



## EFFECTIVENESS OF CAMPUS TRAINING PROGRAMMES FOR THE MBA STUDENTS IN ASSAM AND TAMIL NADU

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**Abstract:** *In today's Indian context of MBA colleges, many colleges are bubbling with Campus training programmes for the MBA students. Through these programmes the students are made to acquire skills needed not only for the placement but also improving personality. Among the soft skills, the ability to communicate in English has increased significantly. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. Here the researcher attempted in making a study about the effectiveness of the campus training programmes for MBA students from Guwahati in Assam and Tiruchirappalli in Tamil Nadu based on the educational literacy level as both have similar percentile of 91.47 and 91.37 respectively. 30 students from Guwahati city MBA colleges and another 30 from Tricuhriappalli city colleges were taken for the study. Descriptive design is adopted. The sampling method used was stratified random sampling method. This study revealed that by way of applying Mann-Whitney Test, there is significance at the level of Storytelling method which is effective among the campus training programmes.*

**Keywords:** *Campus training, Soft skill, MBA students*

### STATEMENT OF THE PROBLEM

In current scenario of Business Schools in India, the campus training programmes are a catchy phrase that attracts many students to prefer their destination and to study MBA. The campus training programmes are nothing but a blend of soft-skill training and aptitude training. Such programmes are being imparted to students in the campus itself. The problem arises with regard to the expectation and requirements of the organisations in India. Every organisation is looking for students with capabilities and with skills required for a particular job so as to enhance and prove their performance level towards the organizational growth. In this process, the organisations are on the look-out for the best performing students which



at times remains as an ivory tower. It has become very difficult for the Business schools to fulfill the greater expectations from the changing situation in the organisations. Perhaps having realized and understood the need and demand, the business schools have started offering campus training programmes for the MBA graduates in all Business schools. The blend of soft skills (like communicative skills, interview skills, group discussion) and aptitude skills (like competitive exam preparation, management games, mind games, decision making skills) is being offered by the Business Schools but still after providing the students with all these trainings, the problem remains the same and students still have difficulties. Thus, the researcher tries to explore and make a comparative study on campus training programmes for MBA students in Tiruchirappalli in Tamil Nadu and Guwahati in Assam.

## **I. INTRODUCTION**

Training and development is a function of human resource management concerned with organizational activity aiming at improving the performance of individuals and groups in organizational settings. Lectures and Conferences methods are traditional methods of training MBA students in colleges; these methods are having inadequate efficiencies to equip the MBA students with practical knowledge to face future job requirements. Simulation Exercises, Sensitivity Training and Transactional Training methods are not used in many colleges. The Campus Training Programme provides students opportunities to apply knowledge into practical work. Students can utilize their spare time to gain work experience through the training imparted to them. The trainees will be assigned to different units for training. It not only increase students' personal competitiveness, but also builds up their sense of belonging to a society. It helps the students to get trained in their campus itself while doing their studies.

Having broadly been explained the concept of training and development, the researcher would highlight the definitions and explanations as below;

- 1.1. Training programme is a programme designed for training in specific skill
- 1.2. Campus training program is a program conducted within educational institutes or in a common place to provide jobs to students pursuing or in the stage of completing the programme.
- 1.3. Soft Skills: Personal attributes that enable someone to interact effectively and harmoniously with other people.



Desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people and a positive flexible attitude.

#### 1.4. Why do MBA students require soft skills?

Today lack of talent in soft skill is marked as one of the reasons of poor rate of employability of technical graduates. Though it is true that soft skills need to be inculcated at a very young age at home but the role of soft skill training in schools and colleges cannot be overlooked. Irrespective of the target group or the institution where it is taught, soft skills training programs aims to widen a whole range of skills, like assertiveness, negotiation skills, communication skills and the skill to begin and sustain interpersonal relationships. Soft skills are supposed as those capabilities that are inbuilt in an individual. These competencies exist in every individual to a particular level. But if these skills are not used or if the individual who embellish these skills is ignorant of it then that individual will never be able to develop his / her inbuilt skills. The aim of any soft skills training program is to eliminate these blocks or the barriers that check the individual from utilizing his/ her skills. Soft skills training will make the individual aware of his / her hidden capabilities and to improve it for the overall development and success of the individual. Everyone can get profit from the soft skills training irrespective of the skills they have innate.

## **II. REVIEW OF LITERATURE**

**Rima H Binsaeed, et al (2017)** had come to a conclusion that the problem can be solved at bottom level rather than rectifying the problems at the top level. Also they suggested that with the help of government and state authorities a better learning environment can be created which can bring a remedial education system by which the candidates can be transform from students to ready workforce. They also suggested that significant responsibility lies with the students and graduates in trying to understand and transform as per the demand and this can be effectively done only with University Cooperative Training Program, on job training programs and internship. Industry must be involved in each step and business partnership with university, training institutes and community colleges is must to create and improve proper workforce for future.



**Hang T. T. Truong, et al (2016)** concluded that soft skills are perceived as important even by employers coming from diverse industries, thereby reinforcing the point that soft skills function as a vital component in the financial success of almost all business and industries. Soft skills were appreciated as more important in most business careers than hard skills. Employees need to possess soft skills such as group-work, problem-solving. All respondents in this research study agreed that 19 soft skills are essential in the current business workplace though they came from different fields of business and different areas. Communication, Group work, Flexibility, Customer Service, Interpersonal Skills, Marketing, Positive Attitudes and Responsibility were considered to be more important than ever in the Vietnamese business workplace.

**T. Selvam, et al (2016)**, stated that the study deals with skills which are communicating, managing information, using numbers, thinking and problem solving, teamwork, personal management, demonstrating positive attitude and behaviors, being adaptable, continuous learning and working safely. It is understood that more than one fifth of the population has high level skill on working safely (25.7%), using numbers (21.4%) and personal management (20.7%). It shows that the MBA students in the study area needed to improve for balancing their positive attitude and behaviors with other skills.

**Nishant Saxena (2013)** identified missing skills from fresh graduates are Ownership/Motivation, Business Ethics/Honesty, Grooming/Confidence, Communication Skills, General Awareness, Basic Managerial Skills (Leadership, Teamwork, Time Management etc.), Basic Sales and Customer Service (most entry level jobs require one of these), Domain Knowledge, Work Experience.

**Ritu Singh Bhal (2015)** concluded that it would be best to say that training for the employees of an organization is an essential component of their work routine. It is inappropriate to think that training, especially in which soft skills are included, does not make any difference or does not contribute to improvement in performance. It is unfortunate that people do not understand the importance of soft skills in these highly chaotic times; in fact this is one area where organizations must go the extra mile if they want to stand apart in the crowd.

**Mr. S. Balachander, et al (2015)** concluded that soft skills like effective communication and interpersonal skills are crucial to increase employment opportunities and to compete



successfully in the business environment. The real key to the effectiveness of professionals is their ability to put their domain knowledge into effective practice. Soft skills program is about enabling and empowerment. With these training programs students' will possibly has/have a nice metamorphosis from aspiring students to young successful managers.

**M. Gunasekaran et al, (2015)**, concluded that the ability to communicate in a second language in clearly and efficiently contributes the success of the learner in class and success later in every phase of life. The teacher's personality in learning process is very important not only while participating in the activity but also monitoring the students. The teachers less dominant role in communicative activities offer the students the opportunity to be involved in conversation and improve their speaking skills to be able to cope with the real-life situations. Teaching to speak is very important part of second language learning.

**Daggubati Vasanth Choudary (2014)** concludes the fact that the global demand for soft skills has increased globally, it now necessary for engineering students to acquire adequate Soft-skills beyond academic and technical knowledge. A very effective and efficient way of doing this is to include and impart soft skills training along with hard skills right from the beginning of the academic course.

**P.V. Dharmarajan and et al (2012)**, says that soft skills is very important and without this skill one cannot stand long in a job. Soft skill must be acquired along with ones academic or technical knowledge. Now a day's soft skills play an important role in all field of work. Faculty plays important role to train students in soft skill. It is very important to have better grooming, etiquette and soft skills which can make the students a better person for the society.

**M. Vijaykumar (2012)** claims that communication skills is a major criteria for selection of fresh graduates and companies always innovate strategies to identify and recognize required competencies.

### **III.METHODOLOGY**

The general objective is to study the effectiveness of the campus training programmes for the MBA students.

3.1. The Specific objectives of the study are as follows:

- To study the campus training programmes being offered
- To know the demographic profile of the students



- To find out the effectiveness of the programmes
- To suggest probable measures for further improvement

### 3.2. Hypotheses:

- There is a significant relationship between training programmes and placement
- There is a significant difference in their performance and demographic factors

### 3.3. Significance of the Study: The significance lies in the employability of the MBA students.

As the students lack skills required for managerial levels of leadership, the rate of placement also goes down in the colleges. Skills and placement go hand in hand and the students with skills are bale to be better employed. The students who lack skills struggle to get a job even after the MBA studies. Perhaps what is required today is that enhancing the students with skills that would turns them into skillful. To make this realizable, the colleges are having campus training programmes that enables the students to acquire, develop their skills and further to equip themselves to face their future job requirements with self confidence and improved personality thereby to help them to get placement in an organisation.

### 3.4. Operational Definition: It is defined as to the effectiveness of the campus training programmes for the MBA students in selected colleges in Assam and Tamil Nadu.

### 3.5. Area of the Study: Five Colleges in Assam and Five Colleges in Tamil Nadu

### 3.6. Research Design: Descriptive method is being adopted.

### 3.7. Sampling Method: The researcher has adopted stratified random sampling method. At the initial stage, colleges from each city are being stratified with the population.

	Colleges in Assam	Total Students	Unit of Study		Colleges in Tamil Nadu	Total Students	Unit of Study
i	Girijananda Chowdhury Institute of Management & Technology	34	6	i	Bishop Heber College	120	6
ii	Don Bosco Institute of Management	34	6	ii	St. Joshep's Institute of Management	116	6
iii	Royal Institute of Business	40	6	iii	J.J College of Engineering and Technology	39	6
iv	Gauhati Commerce College	55	6	iv	Shivani School of Business Management	30	6
v	NEF College of Management & Technology	30	6	v	Indra Ganesan College of Engineering	40	6
	Total	183	30		Total	345	30



At the next stage, the total population of the study is taken to account with 60 respondents; thirty respondents from Guwahati city in Assam and thirty respondents from Tiruchirappalli city, Tamil Nadu. Then five MBA colleges from Guwahati city and five colleges from Tiruchirappalli city, Tamil Nadu were identified based on the basis of educational index development of India 2011. The average literacy level shows 91.47 per cent in Guwahati city and 91.37 per cent in Tiruchirappalli city. Following this criterion in mind i.e the researcher selected these two cities' MBA colleges.

The researcher has adopted stratified random sampling method. The researcher met the principals/directors of those colleges and collected data from the students in a random method. Here the researcher went to each college, met the students and collected the questionnaire from them.

3.8. Sources of Data Collection: The researcher has used both primary and secondary data for the research purpose. **Primary data:** As primary data the researcher has used direct questionnaire filled by the respondents. **Secondary data:** As secondary data the researcher has used journals, articles, reviews, books and different sources from internet.

3.9. Tools of Data: The researcher has used statistical tools like T-Test, Mann- Whitney Test for the research.

3.10. Limitations of the study: The researcher found that a few staff members in some colleges not ready to cooperate with the researcher. College timing was also a concern as each college's timing was different. The environment also was something new for the researcher and to get acquainted with the students took more time.

#### IV. DATA ANALYSIS AND INTERPRETATION

It is an important element in the research that collected data have been processed, analyzed and given interpretations and inferences based on objectives and hypotheses.

**Table 1. Distribution of the respondents by Age, Gender, Geographical Area and Medium of Education in school**

	Tamil Nadu		Assam		Total No	
	(n=30)	(100%)	(n=30)	(100%)	(n=60)	(100%)
<b>1. Age</b>						
20 to 22yrs	21	70.0%	9	30.0%	30	50.0%
23 to 24yrs	9	30.0%	17	56.7%	26	43.3%
25 to 26yrs	-	-	4	13.3%	4	6.7%
<b>2. Gender</b>						
Female	15	50.0%	15	50.0%	30	50.0%
Male	15	50.0%	15	50.0%	30	50.0%



<b>3. Geographical area</b>						
Rural	5	16.7%	0	.0%	5	8.3%
Semi Rural	9	30.0%	3	10.0%	12	20.0%
Urban	16	53.3%	27	90.0%	43	71.7%
<b>4. Medium of education in school</b>						
Tamil	14	46.7%	0	.0%	14	23.3%
English	16	53.3%	25	83.3%	41	68.3%
Assamese	-	-	5	16.7%	5	8.3%

The above table illustrates 70 per cent of the respondents belong to the age group 20- 22 in Tamil Nadu against 30 per cent in Assam. The age group 25- 26 years gets 0 percent in Tamil Nadu against 13.3 per cent against Assam. The inference is that in Assam usually children are admitted to school at the age of 6 for the first Std. In Assam after graduation, generally students prefer to go for job only then join post graduation course. Regarding gender, equal 50 per cent was given so as to have representative of both the genders.

Regarding geographical areas the above table illustrates 5 per cent respondents are from rural background in Tamil Nadu against NIL in Assam. 16 per cent is from urban background in Tamil Nadu against 27 per cent in Assam, whereas 9 per cent are from semi rural background in Tamil Nadu against 3 per cent in Assam. The inference is that in Assam semi rural and urban students prefer for post graduation compare to rural area students. Whereas in Tamil Nadu all the areas students prefer for post graduation.

Regarding medium of education in school illustrates 16 per cent of the respondents from Tamil Nadu are from English medium against 25 per cent of the respondents from Assam. Also 14 per cent of the respondents from Tamil Nadu are from vernacular medium against 5 per cent of the respondents from Assam. The inference is that in Assam students prefer English medium school compared to Tamil Nadu.

**Table 2. Distribution of the respondents by they feel communication skill training is compulsory for the students**

	Tamil Nadu		Assam		Total	
	(n=30)	(100%)	(n=30)	(100%)	(n=60)	(100%)
<b>I feel communication skill training is compulsory for the students</b>						
Neutral	2	6.7%	1	3.3%	3	5.0%
Agree	5	16.7%	4	13.3%	9	15.0%
Strongly agree	23	76.7%	25	83.3%	48	80.0%



Table -2 describes about the respondents' feeling about whether communication skill training is compulsory for the students or not. It is found that 83.3 per cent from Assam and 76.7 per cent from Tamil Nadu strongly agrees. It is concluded that both states students feel that communication skill is needed. It is a dire need today for the students to acquire communication skill. This elements is being tested with 't' test.

Hypothesis: There is a significant difference between Tamil Nadu and Assam students to acquire communication skill training.

Null Hypothesis: There is no significant difference between Tamil Nadu and Assam students to acquire communication skill training.

**Test used-'t' test**

	n	Mean	S.D	t	df	Statistical inference
<b>I feel communication skill training is compulsory for the students</b>						
Tamil Nadu	30	4.70	.596	-0.713	58	0.479>0.05 Not Significant
Assam	30	4.80	.484			

The calculated value is greater than the table value (0.479>0.05) which is not significance. But in comparative study, it is found that when it is not significant, there are similarities (no difference). Therefore it is concluded that Null hypothesis is accepted.

**Table 3. Distribution of the respondents by the methods used for providing training for the students**

	Tamil nadu		Assam		Total	
	(n=30)	(100%)	(n=30)	(100%)	(n=60)	(100%)
<b>Methods used for providing training</b>						
Game method	14	46.7%	5	16.7%	19	31.7%
story telling	4	13.3%	4	13.3%	8	13.3%
1- 1 communication	4	13.3%	2	6.7%	6	10.0%
Group Discussion	1	3.3%	7	23.3%	8	13.3%
Dialogue telling	0	.0%	2	6.7%	2	3.3%
Role-play	0	.0%	1	3.3%	1	1.7%
Word Puzzle	1	3.3%	0	.0%	1	1.7%
Debate	0	.0%	1	3.3%	1	1.7%
Lecture	6	20.0%	8	26.7%	14	23.3%

The above table illustrates 46.7 per cent of the respondents belong to Tamil Nadu against 16.7 per cent in Assam were provided game method. The inference is that in Tamil Nadu game method is more used in compared to Assam. 13.7 per cent of the respondents belong to Tamil Nadu against 13.3 per cent in Assam were provided story telling. The inference is that both in Tamil Nadu and Assam story telling is preferred.



13.3 per cent of the respondents belong to Tamil Nadu against 6.7 per cent in Assam were provided 1-1 communication. The inference is that in Tamil Nadu 1-1 communication is more used in compare to Assam. 3.3 per cent of the respondents belong to Tamil Nadu against 23.3 per cent in Assam were provided group discussion. The inference is that in Tamil Nadu game method is less used in compare to Assam. 6.7 per cent in Assam were provided dialogue telling and in Tamil Nadu it was NIL. The inference is that in Tamil Nadu dialogue telling is not at all used compared to Assam.

1.1 per cent in Assam have expressed that they were provided role play against NIL in Tamil Nadu. 3.3 per cent of the respondents belong to Tamil Nadu against were provided word puzzle while it is NIL in Assam. The inference is that in Assam word puzzle is not at all used compared to Tamil Nadu. Training through debate is done with 3.3 per cent in Assam and whereas in Tamil Nadu it is NIL. The inference is that in Tamil Nadu debate is not at all used compared to Assam.

20 per cent of the respondents belong to Tamil Nadu against 26.7 per cent in Assam were provided lecture. The inference is that in both Tamil Nadu and Assam lecture is used for training students.

**Table. 4: Distribution of the respondents by the methods most useful for the students**

	Tamil nadu		Assam		Total	
	(n=30)	(100%)	(n=30)	(n=30)	(100%)	(n=30)
<b>Which method is the most useful one to you?</b>						
Game method	13	43.3%	7	23.3%	20	33.3%
Group discussion	13	43.3%	13	43.3%	26	43.3%
Lecture	2	6.7%	4	13.3%	6	10.0%
Story telling	1	3.3%	4	13.3%	5	8.3%
1-1 communication	1	3.3%	2	6.7%	3	5.0%

The above table illustrates 43.3 per cent of the respondents belong to Tamil Nadu against 23.3 per cent in Assam preferred game method. The inference is that in Tamil Nadu game method is more liked compared to Assam, may be because by game method one can learn easily without becoming exhausted.

43.3 per cent of the respondents belong to Tamil Nadu and Assam preferred game group discussion. The inference is that both in Tamil Nadu and Assam group discussion is more liked as it gives one chance to communicate with other.



6.7 per cent of the respondents belong to Tamil Nadu against 13.3 per cent in Assam preferred lecture. The inference is that in Tamil Nadu lecture method is less liked in compare to Assam, may be because students may feel boredom and become easily exhausted.

3.3 per cent of the respondents belong to Tamil Nadu against 13.3 per cent in Assam preferred story telling. The inference is that in Tamil Nadu story telling method is less liked in compare to Assam, may be because students may feel difficulties in expressing in English language.

3.3 per cent of the respondents belong to Tamil Nadu against 6.7 per cent in Assam preferred 1-1 communication. The inference is that in Tamil Nadu 1-1 communication method is less liked in compare to Assam, may be because students may feel difficulties or hesitation in expressing in English language.

A few elements from the above said, were taken and tested with Mann-Whitney Test.

#### Hypothesis Testing by using Mann-Whitney Test

- There is a significant difference in imparting communication skill and its importance

	n	Mean rank	Sum of ranks	Mann-Whitney U	Wilcoxon X	Z	Statistical Inference
Tamil Nadu	30	27.67	830.00	365.00	830.00	-	0.194 >0.05 Not Significant
Assam	30	33.33	1000.00			1300	

The above table reveals that as it is not significant, no distinction between Tamil Nadu and Assam. Irrespective of states, they feel that communication skill is important.

- There is a significant difference in imparting in learning about Story Telling

	n	Mean rank	Sum of ranks	Mann-Whitney U	Wilcoxon X	Z	Statistical Inference
Tamil Nadu	30	24.97	749.00	284.00	749.00	-	0.012 >0.05 Significant
Assam	30	36.03	1081.00			2.519	

The table above shows the significance level in terms of Story telling.

- There is a significant difference in imparting in learning about Games method

	n	Mean rank	Sum of ranks	Mann-Whitney U	Wilcoxon X	Z	Statistical Inference
Tamil Nadu	30	31.90	957.00	408.00	873.00	-0.638	0.194 >0.05 Not Significant
Assam	30	29.10	873.00				



The table above shows the significance level in terms of Games method. Since it shows non-significance level, there are similarities in having games method.

## **V. MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS**

### 5.1. Major Findings:

- 70 per cent of the respondents belong to the age group 20- 22 in Tamil Nadu against 30 per cent in Assam. The age group 25- 26 years gets 0 percent in Tamil Nadu against 13.3 per cent against Assam. (Table.1)
- Regarding gender, equal 50 per cent was given so as to have representative of both the genders. (Table.1)
- Regarding geographical areas 5 per cent of the respondents are from rural background in Tamil Nadu against NIL in Assam. 16 per cent is from urban background in Tamil Nadu against 27 per cent in Assam, whereas 9 per cent are from semi rural background in Tamil Nadu against 3 per cent in Assam. (Table.1)
- Regarding medium of education in school illustrates 16 per cent of the respondents from Tamil Nadu are from English medium against 25 per cent of the respondents from Assam. Also 14 per cent of the respondents from Tamil Nadu are from vernacular medium against 5 per cent of the respondents from Assam. (Table.1)
- 46.7 per cent of the respondents belong to Tamil Nadu against 16.7 per cent in Assam were provided game method. 13.7 per cent of the respondents belong to Tamil Nadu against 13.3 per cent in Assam were provided story telling. (Table.3)
- 13.3 per cent of the respondents belong to Tamil Nadu against 6.7 per cent in Assam were provided 1-1 communication. The inference is that in Tamil Nadu 1-1 communication is more used in compare to Assam. 3.3 per cent of the respondents belong to Tamil Nadu against 23.3 per cent in Assam were provided group discussion. (Table.3)
- 1.1 per cent in Assam have expressed that they were provided role play against NIL in Tamil Nadu. 3.3 per cent of the respondents belong to Tamil Nadu against were provided word puzzle while it is NIL in Assam. (Table.3)
- 20 per cent of the respondents belong to Tamil Nadu against 26.7 per cent in Assam were provided lecture. (Table.3)



## **CONCLUSION**

This research study tried to bring out the importance of soft skills training in a student's life. Both in Guwahati City, Assam and Trichy city, Tamil Nadu, MBA students are provided with lots of soft skill trainings in which lecture method is the most common followed by group discussion and game method. Soft skill training has emerged very important tool in today's scenario. Every organization expects some particular qualities from the students while recruiting them for a particular job, and these can be acquired by soft skill training. Both Assam and Tamil Nadu students accept that communication training is the most important training.

## **RECOMMENDATIONS**

- Assam government must provide proper facilities for rural students so that they too can continue with their higher studies.
- Tamil Nadu government should work with lingual problem among Tamil medium students since in Tamil Nadu, Tamil medium students are more in numbers.
- Both states must make sure that students from irrespective of medium of education, students should get proper English communication training from school itself which would made them confidence enough to communicate with others in English in future.
- Instead of using too many methods for training, the institutes and the trainers must be aware which training method is mostly liked by the students so that they can get the best out of the training.

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