

Article

Communication skill of agricultural graduates—A study conducted at UBKV, West Bengal

Chandan Kumar Hui¹, Sanjay V. C.², Subhajit Chakraborty¹, Birat Rai¹, Arindam Sarkar¹, Titiksha Sarkar¹, Debapriya Sarkar³, Sabita Mondal^{1,*}

¹ Department of Agricultural Extension, Uttar Banga Krishi Viswavidyalaya, Cooch Behar 736165, India

² Department of Agricultural Extension and Communication, Navsari Agricultural University, Navsari 396450, India

³ Department of Agronomy, Uttar Banga Krishi Viswavidyalaya, Cooch Behar 736165, India

* Corresponding author: Sabita Mondal, sabidas_2007@rediffmail.com

CITATION

Hui CK, V. C. S, Chakraborty S, et al. Communication skill of agricultural graduates—A study conducted at UBKV, West Bengal. *Forum for Education Studies*. 2025; 3(2): 2262.
<https://doi.org/10.59400/fes2262>

ARTICLE INFO

Received: 10 December 2024

Accepted: 7 February 2025

Available online: 22 April 2025

COPYRIGHT



Copyright © 2025 by author(s).

Forum for Education Studies is published by Academic Publishing Pte. Ltd. This work is licensed under the Creative Commons Attribution (CC BY) license.

<https://creativecommons.org/licenses/by/4.0/>

Abstract: Communication skill is an important component of soft skills. It is considered the “heart of soft skills” among all other components of soft skills. A survey by the Federation of Indian Chambers of Commerce and Industry (FICCI) in 2010 found that a majority of graduates lacked adequate “communication skills” required to get employed in any industry, and only about one-third of the employers were satisfied with the communication ability of their employees. Though the educational institutes are providing technical skills, somewhere the emphasis on communicational skills has taken a backseat. Research was thus undertaken to study the communication skill level of the graduates of UBKV, West Bengal, desirable for job placement. The educational institute (UBKV) was selected purposively. Data was collected through a structured interview schedule using a one-to-one physical interview method. A total of 90 students from various departments were selected with the stratified random sampling technique using the proportional allocation method. Communication skill level was taken as the dependent variable, whereas various personal, communicational and socio-psychological variables were considered as the independent variables. The data was statistically analyzed using the SPSS software, and statistical tools like frequency, percentage, mean, coefficient of correlation, etc., were used for analysis. It has been found that the majority of the respondents are 24–27 years old, belong to a rural background with low family income, and have done their schooling in a regional language. They possess a medium level of both written and verbal communication skills; however, they are found to have high academic motivation. The respondents had less exposure to personal interviews and group discussions and absolutely no exposure to any soft skill training or internships. However, they were found to have high aptitude skills. Variables like age, income and aptitude are found to be positively and significantly associated with the communication skill of students. The study recommends encouraging the students to develop a reading habit and not to provide them with short notes. In order to improve the written communication skill, the students need to read books/texts extensively from various authors. The lecture sessions should end with a small 10-minute quiz to improve the verbal communication skills of the students. 1 (one) week of training or a workshop may be arranged on the university campus, preferably in the last semester of the degree program, involving the successful seniors or alumni to train the outgoing students with mock interviews or motivational speeches. The suggestions given in the study, if practiced, would definitely improve the communication skills of the students to a great extent over a period of time.

Keywords: communication skills; job placement; soft skills; verbal skill; written skill

1. Introduction

Communication skill is an important component of soft skills. It is considered the “heart of soft skills” among all other components of soft skills. Soft skills are defined as the attributes and personality traits that help a person to interact with others and succeed in their personal and professional life. The ability to communicate effectively has become the most crucial factor recently in determining a student’s career. Whereas we still are continuing with the old educational system with a curriculum that solely emphasizes memorizing and replication. Lack of importance is being given to attributes like logical thinking, creativity and adaptability, which are considered very important in the professional life by the employers. The communication ability of today’s graduates falls short of what the companies are looking for. It’s a matter of concern that many children struggle to learn to read and write even after 10 to 12 years in school education. It has been observed that in the current process of communicational skill teaching and learning, many graduates remain very passive and lack basic orientation. They are incapable of reading a book with correct pronunciation and following it independently. Spelling mistakes and grammatical mistakes are very common among all the students, even among students with high qualifications. Correct use of English idioms and figures of speech is rare [1]. Only few students are found to have an adequate writing and speaking ability

The modern world expects the young people to have specific qualities and talents in addition to academic brilliance. Practical knowledge has become essential for survival, and the expanding economy requires highly qualified workers to provide marketability. According to the National Employability Report by Aspiring Minds, a provider of employability solutions, graduates’ inability to find employment is mostly due to their lack of computer and English language proficiency. According to the report, out of 60,000 Indian graduates, 16% and 14%, respectively, could find work in the sales and customer service sectors. These positions need effective communication, cognitive abilities, and personality attributes like agreeableness and friendliness, as well as, in the latter case, numerical aptitude. 36 percent of the graduates were qualified for clerical and secretarial occupations, which call for minimal training. Only two percent of the graduates find work in corporate communication or content creation since the main qualification calls for an extraordinary command of English and fundamental analytical abilities. Only three percent of people find work as analysts.

Paulrajan [2] stated in his study that the entry-level positions tended to value a combination of educational background, critical job-related abilities and soft skills. Employers in the retail sector are looking for candidates with a variety of skills, including academic credentials, communication skills, leadership abilities, collaboration skills, and past work experience for their management positions. The book *Soft Skills—Enhancing Employability: Connecting Campus with Corporate* by Rao [3] claims that the Indian educational system now places an excessive emphasis on facts and statistics, which inhibits children’s ability to be creative, analytical or logical.

Uttar Banga Krishi Viswavidyalaya, a state agricultural university situated at Pundibari, Coochbehar, West Bengal, is a prestigious university. It offers education in some of the most important fields of agriculture, horticulture (UG, PG, and doctoral

levels), and agricultural engineering (UG). The criteria for admission are a higher secondary/equivalent examination with a science background with at least 60% marks for state domicile and an all-India level entrance for non-domicile students. However, there is a huge competition getting a change in this prestigious university; thus, only the cream of the crop, or students with very high scores, get a chance to get admission here. The students come and take admission from all across the country in both UG and PG programs. Students studying here are smart, tech-savvy, and advanced. Various courses like personality development and communication skill development have been included in the UG and PG courses for the overall growth and communication skill improvement of the students. However, to date, there is no such study conducted to assess the communication skill level of the students studying in this university.

In this backdrop, research has been conducted with the students of Uttar Banga Krishi Viswavidyalaya, a state agricultural university in Pundibari, Coochbehar, West Bengal. The objective of the study was to analyze the level of communication skill of the graduates, desirable for job placement. Only two indicators of communicational soft skills are operationalized for this study, namely written communication skills and verbal communication skills. The communicational soft skills gap level among the students was also analyzed.

2. Research methodology [4–21]

The study was conducted during June–September 2023 at Uttar Banga Krishi Viswavidyalaya as a part of an M.Sc. degree program. This public university is located in Pundibari, Cooch Behar district of West Bengal. The university enrolls students from all across the country. The researcher was the master's degree student of this university; thus, the institute was selected purposefully for ease of data collection and accessibility of necessary respondents. A stratified random sampling using the proportional allocation method was used to select the respondents. Students from all three faculties (the Faculty of Agriculture, the Faculty of Horticulture, and the Faculty of Technology) of UBKV were selected as respondents. The total number of students enrolled in various degree programs was collected. As per the available data, a total of 128 students were in 4th year, spread across three faculties, pursuing their graduation. 151 students were pursuing M.Sc. degree programs, and 193 students were pursuing Ph.D. degree programs from different departments. A total of 90 students, i.e., 19% of the total student population, were taken as the respondents for the study, as it was a part of the M.Sc. degree program, and time was a constraint.

The number of students from each degree program was selected using the proportional allocation method under stratified random sampling, which is as follows:

$$\text{Sample size in } i\text{-th strata} = n \times (N_i/N),$$

where, n = total sample size,

N_i = Total no. of students in a particular degree programme,

N = Total no. of students.

The research is both a mixed (quantitative and qualitative) type of research. A pretested structured interview schedule was constructed, consulting the previous literature and research papers as well as the advisory committee, and used for this

study. The schedule was in English, as all the respondents were students of this university. Data were collected through the one-to-one personal interview method. The majority of the contacts with the students were made in their hostel rooms and classroom situation. The responses thus collected were recorded. Communication skill was the dependent variable of the present study, whereas various personal, communicational and sociopsychological variables were selected as the independent variables. Both verbal communication skills and written communication skills, components of communication skills, were assessed. Scales to measure verbal communication skills and written communication, created by Tanwar [22], were used in this study with slight modifications. There were 6 statements in the scale to measure the verbal communication skill and 10 statements to measure the written communication skill of the students. The responses were collected on a 5-point continuum starting from never (0), rarely (1), sometimes (2), frequently (3) and always (4). Some more specific dimensions of verbal communication skills, like public speaking, group discussion, and personal interview writing skills of the students, were also assessed in the study. Attributes like the design of speech, verbal behavior, non-verbal communication, and etiquette in public speaking were considered to assess the skill of public speaking. Finally, the communicational skills gap was also measured.

The data was sorted and tabulated scientifically using Microsoft Excel. The data was then statistically analyzed using the SPSS software. Statistical tools like frequency, percentage, mean, CV, SD, coefficient of correlation, etc., were used to analyze the data as per the requirement of the objectives.

Communicational skills gap has been defined as the gap between the maximum skill level (Max obtainable score) and the actual skill level (Score obtained) of the respondents in different communicational skills, and it is expressed in percentage (%). The communicational soft skills gap of students was first measured indicator-wise, separately for each parameter. Thereafter, by summation of scores of all indicators, the overall communicational skills gap was measured.

The individual indicator-wise communicational soft skills gap was worked out for all the respondents. Thereafter, the respondents were categorized into five categories using an arbitrary method of classification, viz., very high (above 80%), high (61% to 80%), medium (41% to 60%), low (21% to 40%), and very low (up to 20%) levels of communicational skills gap.

3. Result and discussion

- Personal and socio-economic characteristics of the respondents.

From **Table 1**, It has been found that the majority (85.6%) of the respondents are between the ages of 24 and 27, belong to a village (46.7%), and belong to a town area (32.2%). The majority (51.1%) of them have low family income, i.e., below 3 lakhs per annum and have done their schooling in the regional language. The majority of the respondents have absolutely no exposure to any soft skill training (81.1%) or internships (85.6%). However, they were found to have high soft skill aptitude (82.2%) and academic motivation (80%).

Table 1. Distribution of students on the basis of their personal and socio-economic characteristics.

Sl. No	Characteristic/Attribute	Category	Frequency	Percent (%)
1.	Gender	Male	61	67.8
		Female	29	32.2
2.	Age	20–23 years	11	12.2
		24–27 years	77	85.6
		28 and above	2	2.2
3.	Back ground	Village	42	46.7
		Town	29	32.2
		City	18	20.0
		Metro	1	1.1
4.	Medium of Schooling	English	32	35.55
		Hindi	6	6.67
		Regional Language	52	57.78
5.	Family Income (Annual)	Below 3 lakhs	46	51.1
		3 lakhs–6 lakhs	24	26.7
		Above 6 lakhs	20	22.2
6.	Participated in Training	Participated	17	18.9
		Not Participated	73	81.1
7.	Participated in Internship	Participated	13	14.4
		Not Participated	77	85.6
8.	Soft skill Aptitudes	Low	00	00
		Medium	16	17.8
		High	74	82.2
9.	Academic Motivation	Low	00	00
		Medium	18	20
		High	72	80

- Analysis of the level of written communicational skill of the graduates.

Table 2. Statement wise distribution of students on the basis of their written communication skill.

Sl. No.	Statements	Never	Rarely	Sometimes	Frequently	Always
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
1.	I can clearly express myself while writing	2 (2.2)	39 (43.3)	27 (30.0)	18 (20.0)	4 (4.4)
2.	I think in advance about what I want to say	10 (11.1)	23 (25.6)	32 (35.6)	16 (17.8)	9 (10)
3.	I gather, analyze and arrange my information in a logical sequence	9 (10.0)	28 (31.1)	32 (35.6)	18 (20.0)	3 (3.3)
4.	I can condense information/produce concise summary notes	2 (2.2)	39 (43.3)	21 (23.3)	20 (22.2)	8 (8.9)

Table 2. (Continued).

Sl. No.	Statements	Never	Rarely	Sometimes	Frequently	Always
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
5.	I can adapt my writing style for different audiences	18 (20)	42 (46.6)	12 (13.3)	10 (11.1)	8 (8.9)
6.	I excel at technical reports and papers writing	12 (13.3)	39 (43.3)	23 (25.6)	8 (8.9)	8 (8.9)
7.	I prepare powerful presentation material to deliver my message	00 (00)	17 (18.9)	35 (38.9)	36 (40.0)	2 (2.2)
8.	I am good with email etiquette	00 (00)	8 (8.9)	17 (18.90)	39 (43.3)	26 (28.9)

Note: Freq.—Frequency.

From **Table 2**, students written communication skill was calculated and distributed into five levels with respect to the percentage-wise written communication skill gap, which is represented in **Table 3**.

Table 3. Distribution of students on basis of level of written communication skill gap.

Sl. No.	Percentage wise written communication skills gap	Frequency	Percent (%)
1.	Very low (up to 20%)	0	0.0
2.	Low (20%–40%)	13	14.4
3.	Medium (40%–60%)	68	75.6
4.	High (60%–80%)	9	10.0
5.	Very high (80%–100%)	0	0.0

Note: S.D.—2.72, Mean—15.55, C.V.—17.49.

It has been found that none of the respondents have very low communication skill gaps, whereas 14.4% and 75.6% of respondents of students have shown low and medium levels of written communication skill gaps, respectively. Students in this institute appear to semester-wise written examinations, including mid-term examinations in between, and need to submit assignments regularly. This has developed a regular writing practice among the students, which has resulted in a medium communication skill gap. Few respondents (10%) have still shown a high written communication skill gap.

- Analysis of the level of verbal communication skill of the graduates

Table 4. Statement wise distribution of students on the basis of their verbal communication skill.

Sl. No.	Statements	Never	Rarely	Sometimes	Frequently	Always
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
1.	I express my ideas clearly and confidently in speech.	3 (3.3)	32 (35.6)	25 (27.8)	24 (26.7)	6 (6.7)
2.	I maintain eye-to-eye Contact with my audience.	2 (2.2)	43 (47.8)	22 (24.8)	9 (10.0)	14 (15.6)

Table 4. (Continued).

Sl. No.	Statements	Never	Rarely	Sometimes	Frequently	Always
		Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)
3.	I am confident in my articulation.	8 (8.9)	29 (32.2)	37 (41.1)	11 (12.2)	5 (5.6)
4.	I am perceptive of the audiences' reaction.	00 (00)	16 (17.8)	22 (24.4)	48 (53.3)	4 (4.4)
5.	I can clarify and summarize what others are communicating.	00 (00)	6 (6.7)	32 (35.6)	42 (46.7)	10 (11.1)
6.	I can successfully build a rapport with my audience.	4 (4.4)	10 (11.1)	38 (42.2)	30 (33.3)	8 (8.9)
7.	I am receptive to new ideas.	10 (11.1)	16 (17.8)	38 (42.2)	20 (22.2)	6 (6.7)
8.	I commit to being truthful.	00 (00)	00 (00)	38 (43.3)	20 (22.2)	32 (35.6)
9.	I respect other person's point of view.	00 (00)	11 (12.2)	36 (40)	13 (14.4)	30 (33.3)
10.	I handle disagreements with tact.	2 (2.2)	12 (13.3)	46 (51.1)	20 (22.2)	10 (11.1)

Note: Freq.—Frequency.

From **Table 4**, students' verbal communication skill was calculated and distributed into five levels with respect to the percentage-wise verbal communication skill gap, which is represented in **Table 5**.

Table 5 shows that 42.2% of respondents have a low verbal communication skill gap and 55.6% have a medium verbal communication skill gap. Whereas 2.2% of students have a high verbal communication skills gap.

Table 5. Distribution of students on the basis of their level of verbal communication skill gap.

Sl. No.	Percentage wise verbal communication skill gap	Frequency	Percent (%)
1.	Very low (up to 20%)	00	00
2.	Low (20%–40%)	38	42.2
3.	Medium (40%–60%)	50	55.6
4.	High (60%–80%)	2	2.2
5.	Very high (80%–100%)	00	00

UBKV is a residential university where, besides attending all lectures and reading all notes in English, the students stay in a hostel with a number of students coming from across the country, which makes it a cosmopolitan population. It gives them an opportunity to talk to different students coming from various states, which improves their communication skills. Many students come to UBKV from the southern and northeastern parts of India (UBKV is located at the border of Assam); they prefer to talk in English, whereas students coming from Orissa and Bihar, the neighboring states,

mainly prefer to talk in Hindi. This makes the students capable of interacting in different languages and conveying their intended thoughts in varied situations.

Moreover, due to social media and the recent popularity of OTT platforms like Hotstar, Netflix, etc., students are exposed to content in various languages and different subjects, which has helped to a great extent in enhancing their verbal communication ability.

- Association between the independent variables and the communication skill level.

Table 6. Association between the independent variables and the communication skill level of the graduates.

Sl. No.	Independent variables	r Value
1.	Age	0.284**
2.	Background of the student	0.262*
3.	Medium of previous schooling	-0.208*
4.	Family income per annum	0.222*
5.	ICT skill	-0.116
6.	Habit of information collection	0.045
7.	Aptitude skill	0.275**
8.	Confidence level	0.000
9.	Mother tongue	0.170
10.	Mass media usage	0.105
11.	Academic motivation	0.039
12.	Job preference	-0.009
13.	Soft skill training	0.006
14.	Internship training	0.143
15.	Father's profession	-0.070
16.	Mother's profession	0.027
17.	Committee membership	-0.093
18.	Extracurricular activity participation	-0.110
19.	Interuniversity competition participation	-0.170
20.	Education qualification	0.154

Note: ** Correlation is significant at the 0.01 level. * Correlation is significant at the 0.05 level.

In order to find the association between different independent variables and the communication skill level of the students, the written and verbal communication skills are considered together as the total communication skill level. There are many other dimensions of communication skills that are not considered in this present study due to time constraints.

From **Table 6**, it has been found that the age and the communication skill level of the respondents are positively (0.284**) and significantly correlated at the 0.01 level of probability. Which means with progress in age, students' communication level also has increased. Further, it has been found that the background of the student and their communication skill level are positively (0.262*) and significantly correlated at the 0.05 level of probability. The students coming from the city and metro area got

better communication skills, which might be due to more exposure, a cosmopolitan population, and English medium schools. The medium of education in school and communication skill level of the respondents is negatively (-0.208^{**}) and significantly correlated at the 0.01 level of probability, which indicates that students from English medium got a high communication skill level in comparison to students who did their schooling in the regional language as the medium of instruction. However, only a particular language can't always define somebody's communication skill level; it's also because of the cosmopolitan population of the students coming to English medium schools for education. The family income per annum and communication skill level of respondents is also found to be positively (0.222^{**}) and significantly correlated at the 0.01 level of probability. This might be due to the fact that students coming from families with more income are exposed to more resources and opportunities, which contributes to better communication skills.

However, many independent variables, like the confidence level, habit of information collection, aptitude skill, mother tongue, mass media usage, academic motivation, job preference, soft skill training, internship training, father's profession, mother's profession, committee membership, extracurricular activity, interuniversity competition, and education qualification, have been found to have no significant association with the communication skill level of the students.

4. Conclusion

Communication skill is an integral part of soft skills, much needed for personal as well as professional development. Students pursuing their degree at UBKV have a sound academic background. They are smart, tech-savvy, and advanced. Moreover, various courses like personality development and communication skill development have been included in the UG and PG courses for the overall growth and communication skill improvement of the students. However, the study concludes that the majority of the students of UBKV have a medium communication skill level. Which is true for both written and verbal communication skills. Thus, the study concludes that few reforms are required in the present educational system of UBKV.

The study recommends motivating the students to extensively read books/literature instead of providing them small notes from their course instructors, as reading and listening is the first step to improving someone's written and verbal communication skills. The students must be encouraged to attend all the classes as well as practicals where the participation would be a functional one. Lectures may be concluded or followed with a mandatory 10-minute quiz or discussion to keep the students attentive during the lecture and improve their communication skills by inviting them for discussion or answering the questions.

The study further suggests, after consulting the students, to arrange mock interviews and group discussions during the final semester at least for 1 (one) week to train them to face such situations when required. Involvement of successful alumni of the university in these trainings would enrich it further and orient the outgoing students.

Author contributions: Conceptualization, CKH, SVC and SM; methodology, CKH; software, CKH and SVC; validation, CKH, AS and DS; formal analysis, CKH; investigation, CKH and TS; resources, CKH; data curation, BR and SC; writing—original draft preparation, CKH; writing—review and editing, CKH and DS; visualization, CKH; supervision, SM. All authors have read and agreed to the published version of the manuscript.

Institutional review board statement: Not applicable.

Informed consent statement: Not applicable.

Conflict of interest: The authors declare no conflict of interest.

References

1. Bharathi AV. Communication Skills—Core of Employability Skills: Issues & Concerns, High. Learn. Res. Commun. 2016; 6(4).
2. Paulrajan R, Employability Skills in Chennai Retail Market, India. Acta universitatis danubius. 2011; 7(5): 16-30.
3. Rao SP. The need to develop soft skills among the English language learners in the 21st century. Research Journal of English (RJOE). 2019; 4(2): 2456-2696.
4. Agrawal A. Study of developments and challenges involved in soft skills training in professional colleges [PhD thesis]. Shri Jagdish prasad Jhabarmal Tibarewala University; 2014.
5. Ahmad AR, Chew FP, Zulnaidi H, et al. Influence of school culture and classroom environment in improving soft skills amongst secondary schoolers. International Journal of Instruction. 2019; 12(2): 259-274. doi: 10.29333/iji.2019.12217a
6. Choudhary K. Young India lacks soft skills: Survey. Available online: <http://indiatoday.intoday.in/story/a-survey-finds> (accessed on 1 December 2024).
7. Gopi Krishna AK, Reddy KS, Chitra VB, Yadav S. Assessment of soft skills among engineering students—An analytical study. International Journal of Recent Technology and Engineering (IJRTE). 2019; 7: 2277-3878.
8. Jamal A. Techniques to Improve Communication Skills in Students of Colleges of Technology for better Placement [Master's thesis]. Maris Stella College; 2016.
9. Mahasneh JK, Thabet WY. Benchmarking soft skills among construction schools' graduates. Available online: https://www.academia.edu/65635292/Benchmarking_Soft_Skills_Among_Construction_Schools_Graduates (accessed on 1 December 2024).
10. Kalam APJA. 'Unemployability' is a bigger crisis than unemployment, says Kalam. The Hindu. 2016: 6.
11. Koka AS. A critical analysis of the soft skills requirements of the IT industry and the soft skills training provided in select engineering colleges of Andhra Pradesh [PhD thesis]. Birla Institute of Technology and Science; 2016.
12. Alias M, Sidhu GK, Fook CY. Unemployed Graduates' Perceptions on their General Communication Skills at Job Interviews. Procedia—Social and Behavioral Sciences. 2013; 90: 324-333. doi: 10.1016/j.sbspro.2013.07.098
13. Mohd Hawari AD, Mohd Noor AI. Challenges in the teaching of art common practices to enhance student's soft skills VIA Project-Based Learning. In: Proceedings of the 8th UPI-UPSI International Conference 2018 (UPI-UPSI 2018); 8 October 2018; Bandung, Indonesia.
14. Mitchell GW, Skinner L, White BJ. Essential soft skills for success in the twenty first century workforce as perceived by business educators. The Delta Pi Epsilon Journal. 2015; 26(3): 56-64.
15. Parera ERK, Parera ANF. Factors Affecting Employability of Graduates holding Non-professional Degrees in Sri Lanka. Sub Theme C-Issues for Non-Professional Faculties. 2009: 171-183.
16. Riley J. What skills do agricultural employers really want? Farmers weekly. 2016: 41.
17. Scott MD, Brydon SR. Dimensions of communication—An introduction. May Field Publishing Company; 2014. p. 545.
18. Sekhar GR. Teaching soft skills: A necessity in modern area. Research Journal of English language and Literature (RJELAL). 2019; 7: 1-5.
19. Srivatsava A. Entrepreneurial attitude of agricultural students [Master's thesis]. Anand Agricultural University; 2018.
20. Thakur S. Gap analysis of professional soft skills among girl students of agriculture faculty of Anand Agricultural University

- [Master's thesis]. Anand Agricultural University; 2015.
21. Wats M. Developing soft skills in students. *The International Journal of Learning Annual Review*. 2009.
 22. Tanwar KN. Soft skills of the students of Sri Karan Narendra Agriculture University, Jobner [Master's thesis]. Sri Karan Narendra Agriculture University; 2018.