



Globalization and Changing Patterns of Education: A Sociological Analysis

Md Asad Ali^{a,*},  Ram Naresh Singh^{b,**} 

^aAssistant Teacher, Sociology Department, Uchch Madhyamik Vidhyalay Majhua, Raniganj Araria, Department of Education Govt of Bihar, India.

^bAssistant Professor, Department of Psychology, Forbesganj College, Forbesganj, Purnea University Purnia, Bihar, India.

KEYWORDS

Education,
Change,
Inequality, Globalization.

ABSTRACT

In today's world there is no place where globalization doesn't make its mark. It brought changes each and every part of life. Education is also impacted and it no longer only refers to a specific person, place, community or society. The transfer of knowledge through the information and communication technology has connected the educational systems all over the world due to continuous development of the information and communication technology. As a result, there is a swift and abrupt shift in aims, objectives, curriculum, style of teaching and learning, assessment, role of students and teacher, expectations of student, and educational institutions. This paper is an examination of the relationship between globalization and shifting trends in education with a sociological lens. It covers the changing goals, curriculum, the teaching-learning process, assessment and evaluation, research and development in the context of globalization. Recent trend in education is also discussed. Yes, globalization has increased the accessibility of education, created opportunities for partnership and global cooperation, and opened up opportunities for education. At the same time, it has brought about many restrictions, namely, the digital divide, commercialization of education, inequality, cultural changes, and pressure on teachers and students. The paper argues that globalization has opened up avenues and obstacles both for education. Thus, educational policies should be a visionary one that can merge the global as well as local context of knowledge and open up possibilities for social justice, equality and global harmony.

Introduction

Education is one of the paramount institutions of society. It enables us to learn about knowledge, skills, values, attitudes and social behaviour. It also equips us for employment and world of work. The traditional concept of education system was defined based on the needs, culture, language and policies of a specific country. But, with

globalization in the world, everything has changed today. Globalization means increasing connections and interactions irrespective of distances, barriers and hurdles among different countries, societies, economies, cultures, and people. A famous English Sociologist Anthony Giddens (1990) defines globalization in the following words "the globalization can be defined as the intensification

* Corresponding author

E-mail: mdasadali90@gmail.com (Md Asad Ali).

DOI: <https://doi.org/10.53724/inspiration/v11n3.04>

Received 08th April 2026; Accepted 20th May 2026

Available online 30th June 2026

2455-443X /©2026 The Journal. Published by Research Inspiration (Publisher: Welfare Universe). This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

 <https://orcid.org/0000-0003-3252-0484>



of social relations throughout the world, linking distant localities in such a way that local happenings are formed as a result of events that occur many miles away and vice versa”. In this way globalization brought about connectedness and reduced distances between the glob countries. It makes easier for the people to search and share information, ideas, goods and services across the nations. the characteristics of globalization is specified by the level of interconnectedness, integration, speed, and scope, among the different economies, cultures, political systems, technologies, and environments as elaborated by Alkharafi, N., & Alsabab, M. Write the year (2025) in the year row of the following table.

Table: 01

Characteristics	Levels
Interconnectedness	The strength, variety, and interdependence of the network of relationships and interactions that link people, places, and nations around the world.
Integration	The process by which isolated people, firms, and nations come together to form a more unified or interdependent system.
Speed	The pace at which global exchanges occur, facilitated by technology, communication, or transportation.
Scope	The scale of reach and spread of globalization, such as the extent of its geographic spread, the range of industry sectors impacted, or the level of resources invested.

Source: Alkharafi, N., & Alsabab, M. (2025). <https://doi.org/10.3390/economies13040091>

Interconnected: A close and interdependent connection between the countries, both economically, politically, culturally, technically

and environmentally. Giddens (1990) explains it as being the “intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring many miles away”. Whereas integration refers to coming together purposively even contribute in it in an isolated form. According to Harris (1995) globalization is the “integration of humanity and the compression of both the temporal and spatial dimensions of planet wide human interaction”. Speed is how quickly you circulate or bring out the ideas and techniques to others from one place to another. (Held et al., 1999) describes “speeding up of worldwide interconnectedness in all aspects of contemporary social life is another key characteristic of globalization”. The scope is the extent of reach of any given invention or thought. Due to globalization endless users can get benefitted by the product. According to Spich (1995) globalization “suggests and believes essentially that all economic activity, whether local, regional, or national, must be conducted within a perspective and attitude that constantly is global and worldwide in its scope”. The universalization of processes and practices is an example of a high scope. Globalization, therefore, integrated as well as interconnected the nations across the globe.

Globalization and Education

Among the sectors that have been most impacted by globalization is education. It has not only reformed the education but also its role. In the past, education had been primarily related to the transfer of national culture, knowledge, values and skills.

Today, however, there are no physical limits to ideas, policies, technologies, teaching and learning approaches, curricular models, research and innovations, teachers and teaching approaches or even students. It equips students to engage in a global society and economy. Now students can be a part of an online course offered by institutions located in anywhere of the world. Teachers have access to international research and teaching resources. International partnerships can be made at the University level. Governments have the opportunity to draw from the learning experiences of other countries in the field of education. Thus, globalization has transformed the character of the education. Skills such as communication, digital literacy, problem-solving, creativity, critical thinking, entrepreneurship, employability and global citizenship are becoming more significant in the modern education system. Globalization is not only a technological phenomenon or an economic development phenomenon, from a sociological perspective. It is also associated with social class, culture, power, inequality, language, identity and social mobility. Hence, it is necessary to examine the impact of globalization in education, and whether it is beneficial to all segments of society equally.

Changing patterns of Education

One can see the shift in the pattern of education by the influence of globalization. Traditional education system was primarily geared towards knowledge, moral development, socialization, cultural transmission, citizenship and preparation for employment. But the current education system

is more about employment, communication, digital competence, creativity, critical thinking, entrepreneurship, innovation, problem-solving and global citizenship. The concept of the knowledge economy is becoming more and more associated with education. Knowledge, information, innovation and skills are important resources in a knowledge economy.

Education is also viewed as an investment in human abilities and skills (Becker, 1964) as per the human capital theory. The idea is more relevant than ever in the context of globalization, where nations are bidding against each other for skilled people and knowledge. But the word education shouldn't be equated only with employment. The concepts of social, cultural, democratic, and moral functions of education are also present.

Changes in Aims and Objective of Education

Globalization has considerably altered the aims of education. Globalisation considers education as a global phenomenon and considers individual as a global citizen. In this globalised world, the aims of education are framed concerning to the global needs and demand. Aim of education therefore, is to promote global citizenship equipped with advanced technological competencies, develop critical thinking, grow holistic understanding, ensure sustainable development and produce skilled manpower. This is a globalised system of education, with global harmony and peace in mind, and multilingual and multicultural experiences as the focus. (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2015).

Changes in Curriculum

Globalization in education forced to change the curriculum design, teaching learning processes and make necessary changes in assessment techniques. But, according to the international organizations like United Nations Educational, Scientific and Cultural Organization (UNESCO) and Organization for Economic Co-Operation and Development (OECD) learners are prepared with the twenty first century skills which include learning skill, literacy skill and life skill as well as digital literacy. (Organisation for Economic Co-operation and Development [OECD], 2018)

After that, internationalization of curriculum principle was implemented in the curriculum from bottom to top in the education system hierarchy. There is a greater integration of the curriculum with issues of the world. Today, there are subjects and themes of EE in many education systems, such as those of EE environment, human rights, global citizenship, information technology, entrepreneurship, financial education, communication skills, sustainable development, multiculturalism and scientific thinking etc.

Climate change is not only a national issue for example. It's a world-wide issue. Pandemics, migration, technology, international trade and human rights are other subject areas that demand students know what is happening in societies other than their own. But local knowledge should not be entirely substituted by global knowledge. Local history, language, culture, traditions and local knowledge are important.

Changes in Teaching and Learning Methods

The impact of globalization has also been seen on the teaching methods. Traditional school lessons relied on lectures, books, memorizing, and the teachers. Nowadays, more attention is being paid on the constructivist approach in education which is based on student participation and meaning making. Important ones are learner-centred teaching, group discussion, project-based learning, problem-solving, collaborative learning, experiential learning, inquiry-based learning, on-line learning and blended learning. These changes could be possible due to advancement in technology. Videos, presentations, digital boards, online quizzes, educational applications and virtual classrooms are now available for teachers to use. In addition, learners gain greater access opportunities and platforms to education. They play with their interest and choice and choose disciplines and subjects based on need, interest, time and pace of learning. Information Technology (IT) and its applications in the education sector opened a new world of opportunities for the students. But technology cannot be a substitute for the teacher. The teacher's role in terms of motivation, guidance, emotional support, classroom management and social development remains significant. (UNESCO, 2023).

The changing face of Higher Education.

Globalisation has become very much part of higher education. Increased linkage of universities with other universities in the world, by means of international research, exchange of students, exchange of teachers, international conferences, joint research projects, international publications,

online courses, international accreditation etc. Students are looking for education abroad on the rise. Marginson and van der Wende (2007) contend that globalization has led to the transfer of students, teachers, knowledge, technology and financial resources across national boundaries. Internationalization can enhance educational opportunities and the collaboration in the field of research. But it can also generate differences as the education process in other countries may be costly. Financial resources may offer universities more opportunities for international collaboration and research.

Role of Teachers is changing.

The teacher's role has been transformed as a result of globalization. The Teacher is no longer viewed solely as an information giver. The Teacher is supposed to be facilitator, mentor, guide, researcher, technology user, reflective practitioner, lifelong learner etc. The teachers are expected to adopt digital resources and new teaching methods. Meanwhile, teachers are dealing with new demands. These include: standardisation of assessment, documentation, measurement of performance, technology requirement, curriculum change, rising parent and institutional expectations. Hence, teacher education and teacher professional development is becoming more important. Teachers must have not only knowledge of a subject, but also technological and pedagogical skills.

Globalization and Socialization

Education is an important agency of socialization. Education is a means through which individuals are

taught social norms, values, cooperation, discipline, citizenship, communication and responsibilities. Globalisation has made students' social world larger. They can connect with individuals from various countries, social media, online courses, international programmes and digital communities. This can contribute to developing global awareness. Global citizenship now has a greater significance. Students are urged to gain an insight into climate change, human rights, peace, sustainability and international co-operation. But global citizenship does not contradict local identity. Individuals can have both local and global identities.

Globalisation and commercialization of education

A third significant shift is the growing commercialization of education. Education is seen more as an investment which can generate jobs and income. The growth in private schools, coaching centers, online learning companies, educational applications, international universities and education technology companies.

Commercialization can lead to more educational options and innovations. But it can also lead to difficulties if education is too much reliant on people's ability to pay. Where quality education is largely provided to those who are economically privileged, social inequality can rise. So, learning must continue to be a social and public good and a way of building skills and employment.

Globalisation and education in India

India is very much under the impact of globalization. Digital education, private education,

international collaboration, skill development, online education, higher education, research and vocational education have all undergone significant changes in Indian education. The number of Indian students going abroad for higher education and jobs is growing. Meanwhile, India has alarming educational inequalities with regard to rural urban, poverty, gender, caste and social background, language and digital access. Thus, there needs to be a relation between globalization and social justice. What India requires is an education system that is a mix of opportunities of the world with the various social and cultural realities of India. (Ministry of Human Resource Development, 2020).

Sociological view of globalization

Globalisation must not be equated with technological advances, in a sociological context. It is related to social class, power, culture, inequality, identity, social mobility, institutions and economic change. Globalisation affects various social groups in different ways. Globalization can be international education and global career opportunities for a rich student. For a poor student, globalization could be free online education, but also challenges due to the lack of devices and Internet access. In the same way, a university with good research resources may derive greater advantage from international research networks than a poorly-funded university. So, sociologists have to ask not only what is changing but who is benefiting from the change and who might be excluded.

The future of education in a globalized society

The future of education will probably be influenced

by several major developments as artificial intelligence, Online and blended learning, Digital classrooms, Lifelong learning, international collaboration, Skill-based education. But technology alone does not make for an effective education system. What is required for the future education system is to have trained teachers, inclusive policies, affordable technology, strong public education, social justice, local cultural knowledge, and ethical use of technology. The teacher will remain significant as education is not just the delivery of information. It also includes relationships, values, guidance, socialization,

Conclusion

The education system is changed a lot owing to globalization. It has minimized the physical distances and removed the technical as well as social obstacles. It was a linkage between education, teachers and students, researchers and knowledge, without national boundaries. It has transformed curriculum, teaching and assessment processes, higher education system, technology, teachers' roles and socialization pattern of the education system. Globalisation has led to a number of opportunities and to new ways of connectedness. Students are connected with knowledge from around the world and access to online education. New resources and teaching methods are available to teachers. Universities can join international research and academic networks. Globalization has also presented significant challenges, however. Issues are educational inequality, digital divide, commercialization, cultural concerns, standardization and an increase

in competition. It is shown through a sociological analysis that not all individuals and groups are equally affected by globalization. People's access to the opportunities of global education is shaped by social class, income, gender, geography, language and cultural capital. So, the purpose of education shouldn't just be to make students competitive in the world. Education should also

promote equality, social justice, democratic values, cultural diversity, critical thinking, and human development. The balance between global and local, technology and human relations, economic development and social justice, and international knowledge and local culture are essential for the future of education.

References:

- Alkharafi, N., & Alsabah, M. (2025). Globalization: An overview of its main characteristics and types, and an exploration of its impacts on individuals, firms, and nations. *Economies*, 13(4), Article 91. <https://doi.org/10.3390/economies13040091>
- Becker, G. S. (1964). *Human capital: A theoretical and empirical analysis, with special reference to education*. National Bureau of Economic Research.
- Giddens, A. (1990). *The consequences of modernity*. Stanford University Press.
- Harris, R. L. (1995). The global context of contemporary Latin American affairs. In S. Halebsky & R. L. Harris (Eds.), *Capital, power, and inequality in Latin America* (pp. 279–304). Westview Press.
- Held, D., McGrew, A., Goldblatt, D., & Perraton, J. (1999). *Global transformations: Politics, economics and culture*. Stanford University Press.
- Marginson, S., & van der Wende, M. (2007). *Globalisation and higher education* (OECD Education Working Papers No. 8). OECD Publishing. <https://doi.org/10.1787/173831738240>
- Ministry of Human Resource Development. (2020). *National education policy 2020*. Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Organisation for Economic Co-operation and Development. (2018). *The future of education and skills: Education 2030*. <https://doi.org/10.1787/54ac7020-en>
- Spich, R. S. (1995). Globalization folklore problems of myth and ideology in the discourse on globalization. *Journal of Organizational Change Management*, 8(4), 6–29. <https://doi.org/10.1108/09534819510090196>
