

With rapid internet access available to all, so will good quality education. Chinese, Indian or American students will be able to sign up for any course that is available online in England. Of course there will be paid classes and tutorials but there will be so many offered from all over the world that fee rates will be low and easily affordable.

## **Here are the ten big lessons from the world's top-performing and rapidly improving systems:**

### **1. Long-Term Vision**

The leaders of countries with high-performing education systems share a palpable conviction about the centrality of education to their dreams for their society—to raise people from poverty, achieve greater equality, develop a well-functioning multi-cultural society and, certainly, create a thriving economy and a growing number of good jobs. Each of these systems has a long-term vision for how education can achieve this, which is widely shared inside and outside the education system. In Singapore, for example, the vision helped to propel their economy from third world to first; China's 2020 vision was developed with online input from millions of people and includes universal high school graduation and world-class universities; Alberta asked all its citizens to contribute to a dialog on what the educated Albertan of 2030 should look like. Finland's vision was to become a modern society and economy, free from domination by larger powers.

### **2. Sustained Leadership**

Major reforms are often triggered by an economic, social, or political crisis and may be led by a single strong leader. Such reform efforts can bring about significant improvement within a three- to five-year period, but substantial changes in performance or closing achievement gaps on a large scale require a longer time frame than most political cycles. Therefore high leadership turnover is a fundamental barrier to sustaining change.

Understanding this, the premier of Ontario regularly brought together all the key stakeholders—teachers, parents, business, students—to get buy in, iron out problems as they arose, and maintain sustained support for Ontario's reforms over a period of many years.

U.S. states and districts could likewise bring together a group of key stakeholders to define a vision for what the educated American should look like in 2030 and to build momentum towards this vision through political cycles and leadership turnover.

### **3. Ambitious Standards**

Countries that excel set ambitious, universal, and clear standards for all their students, typically at the national or state/provincial level. The fundamental problem with locally set standards is that they lead to wildly varying expectations of performance and lower achievement overall.

Countries that have historically set standards at the local or state level are therefore increasingly coming together to create common standards across all jurisdictions. In Australia, for example, states have come together for the first time to create a national curriculum. In Alberta, Canada, standards are set at the provincial level and province-wide curricula and examination systems ensure those in both rural and urban areas have consistent opportunity to pursue these standards. In the United States, the Common Core State Standards are following international best practice in establishing fewer, clearer, and higher standards in some areas, but high-performing systems have standards in all subjects to avoid narrowing the curriculum.

### **4. Commitment to Equity**

Leaders in every country proclaim their commitment to equity, but successful education systems focus on achieving equity in a strong and deliberate way.

Our mediocre performance on international assessments is due in part to the large percentage of students scoring at or below basic levels.

High-performing systems use a variety of approaches to minimize the impact of social background on student achievement. These include system wide policies like equitable funding, having common high expectations for all students, and ensuring high-quality teachers in every school. They also include classroom-level interventions like focused early literacy and math support and a variety of family and community supports outside of school.

These policies don't eliminate the gap between the children of parents with widely varying education levels, but they do significantly level the playing field to create a society that is open to talent from wherever it may come.

## **5. High-Quality Teachers and School Leaders**

Vision, leadership, high standards, and commitment to equity are crucial starting points, but unless they affect teaching and learning in the classroom, they won't bring about significant change.

There is broad agreement among high-performing and improving countries that no matter what reform strategy they are pursuing, the quality of an education system rests on the quality of its teachers. These systems adopt policies to attract, prepare, support, reward, retain, and advance high-quality teachers.

As systems devolve more authority to schools, they need stronger leadership at the school level. School leaders focused on results are able to create the conditions that make effective teaching and learning possible. Many systems—Australia, Ontario, and Singapore among them—have created new frameworks and processes for training school leaders.

In general, high-performing systems put the energy up front in recruiting and supporting high-quality teachers rather than on the back end of reducing attrition and firing weak teachers.

## **6. Alignment and Coherence**

Lower performing systems have large "implementation gaps" between the policies enacted at the national, state, or even district level, and what actually happens in classrooms.

There are frequent inconsistencies between, for example, the stated policy goals of higher-order skills and the lower-level tests that are used to assess them, or between the goals of schools and the conflicting orientation of the higher education system that produces teachers.

Policies are also frequently enacted without the support to schools needed to carry them out. Common Core State Standards are a good first step towards higher performance but won't become the real standards in classrooms unless curriculum, teacher preparation, professional development, and assessment are all aligned and consistent.

In many high-performing countries, consistency is achieved by curriculum or syllabus-based instructional and examination systems, around which everything is aligned. Others have traditions of regular work among teachers within or across schools to raise the quality and consistency of classroom instruction.

## **7. Intelligent Accountability**

All systems struggle with the balance between top-down managerial prescription and bottom-up professional judgment. In recent years some systems, like Singapore and Finland, have devolved more responsibility to the school level as the quality of their teachers and school leaders has become stronger and to encourage innovation. However, other systems where performance has been weak or uneven have used more centralized mechanisms to promote more consistent performance.

There is a lot of variation in the design of management and accountability systems. Overreliance on simple student outcome tests for accountability is not effective in moving systems to high performance, but nor is uniformed professional judgment.

High-performing systems combine multi-faceted and transparent accountability, using a broad set of student and school outcomes, with initiatives that build professional knowledge and capacity, thereby creating a culture of continuous improvement and ever-higher expectations.

### **8. Effective Use of Resources**

High educational expenditures don't necessarily lead to high performance. In fact, many high-performing countries have relatively modest expenditures. That said, resources do matter.

Expenditure is an area where more research is needed but it appears that high-performing systems spend money differently. For example, they don't spend as much of their budget on buildings, sports, administrative positions, or separate special education functions. They also tend to make different tradeoffs between class size and time for teachers to devote to professional development.

Most fundamentally, high-performing systems have relatively equal expenditures across schools, as well as mechanisms to target more resources at the students who need them most.

### **9. Student Motivation and Engagement**

Every country has students with varying degrees of motivation, but the intensity of focus and time on task of students in high-performing systems is striking.

High-performing systems motivate their students to study hard through both intrinsic and external incentives.

In Asian systems, the intense belief that effort, not ability, is the prime determinant of success, combined with the high value placed on education by families as a route to social mobility, plus the examination system, create powerful motivation.

Students in Finnish classrooms are also intently engaged, but by a different means. Finnish education is rooted in ideas of discovery and self-directed learning. Teachers are extremely well-trained in this type of education.

In Ontario, the focus is on individualization. The system employs student success officers, who work individually with at-risk students to create multiple pathways to graduation.

### **10. Global and Future Orientation**

Recognizing the increasingly interconnected and digital world into which we are moving, high-performing systems are going global.

These systems are developing a global and future orientation among their teachers, school leaders, and students. They are modernizing curriculum to deal with the imperatives of the 21st century and forming international school partnerships to prepare students to function as workers and citizens in a globalized world, and not just their own local communities. They also emphasize international benchmarking, constantly looking around the world for international best practices, and using benchmarking as a tool for improving their system.

All countries face challenges in adapting their education systems to the vast transformations taking place around the world. No nation has a monopoly on excellence.

None of these lessons is rocket science and many of these elements can indeed be found in districts and states around the United States, but rarely all of them together. Many of the high-performing countries have, in fact, studied the peaks of American research and innovation and then adapted them, often more systematically, to their own systems.

Ours is a very resourceful country. If we combine our own assets with the world's best practices, we could indeed develop a world-class education system for our children and grandchildren.

### **Help To Improve Our Country's Education System: Suggestions of Public**

1. Here is what I think we need to do in order to make schools fun, interesting, practical, valuable, and practical. Reduce number of tests, lectures, and give more group real world projects that students can learn and use in real life. - James Chuaycham
2. Eliminate unnecessary and time waster classes like 1980 history classes, advanced or theoretical math classes etc. Promote freedom in learning, creativity, customization, problem solving, discussions, inventions, business startup, economy, DIY projects, self sufficient, project choices, using tools, out-of-the-box, real world workshops, company apprentice..basically more hands-on. Respond to current local and national needs and issues such as income inequality, environment, unemployment, conflict resolution, organic food/farming/access, nutrition, ethics, personal development based passion/skills/interests, personal finance/economy, investing, cooking, social issues and possible solutions etc. Reduce number of college years and unnecessary classes, reduce/eliminate tuition fee, books, material..increase access online, post instructional videos, affective learning measurement, reduce or eliminate study days and extra tutoring needs/requirements, support study and family balance etc. -Victor SL Tan
3. There is a need for strategic education reform. Teachers should move from teaching to educating students. Schools and universities should strike a healthy balance between theories and practicality of

the real world in living, work and play. They should develop the intellectual as well as social, psychological and emotional and physical well-being of students. In essence they should make learning: Fun and entertaining, Relevant and real, Practical and useful, Inspiring and life changing, Impactful and memorable, Significant and meaningful. The mindset change must begin right from the very top of policy and decision makers down to administrators, teachers and all educators. They should be more strategic in their perspective and thinking in undertaking to implement strategic reforms in education. The ultimate outcome is to produce more holistic and complete individuals who are not only competent, confident, committed but also possess good and sound moral values and principles who can contribute to change families, communities, companies, nations and the world for the better - Livia Samarxhiu

4. By minimizing corruption, by adapting the universities supply with the market demand for labour and professionals, better skills learned at schools, etc...-Dee Miller
5. The system can be improved without a great chaos. Countries need to review the missing gaps which hinder their success of being at par with educational standards of the top countries. In INDIA despite good school grades people are unemployed as well don't find high positions due to the lack of technical expertise and broad research oriented education. And the government must ensure that education is provided for every citizen of the country. Not measured by wealth or power but by the trait. Practical and theoretical knowledge must be applied in an organized manner to bring forth fruitful results. – Callistus mathew
6. We can improve the education system by making students clearly understand why they are studying. Teachers should change the attitude of students who are studying for their selfish purpose but not to serve the society Moral science should have a prominent role in education more than theory, practical thinking must and should be developed, and students should be taught about the application of what they are learning in books. Sex education is also one of the prominent things which should be considered.- Kishore S
7. In my country we have different kinds of level in education system (Best, Moderate and In the need of Improvement), to which I doubt if the best level is still the best. I know to know some specific things which the schools in south korea and japan are facilitating which makes them outrageous than the others.- Sonal Grover
8. Indian education is more theoretical based and students are judged purely on their score basis. All the emphasis is put on scoring whether one is just a bookworm by learning word to word from textbooks



without understanding. We need to be more broadminded by analysing students by their other achievements and talents that one may have other than just reading and writing especially for ADHD children who have brilliant I Q but terrible writing issues. Still they are given admission only based on writing entrance tests which is unfair to their talent otherwise. - Gouri Agarwal

### **Traits of Educational Success**

A good education is also prized socially and even children want to do well so that they can be considered to be well educated.

But before you move to Asia seeking a better education for your family, you may be interested to hear how Finland do things. Oh and if you were wondering, Finland scored 4th position in terms of English speaking ability in 2012, so if you want to teach English abroad, there may be some valuable career options there too.

1. School starts at 7 years
2. No homework for young children
3. No exams until you turn 13
4. All classes are mixed ability
5. Max 16 students in science class
6. Lots of break time every day
7. Teacher training to masters level
8. Teacher training is paid for by government

### **Conclusion**

Education is one of those things that is considered very important throughout the world, but it still remains that not every country does it the same and indeed some countries are better at it than others. In the west we often assume that our own education systems are the best, but that may not actually be true. An education group called Pearson periodically tests such assumptions by comparing measurable things like grades and attempt to rank different countries according to the success of their education system.

An important part of the teacher's job is developing skills, particularly technical, since education is primarily imparted through various technological devices. Teachers are to be trained regularly to keep up with subject-related apps and their updated versions.

Exams as we know them today will become obsolete and the focus will be on accomplishing projects, making presentations and other methods to demonstrate the student's ability to apply the concepts learnt in a practical manner.

Classrooms will no longer be the exclusive realms for teaching. With the extensive use of computer software for learning almost all subjects, online classes with teachers and groups of students will be the norm. Classrooms as we know them today will become obsolete. This will also be more environment-friendly as fewer stationary, furniture and rooms will be required for the more modern, simplistic classrooms with digital whiteboards. These will be used by different batches of students in multi-age groups (based on the capacity of the student and not the age). Given the sheer convenience and popularity of online classes, most institutes will seek and attain authorization from the authorities for online courses. Such classes will have as much validity as conventional classes for students in India through the internet. With digital whiteboards and extremely fast internet connection in the future, the possibilities are endless. With smarter smart phones and ultra-modern apps, by the year 2020, students will have apps to learn languages on their phones. This will enable them to learn languages when on the move with the possibility to record their voices to check for correct pronunciation, correct intonation and accent. With rapid internet access available to all, so will good quality education. Chinese, Indian or American students will be able to sign up for any course that is available online in England. Of course there will be paid classes and tutorials but there will be so many offered from all over the world that fee rates will be low and easily affordable. Needless to say, results vary, but the results are still very interesting, particularly when you learn that Indian Education System no longer known to have one of the best education systems and have recently been ranked in the 92 position, a long way below many European and Asian countries.

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