

CLASS DIFFERENCE IN HIGHER EDUCATION

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Segregation is being used as an imposition tool for certain states. In the 21st century we see how western influence has overseen and regulated the rest of the world. Today the general focus is upon states such as the U.S. and the U.K. To take into account the past structural animosity India as a country has gone through during the conical era. It is the western influence be it career choice, language acceptance, economic subjugation which eventually has led to brain drain in the country is merely because of the hierarchal positioning of the first-world to the third-world, to the developed and developing states. Considering a common aspect such as language acceptance in the world, english is the most common and generalised language which is spoken, be it the east or the west. India has been in a position of incorporation since 1947, recalling the colonial period where the legal structure of India was being set forth by the Brits. Similarly, today the method taken by the westerners seems to be egalitarian by virtue but the question is whether it is practical and impartial when it comes to implementation. This following paper considers the policies of higher education 'set forth by the west and incorporated by the rest', actually a viable progress in the global sphere.

To get an idea of the different strata of society who take up higher education it is imperative to look at a student's social class background. The difference which has widened over the years is the equity difference of a state. The rich is more free in taking risk such as higher education compared to the reluctant poor of the society. The segregation is not a recent progress it has been over many years such an analysis has been established in Gopal Guru's "How Egalitarian Are the Social Sciences in India?"¹ where a clear picture of the class difference between the high class Brahmins and lower class shudras has been. Social status isn't just about the cars we drive, the

¹Gopal Guru, How Egalitarian Are the Social Sciences in India?, Economic and Political Weekly December 14, 2002.

money we make or the schools we attend it's also about how we feel, think and act, psychology researchers say.² It can be argued that the one's financial capacity shall shape choices. Through a 2012 paper in *Psychological Review*,³ in University of California, Berkeley, psychology professor Dacher Keltner addressed the question of classism. Through such a research it had been noticed that students belonging to the lower strata had muchness options and feared risk taking as compared to students coming from well to do backgrounds. The sole concept of higher education is seen as an opportunity for more gain in the future. To curb such a menace of our society a mere change or increase in government funding to attain financial stability just does not do it. Another important aspect which has to be taken into account when we look at higher education is the concept of globalisation of education which shall be the latter half of the paper.

In the mid-1980s the then Secretary of Education, William Bennett advanced the claim that increases in federal student aid were an important cause of tuition inflation. It had been observed that all aspect of society fall under business and profit making category. These educational institutions are thus no less than a profit making industry. What we fail as a society to to is that for a student to pick a career choice he/she looks at the financial capacity of the family before coming to any conclusions. It can also be argued that security defined the scope of risk taking. For instance, x belonging to a middle class background in India shall inevitably pick courses such as CA, Law, medical just because of the conformity of society, rather than following his passion which may be music, dance, literature and that is only because the fear of responsibility takes over passion or liking. An average doctor shall earn enough to support his family along with savings on the side on the other end the scope of having a musical career or in acting is very narrow. No doubt the fear of family and earning is subjective and incomprehensible in a general sphere, but yet an aspect which cannot be forgotten.

Coming to terms with the concept of globalisation, our focus being only restricted to education we will be looking into elements of globalisation and internationalisation and try to analyse how it is a deterrent. The market's need to expand and grow in perpetuity makes it a

² Tori DeAngelis, Class differences, February 2015, Vol 46, No. 2, <http://www.apa.org/monitor/2015/02/class-differences.aspx>

³ Tori DeAngelis, Class differences, February 2015, Vol 46, No. 2.

powerful and dynamic force in the world. Indeed, some see today's market-driven globalisation, with its push for commercial interests that protect profits, not people, as unstoppable on a world scale.⁴ Global consensus has come about over time, but yet it is a fairly recent concept which drives all aspects of various nation states into a global sphere where state compete and allocate resources as one. However this concept has numerous ideologist approaches which shall remain an ideology forever. The nature of globalisation is such as to provide for economic standard as a bench mark, now in terms of higher education such a stance is often forwarded by financial capacity. The leading cause of 'brain drain' is globalisation, if we are to look at it through a prospective where the west has instilled upon the rest of the world the concept of globalisation, where inherently the west has been superior financially compared to the east. The concept of equal distribution of resources is a hoax as it only benefits the west and not the rest. How often do we see students from the U.S coming to India for higher education, its imperative to know that India also has a strong framework of education, it is more likely that an Indian student shall go abroad for higher education.

As we have established earlier educational institution being only subjected to profit making, the economical growth is marginally more for America than the 2nd and 3rd world nations. There lies a class difference here as well which is in a global scale. Quite similar to the brahmins and shudras, the concept of research work which was considered to set a social class always stayed with the brahmins and the administrative work lied in the hands of shudras. That put in a global scale get us to America and India. There surely lies equity differences but that should not be the focus to empower students. Higher education is a choice among the wealthiest nations but an absence among the latter. The principle which we are looking at in this paper is the concept that has been brought forward though western influence is nothing but another form of colonisation, in a global scale. The difference lies in thinking capacity of countries, in William Yat Wai Lo's comparative study we have seen how there is an existence of a powerful Western hegemony in higher education. He further goes on to establish three ways to look at ranking system of higher education. One of them was to look into ranking as a global prospective is essential as it

⁴ RUI YANG, GLOBALISATION AND HIGHER EDUCATION DEVELOPMENT: A CRITICAL ANALYSIS, International Review of Education 269–291, 2003, Kluwer Academic Publishers

betters the capacity of research and development. Which is considered now having a greater good intention in mind it has led to only being an ideology, i.e. global ranking setting a bar for higher education where countries shall compete with each other to see where one stands. But we have to keep in mind the nature of such a paradigm, there is never equal resources in two countries but yet they try and compete to fulfil the need of education. Western influence upon higher education and the dying need to take a global stance. Wherein higher education shall have and international aspect to it which in turn would help in two or more states competing. This agreed upon aspect of competition by most nations has eventually led the Western education system to a pedestal or a set bar for other states to compete. Eventually making the west economically strong and producing a set hierarchy which shall flow forever. It is truly confusing to know what is going on and who eventually benefits from globalisation.

To get into more depth of this we shall have to analyse in a way which would help simplify things. Think of globalisation of higher education in terms of a particular country. Instead of different states lets look at individuals having different financial capacity, merely trying to replicate globalisation into a small scale which eventually will lead us to a clearer prospective. So, if that is the case say U.S., India, China are looked as individuals who are A,B and C, having different financial capacity. Say A's the most secured financially, then C who's average and finally B who falls below average. As discussed above the choices of higher education vary depending upon economical stability. In that case the freedom of choice A will have in pursuing higher education the rest shall not, and for B it is merely a luxury. But all the individuals look upto A as he has set the bar with his lavish and secured life, which both B and C wants to attain. Eventually the hierarchal segregation sets in, where the life around the three individuals, i.e. social norms or regulations are set by A due to the economic advantage. This takes us back to colonial India where by force India had been ruled by the Britishers, merely because of the economic dependency. This cause of globalisation of higher education may not be as cruel as colonial era for India but it definitely builds a sense of pressure upon other nation states to implement the same.

The constant need to abide to the west does act as a deterrent to the quality and success of India as a nation, along with many more. Concept of higher education on a global scale shall lead to more western autonomy along with hierarchal division set for the future to come. The aspect of

such a global phenomenon is always welcomed as it speaks for all, the governance is checked of many nations but the economical advancement is just for the west as this progresses. Instruments such as ranking does impact the global nature of behaviour but it also demoralises states such as India. We surely bow down to the rich and that segregation of the class difference in society shall prevail, therefore the economical decisions made by countries do have a insightful theories, pros and cons which only after combined a decision is reached. Having said that this paper does look into the western influence and the hegemonic hierarchy which it holds. For a better future of one financial power is important and the sole driving force of a nation. As we reach the conclusion the only advisory note to take from this is that a state looking at global higher education shall have to be willing to compete with oneself and not with others. The fulfilment of one student who does take up higher education should be the fulfilment of the state. The current situation has led to a point where the west is the leader and the rest are followers, which is the rising cause of brain drain. This aspect of brain drain is the leading cause of economical shift, imagine a hypothetical where student come across to India for better education, the mind set of those would also be having a better standard of living similar to the student who leave India now for the west, with the same idea of better living standards. States are independent in form and sphere, and should be willing to take risks which shall help them shape a better future. In the above analysis where three countries have been considered and shaped into individuals A,B,C, if somehow B being the minority among the rest, could take that risk for his career he would succeed. Globalisation of education has hit all countries, widened the divide between the haves and the have nots, it need urgent attention to protect the need of collective will and equality.