

## A STUDY OF THE EFFECT OF GLOBALIZATION ON SOCIETY



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### ABSTRACT

Even though there has been a significant increase in economic growth all over the world over the past few decades, only a select few countries have benefited from this surge in growth, as stated by the United Nations Development Programme in 1996. This has resulted in a widening gap between countries. To be more exact, the benefits brought about by the expansion of the global economy have been concentrated in only fifteen nations. On the other hand, the economies of ninety other nations, which together are home to 1.6 billion people and account for a quarter of the world's total population, are in a worse state now than they were at least 10 years ago (United Nations Development Report 1996). Seventy of these nations are classified as having a low income and are considered to be developing countries. Their current income is far lower than what it was in the 1960s and 1970s. As a direct consequence of this, the meagre share of global income held by the poorest twenty percent of the world's population has decreased by almost half over the course of the last three decades, whereas the share of global income held by the richest twenty percent of the world's population has increased by fifteen percent over the same time period. During this time period, the ratio of the income share of the world's richest individuals to the income share of the world's poorest people has doubled, growing from 30:1 to 61:1. The results shown above lead one to the conclusion that "over the past 15 years, the globe has gotten increasingly economically divided — both between nations and within countries.

**Keywords:** Globalization, Society, Economic, Growth

### INTRODUCTIO

In a society that is globalised, different nations have varying degrees of influence, and each nation wants to make sure that its interests are protected. There is a significant wealth gap between the industrialised countries of the globe and the less developed countries of the world, which has direct repercussions for the people living in those countries. The high-income nations, in their pursuit of a larger proportion of the world's wealth, have fostered policies and practises that have contributed to the impoverishment of the low-income countries. The low-income nations' choices in policy and practise have placed them in a position of relative reliance on the high-income countries (Renzetti& Curran 1998). The goal of powerful nations, much like the goal of the ruling classes, is to preserve their privileged positions while relegating less powerful nations to their proper position. In a global economy, such domination is achieved not via the use of sheer force but rather by the application of financial pressure, such as when wealthy industrialised countries set world pricing on specific items (Chase-Dunn and Rubinson 1977). Because of their weak economic foundations, impoverished nations frequently find themselves in a position where they need to borrow money or make purchases of manufactured products on credit from wealthier ones.

They are unable to escape the vicious cycle of exploitation and poverty because of the enormous debt they rack up. As a consequence of this, they are unable to establish an economy that is independent of their own, and as a consequence, they continue to be dependent on affluent ones for their own life (Frank 1969). In a nutshell, in the same way that people from higher social classes may exploit and exert dominance over those from lower social classes inside a community, affluent countries can do the same thing to impoverished countries in the international marketplace. As a direct result of this, the economic disparity on a worldwide scale has worsened (Newman 2002).

### **GAP IN EDUCATION**

The disparity in educational opportunities and general quality of living is especially evident. Comparatively, only approximately 20 percent of school-age children in less developed countries are enrolled in secondary school, whereas the proportion is close to 90 percent in more developed nations. In nations of high income, forty percent of persons of college-going age attend higher education institutions, whereas in countries of low wealth, only thirty percent do so. When compared with affluent nations, the number of children who pass away before reaching the age of five in poor countries is about twenty times greater (Bradshaw and Wallace 1996). Literacy rates are believed to be at 24 percent of the world's adult population, with 30 percent of the world's adult female population being illiterate. The rate of female illiteracy is close to 46 percent in nations with low per capita incomes (United Nations Development Programme 1996).

### **GAP IN MEDICAL TREATMENTS**

The great majority of HIV patients living in other parts of the world do not have access to the same kinds of highly effective pharmacological therapies that are readily available in the west. As a direct result of this, the number of people living with AIDS and dying from the disease is

decreasing in the industrialised nations of the West, but it is sharply rising in the less developed nations. The United Nations estimates that thirty million of the world's twenty-six million persons living with HIV are considered to be living in abject poverty since they subsist on less than two dollars per day.

### **GLOBAL ECONOMIC INEQUALITY**

Both across nations and within countries, patterns of global inequality are becoming increasingly apparent. In the most recent decades, inequality across the nations has been defined by two different tendencies. These trends couldn't be more different from one another. A significant number of countries have fallen further behind in comparison not only to industrial countries but also to other developing countries over the past 40 years, and the gap between the richest and poorest countries has widened as a result. In addition, the gap between the richest and poorest countries has widened. As a direct result of this, the economic disparity across nations has become much worse. On the other hand, the gap between their average earnings and those of industrial nations has started to close in several of the more populous developing countries. China and India are responsible for the majority of this improvement in inter-country inequality, which has improved overall; however, inequality within many of the most populous countries with a large number of poor has increased modestly. China and India are responsible for the majority of this improvement in inter-country inequality; however, inter-country inequality has improved (World Bank, October, 2002).

### **ECONOMIC INEQUALITY AND POVERTY**

The United Nations Development Programme (1996) created three basic minimal essential criteria that are essential for human requirements (to be well nourished, to be able to reproduce, and to be educated) to measure the poverty, which was defined as Capability Poverty. These criteria are: to be able to reproduce; to have access to education; and to have the ability to reproduce. The number of individuals who are considered to be living in poverty around the globe went from 1.3 billion (33 percent) to 1.6 billion, as measured by the concept of capability poverty (37 percent). It would appear that South Asia is the region most severely affected by capability poverty. Poverty in terms of both money and capability is widespread throughout Africa. In contrast, a number of nations in Latin America have made significant strides toward alleviating poverty in terms of capacity, but income poverty is still widespread in the region. Women and children make up a disproportionate share of the poor population in the United States, which mirrors the global trend (Renzetti& Curran 1998).

### **GENDER AND GLOBAL POVERTY**

There are relatively few civilizations in the world that treat women on par with males. In nations with high incomes, gender inequality may not necessarily be lower, but in countries with lower incomes, women are likely to be in an even worse position than they are in other less developed countries throughout the world. Women in these nations are subjected to a greater degree of deprivation than males. The depravity of living in an impoverished nation as

well as the depravity that is placed on them due to the fact that they are women. Women make up sixty percent of the world's population, but they only receive one tenth of the world's income and own less than one percent of the world's property, according to the United Nations. Despite the fact that women work nearly two-thirds of all working hours, women only receive one tenth of the world's income (United Nations Commission on the status of women 1980). In addition, regardless of social class, the likelihood of female illiteracy is higher than that of male illiteracy across the board. It is believed that 24 percent of the world's adult population cannot read or write. Furthermore, it is projected that 30 percent of the world's adult female population cannot read or write. The rate of female illiteracy is close to 46 percent in nations with low per capita incomes (United Nations Development Programme 1996). In point of fact, women are the most disadvantaged of the underprivileged in the vast majority of countries around the globe.

### **CHILDREN AND GLOBAL POVERTY**

The effects of poverty are not distributed uniformly around the globe; the population of low-income countries bears a disproportionate share of the burden, as these nations' level of economic deprivation is significantly higher than that of other nations' in the global stratification hierarchy. In nations with a low per capita income, the households that are the poorest are often those with the highest number of economically dependent members or children (elderly or diseased people). It is particularly prevalent in Asia, where 150 million children are a part of the labour force, and in Africa, where approximately 80 million children are working. The number of children engaged in paid labour in the United States is approximately 25 million, with the majority of them being between the ages of five and fourteen.

### **WHERE ARE WE WITH GLOBALIZATION?**

According to the available information, more progress has been made in terms of global wealth and more people have been pulled out of poverty in the past century than at any other time in the history of humanity. There are a number of reasons for this success, but one of the most crucial and catalytic roles has been played by globalisation. Over the past three decades, there has been a significant reduction in global poverty. For instance, during the 1970s, the development in China and India has played a key role in contributing to a reduction in the overall level of poverty around the world. Nevertheless, economic expansion is not distributed evenly around the world. While some nations have experienced staggering economic expansion, others have seen their standard of living steadily decline. To combat poverty, for instance, Sub-Saharan Africa needs more attention than it already receives (Barro 2002). The current tendency of unequal economic growth has contributed to a widening of the gap between rich nations and developing ones. If the current trend of unequal economic development continues as it has been, the poorest nations of the globe are projected to become further poorer, while the richest countries are projected to become considerably wealthy, according to economic estimates. For instance, it is anticipated that by the year 2030, the whole production would have increased by a factor of three. On the other hand, the annual income of a person living in Sub-Saharan Africa will drop to just \$32 by the year 2050, while the annual income

of a person living in a high-income country would exceed \$40,000. It is anticipated that a number of the nations located in East Asia would soon have per-capita incomes comparable to those of the high-income countries. It is not anticipated that China's per capita income will approach that level until at least 2080.

India's per capita income will not reach the mark of \$40,000 until around 2130 in the twenty-second century. China's per capita income is expected to approach that level by 2050. (United Nations Development Programme 1996). The current state of the world's economy, which is characterised by imbalance and unequal development, has prompted the question of whether or not the wealth gap between the world's affluent and poor nations would continue to worsen in the years to come. Professionals and members of society all around the world have been prompted by this question to reconsider the influence globalisation will have on the future of wealthy and developing nations (Renzetti and Curran 1998).

### **RETHINKING AND SUGGESTIONS TO NARROW THE GAP**

A good number of social scientists are of the opinion that the gap can be closed, but they emphasise that the priorities we have set for ourselves need to be rethought. Instead of focusing on the pace at which the economy is expanding, social scientists and those who determine policy should pay greater attention to the quality of that expansion. If we want to avoid a future world that is "gargantuan in its excesses grotesque in its human and economic inequalities," we should make economic growth for human development our top priority. This includes things like raising living standards, improving health and education, and preserving natural resources. If we do this, we can prevent a world that is "gargantuan in its excesses grotesque in its human and economic inequalities" (United Nations Development Programme 1996, P.8). If we continue to place our primary emphasis on the pace of economic growth alone, we are likely to bring about the creation of a world in which people are "jobless, voiceless, rootless, futureless, and merciless" (United Nations Development Programme 1996).

### **REVIEW LITERATURE**

Shanta Sharma, Ph.D. 2004-05 The aim of this research was to investigate the effects that globalisation has had on societies all over the world. According to the findings of recent research, the last century has witnessed a rise in economic growth around the globe, and more people have been pulled out of poverty during this time period than at any other point in human history. In the past thirty years, there has been a decline in global poverty. Since the 1970s, the development in China and India has played a key part in the decrease of global poverty. This trend has continued. On the other hand, economic expansion is not symmetrical and is not uniform around the world. Only fifteen of the world's wealthiest countries have participated in the recent economic expansion.

On the other hand, the economies of eighty-nine other nations, which together account for 1.6 billion people and a quarter of the world's total population, are in a worse state now than they were at least 10 years ago. In order to effectively combat poverty in Sub-Saharan Africa, more

attention is required. The current pattern of unequal economic growth has made the disparity between affluent countries and poor ones even greater. If the current trend of unequal economic development continues as it has been, the poorest nations of the globe are projected to become further poorer, while the richest countries are projected to become considerably wealthy, according to economic estimates. Inequality has had a disproportionately negative impact on the children and women in underdeveloped countries all over the world.

On the other hand, powerful nations are able to take advantage of less developed countries for their own financial benefit by utilising modern technologies of communication and transportation, such as the Internet. Stronger nations have the ability to use weaker countries as a source of inexpensive raw materials as well as inexpensive labour. Rich nations are able to create things of greater quality and at cheaper cost than impoverished nations because they have access to more advanced technologies (Newman 2002; & Smith, 1993). Because of this advantage, they are able to have a more favourable balance of trade, which, in the end, gives them greater control of the world's financial resources and further widens the gap between the rich nations and the impoverished ones (Wallerstein 1974). In the next part, we will examine the effects that globalisation has had on societies all around the world.

Rao Mrinalini A. and Berry Ruchi, (2013), studied the Globalization and the identity remix among urban adolescents in India. The study examines adolescent's perceptions of cultural change and identity development during an age of Globalization in India. Specifically, the study focuses on urban adolescents. The data from 1497 Indian urban middle class children aged 12 to 15 years old, of which 46% were girls, were analysed, and the results showed that these children were aware of changes in their daily lives as a result of globalisation and evaluated such changes in a pragmatic light in terms of losses, gains, and the need for adaptation. In addition, the findings demonstrated that although adolescents strongly associated with traditional Indian collectivist ideas, values, and practises, they also identified with individualistic "minority world" beliefs, values, and practises and engaged in those as well. According to the findings, a prevalent reaction to globalisation among teenagers from urban middle classes in India today is the merging of aspects of conventional world identities with those of minority world identities.

## RESEARCH METHODOLOGY

Research and development are formal activities that are carried out in a methodical manner with the goal of expanding one's store of knowledge, which may include one's knowledge of humanity, culture, and society, as well as the utilisation of this store of knowledge in the creation of new applications. It can be used to establish or confirm facts, to reaffirm the outcomes of past study, to solve new or current issues, to support theorems, or to generate new theories. Therefore, research may be defined as an attentive and comprehensive analysis of a phenomena with the purpose of expanding one's knowledge. "It is a methodical and objective endeavour to analyse an issue for the goal of extracting general principles," as stated by Theodorson&Theodorson (1969:3.47). Roberts Burns (2000:3) defines it as an in-depth research of an issue with the goal of locating potential solutions.

## OBJECTIVES OF THE STUDY

The overarching goals of this research are to shed light on the widespread crises that have befallen contemporary Indian society and culture as a direct result of globalisation and the myriad of underlying processes that it entails, as well as to identify the factors that have contributed to these crises. The following is a list of the particular goals that the study aims to achieve:

1. To bring attention to the idea of globalisation and to investigate the history as well as the many aspects of the globalisation process.
2. to make the process of globalisation and the culture of young people throughout the world more clear.

## SAMPLING

Sampling is a term that is used in the fields of statistics and survey technique. It refers to the process of selecting a sample of individuals from within a statistical population so that characteristics of the entire population may be estimated. The research is known as a sampling study when only a small portion of the whole population is considered to be representative of the entire. "A sample is a segment of the population that is examined in order to make conclusions about the total population," writes Manheim (1977:270), who defines a sample as "a section of the population that is studied.

## DATA ANALYSIS

As a result of the impact of globalisation and the significant advancements that have been made in the fields of communication and technology, education is through a continuous process of transformation. As a result of this evolution, there have been changes made in the educational system, which has led to the creation of novel ideas, new ideals, and new approaches all over the world. The development of information and communication technologies (ICT) has resulted in a significant shift in the roles played by students, parents, and teachers. This has led to a transition in society from an industrialised to an information-based society. Additionally, this change has had an effect on culture and helped to bring about cultural harmony. Education has developed into something that is really necessary for people nowadays. Education in today's world gives people higher chances of finding work in specialised industries, which in turn leads to improved quality of life, increased influence, and elevated social position.

The opinions of the students on the courses they opted to take are presented in the table that can be found below:

## Students choice on Subject Selection

Faculty	Total Student	Self interest (%)	Parent's interest (%)	Only for degree (%)
B.A.	100	78%	13%	9%
B. Sc.	100	82%	14%	4%
B. Com.	100	80%	16%	4%
<b>Total</b>	300	240	43	17
<b>Overall %</b>	100%	80%	14.3%	5.7%

According to the data presented in the table above, the proportion of students who picked their major or concentration solely on the basis of their own personal interests was the greatest across all three faculties, with just a slight variation between them. The percentage of students who selected their field of study due to their parents' interest was the second highest, while the percentage of students who selected their field of study with the sole intention of earning a graduate degree was among the lowest across all three faculties.

#### Faculty wise Subject Selection by Students

Students	Male Students			Male Total Students	Female Students			Female Total Students
	Self interest	Parent interest	Only for degree		Self interest	Parent interest	Only for degree	
B.A.	80%	6%	14%	50	76%	20%	4%	50
B. Sc.	90%	4%	6%	50	74%	24%	2%	50
B. Com.	82%	12%	6%	50	78%	20%	2%	50
<b>Total</b>	<b>126</b>	<b>11</b>	<b>13</b>	<b>150</b>	<b>114</b>	<b>32</b>	<b>4</b>	<b>150</b>
<b>Overall %</b>	<b>84%</b>	<b>7.3%</b>	<b>8.7%</b>		<b>76%</b>	<b>21.3%</b>	<b>2.7%</b>	

The above table shows that there are 84% male students and 76% female students who says that they have chosen their subject because of their interest on the subject, there are 7.3% male students and 21.3% female students who says that they have chosen their subject because of their parent's choice and there are 8.7% male students and 2.7% female students, who say, that



they have chosen their subject just only to get a graduate degree.

The result indicates that overall there are 80% students have chosen their subject because of their interest, which is the highest percentage; 14.3% have chosen their subject because of their parents choice in which the percentage of female students was more than the male students that shows that the girls are very much concerned with their parent’s choice while taking any important decision of their life. There are only 5.7% students who says that they have chosen their subject just only to get a graduate degree and it is noticeable that in this case the percentage of male students are higher than that of female students.

**Sex Wise Students Preference For Job Or Higher Study**

Faculty	Male Students		Female Students		Total Students
	Job	Pursue higher study	Job	Pursue higher study	
<b>B.A.</b>	48%	52%	34%	66%	100
<b>B. Sc.</b>	54%	46%	36%	64%	100
<b>B. Com.</b>	42%	58%	42%	58%	100
<b>Total</b>	48%	52%	37.3%	62.7%	300

According to the data presented in the table that is located above, there are a total of 48% of male students who are considering working when they have completed their education, while there are 52% students who indicate that they intend to continue their education. When it comes to female students, there are 37.3% of students who claim they are interested in doing employment after graduation, while 62.7% students state that they will continue their education after graduation. It was revealed that the percentage of male students interested in working after graduation is greater than the percentage of female students interested in working

**Faculty wise interest for Job**

Faculty	Job (%)	Study (%)	Total Students
B.A.	41%	59%	100
B. Sc.	45%	55%	100
B. Com.	42%	58%	100
Total	128	172	300

Overall %	42.7%	57.3%	
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According to the table that can be found above, there was not a significant difference found between the percentage of students who are interested in working after graduation and the percentage of students who prefer to continue their higher education after graduation. This was determined by looking at the faculty involved. It was the same in a lot of ways. Even if their proportion was not larger than that of those who wanted to continue higher study, the findings suggests that the orientation towards a career was clearly obvious among these students who were completing their graduation requirements.

**Sex Wise Students Doing Job**

Faculty	Male Students		Female Students		Total Students
	With Job	Without Job	With Job	Without Job	
<b>B.A.</b>	22%	78%	10%	90%	100
<b>B. Sc.</b>	12%	88%	8%	92%	100
<b>B. Com.</b>	44%	56%	28%	72%	100
<b>Total</b>	39	111	23	127	300
<b>Overall %</b>	26%	74%	15.3%	84.7%	

The gender distribution of students who were employed while they were pursuing their degrees is presented in table 4.5. Students have indicated that they are working in addition to their studies at a rate of 26% for male students and 15.3% for female students. It was found that 74 percent of male students and 84.7 percent of female students did not have any kind of work. When compared to the percentage of female students who are working, the percentage of male students who are working is significantly greater. According to the general statistics (which can be shown in Table 4.6), just 20.7% of all students were working, while the remaining 79.3% of students were not working any jobs.

**Faculty Wise Students Doing Job**

Faculty	With Job (%)	Without Job (%)	Total Student
B.A.	16%	84%	100
B. Sc.	10%	90%	100

B. Com.	36%	64%	100
Total	62	238	300
Overall %	20.7%	79.3%	

The chart that can be found above displays the proportion of students from each department who are now working, and it is clear from the table that the percentage of B. Com. majors is the highest. Students actually working in the field make up the greatest percentage of B. Sc. graduates across all three faculties. The percentage of students from the Arts faculty found themselves in the middle of the pack when compared to the other faculties' working student populations.

### **Students Response on pre-marital sex**

Students	In favour of pre marital sex		Not in favour of pre marital sex		Total
	No.	(%)	No.	(%)	
<b>B.A.</b>	15	15%	85	85%	100
<b>B. Sc.</b>	14	14%	86	86%	100
<b>B. Com.</b>	22	22%	78	78%	100
<b>Total</b>	51	17%	168	83%	300

According to the data that can be seen above, the percentage of students who are in favour of having a sexual connection before marriage is greatest among B.Com. Students with 22%, and it is roughly the same among B.A. and B.Sc. students with 15% and 14% respectively. The proportion of students pursuing a Bachelor of Arts or Bachelor of Science degree are more likely to express opposition to this kind of romantic partnership than those pursuing a Bachelor of Commerce degree.

### **CONCLUSION**

New cultural and social standards have been brought into Indian culture as a result of globalisation and the openness of the Indian economy to outside influences. Nevertheless, this procedure has not been successful up to this point in eradicating traditional Indian traditions and beliefs. Young people, in particular, have the desire to have the best of both worlds. When attending a more formal event, they will often wear traditional clothing, with the women donning saris and the men donning sherwanis. Even though contemporary urban India is a mix of the modern and the traditional, modern ideals and practises are increasingly becoming the

norm in a number of different aspects of Indian society. The tendency toward materialism is growing. The young population has become an important demographic for businesses to target. This new market is becoming increasingly important to manufacturers, and concurrently, fresh tendencies in fashion, culture, and lifestyle are appearing. These new tendencies have become more widespread among young people as a result of the expanding availability of satellite television and the growing number of people who use the Internet. As a result, a new youth culture is beginning to emerge, and cultural shifts are becoming easier to spot. The research concentrated mostly on the unfavourable elements of globalisation and made an effort to investigate new frontiers of young culture and cultural shifts in Indian society in the light of globalization's impact on those areas.

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