



## Journal of Communication and Management

ISSN: 2583-617X (Online)

Journal home page: <https://jcoma.com>

### Research Article

DOI: 10.58966/JCM2024348

# Class, Human Rights, and Journalism: A Comparative Study of Delhi's Institutes

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### ARTICLE INFO

#### Article history:

Received: 12 September, 2024

Revised: 06 October, 2024

Accepted: 20 October, 2024

Published: 23 December, 2024

#### Keywords:

Class divide, Socio-economic status, Journalism education, Human Rights

### ABSTRACT

"A social class is a category or group of persons having a definite status in society which permanently determines their relation to other group – feeling of superiority & inferiority. The relative position of the class in the social scale arises from the degree of prestige attached to the status."

P. Gisbert

According to some other definitions of class; given by Max Weber, Karl Marx, Hebbal etc., it is obvious that one of the indicators of class is the socio-economic status of the people associated with it. This socio-economic division is also visible among the government journalism institutes and private journalism institutes. Also, education as a fundamental human right is enshrined in the Universal Declaration of Human Rights (1948) and many other international human rights instruments (What You Need to Know about the Right to Education | UNESCO, 2023.). A simple Google search can tell us the sizeable difference in the fees of journalism courses between government and private institutions; former in multiples of thousand and latter in lakhs. Thus, the lower- and middle-class students prefer government institutions over private institutions, as private institutes charge hefty fees. So, the students who take admission in private journalism institutions can be considered a class apart from those who are studying in government institutions. Since journalism is an exposure demanding field paired with the attributes like confidence, leadership and good oratory skills, class plays a major role here. It impacts the potential and capabilities of the students in the way of success. The students belonging to higher class are more confident, outspoken and well exposed, while those of the middle class or lower class are lacking on these fronts which hampers their prospect to become a renowned journalist.

In this light, the study tries to quantify the class divide empirically in rationally selected private and government journalism institutes of Delhi by using questionnaire survey. The survey would be followed by focus group discussions at various selected institutes for in-depth investigation of the topic.

### INTRODUCTION

Various sociological thinkers have defined class differently. As for Marx; 'class' emerges out of the difference between 'haves' and 'have nots'; for Weber social class is people sharing same life styles (*Chapter III: Class and Class Differentiation*, n.d.). Thus, Marx explains class in purely economic terms that those who own the means of production are class apart from those who sell their labour to them. However, Weber considers class as a status emerging among people who share common actions in life.

This means that even if a person might earn very good to be called under 'class' according to Marx, if not sharing the common actions with the other classy people may not belong to their 'class' according to Weber. We understand class today as a combination of all these definitions explained above; a combination of economic as well as social status with a high lifestyle.

Since the phenomenon of class emerges from the socio-economic conditions along with other minor factors, it is bound to affect the accomplishments of people and most

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**Relevant conflicts of interest/financial disclosures:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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important accomplishment of all is education. According to UNESCO, "Education is a basic human right that works to raise men and women out of poverty, level inequalities and ensure sustainable development. But worldwide 244 million children and youth are still out of school for social, economic and cultural reasons" (What You Need to Know about the Right to Education | UNESCO, 2023). Thus class as a phenomenon becomes significant for both sociologists as well as policy makers if it starts impacting the education system (Marks, 2004). There are number of studies (Machin & Vignoles, 2004); (Caro, McDonald, & Willms, 2017)(Daniel H. Caro, 2009) which suggest that socio-economic status (SES) of students affects negatively their educational and academic accomplishments; we need to investigate specifically whether SES also affects the students of particular discipline and in the present case, discipline is journalism. Although there are many studies in Indian context also (Desai, Sonalde and Thorat, 2012); (Kulkarni, 2016); (Chakravarty, 2018) which talk about social and economic inequalities in education in general; most of them are concerned about school education and that too considering social and economic causes separately. Where they lead the researcher towards the disparity in opportunities and its repercussions; they also inspire to dig deeper into the issue beyond only school education and beyond general education. Thus, this study tries to explore the opportunities and limitations caused due to 'socio-economic status' specifically and 'class' generally of the students of journalism from government and private institutes.

## Literature Review

The recent meaning of 'class' is not very old; it's a new phenomenon emerged during late 18<sup>th</sup> and early 19<sup>th</sup> century just during the industrial revolution about which Briggs argues that it was not only the change in the way of looking at society but 'in society itself' (*Chapter III: Class and Class Differentiation*, n.d.). Apart from defining 'class' in economic terms, Marx also propounded 'conflict theory' with his collaborator Engels which says,

"In a capitalist society, the *bourgeoisie*, or ruling class, owns the means of production, while the *proletariat*, or working class, does not own the means of production and instead is oppressed and exploited by the bourgeoisie. This difference creates an automatic conflict of interests between the two groups. Simply put, the bourgeoisie is interested in maintaining its position at the top of society, while the proletariat's interest lies in rising up from the bottom and overthrowing the bourgeoisie to create an egalitarian society." (1.2 *Sociological Perspectives on Social Problems / Social Problems*, n.d.). "This central fact of capitalism, said Marx and Engels, eventually prompts the rise of class consciousness, or an awareness of the reasons for their oppression, among workers". (ibid)

This theory predicted at the very beginning of capitalist society that there were conflicts among classes bound to

happen which would affect all spheres of human lives including education. This theory and Marx's perspective of class is applicable in wider context of class and education, however in Indian context Weber's perspective of class has been used most suitably by many scholars such as (Beteille, 1969); (Bhatt, 1975) et al. Perhaps because Weber's concept of class refers to 'any group of people that is found in the same class situation'; which is more contemporary. There is another approach of defining class by Pierre Bourdieu, who suggested that class defined by other thinkers had no cultural dimension without which real sense of class would not emerge. It was symbolic too and that's why people do not share the company of other people with 'fundamental differences, particularly economic and cultural differences' (*Chapter III: Class and Class Differentiation*, n.d.)

All these concepts of class are intertwined in the today's understanding of 'class' which cannot be explained on the basis of only one of these concepts because with various changes in society and multiple factors working upon it, many dimensions have been added to it. However, with all new added dimensions, class remained a universal phenomenon anywhere in world. But in India, various scholars (Singh, 1977); (Namboodiripad, 1981); (Bhatt, 1975) argued that the dimension of caste was intrinsic to the understanding of class in Indian context. The same scholars also discussed (Rosen, 1967) that in Indian context, class was understood in urban context while caste was understood in rural context and in general it was assumed that urban India is mostly not influenced by the subtle influences of caste rather such underlying current were blanketed by the wider acceptance of class (Mondal, n.d.). Since the locale of this study is capital of India; Delhi, so the dimension of caste in understanding class has not been considered for the study and its socio-economic status has been taken as wider framework for understanding class. Also widely accepted parameters of class by Indian scholars (Singh, 1977); (Bhatt, 1975) as well as census of India are – income, occupation and education. Thus, to establish the class difference in this study, same parameters have been taken.

Education is not only a parameter of class but it is also one of the most affected areas of human lives due to class inequality whether in India or elsewhere in the world. There have been many international (Hochschild, 2003); (Machin & Vignoles, 2004); (Marks, 2004); (Marks, 2004) (Caro et al., 2017); (Ball, 2010); (Archer, Hutchings, & Ross, 2003) as well as Indian studies (Desai, Sonalde and Thorat, 2012); (Chakravarty, 2018); (Kulkarni, 2016) related to class inequalities in education, but neither among international nor among Indian studies anything related to class divide in journalism education was found. It leaves a huge void in this area which inspired me to work upon. Although the above-mentioned studies focussed on the impact of class divide on education especially school education, there is no study I could find on college



or university students in India. So, if one has to consider to study the college students on class divide, journalism education would prove to be best case study due to its vocal nature of education in comparison to tacit nature of other disciplines. Thus, the personality traits developed or underdeveloped due to class divide could be easily studied in journalism education in comparison to other educational disciplines. A study (Kraus, Park, & Tan, 2017)) proves that economic inequality in everyday life; which is also a parameter of class; affects the social behaviour of people, creates class divide and affects the unequal groups psychologically; which proves that students of suppressed class might be disadvantaged in developing vocal personality traits like confidence, leadership, presentation and so on.

### Research Questions

In the backdrop of above explained rational, availability and non-availability of studies and the gap among them, this research tries to answer following research questions:

- Is there any class divide existing among the students of journalism of government and private institutes of Delhi taken as sample?
- If any such divide exists, how it affects the personalities of the journalism students?
- What are the advantages and disadvantages the journalism students of government and private institutes of Delhi are getting due to class divide?

### METHODOLOGY

This study uses the quantitative tool of survey questionnaire to collect the relevant data. First of all, a list of the government and private journalism schools of Delhi – NCR and their fee structure was found by following various websites ("Journalism colleges in Delhi/NCR | Shiksha," n.d.);("Top journalism colleges in Delhi 2019 - Univariety," n.d.);("Journalism colleges in Delhi | Shiksha," n.d.). Then on the basis of their fee structures two government and three private journalism institutes were selected for study which names are not disclosed here for ethical reasons:

Since this study is based on the assumption that there is a class difference itself among government and private journalism institutes because the fee structure of private journalism institutes are 3-4 times more than that of government institutes which prevents the students of

lower socio-economic status to take admission in private journalism institutes. Thus, majority of the journalism students of private college/institutes belong to one class while the majority of journalism students of government college/institutes belong to other class. However, we need to prove it empirically too, that's why there are questions pertaining to this objective in the questionnaires distributed to the students of all the sample institutes.

The questionnaire has been designed to find out whether there is any such class difference existing, if yes, how does it affect the potential of journalism students. The questionnaires were distributed with the help of teachers of these institutes; however the students filled it up completely on their own conscience, without any external influence. I collected 69 responses from the students of all three private journalism institutes, while 41 responses from the students of two selected government journalism colleges. All the data was analysed to find the answers of the research questions mentioned above.

### Data Analysis

The data received by using questionnaire tool will not be effectively analysed unless I will compare the data of both government and private institutions. Although I have taken two government institutions and three private institutions as sample of data collection, I have kept them in only two broad categories i.e. government journalism institutions and private journalism institutions. However, not for analysis rather just to understand the proportion of respondents, the following were the exact number of respondents from each of the institutions:

### Demographic Details of the Respondents

All the respondents of government journalism institutions (41) and private journalism institution (69) were fairly represented by male and female both. It can be seen from the chart below:

Both the Figures 1 and 2 shown above indicate that there were nearly 50% male and female respondents in both the cases. The government and private journalism institutions have 43.9% and 39.1% females and 56.1% and 60.9% male respondents respectively.

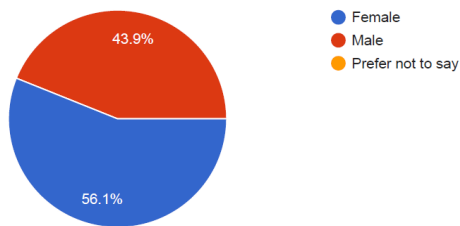
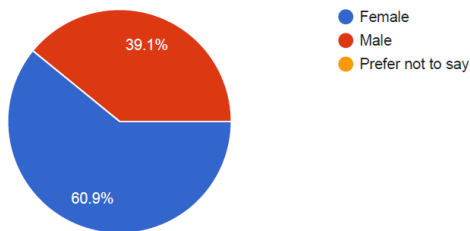
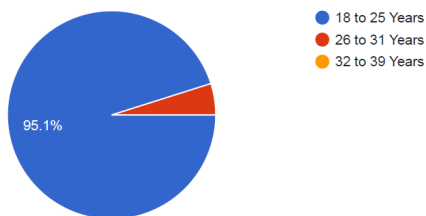
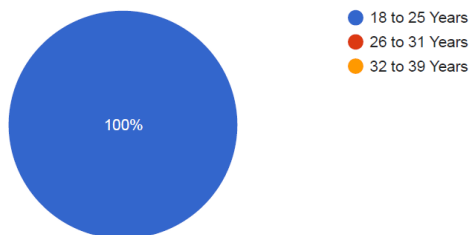
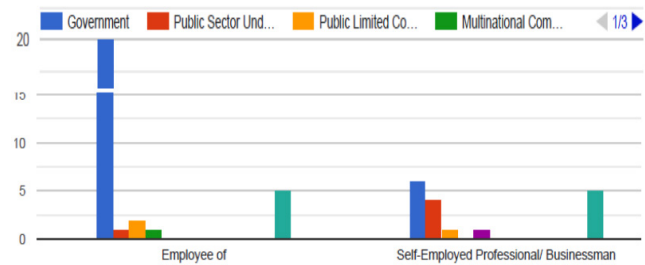
The students of journalism from both the institutions were found to be in the similar age group of 18 years to 25 years as shown in the charts below:

**Table 1:** Name and free structure of selected government and private journalism college/institutes

Name of college/institutes	Type of college/institute	Fee structure
A	Government	Rs. 34,110/- for complete 2-year course
B	Government	Rs. 45,000/- for complete 3-year course
C	Private	Rs. 2, 16,000/- for complete 3-year course
D	Private	Rs. 2,63,900/- for a complete 3-year course
E	Private	Rs. 2,37,500/- for a complete 3-year course

**Table 2:** Number of exact respondents of the government and private journalism institutions

Name of Journalism Institution	Type of the Institution	No. of Respondents	Total
A	Government	31	41
B	Government	10	
C	Private	31	69
D	Private	10	
E	Private	28	

**Figure 1:** Representation of gender among the respondents of government journalism institutions**Figure 2:** Representation of gender among the respondents of private journalism institutions**Figure 3:** Age group of the respondents of government journalism institutions**Figure 4:** Age group of the respondents of private journalism institutions**Figure 5:** Father's occupation of the respondents of government journalism institutions

Both the Figures 3 and 4 indicate that almost all of the respondents from both government and private journalism institutions are in the similar age group which is natural since all of them are students of same levels.

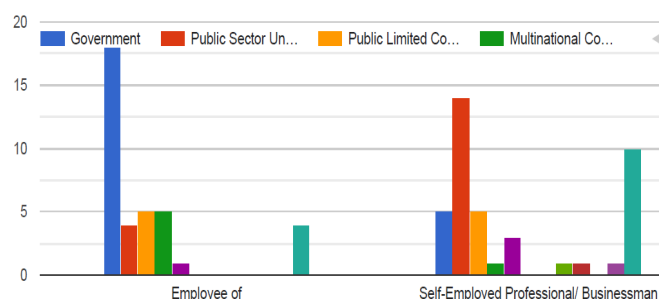
### Economic Status of the Respondents

In order to investigate the class difference among the students of the two sets of organisations – one government and the other private, I have tried to check it on various parameters such as father's occupation, mother's occupation, total family income, owning a house or owning vehicles. All these parameters have already been discussed in the review of literature. Since economic status is very important benchmark for class, so data were collected on these parameters to determine the economic class difference among the students of government journalism institutions and private journalism institutions.

The Figure 5 clearly shows that majority (20 out of 41; almost 50%) of the respondents' fathers are in government jobs, very few of them; only one in public sector undertaking, only one in public limited company and only one working in multinational companies while others are either self-employed persons or businessmen.

Although the Figure 6 also shows that many of the respondents' (18 out of 69; almost 26%) fathers are in government job, while many are also in public sector undertakings (16), public limited companies (10), multinational companies (5) and other reputed companies (1) and the rest are either self-employed or in business. Their levels of business can also be reflected in the comparisons of their family incomes. Since government jobs are considered less paid than those of public limited companies, public sectors undertakings and multinational





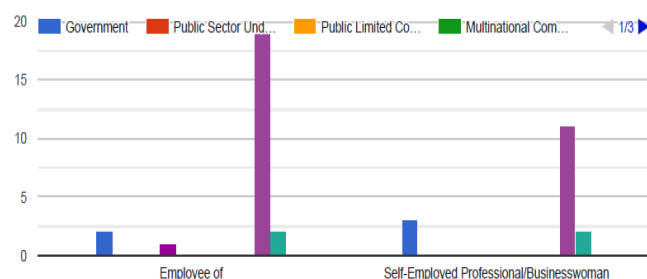
**Figure 6:** Father's occupation of the respondents of private journalism institutions

companies, these comparison of data of Chart I and Chart II above clearly reflects the difference in economic status of these two sets of respondents from government institutions and private institutions due to occupations of their fathers.

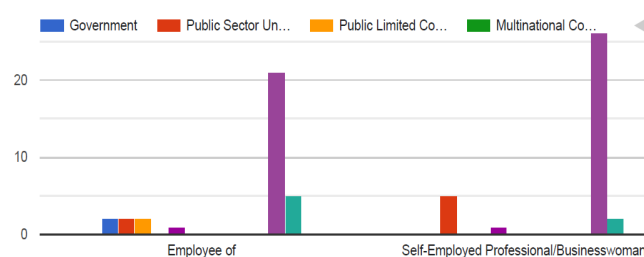
Since mothers are also equal contributors in the economic status of the family, so here mothers' occupations have also been considered. Mothers' status is not only indicator of economic conditions but also of social conditions in India because generally in India, women do what society approves. So if women are economically empowered, the social status of family will also be better than those who are not empowered.

This Figure 7 clearly indicates that majority (30 out of 41; almost 73%) respondents' mothers are home makers means they do not contribute to the family income and only two are government employees; one is working in reputed institution while others are self-employed or businesswomen. This is not only a parameter of economic status rather social status too. In socially upper-class families, generally women are economically independent in India, while they are not allowed to do so in socially lower-class families. Their education level may further be an obstacle in employment; however, I could not dig it so deep.

Although it is apparent from the Figure 8 that among the mothers of the respondents from private journalism institutions majority (38 out of 69 almost 55%) are homemakers and only two are government employees, two



**Figure 7:** Mother's occupation of the respondents of government journalism institutions



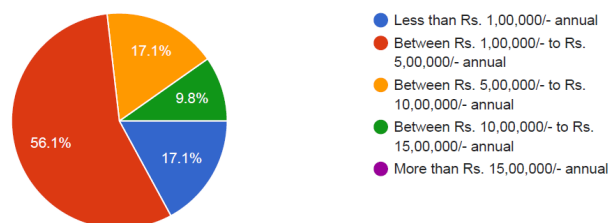
**Figure 8:** Mother's occupation of the respondents of private journalism institutions

are working in public sector undertaking, two are working in public limited companies while rest of them are either self-employed or business women.

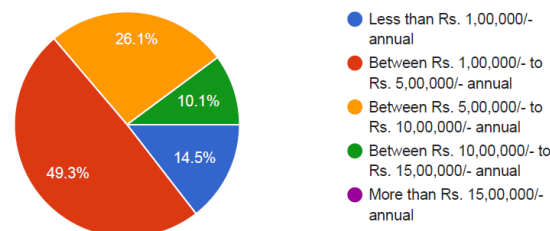
Though there is not much difference among the economic and social status of mothers of the both sets of respondents whether government journalism institutions or private journalism institutions, there may be other socio-economic factors responsible for it which is not in the purview of this study.

The overall family income could also bring some more light on the economic status of the respondents of the government and private institutions

Here in Figure 9, it is clear that majority (56.1%) of respondents have family income between Rs. one lakh to Rs. 5 lakh per annum, while a considerable number (17.1% each) of respondents have family income either less than Rs. one lakh per annum or between Rs. 5 lakhs to Rs. 10 lakh per annum. Only a few (9.8%) respondents have family income between Rs. 10 lakhs to Rs. 15 lakh per annum.



**Figure 9:** Total family income of the respondents of government journalism institutions



**Figure 10:** Total family income of the respondents of private journalism institutions

Although it is apparent from Figure 10 that almost half (49.3%) of the respondents have family income between Rs. one lakh to Rs. 5 lakh per annum, but there is a large number of respondents (26.1%) who's family income fall in the bracket of Rs. 5 lakhs to Rs. 10 lakh per annum and very few of them have family income less than Rs. one lakh (14.5%) or between Rs. 10 lakhs to Rs. 15 lakh (10.1%).

If we compare the above two charts of family incomes, it appears that the respondents of the private journalism institutions are economically better than those of the government journalism institutions. However, it needs to be investigated further.

There is one more criterion on the basis of which the economic status of the respondents can be known i.e., owning a house. This parameter has also been discussed in the literature review section. However, houses are also of various sizes and costs. But here we are using only one initial level filter that the respondents own a house or not. We didn't go deeper that if they own a house, how big or small is it or what its cost is and so on. The following charts on the basis of the responses of both sets of students from government and private journalism institutions may explain more:

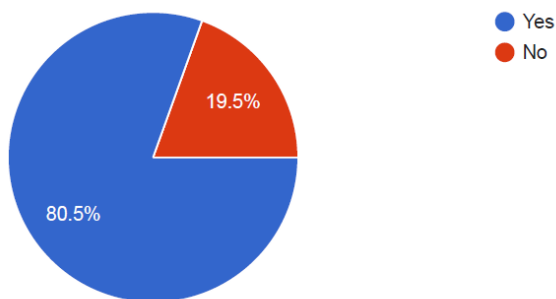
Though approximately 80% of the respondents have their own house, the rest of 20 % (approx.) cannot be ignored on this parameter; however, it would be better understood in comparison to the chart below.

According to this chart too almost 90% respondents have their own house while approximately 10% don't have it. Still the comparison with the chart I show that the respondents from private institutions are in better economic conditions.

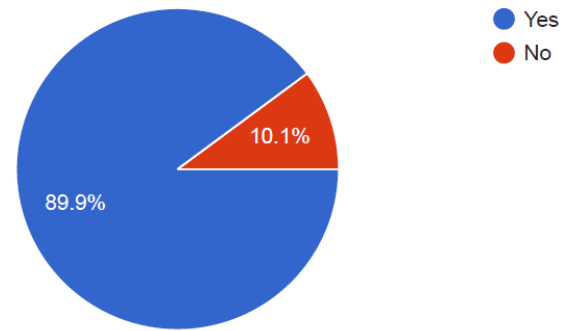
Apart from owning a house, having vehicles also indicate the economic conditions of the respondents. So, this was also considered as one of the parameters and results can be shown by the charts below:

This chart shows that majority of the respondents (75.6%) have at least two wheelers, while some of them (36.6%) have at least car and some of them may have both. Few of them (26.8%) have bicycles.

The above chart clearly shows that majority of the respondents (73.9%) have at least four wheelers, while most of them (69.6%) have at least two wheelers or both.



**Chart 1:** Whether the respondents from government journalism institutions have own house?



**Chart 2:** Whether the respondents from private journalism institutions have own house?

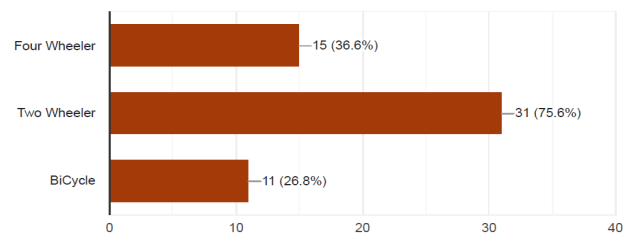
Only few of them (17.4%) have bicycle and certainly they don't have only bicycle. Thus, the comparison of both charts indicates that on this indicator too the economic status of the respondents from private journalism institutions belong to economically upper strata than those of respondents from government journalism institutions.

Since we have already noticed the see difference in the fee structure for the journalism courses among the government institutions and private institutions, we further tried to ascertain the economic conditions of the respondents by asking them single most reason for taking admission in their respective institutions. The responses can be shown as below:

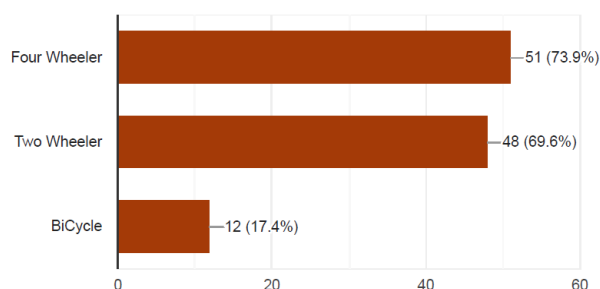
According to the above chart, one single most reason for the students of journalism of government institution can be seen as 'affordable fee' by most (51.2%) of the respondents followed by 'good reputation' (24.4%) and 'quality study' (17.1%). This shows how important the issue of affordability is for these respondents.

As per the reflections of the chart below, it can be seen that the issue of affordability is negligible for the students of private journalism institutions rather they focus more on 'good reputation' (36.2%), 'quality study' (33.3%) and 'good exposure' (20.3%) which was almost negligible for the respondents of government institutions.

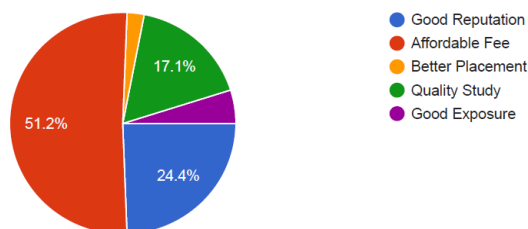
The comparison of above two charts says a lot about the 'class divide' between the journalism students of government institutions and those of private institutions, where concern for the former is 'affordable fees' while for latter is 'good exposure'.



**Chart 3:** Types of vehicles owned by the respondents of the government journalism institutions



**Chart 4:** Types of vehicles owned by the respondents of the government journalism institutions

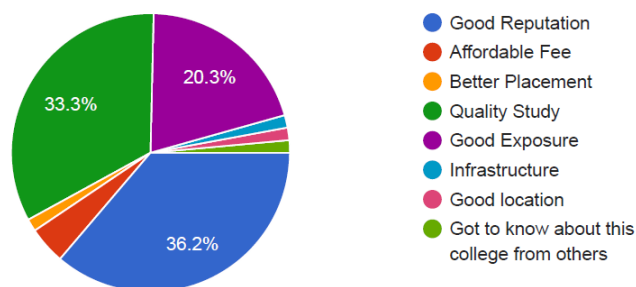


**Chart 5:** Single most reason for studying in government journalism institution

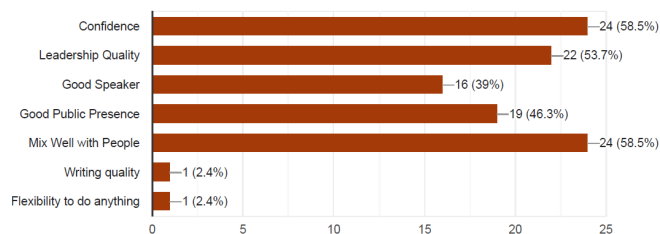
### Effect of class difference on the personalities of the respondents

As the data reflect in the above section, there seems to be existing class differences among the students of government journalism institutions and those of private journalism institutions on the basis of economic differences. Now we would try to see, how this difference affects the personalities of the respondents on the basis of various parameters such as what qualities they possess and what qualities they do not possess, which activities they would like to participate in and which personality trait they would like to develop. All these questions are to understand the effect of class difference on confidence, oratory skills and leadership quality of the respondents which are considered imperative for becoming a good journalism.

First of all, the respondents were asked that which qualities they possess among confidence, leadership, good speaking capacity, good public presence, mixing well with



**Chart 6:** Single most reason for studying in private journalism institution



**Chart 7:** List of qualities the respondents of government journalism institutions possess

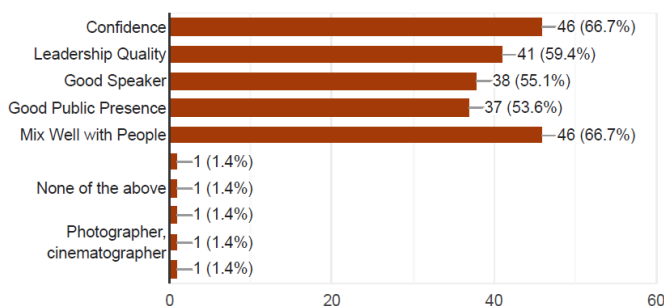
people and so on. It is most likely that the respondents would find all these qualities in themselves, however there are counter questions to filter the correct response. There are following separate charts for both sets of respondents from government journalism institutions and private journalism institutions.

This chart shows that highest number of respondents think that they have confidence and same number of respondents think they mix well with people. A good number of respondents also think that they have leadership quality while a lower number of respondents think that they have good public presence and they are good speakers. Very few of them think that they have writing quality and flexibility to do anything.

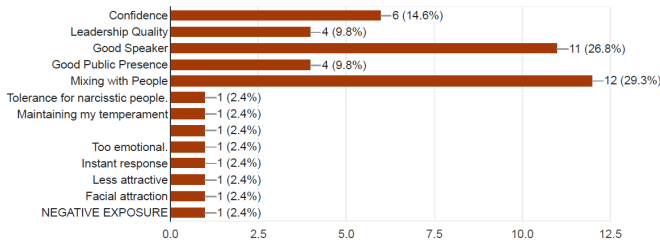
This chart also shows similar results where most of the respondents are of the views that they have confidence and they mix well with people. A good number of respondents are also of the views that they have leadership quality while a lower number of respondents think that they have good public presence and they are good speakers. Very few of them think that they have writing quality and flexibility to do anything.

There is not much to discover on comparing the charts above, so let us move to the other question that which qualities they think they do not possess.

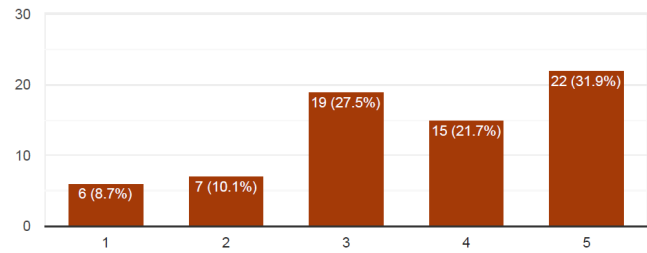
From this chart we find that most of the students said that they were not good orators and also most of them considered that they were not good in mixing with people. A good number of them considered that they were not confident, while quite a few of them considered not having leadership quality and good public presence. All of these



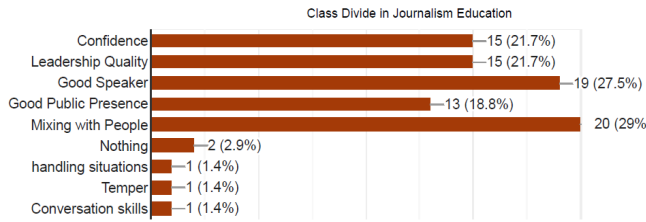
**Chart 8:** List of qualities the respondents of private journalism institutions possess



**Chart 9:** List of qualities the respondents of government journalism institutions don't possess



**Chart 12:** Probability of the respondents of private institutions to take part in an event



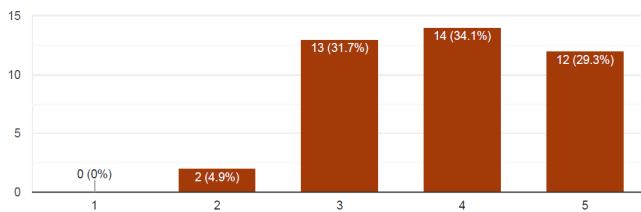
**Chart 10:** List of qualities the respondents of private journalism institutions don't possess

are personality deficiency develops due to not so good socio-economic condition.

The above chart reflects similar results to that of the responses of the students of government journalism institutions. However, it may be due to personal biases and because many times, the students are not able to judge themselves accurately. That's why we moved to more specific questions in order to understand the real personality traits of the students.

All of them were asked about the probability to participate in any college event so that their public presence and confidence can be gauged. Their responses are shown in the charts below:

A good number of the respondents (14 out of 41, around 34.1%) considered good chances to participate in any college event and also some of them (12 out of 41, around 29.3%) considered highest probability to participate in an event while some of them (13 out of 41, around 31.7%) were neither very likely nor not likely to participate in an event and very few of them (2 out of 41) were not likely to participate in any event at all. This shows that the confidence level of the respondents is not so bad and apprehension to public presence is also not much.



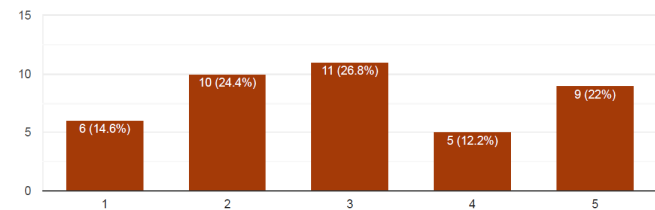
**Chart 11:** Probability of the respondents of government institutions to take part in an event

The responses here show that majority of the respondents (22 out of 69; almost 31.9%) are highly confident in participating in an event and a lesser number (15 out of 69; almost 21.7%) are likely to participate while more than them (19 out of 69, almost 27.5%) are neither likely nor not likely to participate in an event and some of them (7 out of 69; almost 10.1% and 6 out of 69; almost 8.7 %) are not likely to participate in any event at all.

The comparison of these two charts of two sets of respondents shows a minor difference in confidence levels of both sets of respondents. However, for surety we need to investigate it further. Thus, the students were asked if there would be open mic, how likely they were to participate. This would reveal their confidence, public appearance, oratory skills and so on. The charts on the basis of their responses have been shown below:

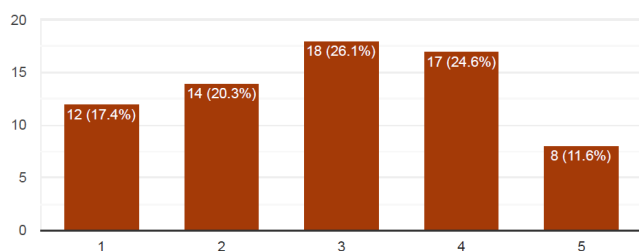
As it is obvious from the above chart, that there is a mixed response to this question, however maximum number of respondents (11 out of 41; almost 26 %) was neither likely to nor not likely to participate. They simply can't decide. They were hesitant may be due to less confidence, poor public appearance, poor oratory skills. There were some (10 out of 41; almost 24 %) respondents who were not likely to participate and some (6 out of 41; almost 14 %) who were completely not willing to participate in such an event. There were very few (5 out of 41; almost 12 %) who were likely to participate and some (9 out of 41; almost 22%) who were extremely likely to participate in an open mic event.

It is apparent from the chart below that the interest of the students here are similar to those of government institutions' students. Here too maximum number of respondents (18 out of 69; almost 26 %) is neither likely



**Chart 13:** Chances of participating in an open mic by the respondents of government journalism institutions





**Chart 14:** Chances of participating in an open mic by the respondents of private journalism institutions

to nor not likely to participate. They are also unable to decide; their reasons might be different from the other set of respondents. There were some (14 out of 69; almost 20 %) respondents who were not likely to participate and some (12 out of 69; almost 17 %) who were completely not willing to participate in such an event. There were very few (17 out of 69; almost 24 %) who were likely to participate and some (8 out of 69; almost 11%) who were extremely likely to participate in an open mic event.

The comparison of above two charts shows a minor difference in confidence levels of both sets of respondents; however, they do not provide a strong proof of that.

Hence, we have tried to find out their most preferred activity which would reflect their leadership quality, confidence, public appearances and good oratory skills. The results are shown in the chart below:

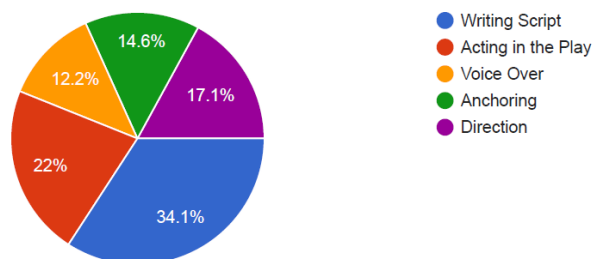
Here we find some reflections. Majority of the respondents (34.1%) preferred writing script most showing an inclination towards tacit roles in journalism rather than vocal roles. However a good number of them (22%) chose acting in a play as their preferred activity which shows that they are willing to go for public appearances. Quite a few of them chose direction (17.1%) and anchoring (14.6%), indicating their confidence, leadership quality and oratory skills. Some of them (12.2%) further chose a tacit role of voice over.

This is interesting to see that in contrary to the respondents of government journalism institutions, there were very few numbers of respondents (15.9%) who preferred writing scripts rather they went for more vocal roles in large numbers like acting (30.4%), anchoring (27.5%), direction (20.3%). This shows that these respondents are willing to show their vocal personality traits like confidence, leadership, oratory skills and so on.

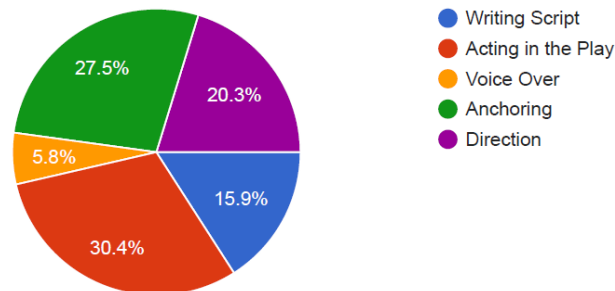
In order to understand their personality lacunae, it was asked to them that which personality trait they would like to acquire if they were given a chance. The results are shown in the charts below:

It is reflected from the chart that maximum number of respondent (29.3%) wanted good oratory skills followed by more convincing power (26.8%), better stage presence (22%) and confidence (14%). It shows the lacunae in their personality which they want to overcome.

Maximum number of these respondents (34.8%) too wanted better speaking skills followed by more confidence



**Chart 15:** The activity preferred most by the respondents of government journalism institutions



**Chart 16:** The activity preferred most by the respondents of private journalism institutions

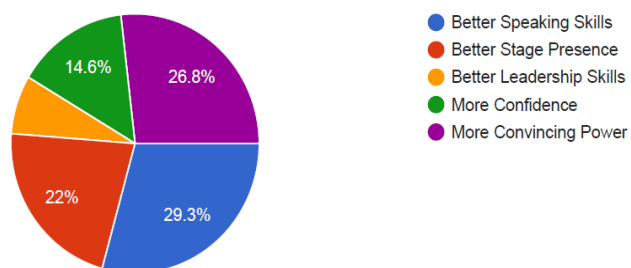
(23.2%), better stage presence (21.7%) and more convincing power (14.5%). However, a greater number of respondents from government institutions wanted to gain convincing power than those of from private institutions.

### Journalism as a Career: Suitability and Expectations

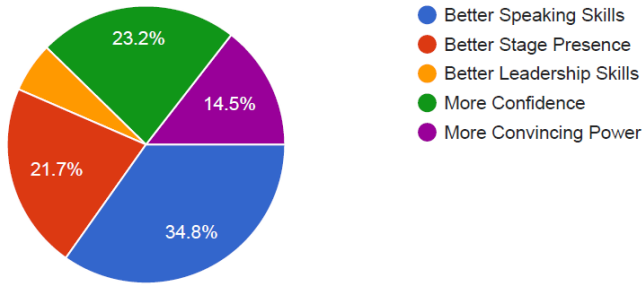
After questionnaire surveys, the opinion of the respondents also was very important to record on certain issues like why they chose this profession, how they find themselves suitable for this job and what are their interests in the field and so on. Their answers have been analysed here under various heads.

### Reason for Choosing Journalism

While asking for reasons for choosing journalism as profession, there were varieties of answers given by the respondents of government journalism institutions. Some wanted to do something for society and nation, some liked



**Chart 17:** Personality traits the respondents of government journalism institutions want to add



**Chart 18:** Personality traits the respondents of private journalism institutions want to add

the creative work in this industry, and some felt that they were suitable for this profession while some simply said that they liked it. There were some of them who specifically mentioned that they were good in writing, documenting, communicating with people, creativity and production. These all are behind the scene qualities.

On the other way round, most of the respondents of private journalism institutions mentioned specific reasons for choosing journalism as a profession, such as many of them wanted to become anchor, some wanted to become radio jockey, some liked to communicating with people, some like the creativity, some wanted to do direction, some like the exposure it gives, some wanted to learn photography, production and camera. Although few of them gave similar reason as the respondents of government journalism institutions that they wanted to do something for society and they were suitable for the profession, majority gave reasons which are quite vocal in it and require vocal qualities too.

### Reason for Suitability of Journalism as a Career

There were varieties of reasons given by the respondents of government journalism institutions for why they think that they were suitable for this profession. Some of them were their passion for the field, their good communication skills, their creativity and their writing skills. Many of them have chosen journalism as a career not for the suitability but due to the exposure it provides and to enhance their confidence and to explore about the world around. Some of them even criticised the profession due to lack of employability and poor salary structure.

The students of private journalism institutions reasoned for suitability that they wanted to know more and journalism provided that knowledge, some of them were confident and adventurous and liked travelling, some of them passionate about it. Many of them mentioned their specific qualities here too such as travelling, anchoring, good oratory skills, confidence, and leadership quality and so on. Some of them also considered this profession as a reputed one while some were very pessimistic about the salary structure and employability in this field.

### Part of Journalism liked most by the Respondents

When the students of government journalism institutions were asked that which part of journalism – writing, anchoring, production, reporting – they liked most, 16 out of 41 answered writing, 12 out of 41 said anchoring, 5 out of 41 said reporting apart from other negligible number of answers. This further show that these respondents are inclined to tacit roles and very few are inclined to the field which requires leadership quality.

There were almost 20 students out of 69 of the respondents of private journalism institutions, which liked anchoring most, followed by 19 out of 69 said productions, 7 out of 69 said reporting and only 4 out of 69 said writing apart from other negligible responses. This shows their outspoken personality and their willingness for exposure instead of choosing behind the camera work.

### Where do you see Yourself after Five Years?

In answer to this question, the respondents of government journalism institutions seemed more optimistic to own a company or become CEO of any media firm, while some of them also expressed to be in some other field such as IAS officer or researcher or actor. Some saw themselves in a moderate job profile like anchor, content writer, journalist, teacher or an employee in a public relations firm or advertising agency.

On the other hand, the respondents of private journalism institutions were more specific and certain about their positions after five years. They were consistent in their response to the similar questions in above sections. Some saw themselves as anchor, some as journalist, some as radio jockey, some in production and direction, and some in advertising and public relations. Interestingly no one of this set of respondents spoke about anything dreamy and unrealistic. Their visions were focussed and clear mostly related to the field of journalism.

### DISCUSSION AND CONCLUSION

The study was based on the assumption that since the fees of journalism courses at private institutions are much higher than those of the government institution, it is quite logical that the socio-economic status of the students of journalism of private institution would be higher than those of government institution or in other words there is a class divide between these two sets of students, which was proved to a great extent while analysing data. There were certain parameters on which the economic status of the both set of students were tested and compared such as occupation of father and mother, total family income, ownership of house, ownership of vehicles and reason for selecting their respective institution of study. Presence of significant number of respondents' (50%) fathers in government jobs rather than other lucrative job and mothers (73%) as homemakers in comparison to those of the parents of respondents of private institutions

(26% and 55% respectively) proves this class divide. Also, comparison of total family income, ownership a house and ownership of vehicles further strengthens this point. The most striking result was shown by data of both sets of respondents on single most reason for selecting their respective institutions and more than 50% of the respondents of government journalism institutions answered 'affordable fees' while negligible number of respondents of private journalism institutions considered it as any reason. Thus, it was established that there is a class divide between the journalism students of government institutions and private institutions.

Now second part of the study is based on the assumption that there are lacunae in the personalities of the students of journalism of government institutions in comparison to those of private institution due to this class divide. There were various parameters to test this assumption by considering confidence, oratory skills, and leadership qualities as most prominent dimensions of overall suitable personality for journalism. The students were judged on the basis of qualities they possess and do not possess; the probability of taking part in an event, their most preferred activity and any personality trait they wish to improve in themselves. While there were no significant results on the first two parameters, there were slightly more confident respondents (around 31%) of private journalism institutions than those of (around 29%) government journalism institutions in participation of any event. Especially on the question of participating in open mic, almost 24% respondents of private journalism institutions were confident and readily answered positively while only 12% of respondents of government journalism institutions were enthusiastic about it. However still this finding does not concretise our assumption. It got crystallised when most preferred activity was asked from both sets of respondents and most of the respondents from government institutions (34%) selected writing scripts and only few (14%) selected anchoring while most of the respondents from private institutions (30%) selected acting, (27%) selected anchoring and only 15% selected writing scripts. This shows significantly that the students of private institutions are more interested in vocal activities like acting and anchoring showing the traits of confidence and leadership, whereas the students of government institutions are more interested in tacit activities like writing which shows the lack of strong personality traits like confidence, leadership, stage presence and so on. Thus, it can be inferred that the class divide affects the personalities of the students in terms of confidence, leadership, oratory skills, and stage presence and so on.

Further in order to understand the advantages and disadvantages of class divide for journalism students a focus group discussion was conducted on reason for choosing journalism, suitability for the profession, willingness to work in a particular area of journalism and

their vision for future. While their answers were analysed it was found that the respondents of government journalism institution had big dreams but they didn't have way-out to reach there, they seemed to be less exposed to the field by reflecting generalised information about it while the students of private institutions seemed well informed, well exposed to the field with a clear vision for future. In other words, the students of private journalism institutions had better grip on their future than those of the students of government journalism institutions which clearly hampers their human rights in terms of education and employment.

### Limitations of the Study

- This is a small study on a sample size of 41 (for government institutions) and 69 (for private institutions) students only. It can be extended to a bigger sample size for better results.
- The social aspect of 'class' has not been investigated in this study, which could be used for further research considering it as an important aspect.
- The economic aspect of 'class' has not been investigated much deeper which has a lot of scope for a more intense research work.

### Implication of the Study

- This study provides a bed rock for further intense studies in the area of education as human rights.
- Since it is established, there is class divide between two sets of respondents of private journalism institutions and government journalism institutions which affect negatively the personalities of the students of government institutions and suppress their qualities, so the government can take policy measures to overcome such divides and allow equal and healthy growth of all segments of students as their human rights.

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**HOW TO CITE THIS ARTICLE:** Kumari, A. (2024). Class, Human Rights, and Journalism: A Comparative Study of Delhi's Institutes. *Journal of Communication and Management*, 3(4), 351-362. DOI: 10.58966/JCM2024348