Complaining is a part of human nature. Why? Because our brain is set up that way. We are capable enough of complaining about things we don’t have as well as about things we have. Complaints about the things we have: one example is the constant ranting about the addition of the non-technical subjects in our engineering curriculum. A ‘complete engineer’ is defined as the one having sufficient knowledge of societal, cultural, economic and environmental contexts which surround the engineering projects and processes. We as engineers will have to play an important role in the development of the nation, hence are expected to be versatile and possess essential non-technical skills.

It is true that, all these subjects have been taught to us in school, but with an increased level of maturity, we are capable of understanding it better with a broadened perspective. The foremost reason for inclusion of these subjects is to make us better communicators. Technical knowledge makes us efficient in interacting with the machines we are working with, but working in a team if we are not able to communicate with our colleagues, our technical knowledge becomes worthless. Studies show that only one in four graduates out of the 1.5 million engineers produced every year in India is employable. The reason being the lack of required non-technical skills such as fluency in English, ability to work in a team or deliver basic oral presentations.

Massachusetts Institute of Technology, the dream college for a majority of the engineering graduates. It offers a total of 12 non-technical subjects. On securing admission in that college, we most certainly will not describe those subjects as burden, instead we would be appreciating it. AICTE has taken a similar step in bridging the gap between our technical and non-technical skills. In addition to enhancing communication skills, these subjects also enhance entrepreneurship, self-awareness, team-spirit and negotiation skills in an engineering professional. The need of non-technical content in the engineering curriculum is similar to the need of salt in our food. An appropriate ratio of these content is obligatory to make the engineering education more productive and effective. Hence instead of complaining and treating these subjects as burden, and for once just by glancing at their advantages, may just lead to our bright future only.