

AN SCANNING OF MATHEMATICS EDUCATION IN ZIRO

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Abstract

The Indian education system is one of the foremost vital factors contributory to the economic development of the Republic of India and arithmetic education is taken into account together with the favored career choices for teenagers in India especially in Ziro, Arunachal Pradesh. It's the backbone of the Science and Technology business. This kind of education focuses on developing individuals to create optimum utilization of obtainable resources. This paper is a shot to focus on the problems and challenges before arithmetic education in Ziro, Arunachal Pradesh. In the last 20 years, changes and developments have taken place within the society and sphere and as a consequence, the Republic of India being a developing country is facing new challenges to address, that place a high demand on the academic system of the country

Keywords: Mathematics Education, Higher Education, Indian Education System, Education System.

INTRODUCTION

Throughout history, education has been one among man's most vital activities. In fact, man cannot keep on government, family life, religion, or earn a living while not some variety of education. Education includes all eyes that during which one person deliberately tries to influence the behavior of another person. Informal education involves learning from folks like family and different agencies within the social and physical surroundings. This kind of education is incidental and not deliberately planned. Formal education is consciously planned.

It is vital through the method of formal instruction given by academics in such establishments as colleges and schools. In fact, Mathematics Education started with a view to prepare the manpower requirements of the industrial world at large. As a field of study, Mathematics Education is almost a 3500 years old. It was first started in India in 1200 BC until the end of the 18th century. In the classical period of Indian mathematics (400 AD to 1200 AD), important contributions were made by scholars like Aryabhata, Brahmagupta, Bhaskara II, and Varāhamihira. The decimal number system in use today was first recorded in Indian mathematics. Indian mathematicians made early contributions to the study of the concept of zero as a number, negative numbers, arithmetic, and algebra. In addition, trig was any advanced in Asian country, and, particularly, the fashionable definitions of sin and trigonometric function were developed there.. These mathematical concepts were transmitted to the Middle East, China, and Europe and led to further developments that now form the foundations of many areas of mathematics.

LITERATURE REVIEW

1. **Professor Darshan Sharma - 'Teaching of Mathematics'** is a reliable handbook for in-service arithmetic academics. The book is written keeping visible the particular teaching learning things within the schoolroom. The book totally covers the B.Ed. Syllabi within the Teaching of

arithmetic and is actually student-centered and examination headed.

- 2. Center for Education National Research Council- in their book 'Educating Teachers of Science, Mathematics and Technology, New Practices for the new Millennium (2013)'** have emphasized the necessity of fine quality teacher- education, and smart info. consistent with them the ways of teaching every subject play a polar role in enhancing the potency of their profession.

OBJECTIVE OF THE STUDY

1. To Study about the issues and challenges to Mathematics Education in Ziro, Arunachal Pradesh.
2. To Study about the Scope for Mathematics Education in Ziro.

EDUCATION in ZIRO

Ziro is the headquarter of Lower Subansiri District. Ziro has one university and one undergraduate arts college namely Indira Gandhi Technological and Medical Sciences University and Saint Claret College respectively. As of the 2001 census, Ziro had an average literacy rate of 66%, lower than the national average of 74.04%: male literacy was 72%, and female literacy was 60%. The older generation hadn't been exposed to formal education, but with the rapid pace of education of younger generations, the education scenario of Ziro grew tremendously and is poised to grow further.

The urban populace of the Lower Subansiri district mainly resides in Ziro and as per the 2011 census, the average urban literacy rate in the Lower Subansiri district is 85.52% of which males and females are 89.81% and 81.26% literates respectively. It is worth noting that, as per the 2011 census, 84.58% population of Lower Subansiri districts lives in rural areas of villages. The literacy rate in rural areas of the Lower Subansiri district is 72.27%. Still, the combined literacy rate is 74.35%, which is second in Arunachal Pradesh, next only to Papumpare District where the capital city of Itanagar is located.

Mathematics Education in Ziro

Ziro has many primary level schools and they teach mathematics on the primary level, Ziro has one higher secondary school up to class 12th but after class 12th there is no college for graduate- level mathematics education.

Challenges to mathematics education in Ziro:

1. The craze for Medical, Arts, and political science courses.
2. Poor teaching in many colleges forcing many students to go for, which means additional cost and effort.
3. Lack of proper infrastructure.
4. Lack of qualified teachers.
5. Fundamentals of mathematics are not clear at the primary level.
6. Inadequate teaching aids like mathematics lab, Audiovisual aids.
7. Instruction in regional languages and inadequate or non-availability of reading material in regional language.

Job Opportunities in Mathematics Education

The Bureau of Labor Statistics (BLS) projects math occupations to grow 27% between 2019-2029, which is much faster than the national average for all occupations. The increasingly heavy role that big data plays in business, media, healthcare, and several other industries likely underlies the faster-than-average growth rate for math occupations. Several mathematics-based occupations, such as actuary and data scientist, use tools to analyze and interpret big data.

At its core, mathematics is about solving problems. Many professionals rely on the application of mathematical concepts to get work done. Students can earn an associate, bachelor's, master's, and/or a doctoral degree in mathematics, depending on their career goals. Similar to other professional arenas, a postgraduate degree often qualifies graduates for career advancement opportunities and higher salaries.

The various areas of job opportunities for mathematical graduates are:

1. Mathematician
2. Statistician
3. Math Professor
4. Actuary
5. Market Research Analyst
6. Economist
7. Aerospace Engineer
8. Financial Analyst
9. Data Scientist
10. Astronomer
11. Adult Education Teacher
12. Author
13. Blogger
14. Broker
15. Business Advisor
16. Child Development Specialist
17. Children's Rights Advocate
18. Community Educator
19. Corporate Strategist
20. Computer Coding Specialist
21. Early Childhood Educator
22. Editor
23. Education Policy Consultant
24. Entrepreneur
25. Financial Analyst
26. Financial Crimes Investigator
27. Financial Mediator
28. Financial Risk Analyst
29. Government Agency Worker
30. Guidance Counsellor
31. Investment Fund Manager

32. Lawyer
33. Magazine Contributor
34. Market Researcher
35. Media Correspondent
36. Non-Profit Administrator
37. Operations Manager
38. Policy Advisor
39. Professor
40. Project Manager
41. Psychologist
42. Researcher
43. Social Worker
44. Social Program Director
45. Special Needs Educator
46. Statistician
47. Teacher
48. Textbook Contributor
49. Tutor

Note: It is important to remember that some of these career choices may require additional education or preparation in the form of graduate studies, experiential education or professional formative courses and exams.

SUGGESTIONS

1. The government of Arunachal Pradesh can recruit eligible candidates from all over India.
2. Government can organize a special faculty up-gradation program for old teachers.
3. Placement is the last goal of any student to place the students in industry colleges can arrange campus placement
4. Open a good college for mathematics students with all basic facilities.

CONCLUSION

The new before the Ziro at the beginning of the twenty-first century is to become a developed educational society before 2025. The government should know the facts and try to remove the bad things in the educational system of Arunachal Pradesh especially from Ziro.

The citizen of Ziro may start a new era with a good mathematical education. If they need good roads and good technology then they should move out from the Ziro and get a good quality education from the other part of India. With growing stress on data technology, educational activity was viewed as more and more essential for the planet population.

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