QUANTUM EDUCATION POLICY

By

CHAUHAN ADITYA

THE MAN OF FUTURE

OCTOBER 2025

SIGNATURE OF AUTHOR

AUTHOR EMAIL ID : chauhanaditya1021@gmail.com

AUTHOR NOTE : All points in this research paper are interlinked hence first read whole research paper then comment on it.

CHAUHAN ADITYA

OCTOBER 2025

COMPUTER ENGINEERING STUDENT

QUANTUM EDUCATION POLICY

- **Table of Contents**

1. Abstract

The term "Quantum" in the **Quantum Education Policy (QEP)** goes far beyond the concept of Quantum Technology—it symbolizes **Superposition, Entanglement, Multiple Possibilities, a Holistic Approach, and a Future-Ready Nature**. In today's world, every education policy carries certain limitations; however, QEP not only bridges these gaps but also introduces advanced and futuristic features such as the **concept of the world as one unified nation**, the **Quantum Nation**, **Quantum Institutes of Technology**, and the **Entanglement ID** based on **Superposition Citizenship**. QEP represents one of the most beautiful and essential thoughts of the 21st century, designed for the advancement of human civilization in the modern era of **Quantum Artificial Intelligence**. It empowers humanity to innovate from a laser-focused mindset and provides a balanced approach to maintain students' **mental health**. The policy has been crafted with careful attention to human **psychology** and **age-specific development**, integrating unique pillars such as the **Gap Filling Method, Lab Fitting Method, Task Providing Method, Solve Example Method, Reality Check Method, Gamification Method,** and **Deal with Failure Method**—concepts that no existing education system has yet implemented. Based on the core principles of **Quantum Physics**, QEP enhances the pace of research by up to **80%** using the **Rusher and Survivor Method**, as demonstrated in experiments with 50 students and validated by our hypothesis. The heart of QEP lies in the **Knowledge Representation Technique**. It makes the entire education system's efforts smoother and more directional by separating two key abilities: 1st **Knowledge Representation** —they will represent knowledge of the thought given by 2nd , and 2nd **Critical Thinking & Thinking Out of the Box** — the ability to analyze, innovate, and create beyond conventional boundaries. QEP advocates for an **Adaptive Marking Scheme** instead of the conventional **Negative Marking System**, and even proposes new computational frontiers, such as methods **to store and utilize human consciousness**. Some of its core pillars are inspired by the great philosopher **Osho's educational philosophy.** This is an ever-evolving and dynamic education policy that empowers human civilization with the confidence to create their own unique fields of skills and innovation. Truly, it stands as one of the most beautiful and visionary educational concepts of the modern 21st century. It is more efficient & advance education policy than MASSACHUSETTS INSTITUTE OF TECHNOLOGY .

2. Purpose

The **main intention of the Quantum Education Policy (QEP)** is to unite the entire world as **one global nation** and enhance scientific research for the **progress of the whole human civilization**.

In this modern era, where destructive technologies like the **Hydrogen Bomb** exist — and nations like **China** already possess them — it has become essential for humanity to **stand together as one**. Otherwise, the end of this era is inevitable.

QEP is designed to **maintain students' mental health balance**, ensuring that their minds are not overloaded by the pressures of scalability and competition.

This policy aims to make **science and modern research understandable** for every common citizen, using the **Popular Science Zone**, along with Sci fi **movies and series**, to expose complex scientific ideas in **simple, everyday language**.

One of the most significant goals of QEP is to **create Quantum Institutes**, where **researchers from all over the world** can come together and work **for the betterment of humanity**, rather than being restricted to individual companies or countries.

These **Quantum Institutes of Technology** will conduct research that is **not limited to any one nation or corporation**, but will remain **open to all countries** that offer their citizens **Superposition Citizenship** — the citizenship of the **Quantum Nation**.

The **Quantum Education Policy (QEP)** is not just a reform — it is one of the **most beautiful and visionary thoughts of the 21st century**, designed to guide humanity toward unity, peace, and collective progress.

3. Introduction

Here, the meaning of **"Quantum"** goes far beyond just *Quantum Technology*.
In the context of the **Quantum Education Policy (QEP)**, **Quantum** represents **Superposition, Entanglement, Multiple Possibilities, a Holistic Approach, and a Future-Ready Nature.**

The **Quantum Education Policy (QEP)** is a revolutionary framework designed to **bridge the gaps** present in all existing education systems across the world — and not just fill those gaps, but also introduce **tremendous new features** that no education policy in the world has ever included before.

QEP has been carefully designed with **attention to every minute detail**, ensuring that it not only addresses the limitations of current systems but also sets a **new benchmark** for global education.

This policy is built upon a deep understanding of **psychology, philosophy**, and the **different developmental stages of students' age stages**, making it a truly **universal and human-centric education model**.

Literature Review (Global Flow & Gaps of Education system) :

3.1 Indian Education System :

In India
Education is often seen as the accumulation of knowledge — to memorize, reproduce, and then attempt to apply it.
The most emphasized part of the Indian education system is Qualification → Certificates. But do certificates truly prove that an individual is capable?
Answer: With full honesty and understanding, the answer is No. (This research paper provides evidence to support this statement.)
What truly matters are skills — the real-time ability to face challenges and the adaptive capacity to learn new ones.

3.2 In Abroad (like USA)

Need language efficiency

+

Strong Research Background

+

Gap filling method (for programs like PHD from MIT USA)

Observations from Research on MIT & International Education Systems

- MIT considers primarily language efficiency and strong research background for admissions.
  Standardized tests like GRE may sometimes be considered to evaluate reasoning ability, but they are not compulsory.
- MIT and top international companies form specialized teams focused on particular directions. They recruit candidates capable of addressing research gaps in their respective fields.
  If you have strong communication skills and the ability to fill these research gaps, you are well-positioned and eligible for admission to MIT and employment in top global companies.
- Another significant aspect of countries like the USA is the "Popular Science Zone." In contrast, the Indian education system lacks such a concept.
  Popular Science Zone refers to making science accessible to the public in simple, everyday language.

3.3 Common gaps in all education system with demerits:

Initially, an individual acquires knowledge up to a certain personal limit. After that, the individual may stop actively gaining knowledge ahead. When this knowledge is passed on to another person by them, it is transferred at a one step down than their own level of knowledge! When the second person reaches their personal certain limits they also stops to gaining knowledge ahead and they will make further people like them. and as it moves from one person to another in a cycle till eras.

GAP → The question arises: When will we move forward?
REALITY → Life is limited. Even if we dedicate our entire life to a single direction or field, it is often insufficient to fully explore it.
INSTANT GAP FILL → While knowledge is finite, imagination is limitless for a single person, allowing for creative solutions and innovation.

4.3.1 PROVING THE FIELD:

- Example: A student scores 99% in 12th grade science. However, the person who designed the exam still holds a 1% advantage.
- In the Indian context →
  1 → 2 → 3 → 4 → 5 → 6 → 7 → 8 → 9 → 10 → 11 → 12
  Exams such as JEE, GATE, UPSC, … are extremely challenging, yet this student managed to achieve such high marks.
- At the point of moving to the next grade, no matter how strong the knowledge from the previous class was, without proper revision, it will be lost.

GAP → What do you actually retain?

ANSWER → Nothing.

4.3.2 ALL-IN-ONE MAN (The Ground Reality of Indian, Japanese & Chinese Examinations):

- In a single exam, multiple fields are tested — fields for which many great minds have dedicated their entire lives — yet students are expected to memorize everything, present it within a fixed time, and then forget it all.

4.3.3 INDUSTRY (Task-Providing Method):

- Even if a student achieves AIR-1 in GATE, JEE, or UPSC, when entering a job or research environment, they are not immediately expected to understand an entire quantum computer.
- They will not be told to build an entire quantum computer; instead, they will be assigned specific tasks such as **designing a quantum logic gate** or **solving a quantum error** — this is the essence of the **Task Providing Method**.

4.3.4 GAP BETWEEN CURRENT EDUCATION & INDUSTRIES:

- Even if a GATE/GRE/JEE topper (AIR-1) enters the industry, their prior knowledge is often underutilized. According to The Times of India. (2023, December 8). *Engineers Account for 64% of Successful Candidates in Civil Services Exam*, It means they learn new tasks on the job and then spend most of their career executing those same tasks.
- GAP → The question arises: Why did you study so much if most of it is not applied? Is it a waste of time? In fact life is precious and you lost your most of time in learning unusable skills.

 # CONCLUSION

So far, you have only demonstrated that you relentlessly participated in the continuous rat race and memorization efforts, leaving no gaps in your practice.

4.3.5 More than 60% engineer in India field change

- According to TIMES OF INDIA, more than 60% work in fields unrelated to what they studied.
- Similarly, in India, over 60% of UPSC aspirants are engineers. Many realize later that money alone is not enough; they need both money and influence/power to make an impact.
- A striking observation is that most of these aspirants are IIT'IAN & NIT'IAN . Who graduates, from India's top institutes**.**

4.3.6 EDUCATION AS A BUSINESS

- As long as the world exists, an education system will continue to operate.
- In reality, education has become one of the most sustainable and profitable sectors, as evident from the current global scenario.

4.3.7 LIFE CHALLENGES

- So far, we have only discussed education. However, managing life's challenges is a separate aspect that education alone cannot fully address.
- Example: Even a renowned scientist like Albert Einstein initially failed his university entrance examination.

4.4 INDIAN HIGHEST PLACEMENT SALARIES

- Some students floating in current flow, perform smoothly and excel in their studies, even they tops the education system .often referred to as toppers.
- When these students secure top marks and join high-paying international companies (such as in the USA) with a package of around ₹50 lakh, they realize:
    - ₹50 lakh ≈ 56,332 USD
    - In comparison, a minimum starting salary for a B.Sc. student from MIT USA is approximately 120,000 USD per year.
- Here we are talking about minimum salaries only, we do not discuss about the highest salary packages.

Result: Now, these topper students, who have repeatedly scored top marks, feel humiliated and they leave the company and come on YouTube. and share knowledge without telling other students the ground reality. Each of them says: "I was a Microsoft X-engineer, but my interest was in teaching children, so I left."

4.5 Indian Biggest Education platform PW education system:

- PW and other coaching institutes work like a bridge between students and exams.
- A teacher studies a subject from four books and then teaches it to you in approximately 2.5 hours of lecture duration. This works purely as a bridge to clear the exam.
- After the exam, if you do not revise the subjects, all that knowledge leaves your mind.
- In industry and real-life, because of the task-providing method, this knowledge is of little practical use.

4.6 Some nominated education policies specialities :

- MIT: Research-driven innovation *(*limitation: very costly and limited student capacity*)*
- Finland: Focus on equality *(*limitation: not competitive at world-level research*)*
- Japan: Discipline *(*limitation: overly serious atmosphere for students, both in study and real life)
- China: Scalability (limitation: students have different interests, making it difficult to scale their exceptional natural abilities; advantage: rapid improvement in the last 40 years)
- Additionally: Inspired by Singapore's education system, particularly in new innovation programmes.

4.7 HARSH & DARK REALITY OF CURRENT EDUCATION SYSTEM
4.7.1 : DEAL WITH FAILURE

- There is no single education policy or system that teaches students how to handle failure.
- In fact, according to The Times of India. (2023, December 8). *Engineers Account for 64% of Successful Candidates in Civil Services Exam*, it means more than 60% of people and students are already internally disengaged, merely living to fulfill formalities.
- Many are working in fields they do not enjoy.

4.7.2 : GOOGLE CEO

- Sundar Pichai completed Metallurgical Engineering from IIT Kharagpur, a field unrelated to technology.
- Yet, he is now the CEO of one of the world's leading technology company like GOOGLE

Question: If only toppers are considered the best, then why does this happen?

4.7.3 MICROSOFT CEO

- Satya Nadella first pursued Electrical Engineering from Manipal Institute of Technology.
- Later, he completed his Master's degree in Computer Science.
- The end result is that he became the CEO of Microsoft.

4.7.4 STUDENT SUICIDE RATIO

- According to reports, the student suicide rate in India is increasing rapidly.
- According to Times of India. (2025, October 1). *Student suicides up 65% in a decade, NCRB data shows sharper rise than overall suicides*. According to Times of India "In India, 8.1% of all suicides in 2023 were students; this proportion has risen by nearly 65% in the past ten years."
- Those who cannot bear the pain of this harsh ground reality often commit suicide.
- People do not commit suicide because they do not wish to live — they commit suicide because they deeply wish to live, but life fails to fulfill their basic needs and expectations.
- They become disappointed with life, and since they cannot change life itself, they choose to end it.

4.8 SYMPATHY

➔ This is the reality, and when reality hits you hard, it hurts. But we must bear that pain and move forward.

➔ Do you really think that just memorizing something once makes you truly understand it?

➔ If that were true, then you would have been writing research papers at a very young age.

4. Methodology :

5.1 :

5.1.1 Galileo Galilei:

He once heard that a man had invented a telescope. Being deeply interested in astronomy and experimental physics, he collected all the necessary information and materials required, and successfully created one himself.

5.1.2 Newton:

He wanted to prove his theories, but at that time, there was not enough mathematical framework available to support them.
So, he developed an entirely new branch of mathematics — Calculus — to justify and demonstrate his theories scientifically.

5.1.3 Einstein:

While many scientists were trying to explain the wave and particle nature of light to prove the photoelectric effect, Einstein went beyond conventional thinking.
He introduced the revolutionary idea that light consists of discrete packets of energy, which he called photons.

5.1.4 Stephen Hawking:

He became paralyzed at the age of 20 or 21 while studying at Oxford University. After that, he was never able to write physically even a single assignment.
Despite this immense challenge, he became one of the greatest scientists of the century.
His remarkable contribution includes writing the famous book "The Theory of Everything," in which he attempted to unify all the fundamental laws of physics into a single theoretical framework.

5.1.5 Dr. A. P. J. Abdul Kalam:

He initially dreamed of becoming a pilot but eventually became one of India's greatest scientists.
He played a key role in India's missile development programs and was later honoured with the title "**Missile Man of India**."

5.2 **Pillar 2's Base: Artificial Intelligence**

Knowledge Representation combined with Reasoning forms the core foundation of Artificial Intelligence.
In the modern era, humans are increasingly relying on machines and no longer wish to memorize everything — instead, they focus on reasoning, analysis, and intelligent decision-making.

5.3 Pillar 4's Base: Quantum Physics

According to Quantum Physics, the existence of the universe is not deterministic or solid but rather probabilistic and measurement-dependent.
A simple example to illustrate this is that— meaning, the properties of an object depend on how and when it is observed.

The More You Read Science, the Less You Think New

(In the specific context of non–popular-science-zone countries)

As long as you do not have knowledge about a particular concept, you have the freedom to think about it in new and creative ways.
However, once you gain detailed knowledge of that subject, your thoughts become bound by existing theories — and you begin to think just like everyone else

5.4 : PILLAR 3's BASE — OSHO'S EDUCATION PHILOSOPHY:

→ Osho was a great Indian philosopher who reportedly read around 1.5 lakh (150,000) books, covering all major religions, philosophies, and educational concepts.
I have personally studied all the education-related philosophies given by him.

5.5 : PILLARS 5 & 6's BASE — MY OWN OBSERVATION OF THE WHOLE SCENARIO:

→ I have observed all the important phenomena and psychological patterns that occur across different age stages, such as puberty, youthful development, and several other critical phases of life.

5.6: PILLAR 8'S BASE: GAMIFICATION

"Behavioural and motivational mechanisms observed in online gaming environments (e.g., Free Fire) were analysed to understand engagement, adaptability, and reward-based learning models, which informed the design of QEP's 'Gamified Learning' pillar."
→ In traditional exam-oriented educational settings, such as IITs, professors often rely heavily on a limited set of textbooks and core concepts to structure both teaching and assessments.

6. QUANTUM EDUCATION POLICY

PILLAR 1: (OWN OBSERVATION)

Engineering and life are not solely about the amount of knowledge one possesses; rather, it is about how effectively one can apply the knowledge they have acquired.

PILLAR 2: KNOWLEDGE REPRESENTATION

The vast body of knowledge available today is sufficient to inspire and represent new ideas. When novel thinking is required, it is precisely this human endeavor that drives innovation. One must remain thoughtful, dynamic, and continually seek higher consciousness and the underlying truths of the universe—understanding both our origins and our ultimate direction.

> **PILLAR 2.1** Knowledge already exists in books. What we need is to train our minds on how to think in new, out-of-the-box ways and how to observe the deep, true science of this Universe.

PILLAR 2.2: We do not acquire knowledge to think, but just represent it in order to implement our ideas. Moreover, when our existing knowledge is insufficient to express our thoughts, we must focus on critical thinking, instead of merely reproducing the fields established by others and memorizing a single fixed body of knowledge for many years.

PILLAR 3 : Main concept of QEP (inspired from research methodology)

"Knowledge does not increase by delivering it but it is skill that increases by delivering. Skill that means the perspective to observe things and phenomena."

PILLAR 4: QUANTUM PHYSICS:

One of the most **pioneering bases of quantum physics** is **superposition**, which represents the **probability between 0 and 1**. It encourages us to approach everything through the concept of **research (re + search)** — not just to **believe**, but to **understand** and apply the **reality check method** to uncover the truth. Even according to Google Quantum AI. (n.d.). *Home*. Retrieved October 28, 2025, they says that the googles quantum ai can be calculate in multiverse, hence we have to break our boundaries and think out of BOX.

PILLAR 5: HEART OF POLICY (inspired from pillar 4)
Several authenticated movies and series portray ground realities.
Examples: Nayak movie

→ Ground realities are often kept hidden from the general public. Due to political and other societal factors, these truths have historically been obscured from public knowledge.

→ Concepts or realities that cannot be directly communicated to the public due to certain constraints can be conveyed indirectly through movies or series. This practice is actively occurring in contemporary times.

→ We have to make the movies and series on the CURRENT SCIENTIFIC RESEACRH however we all including every single man can contribute to the current research.

PILLAR 6: POPULAR SCIENCE ZONER (inspired from USA)

- In most countries, there is no structured popular science platform, with a few exceptions such as the USA.
- A popular science platform aims to make ongoing scientific research accessible to the general public in simple, understandable language, enabling ordinary individuals to contribute to science. In countries like America, many prominent scientists were once

ordinary citizens; notable examples include Albert Einstein and George Boole. A contemporary example is Julian Brown, who developed petrol from plastic waste.

- Through movies, books, and series, current scientific developments can be communicated and exposed to the public.

PILLAR 7: EDUCATION BY GAP-FILLING METHOD:(inspired from pillar 2)

- It is the responsibility of the education system to create pathways in higher education for ordinary individuals who are capable of addressing gaps in current scientific research.
- **Example:** This explains why innovators like Elon Musk and Mark Zuckerberg did not emerge from India.
- **MIT:** Considers GRE exam scores for admission, which primarily assess reasoning ability and mathematics at approximately the 10th-grade level. However, the most influential factor in the selection process remains a strong research background.
- **IIT:** Considers GATE, IIT JAM, or JEE exam scores for admission. These examinations are significantly more difficult than the GRE in terms of level and complexity. This is the reason why IITs still lag behind MIT's professional education system.
- The central concept of the **Quantum Education Policy (QEP)** is: **"The QEP approach is not to believe, but to know."**
- Apply a reality check to every aspect of life and seek the ground truth.
- Remain within the current field but aim is to break its limitations from within.

PILLAR 8: RUSHER & SURVIVOR METHOD

In a research team, not every member is required to read and analyze every research paper in depth. For instance, in a four-member team, two members may act as "Rushers" and two as "Survivors."

- **Rusher:** Rapidly reviews research papers to determine which areas require in-depth analysis and which can be surveyed quickly. They authenticate information efficiently, applying laboratory-aligned methods similar to those used in top-tier institutions such as MIT, USA.
- **Survivor:** Conducts slow, in-depth research on sources authenticated by the Rushers, utilizing advanced methodologies and laboratory-aligned techniques to thoroughly understand the subject.
- **Research can proceed significantly faster than classical methods; for instance, it is estimated that research can be accelerated by up to 80% compared to conventional approaches."**

PILLAR 9: SOLVE-EXAMPLE METHOD

- One should first carefully observe the approach used to solve a problem and then attempt it independently the following day. Any gaps identified in one's conceptual understanding should be addressed immediately. This method trains individuals to invest reasoning time in developing new concepts rather than spending excessive time on routine problem-solving.

PILLAR 10: No negative marking system but adaptive marking scheme

It is unnecessary to employ counterproductive methods that penalize individuals for the skills they have already mastered, based on the skills they have not yet acquired. Therefore, the Quantum Education Policy (QEP) strongly opposes the negative marking system. However, an adaptive approach is necessary, in which questions become progressively more challenging as a student achieves higher scores, similar to the system used in the GRE by ETS. Because it is a **very** strange method to neglect the skills a person **has**, based on the skills they don't know.

PILLAR 11: QUANTUM NATION (inspired from pillar 2.2)

Quantum Nation is an example of how people can create their own independent field of innovation and collaboration.

It is a virtual, boundaryless nation, designed as a global online platform.

Quantum Nation provides each citizen with Superposition Citizenship, meaning — individuals remain citizens of their physical country while also holding a world-class digital citizenship within Quantum Nation.

Every member of Quantum Nation, regardless of their nationality, receives a unique Entanglement ID, which is based on the concept of Superposition Citizenship.

Quantum Nation will establish QIT — Quantum Institutes of Technology and Companies, where anyone from around the world can contribute their research skills and innovations.

This nation recognizes even the most ordinary citizens by assigning them a Quantum Qubit Score, based on their research credibility and scientific contribution.

Quantum Nation will unify and integrate leading technology companies such as ChatGPT, Chat with RTX, DeepSeek, Gemini, and Perplexity into a single collaborative technological ecosystem.

As more countries join Quantum Nation, their research and discoveries will no longer belong to just one nation — they will become openly accessible to the entire Quantum Nation, promoting global scientific progress and unity**.**

Quantum Nation will revolutionize the way scientific research by implementing innovative and human-centered methodologies.

For all Quantum Citizens, research will be based on the Rusher & Survivor Method for teamwork and collaboration, enabling individuals to contribute according to their pace and strength.

It will use the Gap Filling Method to identify and bridge scientific gaps across different domains, ensuring that no idea or concept remains incomplete.

Instead of traditional rote learning, Quantum Nation will adopt a Task Providing Method, where citizens learn by solving real scientific problems and performing hands-on experiments.

Each Quantum Citizen will be encouraged to create their own research field, fostering originality and self-discovery rather than imitation.

A dedicated Popular Science Zone will connect scientific innovations with the public, making complex discoveries accessible and inspiring curiosity worldwide.

Above all, Quantum Nation will harness the passion of Quantum Citizens, transforming individual enthusiasm into a collective force driving the next era of Quantum Civilization.

Many more features QUANTUM NATION has.

PILLAR 12 : STORE AND UTILIZATION OF HUMAN CONSCIOUSNESS (inspired from pillar 2.2)

Every one is in a rat race of Artificial Intelligence but no one is thinking about to store and utilize the human consciousness. If we are able to do this, **then** this can be more creative **than** AI. **China's** Tianjin University **has** recently made a 'wetware', not software or hardware; it is based on this orientation.

PILLAR 13 . LAB FITTING METHOD: (inspired from Gap filling method)

The lab fitting method **is a method** which **checks whether your** research direction is fitting with the lab's research direction or not. according to your research direction and lab's research direction only proper alignment team can work very efficiently with certain direction.

6. Conclusion: Results of the Quantum Education Policy

The Quantum Education Policy divides the entire education system into two main components:

TYPE 1. Acquisition of Knowledge (They will represent knowledge given thoughts by 2nd type)

TYPE 2. Implementation of Thoughts and Critical Thinking through the Knowledge Representation Concept (They will just think critical thoughts.)

6.1 : ADVANTAGES WITH FILLED GAPS BY QUANTUM EDUCATION POLICY

6.1.1: Stress and Mental Health Balance

In traditional education systems and policies, students often struggle with consistency and the need to memorize knowledge. The Quantum Education Policy, however, does not focus on rote memorization of concepts. This represents a significant advantage of the policy.

6.1.2: Dynamic Approach Instead of Validating Fixed Fields
The QEP is inherently dynamic. It does not emphasize memorizing fixed knowledge or fields established by others, but encourages continuous inquiry and understanding

6.1.3: Creativity and Critical Thinking
This education policy enhances creativity and critical thinking within the educational system, rather than promoting rote memorization. It leverages true human strengths: as humans, we are capable of thinking beyond conventional boundaries, rather than merely memorizing and reproducing information.

6.1.4: Bridging the Gap Between Industry and Education
The Quantum Education Policy facilitates proper alignment between the current needs of industry and the education system, ensuring that learning remains relevant and applicable.

6.1.5: Dealing with Failure
This education policy does not emphasize validating pre-established fields, allowing individuals to avoid perceiving themselves as failures. If they are unable to align with the current structure of education and its systems, they are encouraged to create their own fields of study.

6.1.6: Confidence
This education policy empowers individuals to create their own fields of study, elevating their confidence to an entirely new level.

6.1.7: Inner Happiness
Under this education policy, an individual can achieve one of the highest states of mental well-being and personal fulfillment.

6.1.8: Solving the Field-Change Problem
Individuals are encouraged to remain aligned with their chosen fields while simultaneously applying their actual skills to contribute meaningfully toward improving the world.

6.1.9: Equality Instead of Scalability
We are all humans with unique abilities, each distinct from others. Every individual can contribute according to their personal skills and strengths, thereby enhancing and enriching the world.

6.1.10: Alignment with Task-Oriented Methods
This education policy is fully aligned with task-oriented methodologies, as it emphasizes the execution of specific tasks within any chosen field

6.1.11 Negative marking system cover

QEP covers negative marking system and gives better option like Adaptive marking system.

7. Aim and Purpose of the Quantum Education Policy
The fundamental principle of this education policy is not to believe in any particular

field or phenomenon blindly; rather, the QEP emphasizes understanding the ground reality. It encourages applying a critical reality check to all aspects and phenomena of life.

7.1: Innovation Within the Current Field
While remaining within a given field, individuals are encouraged to challenge existing boundaries and think creatively, guided by their own spirit and strengths.

7.2: Advancement to Super-Consciousness
Through the QEP, individuals are guided toward attaining super-consciousness by exploring fundamental questions such as: Where do we come from? Why are we here? Where are we headed? This involves understanding both the hidden and foundational realities of the universe.

7.3: Embracing Asceticism
In the context of QEP, asceticism does not imply withdrawal from responsibilities or the universe. Rather, it signifies a conscious declaration to live one's life according to one's own principles, seeking super-consciousness and the ultimate truths of the universe on one's own terms.
*(*The term "asceticism" here reflects the reasoning and participating in a conventional competitive rat race, which yields little meaningful outcome, Then why one should go for it.)

7.4 : QUANTUM NATION

QEP's most **effective** thought is the **QUANTUM NATION**. The Quantum Nation can do all those things **that do not exist** in the present and past of human civilization.

8. The Most Unique Strength of the Quantum Education Policy

Throughout history, many civilizations have emerged and destructed. Each civilization pursued science and super-consciousness in its own way. However, when one era ends, the concept of mathematical integration allows for a reset—let $T \to 0$—from which science and super-consciousness can be redeveloped anew.

The Quantum Education Policy is inherently resilient; while eras may conclude, the QEP itself will persist indefinitely.

9. Philosophical Proof, Specifically for India

Approximately 3,000 years ago, the great philosopher Buddha was suddenly criticized for contradicting the established systems of his time.
Result: He was effectively exiled from India.

In contrast, the great philosopher Osho avoided this mistake by first thoroughly understanding and validating the current system in his own way before speaking against it.

9.1 : I intend to follow the same approach and avoid making this error.

In the ancient Indian education system, various disciplines existed, such as numerology (the belief that numbers can influence human life), astrology (the belief that constellations can affect human behaviour), and palmistry (the study of hand lines), among many others. During that time, individuals did not merely validate existing fields; instead, they created their own domains of knowledge. The reasoning was that even if all of one's life energy were directed toward a single pursuit, life remains finite, making it impossible to fully uncover the secrets of super-consciousness or the universe. Humans are capable of achieving almost anything, yet they cannot evade mortality.

10. For current education system improvement points (not a part of QEP) (Appendix)

How to Approach Any Examination:

1. **Required Syllabus:** Complete and thoroughly understand the prescribed syllabus.
2. **Revision:** Regardless of the level of preparation, consistent revision is essential to achieve meaningful results.
3. **Previous Year Questions with the Solve-Example Method:** Practice past examination questions using the Solve-Example approach to reinforce understanding.
4. **Mock Tests with Reality-Check Method:** Undertake mock tests while applying a critical reality-check approach to identify gaps and improve performance.

STUDY = Connect + Concept + Consolidate

➔ Vocabulary for each subject to improve connectivity with subject

➔ JEE → MASTER IN ONE AVERAGE IN ALL

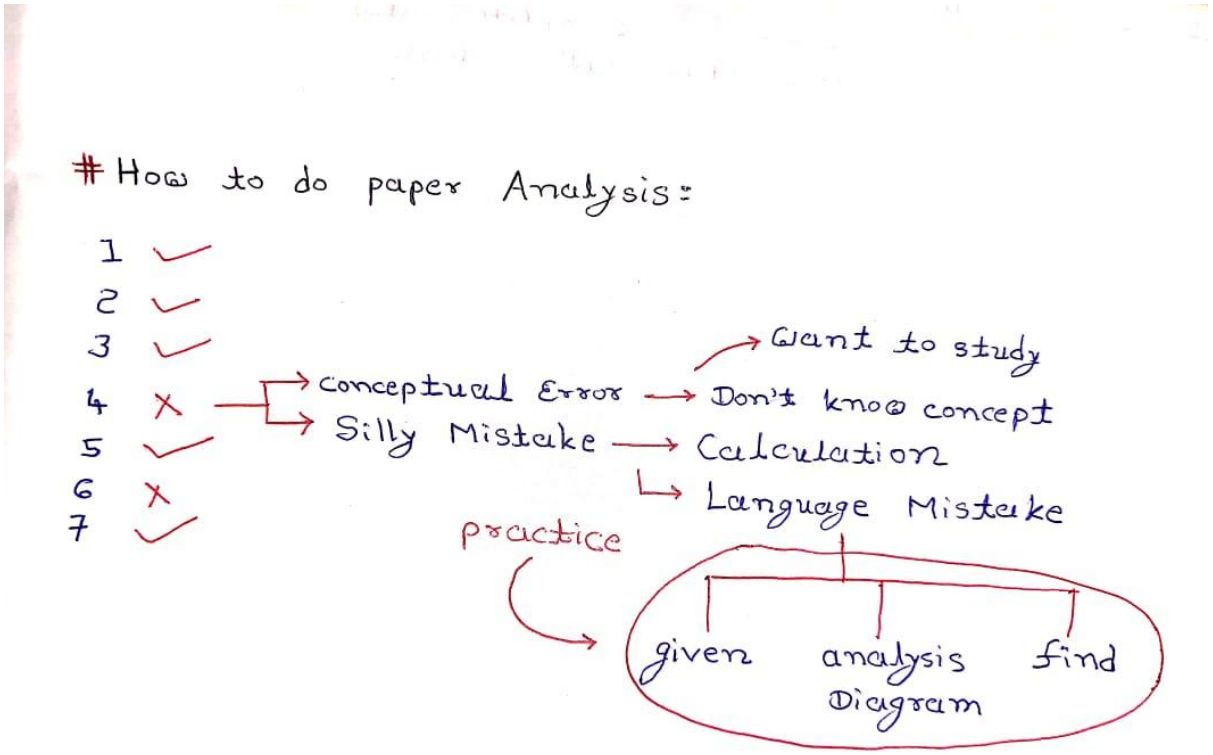
➔ Reductionism & unification concept use to solve complex problems.

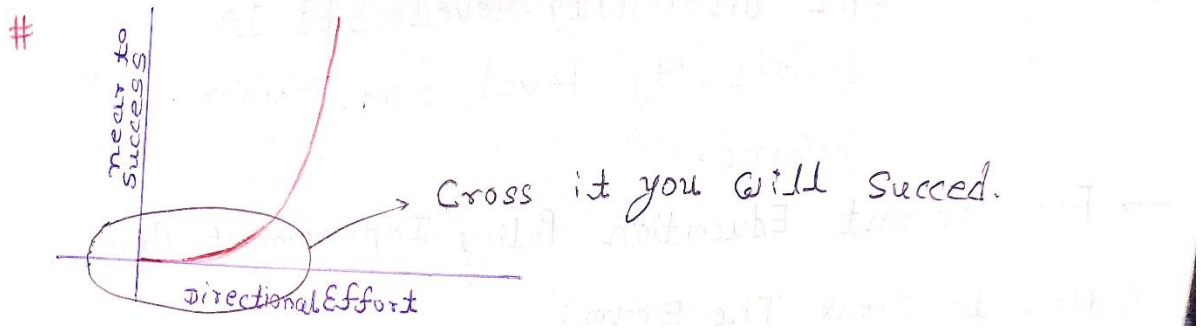
➔ Utilize reductionism and unification to solve complex problems effectively.

- For example, in exams like GATE or JEE, questions often integrate multiple concepts. Therefore, break each question into concept-wise components and apply solutions step by step according to the principles of each concept.

→**Acceptance of Knowledge Limits:** Knowledge can never be absolute. Avoid striving for complete perfection. Knowledge can never be 100% , do not try

➔ Representation & presentation :





→Do work that you can do 365 days a year.
→Switch subjects & direction of thinking.

 # Exam pattern analysis: for example, JEE Mains

→Questions in the exam often come from concepts covered at the end of each chapter.

 # How to crack any exam?

→ A lot happens in life rather than study.
→Just complete the whole syllabus without focusing on perfection.
→Analyse previous-year questions (PYQ).
→ Take mock tests → using the reality-check method.

→Work on your mistakes.
→Make the Analysis book.

- ◊ Exams emerge from the process.
- ◊ The syllabus is a trap.
- ◊ It is not necessary for things to be perfect.

 # One-night passing hack

1. Analyse PYQs → you know what will come in the exam.
2. Do not go to PYQs after finishing the entire syllabus. Go to the syllabus after analysing PYQs.
3. Because ultimately you have to take the exam, not the syllabus.

JUST FOR FUN → Even God will be found by a seeker; the exam paper is a minor matter.
→ Be selfish, because the only religion that exists is to know the self. →Fresh mind → learn new skills.
→ Saturated mind → revision.
→ Limit your resources, otherwise you will get stuck, e.g., in a field like computer science.
→ If you teach someone a skill, they will have the basic skill for it and will further develop upgraded skills from it. Always be dynamic.
→Students already know 80% of things; focus only on the remaining 20% using the gap-filling method.

→Nature provides the answer to every question; you just need to observe.
→In IIT, the first-rank and last-rank students are essentially the same.
→ Even backup plans should have their own backup plans.

 # PYQ Analysis Method:

→ topic wise
→ marks wise
→ fixed questions wise
→ weightage wise
→ difficulty wise
→ core concepts wise

 # Revision Method

→PYQ analysis
→ Solve-Example Method

→ Identify gaps using the Gap-Filling Method with the Reality-Check Method
→ Revise your filled gaps in a loop for a week, following a time-decreasing order
→ Mock tests using the Reality-Check Method

11. References:

1. OECD. (2023). *PISA 2022 results (Volume I and II): Country note — Finland*. OECD Publishing. https://www.oecd.org/en/publications/pisa-2022-results-volume-i-and-ii-country-notes_ed6fbcc5-en/finland_6991e849-en.html

2. Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* Teachers College Press.

3. World Economic Forum. (2023). *The Future of Jobs Report 2023*. World Economic Forum. https://www.weforum.org/publications/the-future-of-jobs-report-2023/

4. World Health Organization. (2023). *Adolescent mental health: Fact sheet* (WHO). https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health

5. MIT. (2024). *MIT Facts: Admissions, research expenditures and institutional profile.* Massachusetts Institute of Technology. https://facts.mit.edu/

6. Altbach, P. G. (2005). *Higher education in India: The IITs and beyond.* Higher Education (book chapter / review).

7. OECD. (2018). *Education Policy in Japan: Building Bridges towards 2030 — Reviews of National Policies for Education*. OECD Publishing. https://www.oecd.org/en/publications/education-policy-in-japan_9789264302402-en.html

8. Ministry of Education, Singapore. (n.d.). *Education in Singapore: Desired outcomes and 21st Century Competencies.* https://www.moe.gov.sg/education-in-sg

9. Ministry of Education of the People's Republic of China. (2018). *China's education: 40 years of achievements* (press release / overview). http://en.moe.gov.cn/news/press_releases/201812/t20181224_364525.html

10. Osho. (1977). *Education: The awakening of the inner (selected discourses)*. (Osho publications / collected discourses).

11. World Economic Forum (2025). *The Future of Jobs Report 2025*. https://www.weforum.org/publications/the-future-of-jobs-report-2025/digest/

12. World Bank. (2023, April 12). *Ending Learning Poverty and Building Skills*. https://thedocs.worldbank.org/en/doc/9b9ecb979e36e80ed50b1f110565f06b-0200022023/related/WB-EducationBrochure-APRIL-12-23-e-version-FINAL.pdf

13. UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. https://www.unesco.org/en/articles/reimagining-our-futures-together-new-social-contract-education

14. OECD. (2023). *PISA 2022 Results (Volume II): Learning During – and From – Disruption*. https://www.oecd.org/en/publications/pisa-2022-results-volume-ii_a97db61c-en/full-report/component-10.html

15. Wikipedia. (2025, October 22). *Sundar Pichai*. https://en.wikipedia.org/wiki/Sundar_Pichai

16. Manipal Academy of Higher Education. (n.d.). *Satya Nadella, BE (Electronics & Communication) MIT Manipal – Alumni Spotlight*. Retrieved October 25, 2025, from https://www.manipal.edu/mu/alumni/eminent-personalities/list/satya-nadella.html

17. Pichai, S. (n.d.). *Educational background – B.Tech in Metallurgical Engineering from IIT Kharagpur*. Retrieved from https://www.iitkgpalumnifoundation.org/newsroom/news/Sundar-Pichai-BTechMetE1993-From-Humble-Origins-to-Google-CEO-and-a-40M-Mansion.dz

18. Government of India, Open Government Data Portal. (2023). *Stream-wise number of candidates recommended in Civil Services (Main) Examination from 2017 to 2021* [Dataset]. https://data.gov.in/resource/stream-wise-number-candidates-recommended-civil-services-main-examination-2017-2021

19. World Health Organization. (2022). *Suicide worldwide in 2021: Global health estimates* (ISBN 978-92-4-011006-9). Geneva, Switzerland: World Health Organization. Retrieved from https://www.who.int/publications/i/item/9789240110069 World

20. Times of India. (2025, October 1). *Student suicides up 65% in a decade, NCRB data shows sharper rise than overall suicides*. The Times of India. Retrieved from https://timesofindia.indiatimes.com/education/news/student-suicides-up-65-in-a-decade-ncrb-data-shows-sharper-rise-than-overall-suicides/articleshow/124248503.cms

21. MIT Student Financial Services. (n.d.). *Return on investment*. https://sfs.mit.edu/undergraduate-students/the-cost-of-attendance/return-on-investment/

22. Nesta. (2020, May 18). *AI applications in Chinese education*. https://www.nesta.org.uk/report/the-future-of-the-classroom/ai-applications-chinese-education/

23. The Times of India. (2023, December 8). *Engineers Account for 64% of Successful Candidates in Civil Services Exam*. https://timesofindia.indiatimes.com/city/delhi/engineers-account-for-64-of-successful-candidates-in-civil-services-exam/articleshow/105825045.cms

24. Arora, A. [Physics Galaxy]. (n.d.). *Home* [YouTube channel]. YouTube. Retrieved October 28, 2025, from https://www.youtube.com/@physicsgalaxyworld

25. Ojha, A. [Avadh Ojha]. (n.d.). *Posts* [YouTube channel]. YouTube. Retrieved October 28, 2025, from https://www.google.com/search?q=https://www.youtube.com/channel/UC2PvMOTaTWZMky6mdyQrrvA/posts

26. Physics Wallah. (n.d.). *Home*. Retrieved October 28, 2025, from https://www.pw.live/

27. Drishti IAS. (n.d.). *Home*. Retrieved October 28, 2025, from https://www.drishtiias.com/

28. Cerullo, M. (2024, February 23). *More than half of college graduates are working in jobs that don't require degrees*. CBS News. https://www.cbsnews.com/news/college-grads-jobs-underemployed/

29. India Today Education Desk. (2025, October 1). *Will early intervention help reduce India's 8.1% share of student suicide deaths?* India Today. https://www.indiatoday.in/education-today/featurephilia/story/can-13892-student-suicides-in-2023-push-india-to-strengthen-mental-health-care-2796224-2025-10-01

30. Wheebox. (2024). *India Skills Report 2024*. https://wheebox.com/assets/pdf/ISR_Report_2024.pdf

31. World Economic Forum (2025). *The Future of Jobs Report 2025*. https://www.weforum.org/publications/the-future-of-jobs-report-2025/digest/

32. The Editors of Encyclopaedia Britannica. (n.d.). Albert Einstein. In *Encyclopædia Britannica*. Retrieved October 28, 2025, from https://www.britannica.com/biography/Albert-Einstein

33. CollegeDekho. (2024). *IIT Placements 2024-25: Highest Package Offered, Top Recruiters*. https://www.collegedekho.com/articles/highest-packages-at-iit-placements/

34. OECD. (2025). *Education at a Glance 2025: Finland*. https://www.oecd.org/en/publications/education-at-a-glance-2025_1a3543e2-en/finland_d8f44a5b-en.html

35. Association of Certified Professional Managers. (2024, July 17). *Gaokao: A test shaping China's future*. https://acpmglobal.co.uk/news/gaokao-test-shaping-chinas-future

36. National Library Board. (n.d.). *"Teach Less, Learn More" (TLLM)*. https://www.nlb.gov.sg/main/article-detail?cmsuuid=bf38bb79-2b26-4068-828c-c89246c65c10

37. National Library Board. (n.d.). *"Teach Less, Learn More" (TLLM)*. https://www.nlb.gov.sg/main/article-detail?cmsuuid=bf38bb79-2b26-4068-828c-c89246c65c10

38. Virohan. (2024, February 18). *NEET exam pattern 2024: Marking scheme, paper pattern, negative marking*. https://www.virohan.com/blog/neet-exam-pattern

39. Drishti IAS. (n.d.). *UPSC CSE – Complete IAS exam syllabus for prelims & mains*. https://www.drishtiias.com/upsc-syllabus

40. The Editors of Encyclopaedia Britannica. (n.d.). *Stephen Hawking*. In Encyclopædia Britannica. Retrieved October 28, 2025, from https://www.britannica.com/biography/Stephen-Hawking

41. The Editors of Encyclopaedia Britannica. (n.d.). *A.P.J. Abdul Kalam*. In Encyclopædia Britannica. Retrieved October 28, 2025, from https://www.britannica.com/biography/A-P-J-Abdul-Kalam

42. The Editors of Encyclopaedia Britannica. (n.d.). *Buddha*. In Encyclopædia Britannica. Retrieved October 28, 2025, from https://www.britannica.com/biography/Buddha-founder-of-Buddhism

43. Google Quantum AI. (n.d.). *Home*. Retrieved October 28, 2025, from https://quantumai.google/

44. Chen, S. (2025, October 21). *Chinese scientists build biological computer using monkey brain cells that reads images and text*. South China Morning Post. https://www.scmp.com/news/china/science/article/3313988/chinese-scientists-build-biological-computer-using-monkey-brain-cells-reads-images-and-text