A STUDY OF SOFTSKILLS AND PERSONALIT DEVELOPMENT

Prof .V.Anandakumar

Hyderabad Institute of Technology and Management

Abstract

This article explores the importance of soft skills in the lives of learners; In terms of academic excellence and professional success. There is no doubt that education or technical knowledge, commonly known as difficult skills, are the prerequisites for employment. However, soft skills, which include a long list of personal skills and abilities, complement academic knowledge and thus greatly help to increase student employment. This article encourages everyone involved in policy making, curriculum design, teaching and evaluation processes to acknowledge the need for soft skills in improving student employment..

Keywords: soft skills, personal skills, employability, prerequisites, curricula design

INTRODUCTION

Education is not just about getting degrees, it is about getting life skills. Soft skills are not just a matter of classroom learning. They are life skills which have to be practiced for better performance. However, these days most of the students are busy in passing the exam and making progress. People also understand the need for difficult skills like technical training, but very few are aware of soft skills.

In fact, soft skills make you a better human being. In the globalized socio-economic environment, software skills have become an inevitable requirement of the times. This article seeks to explain the basics of 'soft skills' and 'personality development' and the interdependence of the two concepts. Therefore, it addresses some of the most pertinent questions in the minds of those new to the field. The current employment market is very dynamic in terms of its constant changing needs and requirements. In this ever-evolving industrial and social setting, the success of graduate students depends not only on their cognitive skills, but also on their basic personal skills. These skills are life skills for their survival in personal and professional life. Coaching Engineering graduate students in these skills is crucial to making them suitable for employment. The present article attempts to manipulate the performance of soft skills and personality traits during the classroom process.
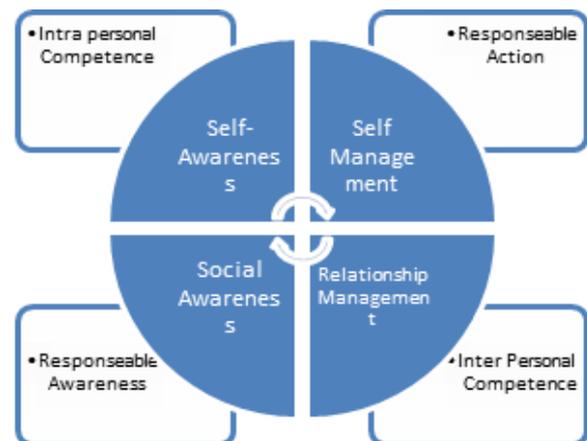
Soft skills are not just communication skills but identified as personal skills and these skills define an individual's 'emotion level' (EQ) and 'Intelligence Quotient' (IQ). According to Andre Island, "it is a set of skills related to personality development, such as social skills, communication and language skills, personal habits, resilience, friendship and trust."

Soft skills are generally personal skills. Soft skills are emotional for psychological survival. Shalini Verma defines soft skills as "learned behavior that requires training and focused application". P. K Manokaran refers to soft skills as life skills, while life skills, also known as soft skills, are the skills needed for a

successful life. Life skills are essential to get the best out of life and to become the best you can be. These 'life skills' refer to psychological, sociological and personal skills. These skills will enable people in all walks of life to make the right decisions, to communicate effectively, to develop self-management skills, and to lead healthy and productive lives.

Because soft skills are personal skills, they are essential for everyone. It can be helpful for a person to express maturity in thinking, dealing with emotions and responding to people and situations that require his or her reaction. One of the most important soft skills is communication skills, and this is what we need on a daily basis. Communication skills do not mean listening attentively and speaking clearly. It often involves listening attentively, understanding and interpreting body languages and trying to reach mutual solutions. Currently, software development is becoming more popular and is being emphasized in various professional courses including MBA, Engineering and Civil Services exams and many more competitive, job-oriented courses as well.

TEACHING AND DEVELOPING SOFT SKILLS

Soft skills training is a very central educational activity. Without any doubt, soft teaching skills should start at the earliest stage, i.e. early stage of school education. Even before a child is admitted to school, the process of soft skills development begins at home. The twenty-first century world of work is uncertain. Therefore, it is necessary to teach, inform and instruct the younger generation or the upcoming generation about the importance of these skills during job search, interview and finally, in the work environment. Soft learning skills are of great help and support to lead a peaceful, happy life. Therefore, educational institutes and coaching centers should start focusing on various methods and techniques to develop soft skills among students. In fact, these skills are useful for them in any situation. To corroborate the points indicated, a recent study declared that a child is fully developed with a balanced and integrated set of social, cognitive and emotional skills to face the myriad challenges of the contemporary era. Enacted skill sets raise skills and thereby reduce all forms of inequality. Most importantly,

the education system should develop soft skills not only to nail a job but also to groom oneself into a better social animal.

Soft Skills: A Research Study on Outgoing Academics and Conquering the World PJAEE, 17 (7) (2020)7810 In other words, soft skills serve as a source of happiness for all life. As the annual income of the countries increases, almost all countries demand soft skills training. At the same time, individuals are reluctant to deal peacefully with others. To master soft skills, every human being must climb the ladder.
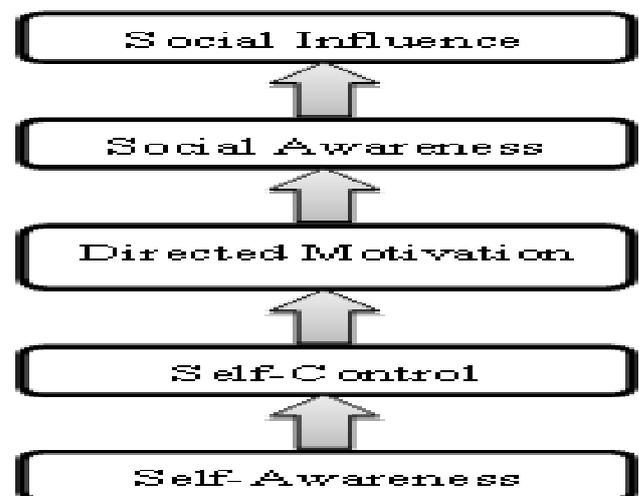
Figure 2

Fig.2 shows the tree diagram of emotional intelligence.

The ladder consists of five essential parameters such as self-awareness, self-control, directed motivation, social awareness and social influence. Implementing these five steps in a classroom helps teachers steer students in the right direction.

Also, the ladder system allows students to find their gaps and learn accordingly at their own pace and convenience. Apart from this, there are other tools to teach soft skills in the classroom or workplace.

Focus on soft skills

It is a very controversial question. And there can be no consensus among scholars. However, this is a general and cover list of points that are common focus in soft skill development

Accountability, Adorable Behaviour Trait Alertness, Amiability, Analytical Thinking Skills, Assertiveness, Awareness, Being Considerate and Reasonable, Body, Language, Commitment, Communication Skills, Compassion, Conflict Management Skills, Creativity, Critical Thinking, Decision Making, Flexibility, Understanding, Goal Setting Ability, Good Attitude, Group Discussion, Honesty and Integrity, Interpersonal Relations, Leadership Skills, Motivation, Organizational Skills, Personality Development Persuasion Skills, Problem Solving Skills, Self Awareness, Stress Management, Team Work, Time Management Skills, Trustworthiness

Soft skills development

Smooth skill development is a process of physical and mental development. Sometimes, this is referred to as personality development. In sociology, sociologists call it the process of socialization. In this psycho-physical process, a person becomes more social and socially acceptable. Because of individual variations and adaptations in acquisition and distribution, these skills are called soft skills. These skills are often acquired through social interactions. One acquires these skills only by adjusting to a particular personality trait. The aim of soft skill development is to develop human personality in a holistic sense and to refine human beings more socially.

The stages of smooth skill development are a continuous process of self-improvement. One can start it at any stage, regardless of age. SWOT analysis is a basic requirement for initiating the process of developing soft capabilities.

BN Gosh Highlights the four stages are:
➢ learning through formal and informal processes
➢ Absorption and rooting in the mind or soul
➢ Demonstrating and presenting talent
➢ Spread (spread it and become a resource personand expert in the field)

The development or improvement of soft skills requires consistent and consistent efforts. Here are some suggestions from experience:

➢ One must recognize his gentle talent.

➢ Once you understand your soft skill, one should not stop practicing it.
➢ It is always best to choose a career according to one's gentle talents.
➢ There should be full opportunity for innovation and creativity in the training of soft skills.
➢ Education, family and even friends are important factors in software development.

Development of cognition and personality

Personality development is nothing more than acquiring life skills, the skills needed to live life successfully. The word personality also refers to a person's characteristics and stated the following eight types of personalities:

Extrovert, Introvert, Sensor, Intuitive, Thinker, Feeler, Judger, Perceiver

Personality development includes one's social, economic, cultural, geographical and educational background exposure. It reflects the influence of parents, colleagues, friends and teachers. The type of one's personality depends on the traits that are most likely in any of the above categories. However, there may still be many different types of personalities. One of the most important personality traits is the ability to express oneself clearly, confidently and effectively to others. Personality development is a remarkable book on 'personality development' written by Valerie Simanovitz and Pierce Peter. In particular, the first chapter of the book emphasizes ideological history. It explores the psychoanalytic models of personality development. It begins with Freud's core theories, which initially emphasized psychological development and the satisfaction of needs. It follows important historical developments in personality development and contemporary psychoanalytic theories, including theories put forward by Melanie Klein, WRD. Fairburn, D.W. Winnicott, Margart Mahler, John Bowlby, Heinz Kohut and Daniel Stern.

LITERATURE REVIEW

Research on the development of soft skills and personality among education stakeholders such as policy makers, educational psychologists and researchers is steadily rising. These days'

soft skills curricula are considered and developed not only for graduates, but also as on-the-job training programs for students at all levels of education. However, different people mean different things when referring to soft skills. This review provides evidence that the use of the term "soft skills" has expanded to include a variety of qualities, characteristics, values, and attributes, as well as constructs as diverse as emotional labor and appearance. Because soft skills research focuses primarily on what needs and wants exist in the world of work, it is argued here that these infinite categories of things can be skills. This approach is problematic because it assigns attributes to soft skills that affect the design of soft skills curriculum. For example, soft skills are often thought of as contextual behaviors that can be acquired and changed without constraints. The article proposes to adopt a deep and embedded approach to studying soft skills, to reach a consensus on what they are and how to develop them. and definition.

Over the years, the term competence has expanded significantly and its meaning has become ambiguous. In recent discourse, in particular, it has taken on multiple meanings and, as a result, often refers to "lack of ability" (Hart, 1978). Notably, this term often refers to attitudes, characteristics, preferences and predispositions (inter alia, Payne, 2004; Clarke and Winch, 2006) and is sometimes confused with terms such as expertise and ability, and used interchangeably (Payne, 2000; Bring, 2004; Erat and Hirsch, 2007). Its gradual expansion means the emergence of new skill categories and subcategories (specifically: general, soft, individual, etc.). Factors contributing significantly to the gradual expansion of the term competence can be identified at three levels. The first is at the rhetorical level; The second definition is at the level; And the third level is the default of time within different scientific disciplines. Focusing on the rhetorical level, in recent years there has been a linguistic shift from terms such as "skilled work" and "skilled labor" to "skills". Payne's article highlights this change: the Carr Report of 1958 (HMSO 1958: 10), for example, said that "the backbone of technology" [my emphasis] would still be spoken of as the "backbone of industry" 40 years later, the learning age (Department for Education and Employment 1998: 65) "the basis skills,"

"employability skills," "technical skills," "managerial skills," and "core skills" (Payne, 2000, p. 353) use a broader term.) As is evident, "skill" (ie a noun) began to be used as an independent concept and replaced the use of the word as a characteristic to refer to people and professions such as "skilled craftsmen," "skilled labor." and "efficient trade-offs" (ie, an adjective) in policy rhetoric. The persistence of the use of "skill" in the literature reflects a tendency to make the abstract notion of "skilled craftsman" more concrete. In this shift, one can identify a restructured conceptualization of competence, according to which "competence" is an entity— often an individual's property (see Sfard, 1998;Clarke and Winch, 2006). At the limited level, the criteria for what counts as competence have expanded significantly, which naturally implies an expansion of the term "competence". Related here is the debate about which jobs should be placed at the high skills end of the spectrum (see Lloyd and Payne, 2008). For example, in Marx's work (1970), the distinguishing criteria for skilled work include simultaneously high wages and low manual labor. More recent early theoretical work summarizes criteria for distinguishing between "unskilled" and "skilled" jobs (Lloyd and Payne, 2008). The thinking behind such a distinction is quite different from that of Marx. The authors cite as an example (pp. 1-2) the emergence of categories such as "emotional labor" (Hochschild, 1979, 1983) as a form of skilled labor that "requires more complex and sophisticated skills (see Bolton, 2004, 2005; Korczynski, 2005). Additional criteria for what "counts as competence" in this work suggest a progressively more ambiguous use of competence, which imposes ambiguity on the term "competence". Third, the term's versatility makes it useful in the context of many different scientific disciplines. Research on skills is widespread in the international literature, for example in cognitive studies - for decades - (Anderson et al., 1996, 1997), in education (Clark and Winch, 2006; Erat and Hirsch, 2007; Ritter et al., 2018), in policy making (Wolf, 2004, 2011; Ewens, 2012; World Economic Forum [WEF], 2015; OECD, 2016; LINCS, 2020), in labor market studies (Meager, 2004, 2009; K4ok, 2009); in management (Kantrowitz, 2005; Stevenson et al. Stark weather,

2010), or in medicine (Maguire and Pitchethley, 2002; Kurtz et al., 2005), to name a few.

This evidence confirms the multiple currency of "skills," which includes cognitive mechanisms, human capital (labour), and execution of jobs and tasks, depending on the discipline. It is because of this that we tend to talk about people and work in terms of "skills" (Darrah, 1994). The problem is that "one who looks deeper into any activity will find more knowledge and skill" (Lloyd and Payne, 2009, p. 622 drawing from Atwell, 1990). Taken together, this evidence suggests not only the term's "conceptual equivalence" (Payne, 2000), but also the permanent emergence of a constellation of new skill categories that are "soft," "generic," "transferable," "social," and "interactive.' skills" (p. 354).Soft Skills, Types of Soft Skills, and Links Between Them The types of skills resulting from such expansion include soft skills. The emergence and use of the category "soft skills" represents an important division between skills of a cognitive and technical nature - now often referred to in red as hard/technical skills - and those that are not, a unified view. The term has not been achieved in literature The origin and use of the term can be traced as far back as 1972 in training documents of the US Army (see Codran, 1999; Moss and Tilly, 2001). Since then, the term has expanded to include categories (among various lists of soft skills) including (but not limited to: (a) including values (some of which can be seen in the emotional intelligence literature) such as adaptability, flexibility, responsibility, respect, integrity, professionalism and efficiency, and reliability and work ethic (see especially Watts and Watts, 2009; Touloomakos, 2011; Robles, 2012;Ballesteros-Sánchez et al., 2017);(b) preferences, predispositions, attitudes such as good attitudes, willingness to learn, learning other skills, hard work, working under pressure or uncertainty (see especially Stasz, 2001;Stasz et al., 2007;Andrews and Higson, 2008;Cinque,2017);(c) problem solving, decision making, analytical thinking/thinking skills, creativity/innovation, knowledge manipulation, critical judgment (especially Cimatti;Succimati, 2016) , 2019 ;Suzy and Canovy, 2019;Thompson, 2019);Frontiers in Psychology |

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Industrial training is sometimes referred to as 'internship', 'work placement' or 'practice'. It is a bridge from the classroom to the workplace (Collins, 2002). Studies have shown that both students and employers believe they benefit from industrial training arrangements. Students see industrial training as a way to get a job (Cannon & Arnold, 1998); Effectively develop soft skills such as communication, teamwork and problem solving (Allen 1991; Marshall & Mill 1993) and gain valuable experience and compensation (Hite & Bellizi, 1986). Employers benefit from considering industrial training as a pre-recruitment period (Newman, 1999; Gates-McIver, 1999), a source of cheap labor (Miner and Gran e, 1995), cost-effective (Culshaw, 1987; Richardson & Blakeney, 1998), and contribute to society (Sharp & Schiff, 1992) and flexible human resources (Busby, Brunt & Baber, 1997). On the other hand, disadvantages of industrial training include functional difficulties such as students feeling isolated and distant from the university (Hall, Harris, Bakewell and Graham, 2000); variable work experiences and conditions (Fraser, Storey & Westhead, 2006); and difficulty readjusting to academic life or having trouble finding a specific job (Paisey & Paisey, 2010). Omar et al. (2009) investigated the outcomes of engineering and architecture students at a university during their industrial training. 383 students were evaluated by employers; 359 from Engineering and 24 from Architecture programs. Student attributes were measured according to own project outcomes using a five-point scale ranging from very weak to excellent. The study showed that engineering trainees performed better; More than 80 percent scored good on all attributes, whereas architecture trainees scored above 80 percent on only two attributes. Instead of two academic years, the study suggested an opportunity for architecture students to get industrial training after completing three academic years. Paisey & Paisey (2010) examined the benefits of industrial training from the perspective of students and employers. Two Scottish universities were involved in the study, with University A offering a four-year honors

degree in accounting and finance with a full year of industrial training in the third year. University B offered a similar program without industrial training. Questionnaires for University B were modified and answered by students only. The survey shows widespread support for a degree with industrial training. Although this study was limited to two universities, Baisi & Baisi (2010) argued that this finding has international relevance and similar issues in other countries. Paisey & Paisey (2010) provided a literature review on the soft skills required in industrial training (see Table 1). Literature and a focus group were used in Baisey & Baisey (2010) to design a questionnaire to understand how various skills were developed during an industrial internship.

Method

The literature review for this article was carried out at two separate points: in the first instance looking at the literature from 2011 and then from the years 2011-2021. In the first period (until 2011), the review of the term soft skills formed part of a literature review carried out as part of a doctoral thesis (Touloumakos, 2011). During this period, key searches were conducted using the term (a) "soft skills" (but also "soft skills" and "traits," "soft skills" and "nature," "soft skills" and "development"). Scientific databases: Google Scholar, Web of Science and Scopus; (b) Specific journals focusing on education, management and the labor market were targeted and searched to meet the criteria of doctoral research looking at the distinction between soft skills conceptualization in practice and educational policy.

In this second period, the previous steps were reiterated to produce an up-to-date list of documents where the term was used and defined. The author acknowledges that this article did not follow a systematic review and that there is certainly scope for a more thorough and systematic review on this topic in the constructive way..

Findings

The first known use of the word "ability" dates back to the 13th century (Merriam-Webster's, 2019). Competence is defined as "skill or coordination in accomplishing tasks" (usually physical), "the ability to use one's knowledge effectively and efficiently," and "the learned ability to do something skill fully. A practical standpoint of competence is acknowledged in these definitions. This is also highlighted in the works of Ryle (1949) and Polanyi (1962), according to whom knowledge is operationalized (knowing-how and knowing-that, respectively), and therefore, both (knowledge) and ability) are "reciprocal" (Orlikowski, 2002). is seen as. For the purposes of this paper, I adopt the view of competence as constituting knowledge in action (knowing-how).

DISCUSSION

The research and conceptualization of soft skills revealed two important aspects. First, broad categories and lists of soft skills seem to result from empirical work that focuses on job functions (paraphrasing Lloyd and Payne, 2009) in addressing skills needs, or recycled lists drawn from this work.

Apprenticeships, training programs within companies and skills demands of employers (for example Schulz, 2008; Constable and Touloumakos, 2009; Chamorro-Premuzic et al., 2010; Majidet al.; Ballesteros2., 2012 -Sánchez et al., 2017; Succi and Canovi, 2017). 2019). However, this can only be taken as an imprint of the evidence-based approach to the conceptualization of soft skills, which is key to their understanding and development for two reasons: (a) Same categories mean different things, and different categories mean the same things. For stakeholders (researchers, participants, policy makers), and (b) Because the purpose of examining skills requirements is very different from the purpose of examining soft skills characteristics and their nature (soft skills concept). At the level of conceptualization, characterization and definition, we must therefore pursue an evidence-based approach to achieve a common language and avoid getting lost in translation in the use of different soft skills terms. A second aspect is that literature is characterized by soft skills, which cover a wide and diverse range of categories (for example, qualities, characteristics, values, pre-dispositions, etc.), which is impossible to think about. They are a coherent whole. Arguably, the warehousing approach of soft skills categories abstracts behaviors from their embodied environment and calls them skills. This approach, by definition, entails changes to our understanding of soft skills characteristics, affecting the thinking that

underlies their development. For example, because this view considers abilities as actions directed toward tasks, it puts the person performing them at the center (Madson et al., 2016) and, by extension, represents them as personal characteristics of a general nature. First and foremost can be obtained and changed seamlessly across contexts (Touloumakos, 2011). As the conceptualization of soft skills (like others) affects the way we think about their development and inclusion in the educational curriculum, it is clear that a more inclusive, bottom-up and embedded view would provide a more practical and meaningful alternative in their studies.

CONCLUSION

In short, soft skills are life skills. Additionally, these are individual skills. These skills are important for everyone to succeed in life. Communication skills are the basic skills of soft skills. Soft skills development is a systematic, conscious and continuous process. SWOT analysis is a great way to develop soft skills. Its purpose is to be a complete being. It leads to personality development

LIMITATIONS AND FUTURE WORK

This study has some limitations. Studies of effective communication and interpersonal skills are very important to increase job opportunities and 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. In this context, soft skills play an important role. If future managers know how to deal with people on an emotional level (peers, subordinates, superiors, customers, suppliers, etc.) through Emotional Intelligence (EI), they will be able to build and sustain effective relationships that result in mutual benefit. IMPACT compliments the postgraduate program curriculum with soft skills training, providing all students with a unique opportunity to develop their personality and improve their communication and presentation skills. The training benefits students early in their careers and their social interactions in business environments

Soft skills provide stakeholders with a strong conceptual and practical framework to build and manage teams. They play an important role in the development of the overall personality of the students thereby improving their career prospects. Soft skills training provides students with a strong practical orientation and helps them develop and improve their communication skills, effective use of English, business letters, presentations, team building, leadership, time management, group discussions, interviews and inter-personal skills. This course helps students with career visioning and planning, writing an effective resume, and dealing with placement consultants and head hunters.

The training is conducted in a very informal, interesting and interactive manner, which provides opportunities for students to interact with each other and to face a wide variety of problems, topics and situations with managers.

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