

In the Uncharted Domain of Engineering—Human Values and Life Skills as Indispensable Tools for Holistic Learning

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Abstract

A critical evaluation of the current education pattern reveals that technical and professional education in today's environment rests on the pillars of stereotypical intellect and skills which are unable to engender a mind which develops innovative and creative ideas and meaningful utilization of their knowledge and skills for the greater cause of humanity. They do not promote the cognitive, affective, and psychomotor learning domains which could enable the students to take on the challenges of life. This paper explores the need for imparting "holistic education" to budding technocrats so that they can develop synchronization between competence and proficient technical life. Scientific knowledge, when blended with human values, soft skills, and ethical and lofty principles, leads to a perfect amalgamation of human value-based technical and skilled education patterns that aim at building purposeful lives of eminence, as the end of qualitative education is a human being of rational, reasonable moral character. The present paper is an attempt to explore the need for inculcating human values and soft skills through the curriculum of educational patterns.

Keywords: Engineering, holistic, learning, human-values, humanity

INTRODUCTION

In the current scenario of imparting education to students, academicians are disseminating knowledge purely based on popular technical courses [1]. The criterion of successful engineers is their ability to garner maximum moral human values, as they lay the foundation of an honest and diligent worker who shall be capable of delivering technical excellence to humanity. In compliance with the ongoing tradition, quite a few educationists are focussing on developing good engineering practices, inculcated with strong human values and proficient principled ethics [2]. Technical education delivered on the aforementioned code leads to the achievement of peerless knowledge in graduates and post-graduates who then deliver their acumen in an honest, reasonable, and unprejudiced manner. However, the scenario of education delivered at present in engineering colleges is that they are producing graduates who have a very grim idea of up-to-the-minute changes in technical education. Their teaching does not reflect the qualitative reflection of futuristically transformed engineering science, which is the epitome of survival in the present world [3]. Henceforth, most of them fail to comprehend the nitty-gritty of holistic, value-based technical education.

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HOLISTIC MODEL FOR EDUCATION

On exploring the real meaning of the word engineering, it is acknowledged that the science of engineering deals with discovering feasible,

enduring, or perpetual solutions encountered in the life space conditions of an individual or his society, community, or nation. This ideology ignites the need for engineering disciples to be updated and augmented with all the advancements in modern engineering methods in their area of specialization as well as in the closely associated fields of education [4]. A major obstacle to acquiring this acumen lies in their cognitive learning process. Students lack the ability to transform attributable knowledge into an experience, and the fundamental reason for this failure is the lack of competitive psychomotor skills in mentor teachers or educationists responsible for grooming their future [5]. The instructors flounder to inculcate skills like organizing the outside world through their gestures, body language, and psychosocial skills, contributing to their intellectual, affective, and social development. Deficiency of these aforementioned skills sometimes makes them unable to comprehend or perceive vital details of their environment, thus affecting their chances of holistic learning and detracting from their path to success.

IMPORTANCE OF HUMAN VALUES AND SOFT SKILLS DEVELOPMENT IN EDUCATION

Technocrats in the engineering field are nowadays identified as STEM graduates (Science, Technology, Engineering, and Mathematics). This contemporary approach requires them to deal with their educational problems from an out-of-the-box perspective. Here, human values and soft skills play a pivotal role [6]. Educationists have established that if technical education provided to the disciples of engineering encompasses soft skills and a human value-based approach, then the outcome of such an approach shall lead to the production of a class of graduates and post-graduates who are an amalgam of pinnacle proficient education with scientific research thinking, thus bringing stability and prosperity to careers and the national economy. Professionals are scripted with moral and human values that strongly impact their pattern of thinking and way of acting [7]. Such individuals, based on their communicative skills, develop strong teamwork and deliver impeccable results because of their capacity to perceive futuristic obstacles and handle them in a sustainable way. They carry on their social responsibility ethically and expand their technical manpower globally [8].

CONCLUSION

Finally, educational wisdom in engineering and all professional fields should adopt the issues of access, equity, quality, employability, etiquette, norms, behavioral patterns, expression, articulation, language skills, and technological skills, in their curriculum and should get continuously updated with all newer information, knowledge, skills, and challenges lying before the educators of technical education.

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