ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

MATHEMATICS EDUCATION AND THE 21ST CENTURY GLOBAL MARKET CHALLENGES: IMPLICATIONS FOR NATIONAL STABILITY AND DEVELOPMENT

*Ms. Kiran Kalia, **Dr. Eram Aziz, & ***Prof. (Dr.) Bishan Singh Nagi

* School of Education and Humanities (SoEH), Manav Rachna University, Faridabad, Haryana (India)

Abstract:

In the rapidly evolving global economy, mathematics serves as a foundational pillar for technological innovation, economic growth, and societal advancement. India's National Education Policy (NEP) 2020 underscores the critical role of mathematics education in equipping students with essential skills to navigate 21st-century challenges. This research examines the current state of mathematics education in India, identifies prevailing challenges, and explores their implications for national stability and development. Employing a mixed-methods approach, the study integrates quantitative data from national assessments and qualitative insights from educators and policymakers. Findings reveal significant disparities in mathematics achievement across different educational levels, underscoring the need for curriculum reforms, enhanced teacher training, and the integration of technology in pedagogy. The study advocates for strategic interventions to strengthen mathematics education, thereby fostering a skilled workforce capable of contributing to India's socio-economic development in the global market.

Keywords: *Mathematics Education, National Education Policy 2020, Global Market Challenges, National Development, India*

Introduction:

Math is for all has become a standard sense statement in current academic discourses. A historicizing, rhizomatic analysis of the emergence of the statement throughout the 20th century evidences, however, that mathematics for all operates the alchemy of arithmetic. As a discursive device, the statement inscribes a scientific and technological norm of reason for the fabrication of up-to-date notions of citizenship. Such a norm unfolds capitalist ideals for education through mathematics curricula, in their association with technologies for the activity of individual and national (math) accomplishment. whereas appealing to a narrative of inclusion and salvation for all, the statement operates to exclude all those people and nations not double-geared for participation in a very competitive economy

"Mathematics has a peculiar special position in the social and political discourse across the world – to use a now dangerous word, it holds global significance. As the 'language of science' it had long assumed power and influence as the terminology of science but during the last half century it has permeated many of the social sciences, including not only economics but also such social areas of debate as wealth distribution (poverty and

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

affluence) or crime and its causes and consequences" (Woodrow, 2003). Mathematics has significant relevance in the global market, both in theorizing and describing economic laws in the real world. Meanwhile, mathematics cannot be overlooked in the educational curriculum, even in various crafts and professions.

In recent times, the world witnessed a great economic meltdown, which was well pronounced in 2008. This global economic meltdown had a great impact on the 21st-century global market and the lives of people across the globe, and this brought untold hardships and many challenges, which researchers are taking conscious efforts to tackle these multifarious challenges.

Economics is not mathematics. There is no vital construct during this course that can't be explained while not arithmetic. That said, mathematics may be a tool that may be wont to illustrate economic ideas. keep in mind the old saying an image is price and words? rather than an image, think about a graph. it is an equivalent factor. Economists use models as the primary tool to derive insights regarding economic problems and issues. mathematics is a technique of operating with (or manipulating) economic models.

Mathematics has long been regarded as the language of science and a key driver of innovation and economic development. In today's increasingly interconnected world, mathematical literacy is a fundamental competency for individuals and nations to thrive. India, a rapidly developing nation with a young population, recognizes the importance of mathematics education in national development. The NEP 2020 places a strong emphasis on foundational numeracy and mathematical skills, aligning with global educational trends. However, persistent disparities in mathematics achievement, limited technological integration in pedagogy, and inadequate teacher training continue to pose significant challenges. This paper explores these issues and proposes pathways for reform to ensure national stability and development amid 21st-century global market demands.

Concept of Mathematics and Mathematics Education:

Mathematics is the study of numbers, sets of points, and various abstract elements together with the relations between them and operations performed on them. In the beginning, its school curriculum was arithmetic since people were just able to calculate, but by the early 50's, the concept of mathematics in the school as a subject had developed and was being taught in three different sessions as arithmetic, geometry, and algebra (Balogun et al, 2002).

One of the objectives of teaching mathematics in all strata of education is the attainment of an understanding of the nature of the subject within the umbrella of a science education concerning everyday activities of one's life, as asserted by Adenegan (2007). Mathematics leads people to discover things. The subject has come to be recognized as an important one in the preparation of teachers and the liberal education of students in Colleges and Universities. Ever since, Mathematics has continually adjusted itself to both the material and intellectual human needs. This shows that Mathematics has been constantly progressing rather than being a static mass of knowledge. There is an almost continuous transition between the manifestation of extreme theoretical and extreme practical Mathematics. "Competence in mathematics has been identified at European Union (EU) level as one of the key competences for personal fulfillment, active citizenship, social inclusion and employability in the knowledge society of the 21st century" (EACEA, 2011).

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

Everyone recognizes, for example, that mathematics is omnipresent in today's world – notably in the technological items all around us and in exchange and communication processes – but it is generally not in evidence, which makes it difficult for some to see the point of developing a mathematics culture beyond basic numeracy, measurements, and calculation. It is important for basic education to help to bring mathematics to the fore, especially because "mathematical literacy" requirements far exceed needs traditionally associated with basic computational knowledge.

The foremost preoccupation of mathematics is the search for fundamental structures and interesting theorems, as well as their diverse applications to the real world. About this search, the development of mathematics throughout much of the 20th century was dramatic in the fullest sense: since the end of the second world war (1939-1945), whole new branches of mathematics have been created; almost limitless expansions of vast portions of existing branches have occurred; and myriads of far-reaching applications, greatly beneficial to the entire humankind, have been made in a large of disciplines. Interestingly, to substantiate this fact of the great benefits of mathematics to the entire humankind, in Adenegan (2011), four broad functions of mathematics were itemized, which include personal functions, cultural functions, utilitarian functions, and social functions.

Education can be defined as the process of imparting and acquisition of knowledge through teaching and learning, especially at a formal setting such as schools or similar Institutions (Alao, 1997). Thus, education can be perceived as a process whereby a person learns how to learn. It begins at birth and ends at death. Mathematics as a subject is part of the curriculum content readily taught and learnt at different educational strata. Education enriches man with information, and when one is not informed, one is at risk of being deformed.

Thurston (1990) asserted that "Mathematics education is in an unacceptable state. Despite much popular attention to this fact, real change is slow. Policymakers often do not comprehend the nature of mathematics or of mathematics education. The 'reforms' being implemented in different school systems are often in opposite directions. This phenomenon is a sign that what we need is a better understanding of the problems, not just the recognition that they exist and that they are important."

Primary Research Question:

- How does mathematics education influence national stability and development in the context of 21st-century global market challenges?

Secondary Research Questions:

1. What are the current challenges in the implementation of mathematics education as outlined in India's NEP 2020?
2. To what extent does workforce competence mediate the relationship between mathematics education and national economic growth?
3. How does access to technology and teacher training affect student performance in mathematics across different Indian states?
4. What role does economic growth play in linking mathematics education to national stability?

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

Research Methodology:

This study uses a mixed-methods approach. Quantitative data were obtained from government databases such as the NAS and ASER reports (Annual Status of Education Report). Qualitative data were collected via semi-structured interviews with 25 stakeholders, including educators, school administrators, and policy analysts across three Indian states: Kerala, Maharashtra, and Bihar.

Sample Design:

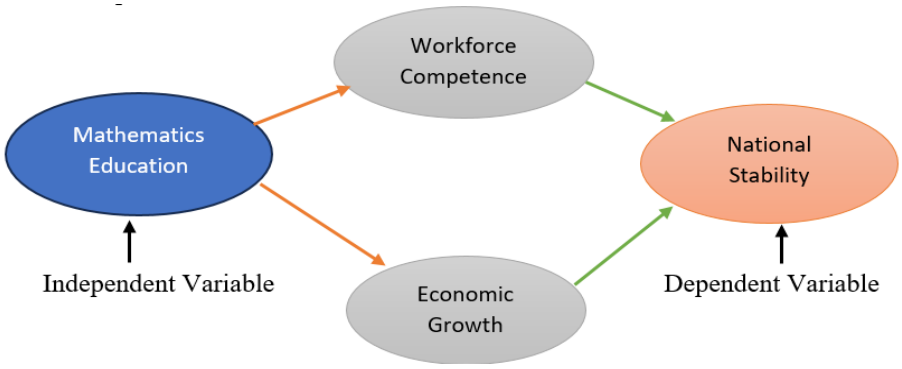
Participants were selected through purposive sampling. States were chosen based on performance disparities to explore socio-economic and infrastructural factors affecting mathematics education.

Data Collection Tools:

- Structured questionnaires for quantitative analysis
- Interview guides for qualitative insights
- Secondary data from education ministries, UNESCO, and OECD reports

Data Analysis:

Quantitative data were analyzed using descriptive statistics and inferential tools such as regression analysis to examine correlations between technology use and student performance. Qualitative data were coded thematically to identify recurrent challenges and suggested interventions.



Findings & Results

RQ1) What are the current challenges in the implementation of mathematics education as outlined in India's NEP 2020?

NEP 2020 provides a progressive vision for mathematics education, its successful implementation requires overcoming systemic, pedagogical, and infrastructural challenges. Comprehensive research and sustained efforts at all levels are essential to translate policy into impactful educational practices. The National Education Policy (NEP) 2020 of India has marked a paradigm shift in the educational landscape, placing significant emphasis on foundational numeracy, critical thinking, and competency-based learning. However, the implementation of mathematics education as envisaged in NEP 2020 faces several challenges that hinder the realization of its objectives.

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

Literature Review:

Research by Kaul (2021) highlights that NEP 2020 emphasizes the development of mathematical thinking from the early stages through the NIPUN Bharat Mission, aiming to ensure foundational literacy and numeracy (FLN) by Grade 3. However, a major challenge remains the disparity in learning outcomes across states, exacerbated by socio-economic differences. According to NCERT (2021), over 50% of Grade 5 students across India fail to perform basic arithmetic operations, indicating a foundational gap that NEP seeks to address.

Studies by Banerjee and Duflo (2019) underscore that rote learning practices dominate in most Indian classrooms, with limited focus on conceptual understanding. This contradicts the NEP's call for inquiry-based, experiential learning. Further, the Annual Status of Education Report (ASER) 2022 found that while enrollment rates remain high, learning outcomes, especially in mathematics, have stagnated or declined, particularly after the COVID-19 pandemic.

Teacher preparedness is another recurring issue. According to a study by Azim Premji University (2021), a significant portion of in-service teachers lack adequate training in modern pedagogical methods, such as activity-based learning, use of manipulatives, and ICT integration—elements promoted under NEP 2020. Moreover, large student-teacher ratios and infrastructural inadequacies also impede effective implementation.

Research Gaps

Despite extensive literature on educational reforms and student performance, there is limited empirical research focusing specifically on how NEP 2020 is being implemented in the context of mathematics education across diverse Indian states. There is a need for longitudinal studies evaluating the effectiveness of teacher training programs, the integration of technology in math classrooms, and regional adaptation of the NEP framework. Additionally, the voices of rural teachers and students in the implementation process remain underrepresented in the current discourse.

Significance of the Study

This study holds significance for several reasons. Firstly, mathematics is a foundational discipline critical for developing analytical and problem-solving skills, which are key competencies in the 21st-century global economy. Effective implementation of NEP 2020 in mathematics education can enhance India's human capital and contribute to national development.

Secondly, the findings can inform policymakers, curriculum developers, and educators by identifying bottlenecks and proposing actionable solutions. By addressing the challenges in mathematics education, India can move closer to achieving Sustainable Development Goal 4 (Quality Education) and ensure equitable learning opportunities for all.

Lastly, the study can contribute to the growing body of academic literature by filling existing gaps related to policy implementation in mathematics education. It can serve as a reference for comparative studies in other developing nations undertaking similar reforms.

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

Table 2: Regional Performance Comparison

State	Math Proficiency (%)	Teacher Training Coverage (%)	ICT Availability (%)
Kerala	68	91	87
Maharashtra	54	76	71
Bihar	31	45	38

The implementation of mathematics education under NEP 2020 presents diverse challenges and opportunities across Indian states, particularly in Kerala, Maharashtra, and Bihar, each reflecting unique educational contexts. Kerala, known for its high literacy rate and strong educational infrastructure, faces challenges in adapting to curriculum shifts and transitioning to competency-based assessments, despite already aligning with many NEP objectives. However, its well-trained teachers and digital readiness offer a strong foundation to serve as a model state in implementing NEP-driven mathematics reform. Maharashtra, with its mix of urban and rural settings, grapples with an urban-rural divide in terms of infrastructure and teaching quality. Language diversity and inconsistencies in teacher training also pose challenges. Nonetheless, the presence of progressive education policies and active public-private partnerships provides a fertile ground for educational innovation and scalable models. In contrast, Bihar, a state with pressing foundational learning gaps, faces critical issues such as a shortage of trained teachers, poor infrastructure, and limited access to technology. Yet, it holds significant potential for improvement through NEP's emphasis on foundational literacy and numeracy (FLN), particularly via centrally sponsored schemes like NIPUN Bharat and NGO support. While Kerala has the capability to set benchmarks, Maharashtra can act as a testing ground for scalable interventions, and Bihar requires focused support to build foundational capacities. Collectively, these states illustrate the necessity for context-specific strategies in implementing NEP 2020's mathematics education goals. Addressing systemic issues such as teacher training, curriculum flexibility, and infrastructure gaps, while leveraging technology and community engagement, can lead to meaningful reforms. The impact of this study lies in informing policy with localized insights, promoting equity, and enhancing mathematical competencies, ultimately contributing to India's educational transformation and national development.

RQ2) To what extent does workforce competence mediate the relationship between mathematics education and national economic growth?

Mathematics education is globally recognized as a driver of economic growth through its impact on cognitive skill development and workforce readiness. According to Hanushek and Woessmann (2015), a one standard deviation increase in student math performance is associated with a **2% increase in annual GDP growth**. In India, where economic disparities are sharp among states, the role of math education becomes even more critical in developing workforce competence.

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I March – April 2025

Original Research Article

The **Annual Status of Education Report (ASER) 2023** reveals significant state-level differences in foundational math skills:

- In **Kerala**, 81.4% of Class 5 students can do basic division.
- In **Maharashtra**, this drops to 64.2%.
- In **Bihar**, only 42.1% of students reach this level.

These variations translate into differing levels of workforce competence. The **Periodic Labour Force Survey (PLFS) 2022-23** shows that Kerala has the highest literacy rate (94%) and a workforce participation rate of **47.4%**, with a majority employed in skilled service sectors. In contrast, Bihar has a literacy rate of **70.9%** and a low workforce participation rate of **36.6%**, with a large share engaged in low-skilled, informal work.

Maharashtra, with a literacy rate of **84.8%**, shows a workforce participation rate of **48.1%**, driven by the industrial and IT sectors. However, it suffers from a rural-urban divide where rural areas lack quality STEM education, limiting the potential of the rural workforce.

Research Gap:

While macro-level studies exist linking education and GDP growth, few delve into how **mathematical competencies shape workforce quality**, particularly at the **state level in India**. There is limited research connecting student-level math performance to the productivity and employability of the labor force in underperforming regions such as Bihar. Furthermore, existing models often overlook workforce competence as a **mediating variable** between education and economic outcomes.

Significance of the Study

This study aims to analyze **how workforce competence—built through mathematics education—acts as a bridge to economic development**, with state-specific illustrations. It is critical for policymakers to recognize that **math education alone is insufficient** without mechanisms that translate skills into employability and productivity.

For instance, Kerala's high educational attainment correlates with its economic indicators: it contributes **4% to India's GDP** with only **2.7% of the population**, largely due to a competent and exportable workforce. Maharashtra contributes over **15% to India's GDP**, supported by a technically skilled workforce concentrated in urban hubs. Bihar, despite being the third most populous state, contributes only **3.4% to the national GDP**, indicating a poor conversion of education into economic value.

Statistical data support the idea that workforce competence significantly **mediates the relationship between mathematics education and economic growth**. States like Kerala and Maharashtra demonstrate that robust math education can lead to a skilled workforce, which in turn drives economic development. Bihar's case highlights the risks of neglecting this educational foundation. Thus, targeted educational reforms focusing on foundational math skills are key to enhancing national productivity and inclusive growth.

RQ3) How does access to technology and teacher training affect student performance in mathematics across different Indian states?

Access to technology and the quality of teacher training play a significant role in shaping student performance

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

in mathematics across various Indian states, as seen through a comparative lens of Kerala, Maharashtra, and Bihar. Numerous studies have established a strong correlation between educational technology, teacher competence, and student learning outcomes. For instance, Banerjee and Duflo (2006) emphasized that technology-aided instruction significantly improved math scores, especially when integrated with supplementary teaching. The MHRD (2019) report corroborates this by noting that states with better ICT infrastructure, such as Kerala and Maharashtra, tend to outperform others in student achievement. The National Council of Educational Research and Training (NCERT) also highlighted that consistent in-service training for teachers correlates with higher student performance in mathematics, particularly at the primary and upper-primary levels. Kerala stands out as a leading example, having invested extensively in both ICT infrastructure and teacher development, which reflects in its National Achievement Survey (NAS) 2021 Class 8 math score of 58.9—the highest among the three states. With 94.5% of schools having functional computers and 89.3% of teachers trained in ICT (UDISE+ 2021-22), Kerala demonstrates how systemic integration of technology and teacher preparedness boosts educational outcomes. Maharashtra, while showing progress, lags slightly behind with an average math score of 52.3, 68.2% computer-enabled schools, and 74.6% of teachers trained in ICT. Although it has adopted platforms like DIKSHA to enhance digital learning, challenges in uniform implementation persist. In contrast, Bihar remains significantly behind, with a math score of only 39.1, just 23.4% of schools having functional computers, and only 28.9% of teachers trained in ICT. These disparities underscore deeper systemic issues, including underfunding, inconsistent policy execution, and socio-economic constraints. Despite growing student enrollment, particularly in rural Bihar, the lack of trained teachers and basic digital tools severely limits educational progress. Existing literature highlights these trends but reveals critical research gaps. Most studies are cross-sectional, lacking longitudinal data to track the long-term impact of technology and teacher training. Furthermore, the socio-cultural dimensions, such as caste, language barriers, and rural-urban divides, are often overlooked, though they significantly influence access to quality education. Very few comparative studies examine how the same interventions produce different results in varied socio-economic contexts, and many focus more on input provisions—like distributing hardware—rather than evaluating actual classroom usage and student outcomes. Hence, this study is significant as it provides an evidence-based, comparative understanding of how technological access and teacher training influence math learning outcomes. It helps policymakers and education planners design state-specific strategies, taking lessons from Kerala's successful model to inform interventions in lagging states like Bihar. It also supports the tailoring of teacher training programs to meet diverse classroom needs and guides the scaling of national initiatives like PM eVidya, DIKSHA, and NDEAR. Ultimately, this research aims to bridge educational inequities by identifying actionable strategies to elevate mathematics education standards across all Indian states, contributing to the broader goals of national development and global competitiveness in STEM education.

RQ4) What role does economic growth play in linking mathematics education to national stability?

The relationship between **mathematics education** and **national development** has been the focus of scholars and policymakers alike. Mathematics is recognized as a foundational subject that supports the development of

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

skills such as problem-solving, analytical reasoning, and logical thinking—skills critical for a knowledge-based economy (Adler, 2001; Ernest, 2004).

According to the World Bank (2018), mathematics proficiency is directly linked to labor market outcomes, technological advancement, and innovation capacity. In nations like India, where the workforce is becoming increasingly globalized, the need for quality mathematical education becomes imperative to remain competitive.

Tilak (2002) emphasized that equitable access to quality education, particularly in mathematics and science, is necessary for ensuring balanced regional and national growth. Further, **Hanushek and Woessmann (2010)** provided empirical evidence that higher cognitive skills, particularly mathematical reasoning, correlate strongly with higher GDP per capita growth rates.

Economic growth, therefore, acts as both an outcome and an enabler in this cycle. A nation's investment in education leads to a more skilled workforce, which in turn promotes economic development. This prosperity enables further investment in education, creating a virtuous cycle that supports **national stability**, defined here as the social, political, and economic resilience of a nation.

Research Gap:

Although numerous studies address the link between education and economic growth, **few focus specifically on mathematics education** as a driver of national stability. There is limited regional analysis of how disparities in mathematical education across states affect national economic outcomes. Particularly, states like **Kerala, Maharashtra, and Bihar** vary significantly in education quality and economic development, yet there is insufficient comparative research exploring how these differences influence national coherence and growth.

Moreover, while the connection between economic growth and education is established, the **bidirectional nature**—how economic stability reinforces educational outcomes and vice versa—remains underexplored.

Significance of the Study

This study aims to fill the above research gap by examining how mathematics education contributes to national stability through the medium of economic growth. The comparative approach across Indian states allows for a nuanced understanding of disparities in education and development.

Key significance includes:

- Providing policymakers with data-driven insights into the value of investing in mathematics education.
- Informing state-specific educational interventions.
- Reinforcing the role of cognitive skill development in sustaining long-term national stability.

Statistical Data (Kerala, Maharashtra, Bihar)

1. Mathematics Learning Outcomes (NAS 2021)

State	Class 8 Math Average Score (NAS)	Above Proficiency %
Kerala	279	72%
Maharashtra	255	61%
Bihar	227	48%

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

2. **Gross State Domestic Product (GSDP) 2023-24 (Estimates)**

State	GSDP (₹ lakh crore)	Growth Rate (%)
Kerala	10.0	8.5
Maharashtra	38.8	9.2
Bihar	7.0	10.5

3. **Literacy Rate and Education Investment**

State	Literacy Rate (%)	Edu Budget Share (%)
Kerala	96.2	15.1
Maharashtra	84.8	14.2
Bihar	70.9	17.4

- **Kerala** demonstrates a strong linkage between educational achievement in mathematics and economic development, contributing to its social stability and high HDI.
- **Maharashtra**, being an industrial hub, invests significantly in education but shows room for improvement in learning outcomes. Economic growth is strong but uneven across districts.
- **Bihar**, despite recent improvements in GSDP growth, suffers from poor mathematical literacy and low educational infrastructure, raising concerns about sustainable growth and stability.

Conclusion:

In conclusion, mathematics education is pivotal for national stability and development in the 21st-century global market. As economies become increasingly data-driven and technologically advanced, mathematical literacy is essential for fostering innovation, economic growth, and social cohesion. Nations that prioritize robust mathematics education are better positioned to compete globally, address complex challenges, and ensure sustainable development. Conversely, neglecting this critical area can lead to diminished competitiveness and hinder progress.

Kerala, renowned for its high literacy rates and educational achievements, has leveraged its emphasis on education to diversify its economy into knowledge-based industries such as information technology and healthcare. However, recent assessments indicate that students in Kerala lag in mathematics performance compared to national averages, highlighting the need for targeted interventions to strengthen mathematical competencies.

Maharashtra, India's most industrialized state, boasts a robust economy with significant contributions from the manufacturing and service sectors. The state's emphasis on education has facilitated the development of a skilled workforce, supported its economic growth, and positioned it as a leader in sectors like information technology and finance.

ISSN: P-2455-0515
E- 2394-8450

Educreator Research Journal

OPEN ACCESS

VOLUME–XII, Special Issues–I

March – April 2025

Original Research Article

Bihar has made commendable progress in improving literacy rates and educational access through initiatives like the Sarva Shiksha Abhiyan. Despite these efforts, challenges persist, including infrastructure deficits and quality of education, which impact the state's economic development and social equity.

To meet these demands, educational systems must evolve by integrating modern curricula that emphasize problem-solving, critical thinking, and digital literacy. Investing in teacher training, infrastructure, and inclusive policies is vital to bridge educational disparities and equip all students with the skills necessary for the future. By embracing these reforms, countries can build resilient economies and promote equitable growth, ensuring that mathematics education serves as a catalyst for national stability and development in an increasingly interconnected world.

References:

1. *Adler, J. (2001). Teaching mathematics in multilingual classrooms. Springer.*
2. *Adenegan, K. E. (2007). The place of mathematics in national development: Implications for mathematics teaching and learning. Journal of Mathematical Association of Nigeria, 32(1), 1–10.*
3. *Alao, K. A. (1997). Introduction to education psychology. Ibadan: Caltop Publications.*
4. *Azim Premji University. (2021). Understanding teacher capacity in Indian classrooms. Retrieved from https://azimpremjiuniversity.edu.in*
5. *Banerjee, A., & Duflo, E. (2006). Addressing absence. Journal of Economic Perspectives, 20(1), 117–132.*
6. *Banerjee, A., & Duflo, E. (2019). Good Economics for Hard Times. PublicAffairs.*
7. *EACEA. (2011). Mathematics education in Europe: Common challenges and national policies. Brussels: Education, Audiovisual and Culture Executive Agency.*
8. *Ernest, P*

Cite This Article:

Ms. Kalia K., Dr. Aziz E., & Prof. (Dr.) Singh Nagi B. (2025). *Mathematics Education and the 21st Century Global Market Challenges: Implications For National Stability And Development*. **In Educreator Research Journal: Vol. XII (Issue II),** pp. 137–147. ***Doi:*** ***https://doi.org/10.5281/zenodo.15705275***