Srinivas University

# Mangalore ‐ India

**Atomic Research Centre**

 **Centre for Soft Skill Training**

 **on**

 **Students Employability**



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1. **Purpose of ARC:**

One cannot deny the fact that the institutions have been working to reform the existing education model. The education system is going through a drastic change and so is the recruitment and selection procedures of corporates. It is becoming increasingly difficult for fresh graduates to have a successful career regardless of their academic performance. Corporates now prefer individuals who add value to the organization with their special skill sets apart from academic excellence. Soft skills such as communication skills, team work, self - motivation, leadership skills, interpersonal skills and critical thinking ability are increasingly becoming the most sought-after quality of an individual by most corporate recruiters. Therefore, in today’s corporate environment for individuals to succeed in their career they need to have a competitive edge which distinguishes them from individuals with similar qualifications. Thus, having a formal soft-skill training at the institutional level along with their professional curriculum will help them develop their personality and help them secure a successful position in the corporate arena. This paper aims at understanding the influence of softs skills training on the employability of students and thereby emphasizing the importance of incorporating soft skill training as part of the curriculum at the institutional level. The study takes into account the responses of students from various institutions with and without exposure to Soft skill training programme in order to assess the influence of soft skills training on their employability.

## **Objective of ARC:**

* To understand the influence of softs skills training on the employability of students.
* To understand the major soft skill parameters that can be significantly improved by providing soft skill training.
* To understand the importance of incorporating soft skill training as part of the curriculum at the institutional level.

## **Description on Proposed Research:**

Currently the members of the team are working on different research areas like Soft skill training for Engineering Graduate students, Effectiveness of Placement Training for Management Students. Evaluating Soft-skills for the corporate employees etc.

## **Expected Outcome:**

Creativity, Critical Thinking and stress management skills are the need of the hour in todays’ corporate environment. Thus, educational institutes should not only focus on bringing out academically strong graduates but also graduates who are job ready with all the soft skills that the industry requires. This can be achieved only by having a detailed and structured soft skill training program at the institutional level, which is very much evident from the findings of the study. Thus, educational institutes should focus on having soft skills training as part of the curriculum for management students, which will make them more compatible with the corporate environment.

## **List of the Team Members:**

Shwetha Pai, Research Scholar & Coordinator of Research Centre

Dr.Sureshramana Mayya, Research Professor, Advisor of Research Center

1. **List of Working Papers:**
2. Understand the importance of soft skills for the students
3. Incorporating the training within the academia
4. **List of related Published Papers in Journals, Proceedings, Book Chapters, Magazines by this Group:**
5. Balachander, S., & Jayam, R. (2015). A study on the “soft skill requirements” and suggested training for student community at colleges in today’s context. *Int J Manag Soc Sci Res Rev*, *1*(10), 228-232.
6. Davlin-Pater, C., & Rosencrum, E. (2019). Promoting soft skill development in preprofessional athletic training students. *Athletic Training Education Journal*, *14*(1), 73-79.
7. Deshpande, S. K., & Munshi, M. M. (2017). A Study on Comparative Analysis of Impact of Soft Skill Training on the Employees of Private and Public Sector Banks in the City of Belgaum, Karnataka. *International Journal of Economics & Management Sciences*, *6*(6).
8. Dhyani, A., Dimri, R., & Gairola, V. (2020). Soft Skill-Based Training Model for Employee Retention. *International Journal of Strategic Decision Sciences (IJSDS)*, *11*(4), 37-48.
9. Getachew, A., Ayele, M., Hailu, M., & Tuli, F. (2020). Effectiveness of soft skill training for students’ career development in higher education. *Journal of the Social Sciences*, *48*(4).
10. Green-Weir, R. R., Anderson, D., & Carpenter, R. (2021). Impact of Instructional Practices on Soft-Skill Competencies. *Research in Higher Education Journal*, *40*.
11. Hairi, F., Toee, M. N. A., & Razzaly, W. (2011, November). Employers’ perception on soft skills of graduates: A study of Intel elite soft skill training. In *International Conference on Teaching & Learning in Higher Education* (Vol. 8, No. 3, pp. 1-8).
12. John, J. (2009). Study on the nature of impact of soft skills training programme on the soft skills development of management students. *Pacific Business Review*, 19-27.
13. Knell, J., Oakley, K., & O'leary, D. (2007). *Confronting the skills paradox*. London: Demos.
14. Kushwaha, G. S. (2012). Role of Soft Skill and Personality Development. *Education Research Journal*, *2*(2), 43-46.
15. Osman, W. A. M., Girardi, A., & Paull, M. (2012). Educator perceptions of soft skill development: An examination within the Malaysian public higher education sector. *International Journal of Learning*, *18*(10), 49-62.
16. Pramudia, J. R., Ardiwinata, J. S., Sudiapermana, E., & Hilmi, M. I. (2019, July). The soft skill training to improve the readiness of alumni in entering the working world. In *Proceedings of the 2nd International Conference on Educational Sciences (ICES 2018). Proceedings of the 2nd International Conference on Educational Sciences (ICES 2018), Bandung, Indonesia. https://doi. org/10.2991/ices-18.2019* (Vol. 26).
17. Riyanti, B. P. D., Sandroto, C. W., & DW, M. T. W. (2017). Soft Skill Competencies, Hard Skill Competencies, and Intention to Become Enterpreneur of Vocational Graduates. *International Research Journal of Business Studies*, *9*(2).
18. Sagorika, S., & Hasegawa, S. (2018). Designing a Soft-skill Cultivation Platform for Health Care Professionals (HCPs). In *The 13th International Conference on Knowledge, Information and Creativity Support Systems (KICSS 2018)*.
19. Thacker, R. A., & Yost, C. A. (2002). Training students to become effective workplace team leaders. *Team Performance Management: An International Journal*.
20. Tobin, P. (2006). Managing Ourselves-Leading Others”. *ICEL2006, Inspiring Leadership: Experiential learning and leadership development*, *2*, 36-42.

# Mrs. Shwetha Pai