

## A STUDY OF COMMUNICATIVE ASPECTS OF PRESENTATION SKILLS ACQUIRED BY DIPLOMA ENGINEERING STUDENTS

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### Abstract:

*The present research finds out the subjects' level of proficiency in presentation skills. It also finds out the reasons behind the subjects' poor level of proficiency in presentation skills. It gives certain conclusions and suggestions. It contains introduction, hypothesis, sample design, Proficiency Test, Structured Interview, concluding remark and works cited. The hypothesis, determined for the study, is proven.*

### KEY WORDS:

Presentation Skills , Diploma Engineering Students ,hypothesis , conclusions and suggestions.

### 1.INTRODUCTION:

The present research is based on five percent representative subjects of third year in ten diploma engineering colleges in Kolhapur district. It finds out the subjects' level of proficiency in presentation skills through Proficiency Test with reference to the papers of Communication Skills, Development of Life Skills-I and Development of Life Skills-II which are prescribed in the early two years of their three year diploma engineering course. It also finds out the reasons behind the subjects' poor level of proficiency in presentation skills through Structured Interview. It draws conclusions and further gives the subsequent suggestions.

### 2. HYPOTHESIS

1. The subjects' level of proficiency in presentation skills is poor.
2. There are many reasons behind their poor level of proficiency in presentation skills.

### 3. SAMPLE DESIGN

To study the subjects' level of proficiency in presentation skills, a Simple Random Sampling Method is used. With the help of this method, the representative subjects are selected for Proficiency Test and the respondents (principals, HODs, English teachers and student representatives), from these ten selected diploma engineering colleges, are selected for Structured Interview. The sample of the study is as following:

**Table 1.1 Sample of the Study**

Sr. No.	Category	Quantity	Study Tool
1	Subjects	184	Proficiency Test
2	Principals	10	Structured Interview
3	HODs	53	
4	English Teachers	10	
5	Student Representatives	10	

The following table depicts the names of colleges, selected for Proficiency Test and Structured Interview.

**Table 1.2 Names of Colleges, Selected for Proficiency Test and Structured Interview**

S. N.	Name of College
1	Shri Vidyavardhini Institute of Technology, Pal.
2	Ashokrao Mane Polytechnic, Wadgaon Tarf Wathar.
3	Dr. D. Y. Patil Polytechnic, Kasaba Bavada.
4	Sharad Institute of Technology, Yadrav.
5	Y. D. Mane Institute Of Technology, Kagal.
6	Dr. A. D. Shinde Institute of Technology, Gadhinglaj.
7	D. Y. Patil Polytechnic, Talsande.
8	Dr. Bapuji Salunkhe Institute of Engineering & Technology, Kolhapur.
9	Shree Datta Polytechnic College, Dattanagar, Shirol.
10	Sant Gajanan Maharaj Rural Polytechnic, Mahagaon.

#### 4. PROFICIENCY TEST

The Proficiency Test is administered for one hundred and eighty four representative subjects. It tests the subjects' learning about communicative aspects in presentation skills and ultimately finds out the subjects' level of proficiency in presentation skills. It contains thirty nine communicative aspects. These communicative aspects are taken from three selected papers. Thirty nine items in Proficiency Test represent these thirty nine communicative aspects of presentation skills. With each item, three multiple choice responses like Agree, Not Sure and Disagree are given. Of these three responses, one response is appropriate and if the subjects encircle the appropriate response, then it concludes that they have learned about that particular communicative aspect; if they encircle the response 'Not Sure', then it concludes that they are not sure in their learning about that particular communicative aspect; and if the subjects encircle inappropriate response, then it concludes that they have not learned about that particular communicative aspect.

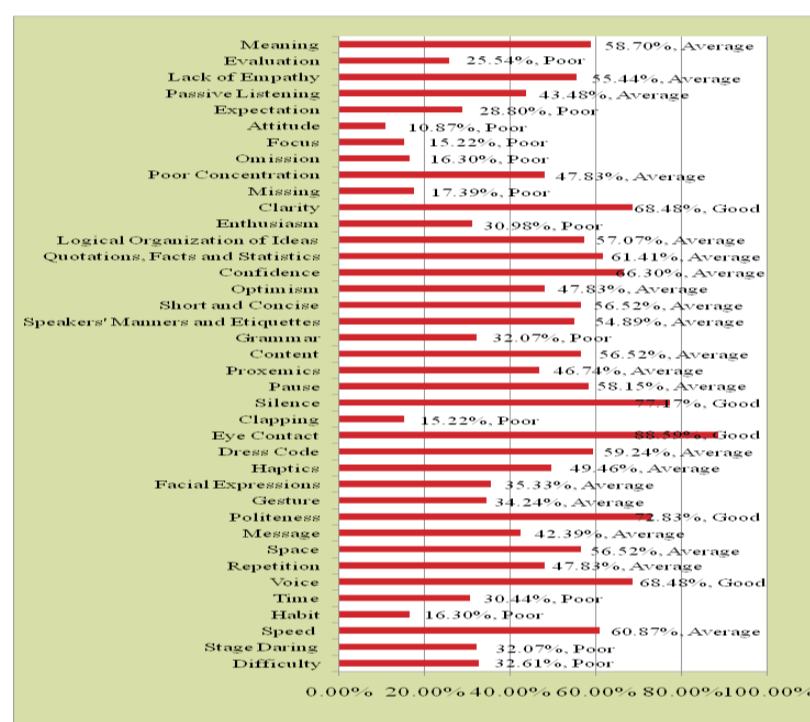
Using the selected 'Assessment Tool' of dividing hundred percent into three equal portions as there are three categories in subjects' learning, if more than 66.667% of the subjects have learned about that particular communicative aspect, then the subjects' learning about that particular communicative aspect is Good; if this quantity falls between 33.334% and 66.666%, then their learning about that particular communicative aspect is Average; and if this quantity goes below 33.333%, then their learning about that particular communicative aspect is Poor. Finally, using the same 'Assessment Tool', if the subjects are Good in more than twenty seven communicative aspects (Above 66.667%), then the subjects' level of proficiency in presentation skills is Good; if this quantity falls between fourteen and twenty six (33.334% and 66.666%) then, the subjects' level of proficiency in presentation skills is Average; and if this quantity goes below thirteen (Below 33.333%), then the subjects' level of proficiency in presentation skills is Poor. The subjects' frequency for appropriate response (in percent) and their learning about communicative aspects in presentation skills are depicted in the following table.

**Table 5.77**  
**Subjects' Frequency for Appropriate Response (in Percent) and their Learning about**  
**Communicative Aspects in Presentation Skills**

<b>Communicative Aspects</b>	<b>Subjects' Frequency for Appropriate Response (in Percent)</b>	<b>Subjects' Learning</b>
Difficulty	32.609%	Poor
Stage Daring	32.065%	Poor
Speed	60.869%	Average
Habit	16.304%	Poor
Time	30.435%	Poor
Voice	68.478%	Good
Repetition	47.826%	Average
Space	56.522%	Average
Message	42.391%	Average
Politeness	72.826%	Good
Gesture	34.239%	Average
Facial Expressions	35.326%	Average
Haptics	49.457%	Average
Dress Code	59.239%	Average
Eye Contact	88.587%	Good
Clapping	15.217%	Poor
Silence	77.174%	Good
Pause	58.152%	Average
Proxemics	46.739%	Average
Content	56.522%	Average
Grammar	32.065%	Poor
Speakers' Manners and Etiquettes	54.891%	Average
Short and Concise	56.522%	Average
Optimism	47.826%	Average
Confidence	66.304%	Average
Quotations, Facts and Statistics	61.413%	Average
Logical Organization of Ideas	57.065%	Average
Enthusiasm	30.978%	Poor
Clarity	68.478%	Good

A STUDY OF COMMUNICATIVE ASPECTS OF PRESENTATION SKILLS ACQUIRED.....

Missing	17.391%	Poor
Poor Concentration	47.826%	Average
Omission	16.304%	Poor
Focus	15.217%	Poor
Attitude	10.870%	Poor
Expectation	28.804%	Poor
Passive Listening	43.478%	Average
Lack of Empathy	55.435%	Average
Evaluation	25.543%	Poor
Meaning	58.696%	Average



In the above findings, the subjects seem to be good in five communicative aspects out of thirty nine communicative aspects. Thus, using the selected 'Assessment Tool' of dividing hundred percent into three equal portions as there are three categories in subjects' learning, it is concluded that the subjects have poor level of proficiency in presentation skills. Therefore, the subjects are suggested to improve their level of proficiency in presentation skills.

Also in the above findings, the subjects' learning appears to be poor about the communicative aspects of difficulty, stage daring, habit, time, clapping, grammar, enthusiasm, missing, omission, focus, attitude, expectation and evaluation; and the subjects' learning appears to be average about the communicative aspects of speed, repetition, space, message, gesture, facial expressions, haptics, dress code, pause, proxemics, content, speakers' manners and etiquettes, short and concise, optimism, confidence, quotations, facts and statistics, logical organization of ideas, poor concentration, passive listening, lack of empathy and meaning. Therefore, the subjects are suggested to improve their learning about the above mentioned communicative aspects of presentation skills.

### 5. STRUCTURED INTERVIEW

The Structured Interview is conducted for eighty three respondents including principals, HODs, English teachers and student representatives from the ten selected diploma engineering colleges. It contains thirty six statements with three multiple choice responses like Agree, Not Sure and Disagree. It obtains the

#### A STUDY OF COMMUNICATIVE ASPECTS OF PRESENTATION SKILLS ACQUIRED.....

data regarding respondents' opinions about the reasons behind subjects' poor level of proficiency in presentation skills.

From the researchers' point of view, the thirty six statements in Structured Interview are the reasons behind subjects' poor level of proficiency in presentation skills. Therefore, he puts them on test through Structured Interview for the selected respondents. It seems that in these thirty six statements, some statements are positive whereas some other statements are negative. In positive statements, if the majority of respondents agree about the statement, then it is not the reason behind subjects' poor level of proficiency in presentation skills; if the majority of respondents are not sure about the statement, then it appears that they are not sure whether it is the reason behind subjects' poor level of proficiency in presentation skills; and if the majority of respondents disagree about the statement, then it is the reason behind subjects' poor level of proficiency in presentation skills. In negative statements, if the majority of respondents agree about the statement, then it is the reason behind subjects' poor level of proficiency in presentation skills; if the majority of respondents are not sure about the statement, then it appears that they are not sure whether it is the reason behind subjects' poor level of proficiency in presentation skills; and if the majority of respondents disagree about the statement, then it is not the reason behind subjects' poor level of proficiency in presentation skills.

Based on the majority of respondents' opinion, the findings in the analysis and interpretation of the data, obtained through Structured Interview, are presented as following:

· The less scope for presentation skills in the curriculum of Development of Life Skills-I and Development of Life Skills -II is the reason behind the subjects' poor level of proficiency in presentation skills.

· The absence of theory exam in the papers of Development of Life Skills-I and Development of Life Skills -II is the reason behind the subjects' poor level of proficiency in presentation skills.

· The insufficient allotment of periods for the papers of Development of Life Skills-I and Development of Life Skills -II is not the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of concentration skills is the reason behind the subjects' poor level of proficiency in presentation skills.

The no conduction of expert lectures on presentation skills are not the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of planning in the content of the topic is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' previous education in Marathi medium is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' laziness is not the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of comprehension skills is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of general knowledge is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of practice in presentation skills is not the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of analytical skills is not the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' belief in their failure attempts is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of self confidence is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of vocabulary is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of interest in presentation skills is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of oral competence is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' lack of manners and etiquettes in presentation skills is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' fear of group discussions is the reason behind the subjects' poor level of proficiency in presentation skills.

The subjects' personal problems are the reason behind the subjects' poor level of proficiency in presentation skills.

**A STUDY OF COMMUNICATIVE ASPECTS OF PRESENTATION SKILLS ACQUIRED.....**

The subjects' lack of unity of thoughts in the presentations is not the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of logical order in the presentation of thoughts is the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of time management in presentation skills is the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' ignorance about speech gestures is the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of previous experiences in presentation skills is the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' inability to develop good slides is not the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of stage daring is the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of audience management skills is the reason behind the subjects' poor level of proficiency in presentation skills.  
The insufficient scope for the papers Development of Life Skills-I and Development of Life Skills-II is not the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of presence of mind is not the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of interest in expert lectures is not the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of goals in presentation skills is the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of guidance is not the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' lack of live demonstrations is not the reason behind the subjects' poor level of proficiency in presentation skills.  
The subjects' passive listening is the reason behind the subjects' poor level of proficiency in presentation skills.  
The lack of short term courses in presentation skills is not the reason behind the subjects' poor level of proficiency in presentation skills.

The above findings in the analysis and interpretation of the data, obtained through Structured Interview, leads to the conclusion that the twenty three statements have proved to be the reasons behind subjects' poor level of proficiency in presentation skills. Based on this conclusion, the following suggestions are given.

- There should be the wide scope for presentation skills in the curriculum of the selected papers of Development of Life Skills-I and Development of Life Skills-II.
- There should be made the provision of hundred marks' theory exam in the papers of Development of Life Skills-I and Development of Life Skills-II.

The subjects should improve their concentration skills.  
The subjects should plan the content of the topic in advance  
The subjects should improve their English language competence.  
The subjects should develop their comprehension skills.  
The subjects should increase their general knowledge.  
The subjects should develop positive attitudes.  
The subjects should maintain their self confidence.  
The subjects should enrich their vocabulary.  
The subjects should create interest in presentation skills.  
The subjects should achieve oral competence.  
The subjects should learn manners and etiquettes in presentation skills.  
The subjects should participate in group discussions.  
The subjects should overcome the personal problems.  
The subjects should seek logical orders in presentation of thoughts.  
The subjects should do time management in presentation skills.  
The subjects should acquire the knowledge of speech gestures.  
There should also be made the provision for the improvement of presentation skills in the early education

#### A STUDY OF COMMUNICATIVE ASPECTS OF PRESENTATION SKILLS ACQUIRED.....

stages of the subjects.

The subjects should develop stage daring.

The subjects should develop audience management skills.

The subjects should determine goals regarding presentation skills.

The subjects should try to be active listeners.

The above suggestions may enable the subjects for their good level of proficiency in presentation skills.

#### 6. CONCLUDING REMARKS

The hypothesis, tested in the present research, is proven. Certain conclusions and suggestions are given. The reasons, inferred, in this research paper behind subjects' poor level of proficiency in presentation skills may become serious, if not removed in time. The subjects in the next batches of diploma engineering course may also find themselves weak in presentation skills. Therefore, it is concluded that the significance of the study is unquestionable as it may be referred for future improvements in the area of presentation skills for the diploma engineering students. Besides, it is hoped that the present research work may assist the prospective researchers to undertake further researches in the area of presentation skills.

As a future scope of research, it may be suggested that the subjects' level of proficiency in team building skills, conflict management skills, problem solving skills, leadership skills, behavioral skills, language skills etc. may be studied. Further, the Marathi medium subjects' level of proficiency in presentation skills may be studied in comparison with those of the English medium subjects. A comparative study of the level of proficiency between male and female subjects in diploma engineering colleges may be undertaken. Diploma engineering college teachers' level of proficiency in presentation skills may also be studied. In the present research paper, few suggestions are given to enhance the subjects' level of proficiency in presentation skills. The new researchers may approach to it with their own new and innovative suggestions and recommendations for the improvements in the selected area of the study.

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**A STUDY OF COMMUNICATIVE ASPECTS OF PRESENTATION SKILLS ACQUIRED.....**

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