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Competitiveness in State University (A Study among the Hostel Boarder P.G. Students Of Sambalpur University, Jyoti Vihar, Odisha)

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Abstract:

There is high competition for achieving the good academic career and jobs. Students are very serious about their career, they are going for prepare themselves for competitive examination; good academic achievement etc. Competitiveness in state university is somehow lower in comparisons to central universities. State universities facing problems of proper funding, lacking infrastructure, lack of faculties etc. Whereas central universities students gets the opportunities for good library facilities, proper housing facilities, scholarships as the financial support, exposer from the institution etc. which are key factor to develop competitiveness among the students. The universities which are running by the state government are unable meet the above needs so the competitiveness among the students is comparatively lower. In the present study researcher trying to established the relationship between the “Culture of Education of the family and Competitiveness of the students”, and also socio-economic conditions and infrastructural facilities of the universities have the major role in the enhancing competitiveness among this students.

Objectives: examine the socio-economic and intergenerational occupational structure of the family, and know the type of educational institutions they passed, and visions, peer pressure and environment for the development of competitiveness among the students.

Conclusion: There is high competition for achieving the good academic career and jobs. Students are very serious about their career, they are going for prepare themselves for competitive examination, good academic achievement etc. But it is seen that the competitiveness among the students of state universities gradually decreasing. The level of expectation is decreasing among the students. They want achieve more things with no time, gradually their losing patience. They do not learn and unlearn things, want to achieve little things rather than go for sustainability of achievement which needs high and may be lengthy competition. From the above discussion it will concluded that the competitiveness in education among the PG students of state universities are not good in comparisons to central universities. They need to be support from the government for funding and development of competitive environment among the students.

Key words: Competitiveness, State University, Central University, PG Students, Education, Culture of education, Academic Performance, Career

1. Introduction

Competitiveness pertains to the ability and performance of anybody in any field. “Competition” in higher education has traditionally had rather genteel connotations. We compete with other similar institutions like central Universities, private and deemed universities in the educational field, and in sports, students, donors and grants. There is high competition in the field of education and employment. Competitiveness is closely related to the degree by which anybody’s achievement. Especially in the field of education we can only measure competitiveness through his good academic performance, achievement in the national level and other competitions for education/competitive examinations. India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. At present in there are 570 universities in India. Out of them 44 are central universities, 130 are deemed universities and 11 are Open Universities and 304 state universities. Competitiveness in most of these state universities is lesser than it is found in the central and deemed universities.

2. Review of Literature

Competitiveness among students depends upon the competitive environment in their home, are more likely to perform at higher academic levels at the level of postgraduate education. Competitiveness itself is significantly associated with culture, which 'drives' competitiveness, and competitiveness have a positive mediating effect on academic performance. Indeed, culture alone explains 32% of academic performance (C. Baumann and Hamin, 2011). The contribution of culture has the major role in the field of education and academic performance as well as the competitiveness of the students. On the other hand the peer group, learning environment, personal interests etc. have also control upon the competitiveness in the educational sphere. Selectivity is indeed an excellent signal for quality because there is a direct causal link between selectivity and quality. As a result of peer effects, selectivity enhances the productivity of learning. For better or worse, students learn as much from their fellow students, their peers, as they do from their teachers. In a group of smart and ambitious peers, nobody wants to fall behind, but in a class of lazy, dull students, the teacher is going to have a rough time (Franck and Schönfelder, 2000). Winston and Zimmerman, 2004 Goethals (2001) employed a unique and innovative experimental framework to measure peer effects. The study explored whether students would perform better writing about newspaper articles they read and discussed in academically homogenous or heterogeneous groups of three. He found that students' performance was not linked to their own academic rating but was affected by whether they were placed with academically homogeneous or heterogeneous peers. He found that groups composed of students who all had a low academic rating and groups composed of students who all had a high academic rating perform similarly with both groups of these types out performing groups in which some students had high ratings and some low ratings. These results were stronger for men than for women. So he found that the peers' academic characteristics influenced others' behaviour but not with straightforward nonlinearities.

The study of Bill Thornton et. al, (2011) explore that "Achievement Strivings and Impatience-Irritability have differential implications for achievement performance. As expected, hyper competitiveness was not related to Achievement Strivings, but positively correlated with Impatience-Irritability. In contrast, personal development competitiveness related positively to Achievement Strivings, but was not related to Impatience-Irritability. Hyper competitiveness was not related actual academic achievement either, but personal development competitiveness was positively correlated". But in the view of Xie, Hou and Li(2011) cooperative strategic alliance in education is intended to develop academic personnel's practical skills, support the development of specialties and curriculum, convert knowledge achievements, exert both sides' advantages with the best combination and to the largest extent and achieve the largest benefit ultimately by offering educational services through cooperation. This is a necessary demand to improve talent quality during the process of higher education against the background of economic globalization and diversified world culture. By establishing cooperation in education, we can not only deepen both sides' understandings of educational system and strategic development and improve the organizational structure of educational institutes at all levels, but contribute to the improvement of university's competitiveness and the growth of social economy according to actual business demands.

Meritocracy strictly implements the meritocratic criterion for the distribution of the labour force with respect to education and status. Advocates of the meritocracy (e.g. Bell, Boudon, Halsey, Thurow) is likely to concur that under a pure meritocracy more educated persons should not have lower social status than less educated ones. The educational system has become so competitive and economic success is almost wholly determined by educational success, there has been an ever-increasing demand for extra qualities besides institutional education and meritocracy. Socio-economic status, ethnicity, gender in particular strong affects and attainment in the propensity to survive educational transition (Moore, 2000 and Zimdar, 2007).

3. History of Higher Education in India

3.1. Pre-British Period

There has been nothing like an educational evolution in India known to have taken place during the historic period excepting the addition of a few new subjects to the curriculum as a result of foreign contacts in later periods. The competitiveness during that time in education was not remarkable. Early, In India knew no strict class organization, but the chains of caste were gradually forged and came to have nearly universal validity. As a result of which education in ancient India was caste and community oriented and so mostly vocational. This functional stratification of society was an important phase of growing civilization and with it came differentiation of education. All the four categories of society (e.g. Bramhins, kshetriya, Baishya and shudras) are doing their hereditary jobs. Education was only limited to Brahmins and higher class people. Education became the concern of the community and the state only played the role of an aiding agency through grants of lands and villages, and by way of momentary concession, such as remission of taxes etc to teachers and scholars who through their personal efforts tried their best to spread education.

3.2. British Period

The Britishers at the time of viceroy Maculay frame education policy to cater the needs of colonialism. They did not look into the broadening of base of education and no attempt was made for mass education. State did not own up the responsibility of education and as in the past remained satisfied only with the role of an aiding agency. Democratic values have been tempered to suit the needs of the ruling class. As a result the ruling elite succeeded in creating a conducive infrastructure for commercialization and communalization of education. In the past, there has been many attempts to free education from the clutches of caste, community and religion, but unfortunately these movements for democratization of education did not have powerful momentum to counter the forces of feudalism and capitalism. Raja Ram Mohan Roy, Iswar Chandra Vidyasagar, Jotiba Phule, Sabitribai Phule, Sayed Ahmed Khan, Gopalkrishna

Gokhle, B.R.Ambedkar and above all, Mahatma Gandhi tried their best to expand base of education and to make it available to the poorest of the poor.

3.3. Post-Independence

The history of educational development in India in the 1st phase (1947-86) can best be described as an era of short-lived optimism. It was through more than a century of movement that we came to accept the idea of a secular, scientific and democratic system for our people. The educational commissions formed for the enhancement of educational facilities to its citizen competitiveness somehow emerge during this period for. The impact of new economic policy of liberalization, globalization and privatization made education privilege of the few. Another facet of educational system which defies the spirit of equality enshrined in the Indian Constitution is the dual system of schooling: government and government-aided schools on the one side and the convent/ public/ model/ navodaya / adarsha schools on the other. Than the competitiveness emerge among the students. Still the university education was not up to the mark.

3.4. Post-Liberalisation

After the nineties the competitiveness in all fields is increasing highly. The cultural contact due to globalization has the adverse effect for developing the competitiveness in education within and abroad the country. Students are able to know the markets demand and prepare themselves accordingly. There after also there was big increase in the number of universities, teacher and students, but how far this jumps were distributed among all the communities and groups in India has to be examined to understand how unequal the development that takes place in the arena of higher education was. After the 1991, the higher education sector has began to change like anything, emergences of the private universities, new self financing institutions and courses, folds of increase in the tuition fee, emergence of self financing institutions, setting up of educational regulatory authorities in the state and centre, market and industry oriented courses and curricula. It has privatised and became as an Industry which provide income, the boom of private higher educational institutions has shaped the destiny of the higher education where market decide everything, emergence of the new courses, private universities make the recent characteristics in this arena, this has "revolutionised" the higher education by restricting the access to a small minority they can 'buy' higher education which is obviously the urban upper cast Indian elite and other economically and socially affluent classes.

4. Professionalization of Higher Education in India

Today we are at a point of time when India is going to be the most populated country of the world in the near future. Now this population can turn into a demographic dividend or a demographic disaster depending on the approaches and strategies we plan to apply in the coming years.

Now if we carefully observe these demographic figures then we find that India is going to remain the youngest country in an ageing world at least for the next 40 years. And the best way to capitalize this asset of INDIA is by proper Management and Professionalization of Higher Education – A sector quite neglected in the recent past.

In the next few paragraphs I am going to discuss the major problems afflicting the Higher Education of India and its corresponding solution which needs to be brought into effect.

- **Quality Management of Higher Education**

The most important element of Quality Management is constant evaluation with the current needs of the market and existence of competition.

Now the biggest problem we have in Technological higher studies is that our syllabus is hardly updated and kept in pace with the demands of the industry. We do have periodical Quality assessments but that is hardly implemented. As a result when students don't find job after their Post Grads or Masters, they look at it as a waste of time and money. The best way of Management of such problems is by bringing together the Industry and Academics. And the best way of doing this is by bringing in more and more industrial projects into the universities so that students can work on live projects. We also need to attract industrial experts into the universities.

- **Foreign Investment in Higher Education**

Today it so easy to open a Spencer, Walmart or a Metro supermarket in India. But there is hardly any investment in the education sector which can be a very good business in India keeping in mind the explosion of the middle class of the country and the ongoing change in the mindset of people looking at higher education as an asset. This is mainly because of the various complications involved to open a Private University in India. If we can work out this problem then it will bring in competition and which will result in better quality, easy accessibility and increase in the total number of seats.

- **Autonomous or Govt. Regulated**

The recent case of the hunger strike of IIT Professors is the best example of the result of Govt. Regulated higher education in a country. Politics has to be kept away from the education sector if the country needs to grow. The more the education is Govt. regulated, more is Reservations, Politics and of course corruption.

- **Investment in R&D**

If we compare the number of Doctorate Thesis and Post Docs in India then we find a very big gap and it results in brain drain. We need to invest more on the R&D sector so that our talents don't get lured by the research opportunities outside.

Today IITs undoubtedly produces the best undergrads of the world. But how many patents does it file every year. Now its time to make them the best research institutes of the world.

- **Pays and Perks of a Research scholar**

This point has long been neglected saying innovation comes with passion for the subject not with the perks and pays. So if one has a passion for a subject he will never go to the corporate world. But they forget the fact that they may go to the developed world where they have both money and opportunities, not to mention the research facilities.

If industries are the engine of the growth of a nation then Research on modern technology is the fuel for this engine. How long can we survive with purchase of Technologies from the developed world? Moreover it also comes with a high price. The money which we spend to buy one Sukoi fighter aircraft from Russia if invested on the pays and perks of scientists and research facilities can help retain our talents at home who invent these technologies for other countries. So that we can make our very own Sukoi.

- **Utilization of the pool of NRI Scientists, students, Research scholars in different parts of the world**

Today there exists a very big pool of quality NRIs throughout the world. The govt. has already realized this potential and is attracting good investment opportunities for them. But that is the business perspective of global India. Its high time now that we try to establish more joint Research collaborations with different International Universities through these ambassadors. Well the premier institutions of India like IIT, IISc, JNU, TIFR etc have already followed this strategy and achieved a lot but now it time that even the mediocre ranking Universities apply the same principle and its extended to fields other than Engineering.

- **Developing Exchange models between different countries**

Well right now this scheme exists only in the top level institutions of our country. Whereas if we compare other developing countries then even the mediocre level Universities have adopted this model. This has been made possible because of their good networking approaches with various Universities of the developing world.

Getting an international exposure is very important in the development of the overall personality and the horizon of thinking of a human being.

- **Developing Exchange Models within India**

First of all let me discuss why its so important? Well, India is even bigger than Europe....so its practically a continent. But how much do we know about India. If you watch a BBC Documentary on India shot by a foreigner you will realize that you never ever knew that such customs, such traditions ever existed in India. An international student who comes to India for a summer break and travels through the country learns much more than any average youth of India.

But we should not forget that these ordinary average youths of India are the future political leaders, engineers, doctors, teachers and Managers of India. Just imagine what would happen if a person from Sweden is elected as the president of Italy? Similarly how can you expect a person from Gujarat to understand the problems faced by a person from Arunachal Pradesh if he had never been there, never known about the culture over there, never met any person from there.

Learning the culture of other places, knowing people of different places, travelling plays a very important role in life. Now the government has to realize the importance of it. And the best way of developing this quality in youths is to develop an exchange model between different Universities in India whereby students can spend one semester or one year in each University if they wish thereby learning culture and values of different countries within India.

5. Competitiveness in Education

Education and competition are two universal ingredients of all human cultures, in fact, of almost all animal life. Humans have always considered education and competition important issues, both in the past and in the present. Of course, there have been fluctuations in emphasis and much has changed throughout the centuries. All life forms somehow possess knowledge and skills for survival and propagation. Such knowledge and skills are transmitted from generation to generation through education. Competitiveness in education can be measured through the achievement of the students in different national and other competitive examination. The roots of education lie hidden in an unknown past; those of the competition are even less traceable.

6. Competitiveness in State Universities

Competitiveness in state university is somehow lower in compared to central universities. State universities facing problems of proper funding, lacking infrastructure, lack of faculties etc. In central university students gets the opportunities for good library facilities, proper housing facilities, scholarships as the financial support, expose from the institution etc. Which are key factors to develop competitiveness among the students? The universities which are running by the state government are unable meet the above needs so the competitiveness among the students is comparatively lower.

7. Problem of Study

In the present day society competition in every field is high enough. Education and employment are correlated with each other. There is high competition for achieving the good academic career and jobs. Students are very serious about their career, they are going for preparing themselves for competitive examination, good academic achievement etc. But it is seen that the competitiveness among the students of state universities gradually decreasing. The level of expectation is decreasing among the students. They want to achieve

more things with no time, gradually they're losing patience. They do not learn and unlearn things, want to achieve little things rather than go for sustainability of achievement which needs high and may be lengthy competition.

8. Relevance of the Study

The post-graduate students studying the state universities are facing problem to meet the competitiveness of market. Generally, in central universities they get more facilities in comparisons to state universities. On the other hand the nos. of state universities is more than other. So the students coming out from the state universities are facing high difficulties in compete with the students central universities. The students of state universities encountered with so many problems like financial, infrastructure, faculties etc. central universities are getting all support from the centre, but in state universities students are not getting proper assistance from the institutions.

9. Objectives

- To find out the Socio-economic Background of the respondent.
- To examine the intergenerational occupational structure of the parents and grand parents.
- To study the type of educational institution the respondents attendant before coming to J.V.
- To examine the future plans of the respondents.
- To study the peer pressure for development of competitiveness.
- To suggest measure for development of competitiveness among the P.G. student.

10. Hypotheses

- More the parents are in white collar jobs more the students are competitive.
- The competitive environment in the educational institution attendant enhances the competitiveness.
- More the student studious more he is competitive.
- More the student takes part in competition, co-curricular and extra-curricular more he is competitive.
- More a student is involved in discussion group more he is competitive.

11. Description of the Field

Sambalpur University Jyoti Vihar is situated nearby the world largest dam that is Hirakud Dam. It is coming under the Burla NAC, Sambalpur district. Burla is famous for VSS medical college and hospital which is the only dependable medical in western Odisha. For communication there is the Hrakud Railway station about 3km distance from University and about 2 km. distance from the NH 6 towards the Burla town. For this study of competitiveness in state university researcher had taken Sambalpur University as the field. There are about 23 post-graduate department including science, arts and management. A central library, one auditorium, hostel for boys and girls students, play ground, guest house for guest etc. infrastructural facilities avail here.

12. Methodology

Because of the paucity of statistical information on postgraduate students, this paper utilizes a case-study approach whereby the Sambalpur University of Odisha is selected as a field of study. Descriptive cum explanatory methods are chose for the research. from the diverse population study was conducted for obtaining data, five girls from the science subjects and five from the boys and same in the arts subjects.

12.1. Sampling

For the study of competitiveness in state universities I have taken Sambalpur University as the case study. And for obtaining data 20 respondents are chosen through random sampling method. Ten respondents from boys and ten from girls' students as per the instruction given. Ten respondents from the science department and ten respondents from arts department were interviewed. Data collected from the PG students of different discipline by applying structured interview scheduled. Hence forth the proposed study is a case study, the descriptive as well as diagnostic method would be followed for analyzing and summarizing the collected data.

12.2. Data Collection

The study was based primary data collected from the respondents. In this study interview scheduled is used for data collection. Interviews were made for collection of information from the twenty respondents individually.

12.3. Problems Encounter In Data Collection

No such difficulties encounter in collection of data. Respondents are hesitate for giving thier personal information like secured % or division. Otherwise they cooperates with the researcher.

12.4. Findings

Findings of this study explore the causes and present scenario about the competitiveness in education among the P.G. students of state university. Findings stated that better socio economic back ground of the families helps the students for competitiveness. Study found that about 45% of students attend class with preparation and they have retained good academic records. Where twenty per cent of the respondents prepare themselves occasionally and scoring average score in the academic history. Regular study habits helps the students to develop competitiveness which numbered 50%. Others are casual about the career or not competitive who are not studied regularly. Only 30% respondents have the discussion group up to the graduate level who are somehow competitive from others.

Most of all respondents are saying that they are competitive. About 70% of them told that they want a good service as reasons for competitiveness. And about 25% are proposed for business. Some people are not competitive because of high risk.

Lack of infrastructure, lack of faculties, lack of institutional exposer, financial problem of students are the major problem encounter which hinder for the development of competitiveness among the P.G students in the state universities.

Some financial help, free coaching for competitive examination etc. may help to brings competitiveness among the students according them. Students suggested that every day evening discussion about different topic, general knowledge discussion, subscribe some competitive magazine, news paper etc. in the hostel may help for promoting competitiveness.

13. Conclusion

From the above discussion it will concluded that the competitiveness in education among the PG students of state universities are not good in comparisons to central universities. They need to be support from the government for funding and development of competitive environment among the students.

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