



The Rise of the Global South in English Literature: Decolonizing the Curriculum through Fiction

Anwar Hussain^{a*}, Humaira Aslam^b

a. School of Humanities and Social Science, North University of China, China

b. Department: English and Applied Linguistics, University of Peshawar, Pakistan

Abstract: This paper explores the inclusion of Global South fiction in English literature classes and its role in promoting the decolonization of higher education. To investigate these issues, the study conducted curriculum analysis, interviews with both teachers and students, and class observations at three universities – one in the Global North and two in the Global South. The findings show that while some institutions in the Global South, including those in India and South Africa, are developing new curricula, universities in the Global North generally continue to teach the same Eurocentric texts, leaving little room for diverse or non-Western authors. The research identified four key trends: (1) limited inclusion of Global South literature in most core programs, (2) widespread use of postcolonial texts exploring themes of resistance, hybridity, and identity, (3) noticeable improvements in student engagement and critical thinking in decolonial classrooms, and (4) significant institutional challenges due to untrained teachers, slow bureaucratic processes, and scarce resources. The study proposes a practical approach to decolonizing literature, supported by enhancements in teaching materials, pedagogical methods, and institutional policies. It contributes to ongoing discussions about epistemic justice, literature, and equal educational opportunities. This emerging trend suggests that fiction from the Global South can influence audiences by challenging dominant narratives and fostering greater cultural awareness. By emphasizing works from non-mainstream regions, the study advocates for a shift in how literature is taught, valued, and structured in international universities.

Keywords: Canon reform, Curriculum analysis, Decolonization, Global South literature, Literary studies, Postcolonial pedagogy.

1. Introduction

Due to the influence of postcolonial ideas and the global process of decolonization, many now recognize the shortcomings and gaps in earlier English literary studies. For many years, the literary canon was designed to uphold colonial and European cultural dominance and often neglected or excluded writings from Africa, Latin America, the Middle East, and large parts of Asia (Boehmer, 2018; Mukherjee & Quayson, 2023). To achieve greater inclusivity in academia, educators and scholars are calling for a broader range of voices and perspectives in literary courses (Bhambra, 2020; Smith, 2021).

The Global South is gaining attention in the literary world by producing fiction that reflects on the colonial past, highlights cultural hybridity, and reclaims important ancestral values (Al Amin & Boucher, 2022). Writers such as Ngũgĩ wa Thiong'o (1986), Chimamanda Ngozi Adichie (2006), Arundhati Roy (1997), Marlon James (2014), and Jorge Volpi (2011) introduce perspectives that diverge from Western ways of thinking. Their works explore the challenges facing postcolonial societies and challenge traditional European literary conventions.

Incorporating Global South literature into the curriculum helps to decolonize teaching by promoting diversity and equality. This approach enables students to view knowledge as pluralistic and understand its role within a global context. It encourages them to question traditional literary concepts and embraces ideas that reflect the

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Corresponding email: anwarhusain11085@gmail.com (Anwar Hussain)

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lived experiences and cultural differences of people worldwide in the contemporary era (Bhabra, 2020; Mukherjee & Quayson, 2023). In this way, the growing presence of Global South literature seeks to transform both past and present narratives while advancing diversity in university education.

The idea of decolonizing the curriculum is rooted in postcolonial theory, which asserts that the culture of colonizers continues to dominate many academic subjects and advocates for the revival of indigenous methods of teaching (Said, 1978; Spivak, 1993). In literary studies, this involves critically examining the pervasive influence of a Eurocentric literary framework on English courses worldwide. Colonial and Western authors often receive greater emphasis than non-Western writers in the syllabi of many colleges and universities. Boehmer (2018) notes that, in many cases, postcolonial works from the Global South are analyzed through Western theoretical lenses, which fail to break free from colonial modes of thinking. Advocacy for curriculum change extends beyond content selection to include instructional methods and academic administration. Scholars such as Bhabra (2020) and Al Amin & Boucher (2022) argue that decolonization in education requires rethinking approaches to teaching, assessment, and the valuation of literature. It is important to recognize that multiple languages, narrative forms, and epistemologies were historically marginalized and deemed illegitimate. Recent social movements, including Black Lives Matter and #RhodesMustFall, have also influenced literary studies by demanding more substantial curricular reforms and higher educational standards. Recent research highlights both the advantages and challenges of incorporating Global South fiction into curricula. Studies indicate that teaching a combination of non-Western and canonical literature enhances student engagement and fosters critical thinking (Smith, 2021). However, obstacles persist, such as limited institutional support in the United States, restricted access to foreign intellectual resources, and resistance from conservative groups. Therefore, comprehensive research that advocates decolonization in theory and demonstrates its practical impact on pedagogy remains essential.

Despite widespread recognition of the value of Global South literature among many scholars, it is still often inadequately integrated into English literature programs. In numerous educational settings, texts from the Global South are acknowledged but relegated to the margins rather than included as part of the core curriculum. This marginalization fails to challenge the dominance of Western perspectives and essentially maintains the status quo. Furthermore, there has been limited investigation into the effective use of Global South fiction as a tool for decolonizing education. Without a critical examination of the selection criteria, teaching methods, and institutional structures, calls for a decolonized curriculum may fall short of producing meaningful and lasting change.

To determine the extent to which Global South fiction is included in contemporary English literature curricula.

- To investigate the themes and issues in Global South literature that challenge colonial perspectives.
- To examine how students' understanding and critical thinking evolve after engaging with Global South narratives.
- To identify the challenges faced by educational institutions and teachers in incorporating Global South literature into their teaching.

This study holds significance for academic, pedagogical, and socio-cultural reasons. First, it contributes to expanding postcolonial and decolonial scholarship by highlighting Global South literature as a vital tool for modernizing education curricula. It also provides teachers and curriculum developers with insights into the benefits and challenges of incorporating diverse texts into their programs. Moreover, the research emphasizes various strategies and models that can help educators implement decolonial approaches in literature classes. Finally, the study aligns with global goals of promoting equity in education and addressing the needs of diverse cultural backgrounds. In an era marked by migration, globalization, and cultural exchange, literature courses should reflect a broad spectrum of human experiences. Engaging with Global South fiction encourages students to develop cultural awareness, enhance literacy, and critically examine power dynamics in society. The findings advocate for a more inclusive education system that counters the lingering colonial influences in higher education by recognizing and valuing alternative literary traditions, thereby addressing historical inequities within academia.

2. Literature Review



2.1 Reassessing the Canon: Theoretical Foundations of Decolonization

The Traditional Canon and the Need for Inclusion of Global South Literature

The traditional canon of English classic literature is largely dominated by European narratives, often excluding works from the Global South. This dominance results in students being exposed to a narrow range of stories, limiting their understanding of diverse perspectives. Critics argue that the current English literature curriculum should be revised to include voices from a wider range of perspectives, especially those from the Global South. Such inclusion challenges the historical biases of literary studies and broadens how literature is viewed.

The *Empire Writes Back* (1989) by Ashcroft, Griffiths, and Tiffin illustrates how postcolonial narratives contest the perspectives and stories told by colonial literature. Scholars emphasize the importance of giving proper recognition to the writings of formerly colonized communities.

The concept of world literature has significantly expanded literary studies. Damrosch (2003) argues that for a text to be considered part of world literature, it must be interpreted by audiences from diverse cultural backgrounds. From this perspective, Global South offers valuable insights into various histories and cultures. Spivak (1993) urges a critical examination of whose voices are privileged and whose are marginalized in knowledge production. Introducing Global South literature calls for revisiting these perspectives, leading to a more balanced literary discourse.

Studying Global South literature in English classes gives students access to unique cultural, historical, and social contexts. This literature diminishes the dominance of Western writings in world literature and fosters a broader worldview. Authors like Chinua Achebe, Ngũgĩ wa Thiong'o, and Arundhati Roy explore postcolonial themes such as identity, resistance, and cultural hybridity, offering students profound insights into global issues. Achebe's *Things Fall Apart* is a prime example of a narrative that counters colonial portrayals of Africa.

Global South literature often employs innovative approaches and linguistic styles, enriching the literary field. These works challenge traditional literary forms and introduce creative, unconventional ideas. Exposure to diverse literary styles encourages students to appreciate various literatures and their cultural foundations. The introduction of Global South texts fosters cultural empathy, enabling students to better understand global challenges and develop critical thinking skills necessary for engaging with people from different backgrounds.

Incorporating Global South literature in curricula requires educators to rethink their teaching methods. Teachers are encouraged to connect literature with the lived experiences of their students and promote critical engagement with diverse perspectives. Schools should create environments where students are motivated to analyze a wide range of cultural experiences. Sharp and Johnson's research highlights that diverse literary texts help students examine societal structures and gain deeper cultural understanding. Educators should adopt culturally responsive teaching practices by selecting texts that reflect students' unique backgrounds and relate themes to their personal experiences. This approach not only maintains student engagement but also fosters inclusivity within the classroom. Professional development opportunities such as workshops, seminars, and learning communities are essential to equip teachers with the skills to effectively incorporate Global South literature and address the challenges of decolonizing curricula.

Despite broad recognition of the importance of decolonizing curricula, institutions face significant obstacles. Ganguly notes difficulties in expanding English studies to include global voices, highlighting constraints such as rigid curricula and limited access to diverse literary resources. To ensure students feel represented, educational leaders must prioritize integrating diverse texts into literature programs.

Resistance may also arise from those in positions of power who question the value of curricular reform. Inclusive discussions and collaborative efforts among faculty, students, and administrators can foster support for change. Building partnerships with scholars and institutions from the Global South can strengthen efforts to embed Global South literature in curricula.

Comprehensive policies and strategic plans that outline clear goals and implementation steps are critical for effectively dismantling colonial legacies in education. Policymakers should draw on current research and best

practices to create sustainable reforms. Regular curriculum reviews will help institutions adapt and continuously improve their literary offerings.

3. Research Design

This study employed a qualitative approach, as it is well-suited for exploring complex social issues in educational contexts (Creswell & Poth, 2018). The research focused on analyzing how books and stories from the Global South are incorporated into English literature courses, and how this inclusion supports higher education's movement away from Western dominance. Curriculum documents were analyzed, and insights were gathered through interviews and classroom observations at selected universities.

3.1 Research Setting and Participants

The study involved universities from one country in the Global North (the United Kingdom) and two from the Global South (South Africa and India). Purposive sampling was used to select institutions with varying approaches and policies regarding decolonization.

Participants included:

- 9 faculty members (3 from each university) teaching English literature,
- 15 postgraduate students enrolled in literature courses,
- 3 curriculum coordinators or department heads responsible for course design.

Participants were selected using criterion-based purposive sampling to ensure they had experience with curriculum development or working with Global South literatures (Patton, 2015).

3.2 Sampling

Deliberate purposive sampling was employed to select universities and participants likely to provide relevant data. The institutions were chosen based on their specific curricula, English literature offerings, and openness to curriculum reform. Within each university, individuals involved in curriculum development or literature teaching were selected. The final sample consisted of 27 participants: 9 faculty members, 15 postgraduate students, and 3 curriculum designers. This diversity of roles enabled triangulation, allowing for a comprehensive assessment of the Global South literature's role in curricula from multiple perspectives.

3.2.1 Data Collection Methods

Three methods were used: curriculum analysis, semi-structured interviews, and classroom observations.

- Curriculum documents such as course outlines, syllabi, and reading lists were reviewed systematically to identify the representation of Western versus Global South texts.
- Semi-structured interviews with faculty, curriculum experts, and postgraduate students explored their perceptions of Global South literature, its challenges and benefits, and experiences with decolonial teaching approaches. Interviews lasted 45–60 minutes and were audio-recorded with participants' consent.
- Classroom observations were conducted over four weeks at two universities, focusing on lessons involving Global South texts, student responses, and differences in teaching Western and Global South literature. Observations followed a consistent field protocol.

3.2.2 Data Analysis

Thematic analysis, a common qualitative method (Braun & Clarke, 2006), was used to examine data from curriculum reviews, interviews, and observations. The six-phase approach involved familiarizing with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. Audio recordings were transcribed and repeatedly reviewed to ensure accurate understanding. Manual coding was supported by NVivo 14 software, facilitating organization and comparison of data across participant groups and sources.

Emerging themes included epistemic resistance, changes in teaching practices, and institutional barriers. Examples included limited inclusion of Global South texts, use of local narratives to engage students, and rigid curricular policies restricting change. Triangulation was achieved by comparing curriculum documents, participant interviews, and classroom notes, confirming new patterns and positioning Global South literature as integral to English literature studies. Reflexivity and memo-writing helped monitor researcher's assumptions throughout the study.

3.2.3 Ethical Considerations



The research adhered to ethical standards and received approval from Institutional Review Boards (IRBs) or Ethics Committees at participating universities. Participants were fully informed about the study and their voluntary involvement. Confidentiality was ensured by anonymizing personal data during recording and analysis. Classroom observations were conducted with consent from teachers and students, without any audio or video recordings to protect privacy. Raw data were securely stored on password-protected devices, accessible only to the researcher. A reflective journal was maintained to document the researcher's perspectives and evolving understanding.

4. Results and Analysis

The findings are organized into thematic categories aligned with the research objectives and supported by tables and figures.

4.1 Representation of Global South Literature in Curricula

This section examines how English literature syllabi in universities from the Global South (India and South Africa) and the Global North (UK) incorporate fiction from the Global South, comparing the proportion of Western and non-Western works included.

Table 1: Curriculum Representation Across Universities

University	Total Texts	Global South Texts	Western Canon Texts	Percentage Global South
Global North	30	4	26	13.3%
India	35	12	23	34.3%
South Africa	32	15	17	46.9%

The data indicate that only 13.3% of literature materials in the Global North's curricula are from the Global South, whereas India includes 34.3% and South Africa 46.9%. Although there is a stronger emphasis on regional literature in the Global South, major courses still predominantly rely on Western writings. Global South fiction remains scarce in Global North syllabi, suggesting that decolonizing the curriculum is a low priority in these institutions. Additionally, while the overall inclusion of Global South literature is higher in India and South Africa, these texts are often confined to optional units rather than core courses.

Figure 1: Percentage of Global South Literature in University Curricula

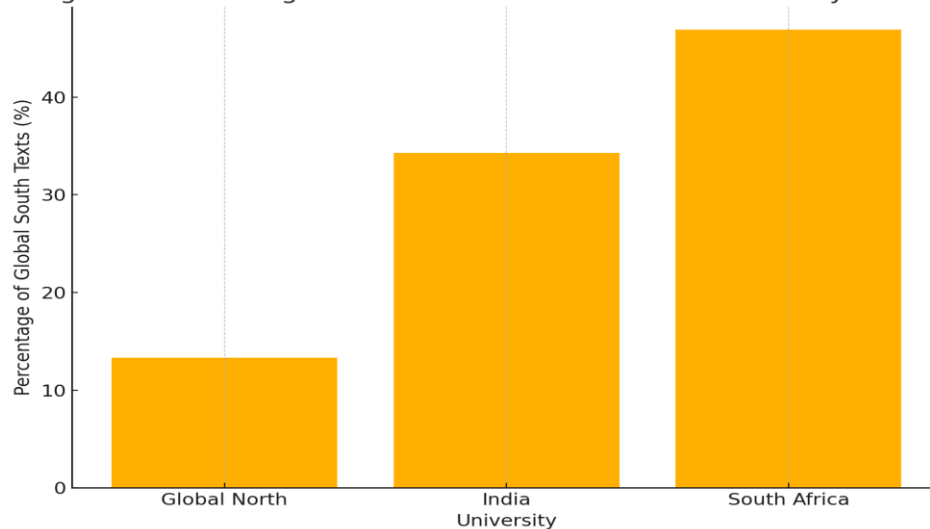


Figure 1. Percentage of Global South Literature in University Curricula

The bar graph illustrates that Global South literature is more prominently featured at one university compared to the others. South Africa leads with nearly 47% inclusion, reflecting active efforts to decolonize curricula in its institutions. India shows moderate integration at 34.3%, while the presence of Global South texts in the Global North university is noticeably limited. These statistics demonstrate that curriculum reform is more prevalent in the Global South than in Western universities.

4.2 Thematic Contributions of Global South Fiction

The researcher examines key themes found in Global South literature and their significance in challenging colonial legacies. Analysis of curriculum documents and interviews with educators provides insight into the primary themes emphasized in literature courses.

Table 2. Thematic Contributions in Curricula

Theme	India (Mentions)	South Africa (Mentions)	Global North (Mentions)
Cultural Hybridity	8	9	3
Colonial Resistance	6	8	2
Gender and Patriarchy	7	6	2
Diaspora and Displacement	5	6	1
Language and Identity	4	5	1

According to the data, themes central to postcolonial studies—such as cultural hybridity, resistance to imperialism, and language issues—are frequently explored in Indian and South African institutions. In contrast, institutions in the Global North rarely engage deeply with these subjects, limiting critical examination of the political and social dimensions of Global South literature. Scholars and educators from the Global South emphasize topics like “Cultural Hybridity” and “Colonial Resistance” more extensively, whereas those from the Global North tend to offer more distant recognition, often focusing on theoretical acknowledgment rather than personal or lived experiences.

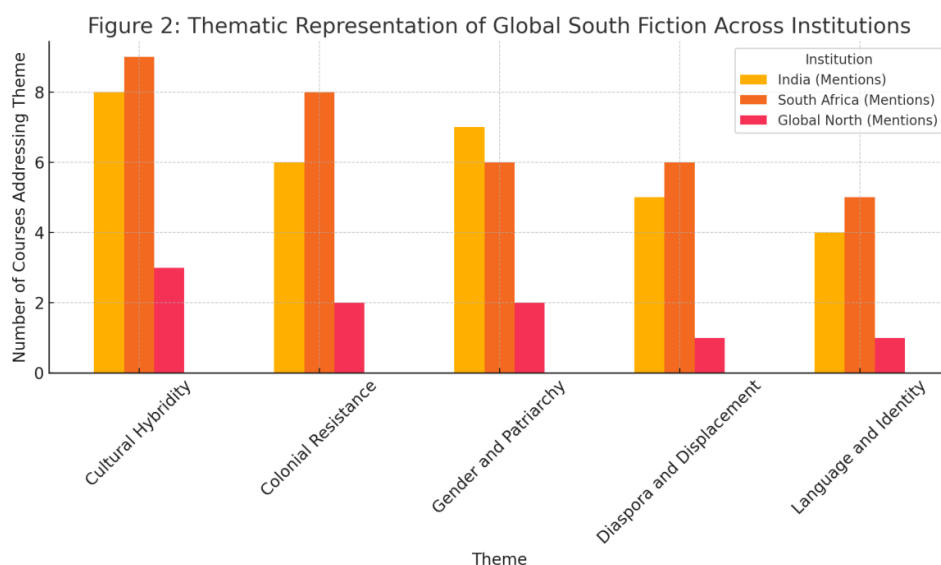


Figure 2. Thematic Representation of Global South Fiction Across Institutions



The graph illustrates the differences in thematic focus across institutions. South African and Indian universities actively engage with topics like cultural hybridity and resistance to colonial rule, while the Global North pays comparatively less attention to these themes. This highlights that Global South fiction often centers on historical and political issues that are frequently overlooked or underemphasized in Global North curricula.

4.3 Pedagogical Impact on Student Learning

This section analyzes how incorporating Global South fiction in the classroom affects students' critical thinking and influences teaching methods. The findings are based on classroom observations and interviews with both students and faculty.

Table 3. Pedagogical Impact Across Institutions

Institution	Student Engagement Score (1-10)	Critical Instances	Reflection	Use of Decolonial Pedagogy
Global North	5.5	12		No
India	7.8	25		Yes
South Africa	8.2	29		Yes

The table shows that institutions in India and South Africa scored significantly higher in student engagement and reflective thinking during sessions on Global South literature compared to those in the Global North. Both Southern institutions employed decolonial teaching methods, including open discussions, thematic analyses, and active student participation. In contrast, Global North's educational approach was more lecture-based, limiting opportunities for learner interaction. This highlights the strong connection between teaching methods and student responses, emphasizing the importance of using decolonial approaches in literature education.

Figure 3: Average Student Engagement Score During Global South Literature Lessons

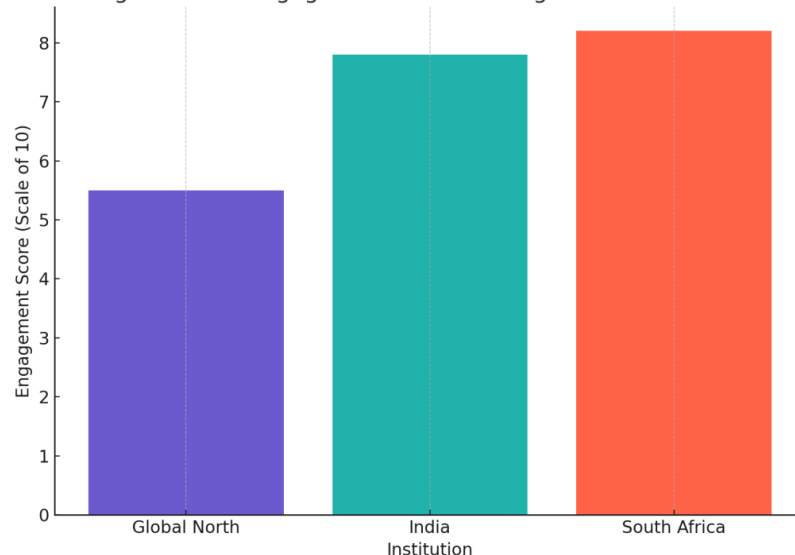


Figure 3. Average Student Engagement Score During Global South Literature Lessons

The data clearly shows varying levels of student engagement depending on the institution. South Africa ranks highest, with an average engagement score of 8.2, followed by India at 7.8. Students in the Global North lag at 5.5, often exhibiting more passive and less engaged learning behaviors. Effective integration of Global South literature requires not only including these texts but also adopting teaching methods that actively engage students with the material.

4.4 Institutional Challenges

The researcher discusses barriers to incorporating Global South literature, based on insights gathered from interviews and policy documents.

Table 4. Institutional Challenges to Decolonization

Institution	Curriculum Constraints	Access to Diverse Texts	Faculty Trained in Decolonial Theory	Resistance to Reform (Instances Reported)
Global North	5	Poor (0)	1	7
India	3	Good (1)	3	4
South Africa	2	Good (1)	4	2

Each institution faces significant challenges, as outlined in the table. In the Global North, administrations report numerous difficulties with the curriculum and strong resistance to reform. Additionally, the curriculum often excludes diverse literary forms, and faculty members typically have limited training in decolonial approaches. In contrast, universities in India and South Africa encounter fewer obstacles, as both teachers and students have greater access to Global South literature. However, many parts of the Global South still struggle with slow bureaucratic processes and outdated syllabus structures. The research suggests that the main barriers to decolonizing literature stem from both formal institutional constraints and underlying ideological factors.

Figure 4: Reported Instances of Institutional Resistance to Curriculum Reform

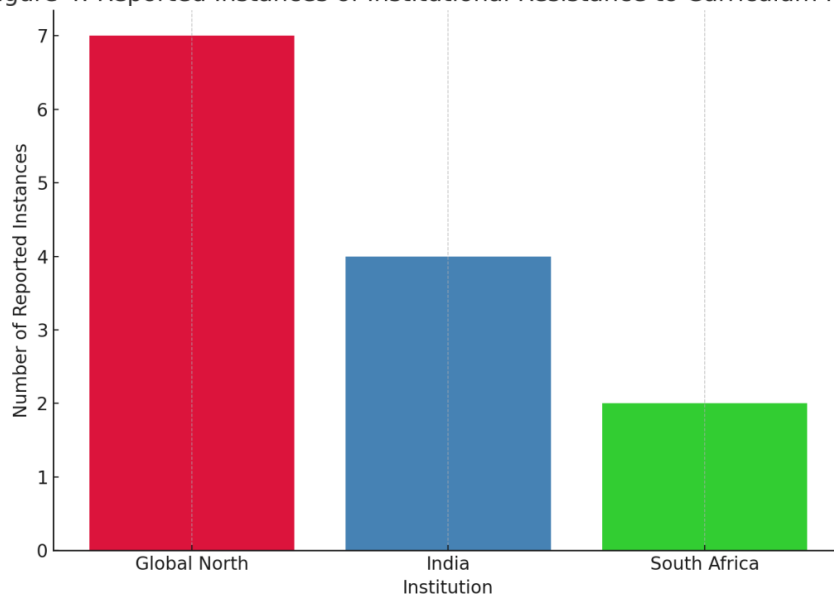


Figure 4. Reported Instances of Institutional Resistance to Curriculum Reform

This illustrates the strong resistance schools have toward changing their curricula. Seven instances from the Global North reveal a clear preference for Western literature and opposition to alternative ways of knowing. While India and South Africa face fewer challenges, these are mostly related to entrenched structures and rigid institutional systems. Therefore, it is crucial to implement new policies, provide comprehensive faculty training, and promote equity within literary education.

Table 5. Decolonial Curriculum Framework Implementation

Component	India (Implemented)	South (Implemented)	Africa	Global (Implemented)	North
Core Inclusion of Global South Texts	Yes (1)	Yes (1)		No (0)	



Comparative Pedagogy (West vs South)	Yes (1)	Yes (1)	No (0)
Faculty Development Programs	Yes (1)	Yes (1)	No (0)
Student-Centered Assessment Models	No (0)	Yes (1)	No (0)
Collaborative Curriculum Design	Yes (1)	Yes (1)	No (0)

The five main elements of a decolonial curriculum framework are presented in the table. Across all examined areas, South Africa demonstrated strong success in promoting equity and inclusion within literary education, reflecting a firm commitment from all stakeholders. India addressed most policy challenges but still fell short in implementing student-centered assessment. In contrast, institutions in the Global North showed little indication of adopting these new elements and largely resisted innovative approaches. This suggests that effective educational reform must encompass the curriculum, teaching methods, institutional policies, and collaboration among all parties involved.

Figure 5: Implementation of Decolonial Curriculum Framework Components

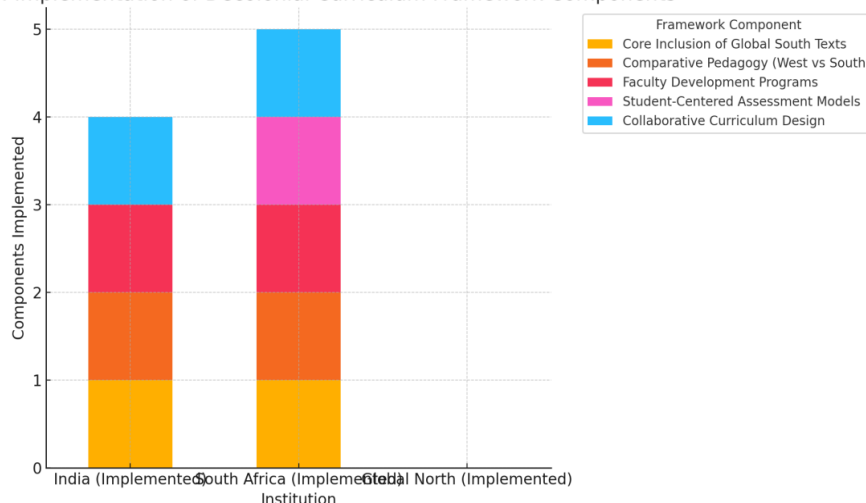


Figure 5. Implementation of Decolonial Curriculum Framework Components

The stacked bar chart illustrates the extent to which each institution has incorporated elements of a decolonial curriculum. South Africa shows the most comprehensive integration, followed by moderate implementation in India. The minimal adoption in the Global North highlights a significant gap in reform efforts. The author emphasizes that successful curriculum decolonization requires addressing not only teaching methods but also institutional objectives and student motivation.

5. Discussion

Literature from the Global South remains marginalized in English departments due to the enduring legacy of colonialism. Despite ongoing efforts for change, many institutions continue to relegate contemporary postcolonial literature to a supplementary role, rather than integrating it as core material (Damrosch, 2020; Slemmon & West-Pavlov, 2022; Mohamed, 2021; Ganguly, 2023). This imbalance results in students predominantly encountering a narrow, Eurocentric perspective, limiting their worldview. Decolonizing literary studies requires expanding the canon to encompass diverse regions and challenging the dominance of European-centered preferences. Such expansion fosters inclusive knowledge creation and nurtures equitable literary discourse (Quayson & Mukherjee, 2023; Ahmad, 2022; Bhambra, 2020; Smith, 2021).

Incorporating Global South narratives offers students opportunities to engage critically with themes such as colonialism, migration, resistance, and hybridity. Given the linguistic and cultural diversity of contemporary classrooms, these themes hold significant relevance. Salgado (2023) argues that adding Global South writers to curricula can reform teaching practices and affirm students' narratives. Additionally, scholars contend that prioritizing voices from former colonies aids in developing students' critical literacy by encouraging them to question entrenched cultural assumptions (Al Amin & Boucher, 2022; West-Pavlov, 2023; Eze, 2019; Taiwo, 2022).

6. Applying Educational Theories in Classes to Involve Students

The data indicate that teaching the Global South increases student interest, cultivates cultural appreciation, and enhances interpretive skills. Classrooms employing decolonial pedagogies—such as dialogic learning and contextual analysis—observed significantly higher levels of critical reflection compared to others. This aligns with research demonstrating that culturally relevant teaching boosts academic motivation, deepens comprehension, and transforms learning outcomes (Ladson-Billings, 2021; Kee & McCann, 2023; Karim, 2020; Osei, 2022). Students in India and South Africa reported that connecting curricula to their daily lives improved both reflection and cognitive development.

Furthermore, understanding Global South literature requires attention to the social and historical contexts of its production. This enables students to critically examine how structural inequalities, and colonial histories continue to influence contemporary societies (Morreria, 2022; Subramaniam, 2021; Patel, 2023; Dube, 2020). Effective teaching, as Prozsky and Nkealah suggest, centers learners by linking literature education to emancipatory practices, encouraging students to question established knowledge and articulate their positionality regarding texts. When students see their identities reflected in literature, it becomes a powerful tool for imagining a more just society.

7. Institutional Challenges

Although educators recognize the necessity of curriculum decolonization, systemic barriers persist. Interviews and policy documents reveal that academic conservatism, inadequate faculty training in postcolonial theory, and limited access to diverse texts hinder meaningful reform. Increasing inertia within academic institutions is a key factor cited in recent studies explaining why educational curricula remain resistant to change (Gandhi, 2020; Mbembe, 2021; Morrison, 2023; Zembylas, 2022). Particularly in Western universities, decolonization often remains symbolic, failing to affect substantive changes in course content or faculty composition.

Administrators frequently cite concerns such as accreditation standards, reliance on standardized syllabi, and limited availability of texts in translation as obstacles to curricular revision. Nonetheless, scholars argue that these challenges can be overcome even in the absence of strong political will or comprehensive planning (Alkhatib & De Sousa, 2021; Al Joundi & Phipps, 2023; Emejulu, 2020; Okeke, 2022). Successful decolonization efforts in South African universities, for example, have relied on inclusive involvement of faculty, students, and community stakeholders, underscoring that ethical commitment, adequate funding, and collective oversight can drive systemic change.

8. Adding a Decolonial Approach in Developing New Curricula

The research emphasizes that effective decolonization involves comprehensive transformation—altering classroom practices, enhancing teacher training, and revising institutional policies. Key components include integrating Global South literature into foundational courses, employing comparative pedagogies that juxtapose Western and non-Western texts, equipping faculty with culturally responsive teaching strategies, reforming assessment methods, and fostering collaborative curriculum development among all stakeholders (Mignolo & Walsh, 2018; Cote-Meek & Moeke-Pickering, 2020; Harding, 2023; Santos, 2021).

Recent scholarship advocates for a decolonial approach that enriches content while reorienting the fundamental purposes of literary study. Decolonial theorists argue that literary education should support the interpretation, critique, and transformation of dominant narratives passed through history (de Sousa Santos, 2020; Ndlovu-Gatsheni, 2023; Hudson, 2022; Gopal, 2019). Education, in this view, is a liberatory process that values relationality over mere cultural analysis. To fully realize this framework, long-term systemic changes—not piecemeal adjustments—are essential, with strategies that recognize, affirm, and value difference as central.



9. Conclusion

This study reveals significant disparities in the treatment of Global South literature across educational institutions worldwide. Combining curriculum analysis, interviews, and classroom observations, the research shows that while several institutions in the Global South actively work to transform their literary traditions, many in the Global North remain entrenched in Eurocentric approaches. The exclusion of Global South fiction in the Global North signals a resistance to modernization in both curricular content and institutional culture.

The findings also highlight the pedagogical benefits of integrating Global South literature, which enhances student engagement, critical thinking, and cultural awareness. When students engage with narratives reflecting their own or others' cultures, they are more inclined to question dominant ideologies and examine socio-historical conditions. Decolonial teaching methods correspond with increased classroom participation and cognitive development. Therefore, Global South literature must be incorporated substantively into curricula, beyond superficial gestures toward diversity. Challenges such as limited faculty training, bureaucratic inertia, and insufficient political will persist; however, progress in South Africa and India demonstrates that systemic transformation is possible through collective, ethically motivated efforts. Decolonizing the curriculum involves adopting a fundamentally new approach to literature, knowledge, and identity.

10. Future Directions

Building on these findings, future research should explore longitudinal impacts of Global South literature on student learning and engagement, utilizing qualitative, quantitative, and mixed methodologies for comprehensive insights. Examining how translation and language politics affect curricular reform is crucial, as many Global South texts remain inaccessible due to linguistic barriers or limited publication in academic markets. Further interdisciplinary research involving sociology, history, and philosophy may illuminate broader applications of decolonial theory and identify best practices for inclusive curriculum design. Recognizing shared colonial legacies across departments could foster cross-disciplinary collaboration and institutional-wide reform.

Finally, amplifying the voices of students, especially those from historically marginalized groups, through participatory research, curriculum evaluation, and narrative collection will ensure reforms meet learners' needs and values. Integrating Global South literature is a vital step toward addressing global challenges of equity and representation in higher education.

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