

**GLOBAL COMPETENCE OF INDIAN UNDERGRADUATE STUDENTS: A
GENERAL SURVEY****DR. SWAPNA AKOJU**Assistant Professor of English, Guru
Nanak Institute of Technology, Hyderabad**MS. G. SUCHARITHA**Assistant Professor of English, Guru
Nanak Institute of Technology, Hyderabad**Abstract**

The aim of the study is two-fold: 1) to obtain the global competency levels of undergraduate students and 2) to promote the measures to be taken to improve their global competency levels. The study included 200 undergraduate students whose ages ranged from 18 – 22 years. All students were bilingual and can speak, read and write in English. The mother tongues of students were different. This survey was conducted on students from reputed Engineering colleges across Hyderabad. The students were provided with a questionnaire which included questions to test their global competence, and asked to participate in group discussions to test their communication skills and competency levels. Later the analysis has been made to identify their global competency levels. Results indicate that the students need information regarding many things that happen across the world, little more exposure to the world class infrastructure, encouragement and motivation from their parents, elders and faculty.

Keywords: Global, Competence, Undergraduates, Infrastructure

Introduction

In the recent past, the world has witnessed an unprecedented phenomenon of globalization. People crossing national borders and settling down in foreign countries for better livelihood, has become the order of the day. Consequently, global competence has become a norm more than an exception in many of the developed countries. This phenomenon has posed many challenges to the undergraduate students as well as the faculty.

Basically, the Global Competence is the result of both education and experience. The basic characteristics of Global Competence are: firstly, the students should be proficient enough to communicate in a second language; secondly, they should be able to compare and contrast things globally; thirdly, they have to easily get habituated to all kinds of environments and cultures; and finally, they must practice all disciplines in a global context (Georgia Institute of Technology 2005, as cited in J. R. Lohmann et al. 2006). On the same lines, J. R. Lohmann et al. (2006) proposed a conceptual model to define the Global Competence and designed a curriculum model to be instilled in the Engineering curriculum. Later he also made an assessment model to determine whether the engineering students have attained it. A survey conducted by Asia Society in 2005 has illustrated four dimensions of Global Competence for students. They are the students must:

- investigate the world beyond their immediate environment
- recognize their own and others' perspectives
- communicate their ideas effectively with diverse audience and
- translate their ideas into appropriate action to improve conditions.

This image by Asia Society @2005 depicts the above mentioned domains of global competence. (asiasociety.org)

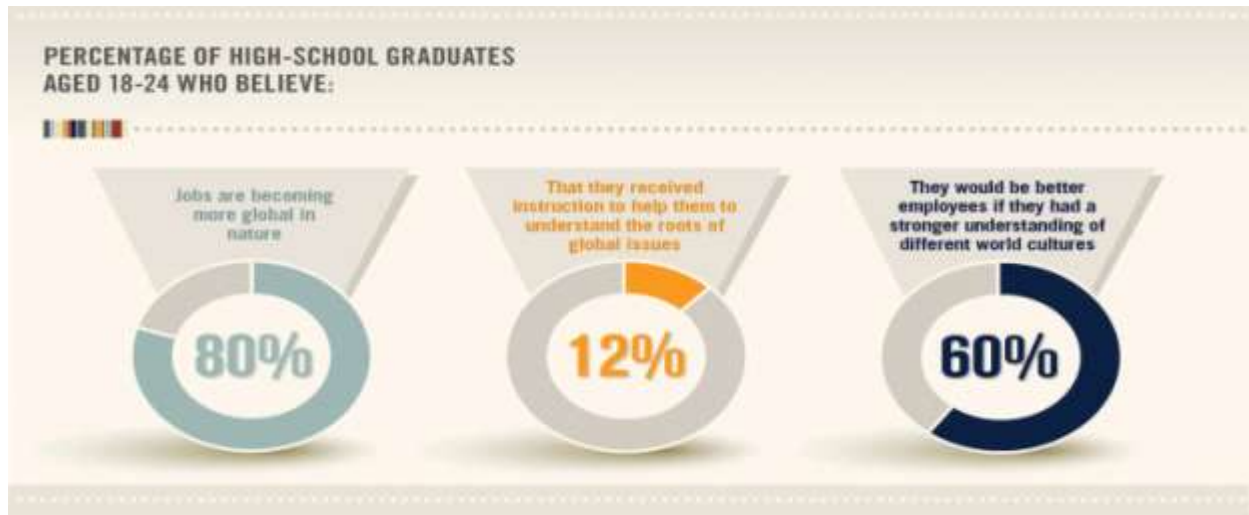


Source: <https://asiasociety.org/education/what-global-competence>

Global Competence predominantly entails the core concepts like Skills, Behavior, Values and Attitudes. “The Global Competence refers to the knowledge, skills, and dispositions necessary to navigate and succeed in today’s interconnected world. Globally competent individuals are *life-long learners*, have an appreciation for cultural differences, an ability to understand and consider multiple perspectives, critical and comparative thinking skills, problem solving abilities, comfort with ambiguity and change, and understand globally significant issues” (worldsavvy.org/global competence/).

Arne Duncan, U.S. Secretary of Education exemplifies that the global competence is possible only through education and exchange of our thoughts and deeds with worldwide competitors. For this we need to focus on integrating international perspectives into our classrooms. With this we become better collaborators, competitors and compassionate neighbors in this global society (<http://www.worldsavvy.org/the-need>).

The following picture of a survey conducted by worldsavvy depicts the belief of present generation students on global competence.



Source: www.worldsavvy.org/global-competence/

In the past, it was very difficult to get the necessary information regarding any concept. But these days, the world has become a global village and everything is accessible to us with the help of internet and smart phones within our hands. In a fraction of seconds, we are able to find solutions and information with the help of them. With the invention of technology, things have become very easy to be processed. At the same par, the number of competitors across the world has grown up. It has become a challenge to the students and faculty to become more alert, aware and awake. Global competence is not only required to successfully navigate our communities, but also to thrive professionally in an increasingly global workforce.

Recently, The OECD's Program for International Student Assessment (PISA) which is the benchmarking standard for measuring student performance around the world has included global competence for the first time in 2018 in its measurements, signaling yet again how critical it is for graduates to thrive in the 21st century. Hence, we need people in all sectors to be globally literate and culturally competent to face the challenges in the 21st century.

The Present Study

It is noteworthy that, thus far, several attempts have been made in identifying the global competence of students and faculty across the world by Worldsavvy and Asian Society and many other organizations. When it comes to the Indian scenario, there seems to be a serious dearth in this field.

Aim

The focus of this paper is to obtain the global competency levels of undergraduate students and to promote the necessary measures to be taken to improve their global competency levels.

Choice of Speakers



The study included 200 undergraduate students whose ages ranged from 18 – 22 years. All the students were bilingual and can speak, read and write in English as well as in their mother tongue. The mother tongues of students were different. This survey was conducted on students from reputed Engineering colleges across Hyderabad.

Methodology

Prior permission has been taken from the managements and students to conduct this survey. The students were randomly picked from different branches of Engineering. The students were provided with a questionnaire which included personal details of the student and questions to test their core concepts of global competence like, skills, values, behavior and attitudes. Later the analysis has been made to identify their global competence. Later group discussions and personal interviews have been conducted to test their communication skills and competence levels. A copy of personal details form and the questionnaire has been reproduced below.

Personal Details	
	Sl. No.....
Name of the Student	
Date of birth.....	Gender.....
Nationality.....	
Course	Year.....
Aim.....	
Name of the Institution	
Father's Occupation	
Mother's Occupation	
Date:	
Place:	Signature

Questionnaire
1. How many languages you can speak?
2. Do you possess a Smart Phone / PC / Laptop?
3. Do you like to browse internet for new things? If so which gadget you prefer to use? Why?
4. Are any of your family members residing abroad? If so give the details.
5. Have you ever visited a foreign country? If so provide the details of the country.
6. Are you willing to go abroad for further studies?
7. Where would you like to work in your future?
8. Are you comfortable everywhere across the world?



-
9. Have you ever attended an International interview?
.....
10. Are you preparing for any Proficiency tests? If so provide the details.
.....
11. Which language you feel more comfortable when you speak to strangers, why?
.....
12. If you fail to achieve anything you wish, will you strive to achieve that or will you change your wish?
.....
13. How will you respond, when an elderly person advices you repeatedly?
.....
14. How much time you spend on social networking cites every day?
.....
15. How much time you spend on learning new things every day?
.....
16. Do you have a habit of writing diary?
.....
17. If there is a lot of competition, will you face it or avoid it?
.....
18. Do you really enjoy doing your project works?
.....
19. Are you satisfied with the existing curriculum?
.....
20. Would you like to have any changes in the current syllabus?
.....
21. Do you like to participate in any competitions? If so mention them.
.....
22. What is your lifetime ambition or goal?
.....
23. Are you willing to serve the nation? If so mention in what way you will serve?
.....

Declaration: I hereby declare that the information provided by me is true to my knowledge.

Date:

Place:

Signature

Analysis & Results:

The analysis was carried out to identify the core concepts like, values, skills, behavior and attitudes. The survey included 200 participants of different backgrounds. The following observations were made out of their response in the Questionnaires and Group discussions.

- All the participants were able to speak, read and write in three languages. Only few students (5%) were able to speak, read and write in more than three languages.



- 97% of the students are using smart phones, laptops and PCs but 3% of students are still not using smart phones but they could access the internet in the PCs available at their homes.
- Only 2% of the students have already visited foreign countries, and 40% of the students have their family members residing in foreign nations.
- Many of them are willing to compete in any circumstance without leaving it but they need continuous support and encouragement.
- 45% of students are willing to spend their free time on browsing social networking sites and with their friends.
- 55% of students are spending their free time on learning new things. Among them 90% of students are using their smart phones to browse the information.
- It was noted that the students have started appearing for proficiency tests only after entering their third B. Tech.
- 80% of the students are interested to work abroad and do their higher studies abroad.

The results of the survey through questionnaires and group discussions indicated that

- The students are aware of things happening around them but not able to respond in time.
- The students need more exposure to this practical world.
- The students are not able to restrict themselves to a single aspect.
- Still many parents are not willing send their children alone to other countries for their higher education.
- Many of the students are lacking proper communication skills.
- Many students are interested in learning things by doing.
- Many of the students are showing interest to spend time on social networking websites rather than learning new things on their own.
- Still many students are dependent on their parents and friends for many things.
- The students are willing to have more practical exposure.
- Many students showed interest in doing group projects rather than individual projects.
- The students need a continuous encouragement and support from their family members and faculty.
- Many students expect changes to be made to the current curriculum which helps them in active and engaged learning.

Conclusion

It has been observed that the students must be taught the need and the importance of acquiring global competence. Apart from the efforts put by students and faculty, it is important to note that the environment and culture also should support the students to acquire global competence. The parents and faculty play a vital role in making a student globally competent. The parents must encourage students in all respects of their personal growth and faculty should help them by



adopting innovative and multi disciplinary teaching strategies into their teaching. Apart from the society, faculty and parents, the education system also plays a vital role in aiding a student for developing his global competency. The education system needs to adopt new strategies in designing the curriculum which helps the students to have more practical exposure rather than theoretical studies. The curriculum should be designed in a way it helps the students to gain all round development.

Recently, AICTE, All India Council of Technical Education has changed the curriculum of engineering students. The current syllabus is more focused on practical education rather than theoretical subjects. Apart from the subject, the students need to be taught the ethical and moral values which are very important for their personal growth. In person a student must be trained and encouraged in the field of his interest.

Bibliography:

1. Lohmann. J. R., Howarda A., Rollins. JR., Honey J.J.(2006), *Defining, Developing and Assessing Global Competence in Engineers*, *European Journal of Engineering Education*, 31: 119-131
2. Goodwin. A. L. (2010) *Globalization and the Preparation of quality teachers: rethinking knowledge domains for teaching*, *Teaching Education*, 21:19-32
3. <https://asiasociety.org/education/what-global-competence>
4. Reyes L. Quezada (2010) *Internationalization of Teacher Education: Creating Global Competent Teachers and Teacher Educators for the twenty-first century*, *Teaching Education*, 21:1, 1-5
5. www.worldsavvy.org/global-competence/