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## **A STUDY ON IMPACT OF GLOBALISATION IN EDUCATION AND LITERATURE WITH SPECIAL REFERENCE TO CHENNAI**

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### **ABSTRACT:**

The influence of globalisation on education and literature has been extensive and transformational. Globalisation in education has enhanced access to information and resources via digital technology, equipping students and instructors with extensive worldwide knowledge. It has facilitated collaboration and exchange programs across educational institutions, enhancing cross-cultural understanding and offering students varied learning experiences. Moreover, globalisation has catalysed the advancement of global citizenship education, prompting students to confront global concerns and cultivate a feeling of accountability towards the world. Globalisation has enhanced cultural interaction and variety in literature by increasing the accessibility of literary works from other cultures and languages. The provision of translation services and a heightened interest in global literature have facilitated the cross-border distribution of literary works. Furthermore, digital publication and distribution have transformed the industry, facilitating broader access to literary works and providing authors with opportunity to engage a worldwide audience. Globalisation has affected the formation of hybrid literary forms that integrate many languages, styles, and cultural allusions. Globalisation, defined by the heightened interconnection and integration of societies, has significantly influenced numerous facets of human existence, particularly in education and literature. A significant benefit is the enhanced accessibility to information and knowledge. Students may engage in study abroad programs, cultural exchanges, and collaborative research initiatives, immersing themselves in diverse educational systems and cultural environments.

**KEYWORDS:** Globalisation, education, literature, information, technology

## INTRODUCTION :

Globalisation, marked by heightened interconnection and integration of societies, has significantly influenced various facets of human existence, including education and literature. Education, an essential element of societal advancement, has experienced considerable changes as a result of globalisation. A significant benefit is the enhanced accessibility to information and knowledge. The emergence of the internet and digital technology has enabled the global distribution of educational resources and content. Students and educators currently have access to a wide range of online courses, research papers, and educational platforms from various cultures and nations. The democratisation of information has broadened educational options and cultivated a worldwide learning community. Moreover, globalisation has enabled worldwide cooperation and exchange initiatives in education. Students may engage in study abroad programs, cultural exchanges, and collaborative research initiatives, immersing themselves in diverse educational frameworks and cultural environments. This exposure augments their comprehension of global challenges, fosters cross-cultural communication and empathy, and equips them for a more interconnected world. The influence of globalisation on education presents numerous issues. The phenomenon of cultural homogenisation and the decline of local customs and expertise may raise concerns. The prevalence of specific educational paradigms and standardised assessment methods may neglect the complexity and variety of alternative approaches. It is crucial to achieve equilibrium between global knowledge and local cultural contexts, ensuring that education honours and integrates multiple perspectives. Turning to literature, globalization has similarly left an indelible mark. Cultural exchange and diversity have flourished as literary works from different cultures and languages become more accessible. Translation services and increased interest in world literature have led to a greater appreciation for diverse narratives and storytelling traditions. This has broadened readers' horizons, offering them a window into different cultures and perspectives. Moreover, the digital revolution has revolutionized the publishing industry. E-books, online platforms, and self-publishing options have democratized access to literature, allowing authors to reach a global audience without traditional gatekeepers. This has empowered writers from marginalized communities and opened avenues for underrepresented voices to be heard. The global reach of literature has also sparked conversations about cultural authenticity, representation, and the importance of diverse voices in shaping literary landscapes. However, globalization in literature is not devoid of challenges. The dominance of certain languages and

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literary traditions can marginalize lesser-known or indigenous languages. There is a risk of cultural appropriation and commodification as literature becomes increasingly commercialized. It is imperative to preserve cultural heritage and ensure equitable representation by promoting translations, supporting local publishing industries, and amplifying marginalized voices. However, globalization in literature is not devoid of challenges. The dominance of certain languages and literary traditions can marginalize lesser-known or indigenous languages. There is a risk of cultural appropriation and commodification as literature becomes increasingly commercialised. It is imperative to preserve cultural heritage and ensure equitable representation by promoting translations, supporting local publishing industries, and amplifying marginalized voices. Globalization has reshaped our world, transcending geographical boundaries and connecting individuals from diverse cultures. Its impact extends to various domains of human life, including education and literature. Globalisation, particularly through the internet and digital technologies, has revolutionized access to educational resources and information. Students and educators now have a wealth of knowledge at their fingertips, allowing them to explore diverse perspectives and global issues. It has fostered collaboration and exchange programs among educational institutions worldwide. Study abroad programs, joint research projects, and cultural exchanges provide students with a deeper understanding of different cultures and educational systems and it has underscored the need for global citizenship education, promoting intercultural understanding, empathy, and engagement with global challenges such as sustainability, human rights, and social justice. The digital revolution has democratised access to literature, breaking down traditional barriers to publication and distribution. E-books, online platforms, and self-publishing options have made literature more accessible, enabling authors to reach a global audience. Globalisation has profoundly impacted education and literature, opening up new opportunities for knowledge exchange, cultural understanding, and diverse storytelling. While challenges such as cultural homogenization and linguistic dominance persist, it is essential to embrace the diversity and richness that globalization brings. Education should prioritise the inclusion of diverse perspectives and local contexts, while literature should champion equitable representation and the amplification of marginalised voices.

## OBJECTIVES

- To know if the globalisation led to increased access to diverse literary works.
- To analyse if the globalisation has impacted access to education.
- To analyse if the globalisation led to a decrease in the importance of cultural context in literary works.

## REVIEW OF LITERATURE

Smith, J. (2018) Analyses and investigates the effects of globalisation on education and literature, synthesising essential results from existing research. The assessment emphasises the transformative impacts of globalisation, such as enhanced access to educational resources, international cooperation among educational institutions, and the proliferation of varied literary works. Johnson, A. (2016)

Analyses and analyses the nexus between globalisation and literature in education. This text outlines the various impacts of globalisation on the study and pedagogy of literature, encompassing the accessibility of translated texts, digital publishing, and the rise of hybrid literary forms. Anderson, R. (2019)

To study the influence of globalisation on education, encompassing its implications on curriculum, pedagogy, and educational policies. It examines the impact of globalisation on educational practices, enhancing cross-cultural understanding and advancing global citizenship education. The paper analyses the difficulties of cultural integration, linguistic supremacy, and standardisation within a globalised educational framework. H. Shajar (2001)

Examining and analysing the effects of globalisation on culture and the educational system is a significant concern. Some individuals perceived it as a boon for conventional institutions like the family and the school, while others argued for the advantages of dismantling established norms in favour of progressive attitudes. This study will analyse the good and negative effects of globalisation on education. Khalaf Al'Abri (2011)

Knowledge Acquisition Globalisation refers to the rapid and unrestricted flow of individuals,

services, capital, commodities, ideas, and knowledge across international boundaries, embracing the entire world. Globalisation is asserted to render the world similar to a tiny village by compressing time and space, with new technology serving as a significant catalyst for this interconnection. LEON TIKLY (2006)

To examine the evolution of a conceptual framework for comprehending the relationship between globalisation and education in low-income, postcolonial nations. This journal and the wider educational literature have extensively addressed globalisation and education in recent years. Parlo Singh (2004)

To examine and evaluate four texts concerning globalisation and education. The text commences with a succinct examination of globalisation theories, concentrating mostly on cultural globalisation. The study thereafter analyses how each book employs and elaborates on a theory of globalisation concerning the subject of education. It also analyses the utopian conception of education presented in the texts, as well as the methodologies employed to conduct research in a globalised context. Angela W. Little (1996)

This analysis connects current educational research to globalisation trends. The endeavour of educational research is fundamentally cultural, while its generation is also economic. As the global research agenda develops, the cultural surroundings of people who provide funding and ideas are becoming increasingly disconnected from those who can apply research to enhance learning. Umar A. (2012)

This examination examines a significant impact on the world, encompassing Islamic education. This essay aims to examine the impact of globalisation on Islamic education. This research employs a qualitative methodology, utilising literature review and document analysis. The research findings indicate three distinct significant effects: curriculum transformation, teaching style and method, and the digital practice of Islamic Education. In conclusion, globalisation significantly influences the world, especially through the swift advancement of information communication technology (ICT). Joel Spring (2008)

Analysing globalisation and education entails examining interconnected global discourses, processes, and institutions that influence local educational practices and policies. The four primary theoretical perspectives on globalisation and education are world culture, world systems, postcolonial, and culturalist. Graham (2010) examines the updated iteration of the

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2003 British Association for International and Comparative Education (BAICE) Presidential Address presented at the 7th Oxford International Conference on Education and Development. Some perceive the processes of globalisation as a significant danger to the qualitative research tradition in education.

Walter (2001) examines an essay that highlights the issues arising from the dominance of former colonial languages in Africa's intellectual landscape. The author observes that English primarily benefits those who regard it as both a commodity for export and a means of conquest and dominion. He contends that there is no persuasive justification for designating a foreign language as a national language. Peadar Kirby (2008) The analysis indicates that there is a substantial body of contemporary literature on globalisation, which may render knowledgeable readers fatigued by fresh texts on the topic, while untrained readers may struggle to evaluate the comparative merits of existing works. Peadar Kirby's astute examination of the topic provides novel insights for established scholars in political economy, international development, and the social sciences, as well as a thorough and comprehensible introduction to globalisation for newcomers to this field of study.

Nina Pavcnik (2007) examine current empirical studies about the impact of globalisation on income disparity in emerging nations. The discussion commences with conceptual concerns pertaining to the measurement of globalisation and inequality. Subsequently, they provide empirical evidence about the progression of globalisation and inequality in several developing nations during the 1980s and 1990s. The authors subsequently analyse the mechanisms by which globalisation may have influenced inequality, while addressing theory and evidence. They finish with recommendations for subsequent research. Lyn Carter (2001) examined the insufficient attention science education has given to the influence of the evolving theoretical and global context that shapes its production. Lemke presents a compelling case for scientific education to extend its focus beyond its own discourses to include cultural studies and politics, to which I would also incorporate globalisation theory and pertinent educational studies.

The Kim Dangh (2013) analysis examines the Recent studies on language planning and policy underscore the impact of globalisation in disseminating English as a medium of instruction (EMI) in non-native English-speaking (NNES) nations. This tendency has prompted numerous universities in NNES countries to provide EMI education programs aimed at cultivating national human capital proficient in English. QUYNH ANH LE (2016) This research evaluates

the impact of globalisation on higher education in Vietnam. This research examines scholarly literature on higher education reform in Vietnam to ascertain the impact of globalisation on the evolution of Vietnamese higher education policies and practices.

Keith Watson (2013) analyses the effects of globalisation on transitional, transforming, and reconstructing societies. Following the definition of these criteria and the provision of examples from each category, the paper analyses globalisation as a pivotal agent of transformation. Rajeev Kumar (2013) report analyses and summarises the effects of globalisation on India's social and cultural values. This paper reviews, presents, and corroborates several research studies. This article addresses social and cultural concerns such as gender inequality, equal chances, family structure and values, social security systems, lifestyle, governance, and education. Severiono (2016) examines The process of globalisation is mostly acknowledged for fostering diverse and adaptable learning systems, along with enhancing communication networks that result in increased efficiency in the provision of Higher Education (HE).

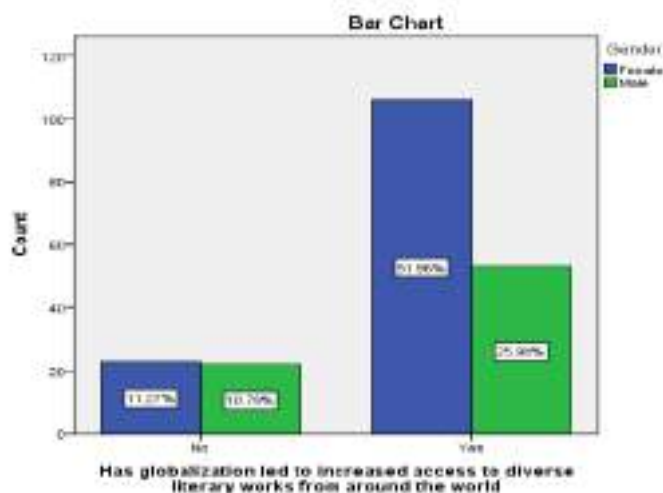
## **RESEARCH METHODOLOGY**

The study has employed an empirical approach utilising a convenient sampling technique to conduct this non-doctrinal investigation. This research employs primary sources, including questionnaires and surveys. The study utilised a range of secondary sources, including books, articles, and journals. The independent variables considered in this context include age, gender, and educational qualifications, among others. The variables that depend on other factors are Has globalisation resulted in enhanced accessibility to a variety of literary works from across the globe? In what ways do you believe globalisation has influenced access to education and similar domains? The sample size comprises 208 participants, and the methodology employed for sampling is convenience sampling.



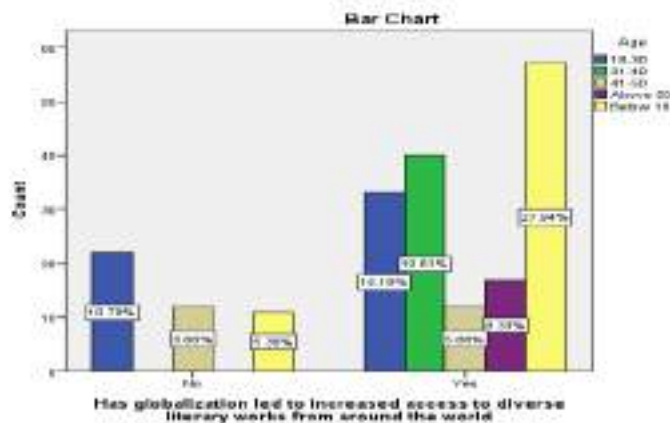
## DATA ANALYSIS

**FIGURE 1**



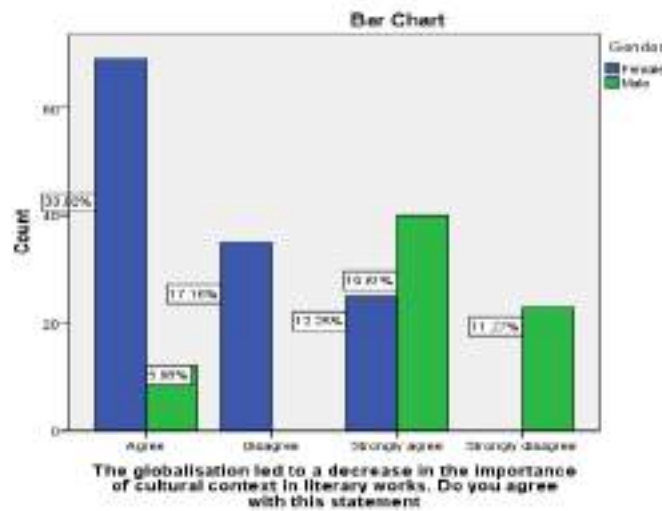
**Legend:** Figure 1 has been recorded among different gender in respective of the above question and most of the respondents have said Yes.

**FIGURE 2**



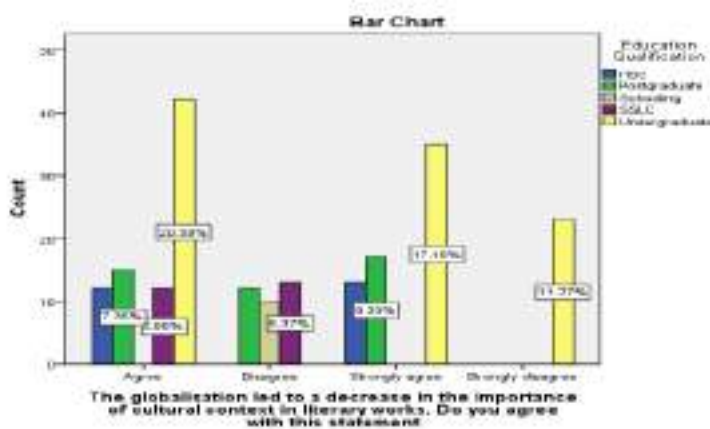
**Legend:** Figure 2 has been recorded among different age groups in respective of the above question and most of the respondents have said Yes.

**FIGURE 3**



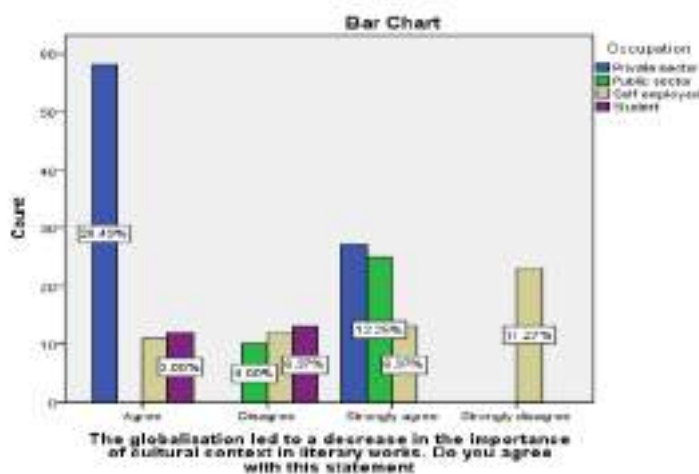
**Legend:** Figure 3 has been recorded among different gender in respective of the above question and most of the respondents have agreed.

**FIGURE 4**



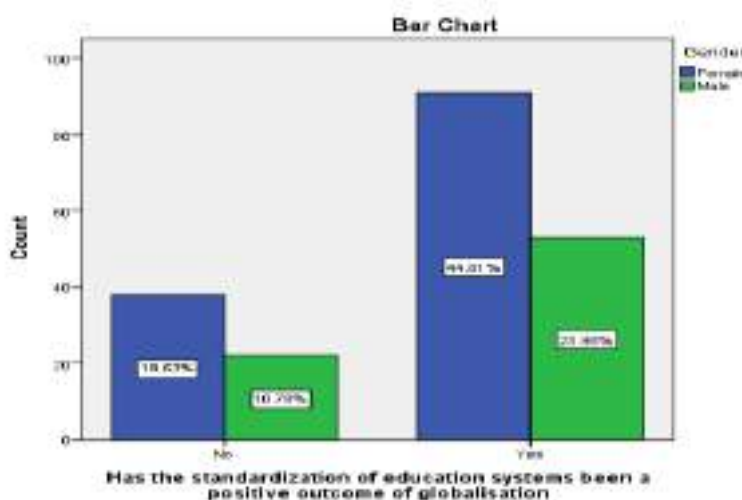
**Legend:** Figure 4 has been recorded among different educational qualifications in respective of the above question and most of the respondents have agreed.

**FIGURE 5**



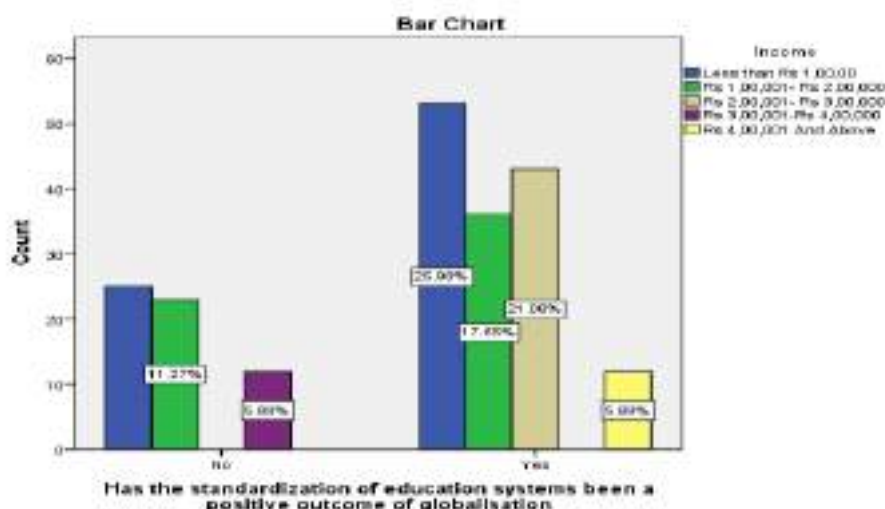
**Legend:** Figure 5 has been recorded among different occupations in respective of the above question and most of the respondents have agreed.

**FIGURE 6**



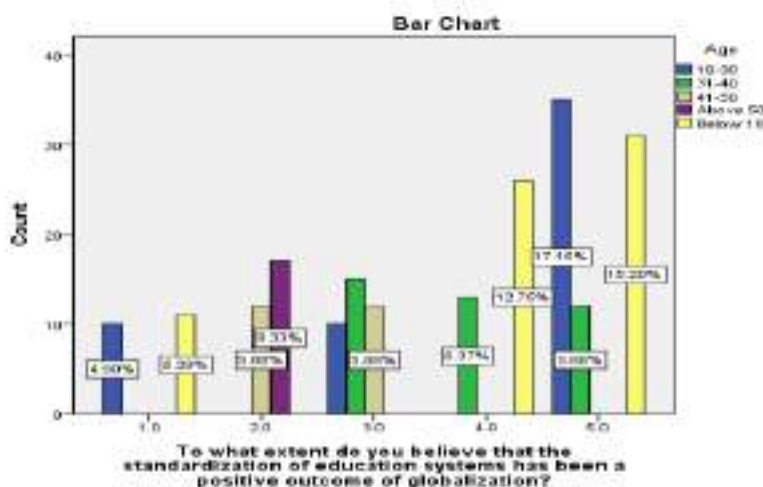
**Legend:** Figure 6 has been recorded among different genders in respective of the above question and most of the respondents have said Yes.

**FIGURE 7**



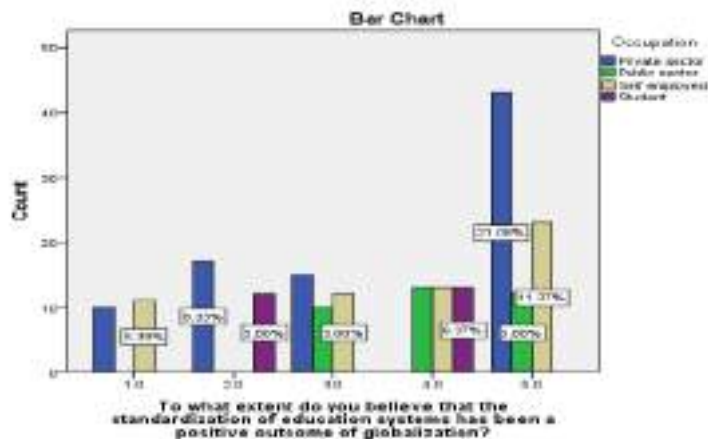
**Legend:** Figure 7 has been recorded among different income in respective of the above question and most of the respondents have said Yes.

**FIGURE 8**



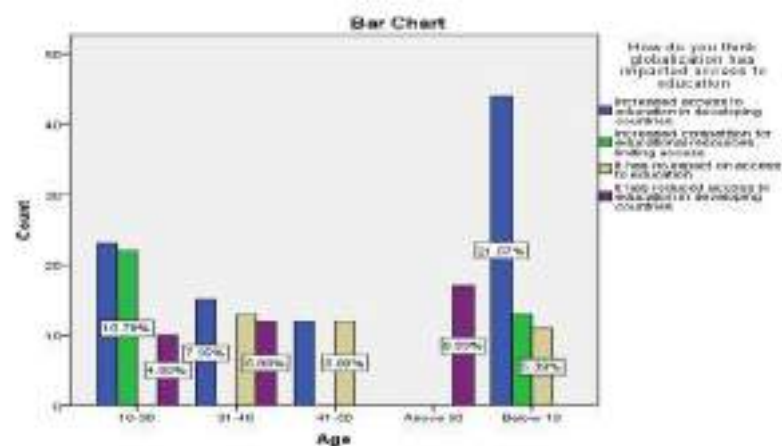
**Legend:** Figure 8 has been recorded among different age groups in respective of the above question and most of the respondents have said 5.0%.

FIGURE 9



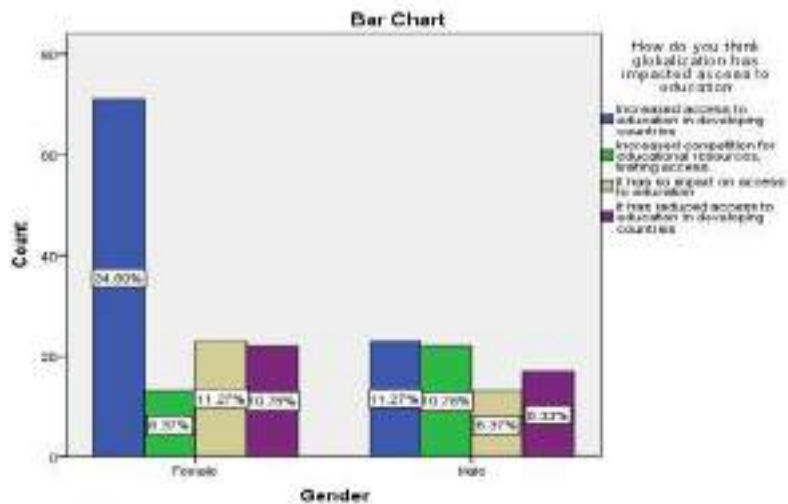
**Legend:** Figure 9 has been recorded among different occupations in respective of the above question and most of the respondents have said 5.0%.

FIGURE 10



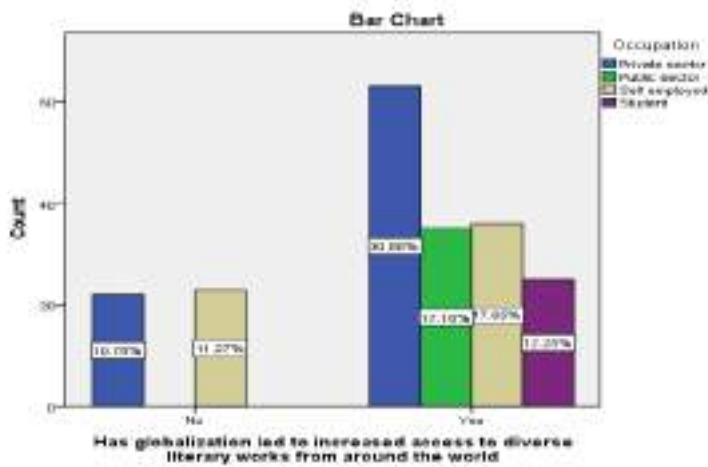
**Legend:** Figure 10 has been recorded among different age groups in respective of the above question and most of the respondents have said Increased access to education.

FIGURE 11



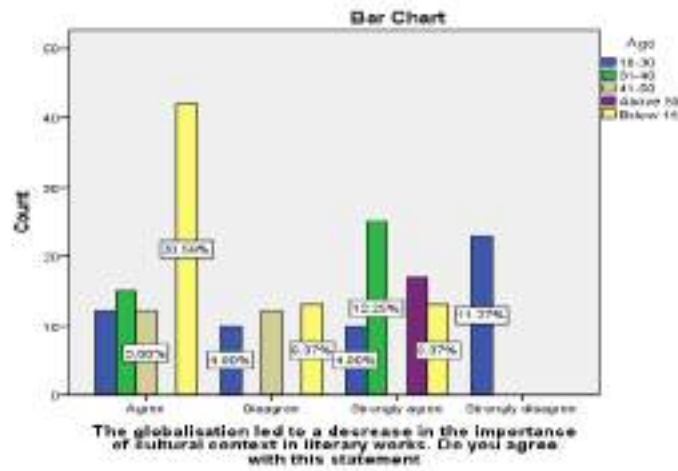
**Legend:** Figure 11 has been recorded among different genders in respective of the above question and most of the respondents have said Increased access to education.

FIGURE 12



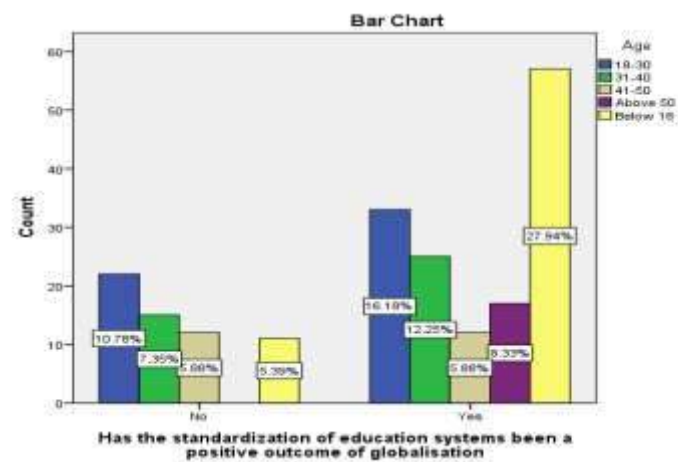
**Legend:** Figure 12 has been recorded among different occupations in respective of the above question and most of the respondents have Yes.

**FIGURE 13**



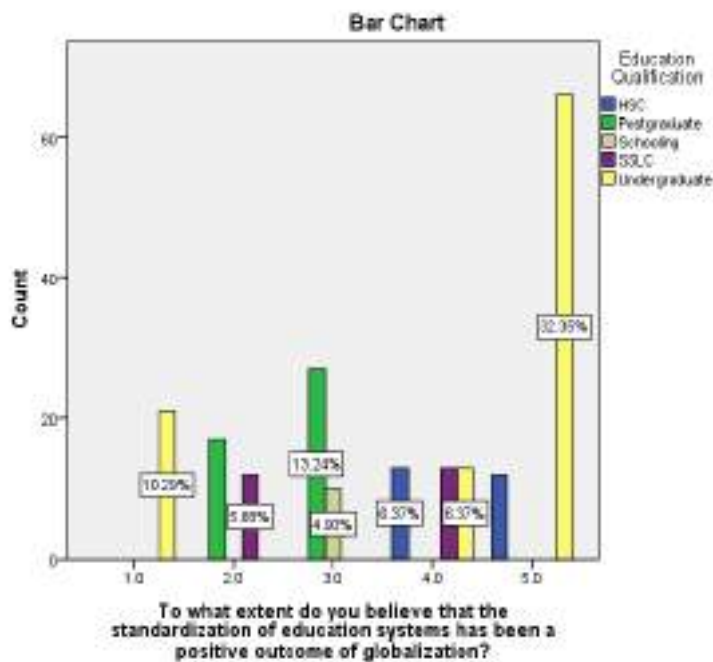
**Legend:** Figure 13 has been recorded among different age groups in respective of the above question and most of the respondents have agreed.

**FIGURE 14**



**Legend:** Figure 14 has been recorded among different age groups in respective of the above question and most of the respondents have said Yes.

**FIGURE 15**



**Legend:** Figure 15 has been recorded among different educational qualifications in respective of the above question and most of the respondents have said 5.0%.

## RESULT

**Figure 1** has been recorded among different gender in respective of the question and most of the respondents have said Yes. **Figure 2** has been recorded among different age groups in respective of the question and most of the respondents have said Yes. **Figure 3** has been recorded among different gender in respective of the question and most of the respondents have agreed. **Figure 4** has been recorded among different educational qualifications in respective of the question and most of the respondents have agreed. **Figure 5** has been recorded among different occupations in respective of the question and most of the respondents have agreed. **Figure 6** has been recorded among different genders in respective of the question and most of the respondents have said Yes. **Figure 7** has been recorded among different income in respective of the question and most of the respondents have said Yes. **Figure 8** has been recorded among different age groups in respective of the question and most of the respondents have said 5.0%. **Figure 9** has been recorded among different occupations in respective of the question and most of the respondents have said 5.0%. **Figure 10** has been recorded among different age groups in respective of the question and most of the respondents have said



Increased access to education in developing countries. **Figure 11** has been recorded among different genders in respective of the question and most of the respondents have said Increased access to education in developing countries. **Figure 12** has been recorded among different occupations in respective of the question and most of the respondents have Yes. **Figure 13** has been recorded among different age groups in respective of the question and most of the respondents have agreed. **Figure 14** has been recorded among different age groups in respective of the question and most of the respondents have said Yes. **Figure 15** has been recorded among different educational qualifications in respective of the question and most of the respondents have said 5.0%.

## DISCUSSION

**Figure 1** has been recorded among different gender in respective of the question Has globalisation led to increased access to diverse literary works from around the world and most of the respondents who are female which is 51% have said Yes because The rise of the internet and digital platforms has made it easier for people to access literary works from different countries.. **Figure 2** has been recorded among different age groups in respective of the question Has globalisation led to increased access to diverse literary works from around the world and most of the respondents who are below 18 which is 27% have said Yes because The rise of the internet and digital platforms has made it easier for people to access literary works from different countries. **Figure 3** has been recorded among different gender in respective of the question The globalisation led to a decrease in the importance of cultural context in literary works. Do you agree with this statement and most of the respondents who are female which is 33% have agreed because Globalization has led to a wider representation of diverse cultures in literature. **Figure 4** has been recorded among different educational qualifications in respective of the question The globalisation led to a decrease in the importance of cultural context in literary works. Do you agree with this statement and most of the respondents who are undergraduates which is 20% have agreed because Globalization has led to a wider representation of diverse cultures in literature. **Figure 5** has been recorded among different occupations in respective of the question The globalisation led to a decrease in the importance of cultural context in literary works. Do you agree with this statement and most of the respondents who are from private sector which is 28% have agreed because Globalization has led to a wider representation of diverse cultures in literature. **Figure 6** has been recorded among different genders in respective of the question Has the standardisation of education systems

been a positive outcome of globalisation and most of the respondents who are female which is 38% have said Yes because Standardization has helped set benchmarks for quality education worldwide. This has led to the development of universal educational standards. **Figure 7** has been recorded among different income in respective of the question Has the standardisation of education systems been a positive outcome of globalisation and most of the respondents whose income are Less than Rs 1,00,00 which is 25% have said Yes because Standardization has helped set benchmarks for quality education worldwide. This has led to the development of universal educational standards. **Figure 8** has been recorded among different age groups in respective of the question To what extent do you believe that the standardisation of education systems has been a positive outcome of globalisation and most of the respondents who are between the age of 18-30 which is 17% have said 5.0%. **Figure 9** has been recorded among different occupations in respective of the question To what extent do you believe that the standardisation of education systems has been a positive outcome of globalisation and most of the respondents who are from private sector which is 21% have said 5.0%. **Figure 11** has been recorded among different genders in respective of the question How do you think globalisation has impacted access to education and most of the respondents who are female which is 34% have said Increased access to education in developing countries. **Figure 12** has been recorded among different occupations in respective of the question Has globalisation led to increased access to diverse literary works from around the world and most of the respondents who are from private sector which is 31% have said Yes because The rise of the internet and digital platforms has made it easier for people to access literary works from different countries. **Figure 13** has been recorded among different age groups in respective of the question The globalisation led to a decrease in the importance of cultural context in literary works. Do you agree with this statement and most of the respondents who are below 18 which is 20% have agreed because Globalization has led to a wider representation of diverse cultures in. **Figure 14** has been recorded among different age groups in respective of the question Has the standardisation of education systems been a positive outcome of globalisation and most of the respondents who are below 18 which is 27% have said Yes because The rise of the internet and digital platforms has made it easier for people to access literary works from different countries. **Figure 15** has been recorded among different educational qualifications in respective of the question To what extent do you believe that the standardisation of education systems has been a positive outcome of globalisation and most of the respondents who are postgraduates which is 32% have said 5.0%.

## **SUGGESTION**

Examine the ways in which technological advancements have enabled worldwide connections and reshaped educational methodologies. Examine the significance of digital platforms, online learning, and educational applications in facilitating access to information and promoting global collaboration. Examine the ways in which globalisation has shaped curriculum development across various educational settings. Examine the synthesis of worldwide viewpoints, diverse educational frameworks, and the instruction of international matters such as sustainability, human rights, and cultural diversity. Analyse the influence of international exchange programs, study abroad initiatives, and cross-cultural collaborations within educational contexts. Examine the ways in which these experiences enhance students' comprehension of diverse cultures, languages, and viewpoints.

## **CONCLUSION**

In summary, the influence of globalisation on education is extensive and multifaceted. It has presented a duality of prospects and obstacles to educational frameworks across the globe. Globalisation has, on one hand, broadened access to information, enabled cross-cultural interactions, and fostered the cultivation of global competencies. This development has facilitated international collaborations, study abroad opportunities, and online learning platforms, allowing learners to immerse themselves in a variety of perspectives and cultures. To adeptly navigate the ramifications of globalisation in education, it is essential to achieve a harmonious equilibrium between adopting global viewpoints and safeguarding cultural identities. Educational institutions ought to champion inclusivity, embrace cultural diversity, and ensure equitable access to education.

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