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About the Journal

Centurion Journal of Multi-disciplinary Research

Centurion Journal of Multi-disciplinary Research is a refereed journal, which serves as a platform for exploring the current issues, challenges and linkages in the broad areas of development, technology, engineering and management. There is a special focus on skill development and education, its recognition and promotion in the country, especially with the 'Make in India' initiative by the government of India. The objective of the journal is to facilitate bringing together research based contributions in science, technology, management and skills that has direct implication for the development of under-privileged communities and empowering them. The journal links theory and practice in the above areas so as to have policy and programme implications, particularly in under-developed contexts. In addition to articles from individuals or collectives, the journal publishes book reviews.

Aims and Scope of CJMR

CJMR is a multi-disciplinary, refereed journal serving as a forum for exploring theoretical and empirical understanding in the broad areas of development, management, science and technology. Perspective building in the area of skill development and education is another area which the journal would like to promote.

Centurion Journal of Multi-disciplinary Research aims at:

- Providing a platform for debate and dissemination of research findings, conceptual developments and new research areas and techniques that promise to change analyses and perspectives on science and technology, development, management, skill in developing societies;
- Disseminating and promoting research, good practice and innovation in all aspects of science, technology, management and skill development to its main audiences, including educators, researchers, graduate students, policy makers, and practitioners; and
- Encouraging multi-disciplinary cooperation and understanding, and enhancing quality research.

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Editorial

Let there be light

"Education is the kindling of a flame, not the filling of a vessel."

- Socrates, Greek Philosopher

Defining the sustainable development goals, United Nations notes that "It is an agenda or a plan of action for people, planet and prosperity". The Goal 4 on Education highlights that "There is a need to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." Similarly, it emphasizes inclusive, non-discriminatory, skill-oriented education for the learners from the school level to empower them in life. It is important therefore to understand the challenges in the education system and find solutions. Our education system is a reflection of Paulo Freire's "Banking concept of education" which challenges our attempts to make learning meaningful.

The present COVID 19 pandemic, while moving us into the virtual space has changed our experiences of teaching and learning. The new education policy 2020 has also proposed several changes to the education system; these will have far reaching effects on the learning experience of students.. This issue of the journal is timely and focuses on the education ecosystem and other aspects of teaching and learning.

The contributions of scholars to this issue have added a rich hue to the current debates on education. Debi Prasanna Pattanayak discusses the challenges towards imparting effective education in a multicultural and multilingual country like India. He emphasizes the importance of language as a medium to impart effective education and speaks of the changes in the educational ecosystem due to the arrival of the pandemic, especially highlighting the exclusion of several students due to a focus on the digital delivery of education. He has suggested that a proper

blending between traditional and modern knowledge system is necessary to guide our education system towards a prosperous future. The learning process is not complete with the learners only rather the teachers are also a part of the learning process. In her study, Supriya Pattanayak has tried to find out the challenges faced by school teachers offering online teaching at different levels due to the arrival of the pandemic. In her attempt to find out challenges in the area of language instruction, online content production and distribution, she has concluded that a gap between home language/ mother language, the standard state language and the school language often creates problems and the attention of policy makers should be towards bridging these gaps to facilitate better learning environment. Challenges in creating a meaningful learning ecosystem is also reflected in the paper by Haribandhu Panda. He suggests that teaching should not remain restricted to classroom and should be imparted by involving local communities in a strategic manner. Meaningful education, he notes, could be effectively implemented through learning centers located within communities and with the active participation of the community Discussing the challenges faced in the area of higher education, Debarati Dhar focuses on the new changes due to the introduction of online learning post COVID19 such as transitions in learning space, teaching pedagogy, teaching and learning process and new assessment techniques. Focusing on the relationship between mass media and education for development Mrinal Chatterjee and Jyoti Prakash Mohapatra In their paper have attempted to document the history of mass media education in the state of Odisha. Likewise, Sanjaya Kumar Sahoo and Suresh Chandra Nayak in their paper, have tried to document the status of digital video journalism in the state of Odisha. Their paper contextualises the potential for digital video journalism in the state of Odisha. As a medium of communication, language has a specific role to play not only in the process of imparting education but also in the process of socialization and acculturation. Taneeva Das in her paper has discussed how gender plays a role in language use and different factors like socio psychological and others responsible for the process of language use. All these contributions come together in a mosaic to help in the meaning making of the education ecosystem in the current context of the

pandemic and become a lens for academics, policy makers and researchers to locate and understand the significance of our education ecosystem.

Finally, while writing this editorial, I would like to express my sincere gratitude to all my colleagues who have contributed extensively to ensure the culmination of a journey in the publication of this issue.

Dr. Ambika Sankar Mishra
Associate Professor,
School of Media and Communication
Issue Editor

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Debi Prasanna Pattanayak[1]

Abstract

The greatest challenge of education in contemporary India is mother language-based multilingual and pluricultural education through an inter-subjective and inter-cultural curriculum. Language not only plays a pivotal role as a significant medium of all subjects, but is also the basis of content and provides opportunities for creative and critical thinking, which is essential for qualitative education. This paper discusses how children 'acquire' language naturally. Further, the paper highlights a few key concerns on language education policy in India and discusses the role of technology in pedagogy.

Key words: Education, multilingual education, language policy, pedagogy

1. Chancellor, Centurion University of Technology and Management, Andhra Pradesh

Introduction

India with its 3000 mother languages, 4000 castes and communities, 4000 religious faiths and beliefs, 45000 animal varieties, and 65000 plant varieties cannot have a monolingual, monocultural, and monomodal education system. Indian multilingualism is engaged in its internationalism, nationalism, regionalism, and localism. Because of its respect for diversity, acceptance of plurality, mutuality, and complementarity, Indian culture has survived for over 7000 years, while many other cultures flourished and were destroyed in no time.

I give priority to language, not only because it is an important subject and medium of all subjects, but also because it is the fountainhead of creativity, critical thinking and medium of acquisition, preservation and transmission of knowledge. Language is the foundation of qualitative education.

The child's language learning begins in the womb of the mother. Brain development and language development go hand in hand. The first word the child exchanges after birth is with the mother. The mother is the first teacher and the family is the first school. Tradition, relationships, and value education are the first subjects of study.

In the dwindling family and community, child education and child creativity are the first prey. It is difficult if not impossible to build the superstructure of qualitative higher education on a weak infrastructure. The post-independence adaptation of the Macaulayan system adds to the woes. Declaration of English as the only language of knowledge and development in a multilingual and multicultural country resulted in Indians undermining their own languages and promoting English. As expected Mother Languages faced extinction.

By 1931 Gandhi had written that of all the arms and ammunitions in the British armory English was the most potent. In 1938, in a speech in London, Gandhi had announced that Indian education was better than British Education. There was a demand that Gandhi should beg excuse for making such an unauthenticated statement or withdraw his statement. Gandhi did neither. The British government appointed a

Commission, the Adams Commission to prepare a report on Indian education. Adams sent periodic reports to Macaulay, who forwarded them to the British government. The reports appeared to be so Pro-Indian that after about a little over 1 year; the British government sent Adams back home, saying that he was unfit to write a report on Indian education. However, by 1943 the Reports in three volumes were published in India. Among other things, the report praised the Village schools. The schools taught Sanskrit, Law, Philosophy, and Grammar. This supported Gandhian views but did not attract the Indian intellectuals, products of the Macaulayan system of education, who were Indians by birth and color, but English in manners, morals, intellect, and value systems.

Series of commissions have been appointed to improve education. Not all the recommendations of any one of the commissions have been implemented. The reports have been used as documents for selling dreams by successive governments.

Even the constitutional guarantee that every child of 6 to 14 years should receive free and compulsory education has not yet been implemented. The Kothari Commission's recommendation that there should be a common school system in the whole country was side-lined.

Teachers and students are the two important components of education. If the teacher is unqualified and untrained, then the quality of education is bound to decline. If infrastructure such as a library, a laboratory, and a playground is not part of the educational institution, then there is no education. With severe teacher unemployment, inadequate infrastructure, inappropriate teaching materials, our contemporary system is called upon to provide quality education by the NEP- 2020.

With mother language medium given a go by and English medium promoted all over, critical thinking and creativity are the first to go.

With the destabilizing economy, growing poverty and unemployment, the declining allocation of funds for education, privatization of education is gaining ground. Higher education institutions are passing into corporate hands. Elementary schools are either being closed down or

merged with larger schools. With smart schools and model schools, the English medium is promoted. In Odisha, there are teacher training institutions for English, Hindi, and Sanskrit. There are no teacher training institutes for Odia. In the 70s after I took over the charge of the Language Department of the GOI, we gave one crore to each of the linguistic states for the production of University level textbooks. After 50 years the scenario looks bleak. The best subject teachers neither wrote books in Odia nor did they translate their own books. The best Odia writers were not translators. No wonder that few books were published. Even those which were published did not find a place in the University curriculums. What is true of Odia is true of most regional languages. If the appropriate teaching-learning material is not available in regional languages, subject learning is bound to be stunted. I am reminded of a comment of Prof. Satyen Bose, the physicist who modified Einstein'stheory of relativity. He told me if a Bengali physicist says that he cannot teach physics in Bengali, it is not because he does not know Bengali, but because he does not know physics.

The fact remains that through the present system, we are preparing products that are neither proficient in Regional Languages, in English nor in the subjects of study. Our ranking in the international ranking list is declining.

This brings us to the issue of technology. Is technology meant for education or education for technology? At one time technology was an aid to human endeavor. At present technology has become a replacement for human endeavor. We are relying more on artificial intelligence rather than on natural intelligence. We create robots, which replace human activities and create unemployment. In the year of COVID-19, we accepted online teaching as a strategy. Now our intellectuals have been clamoring for teacher-less education. Our administrators are swearing in the name of paper-less administration. Humanity, fraternity, and equality are on their way out.

Every improvement in technology results in the constriction of its use. Its accessibility is limited by its non-availability and connectivity of the internet. Affordability is another dimension. A poor farmer committed

suicide as he could not afford a mobile for the online study of his daughter. Accessibility and affordability create inequality. A limited number of highly educated join hands with the economically advantaged and both combine with the power brokers. Democracy is in the process of vanishing.

Literacy is considered the opposite of orality. It is forgotten that oral literature is a joint venture of the narrator and listener and the written literature is a joint venture of writer and reader and sender and receiver. If due to the development of technology, oral literature is neglected, then the oral languages are bound to die, and along with it the rich store of traditional knowledge is lost.

Scientists have proved that environmental diversity and language diversity are interconnected. Therefore, protection of diversity is a necessity for the protection of the world. As Anvita Abbi pointed out, "Odisha grew 1700 varieties of rice. However, after the Green Revolution, we had a large production of rice but cognition and perception of the tastes of rice, knowledge of diverse ways of cultivating rice, and many agriculture-related activities evaporated. Thus, destruction of the diversity of environment not only led to erosion of knowledge but also of cognition and understanding of taste and smell." (Marg ASIA, Summer 2020 vol 8 issue). As she continues, "Contrary to general belief, it is not the multilingual makeup of the society that leads to language loss but the external and internal forces that instigate the language shift to one single dominant language and monolingualism that leads to language loss." (Ibid). This is what English has done to the Indian languages. English as the only alternative in education is bound to fragment diversity and destroy the collective construction of Odishan as well as Indian Culture. Therefore, Indian education must be declared multilingual education including English. We must remember MK Gandhi, who in his India of My Dreams, 1947 (2008 Reprint), had said, "I am humble enough to admit that there is much we can profitably assimilate from the West. Wisdom is no monopoly of one continent or of one race. My resistance to the monopoly of western civilization is really a resistance to its indiscriminate and thoughtless initiation based upon, the assumption that Asiatics are fit only to copy everything that comes

from the West." We should not be anti-English, but pro-Indian languages. Otherwise, this will be the gravest challenge to the future of education in India.

If Indian education is to stop marginalization and exclusion of peripheral and poor communities and contribute towards the UN decade for sustainable development, then it must pursue quality education for all.

The present crisis in Indian education is due to a particular model of education, which is the harbinger of western capitalist modernity, the second reason is the acceptance by the Indian intellectuals that copying anything coming from the West is a reflection of excellence in education.

Development is doing something new, creating something different, something separate from whatever exists around us. Sustainability means development that does not compromise the ability of future generations to meet their needs.

Sustainability means tradition, long unbroken history, and culture. It means social inclusion, fraternity, and complementarity. Maintenance of diversity pre-supposes bridge buildings. Beginning from language and mind, language and culture, language and society, it opens up pathways that are foundations of humanity, environmental sensitivity and become a measure of development.

Education is the acquisition, preservation and transmission of knowledge. In Sanskrit, there is a saying, "one who is ignorant of the essence of literature and music is like an animal without horns and tail." A man without knowledge of himself, his society, his environment, and his culture, does not deserve to be a member of human society.

The Macaulayan mono model education system was first imposed by the colonial administration and subsequently adopted by the post-independent Indian administration. This was the first challenge to diversity in thought and action. This system was the first barrier to critical thinking and creativity exploration. Copying anything coming from the West was considered part of the development process. Development here and now has become such a major concern that

the present generation forgot the future generation and their ability to fulfill their own need. Our development becomes self-centered, socially divisive, and nationally competitive.

Once, the western countries declared themselves developed and marked the rest of the world developing, they reserved the right to determine the parameters of development. They are the ones who give priority to economic development over socio-political development. Due to their intervention Welfare economy through the Market economy crossed the Capitalist economy and reached the Corporate economy. These were considered stages of development. Corporate profit is the result of mass poverty and social exclusion. The raging controversy between the two economic camps arguing about the Gujarat model (the Model propounded by the present Prime Minister Narendra Modi who initiated it when he was the chief minister of Gujurat) is a good example of the development debate. While the internationally known economist Jagdish Bhagabati holds that economic development should receive priority in National planning, Nobel Laureate Amartya Sen argues that social spending, to ensure a healthy and educated society should receive priority. The economic development specialists have forgotten that there is no economic development without society and the society consists of the individual, community, state, and the nation. Social spending is not only expenditure-oriented, it is nation-centered. In addition with the SDG 4 emphasising on ensuring inclusive and equitable quality education and promote life long learning opportunities for all by 2030, the importance of multi-lingual education with the requisite pedagogy especially starting early in the school should be made mandatory.

Concluding remarks

Economic growth is dependent on environmental consciousness. A safe world is dependent on minimum depletion of natural resources. Gandhi had once told that the world has enough resources to meet the need of everybody, but not enough to meet the greed of one individual. Today our individual greed has grown so much that we engage in deforestation, groundwater depletion, and contamination of soil, air,

and water. We have forgotten that environmental consciousness is a necessary condition for development. Society cannot live long without the maintenance and sustenance of a safe environment. If there is no society who is development for? What do we teach to our future generation? What is the future of our education?

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Marg ASIA, Summer 2020 vol 8 issue

Language and Online Teaching: Teacher Experience during COVID-19 Pandemic

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Supriya Pattanayak[1]

Abstract

The impacts of COVID 19 are enormous on society and the economy. While we understand that different segments in society are impacted in a variety of ways, some sectors and categories of individuals within them are less studied than others. Teachers are one such. In the education sector, impacts on students and learning have been quite substantial, especially on issues of access. While the pandemic has in some ways redefined how education services are delivered, studies mostly concentrate on students experience. The author will specifically concentrate on teachers experiences on online teaching and the issues of language use in medium, content and pedagogy, with the use of secondary and qualitative data.

1. Vice Chancellor, Centurion University of Technology and Management, Odisha

Keywords:

Online teaching, Language, Medium, Content, Pedagogy

Introduction

Globally, the impacts of COVID 19 are enormous on society and the economy. The pandemic was declared a national emergency in most countries in early 2020. It forced countries all over the world to adopt emergency management mechanisms (Zhang et. al, 2020). Governments initiated measures such as lockdown of cities, shutting down businesses and educational institutions as well as implementation of strict social distancing norms. SD4 which focuses on quality education for all will be a challenge during such times, as some sections of the society will be left out of regular education. But with the pandemic spanning over a long period, we have to find ways to reach and provide education to all sections of the society. Designing the right institutional mechanisms for the purpose is the need of the hour.

Clearly, there were major implications for the education system across the world with responses being anything from closure of educational institutions to delivering classes online at some levels or at all levels. Approximately 1.75 billion learners were affected due to closure of schools by April 2020. 192 countries have implemented closure of educational institutions, impacting about 99.9 % of the student population (UNESCO Report, 2020). Most nations took to delivering education online as an immediate measure due to the closing down of schools and colleges (Martinez, 2020), the Chinese Government calling it 'Suspending classes without stopping learning' (Zhang et al, 2020). Such measures as school closures on previous occasions have had varying levels of effectiveness (Barnum, 2020). Further, the timing of the closure and re-opening vis-à-vis the occurrence of the pandemic has led to increased level of infections in many instances (Zumla et. al, 2010; Barnum 2020). However, the debates around opportunities and challenges posed by online education are similar internationally, issues of access to technology being emphasised. COVID-19 crisis has ensured teachers and students are both in a situation where they feel compelled

to embrace the digital academic experience as the summum bonum of the online teaching-learning process (Lederman, 2020 as quoted in Mishra et. al, 2020).

Tam and El-Azar (2020) while advocating that 'resilience must be built into our educational systems', also indicated three trends that would be seen in future transformations: first, increasing educational innovations, second, emboldened public-private educational partnership and third, digital divide gap. While the first two transformations continue to evolve in the Indian context, the last is well documented (Pandey 2020). In a recent study by Oxfam (as cited in Beniwal, 2020), it is noted that as many as 80% of Indian students could not access online schooling during the lockdown, and many might not return to classrooms when they reopen. A study conducted by the National Council of Educational Research and Training (NCERT, 2020) revealed that 80-90% of older students in Central Government Schools use mobile phones rather than laptops to access digital schooling during the pandemic. Almost 30% said absent or intermittent electricity connection hindered their learning. India has the world's second-largest pool of internet users, about 600 million, comprising more than 12% of all users globally. Yet half its population lacks internet access (Kaka et. al, 2019) and even if they can get online, only 20% of Indians know how to use digital services (Beniwal, 2020). The digital divide in India is further exacerbated by the pandemic.

Putri et al (2020) higlighted the challenges faced by students, parents and teachers while participating in online education during COVID 19. For students, they were: limited communication and socializing among students, a higher challenge for students with special education needs, and longer screen time. However, parents saw the problem as being more related to a lack of learning discipline at home, more time spent to assist their children's learning at home, a lack of technology skills, and higher internet bills. Teachers identified the most challenges and constraints, including some restrictions in the choices of teaching methods normally applicable in a regular face-to-face class, less coverage of curriculum content, lack of technology skills that hinder the potential of online learning, the lack of e-resources in Indonesian language resulting

in more time needed to develop e-content, longer screen time as a result of e-content creation and giving feedback on students' work, more intense and time-consuming communication with parents, the challenge for better coordination with colleagues, principals, and a higher internet bill.

In India, a variety of responses from different sections of the Education system were evidenced. Saxena (2020) notes that in order to conduct classes on various platforms, proper protocols and directions were given to the students and parents to facilitate adaptation of this novel channel of learning. A study (Sangeeta and Tandon, 2020) on factors influencing adoption of online teaching by school teachers revealed performance expectancy and facilitating conditions had a positive impact on behavioural intention as well as attitude. However, effort expectancy failed to drive teachers' adoption to online teaching. On the other hand, social influence had insignificant relationship with attitude but significant relationship with behavioural intention. Attitude had a significant impact on behavioural intention as well as actual use. This study contributes to the literature by presenting and validating a theory driven framework that accentuates the factors influencing online teaching during outbreak of a pandemic.

After six months of experience of online teaching, a discourse has emerged that is increasingly supportive of teacherless classes as the role of the teacher is being redefined, more in terms of material production for a digital world. This may be detrimental to education overall. Further, debates abound on the quality of education being compromised with Jindal and Chahal (2018, p 99) noting that hindrance in the growth of online education is due to insufficient digital infrastructure and credibility and language used in online education. That education is inequitable in a digital online environment, especially in poor communities and where internet connectivity is poor does not require more emphasis.

Needless to say, the pandemic situation warranted an immediate and appropriate response even though there was a recognition that no pedagogical response could replace a face-to-face, teacher taught direct

interaction (Mishra et al, 2020). The interaction with students and parents after hours when physical classes were undertaken has been underplayed, though the contact is enhanced in online teaching, but the nature and purpose of interaction is very different. There was a need to quickly unlearn what has been learnt by us (Said, 1978) and relearn new ways of educational service delivery.

This paper therefore, specifically concentrates on teachers experience with online teaching, that is, the tools and methods adopted for teaching learning, focusing on the issues of language use in medium, content and pedagogy, and understand what were the challenges faced by teachers during the COVID 19 pandemic, with the use of primary qualitative data.

Methodology

Centurion Public School is located in the aspirational district of Gajapati, Odisha. The School has a diverse population of students (that is, representation from Scheduled Caste, Scheduled Tribe and General castes). All 34 teachers of Centurion Public School, Odisha were requested to complete a survey that was qualitative in nature. The survey comprised of basic information about the teacher demographic, classes taken, student attendance, infrastructure and the qualitative aspects of online teaching, beginning with content development, student and parent engagement, assessments, and, counseling students and parents. The data so gathered was compiled, content analysis was conducted and is presented below.

Teacher Profile

Of the 34 teachers, 12 were male and 22 female. The 34 teachers handle classes from 1 to 12. Of them 26 belong to the General caste, 2 Other Backward Castes, 4 to the Socio economically backward caste, 1 belonging to the economically weaker section and 1 teacher did not want to disclose their caste status. The qualifications ranged from BA/ B.Ed to a Masters' degree. The teaching load varies from 2.5 hours a day to 9 hours a day. The teachers spend anywhere between 6 and 84 hours a week on preparation. The tasks teachers were engaged in were

preparing teaching material, preparing for class, teaching (including special classes to clear doubts), assessing (including projects), counselling students, counselling parents and self-learning/ capacity building. In addition, a fair amount of time was spent on resolving interpersonal issues between students, negotiating between students and their parents and undertaking to sort out problems that parents may encounter in home tutoring.

Teachers experience of online teaching

Teacher reports indicated that the average attendance of junior school students is approximately 25% for classes I and II and approximately 65-70% for classes III, IV and V and senior school students. This is due to two reasons as indicated by parents: first, prioritizing the use of mobile phones for online classes over work of parents, and second, education being valued more by students and parents of higher classes.

The experiences of teachers dealing with junior (class I to V) and senior school (class VI to X) was quite varied. The junior school teachers find online teaching a big challenge as it does not help in establishing rapport never having seen the young children and does not instill confidence in either the children or the teachers. At the junior level, the class duration varied from 40 minutes to 2 hours a day. Parents are highly involved with the teaching and learning process as often the activities have to be video recorded (dance, songs, reciting rhymes, for example) or still photographs presented. To encourage students, their work is often presented before the entire class. In the junior classes, teachers reported the occurrence of a higher degree of asynchronous learning, which meant that the teachers spent long periods of time on phone calls and WhatsApp calls with students and parents at the individual level outside of formal teaching.

With the senior classes, teachers were able to introduce flip classes wherein both presentations and videos were prepared by teachers and students. This was a new experience for teachers and the organization invested a lot of resources in building their capacities for this purpose. In addition, students also completed small experiments at home such as assessing the PH value, etc. Competitions and other co-

curricular activities were also conducted online wherein specific rubrics (such as a plain background to be maintained, time to be taken to complete the task, uniforms to be worn during activity, etc) were provided for different activities and accordingly students completed the tasks.

The mode of online teaching most used by school teachers was WhatsApp, especially with the junior school. With the senior classes, zoom, youtube videos, self-prepared abode spark and doodly videos were used. Telephonic conversations were extensively used at both levels. Very soon, teachers realized that in addition to clarity on the subject, good communication skills and an emotional connect with the young students, they also had to be proficient in computers, plan their sessions extremely diligently and be able to resolve issues before and after the online sessions. Needless to say, patience and empathy were critical skills for teachers, especially in dealing with young children.

The Issue of Language and Online Teaching in Schools

Gandhi (1908) for long had held the imposition of the English language on the Indian people in absolute disdain. He noted: 'to give millions the knowledge of English is to enslave us. The foundation that Macaulay laid of education has enslaved us'. Of all the superstitions that affect India, none is so great as that a knowledge of English is necessary for imbibing ideas of liberty, and developing accuracy of thought. English is a language of international commerce. It is the language of diplomacy, and it contains many rich literary treasures, it gives us an introduction to western culture. For a few of us therefore, a knowledge of English is necessary. Today English has usurped the dearest place in our hearts and dethroned our mother tongue. It is an unnatural place due to our unequal relations with Englishmen. To get rid of the infatuation for English is one of the essentials of Swaraj (Gandhi, 1921). Although Gandhi emphasized the problematic of the English language in the Indian context, in 70 years of independence, English has only got more entrenched within our education system.

Nehru (1956 as cited in Gopal, 1980) too initially reiterated Gandhi's views. Some people, he said, imagine that English is likely to become the

lingua franca of India. That seems to me a fantastic conception, except in respect of a handful of upper class intelligentsia. It has no relation to the problem of mass education and culture. Even the most rabid of our nationalists hardly realized how much they are cribbed and confined by the British outlook in relation to India.

When discussing the issues of language and online teaching it is important to note one important aspect about language itself: unlike western languages that are bounded, a multilingual context such as India is characterized by fluffiness and sponginess, that is, it is very difficult to ascertain where one language ends and another begins. For example, there are 49 different varieties of Hindi, Hindi on its own has no existence without these 49 varieties. Therefore India is considered as a single language, linguistic and cultural area (Pattanayak, 2014). Bearing this in mind, three aspects of teacher engagement with language and online teaching environment in the context of the Centurion Public School has been discussed below, language as medium of instruction, language use in content development and, language and pedagogy.

Language as medium of instruction: Although the medium of instruction of the Centurion Public School is English, as there were first generation learners and others who may have transferred from Odia medium schools, the teachers had to also supplement teaching in other languages, especially Odia and Hindi, more so in the junior classes (Class I to III). The teacher had to use a lot of visual information and non-verbal communication which is a challenge in online teaching, and more so in remote geographies as network connectivity is poor. Besides a number of children do not have access to smart phones or other devices. This pedagogy has enabled students to cope better with their studies and assimilate better at school. Pattanayak (1981) suggests that learning in the mother language will enable students to not only make the transition to English easier and better, but also strengthen and not lose their mother language. However, there is a recognition that teachers require more support in enabling them to conduct bilingual and multilingual classes. Another aspect is that teachers have little understanding of the structure and function of language. Sound, syllable, word, phrase, sentence, meaning and intonation constitute structure,

especially in reading and listening which the teacher needs to have a very good understanding of. The function of language is about the use of the language in writing and speaking.

Language use in Content Development: Needless to say there are existing platforms which provide extensive opportunity to teachers to identify supplementary material and also for students to explore their potential and curiosity. However, there is increasing pressure on teachers to create their own material. There are three aspects to this, first, the issue of language, second, the domain knowledge and the pedagogy and third, is the technology.

There is an imposition in many cases of the standard state language in schools instead of an attempt to build bridges between the home language/ mother language, the standard state language and the school language. Often this is because there is little understanding among policy makers of the difference between the three. Therefore, content developed in the standard state language may disadvantage a tribal child, and may be one of the reasons for children dropping out of school, especially as they are still first generation learners and do not have the environment at home to enable them to differentiate and appreciate both.

Where domain knowledge is concerned, it is increasingly recognized that content developed by the schools and the system should be local to global rather than global to local. That is the specifics of the local context should lead to the generalized content of the global context. For example, a child should be taught about the local flora and fauna and then about trees and plants from across the world. It is unfortunate today that a tribal child who attends the government sponsored residential school cannot name a plant in the nearby forest which was part of their holistic education while growing up in the community (Pattanayak, 2020). It is also true that the present day teacher is trained by experts; and these experts and the teachers are the product of a system that is often unable to respond to the needs of diverse student populations. Therefore, there is a need for teachers to critically reflect on the modalities for making these connections between the local and the global both in material development and in pedagogy to be adopted.

The third aspect of content development being discussed here is technology. School teachers, especially, had a steep learning curve when it came to acquiring technical knowledge for content development. They had to learn powerpoint, excel, doodly videos, adobe spark tools and so on at an accelerated pace. Needless to say, some teachers had a greater aptitude for these, more so than others. The teachers have expressed great stress at having to learn some of these technologies and develop content through them, while at the same time reporting an extension of their working hours and a sense of isolation as they do not have adequate time to spend with their families.

Language and Pedagogy: In order to understand the relationship between language and pedagogy, it is important to understand how languages are transacted within the classroom and outside. The first language or the mother language is what is acquired first and used in everyday transactions by a child, with mother, family and the immediate community. The second language is the language that is present in the school environment and influences the classroom, this may be the state standard language. A foreign language is that which is strictly confined to the classroom. There are two aspects to language teaching, the order in which languages are to be imparted and the pedagogy to be adopted. Needless to say, the transition for a child should be from the mother language, to the state language, to a foreign language. (Pattanayak, 2014). Depending on the location of the child, a teacher has to determine how the language is taught and how content is to be imparted. For a tribal child in Odisha, the pedagogy adopted in imparting the standard Odia language is what a teacher would adopt for a foreign language. When content from different domains is taught in a foreign language, and in an online mode, it makes it that much more complex for the teacher and the child.

Challenges faced by teachers

The online teaching-learning environment is extremely challenging for a teacher and a child. In this article we discuss the challenges for the teacher. The same has been spelt out earlier but has been reiterated

here for the ease of the audience. The teacher is faced with technological challenges which have been difficult to overcome in some instances and this has led to tremendous stress. Establishing relationships with children in an online environment is also a challenging task and takes far more time than it would in a physical class environment. Further, online teaching in itself is extremely challenging with which is accompanied the issues of language as medium, content and pedagogy.

Concluding remarks

The digital divide is leading to inequality and exclusion in the classroom. It also means that those who reside on the margins of society, on the borderlands of determining what constitutes knowledge and how is it to be imparted, seldom play a role in even a decentralized education policy making environment. It is imperative that a mechanism be developed to take into account the experience of local knowledge experts (especially those with a deep understanding of multilingualism and multiculturalism) such that it is reflected in policy making. As a society, we should safeguard our people from linguistic genocide and ensure that a generation is not lost due to the ever expanding digital divide.

The teachers recognize the need to critically reflect on these issues to ensure that they are addressed and are 'mainstreamed' (for want of another word, as mainstream presupposes the existence of sidestreams that may be considered inferior) in the school.

Online teaching has taken its toll on both the physical and mental health of teachers, not to mention the impact of the pandemic itself. The school management has taken measures to support the teachers, students and parents to the extent possible. It has conducted brief meditation sessions for both teachers and students. Ten teachers who continue to participate in these sessions have reiterated that they have benefited immensely from these sessions. In these difficult times of COVID-19, it is imperative that the management continue to support teachers both in delivering quality education and in retaining their emotional and physical health.

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Quality of School Education in Odisha: Present Status and Possible Way Forward

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Abstract

Considering the level of unemployment and weak entrepreneurship, lack of social accountability, right citizenship and respect for diversity, and absence of ecologically sustainable behavior at individual and organisational level in the society, it appears that the school education has not been able to meet the demands of the time. Government, as the primary custodian of providing educational services in the country, has done a reasonably good job of providing access to education for all. The weaknesses in the form of poor physical infrastructure, unavailability of trained and committed headmaster and teachers and weak governance and management system result in poor quality of education. In this paper, the scale of school education in Odisha, the learning

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outcomes realized and the possible strategic change necessary to realise the key objectives of building foundation for livelihood security, social accountability and ecologically sustainable behavior among citizens are discussed. It is suggested that time has come to bring a paradigm shift in our approach to school education by moving from 'government led' to 'government facilitated and community led' educational system. It is also suggested to focus community based outside-school-intervention, along with Inside-school-education, especially for children coming from underprivileged sections of the society. Experience of Klorofeel Foundation has been discussed as a possible model for the neglected area of systematic outside-school-intervention as a strategy for effectively and efficiently address the problem of high quality and holistic education in schools.

1. Introduction

Considering the importance of education in human development and national development, successive governments have strived to provide universal elementary education in the country. In spite of the gaps, especially for the excluded sections of the Society, the Right to Education (RTE) Act has given a boost in ensuring nearly 100% enrolment in primary schools. However, the major casualty is the quality of education imparted to the children. The primary purpose of this paper is to analyse the state of Elementary Education in Rural Odisha, identify the challenges being faced and suggest implementable strategies to ensure high quality education for the rural and other underprivileged communities. While the focus is Elementary Education (Standards 1 to 8), wherever required, Secondary Education (Standards 9 and 10) will also be discussed. Secondary data from three major sources, i.e., Unified District Information System for Education (UDISE), NITI Aayog and PRATHAM; and primary data from Klorofeel Foundation and author's own experience in the field, are used for this study.

2. Scale of School Education in Odisha

In Odisha, Sarva Shiksha Abhiyan (SSA), Government of India's flagship programme for achievement of Universalization of Elementary Education

(UEE), is being implemented in 30 districts since 2001 with the objectives of having all children of 6-14 years age group in school, universal retention, bridging all gender and social category gaps and focusing on elementary education of satisfactory quality, including education for life (OSEPA, 2019). In this section, the scale of school education, covering details of children, teachers and schools are discussed.

According to UDISE 2017-18, the total enrolment of children in the Schools of Odisha from class I to X was 72,21,218. It comprised 51% boys and 49% girls. The social mix of children was 19% Scheduled Caste (SC), 29% Scheduled Tribe (ST) and rest 52%. 74% children were in Government schools, 8% in Government-aided schools and 18% in Private schools.

During the year, out of a total of 2,84,464 teachers, 73% were in Government and aided schools, and balance 27% worked in private schools.

Similarly, from a total of 67,961 Schools, 90% belonged to state government and aided schools and 10% private, central government and unrecognized schools. There were 53% only-primary (class 1-5), 5% only-upper primary (class 6-8) and 27% primary and upper primary (class 1-8) schools; providing elementary education. In addition, there were 15% secondary schools (class 9-10).

In 2016-17, Net Enrolment Ratio (percentage of children of 'relevant school age' enrolled in 'corresponding school') for Primary, Upper Primary and Secondary schools were respectively 91%, 84% and 72%. While enrolment of students in Elementary (Primary and Upper primary) and Secondary schools were respectively 61.9 lakh and 12.5 lakh; the corresponding shares for government schools had been 80% and 60% respectively. This is in contrast to government having 89.8% of total Elementary schools and 88.3% of total Secondary schools in the state.

In 2016-17, there were no science laboratories in 44.6% of Govt. Secondary Schools. During the same year, there were no Electricity

supply, Library Room, Computer Room, and Art & Craft Room in 13.5%, 38.7%, 21% and 37.8% Schools (ibid).

3. Quality of Education

Crosby (n.d.) defined quality as "the conformance to requirements". Accordingly, Quality of School Education has to conform to the requirements of the stakeholders (child, parent, family, community, government and society at large). For this paper, I will use three specific operational requirements of School Education from the perspective of family and larger society. These include

a. Enabling the child to build foundations for Livelihood of Choice, in a sustainable and secured manner

b. Instilling in child a sense of Social Accountability, acceptance of diversity in all forms and good citizenship

c. Ingraining in child his/her predisposition towards Ecologically sustainable behavior in all aspects of life

The first requirement is very basic in the sense that systematic education must enable a person to get a job or start an enterprise, of his/her choice. It is essential for getting basic needs of life, such as food, clothing, shelter, health services, etc.

The second requirement originates from the fact that a person being a social animal, must support fellow human beings when they are in need of help for living a life of dignity. For example, every citizen comes across people within the family and in the immediate neighbourhood, people, who are excluded from the society. These include, old, women, children, physically and psychologically differently abled, destitute, etc. There are occasions in our daily life when we come across people from underprivileged background. In all such instances, it is expected that an educated person must display good citizenship and socially accountable behavior, instead of passing the buck on others, on the pretext that 'it is not my responsibility'. Further, respecting and accepting diversity of all forms (language, religion, culture, race, caste, creed, gender, region, habits, etc.) are key understandings, that enriches life.

The third requirement is both existential and spiritual in nature. Right education makes us understand that each of us and everything we use, originate from and sink in the earth, whose physical resources (land, water, flora and fauna, soil, minerals, etc.) are limited. Our understanding of interconnected nature of different beings and non-beings help us to choose the options that are closer to ecological sustainability.

On applying the above requirements of education, to the present-day schools of Odisha and the students graduating from them, it does not appear to give us a sense of accomplishment of above objectives. According to the India Skills Report (2021) not even 31 percent of Odisha students have the employable talent for a proper job as they lack essential skills. Odisha does not feature in the Top-10 states from the employability perspective. Odisha contributes to 3.47% of India's population in 2011. In Indian Institute of Technology Joint Entrance Examination (IIT JEE) (Main) in 2019, Odisha had 1.78% (4360 out of 245000) of total qualified candidates from the country (TOI, 2019 & Jagranjosh, 2019). In the same year, in the IIT JEE (Advanced), Odisha had 1.49% (575 out of 38705) of total qualified candidates from the country (TOI, 2019 & IITBBS, 2019). In Union Public Service Commission conducted civil service examination, 2.1% (16 out of 759) of total qualified candidates were from Odisha (New Indian Express, 2019). It shows the level of competitiveness of Odisha students at the national level.

The traditional education system of the state has failed in building required foundational competencies in language, mathematics, natural science, social science, sports, art and culture, and life skills (of health, hygiene, honesty, sincerity and hard work, spirit of enquiry, bias for manual action and self-directed learning) at the School level. It has artificially maintained a high pass-out rate at the school level from enrollment perspective, resulting in high failure and high drop-out rate at the college level, and thus, leading to poor employability. Banerjee (2014) aptly puts it:

Most drops out, rejected and dejected are labeled as failures. This is not just catastrophic for the individual but detrimental to all of us as a

society. The tragedy is that even those who get through the system with the right degrees are mere survivors, many of them don't enjoy the journey, and most cannot state how their years of grind enabled them to be responsible citizens in society. There is no point in arming a rural student with a degree that does not help him find a job in a city nor prepare him to help his father at their farm – we must create an educational system that empowers and increases opportunities rather than constrains or demotivates. The need for society is to create an equitable system that provides education to all, education as a tool for empowerment, not a weapon to judge and cast aside.

Schools rarely have platforms for teaching, learning and practicing socially accountable and ecologically sustainable behavior. In many schools, such practices, if exists, are rarely beyond fulfilling compliance of government mandates. We are in a situation where citizens expect almost everything as the responsibility of the Government, and certainly not theirs. It appears that through a process of gradual surrender of responsibilities to the government, using push and pull mechanisms, citizens have eventually disempowered themselves.

Given the above context, quality of education has boiled down to inclusiveness (enrolling children from all social strata), achieving grade-specific competencies and organising the factors for enabling these objectives. Within this narrow perspective, findings from two studies, one by NITI Aayog and the other by PRATHAM are discussed next.

3.1 Quality of School Education in Odisha According to NITI Aayog

The School Education Quality Index (SEQI), developed by NITI Aayog, evaluates the performance of Govt. and Govt. Aided schools in States and Union Territories (UTs). It has four Outcomes Indicators such as Learning Outcomes, Access Outcomes, Infrastructure & Facilities for Outcomes, and Equity Outcomes and one Governance Processes indicator that enables the realisation of Outcomes (NITI Aayog, 2019).

For assessing Learning Outcome, it takes into account the average scores in Language and Mathematics in Class 3, Class 5 and Class 8. For assessing Access Outcome, it considers Net Enrolment Ratio (NER) in Elementary and Secondary levels, Transition rate, and Percentage of identified Out-of-School Children mainstreamed in last completed academic year (Class 1 to 8).

For assessing Infrastructure & Facilities for outcome, it takes note of Percentage of schools having Computer-Aided Learning (CAL) at Elementary level, Percentage of Secondary schools with Computer Lab facility, Percentage of schools having book banks/reading rooms/libraries (Class 1 to 12), and Percentage of schools covered by vocational education (Class 9 to 12).

For assessing Equity outcomes, it considers Difference (Absolute value) in performance in language and mathematics for Class 3, Class 5 and Class 8 between Scheduled Caste (SC) and General Category students, between Scheduled Tribe (ST) and General Category students, between students studying in Rural and Urban areas, and between Boys and Girls at Elementary level; Difference (Absolute value) in Transition Rate in all schools from Upper-primary to Secondary level (between SC and General, ST and General, OBC and General, Boys and Girls); Percentage of entitled Children With Special Needs (CWSN) receiving aids and appliances (Class 1 to 10); and Percentage of schools with toilet for girls (Class 1 to 12).

The Governance process is linked to student and teacher attendance, teacher adequacy, administrative adequacy, training, accountability and transparency.

The Teacher adequacy considers percentage of single teacher schools, percentage of schools meeting teacher norms as per RTE, and percentage of secondary schools with teachers for all core subjects.

For Administrative adequacy it takes note of percentage of schools with headmaster, percentage of academic positions filled in training institutes, percentage of teachers trained as per norm and percentage of headmasters gone through leadership training.

For Accountability and Transparency, it considers percent of schools completed self-evaluation and self-development plan, timely release of funds, percentage of new teachers recruited through transparent system, percentage of teachers transferred through transparent system, and percentage of headmasters selected through merit-based system.

Between 2015-16 and 2016-17, in Overall School Performance, Odisha improved from 47.8% to 60.2%, that is 13th to 7th rank in the country, among the 20 large states (Table 1). During this period, in Learning Outcome, the state improved from 53.8% to 57.9%. During the same period, the Access Outcome improved from 65.2% to 69.5%, and the Infrastructure & Facilities Outcome improved from 25.8% to 27.0%. In Equity Outcome Odisha improved from 47.8% to 53.4%. The performance of the Governance process improved from 43.4% to 61.9%.

Table 1: Odisha School Education Quality Index

Category	Domain	Value for 2015-16	Value for 2016-17
Outcome	1.1 Learning Outcome	53.8%	57.9%
	1.2 Access Outcome	65.2%	69.5%
	1.3 Infrastructure & Facilities Outcome	25.8%	27%
	1.4 Equity Outcome	47.8%	53.4%
Governance Process Facilitating Outcome		43.4%	61.9%
Overall Performance		47.8%	60.2%

Learning Outcome

In Overall Learning Outcome, Odisha improved from 53.8% to 57.9% between 2015-16 and 2016-17 (Table 2). In 2016-17, the Average Learning Outcome scores in Class 3 for Language and Mathematics stood at 64 and 62 respectively. Similarly for Class 5, for Language and Mathematics, it stood at 51 and 55 respectively. For Class 8, for Language

and Mathematics, it stood at 53 and 44 respectively. There is a consistent decline in learning outcome in Mathematics from Class 3 to Class8. Learning outcome in Language is also lower in Class 5 and 8 then in Class 3.

Table 2: Learning Outcome of Schools in Odisha

Indicator	Value for 2015-16	Value for 2016-17
Average Score		Class 3 Language: 64, Math: 62 Class 5 Language: 51, Math: 55 Class 8 Language: 53, Math: 44
Overall Score	53.8%	57.9%

Source: NITI Aayog, 2019

Access Outcome

The Overall Access Outcome for students improved from 65.2% to 69.5% between 2015-16 and 2016-17 (Table 3).

The Adjusted Net Enrolment Ratio (NER) at Elementary School Level were 95.1 and 94.7 for 2015-16 and 2016-17 respectively. The corresponding value at the Secondary School Level were 66.4 and 69.8 respectively.

The Transition rate for students from Primary to Upper-Primary level for 2015-16 and 2016-17 were respectively 91.3% and 90.6%. The corresponding value for students from Upper-Primary to Secondary level were respectively 92.8% and 91.3%.

85% and 78% of the identified-Out-of-School-Children were mainstreamed in 2015-16 and 2016-17 respectively.

Table 3: Access Outcome of Schools in Odisha

Indicator	Value for 2015-16	Value for 2016-17
Net Enrolment Ratio	Elementary School: 95.1% Secondary School: 66.4%	Elementary School: 94.7% Secondary School: 69.8%
Transition Rate	Primary to Upper Primary: 91.3% Upper-Primary to Secondary: 92.8%	Primary to Upper Primary: 90.6% Upper-Primary to Secondary: 91.3%
Out-of-School Children Mainstreamed	85%	78%
Overall Score	65.2%	69.5%

Source: NITI Aayog, 2019

Infrastructure & Facilities

The Infrastructure & Facilities, which enable realisation of Outcomes, had improved from 25.8% to 27.0% between 2015-16 and 2016-17 (Table 4).

5.7% and 6.4% of total schools had Computer-Aided Learning (CAL) at Elementary Level in 2015-16 and 2016-17 respectively. 35.4% and 26.6% of the Secondary and Senior Secondary Schools had Computer Lab Facility in 2015-16 and 2016-17 respectively. 92.3% and 93% Schools had Book Banks/Reading Rooms/Library Facility in 2015-16 and 2016-17 respectively. 0.1% of total schools offered vocational education in 2015-16, with none offering in the next year.

Equity Outcome

In Equity Outcome, Odisha improved from 47.8% to 53.4% between 2015-16 and 2016-17 (Table 5).

The difference in Performance in Language, between Scheduled Caste (SC) and General Category Students, widens with increasing class. For Class 3, Class 5 and Class 8, in Language, the differences were 3, 4 and

6 points respectively. However, for Mathematics the differences decreased with increasing class, i.e., 6, 5 and 3 points respectively. The difference in Performance between Schedule Tribe (ST) and General Category Students for Class 3, Class 5 and Class 8 in Language also increased with the class and remained at 8, 9 and 11 points respectively. However, for Mathematics the differences came down with increasing class, i.e., 11, 9 and 6 points respectively. The difference in Performance between Rural and Urban area Students for Class 3, Class 5 and Class 8 in Language were 0, 1 and 1 points respectively. For Mathematics, the differences for higher classes were significant, i.e., 0, 3 and 5 points respectively. The difference in Performance between Boys and Girls for Class 3, Class 5 and Class 8 in Language were 1, 2 and 1 points respectively. For Mathematics, there were no differences in performances in all classes.

Indicator	**Value for 2015-16**	**Value for 2016-17**
Overall	**25.8%**	**27%**
Computer Aided Learning for Elementary School	5.7%	6.4%
Computer Lab Facility for Secondary and Senior Secondary School	35.4%	26.6%
Book Banks/Reading Rooms/Library Facility	92.3%	93%
Vocational Education	0.1%	0%
Overall Score	25.8%	27%

Source: NITI Aayog, 2019

The difference in Transition Rate from Upper Primary to Secondary Level for SC and General Category Students were 5.6% and 2.3% respectively for 2015-16 and 2016-17. The difference in Transition Rate from Upper Primary to Secondary Level for SC and General Category Students were 10.6% and 7.8% respectively for 2015-16

and 2016-17. The difference in Transition Rate from Upper Primary to Secondary Level for Other Backward Caste (OBC) and General Category Students were 4.9% and 0% respectively for 2015-16 and 2016-17. The difference in Transition Rate from Upper Primary to Secondary Level for Boys and Girls were 1.2% and 0.9% respectively for 2015-16 and 2016-17. For all sections, the difference in transition rates improved over the year.

In 2015-16 and 2016-17, there was no Child with Special Needs (CWSN) who received any aids and appliances. The Schools with toilets for girls in 2015-16 and 2016-17 were respectively 97.1% and 98.2%.

Governance Process

There were 3.6% and 2.4% schools with single teacher in 2015-16 and 2016-17 respectively (Table 6).

70% and 74.7% Elementary schools could meet teachers' norm as per RTE; 17% and 12.5% Upper-Primary schools could meet Subject-Teacher norm; and 3% and 4% Secondary schools could meet Core Subject-Teacher norm in 2015-16 and 2016-17 respectively. 49.1% and 48.8% of schools had Headmasters in 2015-16 and 2016-17 respectively.

As far as Academic Positions in Training Institutions were concerned, 66.7% and 66.7% at State level and 63.2% and 91% at District level were filled in 2015-16 and 2016-17 respectively. 94.8% and 89.6% of teachers were trained with sanctioned number of days of training in 2015-16 and 2016-17 respectively. 100% of Headmasters were trained in School Leadership Training in above two years.

84% and 82.7% of Schools had completed Self-evaluation and 99.3% and 99% of Schools prepared School Development Plan in 2015-16 and 2016-17 respectively.

Table 5: Equity Outcome of Schools in Odisha

Indicator	Value for 2015-16	Value for 2016-17
Difference in Performance between SC and General Category Students		Class 3: Language: 3, Math: 6 Class 5: Language: 4, Math: 5 Class 8: Language: 6, Math: 3
Difference in Performance Between ST and General Category Students		Class 3: Language: 8, Math: 11 Class 5: Language: 9, Math: 9 Class 8: Language: 11, Math: 6
Difference in Performance between Rural and Urban area Students		Class 3: Language: 0, Math: 0 Class 5: Language: 1, Math: 3 Class 8: Language: 11, Math: 5
Difference in Performance between Boys and Girls		Class 3: Language: 1, Math: 0 Class 5: Language: 2, Math: 0 Class 8: Language: 1, Math: 0
Difference in Transition Rate from Upper Primary to Secondary Level for SC and General Category Students	5.6%	2.3%
Difference in Transition Rate from Upper Primary to Secondary Level for SC and General Category Students	10.6%	7.8%
Difference in Transition Rate from Upper Primary to Secondary Level for OBC and General Category Students	4.9%	0%
Difference in Transition Rate from Upper Primary to Secondary Level for Boys and Girls were 1.2% and 0.9%	1.2%	0.9%
Overall Score	47.8%	53.4%

Source: NITI Aayog, 2019

The State could Release Funds to Schools from Central share and Own share, at the same time, in 17 days & 15 days in 2015-16 and 2016-17 respectively.

While no new Teacher was recruited through a Transparent Online System in 2015-16, everyone was recruited through such a system in 2016-17. Neither any teacher was transferred through a Transparent Online System nor any School Head-Master was recruited through a Merit-based Selection System during the above two years.

Indicator	**Value for 2015-16**	**Value for 2016-17**
Single Teacher Schools	3.6%	2.4%
Elementary Schools meeting Teachers' Norm as per RTE	70%	74.7%
Upper-Primary Schools Meeting Subject-Teacher Norm	17%	12.5%
Secondary Schools with Adequate Teachers in Core Subjects	3%	4%
Schools with Headmaster	49.1%	48.8%
Academic Positions Filled at State Level Academic Training Institutions	66.7%	66.7%
Academic Positions Filled at District Level Academic Training Institutions	63.2%	91%
Teachers Trained with Sanctioned Number of Days of Training	94.8%	89.6%
Headmasters Trained in School Leadership Training	100%	100%
Schools having Completed Self-evaluation	84%	82.7%
Schools having Made School Development Plans	99.3%	99%
Average Time Taken by the State to Release Total Central Share of Funds to Schools	17 days	15 days
Average Time Taken by the State to Release Total State Share of Funds to Schools	17 days	15 days
New Teachers Recruited Through a Transparent Online System	0%	100%

Indicator	Value for 2015-16	Value for 2016-17
Teachers were Transferred through a Transparent Online System	0%[21]	0%[21]
School Head-Master was Recruited through a Merit-based Selection System	0%	0%
Overall Score	43.4%	61.9%

Source: NITI Aayog, 2019

3.2 Quality of School Education in Odisha According to ASER

The Annual Survey of Education Report (ASER, 2018) indicates the quality of school education in rural Odisha. It is based on data collected by the PRATHAM team from a sample of government and private schools all over the state. In 2018 it covered 812 schools (360 Primary and 452 Upper-Primary). Primary schools have classes from Grade I to Grade IV/V and Upper-Primary have classes from Grade I to Grade VII/ VIII.

The proportion of government run Primary schools with student enrolment less than or equal to 60, increased from 38.2% in 2010, through 46.5% in 2014 and 57.8% in 20016 to 60.7% in 2018. The proportion of government run Upper Primary schools (Std I-VII/VIII) with student enrolment less than or equal to 60, increased from 3.9% in 2010, through 4.5% in 2014 and 5.6% in 20016 to 8% in 2018 (ASER 2018, pp184). Hence, while there is overall decline in student enrolment in Government run Primary and Upper Primary Schools, it is sharp in the former.

In the age group of 6-14 years, typical age for Elementary education (Grade I to Grade VIII), 88% of children were enrolled in Government and 10.5% in Private schools, with a drop out of 1.5% children (Table 7). In the age group of 15-16 years, typical age for Secondary education

(Grade IX and Grade X), 80.5% children studied in Government and 6.6% in Private schools, with a drop out of 12.7% children. As a proportion of the total number of children in the school (Govt. and Private), there is a decline of 3.1 percentage point of students enrolled in private school for secondary education, vis-a-vis those enrolled in elementary education. Similarly, there is an increase of 3.1 percentage point of students enrolled in Government school for secondary education, vis-a-vis those enrolled in elementary education.

Table 7: Child Enrolment in Schools in Rural Area of Odisha (2018)

Age Group (Year)	Govt. (%)	Private (%)	Other (%)	Not in School (%)	Total (%)
6-14	88	10.5	0.1	1.5	100
7-16	87.3	9.4	0.1	3.2	100
7-10	86	13.1	0.2	0.8	100
11-14	91	6.8	0.1	2.1	100
15-16	80.5	6.6	0.2	12.7	100

Source: ASER, 2018, pp 179

Table 8 indicates the reading levels of the children assessed from Standard I to Standard VIII. 61.3% Grade III students, 41.6% Grade V students and 27.4% Grade VIII students cannot read Standard II level text in Odia.

PRATHAM's reading tool is a progressive tool to measure exclusive categories. Each row shows the variation in children's reading levels within a given grade. For example, among children in Std V, 3.3% cannot even read letters, 9.3% can read letters but not words or higher, 13.5% can read words but not Std I level text or higher, 15.4% can read Std I level text but not Std II level text, and 58.4% can read Std II level text. For each grade, the total of these exclusive categories is 100%.

Table 8: % Children by Grade and Odia Language Reading Level - All children 2018

Standard	Not even letter	Letter	Word	Std I level text	Std II level text	Total
I	39.9	26.7	16.2	7.2	10.1	100
II	18.9	22.2	21.6	13.0	24.3	100
III	8.6	15.7	22.8	14.2	38.7	100
IV	5.9	11.1	17.6	16.2	49.2	100
V	3.3	9.3	13.5	15.4	58.4	100
VI	2.5	6.1	12.6	13.6	65.3	100
VII	1.9	4.6	9.9	14.8	68.9	100
VIII	1.5	3.8	9.4	12.8	72.6	100

Source: ASER, 2018, pp 180

While reading levels of private school children have been far higher than that of the Govt. School children in Grades III and V, the gap narrowed down significantly in Grade VIII. It came down from 84% to 10%. Over the 6 years period, the reading level of students increased for both Govt. and Private school children (Table 9).

Table 9: Reading Level Trends Over Time

Students of Different Standards who can read Standard II Text	Type of School/Year	2012	2014	2016	2018
% Children in Std III who can read Std II level text	Govt.	24.7	28.9	31.5	35.0
	Private	53.4	70.8	69.2	64.5
	Govt. + Private	26.5	33.0	35.5	38.7
% Children in Std V who can read Std II level text	Govt.	46.1	49.1	48.8	56.2
	Private	75.7	76.5	81.7	81.1
	Govt. + Private	47.1	50.9	51.6	58.4

% Children in Std VIII who can read Std II level text	Govt.	72.8	74.5	72.0	72.3
	Private	84.5	82.9	85.9	79.8
	Govt. + Private	73.2	74.9	72.6	72.7

Source: ASER, 2018, pp 180

Table 10 indicates the Arithmetic levels of the children assessed from Standard I to Standard VIII. 69.2% Grade III students, 50.1% Grade V students and 37.7% Grade VIII students cannot do Subtraction. 90.6% Grade III students, 74.6% Grade V students and 57.5% Grade VIII students cannot do Division.

PRATHAM's Arithmetic assessment tool is a progressive tool to measure exclusive categories. Each row shows the variation in children's arithmetic skill levels within a given grade. For example, among children in Std V, 3.2% cannot even recognize numbers 1-9, 13.8% can recognize numbers up to 9 but not higher, 33.1% can recognize up to 99 but cannot do Subtraction and Division, 24.5% can do Subtraction but not Division, and 25.4% can do Division. For each grade, the total of these exclusive categories is 100%.

Table 10: % Children by Grade and Arithmetic Level - All children 2018

Standard	Not even 1-9	Recognising Numbers		Subtract	Divide	Total
		1-9	10-99			
I	39.4	32.3	20.9	5.8	1.5	100
II	16.3	32.5	32.2	15.5	3.4	100
III	7.8	24.9	36.5	21.5	9.4	100
IV	4.8	19.2	35.5	24.5	16.1	100
V	3.2	13.8	33.1	24.5	25.4	100
VI	2.6	10.5	31.4	21.9	33.7	100
VII	1.7	8.1	29.7	24.2	36.2	100
VIII	1.0	8.0	28.7	19.8	42.5	100

Source: ASER, 2018, pp 181

The Arithmetic levels of private school children have been higher than that of the Govt. School children in all the Standards (III, V and VIII). The gap narrowed marginally at higher class. For Govt. School children the Arithmetic level improved marginally for Standards III and V, but declined for Standard VIII. For Private School, the Arithmetic level for Standard III and V improved between 2012 and 2016 and declined in 2018. Over the 6 years period, the Arithmetic level of students increased for both Govt. and Private school children, in initial classes (Table 11).

Table 11: Arithmetic Level Trends Over Time

Students of Different Standards who can read Standard II Text	Type of School/Year	2012	2014	2016	2018
% Children in Std III who can do at least Subtraction	Govt.	23.9	23.7	29.8	28.3
	Private	59.2	62.9	69.0	49.3
	Govt. + Private	26.2	27.6	33.9	30.9
% Children in Std V who can do Division	Govt.	17.2	19.9	23.8	23.8
	Private	51.0	45.9	57.7	43.2
	Govt. + Private	18.3	21.6	26.6	25.5
% Children in Std VIII who can do Division	Govt.	42.3	37.5	38.7	41.7
	Private	57.0	45.4	63.5	59.4
	Govt. + Private	42.9	37.9	39.6	42.6

Source: ASER, 2018, pp 181

Every subject can be broken into a number of concepts. One possible way to think teaching-learning process as a journey of understanding, practicing, applying and assessing different concepts that constitute a subject. Table 12 indicates the result of assessment of students (capable of doing subtraction) who can solve problems of daily life such as Calculating Time (calculate the duration between occurrence of two events), Applying Unitary Methods (to find out the combination of days and persons required to complete a work), Financial Decision Making (from alternative sale/purchase deals) and Calculating Discount

(Sale/Purchase). Assessment has been done for 14 to 16 years age band, which is typical for Grade VIII to Grade X students.

Female students are more capable than the Male students in calculating time difference in all Ages. On an average, compared to Male, Female are 27% better in calculating time. However, only 35.2% Female students from 14-16 years could calculate time.

Male students are more capable than the Female students in applying unitary methods to solve problems, in 14 years and 15 years Age groups. Compared to Female, Male are marginally better in applying unitary method. However, only 33.5% Male students from 14-16 years could Apply Unitary Method.

Male students are more capable than the Female students in Financial Decision Making at 15 years and 16 years Age groups. Compared to Female, Male are marginally better in comparing alternative financial outflow for a particular situation. However, only 28.8% Male students from 14-16 years could do calculation for taking financial decision.

Female students are more capable than the Male students in calculating discounts during sale/purchase for all Ages. However, only 19.6% Female students from 14-16 years could calculate discount.

Table 12: Of All Children Who can do Subtraction but not Division, % Children Who can Correctly Answer by Age and Gender in 2018

Activities	Age	14 Year	15 Year	16 Year	14-16 Year
Calculating Time	Male	28.3	25.2	30.7	27.7
	Female	44.8	26.2	36.2	35.2
	All	37.5	25.8	34.0	32.0
Applying Unitary Method	Male	24.6	35.9	43.7	33.5
	Female	35.5	27.9	32.5	31.7
	All	30.7	31.2	37.0	32.5

Activities	Age	14 Year	15 Year	16 Year	14-16 Year
Financial Decision Making	Male	25.6	30.3	31.3	28.8
	Female	35.3	16.9	20.1	24.0
	All	31.0	22.5	24.5	26.0
Calculating Discount	Male	13.5	15.5	18.0	15.4
	Female	19.5	18.6	21.1	19.6
	All	16.8	17.3	19.9	17.8

Source: ASER, 2018, pp 182

Table 13 indicates the result of assessment of 14-16 age band students (capable of doing division) who can solve problems of daily life such as Calculating Time, Applying Unitary Methods, Financial Decision Making and Calculating Discount.

Female and Male students are almost equally capable in calculating time difference in all Ages. However, only 47.3% students from 14-16 years could calculate time.

Male students are more capable than the Female students in applying unitary methods to solve problems, in all Age groups. Compared to Female, Male are 20% better in applying unitary methods than the Female students. However, only 62.9% Males students from 14-16 years, who can do Division, could Apply Unitary Method.

Male students are more capable than the Female students in Financial Decision Making in 14 years and 15 years Age groups. As a group in the 14-16 years Age band, they are almost at the same level of competence. However, only 33.3% students, knowing Division, from 14-16 years could do calculation for taking financial decision.

Male students are more capable than the Female students in calculating discounts during sale/purchase for all Ages. Compared to Female, Male are 37% better in calculating discount than the Female students. However, only 38.6% Males students, who can do Division, from 14-16 years could calculate discount.

Table 13: Of All Children Who can do Division, % Children Who can Correctly Answer by Age and Gender in 2018

Activities	Age	14 Year	15 Year	16 Year	14-16 Year
Calculating Time	Male	47.5	48.5	46.4	47.6
	Female	47.6	43.9	50.8	47.0
	All	47.5	46.1	48.8	47.3
Applying Unitary Method	Male	64.3	63.9	58.5	62.9
	Female	49.0	55.7	52.7	52.2
	All	56.6	59.5	55.4	57.4
Financial Decision Making	Male	36.6	33.6	26.1	33.4
	Female	32.5	31.4	37.4	33.2
	All	34.5	32.4	32.1	33.3
Calculating Discount	Male	29.8	44.5	48.5	38.6
	Female	25.6	28.0	33.4	28.2
	All	27.7	35.8	40.4	33.2

Source: ASER, 2018, pp 182

Between 2010 and 2018, average percent of enrolled children present in Primary Schools on the day of the visit of the PRATHAM assessors increased from 71.9 to 82. Similarly for the Upper Primary Schools, the percentage increased from 72.3 to 80.1. In 2018, the average student absenteeism on the day of the visit was 18% and 19.9% for Primary and Upper Primary Schools respectively (Table 14).

Table 14: Trends Over Time Student and Teacher Attendance on the Day of Visit of PRATHAM Assessor

Description/Year	2010	2014	2016	2018
Number of Primary Schools Visited (Std I-IV/V)	383	378	405	360
% Enrolled Children Present in Primary schools (Average)	71.9	78.5	77.7	82.0
% Teachers Present in Primary schools (Average)	89.1	87.0	90.5	94.4

Description/Year	2010	2014	2016	2018
Number of Upper Primary Schools Visited (Std I-VII/VIII)	358	446	435	452
% Enrolled Children Present in Upper Primary Schools (Average)	72.3	76.3	78.3	80.1
% Teachers Present in Upper Primary Schools (Average)	83.8	82.7	90.0	92.7

Source: ASER, 2018, pp 183

Between 2010 and 2018, average teacher attendance on the day of the visit increased from 89.1% to 94.4% in Primary School and 83.8% to 92.7% in Upper Primary School. In 2018, the average teacher absenteeism on the day of the visit was 5.6% and 7.3% for Primary and Upper Primary Schools respectively.

Between 2010 and 2018, percent of Primary Schools where Std II children were observed sitting with one or more other classes increased from 77 to 79.2. Similarly, during the same period, the percent of Primary Schools where Std IV children were observed sitting with one or more other classes increased from 66.8 to 73.9 (Table 15).

Between 2010 and 2018, percent of Upper Primary Schools where Std II children were observed sitting with one or more other classes increased from 69.4 to 78.3. Similarly, during the same period, the percent of Upper Primary Schools where Std IV children were observed sitting with one or more other classes increased from 58.1 to 66.2.

Such a high level of multigrade classes, unless properly designed, can lead to poor quality of teaching and learning.

Table 15: Trends Over Time Multigrade Classes

Description/Year	2010	2014	2016	2018
Number of Primary Schools Visited (Std I-IV/V)	383	378	405	360
% Primary Schools where Std II children were observed sitting with one or more other classes	77.0	81.1	82.9	79.2
% Primary Schools where Std IV children were observed sitting with one or more other classes	66.8	72.8	76.7	73.9
Number of Upper Primary Schools Visited (Std I-VII/VIII)	358	446	435	452
% Upper Primary Schools where Std II children were observed sitting with one or more other classes	69.4	74.8	77.3	78.3
% Upper Primary Schools where Std IV children were observed sitting with one or more other classes	58.1	62.0	65.5	66.2

Source: ASER, 2018, pp 183

As far as basic infrastructure facilities are concerned, in 2018, 17.1% schools did not have drinking water facility, 24.4% schools did not have useable toilet, 30.7% schools without useable girls' toilet, 19.7% schools without library and another 26.4% not using, 43.3% schools without electricity connection and frequent interruption where electricity is connected, and 81.3% schools not having computer and another 12.6% schools not using on the day of the study (Table 16).

Table 16: Trends Over Time Infrastructure Facilities

Facilities	Year	2010	2014	2016	2018
Drinking Water	No facility for drinking water	15.2	9.3	9.2	8.0
	Facility but no drinking water available	14.5	9.3	13.1	9.1
	Drinking water available	70.3	81.4	77.7	82.9
	Total	100	100	100	100
Toilet	No toilet facility	15.5	15.7	6.7	3.0
	Facility but toilet not useable	40.1	21.1	17.8	21.4
	Toilet useable	44.4	63.2	75.5	75.7
	Total	100	100	100	100

Facilities	Year	2010	2014	2016	2018
Girls' Toilet	No separate provision for girls' toilet	30.3	29.1	17.6	9.6
	Separate provision but locked	19.5	7.9	6.7	5.2
	Separate provision, unlocked but not useable	15.5	9.7	10.0	16.0
	Separate provision, unlocked and useable	34.7	53.3	65.8	69.3
	Total	100	100	100	100
Library	No library	34.7	11.8	17.9	19.7
	Library but no books being used by children on day of visit	18.5	22.6	21.1	26.4
	Library books being used by children on day of visit	46.8	65.6	61.0	54.0
	Total	100	100	100	100
Electricity	Electricity connection	-	-	53.0	56.7
	Of schools with electricity connection, % schools with electricity available on day of visit	-	-	78.0	80.3
Computer	No computer available for children to use	92.9	86.1	84.5	81.3
	Available but not being used by children on day of visit	2.7	8.1	9.1	12.6
	Computer being used by children on day of visit	4.4	5.8	6.4	6.1
	Total	100	100	100	100

Source: ASER, 2018, pp 183

In 2018, 7.3% schools did not have physical education period and no dedicated time allotted, 25% schools did not have physical education teacher, 33.5% schools did not have access to play ground either inside or outside school premises and 29.5% schools did not have any sports equipment (Table 17).

Table 17: Trends Over Time Physical Education and Sports Facilities in Schools in 2018

Description/Year	Std I-IV/V	Std I-VII/ VIII	All schools
No physical education period and no dedicated time allotted	11.3	4.1	7.3
No physical education teacher	29.6	21.5	25.0
No accessible playground (Inside and Outside School)	39.9	28.4	33.5
Availability of any sports equipment	61.3	77.8	70.5

Source: ASER, 2018, pp 184

From the Schools covered during the PRATHAM study in 2018, it is reported that 96.7% Schools were having an SMC. Further, of all the Schools having SMC, 2.9% Schools had a SMC meeting before July and 48.9% had the meeting between July and September (ASER 2018, pp184). Hence, SMC's involvement in governance and management of most of the Schools needs significant improvement.

1. Challenges and Possible Strategies for Imparting High-Quality School Education

Children learn both from inside and outside the school. Teaching inside the school becomes more meaningful, if it is well-integrated with the activities and experiences outside the school. Hence, any educational quality intervention must carefully design and implement the System of Inside School Interventions and System of Outside School Interventions. The Teaching-Learning Processes of both the systems must be mutually reinforcing in their effectiveness and efficiency. Community institutions such as Panchayati Raj Institutions, School Management Committee and Parent-Teacher Association, who are key components of the macro environment, can play a vital role in energising both the systems individually and jointly (Figure 1). Other important components of macro environment such as general socio-economic condition and political will; level of community empowerment; access to affordable information and communication technology service,

electricity and health service, road connectivity and transport services; market forces in different sectors of economy; intervention of state, market and civil society organisations, and employment opportunities significantly influences the educational quality of the school children.

4.1 System of Inside School Interventions

Key components of the system of Inside School Intervention include Functionaries and facilities inside the school (Head Master, other Teachers and supporting staff, Physical Infrastructure), Teaching-Learning Process, School and Mass Education Department Officials represented by Block Education Officer (BEO) and District Education Officer (DEO), School Management Committee (SMC), Parent-Teacher Association (PTA) and representatives of Panchayati Raj Institutions. A charismatic and dynamic head master, in spite of the weaknesses in other elements, can deliver high quality education to the children. Adequate number of trained and motivated teachers in right subjects (including sports, performing art and fine art) are essential. Students need inspiration and empathy from the teachers.

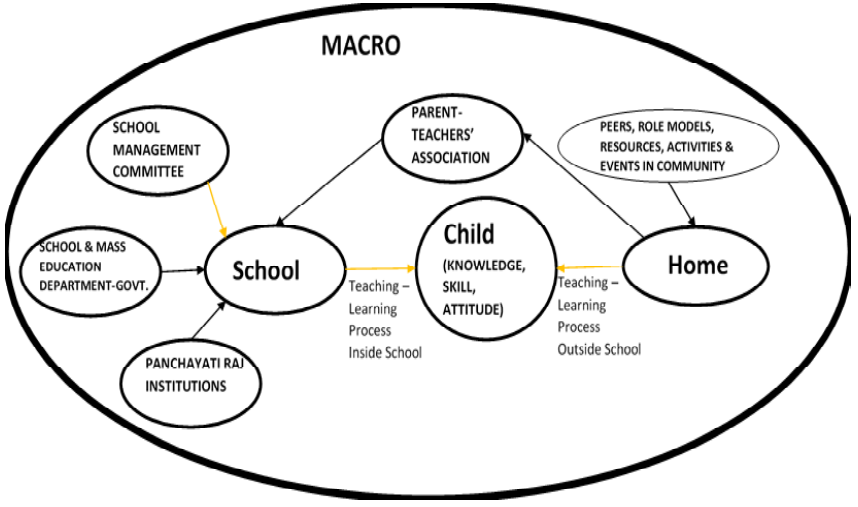

Figure 1: School Education Ecosystem

Enabling physical infrastructures in the form of lighted, ventilated, clean and spacious rooms for all weather conditions are essential. The School needs to have basic teaching aids like library, computer, internet and electricity facilities. Clean and functional toilets, separately for male and female students and male and female teachers, are essential requirements. Sports facilities for boys and girls are equally essential. The Teaching-Learning Process must cover annual academic plan including schedule for classes, examinations, regular feedback of performance, observation of special days, sports and cultural activities. School Management Committee (SMC) must actively participate in preparing and facilitating execution of School Development Plan. Key functionaries of the SMC, Head Master and BEO must work as a team in implementing Annual Academic Plan and School Development Plan.

Ensuring occurrence of regular Class, completing course in time, conducting regular examinations (Formative and Summative), assessing the answer papers and giving feedback to Parents about child's performance in regular Parent-Teacher Meetings, integrating sports, performing art and fine art into regular curriculum, observing important days, exposing children to different competitions and experts from different walks of life, public and private functions and functionaries outside Class Room and School, can lead to realisation of high quality education.

Since most of the schools don't have adequate number of teachers and enabling infrastructure, most or all of the above activities can be undertaken if there is active support from the community, which can be solicited through committed Headmaster and proactive SMC. It cannot happen unless there is a paradigm shift in the way Schools are managed today. It has to move away from the present 'Government-owned-and-managed' to 'Community-owned-and-managed' mode, with Government working as a facilitator. Headmaster and Teachers have to be accountable to the Children through their parents and empowered and truly representative SMC.

Probably because of the difficulty in improving quality of school education in all the schools of the state, government has taken the step

of starting Adarsh Vidyalayas in each Block, to attend to the needs of few bright students in the Block. However, it will not solve the problem of providing high quality education to all the school going children, for which democratic government is duty bound.

4.2 System of Outside School Interventions

Nigerian Igbo culture believes 'Oran a azunwa', which can be translated in English as, "It takes a village to raise a child". Education, especially at the school level, requires active community involvement since child's learning begins from different dimensions of her/his immediate environment. In such an environment, the parent is the first teacher. And the community influences the child as much as the school. Both parents and community, besides the teacher, are key stakeholders in childhood education.

A child from a socio-economically rich household is likely to attend a high-quality school that is characterized by well qualified and empathetic teachers, joyful teaching process, participation in experiential learning, exposure visits, course completion in time, regular assessment and feedback, career counselling and holistic grooming, and enabling physical, psychological and socio-cultural environment. Simultaneously, at home, such a child gets an enabling learning environment comprising clean, spacious, well-lighted, well-ventilated and protected space for study, parents' guidance, tuition by private tutors, engagement in extracurricular activities, a community of spirited peers and professionals.

However, students from the underprivileged section of our country often gets to experience a low-quality school system in almost all dimensions.

They may be first generation learners and/or parents without adequate capacity to mentor the child in her learning journey. They often lack disturbance-free and comfortable place to study and are faced by other disenabling infrastructure facilities. Parents may not understand the value of regular monitoring the progress of their ward or find it difficult

to do so, and provide feedback to the teacher. There are occasions where single parent, differently-abled parents, migrant labourers and destitutes will not be in a position to provide enabling learning environment at home. The peer-group may not be highly endowed or self-motivated in studies. They may not have access to many role models from the community. They are challenged by disenabling learning environment, improper guidance and weak support from their family and the friend circle. This often leads the youth into life's journey without interest, direction and purpose, resulting in undesirable consequences such as high unemployment rate, psychologically distressed state, and increased involvement in socially undesirable acts and behaviors.

Hence, for building a healthy society and getting rid of economic poverty in one generation, one surest way appears to be provision of high-quality education to every child, including those belonging to underprivileged sections of the society. This calls for actions at the educational ecosystem level involving child, family, community, teachers and school. Besides improving educational quality inside school, the child must get an equally rich enabling learning environment outside school (at home and community space).

Key components of the existing system of Outside School Intervention include Parents and other influential members at home, Physical Infrastructure at home, Peer group in the Community and Larger community with related infrastructure facilities, events and role models. There is possibility of getting rid of these handicaps if the education outside School hour, which has become a private and individual family affair, can be translated to a Community affair, especially for the children from the underprivileged communities.

Klorofeel Foundation has shown the way to improve quality of School Education of such children by focussing its intervention beyond school hours, through dedicated Community Learning Centers, where the mentoring of the child is transferred from parents to trained facilitators from the community. It has also the potential to address some of the weaknesses of the existing school system.

1. Outside School Intervention: Case Study of Community Learning Centres Promoted by Klorofeel Foundation

With an objective of improving the learning level of children from underprivileged community, Klorofeel Foundation has taken up interventions at the community space, which is at the village level. It has set up Learning Centres facilitated by trained local youths(called Saathis). It's a community-based education model that provides a platform and facilitates a child with self-driven, peer-supported and omni-directional learning beyond the school hours. The vision for the community learning centre is to nurture our students to grow up to be socially and ecologically responsible along with being financially independent in one generation.

5.1 The attributes of a Community Learning Centre include

1. Learning Centre is a well-ventilated, well-lighted, clean physical community space, easily accessible to all school-age children in the hamlet/village. It is a hub of education for children outside school.

2. Saathi (educated youth from the habitation) is a facilitator in the learning process of students.

3. Mothers' Group (Mothers of students in a hamlet/village forming a group) plays an active role in setting up and running the Learning Centre.

4. Teaching Learning Materials, following government school curriculum, apart from Blackboard, chalk, textbooks, other books, toys, etc. are major parts in the learning processes.

5. Assessment is continuous and multidimensional. It is a part of the learning and not a year-end event.

6. Learning Process

a. Learning is a by-product of activities, projects and games.

b. Curiosity, joy and learning achievements drive the processes rather than fear.

c. Learning starts from 'known' to 'unknown', fromm 'near' to 'far'. Learning is integrated with the local practice, sports, art and culture, knowledge and surrounding world.

d. Learning is facilitated through involvement of Hand (physical activity), Heart (involving feelings and empathy) and Head (logically thinking) aimed at holistic development of child.

e. Learning facilitates thinking, questioning, decision making, respect for diversity, building perspective, effective communication, and remove fear, prejudice and intolerance.

f. The process of effective education includes many a failure. The Saathis play the role to motivate students to explore their limits, introspect, and learn.

Saathis and mothers are integral parts of our learning centres.The Saathis are selected from the local area as Teaching and Learning requires empathy and compassion. A person from a different demography (i) may not be available and (ii) may not have the same empathy and understanding of the difficulties that a village youth has for the children of his/her village. In some geography, like tribal area, they form a bridge for their local tribal language and language of the curriculum for the early learners.

Systematic processes are adopted to set up and run community learning centres at the village level which are described below.

- **Formation of Mothers Group**: The functioning of community owned learning centres integrates the learning enablers with the Mothers' Group at the centre. After the geography (gram panchayat, village) for intervention is identified, an expectation sharing session takes place with the mothers of the children, where their active participation in monitoring and decision making for the operation of the centre is briefed. Mothers' Group also takes the responsibility for identifying a location for the Learning Centre. The Group also nominates the candidates (usually an educated girl or woman) to be

selected and trained as Saathi (a friend) to facilitate the learning of the children.

- **Selection of Saathis**: The candidates nominated by the Mothers Group are invited to a 3 days selection camp, where they are exposed to the real values and vision of a high-quality education system by being engaged in active discussion and brainstorming sessions. Each candidate to be a potential Saathi is evaluated on the several critical parameters e.g.; empathy, communication skills, emotional maturity, connection with children, interest and ability for action learning, basic subject competency. After the workshop, the merit wise list of Saathis is conveyed to the Mothers' Group for final appointment.

- **Content and Learning**: To ensure the engagement of students to be self-motivated, encouraging and outcome driven, the contents of subjects as per the school syllabus (Standard I-V) is mapped into concepts that are further integrated with activities to habituate the practice of learning by thinking and learning by doing. Education is not the learning of facts but the training of mind to think. Therefore, the activities cover a broad range (game-based learning, context specific learning, experiential learning, etc.) to enable proper understanding of concepts, practicing those concepts and applying them to real life problem solving. The local team pool available local materials and resources to undertake the activities. Contents of other organizations, working in the same space, are also collected to execute the activities. The near-to-far approach as the basis of designing the activities brings a direct scope for children to look for their own surrounding first to explore and absorb the concepts. This contextual approach, unlike the conventional one, has made education further meaningful, experimental and experiential and more importantly joyful.

- **Assessment and Tracking**: The challenge related to improvement in grade specific competencies and other skill sets being so non-uniform and diverse among the children,

active tracking through periodic assessment is highly essential. To this purpose, the Saathis are equipped with assessment formats to measure. Alongside, the web-based platform (Igotknowledge) which is being customized to record the weekly progress of the child would serve as a great support. In Mothers' Group meeting, the progress of the child is communicated, along with indication of the steps required to be undertaken by the mothers at home for the desired transformation in behavioral or subject specific competency.

5.2 The Outcomes

Till March 2021 following outcomes have been realized.

i. 17 Learning Centres catering to 500 students through 27 Saathis in Rayagada district of Odisha.

ii. 8 Learning Centres catering to 400 students in Jagatsinghpur district of Odisha and 12 Saathis engaging with 700 students in 8 Govt. Schools.

iii. 8 Learning Centres where the community is paying the Remuneration of Saathis have been started in Korei Block of Jajpur.

iv. An average growth of 30% in grade specific competencies of the students has been observed in Bissamcuttack Block.

v. Saathis trained in Innovative Teaching and Learning Methods (TLMs) to make learning experiential and joyful.

vi. Saathis trained in national assessment tools like Annual Status of Education Report (ASER) and International Common Assessment of Numeracy (ICAN).

vii. Saathis successfully facilitating multiple learning programmes in the villages like English speech development, Village Biography, etc.

viii. A simple and precise student centric curriculum covering all concepts developed for Saathis and students

5.3 Sustainability of Learning Centres

The noticeable transformations attained after interventions has been a real motivation for Klorofeel Foundation to extend its further outreach. To make the expansion easier and sustainable, significant participation and contribution by the community-in-need is desired. Institutional sustainability is realized through Mothers' Groups. 90% of the expenditure of running the Learning Centre is spent on the remuneration of Saathis. Presently, financial contribution for running the Centres at Bissamcuttack and Kujanga is realized primarily from the Donor agencies. Parents of the Children bear a part of the expenditure.

In 8 learning centres of Korei Block of Jajpur district, where, apart from direct involvement of community in setting up and managing the centres, the remuneration of the Saathis is also being paid by the community members. Klorofeel Foundation has been providing other support like training and capacity building of the Saathis for facilitating learning at the Centres. For the interventions at Bissamcuttack, a model for meeting the cost of running the centres from the income from the community farm is being piloted.

Given the experience thus far, it is possible to scale up the outside school education intervention through community learning centres.

2. Concluding Remarks

In 2017-18, Odisha had 7.2 million children (48% SC and ST and 52% General Category) from class I to X, with 82% in government and government aided schools and 18% in private schools. There were 2,84,464 teachers, with 73% in Government and aided schools, and 27% in private schools. With an average Student teacher ratio of 25.4, it varied between 28.5 in Govt. and Govt. aided schools and 16.9 in Private schools.

Altogether there were 67,961 Schools, 90% belonged to state government and aided schools and 10% private, central government and unrecognized schools. 90% schools of the state, belonging to

government, cater to the needs of 82% students and balance 10% private schools meets the needs of 18% students of the state. In 2016-17, while 11.7% secondary schools were in private, it enrolled 40% of the total students of the state in the appropriate classes, indicating the movement of students away from government schools in higher classes.

Over the years, there is a decline in student enrolment in Government run Primary and Upper Primary Schools, with much sharper decline in the former category. It has resulted in closure of a large number of primary schools with consequent problems of access to young children.

From the sample of schools covered under ASER, in the age group of 6-14 years, typical age for Elementary education (Grade I to Grade VIII), 88% of children were enrolled in Government and 10.5% in Private schools, with a drop out of 1.5% children. In the age group of 15-16 years, typical age for Secondary education (Grade IX and Grade X), 80.5% children studied in Government and 6.6% in Private schools, with a drop out of 12.7% children. As a proportion of the total number of children in the school (Govt. and Private), there is a decline of 3.1 percentage point of students enrolled in private school for secondary education, vis-a-vis those enrolled in elementary education. Similarly, there is an increase of 3.1 percentage point of students enrolled in Government school for secondary education, vis-a-vis those enrolled in elementary education.

A large number of schools have poor physical infrastructure. In 2016-17, there were no Science Lab, Electricity service, Library Room, Computer Room, and Art & Craft Room in 44.6%, 13.5%, 38.7%, 21% and 37.8% Schools respectively.

Between 2015-16 and 2016-17, According to NITI Aayog, Odisha ranked 7th in the country with the Overall School Performance index at 60.2%. During this period, in Learning Outcome, Access Outcome, Infrastructure & Facilities Outcome, Equity Outcome and enabling Governance process the state scored 57.9%, 69.5%, 27.0%, 53.4% and 61.9% respectively. It showed an improvement in all the parameters, indicative of the conscious and effective steps in educational quality front by the Government of Odisha.

74.7% Elementary schools could meet teachers' norm as per RTE; 12.5% Upper-Primary schools could meet Subject-Teacher norm; 4% Secondary schools could meet Core Subject-Teacher norm in 2016-17. 48.8% of schools had Headmasters in 2016-17. 66.7% Academic positions at State level and 91% at District level Training Institutions were filled in 2016-17.

While all the new Teachers were recruited through a Transparent Online System in 2016-17. Neither any teacher was transferred through a Transparent Online System nor any School Head-Master was recruited through a Merit-based Selection System during the year.

Granular study done by PRATHAM shows a very disturbing state of the quality of school education in the state.

In 2017-18, 61.3% Grade III students, 41.6% Grade V students and 27.4% Grade VIII students could not read Standard II level text in Odia. 69.1% Grade III students, 50.1% Grade V students and 27.7% Grade VIII students could not do Subtraction. 91.6% Grade III students, 74.6% Grade V students and 57.5% Grade VIII students could not do Division.

Among the students from 14 to 16 Years age group, percentage of children who could calculate time difference, apply unitary methods to solve problems, make simple financial decision, and calculate discounted value during sale/purchase were respectively 32%, 32.5%, 26% and 17.8%.

In 2018, the average student absenteeism, on the day of the visit of the PRATHAM team, was 18% and 19.9% for Primary and Upper Primary Schools respectively. Similarly, the average teacher absenteeism on the day of the visit was 5.6% and 7.3% for Primary and Upper Primary Schools respectively.

Because of the shortage or absence of faculty and/or unavailability of class rooms in many schools, one could observe mixed classes. Between 2010 and 2018, percent of Primary Schools and Upper Primary Schools where, Std II children were observed sitting with one or more other

classes, increased from 77% to 79.2% and 69.4% to 78.3% respectively. Similarly, during the same period, the percent of Primary Schools and Upper Primary Schools where, Std IV children were observed sitting with one or more other classes increased from 66.8% to 73.9% and 58.1% to 66.2% respectively. Such high level of multigrade classes, unless properly designed, could lead to poor quality of teaching and learning.

In 2018, 17.1% schools did not have drinking water facility, 24.4% schools did not have useable toilet, 30.7% schools without useable girls' toilet, 19.7% schools without library and another 26.4% not using, 43.3% schools without electricity connection and frequent interruption where electricity is connected, and 81.3% schools not having computer and another 12.6% schools not using on the day of the study.

In 2018, 7.3% schools did not have physical education period and no dedicated time allotted, 25% schools did not have physical education teacher, 33.5% schools did not have access to play ground either inside or outside school premises and 29.5% schools did not have any sports equipment.

Although 96.7% Schools were having an SMC, only 2.9% Schools of them had a SMC meeting before July and 48.9% had the meeting between July and September. Hence, SMC's involvement in governance and management of most of the Schools needs significant improvement.

For improving quality of school education, there is a need for a paradigm shift in our approach to governance and management of schools. Community must be at the centre of ownership and management of schools. School Headmaster and teacher need to be accountable to the parents, through an active Parent-Teacher Association and School Management Committee, with the Government acting as a guide and facilitator for implementing quality processes.

Since children spend two-third of their time outside school, community based, outside school intervention may be systematically implemented to complement and supplement the efforts of inside school interventions. Given the understanding, capability and exposure of the parents of the children from the underprivileged background, well-

designed outside school intervention will help in achieving educational quality, possibly with much less investment. Drawing from the experiences of Klorofeel Foundation in outside school intervention, the model can be scaled up for imparting holistic education to the children in rural areas and excluded sections of the society. Further, keeping in view SDG 4 which aims at quality education, the above approach has the potential to create an enabling environment for all children to complete school education by 2030 in the country.

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A Narrative Analysis of Online Teaching-Learning in Higher Education During COVID-19 Pandemic

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Abstract

The onset of the global pandemic COVID-19 has affected every phase of human life. The pandemic has forced numerous sectors to shift their bases online including education, where institutions have started online teaching. Most governments across the world including Government of India have been forced to shut down schools and colleges in an attempt to contain the further spread of COVID-19. To ensure smooth implementation of right to education in India, the educational institutions have deployed a mix of improved and innovative approaches. The academic world has thus witnessed new effective alternatives to teaching learning process and blended learning have been regarded as the way forward. Any change has its pros and cons, so is the case with this entire shift to virtual teaching learning. Within a short span of time, a

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number of literatures have been developed by researchers and scholars across the world. Hence, this paper attempts to study the impact of COVID-19 pandemic on the online teaching learning process through narrative review of available secondary data or reports. The inferences would be relevant for understanding the changing communication narratives in teaching learning process during COVID-19.

Keywords: Communication, Virtual Teaching Learning, COVID-19, online education, pandemic

Introduction

The present COVID-19 pandemic situation has not only affected economies around the world but has also rattled socio-cultural structures. One significant sector that has seen some initial stagnation and has been coping to overcome the serious challenges is the education system. India is among those nations whose educational institutions including schools, college and universities have been shut down to contain the spread of the COVID-19 virus. What was considered most unfortunate was the uncertainty as there was no set date for reopening of these educational institutions. Though the reasons were genuine and everyone was aware of it but in spite of the growing concerns of numerous stakeholders over this continued lockdown's effects on students and their parents and on the larger society, no good measure could be taken for reopening of the educational institutions.

Reinvigorating and reimagining education are the buzzwords for 21st century education. Nevertheless it is not that simple to imagine, let alone change, unless conditions force us to adapt to or adopt any change pertaining to education. The year 2020 along with it brought a quantum leap in education sector and preparing educators and policymakers for the new normal for the 44 plus million students across the country. As mentioned earlier that how the COVID-19 pandemic crisis has forced the education sector to shift its base from conventional offline mode to the online, wherein schools and colleges have resorted to teaching-learning through the digital platforms for their students across

the world. However, in India the picture tends to vary in terms of online education. It is because of diverse reasons that are contributing to how the Indian education system differs from many other nations. It also brings forth the question if the country is actually ready to move to online mode in the education sector despite of the larger digital divide. This paper is not an attempt to understand the differences that exist in the country in terms of online teaching learning. This paper tries to understand the shift and challenges while transitioning into the new teaching mode. It needs to be noted that despite the various initial challenges and the apprehensions that educators had about online teaching, they readily adapted to the blended teaching learning process considering the present scenario and the requirements.

Literature Review

The present paper draws its idea from the fact that the use of information technology for education should not be considered as an outcome of the present pandemic, but as an indication that has been under deliberations for several years. There have been attempts to implement successfully through the launching of massive open online courses and other similar courses (Mkrttchian, 2011). Though the significance of online teaching learning has taken a different meaning altogether as the situation was unforeseen and many regions were not prepared for dealing with the larger issues. When the government enforced severe actions to contain the spread of the COVID-19 pandemic, the educational institutions shifted to the online mode. Even with the unlocking phase being slowly implemented in the country, students were yet not permitted to go back to campuses without parental approval. Semesters have been postponed. The government is still giving emphasis to online teaching with flexibility to the students. But, what is to be considered is that besides the students, the teachers are also struggling to impart lessons so that students don't lag behind.

"UNESCO has estimated that around 1.26 billion children or 70 per cent of children around the world have had their education interrupted because of the pandemic and a large number of these children are from what UNESCO calls the "low tech or no tech" phase, with India

contributing 300 million of the 1.26 billion children" . Given this backdrop, one study by Mkrttchian (2011) described the context behind the outpouring of virtual education in India as the idea of "Emergency Remote Teaching". It emphasized, however, that there is dissimilarity between emergency distant teaching and real online learning. The study also explains that for effective online teaching-learning process, along with the requirement of digital platforms, one also requires access and trained educators.While understanding the success of online education, it is equally important to understand the changing mind-sets of the teachers as well as the learners since there are various challenges and it is limited to a face-to-face lens.This could be executed through a learner-centric approach framework while designing the online courses.

"Online learning is defined as learning experience in synchronous or asynchronous environments using different devices such as mobile phones, computers or laptops with Internet access. Using these environments, students can learn and interact with instructors and other students from anywhere (Singh and Thurman, 2019)." The most convenient part of this shift from the traditional to online has been found to have its share of obstacles and challenges (Singh and Thurman, 2019). In the 11th five-year plan by the government there was a strong recommendation in the use of ICT in education. Despite all the efforts, the reason India is not able to shift promptly from conventional education mode to distant learning is the dearth of preparedness at the institutional level and lack of accessibility to the online mode of classes by the students. It gives an idea about how higher educational institutes must develop an academic plan of action to be able to cater to the need of online teaching learning mode. The epidemic has undoubtedly changed the 'chalk & talk' education model to a technology driven one. This disruption has definitely made the policymakers to rethink and figure out how to initiate academic engagement by guaranteeing comprehensive e-learning resolutions and handling the larger issue of digital divide. In the post digital context, online as well as offline education modes are found to be complementing each other (Jandriæ et al., 2018). Thus, it is important to ensure the development

of an all-inclusive education system, regardless of the preferred mode of content delivery, and that could also enable the teachers in dealing with any crisis similar to the present COVID-19 pandemic.

Digital Higher Education and COVID-19

On the basis of analyzing the existing literature it has been observed that the pandemic had unpredictable influence on education systems right from access, justness in accessibility and also teaching-learning quality and institutional operation. An insight can be drawn from the existing literature on how some countries were able to transform challenges into quick digitalization of education system through strong government support and cooperation. The situation in India can be defined with a vast digital gap. On one hand, urban experiences were found to be equipped with technological and infrastructural facilities required for the transition from traditional to digital mode and on the other hand, there have been instances from rural areas where families had no access to even a single device. So, the question that arises here is how successful has been the country in providing education to all in the digital mode. Most of the literature do focus on how with the onset of the pandemic, the dynamics of teaching and learning was the first to be affected by these lockdowns. Unfortunately, only few of the private institutions could implement online teaching methods and if reports are to be believed then a huge divide could be noticed as far as imparting education is concerned. It is because the low income private or government schools in remote areas could not afford the luxury of online teaching learning given the vast economic difference that exists in the country. These schools have been totally closed for lack of access to e-learning solutions and hence were lagging behind. Majority of the students from these institutions unfortunately missed opportunities for learning and well it also needs to be added that besides education they no longer were having access to healthy mid-day meals too. All these changes during this pandemic time have subjected the students from lower economic demography to the harsh economic reality and social stress. It is a fact that the impact of COVID-19 on school education especially on digitally deprived children needs much discussion and attention from the government.

With the changing times education has unfold many fronts from gurukul to classroom teaching to adopting technology to blended learning. Every new change requires the educators to unlearn what they were practicing earlier and relearn and adapt the new formats. This new normal necessitates the educators to unlearn what we have known always such as desks and chairs, class lectures, examinations and assignments and parent-teacher interaction and to ascertain the 'new normal' of education. In the present scenario of lockdown due to pandemic and apprehensions of community spread, the traditional education practices have not only been disrupted, but also transformation and transition have become indispensable. The functionalities of teachers, students and even parents have hastily altered after the starting of learning-from-home mode. Unexpected disappearance of the physical traditional classroom, seclusion of each and every educator and student and educator's unease of technology use has urged the educators to explore and conquer the new technology and restore the education system. German Philosopher Friedrich Nietzsche rightly said that "if you understand the why, you can endure anyhow".

Learning–from–home is important for the whole of the education sector, and attention is entailed to classify the new normal. The transition from traditional classroom teaching to online education is thorny and complicated. But the followings are the four facets that can somehow ease the transition to the new normal:

Learning Space Transition

Learning space transition is 'learning-from-home' that is at home within our private spaces as a substitute of going to college or university physically to learn. Every communication, be it upward, downward or sideways or even social interactions have gone from physical to virtual. Meetings with management or higher authorities or interaction with colleague or conversations with students are all happening in virtual mode. Teaching and learning can happen anytime and from anywhere. The transitions have taken place and also shift in the communication channels.

Transition in Teaching Pedagogy

Transitions in Teaching Pedagogy i.e. shift in lecture delivery methods from one that fits all to a much individualized and distinguished learning. In traditional classroom teaching, the learners are delivered the similar lectures, perform identical activities, submit alike assignments and will be evaluated on the basis of the same rubric performance indicator for the same exam. Nonetheless, in individualized and differentiated teaching-learning every learner is given attention exclusively to meet unique needs and paces. The distinctiveness is that every learner gains knowledge of the same curriculum with individual learning speed and have access to diverse resources based on their own specific learning needs. Learners have different preferences of learning tools as few are interested in learning through videos where as some enjoy reading a hardcopy or some e-books or e-content and even some prefer audio lectures. Each learner is distinctive in terms of his or her way of learning, particularly currently when learning is taking place in personal spaces. Another most important factor is the accessibility of teaching-learning resources in every household and is a challenge not only for learners but educators too. As a result while planning and designing the content, a teacher has to keep in mind the individual needs of the learners.

Transition in Teaching-learning process

Transition in teaching-learning process is the shift in responsibility of household members. With the teaching-learning is happening from home and that too in personal spaces, the family members also become part of teaching and learning process. The various roles that family members play as facilitators, guides and even assistants to ease the learning process. The theoretical concepts need real life examples from the actual world and physical interfaces, and wherein family members play an important role by giving real accounts or even sharing their experiences.

Transition in Evaluation

Evaluation system has been revolutionized from final exams to constructive assessments. Every learner wants to skip the evaluation, be it classroom-based assessments or quizzes or now formative

assessments. The main objective of evaluation activities has shifted its focus from grading to results and the entire purpose comes down to know whether the student has attained the intended learning outcomes or not or to find out whether a student need extra support for a better understanding of a particular topic.

Thus, the four aspects discussed above besides technology enhancements, need to be considered in the 'new normal' for education that has emerged post pandemic situation. It is an undeniable fact that technology is a vital enabler for the new normal situation in the present crisis situation. There are various criticisms about online learning that it is not addressing the issues like equal access and imparting quality education. However, despite of all the criticisms, online teaching learning is going to stay for longer as it is providing for catering to students' needs and benefiting almost six million students in the lockdown period. The goal for new normal in teaching is to encourage rational thinking despite of its limitations.

Conclusion

In lieu of conclusion, the paper would like to state that in the present situation of pandemic and subsequent lockdown phases it was pertinent for the education sector to come out with new alternatives for academic delivery, and online classes were supposed to be the way forward. This paper studied the effect of lockdown on the teaching – learning process. The analysis revealed that as opposed to the common assumption that transition from traditional from online mode must have been a learning process for the educators. Education sector has experienced a significant change during the pandemic period including increased virtual blended learning across regions. For online teaching, access to online platforms and technologies is a must and the teachers are required to be trained accordingly. This point also gives importance to the fact that the existing mind-sets of the teachers as well as students that need to be changed since online teaching has its own advantages and disadvantages. The emphasis must be given to open acceptance of the options at hand and make better use of that. The education sector requires solutions from several angles such as access, pedagogy, training

of teachers and possible collaborations for effectively overcoming the challenge of providing 'education through technology'. The challenge that needs to be realized at this point is whether such an approach can ensure quality education for all as proclaimed by SDG 4. The digital divide will create a division among the learners, which the state and other agencies have to realise and find ways to address them.

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Article

Journalism Education in Odisha: An Overview

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Abstract

Like all other professions journalism too requires special skills and attributes; an understanding of its importance in the present and historical context, its legal and ethical aspects, besides familiarity with the emerging technologies and needs of the society. Journalism education, thus, has a significant role in forming and sustaining a vibrant mass media.This article reflects upon the history of journalism education in the eastern Indian state of Odisha and its present status.

Keywords

Journalism Education, Mass Communication, Media Education, Regional Media Industry, India, Odisha

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Introduction

Journalism and Media play an important role in democratic processes. The education and training of journalists has a significant influence on the quality of journalism and media in society. Quality of Journalism education can contribute to the professionalization of journalism and media, that is likely to positively impact democratic processes and development of the society. According to Banda (2013), "A quality journalism education is not only a guarantor of democracy and development, but also of press freedom itself" (p. 5). Reese (1999) argues, "The ultimate objective of journalism education should be to improve the practice of journalism not only by training skilled practitioners, but also by teaching how journalism impinges on other areas of public life and illustrates critical social issues" (p.70).

Having its foundation in the pre-independent era, journalism education in India is over 100 years old. With the growing media ecosystem in India, journalism education is gaining popularity across the country. Journalism education in the country has contributed to training thousands of journalists, for which Indian journalism has been successful in reaching the global levels. During the last two decades, there has been a spurt in journalism education at Indian universities and educational institutes, keeping in tandem with the growing media market of the country.

The regional language media constitute a larger pie of the Indian media domain. According to the Registrar of Newspaper for India (2020), though most of the publications were registered in English and 22 main languages listed in the eighth schedule of the Indian Constitution, several publications are registered in more than 100 other dialects/ languages in India. With localized content in the regional languages, these publications have a wider reach, especially in semi-urban and rural areas, where English or national press is not dominant. With the growth of broadcast and digital technology, television channels and online media platforms in regional languages are also increasing.

Odisha, the first State in India formed based on language, has a rich media history. It began with the handwritten newspaper *Kujibara Patra* in 1769. With the arrival of the printing press, the first Odia newspaper *Utkal Deepika* was published in 1865. Since then, the media industry in this eastern state has grown significantly with the entry of various new media outlets from different parts of the state. Some of the newspapers in Odisha have celebrated their centenary years, which validates the resilient media industry of the state. During the last four decades, there has been significant growth in Odisha's media industry. The last two decades of the 20th century revolutionized the print industry with the introduction of technology, change in content and presentation, localization, and various other innovations. Similarly, the first two decades of the 21st century changed the media landscape with the entry of several television channels, radio, and more importantly the digital media platforms (Chatterjee, 2013).

With over 100 dailies, 140 weeklies, a dozen news channels, and hundreds of online news platforms, Odisha has a robust media ecosphere. To meet the growing demand for a professional journalist to run these news organizations, Odisha has also witnessed an increase in academic institutions for journalism education. During the last two decades, several new and old universities and academic institutions have started offering journalism education, mostly at the postgraduate level, which has immensely contributed towards the professionalization of the field in Odisha.

Literature Review

Scholastic discussion on journalism education in India gained importance with the increase in media and journalism academic programs in the Country. Muppidi (2008) says that journalism education in India is offered under different nomenclature and at different levels. Though there are universities offering courses in journalism, mostly at the postgraduate level and few at graduation level, there are also various institutions that offer diploma and certificate courses in journalism. The author finds that after being neglected for a long time, journalism and mass communication courses in India are witnessing a big demand from

students intent on pursuing careers in journalism and communication. While the boom in private television channels in the country fuels this demand, it is not uniform across all institutions and the reasons are many. (p. 73).

He highlights four major challenges - Lack of regulation and oversight, Lack of resources and infrastructure, Lack of consistent course curriculum, and Lack of industry collaboration – for journalism education in India.

In a Commentaries on Journalism Education in India, Ray (2012) observes that Indian journalism education focuses on developing professional skills, which may be stressed by media organizations. 'Inculcating the ability to think critically about the media', which is an important aim of journalism education is often ignored.

Sanjay (2012) observes that though journalism education was started as 'adjunct academic programmes' in the university system has moved beyond universities. Institutions backed by media are attractive students. "The impetus for industry-driven journalism and mass communication colleges is based on the human resources requirements for the booming news media channels," the author adds.

Desai (2017) says that journalism education in India traditionally has a Western orientation. Lack of standard curricula, non-recognition as an independent academic discipline, and poor representation of different castes, classes, and genders are some of the concerns highlighted by the author.

Discussing the history of the growth of journalism education in North Eastern Indian Central Universities Kumar (2017) finds that North-East Indian central universities offer 23 programs in journalism and mass communication with uniformity in the nomenclature of media programs. Eight media departments offer the post-graduate programme, whereas only seven media departments offer doctoral programmes.

Buroshiva (2020) says that acceptance of journalism education as an academic discipline has not been easy in India.There is a growing demand

for journalism education in the country, many Indian universities consider journalism and mass communication departments as extension departments. "This lack of prioritization of the subject in academic has done much harm to journalism education in India," the author writes (p.132).

Sinha and Basu (2020) comment that with the rise of private channels and media networks across the country, there has been a 'giant leap' in journalism and mass media education in India. However, in addition to the concerns raised by Muppidi (2008), Sinha and Basu argue, "lack of quality human resources, concerns towards the socio-economic set-up and adaptation to the technology are also serious challenges that need to be catered to explore the journalism education in a holistic manner" (p. 4).

From the literature, it is evident that several scholastic works are discussing different issues of journalism education in India. But most of them are focused on a national perspective. There is very little academic work that studies journalism education from a regional viewpoint, especially on Odisha. This paper is an attempt to explore the growth and present status of journalism education in Odisha. It presents an overview of journalism education in the state based on secondary data and personal observation. With a qualities research design, this paper adopts an exploratory and descriptive research approach.

History of Journalism Education in Odisha:-

In Odisha, the foundation of journalism education was laid in 1974 at Berhampur University with the commencement of the Bachelor's degree programme in Journalism. It was Prof. Chintamani Mahapatra, a journalist turned media academician who started the department.

Later on, the Masters in Journalism and Mass Communication programme began. The department presently offers MA, Ph.D., and D.Litt. Programmes in the same subject. The department had its period of glory with media academicians like Prof. Dasarathi Mishra, Prof. Sunil Behera, and Prof. Pradeep Mahapatra being once part of it. However, presently it is struggling without any permanent teaching staff.

The second milestone in Odisha's journalism education was the establishment of the Indian Institute of Mass Communication (IIMC) at Dhenkanal in 1993 as the second campus of the institute. IIMC presently has six campuses including its Delhi campus. Prof. B.B Mohanty was the first Professor and Head of IIMC, Dhenkanal. After him, Prof. Vepa Rao (5.11.96-7.4.1997), Prof. Umakant Mishra (8.4.97-7.4.2003), Prof. K M Shrivastava (17.7.2003-25.4.2005) headed the institution. Prof. Mrinal Chatterjee has been heading IIMC, Dhenkanal since 26.4.2005. This 27-year-old institution offers Post Graduate Diploma in Journalism in both Odia and English Languages, besides conducting research programmes and short courses for different universities, government, and quasi-government institutions. The Odia journalism course at IIMC, Dhenkanal introduced in the academic year 2001-2002 was the first of its kind attempt to offer journalism courses in Indian languages by IIMC. Odia journalism course at IIMC, Dhenkanal proved to be a success.

In the last two decades, with active industry cooperation and support, it has produced media persons who are working successfully in the Odia media industry. Many of the alumni have turned media entrepreneurs. IIMC has come a long way in providing quality training and setting the bar in professional journalism training in Odia. However, the shortage of permanent faculty has been a problem throughout. Besides the Professor and Regional Director, there are no permanent faculty members for the last 15 years.

For quite a long period there were no major universities or institutions in Odisha offering journalism education apart from Berhampur University and IIMC, Dhenkanal. However, things began to change since the first decade of the new millennium. The media landscape transformed with the commencement of new newspapers and television channels. Buoyed by this newly created demand for skilled manpower in the media industry, several new public and private universities with a school/department for journalism came into being.

Presently there are 28 public and private institutions/universities in Odisha offering journalism courses. Except for three institutions, all

are offering master's degree courses. Every year more than 1000 students complete journalism education, mostly MJMC, in the state.

Public Institutions:-

Ravenshaw University (earlier known as Ravenshaw Autonomous College) started the post-graduate course in journalism in the year 2002. Prof. Benudhar Panda was the first head of the department. Presently, Dr. Jayant Kumar Swain is heading the department, though it's being offered in self-finance mode. Utkal University started a Master's Degree course in journalism, under its Public Administration department, in 2007. Like Ravenshaw, the MA course in Journalism at Utkal University is self-financed. Prof. Surya Mishra of the Political Science Department was the first course coordinator.

Central University of Odisha (CUO) has had a full-fledged journalism department since 2009, currently headed by Dr. Pradosh Rath. The department offers a master's, M.Phil, and a Ph.D. degree in Journalism and Mass Communication.

Public Universities like Fakir Mohan University has a full-fledged Journalism and Mass Communication department since 2018. Presently, Dr. Bharatibala Patnaik is the Head of the Department. Khallikote University in Berhampur is offering MA in Media Technology since 2017 with Dr. Bandita Panda as the departmental head. BJB (Autonomous) College at the capital Bhubaneswar is offering MA in Journalism and Mass Communication since 2008. Rayagada (Autonomous) College which has been also offering Bachelors in Journalism and Mass Communication since 2017 is affiliated with Berhampur University. Also since the same year Talcher (Autonomous) college in Angul district started offering BJMC and MJMC courses in self-finance mode.

Ramadevi Women's University, the only women's University in the state that started the master's course in Journalism and Mass Communication from 2020-21. Presently Assistant Professor Narasingh Majhi is heading the department.

Ventures of Media houses in Journalism education:-

The Sambad, which is one of the largest media groups in Odisha, started Sambad School of Media and Culture (SSOMAC) in 2008 and is offering

MJMC Course. Goura Hari Das, Editor (feature) of the Sambad is the Principal of SSOMAC since its inception. *Dharitri,* a major Odia daily, started the Orissa Institute of Media Sciences and Culture in 2008. But later it was closed down. Naxtra Institute of Media Studies, a sister organization of Naxtra News, started operation in 2010. Ramahari Mishra (1934-2019), a veteran journalist of the state was the first Principal of Naxatra Media Institute. All these institutes were affiliated with the Utkal University of Culture. Among others, the Institute of Media Studies (IMS) at Bhubaneswar started offering courses in Journalism in 2004. It also started a course in Public relations, but IMS is no longer offering that programme.

Journalism Courses in Distance Mode:-

Out of 28 institutions or universities offering journalism degrees, only two universities namely Indira Gandhi National Open University (IGNOU) and Odisha State Open University (OSOU) are offering journalism courses through distance learning mode. Earlier, North Orissa University was offering a Master's degree course through open and distance mode.

Odisha State Open University (OSOU) is offering a variety of courses in JMC including Certificate, Diploma, PG Diploma, and Masters in JMC. In fact, it was the first university to launch a bouquet of programmes in Media Management in the entire eastern part of the country and had the highest enrolment in the entire state. Dr. Jyoti Prakash Mohapatra, an alumnus of IIMC, Dhenkanal was instrumental in starting the courses.

Journalism Courses in Private Universities

A happening year for Journalism Courses in Odisha was 2015. Cuttack and Xavier's University (XUB), Bhubaneswar, and Centurion University of Technology and Management (CUTM) another private University in the state started its MA programme in Journalism and Mass Communication in 2015. Presently CUTM is also offering a Ph.D. in Journalism and Mass Communication that is headed by Dr. Ambika Shankar Mishra. XUB is offering B.Sc in Communication, MA in Communication, and Ph.D. in Journalism and Mass Communication. Birla Global University (BGU) started its Master's in Journalism and Mass

Communication in 2013. Dr. Gyana Mishra is presently the Course Coordinator at BGU.

Sri Sri University at Naraj in Cuttack is offering an MA programme in Journalism and Mass Communication from 2016. KIIT (Kalinga Institute of Industrial Technology) started its Journalism programme as an integrated course in 2018. Since 2020 it is offering a Master's Degree programme in Journalism. Dr. Bidu Bhusan Das is the Course Coordinator of KIIT School of Mass Communication.

In 1992, the first batch of students in the Cinematography discipline was admitted to Bhubanananda Orissa School of Engineering, Cuttack. In July 1996, the Government of Odisha approved the establishment of an autonomous Film & TV Institute at Cuttack. It was formally inaugurated on March 4, 2000. On May 26, 2001, it was renamed as Biju Patnaik Film & Television Institute (BPFTI). Now it offers courses in cinematography, sound and television engineering, Film & Video Editing, etc. Several students from BPFTI have been working in visual and digital media.

Conclusion

Journalism education, thus, has a significant role in forming and sustaining a vibrant mass media and in a state like Odisha looking into the growth of discipline, it can be said that though there are many challenges and journalism being a growing discipline changing its face but it has a bright future ahead in the development of the state and in training professionals to make the media the voice of the voiceless. The spread of journalism education is necessary to reach smaller towns and villages. It has the potential to play a significant role as civil society members to bring transformation for a just and equal society as specified in SDG 10 (reducing inequalities among countries and within countries).

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A Critical Overview of Digital Video Journalism in Odisha

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Abstract

Social media platforms have significantly impacted the production, distribution and consumption of news, as well as, the journalistic use of digital communication platforms has also influenced the use of these platforms. The emergence of various social media has changed the journalist's professional landscape in the entire globe. Among various social media platforms YouTube, founded in 2005, is one of the dominant social media platforms with a wide reach across the masses. It is the quintessential social video platform in India with over 325 million monthly unique viewers in the country. This research paper tries to map how video journalism is practiced through YouTube in the Indian

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state of Odisha and what are the major issues and opportunities in YouTube-based journalism in Odisha.

Key Words: Digital Journalism, YouTube, Video Journalism, Odisha, Social Media, Journalism

Introduction

Social Media and Journalism share a very close relationship. Social media platforms have significantly impacted the production, distribution and consumption of news as well as, journalistic use of digital communication platforms has also influenced the use of these platforms. The emergence of various social media has changed the journalist's professional landscape (Bossio, 2017). According to India Digital News Report by Reuters Institute, social media was the main source of online news for 25 per cent of the Indian respondents, and more than half of the respondents were getting news from various social media (Aneez, Neyazi, Kalogeropoulos & Nielsen, 2019).

Among various social media platforms YouTube, founded in 2005, is one of the dominant social media platforms with a wide reach across the masses. It is the quintessential social video platform in India with over 325 million monthly unique viewers in the country (Seth, 2020). This video-sharing platform is growing as a source of news for people and several of its key features make it attractive for journalists and news producers for the production and distribution of news content. Almost all of the mainstream channels in India use YouTube to distribute their video news to reach more audiences. Video Journalism on the YouTube platform constitutes an important segment of the digital news media platforms in the country and Odisha is not an exception.

1. Overview of Digital Video Journalism in Odisha

Online Journalism in Odisha is more than two-decade-old and presently almost all the major news outlets in the State have a significant presence in the Internet and digital landscape. Most of these media organizations, newspapers, and televisions channels, have dedicated teams for managing their online presence and content sharing. They also use various social media platforms to share and distribute their news

content. Besides these mainstreamed news organizations, there are several other independent and mostly smaller news organizations that operate mostly online news platforms. Though web news portals are the most popular digital media outlets distributing images through text and image, video news content is also growing in the state, primarily because of free online video sharing platforms like YouTube.

All the mainstream Television news channels joined YouTube with dedicated YouTube channels during the second decade of the 21st Century. Kanak News, which is one of the leading 24x7 news channels in Odisha, was the first mainstream news broadcaster to join YouTube. Since then, these channels regularly share video news content that has been telecast in their respective channels. Besides, several other independent players also started sharing news videos through dedicated YouTube channels. Several print news organizations also joined video journalism through YouTube with dedicated Channels and content of their own.

2. Literature Review

According to Strangelove (2010), YouTube is much more than a video archive or collection of millions of videos created by users. "It is an intense emotional experience. YouTube is a social space" (p.4). Hirst (2011) identified three key factors for the growing popularity of YouTube in Journalism. These are the ease of watching, uploading, and sharing visual content on this video platform.

Napoli (2011) argues that digital platforms have created multiple options for media organizations to deliver content and various choices for people to consume news content. The growth of delivery platforms for media organizations has been termed inter-media fragmentation, which provides opportunities to share the same content on multiple platforms. The choices people receive within a particular media platform were termed as intra-media fragmentation by Napoli.

Based on content analysis of YouTube News Videos, Peer and Ksiazek (2011) found that most news videos on YouTube followed traditional production practices such as editing techniques and audio quality, but did not adhere to common content standards such as the use of

sources, fairness. Interestingly, news videos that deviated from traditional journalistic practices got more views.

Kalogeropoulos (2017) in a comparative study on online news video consumption in six countries found that various mainstream media organizations, especially the broadcasters have been taking interest in the production of news video for streaming on digital platforms like YouTube. The author found that news video consumption via online platforms was growing since 2014 and a "substantial number of users mostly watched news videos on social media rather than on the websites of news organizations" (p. 661).

Pradhan and Kumari (2018) in a study on the use of social media by journalists in Delhi and the National Capital Region (NCR) found that media persons used various social media platforms for their personal as well as professional purpose. Though Facebook and Twitter were more popular among journalists, about 42 per cent of them used YouTube.

Seth (2019) mention rated YouTube as the most popular platform for not only entertainment content sharing and consumption but also disseminating news and information. Several leading news organizations prefer sharing their news through this video-sharing platform.

According to Wikipedia (2020), "YouTube has become an important "visual journalism" platform, both for conventionally produced content from established news organizations and for citizen eyewitness contributions. Certain independent or alternative news organizations have established YouTube channels that reach a wider audience than traditional broadcast television" (Social impact of YouTube, 2020).

A study by Pew Research Centre (2020) in the USA found that more than a quarter of American adults turn to YouTube for news. The study also found that though there was a difference in the volume of posting and length of news videos by channels owned by News Organizations and Independent Producers, both thrive side by side.

The literature reveals that YouTube is fast emerging as a dominant factor in journalism in general and digital news video-sharing as well as consumption in particular. However, very few academic studies to

understand various facets of YouTube-based video journalism in India could be located. Most of the studies are conducted in a wider context at a macro level. The present study aims to capture an overview of journalism on this most popular video-sharing digital platform in a regional context.

3. Research Questions

As revealed in the literature review, YouTube is an important player in video journalism ecology and its importance is fast growing. The present research attempts to understand how this video-sharing platform influences journalism in India at a micro-level by studying journalism on YouTube practiced in Odisha, an eastern state of the country. The questions of the research are:

RQ1 - How video journalism is practiced through YouTube in Odisha?

RQ2 - What are the major issues and opportunities in YouTube-based journalism in Odisha?

4. Research Methodology

The present research uses two methodologies to answer the above research questions. For answering the first question, primary information about various YouTube news channels has been analyzed and presented. For answering the second one, the researchers have used in-depth interview methods.

A YouTube channel is "a webpage on youtube.com where a specific video creator's videos are organized" (Pew Research Centre, 2020). A total of 25 such channels were selected based on the channel name, type of content or videos posted, and subscriber number. Channels with at least 500 news videos, more than 1000 subscribers, and bases in Odisha were selected for the study. This also includes YouTube channels by various mainstream news broadcasters in Odisha. Data was gathered during the second week of November 2020. Similarly, for in-depth interviews seven experts from the field of journalism and communication in Odisha were selected based on convenience sampling. The participants include three senior journalists, two academicians, one media communication consultant, and one corporate executive.

5. Data Analysis: Primary Information about YouTube Channels

The study sample included 25 YouTube (YT) channels categorized into four types according to the affiliation. Based on the categorization made by Pew Research Centre (2020) YT channels affiliated with external television news channels were categorized as Television News Organisation Channel. Similarly, YouTube Channels affiliated with print and online/web news organizations were categorized as Print News Organisation Channel and Online News Organisation Channel. YT News Channels having no clarity on their external affiliations were categorized as Independent Channels. Out of the 25 YT Channels taken for the study, 20 percent were Television News Organisation Channels, 12 percent were Print News Organisation Channels, 20 percent were Online News Organisation Channel and 48 percent were Independent YT Channels. All the YT channels in Odisha taken for the study were in the Odia language.

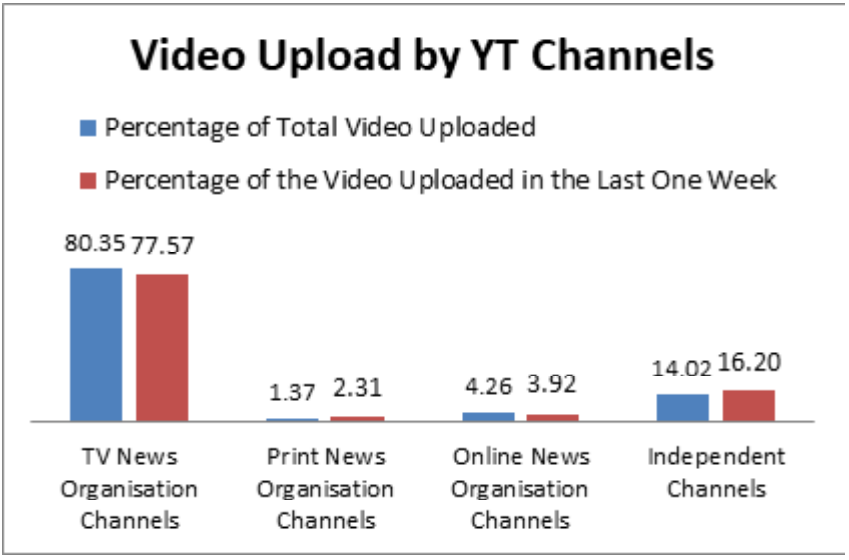
Table 1: Types of YouTube Channels in Odisha

Types		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TV News organization channels	5	20.0	20.0	20.0
	Print News organization channels	3	12.0	12.0	32.0
	Online News organization channels	5	20.0	20.0	52.0
	Independent YT Channel	12	48.0	48.0	100.0
	Total	25	100.0	100.0	

The study reveals the YouTube Channels affiliated with mainstreams television news organizations dominate YouTube news video journalism in Odisha with most of the news video postings and a much higher subscription base as well as. Out of the total 25 YT Channels studied, TV News organization channels, though constitute only 20 percent of the sample, have uploaded more than 80 percent of the videos. Independent Channels contribute a total of 14 percent of the total videos

uploaded by the sample YT channels. The data obtained for upload of news video by the sample YT channels during the last one week also reiterates a similar trend.

Figure 1: **Video Upload by YT Channels**



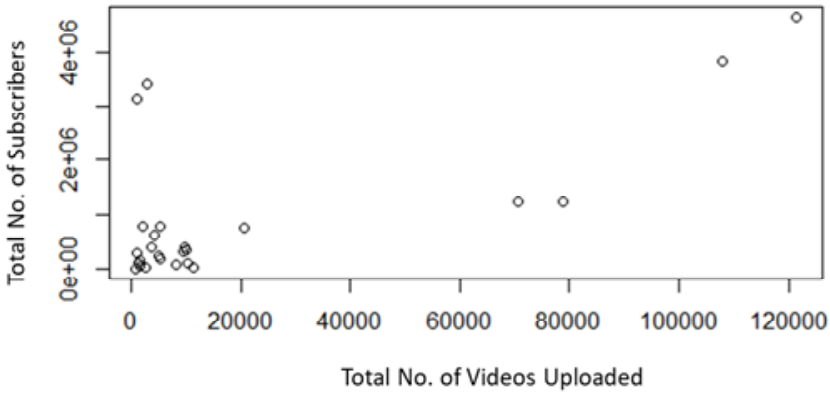
In terms of subscription, TV News Organisation Channels also take the lead. YT Channels affiliated with mainstream news broadcasters share 50.70 percent of the subscription by all the YT channels taken for the study. Independent channels follow with 27.45 percent of subscriptions.

Table 2: **Subscribers of YouTube Channels**

Type of YT Channel	No. Channel Subscribers	Percentage of the Total Channe Subscribers
TV News Organisation Channels	11680000	50.70
Print News Organisation Channels	4302012	18.68
Online News Organisation Channels	731228	3.17
Independent Channels	6322785	27.45

The data also reveals that there is a moderate positive correlation between the Total Number of Videos Uploaded and Total Subscribers, *r (23) = .68, p<01 (p = .000159)*. This implies more the video is uploaded the more subscribers it has.

Figure 2: **Scatterplot of No. of Video Uploads vs. No. Subscriptions**



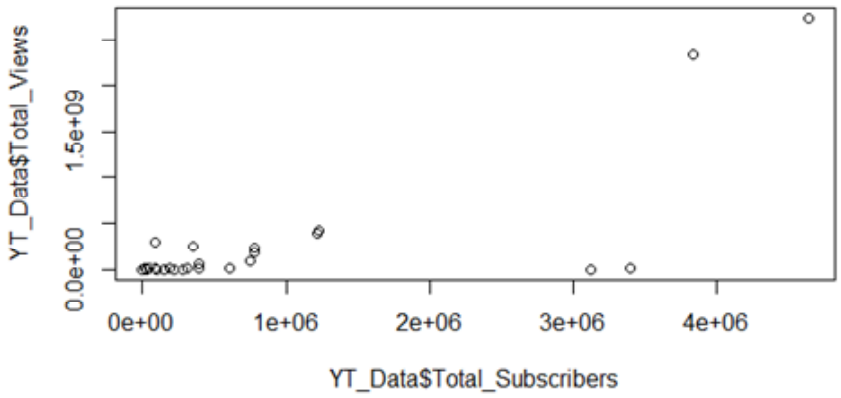
TV News Organisation Channels on YouTube are on an average of 6.80 years old. The first YT news video channel was started by Kanak TV in 2011. OTV joined this video-sharing platform next year. Most of the independent channels are new entrants, though the oldest of the independent channels, OdishaLive, taken for the study joined 9 years back. The average life of independent channels included in the study has been 4.08 years. Online News Organisation Channels closely followed with an average life of 4.00 years. Print News Organisation Channels are active for the last three years, on average. The Dharitri is the first newspaper to join YouTube with news videos in 2016.

From the data, it is found that people prefer to view Mainstream Television and Print News Organisation News Channels. Out of the total 'views' of all the channels taken for the study, TV News Organisation Channel command 84.84 percent views, whereas Print News Organisation Channel share 3.51 percent of the views. It may be noted

that TV News Organisation Channel uploaded 80.35 percent of the total videos uploaded by the YT channels taken for the study and Print News Organisation Channels uploaded only 1.37 percent. Similarly, out of the total views of all the channels in the sample, all Independent Channels share only 11.45 percent of the view, though their video upload is 14.02 percent.

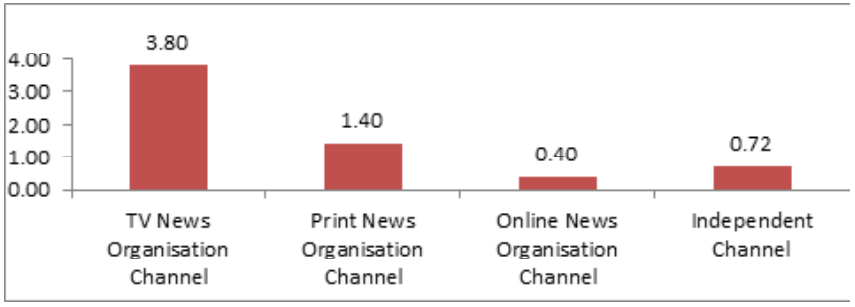
It is also found that the number of subscribers also has a strong positive correlation with the number of views of the channel, *r (23) = 0.7578, p<01 (p= .000011)*.

Figure 3: **Scatterplot of No. of Subscriptions vs. Total Views**



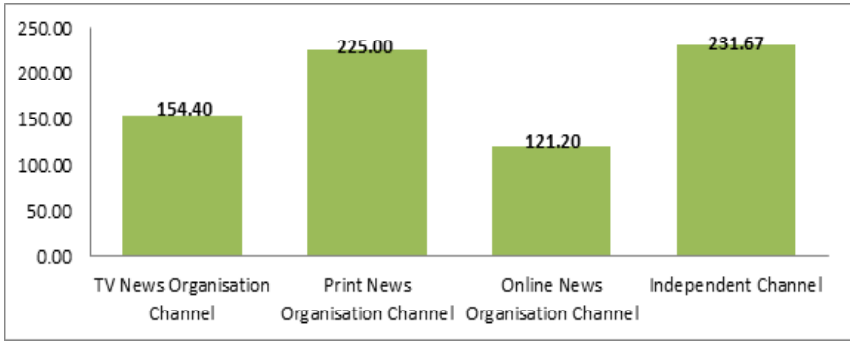
TV News Organisations also lead in terms of the number of comments on news videos on their channels. The mean score of the number of comments received on YouTube on the last 20 news videos by TV News Organisations has been 3.80, followed by 1.40 in the case of news videos by Print News Organisations. The same is 0.72 and 0.40 respectively in the case of Independent Channels and Online News Organisation channels.

Figure 4: **Mean Comments per Videos**



The duration of YouTube news videos also varies across different types of YouTube channels. From the data, it is found that the average duration of the last 20 news videos by independent YT Channels is 231.67 seconds and that in the case of YT channels by Print News Organisations is 225 seconds. The average duration of the last 20 news videos by YT Channels affiliated with TV News channels is 154.40 seconds. This does not include the upload of entire bulletins and special programs by TV Channels. Online news organizations have an average duration of 121.20 seconds for news videos on their YT Channels. This may be because all these videos are used as supporting content for their news portals.

Figure 5: **Mean of Duration of News Videos (in Second)**



6. Data Analysis: In-Depth Interviews

To have a broader perspective of YouTube-based journalism in Odisha the researchers sought the opinions of seven experts in the field of media and communication. Their views are presented below with four thematic areas.

Overview of YouTube-based Video Journalism in Odisha

All the experts who participated in the study were of the view that YouTube video journalism is still at a very preliminary stage. One of the interviewees, who works as a journalist said, "Video Journalism in Odisha and YouTube share an organic relationship. All independent journalists who are not associated with mainstream media use YouTube to share their news videos and reach the audience. Even the leading TV Channels of the State have a significant presence on this platform".

"With mobile internet becoming cheaper and the growth of smartphones, various people have ventured into journalism through YouTube platforms with dedicated channels. But still, it is yet to catch the attention of the mass," added one of the experts who teaches mass communication. YouTube Channels of Odisha are much farther behind their mainstream media in terms of credibility, feel various experts. "Credibility is a key issue. Independent YouTube channels are mostly new, whereas mainstream channels have proved their credibility over some time. Still, YT Channels have helped in making news coverage more localized. There are various YT channels that focus on certain districts or localities. This is a good sign and will make journalism more participatory," observed a communication consultant.

YouTube has created an alternative platform for journalists as well as the public for news. "Many journalists in Odisha who left or lost their job for various reasons are opting to social media for journalism. People also get a variety of content at their convenience," informed one of the experts from the media. Almost all the experts also feel that YouTube Video Journalism has created an alternative platform for audiences to access information at anytime, anywhere. "People no longer need to be glued to TV channels to get the news of their interest. They just flip

various YouTube channels and get the same," added the other academician.

Issues and Challenges of YouTube Video Journalism in Odisha

As said by various experts during the interview, there are several challenges for YouTube Video Journalism in Odisha. "Quality is one of the major factors. Most of the television channels could maintain quality in their YouTube channel because they have a team of professionals. They do not need to create anything, especially for YouTube. They just upload the news video they make their broadcasting. For independent channels, it is quite challenging. They are hardly able to maintain the journalistic quality in their news videos," opined one journalist.

Cost is also an important impediment in delivering quality news videos, especially by independent channels. "Though making video has become easier and cheaper, making a news video of professional quality with graphical elements and journalistic style still requires investment. Most of the independent channels are not able to afford the same. Therefore the mainstream news channels grab most of the viewers on YouTube too," said an expert who is an executive in a leading business organization in the State. "Running a YouTube News channel also requires a good team, comprising of reporter, editor, graphic designer, etc. among others. Most of the independent YT channels are run by one to two persons. They simply cannot afford to have a team. So how can we expect quality from them?" asks one of the journalists who participated in the study.

One of the major concerns raised by the expert was that anyone can join YouTube and broadcast news and these features help several persons without any skill and expertise in journalism to become journalists. "Open nature of YouTube does have several disadvantages. Many people for the sake of writing press in their vehicle start YouTube channels. This affects both the quality and credibility of YouTube video journalism in general," said one of the media teachers.

Future of YouTube Video Journalism

The experts also shared their views on the prospects of YouTube Video Journalism. All the experts were optimistic that this will continue to grow, offering more choice and content to people. "*Social media is a*

powerful force now and YouTube is the leader in Video Sharing. More and more professionals as well as news organisations in Odisha are taking interest in video journalism through this platform. This will be good for journalism in the State and the same time makes media more participatory", said one of the journalists.

Several experts also feel that the monopoly of mainstream news channels will continue in YouTube video journalism also. "Mainstream TV Channels in Odisha have several advantages like they have team, expertise as well as resources to create the news videos for YouTube. They do not need to create anything specific for YouTube. Their videos will also have better quality in terms of content as well as presentation," reasoned the communication consultant.

To overcome the challenges of Mainstream TV Channels one of the experts who is an academician suggests, "Smaller YouTube channels should focus localization and hyper-localization, which is difficult for mainstream news channels. This will attract more viewers and make them survive". Collaboration can also be an important aspect to be considered by independent news channels on YouTube. "Journalists in Odisha who run independent channels on YouTube should join hands use each other's expertise and make quality content. This will also reduce the financial burdens," said another interviewee who is also a journalist.

"Online journalism is the future and YouTube video-based journalism will continue to be a major factor in this. A few video journalists have started sharing their videos through dedicated websites, but YouTube remains to be their base," one of the respondents added.

7. Conclusion

From the primary data and interviews, it is evident that video journalism through YouTube social media platform is practiced in Odisha with the active participation of almost all the mainstream news organizations as well as various independent individuals. Among the mainstream TV, News channels enjoy the dominant position this may be because of the enabling infrastructure, technical setup as well as manpower they have to produce quality video news content. For television news channels

YouTube is another channel to reach more audiences or in other words it is inter-media fragmentation (Napoli, 2011) for them. YouTube channels run by the mainstream news organization, both print and television also enjoy higher credibility as evident from the number of views and subscriptions of their respective YT Channels. The professional quality of the YouTube videos by mainstream television channels is also much higher than that of the news video by other YouTube Channels.

YouTube News Channels have become an alternative source of news in Odisha though Quality, Credibility as well as Infrastructure remain key challenges. These issues continue to affect mostly Independent Channels sharing news videos on the YouTube Platform. Mainstream news organizations take advantage of their infrastructure and offline reputation to make quality news videos and draw most of the YouTube news viewers. Despite all, these YouTube video journalisms will continue to expand, considering the growing importance of online journalism. It would be an advantage for freelance or independent journalism in the State. However, the recent draft rule by the Government of India for digital media platforms is expected to make a significant change in online news platforms. The implication of these rules can be gauged only after the announcement of the final rules and how the digital media platforms respond to the same. The reach of such news channels to remote regions is increasing by the day and therefore with the spread of information, the digital divide that exists in the country will reduce. Such a change will also positively contribute to reducing inequality as proclaimed by SDG 10, among people in Odisha.

8 Limitations and Scope for Future Studies

This study throws light on online video journalism practiced in Odisha. It has been exploratory in nature and is the first of its kind. Some of the limitations of the study are:

a. The Study provides an overview of YouTube Video Journalism, not an in-depth analysis of the YT Video channels

b. Views of YouTube Video Journalists are not captured

c. It does not include an analysis of YouTube News Video Contents and its implications

d. Viewers' perspectives are also not considered in the study.

The study can provide a foundation for further research in the field of online journalism, in general, and YouTube journalism in particular, in Odisha. Some of the areas on which further studies can be taken up are:

a. Audience perception about YouTube News Videos

b. Factors affecting credibility, popularity, and subscription of YouTube Channels

c. Production and Professional Quality of news videos by various YouTube Channels

d. Factors affecting the quality of news videos by various YouTube Channels

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Gendered Differences in Language Use:A Sociolinguistics Study

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Abstract

Language is the mirror of our society which is responsible for reflecting the patterns of dominance and difference of roles of the gender. The concept of femininity and masculinity is regulated in a pre-dominant manner. Gender difference in language has become a very common phenomenon because of the increase in world dynamics and globalization. Whenever we use a language we make topical differences from one another and each of the representation seems different. The study of the female and male patterns of language began with the foremost findings of anthropologists in the 20th century who noted discrepancies in the language used in different centuries and cultures. Lakoff (1975) claimed,"women use language in a distinctive way because

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of their insecure position in the society." She also says that the linguistic strategies chosen by women in their speech reflect their hidden feelings that try to contrast the dominance of the opposite gender in the society. Apart from that, some generalizations regarding male language and female language needs clarity and re-examination in order to be understood more. The paper is based on examining the findings reported by the distinct sociolinguists over the idea of the use of different styles of language by men and women along with discussion on the relativity of language & gender, reasons for the visible gender differences and general observations.

Keywords: gender language, sociolinguistics, dominance, linguistic difference

Introduction

Sociolinguistics, a sub-field in linguistics, states observations about language being different in various social contexts and is found to be identical to one's stature, nature, gender or class.Language and Gender together work in an interdisciplinary manner and simultaneously touch various disciplines like anthropology, psychology, philosophy, women's studies, sociology, etc. The one major factor that distinguishes humans from each other is the way of communication of our emotions and expressions that differ by languages. In every language, words are constructed in such a way that the expression keeps varying from one another. Through the span of time, society has undergone minor and major unfolds which have influenced our languages. New vocabularies have been added and old words have been replaced too.

Gender difference was introduced into linguistics as a language study variable. The connection between language and gender has become a remarkable topic for discussion among the sociolinguists since the early 1970s. In today's time it might seem like men are equal to women however linguistically, the two genders command different communication styles and are variedly different. These differences carry about in the fields of one's vocabulary, intonation and voice, syntactic structures and conversational styles. In short, the language pattern seen in men is different from that of womens'.

Literature Review

The Introduction section of this paper consists of the encapsulated knowledge gained from self study. The discussion begins with considerations about language and gender and then moves onto the key approach: Dominance in Language. The discussion will then move to the observatory points of language use among both the genders. Major references have been taken from works of Robin Lakoff, Talbot, Deborah Cameron.

Discussion

Relation between Language and Gender

Men and women, when interacting as social beings, the most important tool that stands out is the way of expression which makes both the gender different from each other. The study of how differences take place in gendered language useis a recent study in linguistics specified in a branch where the differences are studied scientifically and the observations are classified. The study of the relation between male and female language can be studied on these major levels:

a. The difference in gendered language; form and structure

b. The difference in gendered language; utterance style

c. The reason behind formation of gender difference in language

There lies a deep rooted belief in our culture about how men and women are supposed to communicate and behave. One of the major parts is that it is based upon how we speak and that has developed into 'folk linguistics'. Few well known linguists like Lakoff, Cameron and Tannen have explored the effect of these differences in vocabulary, intonation, pronunciation and discourse from Sociolinguistics point of view. Few gender-linguists gave their point of views about the theories of language with approaches on gender and has also discussed the four key approaches: 'Deficit', 'Dominance', 'Difference', 'Discursive' in order to critically evaluate the strengths and weaknesses of the works.

The Dominance Approach

Earmarking of social classes as categorical social divisions and distinctions between the similar class genders are identified for understanding the dominance theories in linguistics. As Trudgill quotes,*"males are allocated to a social class on the basis of factors such as their profession, education, salary, location of their work or home and the vehicle they own. Females are allocated to social class based on their father's class before marriage then based on their spouse's class after marriage instead of seeing what they actually own."* Deborah Cameron argues with a statement:*"wives and husbands are allocated to class group on the basis of economic criteria, wives would occupy a lower position than their husbands; but if one used education and type of occupation as criteria, many women, especially wives of working class men, would come out above their husbands."* (Cameron 1992: 64)

Furthermore there are cues that decipher ideas of gender based differences with respect to class: the working class and the middle class. The speech of the Working class is more familiar with superiority or masculinity and the Middle class speech is associated more with femininess. It is also evaluated in one of the speeches of children by stating that girls in the working class category were often misidentified as boys and boys in the middle class were misidentified as girls. As quoted:

"middle-class voices were perceived as higher smoother and more feminine and working classvoices as lower, regular and more masculine".

Robin Lakoff in *Language and Woman's Place (1975)* prompted the Dominance approach which assigns language variations between men and women with respect to the dominance of men in the society.

Observations on Gender Differences

Various observatory studies have centred on how 'men' and 'women' converse with each other in numerous things starting from official or formal discourses at conferences, offices, workshops and seminars, to a lot of casual or informal discourse like at home, parties or public get-

togethers, etc. Amidst the theoretical and practical suggestions of linguists' findings, it is well explicit that female and male speakers, boys or girls, have absolutely different interactive vogue and extended patterns. While observing routine conversations between male and female speakers for pragmatic studies in gender and discourse, few linguists have highlighted key characteristics regarding different styles and patterns. Some of them are stated below:

a. *Spoken quality:*In formal or communal settings, men speak more than women predominantly. This is a result of minor and major cultural differences between both the genders or due to the 'power dominance' of one gender over the other. Robin Lakoff (1975:7) states her observation that women generally talk in few words or tend to use several linguistic connotations which indicate 'hesitancy' or 'uncertainty'. This occurs due to their pre-assumed knowledge of denial or because of social inequalities.

b. *Interaction aids:*Women are seen to have used situational interactional aids more than men use. If they feel intrigued in a conversation, they'd use minimal phrases like "yeah","I see","right!", etc, in order to mark their participation.For female speakers, such linguistic features act as an aid to seek attention to remain as a part of a conversation. Whereas for male speakers, such minimal responses are only to express consent in short. Speaking less and being 'a man of few words', thus maintaining their superiority in the conversation.

c. *Complimentary phrases:* Women tend to give and expect more compliments than men. The compliments could be plain words or sometimes a wide variety of appreciating phrases. These phrases are usually used by men to ice-break; begin a conversation and start a topic. Not generalising the scenario, every person has his own interpretation. Some women find it creepy to be complimented from men or other unknown people, thus raising their concern. On the other hand, men are highly obliged when they receive compliments as it's not something they expect very often. Compliments are associated with women, is what we have been thinking all through.

d. Apprehensions: Female speakers make usage of specific linguistic features that makes them use them more consciously. They make utterances weak and uncertainty with phrases like 'I guess', 'ya…you know' and question tags like '…isn't it?'. On the contrary, men avoid using such phrases to not exhibit the confusion in thoughts. Jennifer Coates (1988: 95), one of the British linguists argues that "dominance in gendered speech has been given upswing to a rather bad interpretation of women's style of using language".

e. *Distractions and interferences:* Distractions/interferences occur mostly in combined gender conversations as compared to single-gender conversations because female speakers appear to have been interrupted by male speakers. It's not because of the inadequacy and incompetency of women but due to the dominance in the style & behaviour of men. They overrule the right of women in most of the contexts of conversations. Women speak the language of care, relation, closeness, intimacy when men focus on the language persistence on power, freedom and status. As both the type of genders never comprehends to interactional differences, they get into partial irritation due to the disruptions.

Reasons for Gender Differences

The study of linguistic & gender differences is an extremely complex cultural, psychological, social, and physiological phenomenon which adheres to the language of politics, ideology, social relationships, attitude, level of education and other factors. Linguists have deciphered those wide grammatical distinctions while framing sentences for conversation. Although the distinctions are quite mandatory, the distinctions between verb forms are dependent on the mindsets, principles, social practices where the language of male members of the society has been assigned the dominant role.The situational use of languages is partially dependent on some of the linguistic factors in the place and sometimes, on the various non-linguistic factors too since language is the ultimate backbone of the society and culture. For example, many young school girls psychologically behave like boys by imitating masculinity in the form of language use when they can't win a fight from the boys. They

seem to enjoy the power of domination because it's not instilled in them.Some of the major studies suggest that the gender differences could possibly occur due to the following factors:

a. Difference in manners

b. Difference in psychology

c. Difference in social status

d. Difference in cultural background

e. Difference in vocabulary patterns

It's not enough to jot down the factors but to find what causes such differences. It is seen that physical differences between two genders showcase phonological processing system in the left of the male's brain while this involves both left and right parts of the woman's brain. But since physical, biological or sexual differences cannot determine the differences in the language usage, scholars developed and employed other tools and analytical categories in order to understand the discrepancies.

Labov (1996) presented that, "distinctions between language of men and women are successors of 'social factors' and not just the language itself". A few of them are discussed below:

- "Men and women's social role is different. Because of the sex difference, men and women carry out different social responsibilities in social activities. At the beginning of the Bible, one thing is certain that women's social status is governed and dominated by men. In all, women speak without confidence because they have low social status and have no power". (Lakoff, 1975).
- "The society is men-centric. Women are derived from men. People reach an agreement that men are superior to women. The women are considered to be a part of a lower status."
- "Value is the preceding element. The core of the culture. Different values also tend to influence men and women's vocabulary selection."

- "According to the physiological factors, it could be stated that innate sexual differences between male and female decide their difference. The development of language skills happens to occur in the left hemisphere and develop early than men. So the women captivate emotions and affection into their language much earlier than men do. Phonologically, women's vocal cords are shorter, thinner and relaxer than men's chords, making the former's voice swift and sound to accept". (Wenjing, 2012).

Conclusion

This research paper has duly paid attention to the role of gender from general conversation patterns to interactional sociolinguistics in order to exhibit the dominance patterns in the gendered talks. "Language" and "Gender" being interlinked in the ways of their study, identifies gender patterns in resemblance with the linguistic features for sociolinguistics. Language as a tool of human communication shall improve and improvise with changing times with the efforts and involvement of both men and women. The power, dominance and inequality in male speaker's interactions have had been questioned by exhibiting instances where women tend to mark their assertive positions in interactions. Politeness and cooperative nature in the language of women should be counted in as a good linguistic feature as a result they could be given more chances to open up in interaction within mixed genders. Such differences in gender might not seem very distinctive but it prevails over the world in every stage of communication, making it a staunch topic of research among new age scholars. Providing quality education for all according to SDG 4 should include the various dimensions of use of language, in which gender is one such important one at all levels of education.

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