schools and employers insist that we restrict our many talents and interests; that we ‘specialise’ in just one? We’ve been sold a myth, that to ‘specialise’ is the only way to pursue truth, identity, or even a livelihood. Yet specialisation is nothing but an outdated system that fosters ignorance, exploitation and disillusionment and thwarts creativity, opportunity and progress. Following a series of exchanges with the world’s greatest historians, futurists, philosophers and scientists, Waqas Ahmed has woven together a narrative of history and a vision for the future that seeks to disrupt this prevailing system of unwarranted ‘hyper-specialisation.’ In The Polymath, Waqas shows us that there is another way of thinking and being. Through an approach that is both philosophical and practical, he sets out a cognitive journey towards reclaiming your innate polymathic state. Going further, he proposes nothing less than a cultural revolution in our education and professional structures, whereby everyone is encouraged to express themselves in multiple ways and fulfil their many-sided potential. Not only does this enhance individual fulfillment, but in doing so, facilitates a conscious and creative society that is both highly motivated and well equipped to address the complexity of 21st century challenges.

Reading Beyond Words: W. Royce Adams 1995 Reading Beyond Words is a down-to-earth reading textbook structured so that students can understand and use it easily, and to offer complete coverage of study-reading skills using materials from actual textbooks students will encounter. As the title suggests, Reading Beyond Words means not only comprehending what the words are saying, but to interpret, question, compare, and evaluate what a writer says. Steps to Reading Proficiency: Anne G. Phillips 1982 Technology and Human Development: The Capability Approach: Ilse Oosterlaken 2015-05-15 This book introduces the capability approach – in which wellbeing, agency and justice are the core values – as a powerful normative lens to examine technology and its role in development. This approach attaches central moral importance to individual human capabilities, understood as effective opportunities people have to lead the kind of lives they have reason to value. The book examines the strengths, limitations and versatility of the capability approach when applied to technology, and shows the need to supplement it with other approaches in order to deal with the challenges that technology raises. The first chapter places the capability approach within the context of broader debates about technology and human development – discussing amongst others the appropriate technology movement. The middle part then draws on philosophy and ethics of technology in order to deepen our understanding of the relation between technical artefacts and human capabilities, arguing that we must simultaneously ‘zoom in’ on the details of technological design and ‘zoom out’ to see the broader socio-technical embedding of a technology. The book examines whether technology is merely a neutral instrument that expands what people can do and be in life, or whether technology transfers may also impose certain views of what it means to lead a good life. The final chapter examines the capability approach in relation to contemporary debates about ‘ICT for Development’ (ICT4D), as the technology domain where the approach has been most extensively applied so far. This book is an invaluable read for students in Development Studies and STS, as well as policy makers, practitioners and engineers looking for an accessible overview of technology and development from the perspective of the capability approach.