



Late Shri Krishan Lal Gupta
Founder Chairman
GNIOT Group of Institutions, Greater Noida



Greater Noida Institute of Technology (GNIOT)
(Engineering Institute)

A PIONEER IN EDUCATION



#GNIOTNAAC-A+



COURSES OFFERED

B.TECH | M.TECH | MCA | MCA (INTEGRATED)* | PGDM | MBA
MBA (BUSINESS ANALYTICS) | MBA (INTEGRATED)
MBA (HEALTH CARE & HOSPITAL MANAGEMENT) | BBA | BCA
B.COM | B.COM (H) | B.SC.(CS) | D.PHARMA | B.PHARMA*
LL.B. | B.A. LL.B. | B.SC (NURSING) | GNM* | ANM

*Courses Proposed





Christina Laiou
Educationist
Karditsa - Greece

My most heartfelt wishes on your 8th anniversary of publishing. May you continue to inspire and spread positive news about education world wide, The field of education deserves attention because the future of the world lies in the hands of educators. Modern technology allows for networking, connecting, collaborating, and sharing Let us take advantage to make the world a better place. Congratulations to *Education Jagat* for taking this opportunity already. Kindest regards,

Education Jagat, as you celebrate your 8th year, may the seeds of wisdom you plant bloom into vibrant fields of knowledge. Let the rivers of inspiration flow, nourishing minds across the globe. Cultivate trust and love, empower with the belief that one can conquer even the loftiest mountains. Motivate those who stumble from the summit, urging them to persist in the pursuit of excellence. Happy anniversary, and may your journey continue to inspire and uplift.



Khatia Bibiluri
Educationist
Tbilisi - Georgia

Building the Future – Job Career



The changes initiated by the COVID-19 pandemic and technological progress led to a new perspective and adaptation to the new situation. Trends change rapidly, so we are forced to quickly adapt and follow. The labor market is dynamic, with a large number of job opportunities. These changes offer exciting opportunities for workers around the world, allowing them to build careers in line with modern technological and social trends. With the advent of artificial intelligence (AI) and its application in the labor market, trends have changed greatly. The same is true in the harsh labor market that needs more skilled workers. Skills, motivation and the potential to develop the skills we need for business progress are important to us. As digital transformation sweeps across the economy, a growing number of industry sectors are scrambling to attract skilled workers.

A changing world of work brings the importance of Vocational Education and Training (VET) to the forefront, as

it can develop the skills that are needed in today's labor markets and societies. VET is considered education and training whose goal is to provide participants with theoretical and practical knowledge, skills, and/or competencies necessary for certain occupations or in general on the labor market. Through monitoring and analysis, forecasts of the needs of the labor market for individual occupations are made. New career paths are taking shape. Whether you're yet to start your career or are looking for your next step, Building careers with VET, you can shape the future: Reimagine. Rebuild. Together. Like a broad concept, the aim is to prepare learners for jobs with a basis in manual or practical activities and entirely related to a specific trade, occupation, or vocation. It's delivered through schools, dual sector universities with VET courses, institutes, private registered training organizations, and adult and community edu-

cation providers.

A student of a vocational school is a person enrolled in a program of initial or permanent vocational education and training. Vocational schools educate students for the increasingly demanding labor market, the programs are modernized and harmonized with the economy and the needs of the labor market. Mobility, international exchange of students, practical work abroad, and professional occupations can enable a young man to quickly find employment and realize his ambitions.

Difficulties are still present in vocational schools. The main step to overcome these adversities is to make educational planning and put it into practice, to see what the interests and demands of individuals in professional organizations, the economy, and the economic needs of the state are. At the same time, structural changes highlight the need to re-engineer certain parts of VET systems to make them more resilient and ensure they can make the most of the opportunities ongoing changes present. The big problem is that the need in



Prof. Nada Ratković
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production for the labor force educated by vocational schools has decreased, and they continue to enroll in the same programs, which creates a loss for students, parents, and society. In secondary vocational education, the system based on automation, and the use of new technologies in production and services is still not well recognized and has not been introduced into school vocational curricula. After finishing high school, students go for retraining or further education. Learning by doing is the acquisition of knowledge and skills by performing tasks and thinking about them in the context of a profession, in the workplace such as on-the-job training, or in a VET institution. The main four key dimensions of future-ready VET systems are responsiveness to changing skill needs, the flexibility to make VET work for all, the ability to support transitions into a changing labor market and further learning, the potential of digital technology to innovate VET design and delivery (OECD 2023).

The increasing integration of

AI into everyday life creates a need for AI specialists, automation engineers, and data processing experts. These jobs are not only on the rise, but are also ideal for remote work, due to their inherent connection to the digital world. Machine learning (ML) analysis is one occupation that has seen a huge increase in demand. Experts in AI and ML are most in demand. IT security, creative design, health information management, and cryptographic languages are increasingly in demand and paying. As the demand for digital skills expands across industries, some traditional job roles, including technology, are experiencing rapid decline. Although many occupations will simply cease to exist, new occupations of the future will be created to meet new needs. Developers are, and will be for a long time to come, respected professionals on the market. They are part of a group that creates new systems for process automation. Without programmers, this technological era would not be in full swing today. Developers analyze, understand, execute, and maintain platforms and write code that builds businesses and services. Web trade experts are highly valued. The IT sector remains one of the most dynamic, with demand for developers, cyber security experts, and cloud technologies. The vast majority of these jobs can be done remotely, which makes them extremely attractive in today's work environment. With the growth of online education, the need for online teachers, curriculum designers, and experts in e-learning technologies is becoming more pronounced. These jobs offer the flexibility of working remotely and the opportunity for creative expression. Digital marketing professionals have gained a lot of space in the online world, which has led to a specialization in this career

focused on the Internet, such as SEO, social media, PPC, and email marketing. Digital influencers are experiencing growth. Mental health professionals who deal with matters of the will continue to be in high demand. Financial managers are and will be irreplaceable for many years so that small and large companies can manage their money and keep their finances in the red. Although AI can do calculations better than humans, the position of financial manager comes with the responsibility of making decisions that AI is not yet capable of making.

The reality is that we live in times of technological revolution, in a world that changes rapidly, and with it the labor market - new professions come and some go, making it possible to build careers by modern technological and social trends. The labor market will always be aligned with the innovations of science, the development of technology, and the emergence of new requirements in the world. It is precisely based on market demand that the most sought-after occupations of the future are created.

Job hunting shouldn't be too difficult, provided your qualifications are among those currently in demand in the market. To get some jobs, you need an ideal resume and an impeccably conducted job interview, while for other places it will be enough to show up because there simply aren't enough qualified staff. So, if you don't manage to get a job in the profession, it's great that you can always retrain. In other words, luck is not the key to financial well-being, but resourcefulness and the ability to adapt. Educators, businesses, and civil society must join forces to ensure that the workforce of the future is equipped with the skills to compete and thrive in the digital economy.

Exploring Career Paths for Undergraduate Students: Navigating Options and Making Informed Decisions



skills, and values.

Introduction

As an undergraduate student, the prospect of choosing a career path can be both exciting and overwhelming. With so many options available, it can be difficult to know where to start. However, by exploring different career paths and making informed decisions, you can set yourself up for success in the future.

One of the first steps in exploring career paths is to assess

This paper examines the process of exploring career paths for undergraduate students, focusing on how they can navigate the myriad of options available to them and make informed decisions. The study delves into the challenges faced by students in choosing a career path, the importance of self-assessment and research in the decision-making process, and the role of career counseling and mentorship in guiding students toward

fulfilling and successful careers. Through a combination of literature review and case studies, this paper provides practical strategies and tools that can help undergraduate students make informed decisions about their future career paths. Ultimately, the goal is to empower students to confidently navigate the complex landscape of career choices and embark on a path that aligns with their interests,

your interests, skills, and values. Consider what subjects you enjoy studying, what activities you excel at, and what values are important to you in a career. This self-assessment can help you narrow down your options and identify potential career paths that align with your strengths and interests.

Once you have a better understanding of your preferences and abilities, it's time to start researching different career paths. Take advantage of resources such as



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PhD Candidate/Researcher
Khoy - Iran

career fairs, informational interviews with professionals in various fields, and online tools like LinkedIn or Glassdoor to learn more about different industries and job roles. You may also want to consider internships or part-time jobs in fields that interest you to gain hands-on experience and insight into what a particular career path entails.

Networking is another important aspect of exploring career

paths as an undergraduate student. Building relationships with professionals in your desired field can provide valuable insights and opportunities for mentorship or job shadowing. Attend networking events on campus or join professional organizations related to your field of interest to connect with industry professionals who can offer guidance and support as you navigate your career options.

It's also important to keep an open mind when exploring career paths as an undergraduate student. While you may have a specific idea of what you want to do after graduation, be willing to consider alternative options that may align better with your skills and interests. Keep in mind that many successful professionals have taken non-linear paths to reach their current positions, so don't be afraid to explore different opportunities before settling on a specific career path.

Making informed decisions about your future career involves considering factors such as job outlook, salary potential, work-life balance, and opportunities for advancement. Researching these aspects of different careers can help you make a more informed decision about which path is right for you. Additionally, seeking guidance from academic advisors or career counselors at your university can provide valuable insights into potential career paths that align with your goals and aspirations.

Ultimately, exploring career paths as an undergraduate student is an ongoing process that requires self-reflection, research, networking, and open-mindedness. By taking the time to assess your interests and skills, research different industries and job roles, network with professionals in your desired field, and make informed decisions based on factors like job outlook and salary potential, you can set yourself up for success in the future. Remember that it's okay to explore different

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In April 2016, when *Education Jagat* published its first issue, I visited Sisimiut. A small village in Greenland with limited access to the internet. Later, the same year, I met Marc Prensky. The American who invented the terms “digital native” and “digital immigrant”. Eight years have passed. The Internet is omnipresent, and digital natives conquer the world. I’m documenting the development in four books about My Online Education World 1980-2020. And *Education Jagat* is a well-established publication destined for future success.



Prof. Morten Flate Paulsen
CEO at Campus NooA
Oslo - Norway

With the commercialization of the world, Educators lost their voice and were ignored. But Newspaper such as *Education Jagat* became their voice and a part of the education revolution. Thank you for being the voice for educators worldwide, Happy 8th Anniversary *Education Jagat!*



Prof. Kelvin Jones
Director of International Strategy
Romford - UK

Congratulations on reaching the significant milestone of *Education Jagat* 8th Anniversary! As you embark on your 9th year of publishing, your dedication to educational discourse continues to inspire. Your global issue is a testament to your commitment to fostering knowledge exchange worldwide. Wishing you continued success in enlightening minds and shaping the future of education.



Assanganeyi Godwin
Educationist
Oron - Akwa Ibom

From the Editor Desk...

Besides so many sources of news available in the market, newspapers are still a source of authenticated news. With advancements in technology and the growing availability of information, we have become very aware of our needs and choices, and getting them from various sources still we need to refer to newspapers and their websites for getting the correct information.

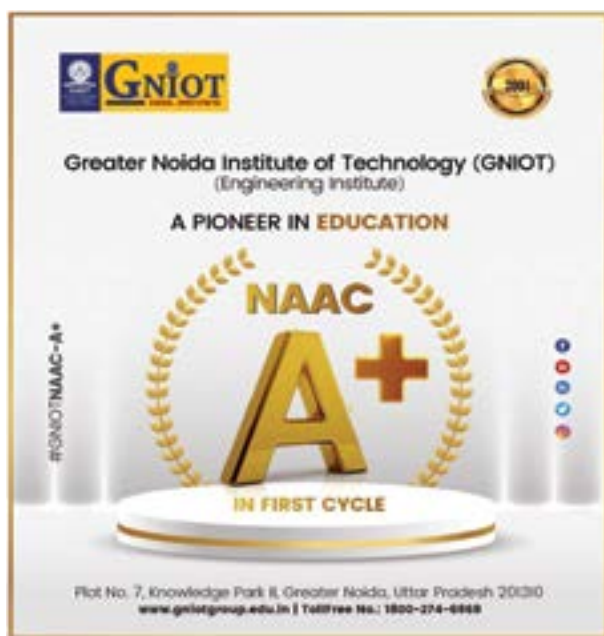
The education industry is witnessing robust growth and the number of institutes is increasing day by day. The evolution in education and learning has made it essential to have a platform where you can find any career-related info and updates. Learners today are keen to research and learn about the career paths they are willing to choose. This is where a newspaper like *Education Jagat* plays its part. *Education Jagat* is one of the leading career-based English newspapers. This tabloid is published fortnightly, reaching millions of readers across the globe. *Education Jagat* and its digital arm “educationjagat.com” are completing 8 years of their journey and entering into the 9th year

Actual pavilion of Global Education



Publishing

“NAAC A+ Grade to GNIOT (Engineering Institute), Commending Academic Excellence and Infrastructure”



State-of-the-Art Infrastructure: GNIOT’s commitment to providing a conducive learning environment is reflected in its state-of-the-art infrastructure. The campus features modern facilities,

including ICT-enabled classrooms equipped with advanced teaching aids such as LCD projectors and multimedia learning tools. These facilities not only enhance the teaching-learning process but also foster interac-

tive and engaging academic experiences for students. Moreover, GNIOT’s well-equipped laboratories meet the stringent standards set by regulatory bodies like AICTE and AKTU, enabling students to gain hands-on experience and practical skills essential for their academic and professional growth.

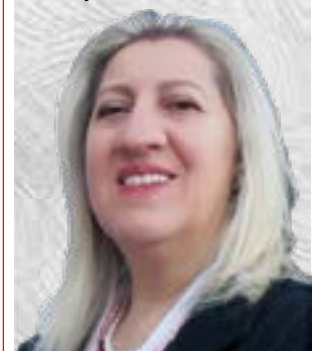
Resource - Rich Library: GNIOT’s library serves as a treasure trove of knowledge, catering to the diverse academic needs of students and faculty members. With an extensive collection of books, journals, periodicals, and e-resources spanning various disciplines, the library provides invaluable support for research, study, and reference purposes. The institution’s adoption of digitalization through an Integrated Library Management System (ILMS) ensures seamless access to e-resources and online databases, empowering students and faculty members to explore the latest research publications and scholarly works. Addition-

ally, the library’s commitment to staying abreast of technological advancements underscores its pivotal role in facilitating academic excellence and intellectual growth within the institution.

Strategic Location: Nestled in Greater Noida, a thriving industrial and educational hub, GNIOT benefits from its strategic location, which offers a myriad of opportunities for academic collaboration, industry engagement, and practical learning experiences. The institution’s proximity to industrial establishments facilitates industry-academia partnerships, internships, and hands-on training programs for students, bridging the gap between theory and practice. Furthermore, Greater Noida’s vibrant industrial landscape provides a conducive environment for research and innovation, enabling students and faculty members to explore emerging technologies, trends, and challenges in their respective fields. By leveraging its

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Those who will move societies forward, develop them, ensure world peace, and direct them to do things for the benefit of humanity are those who can receive a good education from their childhood. Mustafa Kemal Atatürk, the founder of the Republic of Turkey and our great leader, said, “Today’s little ones are tomorrow’s elders.” One of the damages of wars, hunger, and disasters caused by global climate change is that children remain away from education. I congratulate *Education Jagat* on its new age, hoping that all the negativities will go away and children can get the education they deserve.



Elif Banu Yetimoglu
Educationist
Ankara - Turkey

Congratulations to *Education Jagat* on your 8th anniversary, a remarkable milestone in the realm of educational publishing. Wishing you continued success in your noble endeavor of enriching minds and shaping the future through knowledge. Here’s to many more years of impactful contributions to the



Herdiana Dewi Nurfika
CEO and Founder
Indonesia

I would like to express my best wishes for your 8th *Education Jagat* anniversary. I hope you keep inspiring and guiding the lives of young people to great career paths and knowledge: and at the same time help your millions of readers across the globe with their work to achieve their full potential. It is never the destination but the journey towards it that transforms us professionally and personally and by never giving up! Huge Congratulations once again.

Hearty congratulations on the occasion of the 8th anniversary of *Education Jagat*. Infinitely grateful for our long-term cooperation towards a bright future.

I wish *Education Jagat* continued success in enhancing and shaping perspectives globally. Warmest congratulations on this remarkable milestone



Samira Amrahova
Educationist
Azerbaijan



Luis Anes
Educationist
Huelva - Spain

“Congratulations *Education Jagat* on your 8th Anniversary. Each of your publications is opening the doors of the classroom to show the wonderful world of Education. “ I am honored, happy, and proud to be part of *Education Jagat*. Greetings, and a big hug.



Angela Sayia Louka
Director - Studies Excellence
school of English
Kerkira - Greece



Publishing



Jane Godwin Coury
Copyeditor, Translator, Teacher
Sao Carlos - Brazil

Congratulations to *Education Jagat* on your 8th anniversary! Your newspaper's global recognition and commitment to delivering insightful articles on education are truly commendable. May you continue to inspire and enlighten readers worldwide with your engaging content. Best wishes for your continued success!
All the best.



Khatia Bibiluri
Educationist
Tbilisi - Georgia

Education Jagat, as you celebrate your 8th year, may the seeds of wisdom you plant bloom into vibrant fields of knowledge. Let the rivers of inspiration flow, nourishing minds across the globe. Cultivate trust and love, empower with the belief that one can conquer even the loftiest mountains. Motivate those who stumble from the summit, urging them to persist in the pursuit of excellence. Happy anniversary, and may your journey continue to inspire and uplift.

Today marks a significant milestone in the journey of the International Online newspaper of Education, *Education Jagat* "as we celebrate its 8th birthday. It's a moment of reflection, gratitude, and anticipation for what lies ahead.

Over the years, this journal has served as a beacon of knowledge and innovation, providing a platform for scholars, educators, and researchers from around the globe to share their insights, discoveries, and perspectives in the field of education.

As we commemorate this occasion, let us acknowledge the dedication and hard work of all those who have contributed to the success of the journal – the authors who have entrusted us with their work, the reviewers who have provided invaluable feedback, and the editorial team who have tirelessly worked behind the scenes to ensure the quality and integrity of each publication.

But our journey does not end here. As we look to the future, let us reaffirm our commitment to excellence, diversity, and inclusivity in education. Let us continue to push the boundaries of knowledge, embrace new technologies, and foster collaboration across borders and disciplines.

On behalf of the International newspaper of Education, I extend my heartfelt thanks to all our supporters, partners, and readers who have been with us on this remarkable journey. Here's to many more years of innovation, discovery, and impact in education.

Happy birthday, International Newspaper of *Education Jagat*!"



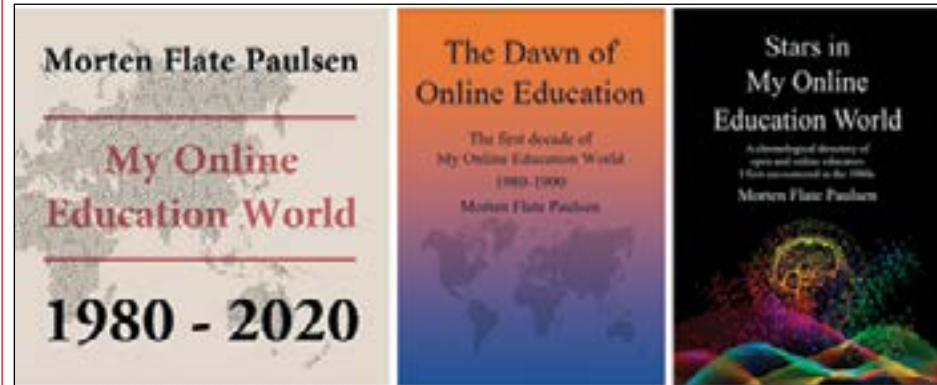
Eliko Akobis
Educationist
Martvili - Georgia

Social and Emotional Learning or SEL for short is the education and development of skills needed to manage large emotions, form relationships, gain self-awareness, solve problems, make responsible choices set goals.

Why do students need Social and Emotional Learning SEL?

There are many reasons which make SEL very important, first Child development and growth as a human being. Second academic performance; means to provide better results, the student must be comfortable and happy. An emotionally stable child has fewer behavioral problems and maintains a better

Open access to four decades of online education



When the pandemic started in 2020, I had just finished my term as Secretary General for the International Council for Open and Distance Education (icde.org). So, during isolation, I started to write anecdotes about my experiences with online education as nearly all schools around the world struggled to introduce online teaching.

I knew that online education started four decades ago and realized that people knew little about all the experiences and research in the field. The history was fragmented and not easily available. Many schools and teachers started almost from scratch. Tried as best they could to copy classroom teaching through video conferences. So, I started sharing my experiences through anecdotes in the blog My Online Education World 1980-2020.

The blog resulted in so much encouraging feedback that I decided to build on my nearly 400 anecdotes and write a chronicle of books about my experiences. A chronicle of personal anecdotes, experiences, and reflections on people, events, technology, and pedagogy that influenced four decades of my online education work. With a narrative based on

my international practice with online education as a pioneer, student, teacher, course designer, system developer, administrator, board member, researcher, professor, author, editor, reviewer, entrepreneur, and innovator. I wanted to reach out to as many readers as possible, so I opted to make the Chronicle freely available as open-access books on the internet. I also chose a personal style, avoiding dull academic language, with the hope that I could reach out to a broader audience of people interested in technology and education.

My book about the 1980s, *The Dawn of Online Education*, was published in January 2024. Distance education was synonymous with correspondence courses, educational radio, and television. But the eighties transformed our perception of distance education. The major driver of the development was new technology: PCs, modems, and learning management systems. In the eighties, I started working as a hardware engineer with a keen interest in microcomputers before I joined a group of people who established Norway's first private ICT college. There, I taught ICT courses, bought a modem, and headed

the development of a learning management system for online education. In 1987, I taught my first distance education courses online. I wrote the article "In Search of a Virtual School," and visited online education pioneers in the US and Canada. In 1988, I did some online teaching across the Atlantic and authored several articles, reports, and conference papers about online education. In 1989, I conducted educational cable TV interviews with Bill Gates and Norwegian ICT leaders.

My book about the 1990s, *Early Adaptors of Online Education*, will be out in the second quarter of 2024. The 1990s was a decade of amazing innovations. The decade introduced PCs with color- and graphic interfaces. New Internet services opened the world, and the web brought it all together. Search engines provided immediate access to mind-boggling sources of information. Online journals, early web-based learning management systems, digital cameras, and personal digital assistants (PDAs). And mobile phones that changed our lives. In the early 1990s, I was a doctoral student and graduate assistant for the American Center for the Study



Prof. Morten Flate Paulsen
Prof. of online education
Norway

of Distance Education. There, I worked with the editorial staff at the American Journal of Distance Education and established Deosnews as one of the first online journals in the field. I authored the monograph, *From Bulletin Boards to Electronic Universities*, which included the seminal version of my "Theory of Cooperative Freedom and Transparency in Online Education." Back in Norway, I learned html, developed websites, designed my first web courses, and initiated the development of a web-based LMS.

My book about the 2000s, *Online Education Growth*, will be available in the third quarter of 2024. It covers a decade with substantial growth in online education. A decade that introduced Wi-Fi, multimedia PCs, online bank accounts, and PayPal. Skype, Spotify, podcasts, Creative Commons, and open educational resources (OER). Facebook, LinkedIn, Twitter, YouTube, and many other social media services. Learning Management systems became omnipresent in Norwegian schools and universities. Systems that I had to relate to as a father of three schoolchildren. As director of development

for a fast-growing online school, I took part in a dozen European R&D projects and led innovative internal projects on m-learning courses, speech synthesized course content, tracking system for teacher response time, support system for individual progress plans and progress reports, learning partner system, global student profiles, electronic badges, and real-time quality barometers.

My book about the 2010s, *Online Education Goes Mainstream*, will likely be available at the end of 2024. The 2010s introduced smartphones, iPads, video communication, MOOCs, electronic badges, nano learning, learning analytics, and cloud computing. A decade with increased focus on online education in public universities. Partly due to media coverage of MOOCs. For a decade I worked as a professor of online education in Norway and Portugal, established my online school, became President of the European Distance and E-learning Networked (EDEN), and had many international experiences as Secretary General for the International Council for Open and Distance Education.

During the writing process, I realized that I have learned from so many brilliant people around the world. To honor them, I started to develop a chronological directory of Stars in My online Education World. So far, the directory is my tale of 54 stars I first encountered in the 1980s. The directory unfolds as a chronological narrative, illustrating how these individuals influenced my professional growth and shaped the various stages of my work in online education. Readers may look up individual stars of special interest, read it as a developing narrative of prominent people in the field, or use it as an alternative supplement to My Online Education World.

What is Social and Emotional Learning: SEL



workforce, and being able to manage academic track.

In addition, I general quality of life and well-being that's to say when a student is well taught social and emotional skills at an early age, I will help him as he grows into an adult to manage life challenges and stressful situations. Also adapting to future jobs, so succeeding in the

age problems and conflicts is a skill that every adult needs. It can be said that learning SEL at an early age enables the child to deal with himself in certain situations such as bullying, racism, exclusion, internet safety, inappropriate relationships...

How Social and Emotional

Learning SEL is taught?

SEL can be taught through role-playing, open circuit discussions, project-based learning, cooperative learning...SEL is not limited to one subject but the teacher can integrate these skills into the classroom regardless of the specialization. With the many methods and activities integrating social and emotional learning in the classroom, the teacher can choose what suits the students and the surrounding circumstances. As educators, we should first enhance those skills we have so that we can impart them to our students, especially with the huge technological acceleration and harshness of the virtual world.

ACTIVITY {A}: show us and talk: it can be used to instill confidence and pride in the students. It's also an activity that contributes to building relationships by finding connections with others. In this activity, something that the student know and talk about what it means to them emotion-



Prof. Hayet Hsini
Educationist
Tunisia

ally and psychologically (their favorite toy, their pets, favorite places...

ACTIVITY (B): Your mood today: At the beginning of the virtual class, we can ask the students to express their feelings and moods at that moment by sending an emoji or an animated gif in the chat box, which enables the teacher to know the stu-

dents who need psychological support and talk to those who have shown bad feelings or bad mood.

Reading: The teacher invites students to read a story, write its events, mention the feelings of the characters, and then give their opinions, audio or written. This allows the teacher to discuss different feelings with the students and talk about the appropriate responses and reactions to different feelings guiding them to the culture of writing diaries and sharing them with those close to them.

Electronic games: to develop social-emotional learning competencies, teachers can use many resources and games to design, create, and share electronic games with students. Quick games may target decision-making skills, problem-solving, cooperation, and sharing skills with others, whether they play together or individually, and then discuss the lessons learned from that in the next class.



Publishing



Eleni Leoutsakou
Educationist
Athens - Greece

“Education breeds confidence. Confidence breeds hope. Hope breeds peace”
Confucius

Congratulations in your 9th year of publication. I wish to thank you for your invaluable contribution to global education. The peace and hope it brings are what we all need in the current turbulent times humanity is going through. No one can deny how significant your addition is, as education is the only means that can make our world a better place. Thank you for everything!



Maka Sikharulidze
Educationist
Tbilisi - Georgia

Congratulations 8th anniversary *Education Jagat*. I want to thank you for such a wonderful and an excellent work. These years were an important for all educators and for all students and I always appreciate your professionalism and your great commitment to promote innovative practices and to share some valuable and important information about education for us. Heartiest congratulations and wish you many successful years, because you are very important and necessary for all educators and for all students.

Featuring the EXTRA LOCAL Teacher of English



The universal reach of English is unprecedented. No other language in the history of the world has impacted, nor continues to impact, the economic development and globalization of commerce, diplomacy, industry, legislation, literature, and science as much as English. With an estimated 2.5 billion speakers worldwide, of which only 400 million are native English speakers, English continues to be one of the most commonly used languages by much of the world's population. The continual use of English by such a large portion of the global community has understandably created an ever-increasing need for English teachers.

Interestingly, in 2014, the late David Graddol forecasted that a lack of qualified English language teachers would present one of the most significant large-scale challenges to developing national English programs. Nearly a decade later, regardless of the immense worldwide need for English education, the slightly more than 15 million English teachers—with almost 80% or around 12 million being non-native English speakers—currently teaching across the globe are unable to meet the overwhelming demand for English education.

Despite valiant recruiting efforts, many developing countries with the most significant economic need for English education have felt the brunt of the global English teacher shortage. Yet, even though, as highlighted earlier, the most accessible English teachers are non-native English speakers (NNES), education stakeholders (e.g., school administrators, teachers, parents, and community and local business leaders) in most devel-

oping countries continue to irrationally focus on predominantly recruiting native English speakers (NES).

Accordingly, this preoccupation with NES teachers begs the question, seeing as non-local NNES teachers (e.g., Filipino, Indian, Indonesian, Malaysian, Nepalese) substantially outnumber NES teachers (e.g., American, Australian, British, Canadian, New Zealander), why would education stakeholders with a personal stake in the success and welfare of a school or education system fixate on recruiting from a limited pool of NES teachers. This socially unjust misguided demand for NES teachers has expectedly exacerbated the ever-increasing English teacher shortage. Yet, this irrational fixation over who, the seemingly “preferred” NES teacher or the “less desired” non-local NNES teacher, is believed to be the most suitable English teacher in the world of ELT rages on.

Peter Medgyes, in *The Non-Native Teacher*, one of the most influential seminal works on this subject, should have resolved this discussion nearly thirty years ago. In trying to settle the above debate over who is the better English teacher, Medgyes compared the capability of an NNES teacher who ‘is’ highly proficient in English to an equally credentialed NES teacher who ‘has not’ acquired a second language. In this case, they found that the NNES teacher would be a more competent English educator. In contrast, Medgyes then compared the capability of an NNES teacher who ‘is not’ proficient in English to a likewise experienced NES teacher who ‘has not’ acquired a second language. In this second case, they found the NES teacher would be a more competent Eng-

lish educator simply due to their English language ability. Medgyes concluded that an NNES teacher who ‘is’ highly proficient in English and a similarly qualified NES teacher who ‘has’ acquired a second language would be equally competent English teachers.

Given the above realization, it is prudent to say that English educators should be chosen according to their attributable qualifications, teaching experience, subject knowledge, and linguistic aptitude rather than solely based on their characteristics and social traits (e.g., ethnic group, skin color, national origin, sex, religion, or age).

Even though leading English language teaching organizations have voiced solidarity with NNES teachers across the globe, the TESOL International Organization was the first to take a formal stance against such prejudiced biases. In 2006, the TESOL International Organization strongly opposed discrimination against NNES teachers in ELT. Although they conceded that all English educators should be proficient in English, they declared that teaching skills, experience, and professional preparation (e.g., credentials) should be given as much weight as other criteria when evaluating an English teacher's professionalism. Unfortunately, the NNES teacher label continues to routinely minimize the formal education, linguistic expertise, professional preparation, and teaching experience of NNES English teachers.

As NNES and NES teacher groups have been found to possess comparable benefits, there should be terminology to represent the homogeneous English teacher rather than separating them into prejudiced NNES and NES English teacher categories. Suppose we peruse studies regarding NNES and NES labels. In that case, we will find that the prefix non-, as in non-native English speaker teacher, has the connotation that the NNES teacher lacks the usual, particularly positive characteristics of the NES teacher. In response, several studies have even explored alternative terms for the NNES teacher, such as ‘bilingual or multilingual teacher,’ ‘multi-competent teacher,’ and ‘trans-

lingual teacher.’ Nonetheless, whether alternative terms or the traditional NNES teacher label are utilized, there is always an implication that these terms convey a negation or an absence of “nativeness” compared to the NES teacher label.

In the work by Carmen Fought, Language, and Ethnicity, they mentioned the term extralocal. They continued that an individual is considered extra local if they are not the ethnicity nor a citizen of the country in which they reside or work. Therefore, the term Extralocal Teacher of English could homogeneously embody the mutual characteristics of both NNES and NES English teachers without focusing on the inconsequential attributes mentioned above.

I would like to put forth a call to action to all education stakeholders in countries where English is taught as a foreign or second language to end this nonsensical NNES and NES teacher debate.



Prof. David D. Perrodin
Mahidol University
Bangkok - Thailand

It is time for you to uphold the notion that all Extralocal Teachers of English should be chosen according to their experience, qualifications, subject knowledge, and English proficiency rather than being discriminated against on account of their physical characteristics and social traits (e.g., ethnic group, skin color, national origin, sex, religion, or age).

Prof. David D. Perrodin is the English Language Specialist at the Institute for Population and Social Research, Mahidol University in Bangkok, Thailand. He is also the Managing Editor and Senior Copyeditor for the Scopus-indexed Journal of Population and Social Studies with the same Institute. In addition to being the recipient of several prestigious international teaching awards for his contributions to global education, he has acquired exemplary teaching qualifications and certifications along with a Bachelor's in Secondary Education with honors and a Master of Arts in Teaching with honors, both with concentrations in English. He is currently a doctoral candidate in the final year of pursuing a Ph.D. in Applied Linguistics for English Language Teaching at King Mongkut's University of Technology Thonburi, Thailand.

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Career Paths

ent options before settling on a specific career path – the most important thing is finding a path that aligns with your passions and goals for the future.

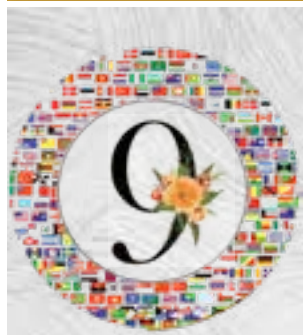
Conclusion

In conclusion, the process of exploring career paths for undergraduate students is complex and involves self-assessment, research, guidance, and decision-making abilities. This article has highlighted the difficulties students encounter when selecting a career and stressed the significance of using resources like

career counseling and mentorship to navigate the numerous options available. Through self-examination, thorough research, seeking advice from professionals, and taking advantage of experiential learning opportunities, undergraduate students can make well-informed choices that match their interests, abilities, and principles. Encouraging students to actively participate in shaping their future careers is crucial for their personal and professional development. With appropriate tools and assistance, students can confidently navigate the challenges of career

decisions and pursue a path that leads to satisfaction and achievement.

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Jay Ar Bugayong
Educationist
Quezon City - Philippines

This incredible feat is just the beginning of your quest. The secret to current and future successes is your unwavering capacity to look for creative ways to solve issues and make the world a better place. You overcome a great deal of difficulty to win. Everyone you encounter finds encouragement in your tenacity, and you deserve all the blessings that are coming your way. As you worked toward this victory, you behaved with such humility, grace and kindness to others. I appreciate how you always share your success with your team, and your love for your community is one of the reasons you rise to the top.



Olia Bekoshvili
Educationist
Bazaleti - Georgia

I joined with international newspapers such as *Education Jagat*. This newspaper gave me many opportunities to develop my career at the international level. They printed many interesting articles for me which were published not only in Georgia but also in the world. This gives me great joy, and I appreciate the cooperation with you. I would like to strengthen this relationship and to broadcast about the existence of this newspaper through Georgian television.

Congratulations in your 9th year of publication.

Ethical Leadership in Technology: Harmonizing Innovation with Integrity



In today's fast-paced world, technology plays an indispensable role in shaping our lives and transforming various sectors, including education. The positives of technology in education are undeniable. It enables personalized learning experiences, facilitates access to vast knowledge resources, and enhances collaboration among students and educators. Interactive learning platforms and educational apps offer personalized learning experiences, accommodating individual learning styles and preferences. Technology facilitates access to a wealth of information and resources, breaking down geographical barriers and democratizing education. Moreover, technology offers immersive learning experiences

through simulations and virtual reality, making complex subjects more understandable.

Amidst these advancements, there are inherent risks and challenges, one notable concern is the potential for technology to exacerbate inequalities and feelings of inadequacy among students. Education should prioritize essential skills and competencies, tailoring the curriculum to the needs and aspirations of students. It's essential to recognize that quality education extends beyond the confines of the curriculum, encompassing socio-emotional learning, critical thinking, and problem-solving abilities, which are vital for navigating an increasingly complex world. Technology should serve as a tool to enhance

human potential and promote a more inclusive and equitable society. Rather than allowing technology to control us, we must try to be the masters of technology, using it responsibly and ethically.

The repercussions of pursuing innovation without ethical guardrails can be severe,

eroding trust and tarnishing an organization's market reputation. In April 2023, the National Cyber Crime Reporting Portal received 700,000 complaints of online fraud through its 1930 helpline, with nearly 100,000 originating from Uttar Pradesh alone. This translates to approximately 23,000 cases per day and nearly 1,000 cases per hour. According to a survey by the Future Crime Research Foundation (FCRF), online financial fraud constituted 77.4% of cybercrimes reported between January 2020 and June 2023. The Reserve Bank of India reported that the amount involved in credit and debit card frauds rose to Rs 276 crore in 2022-23, up from Rs 119 crore in 2020-21 and Rs 155 crore in 2021-22. Addition-



Prof. (Dr.) Manpreet Singh Manna
VC - Chandigarh University
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Mohali - India

ally, the Karnataka home minister disclosed that the state had incurred losses of Rs 363 crore due to cyber fraud in 2022.

India's advancements in internet accessibility, with 840 million individuals having a digital presence, coupled with the affordability of data and smartphones, have increased connectivity but also expanded the pool of potential cybercrime targets. Syman-tec's research reveals a staggering 84% surge in the detection of deepfake videos online between December 2018 and December 2019, underscoring the swift proliferation of this technology. Deepfake technology has found

application in various illicit activities such as fraud, extortion, and blackmail. Notably, a UK energy company fell victim to a €220,000 scam orchestrated through the persuasive impersonation of its CEO's voice using deepfake audio.

Mahatma Gandhi's timeless wisdom continues to resonate, offering profound insights into the ethical fabric of society. Gandhi's poignant words — "Wealth without work, pleasure without conscience, science without humanity, knowledge without character, politics without principle, commerce without morality, worship without sacrifice" — serve as a powerful reminder of the importance of integrity, compassion, and moral responsibility in all aspects of life.

Technology must align with our core values rather than diverging from them. The imperative to balance innovation with ethical considerations isn't merely a suggestion anymore; it's an absolute necessity. As technology leaders, it's crucial to anchor ourselves to moral and ethical principles, allowing them to shape our decisions, developments, and projects. Central to this ethos is consistently asking ourselves: Are our actions serving the best interests of our users and society at large? Cultivating a culture where ethical innova-

tion thrives isn't just desirable; it's indispensable. As leaders, we set the tone for our students, encouraging the exploration of tough ethical questions rather than stifling them. This approach ensures that our innovations remain firmly grounded in ethical integrity. While the pace of technological advancement may tempt us to rush products to market, we mustn't overlook the ethical risks involved. Conducting thorough ethical risk assessments for every project isn't about hindering progress but rather ensuring that our trajectory leads toward a better future.

In a world shaped by innovation, ethical leadership is the linchpin ensuring that growth doesn't come at the expense of our foundational values. By harmonizing innovation with ethics, we pave the way for positive change and sustainable progress. Let's pioneer a path toward humanized technology, marrying innovation with an unchangeable dedication to ethics. While the journey ahead may be daunting, its pursuit is essential for the prosperity of organizations, individuals, and society as a whole. Our innovations aren't just lines of code; they're tools with the power to ethically and responsibly transform lives. So, let's continue innovating, always mindful that technology shines brightest when it serves people and purpose seamlessly.

The importance of a career-based education.



Nowadays, according to the curriculum established in pre-school, Primary, and Secondary Education, teachers must carry out in our work a system of educational model that allows the acquisition of each of the established key competencies. We can say that with the current curriculum, education is "transformed" being its purpose the development of learning such as oral comprehension, reading, writing, calculus, logical and mathematical skills, the acquisition of basic notions of culture, and the habit of coexistence as well as study and work, artistic sense, creativity, and affectivity, to ensure the full development of the personality of students through comprehensive training. A tool that can help teachers to this full development of students is the thinking routines,

through which it is intended that the main objective in the way of teaching classes is the development of thinking so that what is worked in the classroom is carried out in an "experiential" way for students. It is a way for them to be able to get involved in their learning, so another goal is also achieved: changing the way of teaching (Calleja, 2017).

But to work through thinking routines, it is necessary to understand the meaning of the following term: THOUGHT. The Royal Academy of the Spanish Language (2020) defines this word as a set of an individual's ideas. From here, it is clear that we all think differently and that we do it automatically in our daily lives. It should even be added that, when performing actions unconsciously, we do not pay attention, and small "de-

tails" escape us. Therefore, it is necessary to mention "Effective thinking" (Swartz et al., 2014), defined as the ability to carry out thinking skills in a practical way: decision-making, argumentation skills, and creativity...

Effective thinking is made up of (Swartz et al., 2014): Thinking skills: organizers that help develop deep thinking (Cabrerizo, 2019).

Habits of mind: The ability for procedures carried out by the mind to be redirected so that productive thinking behaviors are developed (Swartz et al. 2014). Metacognition: the capacity that people have to reflect on their thoughts and the way they execute them (Allueva, 2002).

Now, within the current educational practice, how could we teachers integrate this type of teaching in the contents to improve the learning of our students and therefore, improve their motivation and their way of thinking? To answer this question, Project Zero researchers explain that it is important to develop within the classroom the cultures of thinking, as it is a way for both individual and collective thinking to be visible to others, so these cultures exist when the eight cultur-



Lourdes Zoraida
Educationist
Spain

al forces of a place are directed towards good thinking. These eight necessary conditions are as follows (Elizondo, 2016): 1. Time. It is necessary to dedicate time to think and time to formulate the answers. 2. Opportunities. Provide meaningful activities that motivate students in a way that invites them to think. 3. Routines and structures. Structure students' thinking and provide them with tools and patterns of thinking. 4. Language. Use a language of thought, e.g., verbs to describe the life of the mind, to describe thinking. For this, we can consult Bloom's taxonomy: assert, infer, describe, defend, interrelate, compare, contrast, perform, and create... 5. Creation of models. To make

the thinking process visible, it is necessary to debate, judge, or discuss ideas in class. It is a way to develop the thinking skills of all participants. 6. Interrelation and relationships. Respect, and value their ideas, relating them to inclusive education. In addition, they are listened to and their interventions are valued. 7. The physical environment. Create a welcoming, pleasant climate that invites people to want to work in the classrooms. 8. Expectations. Recognize how what we think, and what we feel, determines our behavior.

Therefore, we, as teachers, want our students to make sense of what they learn and understand it. Therefore, we should have two goals (Ritchhart et al. 2014): Create opportunities for our learners to think. Make their thoughts visible. This presents a great challenge, as we have to create within the educational setting opportunities for learners to think. Then, following Ritchhart et al. (2014) through the practices of questioning, listening, and documenting, students' thinking can be made more visible. Based on what has been explained above, different teaching tools allow the students to be tools that allow students to

be the center of the learning process, so that being able to organize their ideas, they can then reflect and discuss their thoughts. We can highlight thinking routines and thinking skills. Both are different: while through thinking routines simple patterns will be produced which will be worked continuously to acquire learning, through thinking skills graphic organizers will be needed to make thinking visible because they are more elaborate and are carried out through four steps (Cabrerizo, 2019). Because as Robert Swartz says, to transform learning you have to influence the learner to learn deeply, not in a superficial way.

Cabrerizo, C. (2018). Rutinas de pensamiento. (2).1-9 Elizondo, C., (2016). Enriquecimiento para todo el alumnado. ¿Cómo enseñar y aprender a pensar? Cultura de Pensamiento (6). Pp.1-25 Ritchhart, R., Palmer, P., Church, M. y Tishman, S. (Abril de 2006). Thinking routines: establishing patterns of thinking in the classroom. En G. Ladson-Billings Swartz, R. J., Reagan, R., Costa, A. L., Beyer, B. K., & Kallick, B. (2014). El aprendizaje basado en el pensamiento (Vol. 4). Ediciones SM España.



Publishing

Since *EDUCATION JAGAT* is turning 8th, I would like to wish the newspaper a happy birthday! May you have a lot of success, and many satisfied readers, students, parents, and educators alike, in the forthcoming years. Many happy returns!



Jasmina Radivojsa
Educationist
Belgrade - Serbia

Education Jagat is a popular newspaper among millions of readers all over the world. It allows us to share our own professional experience with colleagues. This helps us to establish and implement innovative programs. Articles which are published in *Education Jagat* are always interesting and diverse. They help us to overcome problems in our teaching process.

Researches show that innovative spaces have a positive impact on learning outcomes. School leaders should begin the process of developing a future vision and strategic plan.

Education Jagat will play an important role in this process as well.

I wish *Education Jagat* to be an international brand in the education industry in the future.



Lali Failodze
Educationist
Martvili - Georgia



educationjagat.com



Zeljana Radojicic-Lukic
Educationist
Banovici

Let 2024 be the year of education. If every teacher wants and succeeds in making one small local change, global education will experience a transformation that will change the world forever.

Good luck with *Education Jagat*, the year of change!



Nino Tskhakaia
British Council
Imereti - Georgia

In today's turbulent world, not only education issues but various social-economic aspects affect the way we live. I desire a world where every child, regardless of their background or circumstance, has access to quality education that empowers them to reach their full potential. May we strive for global peace, where conflicts are resolved through understanding and dialogue, not violence. Let's work towards a future where equality is not just a goal, but a reality for all, regardless of race, gender, or socio-economic status. Together, let's build a world where everyone has the opportunity to thrive and contribute to a brighter, more sustainable future for generations to come.

Women in STEM: Progress and Challenges



Science, Technology, Engineering, & Mathematics



Rania Lampou
Greek Ministry of Education
Athens - Greece

workforce, far surpassing the corresponding figures for men, thereby exacerbating entrenched economic inequalities between genders. Women employed in the tech sector faced a disproportionately higher likelihood of being laid off during the pandemic, underscoring the vulnerability of women in STEM occupations to economic shocks and downturns. Additionally, women shoulder a disproportionate burden of unpaid caregiving responsibilities, colloquially termed "invisible labor," which was further exacerbated by the pandemic.

Gender bias remains a formidable barrier to women's success in STEM workplaces, with women encountering exclusionary cultures and inadequate support structures. In male-dominated fields, women often face implicit and explicit biases, constraining their career advancement prospects. Furthermore, the lack of parental leave policies disproportionately impacts women, leading to a significant attrition rate among women in STEM careers following childbirth.

The perpetuation of gender stereotypes further exacerbates disparities in STEM participation, with girls often discouraged from pursuing STEM fields from an early age. Studies reveal that educators frequently underestimate girls' math abilities, inadvertently steering them away from STEM disciplines. Additionally, societal perceptions of scientists and mathematicians further perpetuate gender biases, dissuading girls from pursuing careers in these domains despite their aptitude.

Despite earning more bachelor's degrees overall than men, women remain significantly underrepresented in STEM fields, constituting just 36% of STEM bachelor's degree recipients. Moreover, men vastly outnumber women in lucrative majors such as engineering and computer science, further exacerbating the gender gap in high-paying STEM professions.

In academia, women faculty

members encounter many challenges, ranging from a lack of confidence, and lack of mentorship opportunities to unconscious bias in evaluation processes. Studies reveal that women faculty members are less likely to have mentors than their male counterparts, impeding their career advancement prospects and perpetuating gender disparities in academia. Furthermore, unconscious bias often leads to women faculty members being evaluated less favorably than their male counterparts, hindering their professional growth and exacerbating gender disparities in academia. However, concerted efforts can be undertaken to address these entrenched challenges and foster gender inclusivity in STEM fields. Raising awareness about the barriers faced by women in STEM, implementing supportive policies in academic institutions, and advocating for gender equity are imperative steps toward fostering an inclusive STEM workforce. Universities can play a pivotal role in this regard by instituting policies that promote pay equity, mentorship programs, family-friendly policies, and anti-harassment measures, thereby creating a conducive environment for women's success in STEM careers. Additionally, individuals can contribute to advancing gender equity in STEM by speaking out against discrimination, mentoring women colleagues, and supporting anti-harassment initiatives.

Despite the challenges, women in STEM positions can achieve success through perseverance and strategic advocacy. Women should actively seek opportunities for career advancement, including applying for awards, grants, and funding, and they should not hesitate to advocate for themselves and their career advancement.

In conclusion, fostering gender inclusivity in STEM fields necessitates concerted efforts at individual, institutional, and societal levels. By addressing entrenched biases, and implementing supportive policies, we can create a more inclusive STEM workforce that harnesses the talents and contributions of all individuals, irrespective of gender.



I'm joining the celebration of the seventh anniversary of *Education Jagat*, which has only been possible thanks to the effort and continuous trust in the dream of communicating and giving visibility to education.

In the current times, we must be going through magazines like this that open their pages to the world, contributing to a better education. I wish you many successful years in this work.



Laura Vela
Educationist
Malaga - Spain

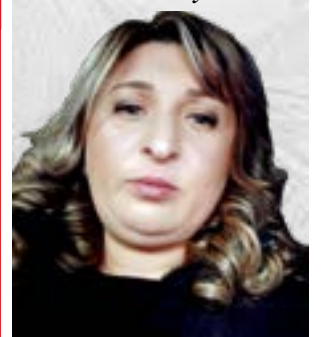
Congratulations to *Education Jagat* on your 8th anniversary, a remarkable milestone in the realm of educational publishing. Wishing you continued success in your noble endeavor of enriching minds and shaping the future through knowledge. Here's to many more years of impactful contributions to the field of education. Best wishes for your ongoing journey towards excellence!



Herdiana Dewi Nurfika
Educationist
Indonesia

Happy 8th anniversary. I wish you success and progress. I wish you to guide teachers and the entire online community for many years. Your organization is focused on the advancement of people. I am stimulated and motivated when I see a new article printed on your page. My article was also published in your newspaper. This fact gave me great joy.

Good luck. Thank you ...



Maka Berishvili
Educationist
Martvili - Georgia