**Research Methodology**

To accomplish each objective of the study, apart from various sources of secondary data, primary data will be collected, organised and analysed using MS Excel and SPSS software. One chapter will be dedicated to each objective, giving chapter specific literature review, data collection and data-analysis.

**Research Area**

The study will be conducted for Navi Mumbai region which stretches from Airoli to Uran. Active participation will be sought from professional colleges situated in this region offering various programs in area of business management, hospitality management, engineering, pharmacy, medicine and alike.

**Sources of Primary data**

Primary data will be collected as per Research design requirements from various stakeholders. A combination of tool (questionnaire and / or interview) with online and offline methods of data collected will be used.

**Sampling Design**

For various stages of research, data will be collected from stakeholders on restricted sampling pattern – only trainers / only students with work experience / only parents and alike. We will have to adopt complex random sampling, or systematic sampling or purposive sampling and work through sample size of 150-200 students, which will have to be in range of 20-40 when working with trainers / parents / bankers and corporate respondents

**Data Analysis**

At various stages of research, the data collected will be analysed using SPSS software, and applying test of following types as and where applicable:
Chi-Square test
ANOVA – factorial design
Co-relation and Regression
Discriminate Analysis
Factor Analysis
Cluster Analysis
Multi-Dimensional Scaling

**Sources of Secondary data**

Secondary data as and when required / available will be collected from:

1. Internet,
2. Newspapers
3. Books
4. White Papers
5. Government databases

**Limitations and Scope**

1. In descriptive studies like this one, it is difficult to conceive a specific hypothesis.
2. Respondents have their own perceptions, and reservations to participate whole-heartedly
3. Responses are ‘coloured’ with personal bias, knowledge, experience and perceptions and pressures participants may have.
4. As, when and where enumerators’ services are taken, their efficiency and effectiveness over and above orientation provided to them may be limiting factor
5. The study must be completed with a reasonable time-frame.
6. Other unforeseen factors

**Thesis Plan (Proposed Chapter Sequence)**
The findings of the research will be reported in form of Thesis as outlined below:

Chapter - 1 Introduction, rationale and Literature Review
Chapter – 2 Research Objectives and Research Methodology
Chapter – 3 Relationship between work experience and soft-skill absorption
Chapter – 4 Trainer and Technique: - A Factorial Analysis
Chapter – 5 The ‘Other’ factors of soft-skill development
Chapter – 6 Attributes of Effective Soft-skill Trainer
Chapter – 7 Developing a stake-holder-created classification of soft-skills
Chapter – 8 Learner-segmentation: Towards ‘personalising’ soft-skill training
Chapter – 9 Conclusions, recommendations and scope for further study
References

**Expected Outcome:**

By the end of this research we can expect to draw following indications about professional colleges in Navi Mumbai

- If work-experience facilitates quick and effective absorption of soft-skill
- Which training method-trainer attribute combination works best for imparting soft-skill training?
- Contrary to mostly studied parameters (trainer, methodology, significance, etc) soft-skill absorption may depend of ‘other’ factors, for example motivation from family, the ‘chance-factor of getting suitable work environment. Are there; and which are such factors?
- Various attributes Soft-skill Trainer should have, so that based on this insight, employers can find right person to leave the task with.
- Do we need to develop a stratified classification of soft-skills because there always seems something to learn!
• If mass-training can be replaced with a more customised model based on learner segmentation

Curriculum is the map-for-learning: are institutions following a correct map?