

FOSTERING EMOTIONAL INTELLIGENCE THROUGH ANCIENT GURUKUL SYSTEM: IMPLICATIONS FOR ENGINEERING STUDENTS

Shreemayee Pati* ; Dr. Sthitaprajna**

*Research Scholar,
Siksha 'O' Anusandhan (Deemed to be University),
ITER Bhubaneswar, Odisha, INDIA

**Associate Professor,
Siksha 'O' Anusandhan (Deemed to be University),
ITER Bhubaneswar, Odisha, INDIA
Email id: shreemayee.pati@gmail.com

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ABSTRACT

This paper explores the relationship between the Gurukul system of education, emotional intelligence, and technical students and curriculum. The Gurukul system, rooted in ancient Indian traditions, emphasizes on personalized attention, experiential learning, and character development. It has the potential to enhance students' emotional intelligence by fostering qualities such as self-awareness, empathy, and interpersonal skills. However, the engineering curricula in India often lacks emphasis on emotional intelligence, focusing primarily on technical knowledge and skills. This limitation hinders the holistic development of technical students and their ability to navigate the complexities of the professional world. To address this gap, there is a need to integrate elements of emotional intelligence training within the engineering curriculum. This integration can be achieved through activities that promote self-awareness, communication, teamwork, and adaptability. By bridging the strengths of the Gurukul system on the engineering curricula, educational institutions can equip technical students with the necessary skills for success in their chosen fields and in life. This paper highlights the importance of considering emotional intelligence in technical education and provides insights into potential strategies for its integration.

KEYWORDS: *Emotional Intelligence, Psychology, Communication, Intercultural Competence, Technical Students, Soft Skills, Engineering Curricula, Gurukul System , Adaptation.*

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