Human Values and Soft Skill Developments in Education

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Abstract

From ancient times traditional human values like spirituality, strong familyties, deference to elders, recourse to nature, artistic expression, respecting even the tools of one's trade, joyousness and hospitality are greatly emphasized .Values such as harmony, peace, compassion and humility have for centuries been a part of the discourse of every religion in the world and their need and importance is universally accepted and felt, more so in the current social and political context. But now a day, in modern society, human value crises are a known fact. So it is time to explore the importance of human values in student's life. Not only value but soft skills will also enable students with a strong conceptual and practical framework to build, develop and manage teams. For the development of the students' overall personality and enhancing their career prospects, soft skills play a very important role. Being successful would demand not merely possession of technical and professional competence but as much and even more, the possession of soft skills and life skills. Work together in a team surely resolves conflict situations quickly. They make up who we are, generally encompassing our attitudes, habits and how we interact with other people. That's why to get an edge over the competitors; students need human values and soft skills along with hard skills. Hence the present study give emphasis on the fact that modern education system should be committed to make educational process inclusive of values education by inculcating attitude and values through co-scholastic areas of life skills, sports and games as well as co-curricular activities.

*KEY WORDS: **Human values, Soft skills, Professional competence, Hospitality and Co-Curricular***

Introduction: In the modern education system, teachers are imparting knowledge purely based on popular technical courses. Success is perceived in terms of equipping students with scientific and technical knowledge rather than in developing human beings who possess in addition to technical skills, a sound understanding of good human values [1]. Prime concentration of teacher is on technical education so that the increasing need of manpower resources is satisfied. Students should also possess required soft skills to be successful in the present tough environment. A person who is having good values and soft

skills can change the problems into opportunities and deal with the negatives in a more constructive and better way. The strength of a nation is strongly dependent on the ability of its citizen to be highly intellectual and skillful. The development of human capital is thus important and necessary since it drives the nation to acquire strength. Studies conducted by Stanford Research Institute and Carnegie Mellon Foundation among Fortune 500 CEOs found that 75% of long-term job success depended on people skills, and only 25% on technical skills. Hence both human values and soft skills are extremely important in increasing one's own productivity in an organization.

Education is not just about learning skills (how to) but also about the ability to decide on what (what to do?) and why (why to do?). In fact, knowledge should become a stepping stone to land up a good paying job, and to get a reputed position in the society. Critical ability in students towards distinguishing between essence and form, or between what is of value and what is superficial in life, all such aspects can only be developed by proper education system. It should develop their understanding which is a pre-requisite for a movement from a rule based society to a relationship based society [2].

Developing the right understanding about oneself and the rest of reality through self-exploration and realization of the inherent co-existence, harmony and self-regulation at various levels of existence is seen to be the real basis of imbibing universal human values. This is what will affect transformation towards a holistic worldview (human consciousness) which happens to be the prime purpose of value education [3].

Human values are fundamental part of all subjects and all activities in the educational institutes and in the society. Human values cannot be educated; they have to be emphasize from within the learner. It has been an illusion in the past, where teachers have been teaching morality, ethics, and values etc. as subjects. Learners can retain them and can pass examinations, but they fail to put them into habit in their daily life. There seems to be a general recession in morality throughout the world. Transformation of the person to society cannot take place by mere teaching, but can be achieved through self-understanding when the values come out from within the learner. In such coverings, there is a direct experience of the human values in the life of the learner. So a good and comprehensive education system is expected to create the significant human capital and knowledge workers who will bring the nation to greater extent. [4].

Why are Human Values and Soft Skills Important?

Value education is very important for students seeking to make a mark in the cut-throat world of competition. The profession often brings with it bouts of extreme stress and ruthless competition, dealing with which requires a solid base of ethical and human values from the very onset. These values enable aspiring and practicing engineers to maintain their equanimity while facing such challenges. It also makes them capable of taking decisions that do not violate any ethical values in their daily interactions. Often we hear of students committing suicide or taking to harmful habits like drug abuse in order to combat the concomitant pressure of studying. A robust value base will ensure that students are never

led to such extreme steps, that are not just detrimental for them but also adversely impact those around them.

In this regard, coaching institutions too can make a difference. They can make aspiring students understand and appreciate the impact on technological development, ethics and human welfare that they will be able to make, once they embark on their professional journey.

Value education at the level of aspiring students is aimed at making them realise that technical skills and human values go hand in hand. The fact that their line of profession makes a lot of difference in the lives of others and in society, if carried out responsibly, can further motivate aspiring students to ace the exams and join the ranks of change-makers. Hence, it is the onus of coaching institutes to keep reminding students of the values and integrity with which they must conduct themselves in the present as well as the future.

In today's job-market, which in many fields is becoming ever increasingly competitive. To be successful in this tough environment, candidates for jobs have to bring along a "competitive edge" that distinguishes them from other candidates with similar qualifications and comparable evaluation results. And where do they find this competitive advantage? In bringing along additional knowledge and skills, added up by convincing personal traits and habits. This sounds familiar.

Understandably, employers prefer to take in job candidates who will be productive from a very early stage on. If a graduate from university first has to be trained on putting more than three sentences together, how to do a proper presentation, or how to chat in a pleasant and winning manner with colleagues and customers. This graduate will not qualify as a quick starter. Also basic knowledge in business management, project management and general economy will improve the chances of a job candidate considerably.

Already during the job interview itself good communication skills are invaluable as they can even serve to successfully cover up weaknesses on the hard skills side.

Types of Soft Skills: Vast research and expert opinions have been sought in the effort to determine the specific soft skills to be implemented and used in teacher education programme. Based on the research findings obtained, seven soft skills have been identified and chosen to be implemented in all institutions of teacher education. They are:

(i) Communicative skills **--** Ability to deliver idea clearly, effectively and with confidence either orally or in writing
(ii) Thinking skills and Problem solving skills **--** Ability to deliver idea clearly, effectively and with confidence either orally or in writing
*(iii) Team work force***--** Ability to understand and play the role of a leader and follower alternatively.
(iv) Life-long learning and Information Management **--** Ability to find and manage relevant information from various sources.

(v) Entrepreneur skill **--** Ability to identify job opportunities, ability to propose business opportunity.

(vi) Ethics, moral and professionalism **--** Ability to understand the economy crisis, environment and social cultural aspects professionally.

(vii) Leadership skills **--** Knowledge of the basic theories of leadership and ability to supervise members of a group [5].

Types of Human Value: These were the values which are practiced in personal and public life, experimented and suggested that our society should be instructed on the basis of these values are social set up through education. These values are the following-

- Trust (Honesty)
- Non-Violence (Love for mankind, service of humanity compassion, universal love etc.)
- Freedom (Fearlessness)
- Democracy (Right, duties, responsibilities, national integration etc.)
- Sarva DharmSambhav (Composite cultue, reverence for other's beliefs communal unity)
- Equality (Removal of untouchability, social justice non exploitation)
- Self-reliance (Swadeshi, dignity of labour)
- Purity of ends and means (Integrity between thought and sections)
- Self-discipline (Self-control)
- Cleanliness (Suddhi, simplicity of life, non-consumerism, aesthetic life) [6]

Orientation for Teachers: Orientation and training programs for teachers at the beginning of the session for at least five to seven days should be conducted. Valuable discussions should be conducted by the faculties in which each teacher can spend more time to express his views, problem and how he overcame them.The strategies can be implemented effectively only through right kind of teachers. Thus the role of teacher is too much important in this regard. According to the UNESCO (1972) report the teacher's duty is less and less to inculcate and more and more to encourage thinking, his formal functions apart, he will have to become more and more an adviser, a partner to talk to someone who helps seek out conflicting arguments rather than handing our readymade truths.

If co-curricular activities are planned accurately and executed properly, only then they can prove to be an effective tool for inculcation of values and nurturing creative talents. For this purpose various clubs and associations may also be formed e.g. Atheistic Club, Literary Association, Magazine Committee, Bulletin and Board etc. A teacher should be made in charge of each committee. Students should also be placed as a member in each committee in order to ensure their active participation in planning and implementation of various programmes. The teacher in charge should not impose their own ideas and values upon the students they only counsel and guide the students properly.

IIIT-Hyderabad was among the first few educational institutions in India that understood the need to create a mandatory course on human values for first year engineering students and to integrate it with existing technology curriculum. EnhanceEdu, the Outreach Education division of IIIT-H, works towards training faculty members of engineering

colleges using a pedagogical model called Learning by Doing (LbD). To ensure that the mentors in EnhanceEdu themselves are practitioners of good human values, the division consisting of 28 employees have participated in orientation programs and workshops that involve discussions about human values such as honesty, trust, respect and dealing with issues like judging people, peer pressure and handling anger among other topics [1].

Not only in India, The New Zealand Government has also legislated that primary and secondary education must include values education as part of their core curriculum (Ministry of Education, 2007), returning to pre-1980's policy and following a path the Australian Government has been pursuing since 2002 (Hamston, Weston, Wajsenberg, & Brown, 2010). Significantly, values education in NZ has been raised as one of the three 'pillars' of the National Curriculum, the other pillars being 'key competencies' (e.g. thinking, language, participation) and 'subject learning' (e.g. english, science, etc). It appears the compulsion of values education and ethics has been limited to primary and secondary levels, however, the need for values education should be of interest to the tertiary education sector. Some universities (for example the Australian Catholic University, Charles Sturt University and Macquarie University) in Australia have introduced, or are developing, generic core papers that cover subjects that were deemed of importance for every student regardless of subject [7].

The development of human capital is necessary since it drives the nation to the right vision and mission. Without a proper human capital, a nation will be weak as there is no human factor that is capable to embark on new initiatives, perspectives and results.. A quality human capital comes from a qualitative and punctual education process. A carefully designed and well planned education system is critical to developing such human capital. Thus, institution of higher learning process plays a important role to produce a human capital that is highly omniscient and skillful to meet the demand and notion of nation's people.

Conclusion: With the onset of economic liberalization the Indian market is also becoming global; it is of high importance for everyone to acquire human values and adequate skills beyond academic or technical knowledge. So the attributes of both are to be imbibed by Indian youths to show their real potential at international levels. Up until now professional qualification was enough. Following from recent crises in the business and professional worlds, besides having a superb degree one also needs to have an extraordinary personality and the right attitude. Human values and skills may be treated as keys to the solution of the global problems. Some people are born with the grace and charm required to make that killing success, while some others have to acquire it and those who refuse to wake-up to the call of the hour are sadly jolted out of their reverie when sudden need arises.

Suggestion: Our education system should try to be focused towards its quality up gradation not only in terms of hard skills and degree certificates but also in its application and practices. Education must teach a person how to lead a life peacefully and how to achieve the goals successfully. It must purify the heart and clarify the vision. It must promote

virtues to raise the moral, spiritual and socialstandards of the educated. The problem and failure are a part of everyone's life. Thus education must teach to tackle with all such problems.

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