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Albert P’ Rayan

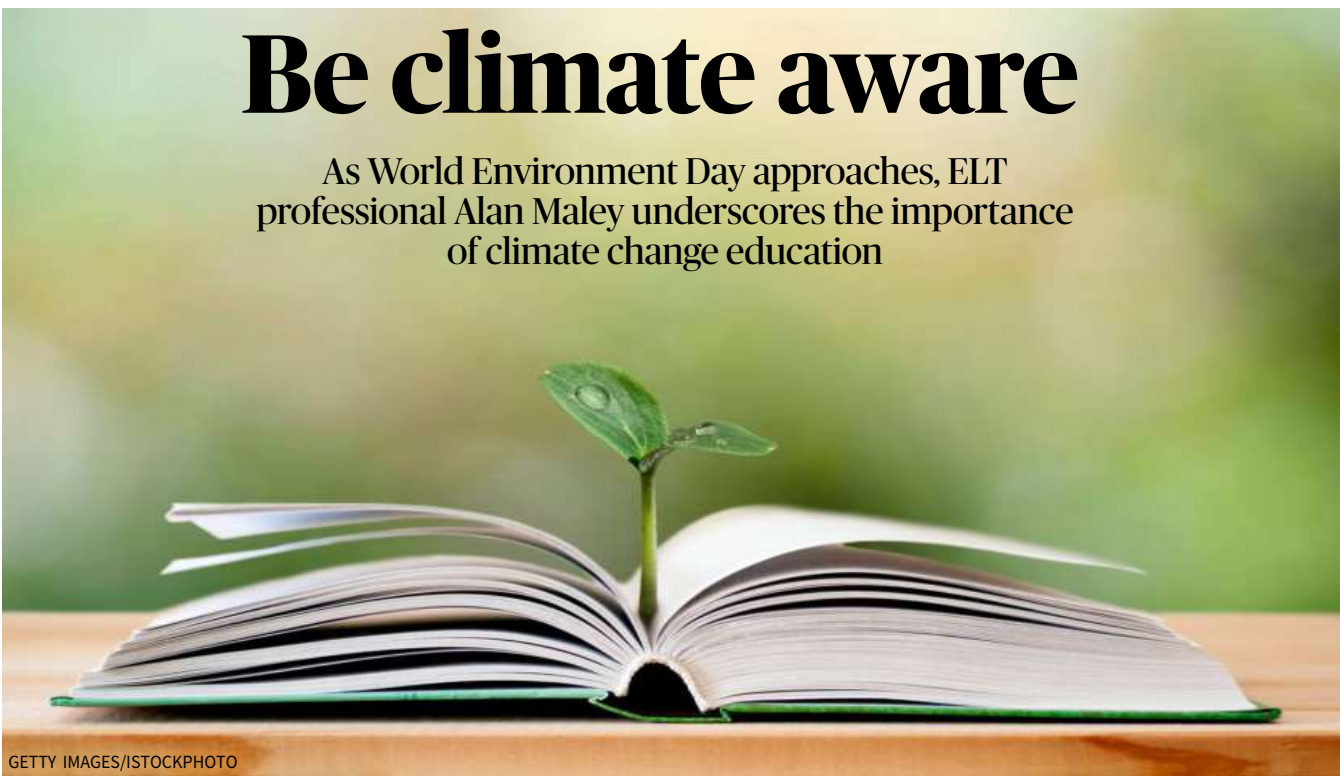
Over the past decade, numerous climate change disasters, including heatwaves, excessive rainfall leading to floods, and droughts have disrupted daily life globally. With political parties, especially in India, being largely indifferent to the issue, it is crucial to raise awareness among educators and students. In this interview, ELT professional and climate change education advocate Alan Maley speaks about how climate change education can bring about a change:

You mentioned that the Humanizing Language Teaching magazine has introduced a new section called Eco Issues. What is the rationale behind such a section in a magazine for English teachers?

The reason for bringing it to the attention of teachers (in this case language teachers) is that they have immense influence on their students and there is a strong possibility that they can change students’ mindsets – and eventually their behaviours and lifestyles – towards more eco-friendly action.

Many, including teachers perceive climate change as a complex issue to be primarily addressed by policymakers. How can ordinary individuals contribute?

Of course, climate change is far too complex and urgent to leave it to politicians. And it is pointless to say that ordinary individuals – still less teachers – can do nothing. “No one is too small to make a difference.” As Greta Thunberg reminds us.



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Be climate aware

As World Environment Day approaches, ELT professional Alan Maley underscores the importance of climate change education

Climate change education (CCE) entails teaching people about the science, causes, impacts, and solutions related to the issue. Can language teachers effectively engage in CCE?

My argument is that, in order to engage in effective action, all teachers need to become inspired by, and well-informed, about the issue. There is abundant and highly accessible material: songs, video games, films, TED talks, cartoons, plays, novels, biographies of eco-warriors and so on. On a more serious note, a plethora of organisations offer access to information. Increasingly, there are teaching materials focussing on precisely these issues such as the British Council’s Climate

Resources for School Teachers.

How can English language teachers incorporate climate change education creatively?

It can be done in many ways. For example, by setting up simple projects that students can carry out in their own environment such as surveys of consumption of energy and water, waste disposal and so on. Or, as in my own case, by incorporating it into creative writing works, leading to graphic displays, small publications and even performances of student work.

How can English language teachers prepare themselves to effectively discuss climate change in the classroom?

As things stand, the



responsibility for informing and equipping themselves lies mainly with the teachers. Perhaps, in future, such matters will find their way into syllabuses. I would suggest that, to get started, teachers should find a source of information, find some existing materials and join forces with other teachers who share similar

concerns.

Teachers who discuss global issues are sometimes labelled “activists”, which carries negative connotations in certain countries. What is your perspective?

Countries and cultures differ greatly in the degree of respect accorded to ‘authority’. So, in some places, there is a degree of risk attached to being perceived as an ‘activist’. Teachers clearly have to be judicious and sensitive to local sensibilities in the degree to which they engage with these issues. There are quieter ways to make a difference. Increasingly, I predict, even the most resistant institutional forces will realise that action has to be taken if we are not to suffer the most

unthinkable disasters – and possible annihilation.

As a creative writer and poet, what steps have you taken to raise awareness among English language teachers about climate issues?

I was the founder of the IATEFL Global Issues Special Interest Group and also successfully lobbied the IATEFL leadership to make public its support for greater eco-related teacher activities. I have also engaged with and persuaded HLT Magazine to set up the new Eco-Issues section. I take every opportunity to extend awareness of the urgency of our predicament through webinars, conference presentations and articles. In terms of creative writing, I oversaw the publication of What Have We Done, a collection of poems on eco-issues. I help coordinate an international writing group, Worlds into Words, with members from 26 countries that has a commitment to social and environmental justice.

Do you believe that teachers can play a constructive role in humanity’s fight against climate change?

It would be both a tragedy and a source of enduring shame if teachers failed to use their enormous power of influence to change the mindsets and lifestyles of those most vulnerable to the impending implosion of the eco-sphere. But I am an optimist. As the historian A.J.P. Taylor says, “Nothing is inevitable until it happens.”

The writer is an ELT resource person and education columnist. rayanal@yahoo.co.uk

SCHOLARSHIPS

Ahimsa Fellowship
An opportunity offered by the Mercy For Animals India Foundation.
Eligibility: Open to Indian citizens between 21 and 39 years as of December 31, 2024 with a Bachelor’s degree in any discipline and possessing good communication skills in English and regional languages and be available to attend the eight-month programme.
Reward: Upto ₹20,000 monthly and other benefits.
Application: Online
Deadline: July 17
www.b4s.in/edge/AAFM1

Aadhar Kaushal Scholarship Program for Youth with Disabilities
An initiative of Aadhar Housing Finance Limited (AHFL).
Eligibility: Students with physical disabilities, pursuing general or professional UG courses across India with a minimum of 60% in the preceding academic year and gross annual family income of up to ₹3 lakhs.
Reward: Between ₹10,000 and ₹50,000
Application: Online
Deadline: July 26
www.b4s.in/edge/AKSPI

HOPE Engineering Scholarship
An initiative from Schaeffler India.
Eligibility: Open to female students who have scored over 60% in Class 12 and are enrolled in the first year of an engineering programme at a recognised college. Annual family income should be less than ₹5 lakhs. Preference will be given to students with physical disabilities.
Reward: ₹50,000
Application: Online
Deadline: July 30
www.b4s.in/edge/SIHE15

Courtesy: Buddy4study



OFF THE EDGE
Nandini Raman

I am pursuing Pharm. D. What are the career opportunities in India, in the government service and in the public sector? Darpan

Dear Darpan,
In the government sector, you can be a pharmacist in a government hospital, a primary health centre, or other healthcare facilities or become a drug inspector in government agency such as the Central Drugs Standard Control Organisation (CDSCO) or the State Drugs Control Departments. As a research scientist, you can work in a government research institute, a pharmaceutical laboratory, or an academic institution or pursue teaching and research in government colleges, universities, or pharmacy schools. Across the private sector, openings are available across the pharmaceutical industry, hospital pharmacies, and public health. Overall, career opportunities span healthcare delivery, pharmaceutical regulation, research, education, and industry roles. Make sure you choose a path that aligns with your interests, skills, and long-term career goals.

I am in the third-year of B.Com. through a distance education programme. My marks in Class 12 (Commerce stream) were average. I know my career options are limited but have no idea what they are. Priyanka

Dear Priyanka,
You can consider Accounting and Finance and work as an accountant, auditor, tax consultant, financial analyst, or investment banker in corporate firms, accounting firms, financial institutions,

Trust your instincts

Uncertain about your career options? Low on self-confidence? This column may help

or consulting companies. Consider pursuing professional certifications such as Chartered Accountancy (CA), Certified Management Accountant (CMA), or Chartered Financial Analyst (CFA) to enhance your prospects. Many banks and financial institutions recruit B.Com. graduates for roles such as bank clerk, probationary officer, customer service representative, or financial advisor. Explore opportunities in retail banking, corporate banking, investment banking, wealth management, or insurance sectors. You can pursue careers in business management, sales, marketing, operations, supply chain management, human resources, or entrepreneurship.

Various government organisations and public sector companies also recruit B.Com. graduates for administrative, clerical, or finance-related roles. Prepare for competitive exams such as the Staff Selection Commission (SSC), Union Public Service Commission (UPSC), or State Public Service Commissions for positions such as tax assistant, assistant auditor, account officer, or clerk in government departments.

If you have strong analytical and quantitative skills, you can pursue a career in data analysis, business analytics, or market research across industries like IT, finance, consulting, e-commerce, or market research firms. Consider starting a business venture if you have entrepreneurial aspirations. Explore retail, e-commerce, consulting, finance, or service industry opportunities. Or maybe pursue higher education to enhance your current skills

and qualifications. You can do a Master of Commerce (M.Com.), Master of Business Administration (MBA), Master of Finance (MFin), or specialised diplomas/certifications in areas of your interest.

I am in the final-year of CA; I am unsure if I should set up a practice, look for a job, or go abroad. How can I resolve this dilemma? Virat

Dear Virat,
Assess your options systematically, gather information, seek guidance, and consider your personal and professional goals to make a well-informed decision, which will depend on your individual circumstances, priorities, and aspirations. Trust your instincts, consider what feels right for you personally and professionally, and be open to adjusting plans as you gain clarity and insight. Assess your personal strengths and consider what aspects of accounting and finance you enjoy most, whether you prefer working independently or in a team, and what type of work environment and lifestyle you want. Assess the current market demand for CAs in your area or industry of interest. Research job opportunities, market trends, and salaries in your region and abroad. Evaluate availability of clients and business prospects if you’re considering setting up your own practice. Explore the pros and cons and consider your earning potential, job stability, work-life balance, growth opportunities, financial stability, risk tolerance, and willingness to invest time and resources into pursuing each career path along with personal

fulfilment. Reach out to professionals who have experience in each of the career paths you are considering and connect with fellow CAs, business owners, recruiters, and professionals working abroad to learn about their experiences, challenges, and advice to make an informed decision.

I am in Class 11 (Humanities). I love History and Political Science. I also enjoy reading fiction. What options do I have after Class 12? Gurnoor

Dear Gurnoor,
Consider various internships, volunteering opportunities, or extracurricular activities in your area of interest to gain practical experience and insights into different career paths. You could do a Bachelor’s in History, Political Science, or English Literature or consider a Liberal Arts programme as it provides a broad-based education encompassing various disciplines and fosters critical thinking, creativity, and interdisciplinary perspectives. You can also attempt at the UPSC with your keen interest in History and Political Science. This exam opens up career opportunities in various government services. Research and academia is another interesting career cluster. You can work as a researcher, academician, or professor in universities, research institutes, or think tanks. Journalism and Media, Public Policy and Advocacy, Library Science and Archival Studies, Creative Writing and Publishing, Digital Humanities and Cultural Heritage are also other career fields that you can check out.

Disclaimer: This column is merely a guiding voice and provides advice and suggestions on education and careers.

The writer is a practising counsellor and a trainer. Send your questions to eduplus.thehindu@gmail.com with the subject line Off the Edge

As visual culture becomes increasingly dominant, educators are embracing graphic narratives to meet the changing ways in which students learn

Abhishek Chatterjee

Comics and graphic narratives offer unique ways to engage students in learning across subjects such as History, Science, and Social Studies. The blend of images and text allows for the exploration of complex ideas in a visually stimulating and accessible format. While the value of comics in education has seen growing recognition, their use can still spark debate. However, as visual culture becomes increasingly dominant, educators are embracing this medium to meet the changing ways students learn.

Surprisingly, the use of comic books in the classroom remains a somewhat divisive topic in pedagogy, especially considering that comics, like all forms of cultural production, serve an ideological, and consequently, a pedagogical function in society. The academic and pedagogical respectability of comic books is a phenomenon that arguably began in the 1990s, before which comic books were considered vulgar and corrupting, referred to as “a 10-cent plague” in the post-World War II U.S., and suppressed by the Comics Code just before the rise of television as the dominant force of mass culture.

Multimodal forms Just as Walter Benjamin argued that the emergence of cinema had an underlying function of acclimatising our senses to modernity,



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comic books too, through ‘Ekphrasis’ – a convergence of different art forms – reconstruct the grammar of visual culture. With the rise of visual and digital media in the 21st century, educational settings are increasingly incorporating the comic form. Comic books, graphic novels, graffiti, street art, memes and Manga– these are just a few examples of how the younger generation engages with culture. It’s only logical to include these multimodal forms of communication, given their growing credibility, in today’s classrooms. This acknowledgement should ideally extend beyond the confines of the English literature classroom, where comic books have become an indispensable fixture, and ‘Graphic Novels’ like Art Spiegelman’s Maus, Marjane Satrapi’s Persepolis, and Sarnath Banerjee’s Corridor have solidified their place in the canon of ‘new literatures’.

This is, of course, after Art Spiegelman’s Maus (1980-1991) revolutionised the cultural landscape as a Holocaust trauma narrative presented in the form of a comic book. Trauma narratives, within the category of “Graphic Novels,” have acquired significant prestige, with works by artists like Alison Bechdel, Joe Sacco, and Marjane Satrapi receiving critical and scholarly attention. This

significance stems from the fact that the term “comics” historically connoted humour, drawing from a tradition where comedy was often considered inferior to tragedy in literary criticism dating back to Aristotle. Scholars in the field of comics studies, such as Catherine Labio, argue that the term “Graphic Novel” serves to appropriate and sanitise the subversive qualities traditionally associated with lowbrow comic books. This appropriation aims to confer a sense of “respectability” onto comics by aligning them with the literary genre of the novel. As such, a more fitting term, proposed by Hilary Chute, is “graphic narrative.”

Diversity As a fundamentally interdisciplinary field, graphic narratives are essential in the context of a liberal arts education. However, the predominant approach to teaching comic books in the classroom often centres disproportionately on Scott McCloud’s influential book Understanding Comics: The Invisible Art (1993). In our postcolonial context, we must also use more immediate approaches that go beyond McCloud’s claim of portraying a “blank slate,” which perpetuates a universalising subject position. The need of the hour is a

more diverse pedagogy of comics that encompasses a spectrum of experiences, including those related to race, gender, caste, and ability. Bhimayana (2011), a picture book adaptation of Dr. B.R. Ambedkar’s Waiting for Visa, featuring illustrations by artists Durgabai Vyam and Subhash Vyam, serves as an exemplary model in the Indian context. Indian graphic narratives such as Bhimayana, Kari (2008) and Munnu: A Boy From Kashmir (2015) explore caste, trauma and gender through juxtapositions of image and text and introducing liminal layers of meaning through panels, gutter space, thought bubbles, and speech balloons. Indeed, graphic narratives have emerged as a divergent mode of representation challenging the dominance of realist verisimilitude in Indian Writing in English.

Recognising the importance of the comic form in pedagogy, the NCERT curated a list of 100 comic books aligned with chapters of textbooks from classes three to 12 in 2021. In 2023, UNESCO and NCERT collaborated to launch the comic book Let’s Move Forward, addressing diverse themes such as mental health, gender equality, sanitation, prevention and management of substance abuse, reproductive health and HIV prevention, and responsible social media behaviour.

Although the recognition of comics as high art remains primarily an urban and elite phenomenon in India, comics as mass culture continue to thrive. Publications by Raduga, Indrajal, Diamond, and Raj comics have attained the status of classics. Considering that the future is visual, it is evident that comics are here to stay in the classroom, whether they are prescribed in syllabi or concealed within textbooks.

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THINK
Aruna Sankaranarayanan

In their brilliant book, *Metaphors We Live By*, George Lakoff and Mark Johnson claim that metaphors are not just figures of speech but impact how we think and behave. In fact, they aver that “our conceptual system” is, largely, “metaphorical in nature.”

For example, for most English speakers, the word ‘argument’ connotes war. We defend our positions, strategise to shoot down our opponents’ views, and attack their weak points. Thus, an argument is structured like a battle with an “attack, defence, counter-attack etc.” But do all arguments have to mimic war?

Not so, say philosophers Scott Aiken and John Casey in an article in *Psyche*. At their core, arguments are about changing people’s beliefs, which is what makes them problematic. While “you think your beliefs are true”, the person or party you’re arguing

Learning, not warring

Arguments should not be viewed as battles to be won but as opportunities for productive and cooperative exchanges between the parties

with thinks “their own beliefs are true”.

Beliefs – in contrast to plans, hopes, goals and worries – are more resistant to change. To complicate matters, Aiken and Casey point out that beliefs are not entirely under volitional control. The authors state, “You cannot simply will yourself to change what you believe.”

Better arguments

But our beliefs can and do change if we come across facts that discredit our point of view. The problem in our polarised world is that people tend to seek out information that supports their beliefs while ignoring or blinding themselves to disconfirming evidence. Given this bleak

situation, Aiken and Casey offer the following strategies for us to have better, not bitter, arguments. To begin, you need to pick your battles wisely. They dissuade you from engaging with the likes of Internet trolls who aren’t necessarily interested in learning. Next, you need to enter into the argument from a position of humility. If you articulate your viewpoint strongly and stridently, you are unlikely to even hear the other party out.

Further, be prepared for the other person’s arguments to “feel like attacks”. After all, the “argument is war” metaphor is fairly pervasive. When the other party points out why you are wrong, you may feel

like a ‘failure’. But know that discomfort is part of the process and that your opponent is also likely to be feeling the sting.

Further, make a genuine attempt to understand alternative points of view and the reasoning behind their positions. For people to change their minds,

they first need to feel understood.

Learning mindset

In an article in *Scientific American*, Matthew Fisher, Joshua Knobe, Brent Strickland and Frank Keil exhort us to approach disagreements with a mindset

of “arguing to learn” rather than “arguing to win”. Further, people differ on how they perceive “moral truths”. Those who hold an objectivist stance see issues in stark black-and-white terms. As a result, objectivists think that alternative views from their

own positions are simply wrong. In contrast, relativists concede that there can be multiple truths regarding moral issues.

However, whether a person assumes an objectivist or relativist position also depends on how an argument plays out. In one study, when participants were encouraged to approach an argument with the in-

tent of learning about the other party’s position, they tended to take on a more relativist stance. In contrast, if they were instructed to argue to win, people were inclined to adopt a more objectivist outlook that prizes clear-cut solutions without factoring in contextual factors or nuanced judgments.

If we approach debates or arguments as a “cooperative exchange”, as Fisher, Knobe, and colleagues suggest, both parties are likely to gain.

In *The Psychologist*, Emily Reynolds describes research that suggests that people, at least in a lab setting, can enjoy conversations on hot-button issues with others who hold opposing political views. If we cultivate a philosophical approach, prizing learning over winning, the “argument is war” metaphor may gradually lose its stranglehold over us. We may even start viewing arguments as a co-construction leading to mutual growth and understanding.

The writer is the author of *Zero Limits: Things Every 20-Something Should Know*. She blogs at www.arunasankaranarayanan.com

Business virtually

By helping students develop various digital skills, Metaverse can help students unleash their creativity and develop entrepreneurial skills



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Esther Hepziba R. Millicent Serena A.

“Innovation is the ability to see change as an opportunity, not a threat.” Steve Jobs

An innovative mindset ignites the spark of entrepreneurship and leads to an enterprising generation. Engaging in entrepreneurship within the realm of Metaverse, which is a simulation of the physical world in the virtual space, holds tremendous potential. The Metaverse realm is an aggregation of online gaming, virtual reality (VR), augmented reality (AR), and social media channels. As students immerse themselves in this area, they not only navigate digital environments but also have the chance to apply entrepreneurial skills and unleash their creativity. Students need to be aware of the diverse and novel opportunities available in this world.

Universities and higher education institutions (HEIs) can establish start-up incubators or host competitions specifically focused on Metaverse entrepreneurship. These platforms will provide students with opportunities to showcase their ideas, receive mentorship, and potentially secure funding. Participation in the Metaverse necessitates the development and enhancement of various digital skills, including 3D modelling, coding, VR, AR, and digital marketing. These skills are also applicable and valuable in the broader digital landscape. Therefore, it is imperative that HEIs help students develop them.

New learnings

Venturing into the Metaverse also helps promote adaptability, creativity

and a willingness to explore new frontiers. Students can learn to identify gaps or opportunities within the realm and devise solutions to address them. All this also helps nurture an entrepreneurial mindset.

Establishment of virtual businesses involving the creation and sale of virtual goods, services or even the acquisition of virtual real estate can be explored. Metaverse can be used to provide services such as immersive training, interactive learning and virtual classrooms and one can look for ways to demonstrate new products or a novel business idea and pursue branding plans in the virtual space with a whole new customer experience.

Building a presence and visibility in the Metaverse, through networking and collaboration with like-minded individuals will establish a meaningful relationship with several mentors and investors in the virtual world. The Metaverse is as a valuable asset in the emerging business world and provides competitive advantage in the job market. Attending webinars, networking with like-minded professionals, and joining forums and communities dedicated to the understanding and growth of Metaverse will help learn this technology on the go.

The Metaverse offers a dynamic landscape for students to explore entrepreneurial pursuits, blending digital skills, creativity and business acumen. As this space evolves, students have the chance to shape and contribute to the future of digital innovation.

Bhavik Rathod

Life does not adhere to a rigid template or offer a one-size-fits-all formula that could potentially offer a sure-shot route to success for everyone. Living a life free of templates is not an easy choice because we are living in an age of meritocracy. While meritocracy itself is not a flawed concept, it is essential to subject it to a more thorough examination.

A recent tweet by a social media-savvy industrialist sparked a debate about the most challenging entrance exams in the academic world. It also brought to light the fact that three of the 10 most difficult exams to crack in the world are held annually in India. According to the World Ranking Website, the IIT-JEE (Joint Entrance Exam), the UPSC Civil Services Exam, and the Graduate Aptitude Test in Engineering (GATE) are ranked the second, third, and eighth toughest exams in the world respectively. In this article, let us focus on IIT-JEE given its popularity among students and parents and its role in creating a perennial pipeline of highly skilled man-

Beyond the IIT-JEE

Failing in a competitive exam is not the end of the world. There are many other ways to build successful careers today



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power.

Test composition

Each year, nearly 1.1.2 million young Indians take a crack at this exam, knowing fully well that around only 7-12% have a realistic chance of gaining admission into one of the 23 IITs. Such low odds of success make it seem more like winning a lottery than a

reasonable chance to build a strong academic foundation on which future careers can be built. Further, it is not just the slim odds that should bother us, but the composition of the exams itself. While most aspirants want to become engineers of varying kinds, the test continues to check aptitude for subjects unrelated to these fields.

The exams don’t seem like an accurate assessment, let alone a fair gauge of a student’s intelligence or potential.

Extremely competitive entrance exams like the IIT-JEE also ensure that everyone has a similar kind of coaching routine, as they shuttle between schools and institutes. Many even forgo regular

schooling and dedicate three to four years of their lives to cracking the IIT-JEE. However, this is not a sustainable approach to building careers or shaping one’s life.

Even if one is willing to look beyond the inherent flaws in IIT-JEE as a selection filter for future engineers, other pertinent issues remain. There is no room for debate over the academic excellence IITs deliver or the rigour required to finish the four-year programme. However, it is equally important to consider alternatives. The world, and India in particular, currently offers a multitude of alternative learning platforms and programmes across diverse streams, including Robotics, AI, Semiconductors, hardware, and so on, apart from typical programmes from IITs and NITs. These often have equally strong, if not better, and more focused admission processes and can lead to equally rewarding career outcomes.

Holistic approach

Therefore, instead of holding on to unreasonable notions like “It is either IIT or nothing”, students and those who guide them in

their educational pursuits may want to consider the following suggestions to help them take a more holistic and realistic approach to higher education, careers, and life in general.

Identify potential interest areas/career opportunities;

Research alternative educational platforms and edtech players that offer programmes suiting your career plans.

Take up projects and internships in your desired fields;

Network with seniors from school/coaching institutes, to understand what skills one needs to continue the learning journey;

Use the Internet to learn about trending technologies and learn from free resources/courses

Most importantly, take some time off. Failing to clear IIT-JEE or skipping it is not the end of the world. There are many ways in today’s world to build successful careers. Focus on finding your individual strengths and accordingly figure out the steps to succeed using them.

The writer is Senior Vice President at Scaler and Head of Scaler School of Technology.

Master the art of balance

As your resume opens doors to opportunities, use it to demonstrate the seamless integration of your technical and soft skills

Manikanth Challa

In the rapidly evolving digital landscape, professionals find themselves navigating an intricate web of technologies, trends, and dynamic workplace environments. In this era of constant innovation, the synthesis of technical prowess and soft skills has become paramount and the key to unlocking unprecedented opportunities.

Before delving into the art of integration, it’s crucial to grasp the distinction between technical and soft skills. Technical skills encompass the specific abilities and knowledge related to your field of expertise, such as programming languages, data analysis, or graphic design. On the other hand, soft skills are



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the interpersonal, communication, and leadership attributes that enable effective collaboration and adaptability in diverse work environments.

As industries witness a paradigm shift towards digitisation, the demand for professionals with a hybrid skill set is on the rise. Employers now seek candidates who can seamlessly blend technical acumen with strong interpersonal skills, which is vital to foster innovation, promote effective teamwork, and ensure sustained success.

Crafting a resume that mirrors your ability to harmonise these skill sets requires a strategic approach. Begin by highlighting your technical expertise, providing concrete examples of projects or accomplishments that showcase your proficiency in relevant tools or technologies accompanied by a dedicated section that emphasises your soft skills, underscoring instances where effective communication, leadership, and adaptability played pivotal roles in

your professional journey.

Blending narratives

The magic lies in narrating your professional story in a way that seamlessly weaves technical accomplishments with soft skills. Don’t just present them as separate entities. Showcase instances where your technical expertise was enhanced by effective communication or problem-solving skills.

For example, imagine you’re a Full Stack Engineer. You don’t just want to highlight your coding

prowess but also to showcase how you effectively communicated with UI/UX designers to understand user requirements and translate them into technical specifications. You might also discuss partnering with backend developers to optimise database interactions and ensure smooth data flow. By narrating this story, you showcase your ability to communicate complex technical concepts to non-technical stakeholders and collaborate effectively across teams, ultimately leading to a more successful project.

Similarly, as a QA Engineer, your meticulous approach can extend beyond just finding bugs. You can highlight how your in-depth testing procedures uncovered critical issues early on in the development process. Describe how you effectively communicated these issues to the development team, providing detailed reports and suggesting potential solutions. By showcasing how your attention to detail and problem-solving skills contributed to the project’s success, you demonstrate your ability to integrate technical expertise with soft skills, making you a valuable asset to any team.

In the digital era, em-

ployers often use applicant tracking systems (ATS) to filter through resumes efficiently. To ensure your resume stands out, incorporate relevant keywords related to both technical and soft skills. Demonstrate adaptability by showcasing your willingness to learn new technologies.

While technical skills may be more tangible, the development of soft skills is an ongoing journey. Actively seek opportunities to enhance your communication, teamwork, and leadership abilities through workshops, networking events, or mentorship programmes. Emphasise this commitment in your resume, illustrating your dedication to personal and professional growth. During interviews, engage in the process as a storyteller, weaving a narrative that highlights your holistic approach to problem-solving and innovation.

Integrating technical and soft skills in your resume is not just a trend; it’s a strategic necessity. Embrace the challenge, master the art of balance, and watch your career ascend to new heights in this dynamic era of possibilities.

The writer is Founder and CEO, Workruit.