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ANALYSIS OF COMMUNICATIVE COMPETENCE OF POLYTECHNIC STUDENTS IN SANGLI DISTRICT OF MAHARASHTRA

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ABSTRACT

For professionals, knowledge of highly sophisticated technical competence will be useless if the professionals do not know how to communicate with others. Companies are looking for excellent competence, good functional knowledge, awareness about industry, awareness about corporate work culture in fresh recruits. The major rejection reasons for entry level hiring are: lack of communicative competence, body language, attitude, goals and plans, confidence, knowledge of practical application of curriculum theories, logical and analytical competence, decision making, leadership, motivational competence, etc. If they were enhanced with communicative competence, then they will get ample opportunities in the employment market. It has been observed that there is a lack of communicative competence in the polytechnic engineering students. The assessment of communicative competence of polytechnic students using proposed communicative competence testing model is helpful in development and achievement of communication competence related to academic, social, and career success.

KEYWORDS: *Communicative competence, Communicative competence testing model, Polytechnic Students, Written communicative competence, Oral Communicative competence.*

INTRODUCTION

Written communication expresses emotions, thoughts, information, data, and ideas on the paper or text in well developed manner. The four basic premises of writing are clarity, brevity, simplicity, and humanity. Hard writing makes easy reading. Easy writing makes hard reading. Good writing provides the perfect workouts for creativity, logic and focus. In Industries human resources look at not only his ability to communicate thoughts clearly and concisely but also personality and problem-solving skills. Every company looks for a different mix of skills and experience and it is not enough just to be a subject matter expert. Companies look for a mix of skills depending on the nature of work they do. Companies today invest a lot of time and money in building up their employees' communicative

competence. There is a great demand to test the individuals' communicative competence and ability.

Communicative competence includes knowing not only the language code, but also what to say to whom, and how to say appropriately in any given communication situation. It deals with the social and cultural knowledge presumed by the speaker to use and interpret linguistic forms. Communicative competence refers to appropriate use of knowledge, skills and interpretation of language in a community. The importance placed on oral communicative competence by employers has been echoed internationally for a decade or more and across disciplines. Knowledge and technical know-how are clearly important, but these must be presented with an excellent standard of communication skills, particularly oral. We have developed software model to test the communicative competence that helps in the development of individuals' competence. The developed model is flexible. We can upgrade its utility as per the demands and needs of the tests to be carried out.

II. COMMUNICATIVE COMPETENCE TESTING MODEL

The students participating in basic communication courses demonstrate improved communication competence. When the regular classroom experience is supplemented with and supported by communication instruction, then significant positive gains in willingness to communicate may occur. There is a need to find about how to teach communication and assess communication competence of the students in the classroom. This calls for improved methods for assessing student learning in communication programs. Assessment programs are needed to improve both faculty effectiveness as well as student learning. The developed communicative competence testing model plays vital role in self assessment and assists in developing competencies. The design steps are shown in fig.1.
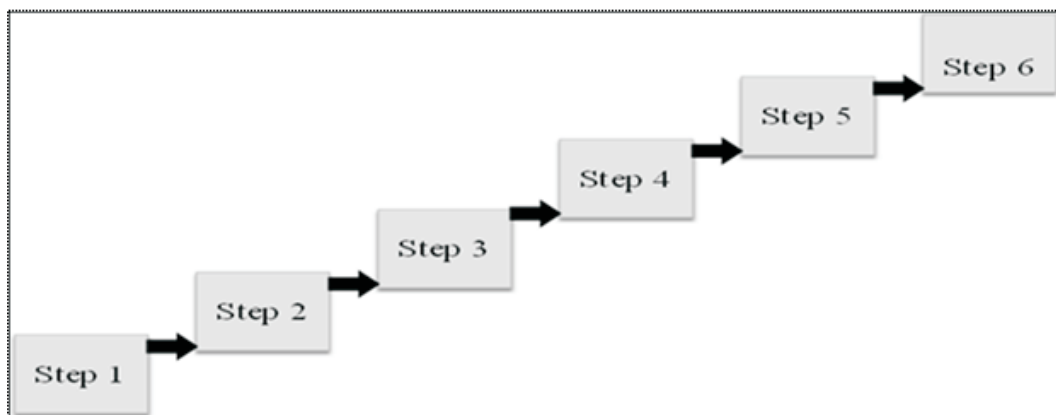
Fig.1 Design Steps of Communicative Competence Testing Model

Step 1: The user has to make registration within the system by using information like name, date of birth, qualification etc.

Step 2: User can select one category in which we want to test competence. Three types of competences are included in the model.
• Written communicative competence
• Oral communicative competence
• Communicative competence at the workplace

Step 3: In this step, questionnaires of each test category are made available. The user can select test category. Questions appear sequentially on the screen. Every question has four answer options. The rating of answer options is 1 to 4 used for calculation of grades. User has to click on appropriate answer option and press next question button. After completing the test, user has to click on end test button. User is allowed to terminate the test at any instant simply by clicking on end test button.

Step 4: This step displays the status of the test.

Step 5: This step displays the final result of the test in percentage of grades. We have used percentage of grades for specifying remarks as per following.

- Below 50%.................Need More Improvement
- Between 51-60%........Need Improvement
- Between 61-70%........Satisfactory
- Between 71-80%.........Good
- Between 81-100%.......Very Good.

Step 6: The result is presented in the graphical form.

For every criterion appropriate suggestions are provided for the user. These suggestions are as per percentage of grade obtained by the user. The user has to use them to improve his/her communicative competence.

III. WRITTEN COMMUNICATIVE COMPETENCE
I)Remark: Below 50%...... Need More Improvement

Suggestions: Focus on basic English grammar. You have to read a lot i.e. read news papers like Indian Express, Indian Times and Business News or English books. Join the basic English grammar classes. More practice of writing is required. It upgrades critical thinking and problem solving skills as well as serve to identify and confront personal misconceptions. While reading accompanied yourself with diction-nary so that whenever you find different word, try to get meaning of it.

ii)Remark: Between 51-60% ....Need Improvement

Suggestions: You are not competent grammatically, so solve sentences as many as possible. First of all, you should read English books like fiction, magazine etc. Give more time for reading trustworthy English news papers like Indian Express, Times of India, Business News and related magazines. If you are not able to identify the word, write down in your diary or note book and checkout its meaning though dictionary.

iii) Remark: Between 61-70% ....Satisfactory

Suggestions: Try to write a story in your own words so that you will understand the sentence structure and the importance of tenses in English. While going through this, you will come to know about your vocabulary strength. Try to obtain maximum words and phrases used in our daily life. Join training institutes for development of communicative competence.

iv)Remark: Between 71-80% ....Good

Suggestions: You are good in written communication. You should think and put it down effectively on paper with proper remark such as where should I give comma, colon, exclamatory mark etc. in order to have the impact of sentence without losing its meaning. If you have written story then checkout it with 'grammarly.com' (website available on internet).

v) Remark: Between 81-100% ....Very Good.

Suggestions: Try for certain National or International Examinations i.e. TOEFL (Test of English as Foreign Language). You may also contact to 'Symbiosis International University of Language' situated in Pune. You can read International English Language Testing System books and handbooks for further improvement. Never forget to use English in your day to day conversation.

IV. ORAL COMMUNICATIVE COMPETENCE
i)Remark: Below 50%...... Need More Improvement

Suggestions: You are weak in oral communicative competence. You must convince yourself for the betterment in it. You should start thinking in English. You should use few words of English daily. Practice of try to talk in English and always be confident.

ii) Remark: Between 51-60% ....Need Improvement

Suggestions: Your result shows that improvements are needed. You should listen maximum audio and

videos of English language or communication, read loudly essay books or story books. Try to get maximum information through internet (if you are unable to get in market). Collect formal and informal conversation CD's from any well known English Academy.

iii) Remark: Between 61-70% ....Satisfactory

Suggestions: As your result is satisfactory, you must focus on basic English. It is recommended to use the book 'Wren and Martin English grammar'. You always prefer to speak in English with your friends. For better improvement, you can join the English Skills development Academy. You should try your level best to pronounce the words. You may use a dictionary like 'chaws' or anyone else which is recognized as result oriented.

iv) Remark: Between 71-80% ....Good

Suggestions: Read the English books (fiction, drama, novel etc.) and news papers like Indian Express, Times of India and Business News. Watch English movies and read the subtitles. Listen ESL audio (English as Secondary Language) broadcast. It is better is to start with BBC News on 'All India Radio'. You should listen to the well- known channels like IBN7 (English News), Star World (Movies), HBO (Movies) etc.

v) Remark: Between 81-100% ....Very Good.

Suggestions: Try to be a part of group who frequently speak in English. Start conversation in English by your side. Read news papers like Indian Express, Times of India and Business News and always try to communicate better than previous. You must take part in debates or discussion to become confident. For any query, ask to the experts.

V.COMMUNICATIVE COMPETENCE AT WORKPLACE
I) Remark: Below 50%...... Need More Improvement

Suggestions: As your score is below, it means that you have to think a lot about your organizational behavior. You must watch out videos available on internet (select any topic and go for video). You must check your grammar while conversing with others. You have to think every time in English and practice the sentences. You should develop your LSRW skills (listening, speaking, reading and writing). Try for presentations. Try to be a part of English speaking group.

ii) Remark: Between 51-60% ....Need Improvement

Suggestions: You must watch videos on Communication Skills, Soft Skills, Organizational Behavior etc. Watch English movies and read as well as listen carefully the sentences given below. You should develop your LSRW skills (listening, speaking, reading and writing). Be aware and confident about what is going on nearby or in our surroundings. Collect ideas on presentation techniques and follow them. For grammatical errors you should focus on basic books.

iii) Remark: Between 61-70% ....Satisfactory

Suggestions: As your result is satisfactory, you try to come in contact with more fluent people for further improvement. You should develop your LSRW skills (listening, speaking, reading and writing). Listen maximum English from all possible resources. Do not hesitate while speaking. Try to write business letters and get checked from experts. Read English material as many as possible.

iv)Remark: Between 71-80% ....Good

Suggestions: Try to find out your weakness and develop positive attitude. Collect information and get an idea about Organizational Behavior, Professional Communication, Development of Life Skills, Soft Skills and Presentation Skills etc. and try to be comfortable in every situation. For grammar, use trustworthy books.

v) Remark: Between 81-100% ....Very Good.

Suggestions: Maintain the efforts and spirit to sustain good results in future. Follow details related to Organizational Behavior, Career Skills, Communication Skills and Soft Skills etc. Feel comfortable while conversing

with others. Concentrate on pronunciations. Think about your LSRW skills and be updated with current knowledge and practices.

VI. VALIDATION OF THE COMMUNICATIVE COMPETENCE TESTING MODEL

A primary focus of the model is to assess communicative competence and provide suggestions to make improvements in the communicative competence. However, the scope of our model is much broader. Incorporation of different assessment tests is possible in the developed model. Achieving communicative competence is related to the achievement of academic, social, and career success. For example, we can upgrade model for job interviewing, quiz competitions, group discussions, and recognizing and responding to cultural variations etc. Students and experts are partners in the improvement of communicative competence. The participation of the students in competitions like easy writing, competitive written examinations, solving cross words, quizzes, presentations etc. need to be improved. There is vital need to develop and motivate the students for participating in such activities. The students play an active role in establishing and evaluating goals, activities, and expectations. The developed model has wide scope to assess and compare the effectiveness in speaking and writing among the various branches of polytechnic students. We have tested the validity of the model by actual conduction of the communicative competence tests on 'Written Communicative Competence' and 'Oral Communicative Competence' for five Polytechnics in Sangli District of Maharashtra.

Table 5.11.6 Data of Average % Grade collected from the Students of five Polytechnics

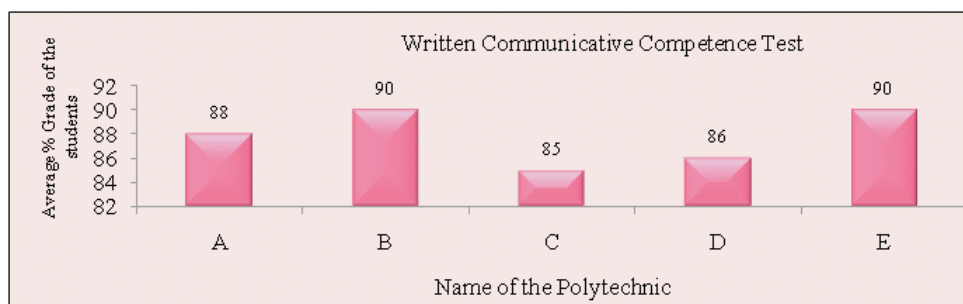| Sr. No.	Name of the Polytechnic	Written Communicative Competence Average % Grade of the students	Oral Communicative Competence Average % Grade of the students
1	A	88	79
2	B	90	84
3	C	85	80
4	D	86	77
5	E	90	80

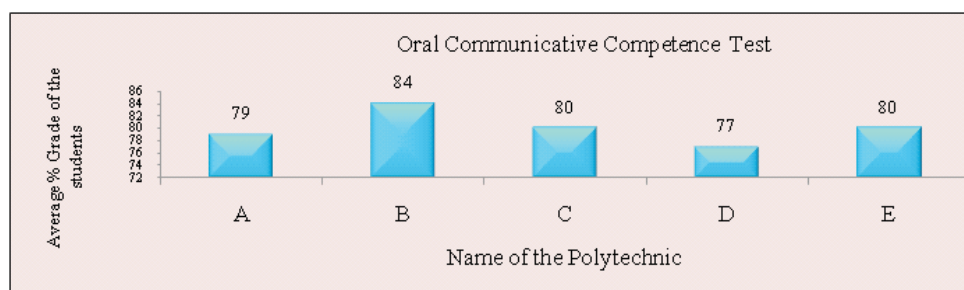**Fig.2 Result of Written Communicative Competence Test**

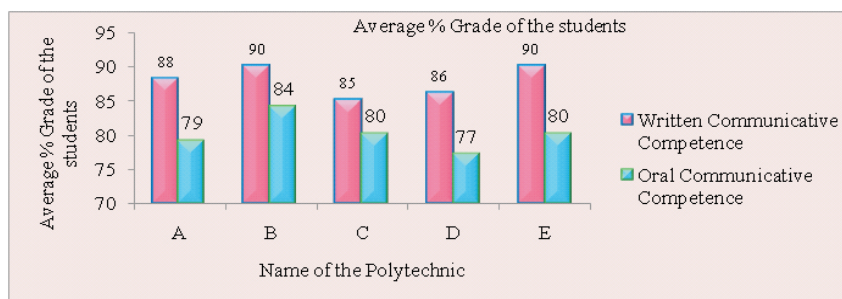**Fig.3 Result of Oral Communicative Competence Test**

Fig.4 Average grade of the students

Validity is a requirement of both quantitative and qualitative data collection and analysis; all studies are subject to scrutiny over the quality of their methodology and the legitimacy of their findings. In a quantitative approach, validity can be addressed through 'careful sampling, appropriate instrumentation and appropriate statistical treatments of the data. Convergence of findings could provide evidence of validity conditions in Polytechnics. The model was tested and graphical representation of the collected data shows that the calculated values of the % grades and values obtained through communicative competence testing model are same. The students are more competent in written communication than in oral communication. Also students from rural area are less competent than those from urban area. Thus we can say that designed model is accurate and reliable for testing of communicative competence.

VII.CONCLUSION

The students participating in basic communication courses demonstrate improved communication competence. When the regular classroom experience is supplemented with and supported by communication instruction, then significant positive gains in willingness to communicate may occur. There is a need find about how to teach communication and assess communication competence of the students in the classroom. This calls for improved methods for assessing student learning in communication programs. Assessment programs are needed to improve both faculty effectiveness as well as student learning. Important communication competencies that should be assessed are: language knowledge, strategic competence and background knowledge, and decision making. The developed communicative competence testing model plays vital role in self assessment and assists in developing competencies.

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