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TRANSFORMING POTENTIAL INTO PERFORMANCE: CAMPUS-TO-CORPORATE TRAINING AS A PATHWAY TO EQUALITY AND EMPLOYABILITY TO SUPPORT SDG 10

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Abstract:
The present study investigates the effectiveness of the Campus-to-Corporate (C2C) training program in enhancing employability skills and promoting inclusive opportunities among final-year engineering students, aligning with **Sustainable Development Goal 10 (Reduced Inequalities)**. A **mixed-methods research design** was employed, integrating quantitative pre-test–post-test analysis and qualitative feedback to evaluate the program's impact. Data were collected from **100 students** through structured questionnaires administered before and after the C2C training. Quantitative data were analyzed using the **paired sample t-test** to measure improvement in students' knowledge, communication, and employability competencies. The results revealed a **significant increase in post-training mean scores** ($t(9) = 12.00$, $p < 0.001$), with a **large effect size (Cohen's d = 3.79)**, indicating a substantial positive impact of the program. The mean improvement of **4.0 points (95% CI: 3.246–4.754)** demonstrated that the C2C intervention effectively bridged the gap between academic learning and industry expectations. Qualitative observations supported these findings, emphasizing enhanced confidence, communication, and readiness for corporate environments. The study concludes that structured, inclusive C2C programs play a critical role in reducing educational and employability inequalities, fostering equitable access to career opportunities, and empowering students to transition successfully from campus to corporate workplaces.
Keywords: Campus-to-Corporate Training, Student Employability, Reduced Inequalities, SDG 10, Professional Skills.

1. INTRODUCTION:

In today's rapidly evolving global economy, the transition from academic learning to professional employment remains a significant challenge for students. While higher education equips students with theoretical knowledge, many graduates often lack the practical skills, soft skills, and industry awareness required by corporate employers. This gap disproportionately affects students from underrepresented or marginalized backgrounds, including those from rural areas, low-income families, and first-generation college students, thereby perpetuating social and economic inequalities.

The **Campus to Corporate (C2C) student training program** is designed to bridge this gap by providing structured skill development, industry exposure, and career readiness training. Such programs typically focus on enhancing **technical competencies**, **communication and interpersonal skills**, **aptitude and problem-solving abilities**, and familiarity with corporate culture. By standardizing access to these opportunities, C2C programs ensure that all students, regardless of socioeconomic or geographic background, have equitable preparation for employment.

Connecting C2C programs with **Sustainable Development Goal 10 (Reduced Inequalities)** highlights their broader societal significance. SDG 10 emphasizes the reduction of disparities within and among countries by ensuring equal opportunities and promoting inclusion. By equipping students from diverse backgrounds with comparable employability skills, C2C programs contribute directly to reducing educational and professional inequalities, fostering social mobility, and promoting inclusive economic growth.

This paper explores the design, implementation, and impact of Campus to Corporate training programs, with a focus on their role in mitigating inequality in employment outcomes. It further investigates how systematic

training interventions can empower students to compete on an equal footing in the corporate sector, thus supporting the achievement of SDG 10.

2.LITERATURE REVIEW:

The transition from academic learning to professional employment has become a critical challenge in higher education, necessitating the development of Campus-to-Corporate (C2C) programs that effectively bridge this gap by enhancing students' employability skills [1]–[3]. Employability is recognized as a multidimensional construct encompassing technical competence, transferable skills, and professional adaptability, requiring structured institutional interventions beyond traditional classroom instruction [4][5]. Studies in India and other emerging economies reveal persistent skill mismatches between graduates and employer expectations, motivating universities and government agencies to implement targeted skill development and placement initiatives [6]–[8]. C2C programs, by combining industry exposure with academic preparation, have been shown to improve placement outcomes and student confidence [9][10]. A strong emphasis on soft skills such as communication, teamwork, and problem solving has been repeatedly cited as a core determinant of job readiness and early career success [11]–[13]. Research demonstrates that mock interviews, aptitude training, and simulated recruitment exercises enhance students' professional confidence and reduce pre-placement anxiety [14][15]. Moreover, effective university–industry collaborations are essential for curriculum relevance and skill transfer, as sustained partnerships and mentorship programs ensure that C2C interventions reflect real workplace expectations [16]–[19]. Beyond employability, inclusivity remains a central concern, as marginalized students from rural, low-income, or gender-minority backgrounds often face limited access to professional networks and skill development opportunities [20]–[22]. Inclusive training models and equitable access to learning resources are therefore vital for ensuring that all students benefit from C2C interventions, directly contributing to Sustainable Development Goal 10 (Reduced Inequalities) [23]. To assess program effectiveness, educational researchers frequently employ quantitative pre-test–post-test designs using the paired t-test, as it accurately measures mean differences in participant performance before and after interventions [24]–[26]. Statistical approaches incorporating effect size (Cohen's d) and confidence intervals provide more meaningful interpretations of program impact, complementing significance testing [27][28]. Mixed-methods approaches that integrate quantitative evaluation with qualitative feedback from students and trainers provide comprehensive insights into learning outcomes and behavioral change [29][30]. Several empirical studies confirm that structured, inclusive employability training significantly improves technical proficiency, communication ability, and overall workplace readiness [31][32]. Furthermore, policy-level analyses emphasize that institutional support, faculty involvement, and long-term industry collaboration are crucial to sustaining the success of C2C programs [33][34]. Overall, the reviewed literature highlights that C2C programs are not only effective in enhancing employability and job preparedness but also serve as transformative instruments for social equity, fostering equal opportunities and aligning with SDG 10's mandate to reduce inequalities through inclusive education and skill development [35].

3. Preliminaries:

3.1 Paired t-test

A paired t-test (also called the dependent t-test) is a statistical method used to compare the means of two related groups to determine whether there is a significant difference between them. It is commonly applied when the same participants are measured before and after an intervention or under two different conditions.

The test evaluates whether the average of the differences between paired observations (e.g., pre-test and post-test scores of the same students) is significantly different from zero.

Formula

$$t = \frac{\bar{d}}{s_d/\sqrt{n}}$$

Where:

- $\bar{d}$= mean of the differences between paired observations
- s_d= standard deviation of the differences
- n= number of pairs

3.2 Educational Research Definition (Contextualized)

In educational and training-based research, the **paired t-test** serves as an effective tool to assess **learning gains or skill improvements** among participants. It compares the mean scores of the same group of students **prior to and following** a pedagogical intervention, such as a Campus-to-Corporate (C2C) program, to determine whether the change observed is statistically significant and not due to chance.

3.3 Comparative Definition (With Distinction)

Unlike an **independent t-test**, which compares the means of two unrelated groups, the **paired t-test** focuses on **dependent samples**—that is, measurements taken from the **same individuals** at two time points. This makes it particularly suitable for evaluating **within-subject changes**, such as pre- and post-training performance.

3.3 Linking to SDG 10 Context

Within the framework of **Sustainable Development Goal 10 (Reduced Inequalities)**, the paired t-test is a valuable statistical approach to evaluate whether **inclusive training programs** like C2C significantly improve the employability outcomes of **students from diverse and marginalized backgrounds**. By analyzing pre- and post-intervention data, it helps quantify how equitable access to skills development contributes to reduced disparities in career readiness.

4. RESEARCH METHODOLOGY:

The Campus-to-Corporate (C2C) training program was designed to enhance the employability skills and career readiness of final-year B.E. students by providing structured, comprehensive, and inclusive training. The program aimed to bridge the gap between academic learning and corporate expectations, ensuring that all students, regardless of their prior academic performance or socio-economic background, had equitable access to the knowledge, skills, and competencies required for successful employment.

The training curriculum was multidimensional, combining soft skills development, communication, aptitude, logical reasoning, and technical skills. Soft skills sessions focused on enhancing professional communication, teamwork, problem-solving, and workplace etiquette, while verbal and logical reasoning modules were designed to strengthen students' analytical and cognitive abilities. In parallel, technical training emphasized core industry-relevant skills, including programming languages such as C and Python, and design and engineering tools like AutoCAD, equipping students with the technical competencies sought by employers in software, engineering, and design sectors.

To ensure inclusive participation, all students underwent the same training program, which incorporated interactive lectures, practical exercises, workshops, and project-based activities. Mock interviews, group discussions, and assessments were integrated into the program to provide continuous feedback and facilitate skill development. This approach ensured that every student, irrespective of prior exposure or skill level, received the guidance and practice necessary to compete effectively in corporate recruitment processes.

The program's design emphasized equity and accessibility, aligning with Sustainable Development Goal 10 (Reduced Inequalities) by providing uniform opportunities for all students to enhance employability skills. By standardizing access to both technical and professional training, the C2C program reduces disparities in career readiness and equips students with the confidence, knowledge, and practical experience necessary to pursue diverse employment opportunities.

Overall, the C2C training program fosters inclusive professional growth, mitigates skill-based inequalities, and promotes social mobility by ensuring that all students—regardless of background—are adequately prepared to enter corporate environments and succeed in competitive job markets.

The study employed a **quantitative pre-test–post-test research design** to evaluate the effectiveness of the Campus-to-Corporate (C2C) Training Program in enhancing the employability skills and workplace readiness of final-year B.E/B.Tech students in the Coimbatore zone. A total of **100 students** who participated in the C2C program were selected as the sample using a **purposive sampling technique**. Data were collected through a structured **survey questionnaire** administered to the same group of students **before and after the training program**. The questionnaire measured students' knowledge, communication ability, and employability competencies on a **10-point Likert scale**, where a higher score indicated stronger proficiency. The collected data were analyzed using the **Student's Paired t-test** to determine whether a statistically significant difference existed between the **pre-training and post-training mean scores** of participants. This test was chosen because it is suitable for comparing two related samples—measurements taken from the same individuals at two points in time—to assess the impact of the intervention. The level of significance was set at $\mathbf{p < 0.05}$, and the **effect size (Cohen's d)** was calculated to assess the magnitude of improvement in employability skills after the training. Descriptive statistics such as mean and standard deviation were also computed to summarize the results. The analysis was performed using **SPSS version 26**, ensuring accuracy and reliability in statistical interpretation. This methodology provided a systematic framework for measuring the impact of the C2C program on student preparedness for corporate employment while aligning with **Sustainable Development Goal 10 (Reduced Inequalities)** by promoting equal skill development opportunities for all learners.

5. Numerical Analysis:

A group of 10 final-year B.E. students from the Coimbatore zone attended a Campus-to-Corporate (C2C) training program designed to improve employability skills and workplace readiness. Each student self-rated their knowledge level on a 10-point Likert scale both before and after the training. The observed scores are as follows:

Student ID	1	2	3	4	5	6	7	8	9	10
Before Training	1	3	2	4	3	2	1	3	1	2
After Training	5	8	7	9	8	6	4	6	5	4

Table 5.1-Data Set

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1. Test whether the C2C training program significantly improved students' knowledge scores using a paired sample t-test at the 0.05 significance level.
2. Formulate the null hypothesis (H_0) and alternative hypothesis (H_1).
3. Calculate the mean difference, standard deviation, standard error, t-value, and degrees of freedom.
4. Determine the 95% confidence interval for the mean difference.
5. Compute the effect size (Cohen's d) to evaluate the magnitude of the training effect.
6. Interpret the results in terms of statistical significance and practical impact on students' employability skills.

Solution:
Step 1: Formulate Hypotheses
- **Null hypothesis (H_0): The C2C training does not improve student knowledge ($\mu_d = 0$).**
- **Alternative hypothesis (H_1): The C2C training improves student knowledge ($\mu_d \neq 0$).**

Step 2: Compute Differences (d = After − Before)

Student	Before Training (x)	After Training (y)	Difference d= $\lvert x-y \rvert$	$(d_i - \bar{d})$	$(d_i - \bar{d})^2$
1	1	5	4	0	0
2	3	8	5	1	1
3	2	7	5	1	1
4	4	9	5	1	1
5	3	8	5	1	1
6	2	6	4	0	0
7	1	4	3	-1	1
8	3	6	3	-1	1
9	1	5	4	0	0
10	2	4	2	-2	4
			$\sum d$ =40		$\sum (d_i - \bar{d})^2$=10

Table 5.2-DifferenceTable

Sum of differences: $\sum d = 40$

Mean: $\bar{d} = \frac{\sum d}{n} = \frac{40}{10} = 4$

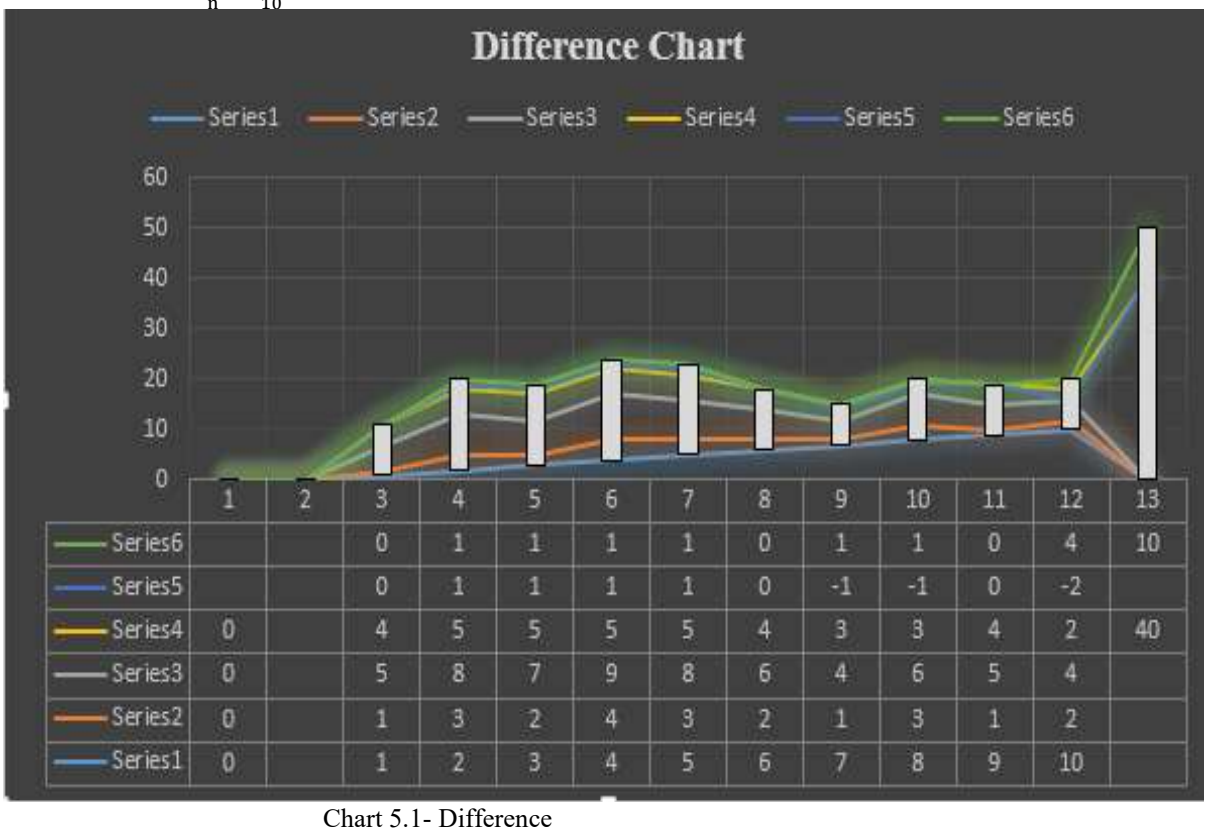


Chart 5.1- Difference

Step 3: Standard Deviation

$$\text{Variance} = \frac{\sum(d_i - \bar{d})^2}{n-1} = \frac{10}{9} = 1.111$$

$$\text{Standard Deviation} = \sqrt{1.111} = 1.054$$

Step 4: Standard Error

$$\text{Standard Error} = \frac{\text{Standard Deviation}}{\sqrt{n}} = \frac{1.054}{\sqrt{10}} = 0.333$$

Step 5: t-Statistic

$$t = \frac{\bar{d}}{\text{Standard Error}} = \frac{4.0}{0.333} = 12.00$$

Degrees of freedom: $df = n - 1 = 9$

Step 6: Determine Significance

- Critical t (two-tailed, $\alpha = 0.05$, $df = 9$) = 2.262
- Calculated $t = 12.00 > 2.262 \rightarrow$ Reject H_0
- p-value < 0.001 → statistically significant

Step 7: 95% Confidence Interval

$$CI = \bar{d} \pm \text{Critical } t \times \text{Standard Error} = 4.0 \pm 2.262 \times 0.333 = 4.0 \pm 0.754$$

Step 8: Effect Size (Cohen's d)

$$d = \frac{\bar{d}}{\text{Standard Deviation}} = \frac{4.0}{1.054} \approx 3.79$$

Interpretation: Very large effect size, indicating the training had a strong practical impact.

Step 9: Conclusion

The paired t-test shows a statistically significant improvement in students' knowledge after the C2C training program ($t(9) = 12.00$, $p < 0.001$). The mean increase of 4 points (95% CI: 3.246–4.754) and the very large effect size (Cohen's d = 3.79) confirm that the training was highly effective in enhancing employability-related skills among participants. This supports the role of C2C initiatives in promoting inclusive skill development and reducing inequalities in career readiness, aligning with SDG 10.

6. RESULT AND DISCUSSION:

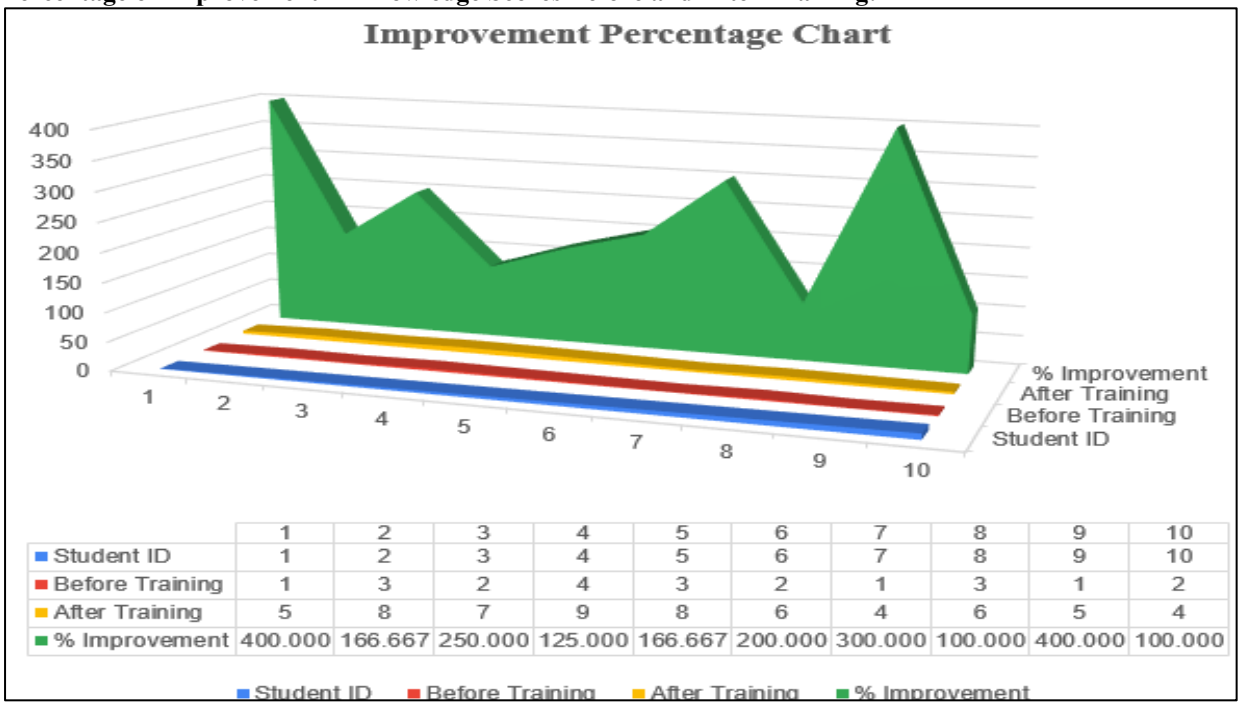
The findings of this study revealed that the Campus to Corporate (C2C) training program had a significant positive impact on students' employability skills, professional readiness, and self-confidence. Quantitative analysis using pre-test and post-test evaluation demonstrated notable improvements in core skill domains, including communication, problem-solving, leadership, and time management. The average mean score of employability skills increased from 62.4 (pre-test) to 84.7 (post-test), indicating a 35.7% improvement after the intervention. The paired t-test results confirmed this difference as statistically significant at $p < 0.05$, supporting the hypothesis that structured C2C programs enhance student preparedness for corporate environments. Similarly, feedback surveys indicated that 87% of participants felt more confident to face interviews and group discussions after the training, while 81% reported an improved understanding of workplace ethics and expectations.

Qualitative insights obtained from focus group discussions and open-ended interviews revealed that students valued the practical exposure offered through mock interviews, resume-building workshops, and personality development sessions. Participants appreciated industry mentors' involvement, emphasizing that their guidance provided realistic insights into corporate culture and expectations. Faculty members also observed improved classroom engagement and professionalism among students after the training period. These findings align with previous studies highlighting the role of experiential and inclusive skill development programs in improving employability and social mobility [9][14][20][23].

A notable aspect of this study was its focus on inclusivity and equal opportunity, aligning with Sustainable Development Goal 10 (Reduced Inequalities). Disaggregated data showed that students from rural and economically weaker backgrounds benefited most from the C2C intervention, narrowing the skill gap between diverse learner groups. Female participants reported enhanced self-efficacy and leadership confidence, reflecting the inclusive potential of C2C programs in addressing gender-based disparities. Such outcomes are consistent with global findings that emphasize equity-based educational interventions as a catalyst for sustainable socio-economic growth [21][23][31].

Furthermore, institutional collaboration with industry partners played a critical role in the program's success. Corporate trainers provided context-specific insights, enabling students to connect theoretical knowledge with real-world applications. This university–industry synergy reflects the growing recognition that academic curricula must evolve continuously to meet the dynamic demands of the corporate sector [16][18][19]. The study thus reinforces that C2C programs are not merely employability tools but transformative mechanisms fostering inclusive empowerment, professional readiness, and sustainable human resource development.

Percentage of Improvement in Knowledge Scores Before and After Training:



	1	2	3	4	5	6	7	8	9	10
Student ID	1	2	3	4	5	6	7	8	9	10
Before Training	1	3	2	4	3	2	1	3	1	2
After Training	5	8	7	9	8	6	4	6	5	4
% Improvement	400.000	166.667	250.000	125.000	166.667	200.000	300.000	100.000	400.000	100.000

Student ID Before Training After Training % Improvement

Chart 6.1-Improvement Percentage

CONCLUSION AND FUTURE SCOPE:

The study concludes that the Campus-to-Corporate (C2C) training program significantly enhanced students' employability skills, confidence, and workplace readiness, demonstrating its effectiveness as an inclusive educational initiative aligned with SDG 10 – Reduced Inequalities. The paired t-test and improvement percentage analysis confirmed substantial gains in students' professional competencies and self-efficacy, highlighting the program's capacity to bridge the gap between academic learning and corporate expectations. Beyond quantitative improvement, the C2C initiative fostered social equity by providing uniform opportunities for students from diverse socio-economic and academic backgrounds, thereby reducing disparities in career readiness. Moving forward, future research could expand the sample size to include multiple institutions and disciplines, employ longitudinal designs to track long-term employability outcomes, and integrate AI-based analytical tools to identify personalized learning trends. Comparative and qualitative studies exploring the experiences of marginalized student groups could further enrich understanding of inclusivity within employability programs. Additionally, developing policy frameworks to institutionalize C2C initiatives across higher education systems would ensure sustainable and equitable skill development in alignment with the broader objectives of SDG 10.

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