

“Think Locally, Act Globally”: Hurdles in Implementation in Indian Higher Education System

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Abstract: Globalization has got innumerable opportunities in the field of higher Education in diverse fields. The incredible development in information technology has promoted learners' method of learning in both the formal and distance modes. Now, preparing future graduates for their place in a fast evolving 21st century society and global economy raises a number of challenges and possibilities. Higher education is struggling to keep up with the demands of changing world demographics along with the rapid rate of new communication technology diffusion and a volatile political economy. To ensure the effectiveness of academic programs in a globalized society, it is vital to take into account both teachers' and students' understandings of what globalization/ localization (“glocalization”) means to realize the problems, challenges and realities they may actually face upon graduation. Are teachers and students truly ready to take on the challenges of “glocalization” both inside and outside the classroom? This paper is an attempt to analyze the Indian position in endorsing positive Glocal learning experiences.

Keywords: Globalization, Glocalization, Higher Education, SWOC Analysis.

1. INTRODUCTION

The globalization has provided new dimensions for study and research which are no longer limited by national boundaries but also wields a subtle treat to national cultures and autonomy. It has a multi-dimensional impact on the system of education. It promotes new tools & techniques in the field of education like E-learning, Flexible learning, Distance Education Programs and Overseas training etc.. India has abundance of natural resources, huge young and skilled man power to excel in every walk of life. The effects of globalization & ‘glocalization’ on education can make rapid developments in technology and communication in learning systems in India and of course across the world as ideas, values and knowledge, changing the roles of students and teachers and producing a shift in society from industrialization towards information based society. globalization and the need for localization in education reform, Yang (2001) claims that “localization of education will make people [better aware of] their own cultural roots so as to give them points of reference that enable them to determine their place in the world” (p. 18). Hence, to equip Indian students with the concept of “Glocal”, educators and administrators, especially in the area of higher education, should re-think their strategy relating to curriculum design to permit construction of courses that would help students not only for the future career needs, but also to prepare them to become globally compatible citizens.

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account both teachers' and students' understandings of what globalization/ localization ("glocalization") means to realize the problems, challenges and realities they may actually face upon graduation. Are teachers and students truly ready to take on the challenges of "glocalization" both inside and outside the classroom?

Glocal and Glocalization refer to the merger of global and local perspective on the socio-economic and political impact of all phenomenon that affect local and global communities. Glocalized learning and teaching refers to the curricula consideration and pedagogical framing of local and global community connectedness in relation to social responsibility ,justice and sustainability .Glocalization is a good description of blending and connecting local and global contexts while maintaining the significant contributions of the different cultural communities and context (Boyd,2006 and Khondker's,2004) .The terms glocal and glocalization are not new and have mainly been associated with the business ,technology and sociology disciplines .There are multiple descriptions and definitions of the term as they apply to non-higher education frameworks, however ,they have not been applied to the pedagogical framework with in higher education. Boyd (2006) explains the term glocalization as connecting" The global and local together" and a blend of local and global. Khondker (2004) describes glocalization as similar to globalizations and suggests that its strong attraction is that it erases the fear of difference but not the difference. The latter is one of the desired goals of glocalization in higher education.

The adoption of a Glocal approach to education has the potential to eliminate negative and undesirable aspects bred by internationalization of curriculum. To a great extent internationalization has over shadowed perceptions of international students contributions to glocal learning ,as it focus on issues related to English language proficiency, accents, international students enrollments etc. Higher education standards of assessment and evaluation are set in line with dominant culture norms with assessment and evaluations designed with in the western-centric paradigm and knowledge base. According to Welikala (2011) internationalization upholds the dominant cultures' ideology and utilizes the stereotypical behaviours of less dominant (i.e.minority) cultures to frame its strategic hegemonic agendas through negative shaving of minority cultures. Hence, the social mores of the dominant cultures become the norm against which the values and attributes of other cultures and judged.

Global and local experiences fuse together in the open spaces of glocalized learning so teachers should work with in a framework that endorses acceptable norms of engagement; respect and dignity for all metacultural sensitivity, critical self-reflection ,justice ,inclusivity, diversity and commitment to action for change .Within this framework ,teachers must be cognizant of the effect of teaching methods they use. Glocalization of education takes in to account local and global contexts of intercultural processes and "is heuristic to push beyond the global /local binary "(Pullen et al,2010).It allows learners to enquire discover and to learn from their individual and collective experience and context in public learning spaces. The heuristic dimension is one of the underlying strengths of glocalization .Learners and teachers are challenged to seek creative solutions through exploration and discovery that are context driven instead of blindly subscribing to the dogma of best practice and good teaching and learning (Patel, 2012). **'Glocalization' in Indian higher education:**

Education system in India has got a history which can be dated centuries back to the age of Buddha and, now, along with passed span , although, India has successfully created one of the leading higher education systems in the world. **Nalanda University** (also known as Nalanda International University) has again started its first academic session on September 1, 2014, with 15 students, five of whom were women. India has proved its worth in this arena also. Eminence of many top institutions is recognized to be analogues to the best in the world yet; Indian education system faces problems from the issues that keep originating from disparities and developmental practices adopted. As a result of which even after all the remarkable development in the areas of Information Technology, space science, nuclear technology, oil exploration, industrial production etc., India is still not able to eradicate its problems of poverty, ignorance and underdevelopment completely and successfully due to various reasons. Nearly one-fourth of the population is still below poverty line; one-third are illiterate and disparities amongst rich-poor, urban-rural, educated-uneducated are high, which are posing hindrances in the developmental phenomena. Although, the country has opened its door to the foreign contributors in the fields like education yet; the country has to face following key challenges:

Regulatory structure: The not-for-profit requirement has restricted corporate involvement, resulting in high fragmentation and the space being dominated by small regional chains which are not professionally managed.

Quality of education: While private sector institutes have grown at a rapid pace over the last decade, quality of education delivered is still suspect in many private institutes. The University affiliation structure enforces central curriculum

standards; while this has helped enforce a minimum standard of curriculum to some extent, this has also hindered delivery of updated or differentiated course offerings by private colleges.

Lack of Awareness: Indian higher education still lacks a vocational bias with a large proportion of students still enrolling in general courses that do not provide job-oriented training. Industry demand for vocationally trained individuals is leading to rapid growth in more industry relevant courses and professional education.

Shortage of well-qualified & trained teachers: Availability of qualified teachers is a key challenge in the higher education segment and hampers quality of education delivered. Reasons for the shortage include low salaries and availability of higher paying alternatives for qualified professionals. There is also currently no training mandated to enhance communication or teaching skills for college teachers, only a higher doctoral degree in the course of teaching is required.

Low access to student loans: The education loan market has been growing rapidly but still caters largely only to students enrolling in leading recognized institutes. With the significant increase in fees witnessed in the space in last five years, easier access to student credit is becoming a necessity for a large proportion of students.

Need for checks and regulations against malpractices: Private investment helps offset the funding crunch in the educational systems but could affect the accessibility of poorer income groups to education. In addition, the privatization of technical and professional education has also brought up issues such as the serious shortage of infrastructure, technical expertise and teaching facilities. Charges of underhand practices in private institutions reinforce the need for effective regulation, transparent systems and the supervision of private education.

Skill enhancement: the next big thing: Shortage of trainers and ICT based interface are likely to challenge classroom-based coaching models.

SWOC Analysis: Globalization clearly presents new opportunities, Challenges and risks for higher Education.

Strengths	Weaknesses
<ul style="list-style-type: none"> globally renowned educational institutions. 	<ul style="list-style-type: none"> Lack of infrastructure
<ul style="list-style-type: none"> Huge demand/Large ratio of population in 18-23 age group. 	<ul style="list-style-type: none"> Shortage of trained faculty to meet the increased demand.
<ul style="list-style-type: none"> Growing middle class with increasing incomes. 	<ul style="list-style-type: none"> Highly complex and unclear regulatory framework At central and state level.
<ul style="list-style-type: none"> Growing economy with numerous employment Opportunities. 	<ul style="list-style-type: none"> Regional Imbalances
<ul style="list-style-type: none"> Huge demand for Indian students in overseas markets. 	<ul style="list-style-type: none"> Not for Profit "tag" in formal education.

India has good opportunities but to meet certain threats;

Opportunities	Challenges
<ul style="list-style-type: none"> Unsaturated demand for quality global education. 	<ul style="list-style-type: none"> High time tag in introduction of reforms due to various reasons.
<ul style="list-style-type: none"> Low gross enrolment ratio in higher education. 	<ul style="list-style-type: none"> Deterioration in quality of education specially in private sectors due to lack of availability of trained faculty.
<ul style="list-style-type: none"> Sharp decline in dependency ratio predicted in next 30 years. 	<ul style="list-style-type: none"> Over regulation, control over course curriculum, entrance tests, fees etc.
<ul style="list-style-type: none"> India is expected to emerge as a global hub in education in Asia Pacific region. 	

There is no doubt that it is a difficult task for developing country like India to bridge gaps and to keep pace with the developed world. Massification of higher education can rather been responsible for this expansion. One of the main reasons is that resource constraints are severe, and the quality of education available to most Indian students is questionable in terms of its ability to face the challenges posed by further education as well as employment market. The

situation is further complicated by the rigidities of the higher education system, the political pressures from regional, religious and caste- based groups, and related problems.

2. CONCLUSION

Glocalization of higher education engages positive learning experiences through cultural respect and an appreciation of cultural values. Dialogue on glocalization attempts to move learners beyond the intercultural communication. Glocalization dialogue obligates learners and teachers to consider action that will demonstrate a deep understanding the recognition of the benefits, differences, and similarities among diverse cultures. Glocalization is an empowering paradigm.

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