

**EDUCATION SYSTEM IN INDIA
ANIMATION PROJECT II AND III
AN II AND III - 78**

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**INDUSTRIAL DESIGN CENTRE
INDIAN INSTITUTE OF TECHNOLOGY BOMBAY
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A FILM BY RATAN SINGH

The Light

IDC School of Design
अभिकल्प विद्यालय

Education system in India **Reflections on the** **Development process**

Project III Report May 2016

Industrial Design Centre, IIT Bombay

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M. Des Animation Design, 2014-16

Guide: Prof. Shilpa Ranade

Declaration

I hereby declare that the project work done in relation to my graduation film and submitted as a written report to the Industrial Design Centre, IIT Bombay is a record of the original work done by me under the guidance of Prof. Shilpa Ranade. Unless otherwise stated, the contents of this report in the form of text and images are entirely my own. The views expressed in the document as part of the written submission of the project are my own and do not necessarily represent the views of Industrial Design Centre, IIT Bombay.

 *ashish*
23/5/12

Ratan Singh

Approval sheet

The project 3 a short animation film by Ratan Singh is approved in partial fulfillment of the requirement for M. Des. Degree in Animation and Film Design.

Approved by

Project Guide 

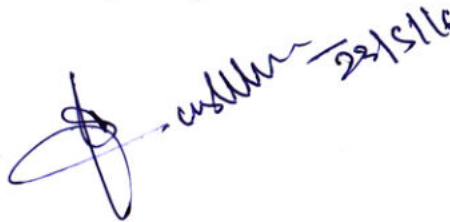
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Internal Examiner  

Chair Person 

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Abstract

This topic was concerned me for a long time since the time I was teacher. The implementation of mass promotion under RTE (Right to education act) has affected the quality of the education system. Not failing students up to 8th standard definitely increases the quantity of students studying in our schools but it has also resulted in the quality of education going down. Through the experience of being a educator I have had a first hand experience in this area and I have tried to presents these ideas in my project by being an unbiased observer.

Education system in India

In our Indian education system, certain practices prevail and are still followed. RTE must have been set up with noble intentions for sure but since its implementation things have gone haywire. There were certain things which were incorporated in Indian education system in past which needs to be changed and I am concerned about them. My project focuses on these malpractices and create awareness towards it.

- Our education system promotes rat race among us. •

Medium of language of our education system (Research towards this scenario suggests that students getting their education in

- mother tongue perform better with respect to those who chose English or Hindi or any foreign language).
- Lack of innovative and creative thought process.

- Too much focus on getting higher paid jobs than generating entrepreneurial skills.
- Mass promotion up to 8th Standard. This rule of promoting students till class 8th is certainly depreciating the quality of education. According to surveys conducted in 2012 by an NGO suggest that 58.2% of class 5th standard may not fulfill the needs of 3rd standard.
- These are major areas of my concern and motivation to make a movie, through which I am trying create awareness in the society about the ill effects of mass promotion.

Introduction

The topic I will be working is Indian education system.

In this short animation film process, I try to show how teacher has to promote the student in next class and how this decision will affect further study of the student. A skill based education may help to learn him in a better way.

My main goal is to learn the process of an animated movie, how to tell a story through the visual medium of animation. This project will give me an opportunity to take a deeper look at the language of films.

Research and Initial study

Ideation for topic:

Newspaper articles and TV channel reports were my main inspiration for choosing this topic as a my degree project. I read and heard that the policy "No failure up to 8th standard" is not providing us the quality education; or skill based education that should be taught in school and as well as in college also. that article made me work towards something to do with this topic.



Deccan Herald, January 27, 2014, P. 5
(Learning Level- Rural children)



The Pioneer, January 15, 2014, P. 5
(RTE)

Effect of mass promotion in RTE (Right to education act)

Right to Education Act: Status of Implementation after 3 years

Posted on April 2, 2012



It appears that the RTE is ensuring right to schooling and not right to education. According to the **Annual Status of Education Report (ASER)**, published by NGO Pratham, the RTE has improved the facilities, brought more kids to the school and increased number of toilets but has failed to provide them with right or quality education. This year's report has exposed the dismal status of schooling and basic learning in rural India. While school enrolment numbers have gone up (96.5% of all children in the 6-14 age group go to school) and school infrastructure has improved, attendance (in government schools) and the overall ability of children to read and do simple mathematical exercises have dipped in India's rural classrooms.

The survey also revealed that most children in primary schools today are at least three grades behind from where they should have been now and the situation appears worsening. For example, while half of the Class 5 children in government schools were able to read Class 2 texts in 2010, the number has gone down to 41.7% in 2012. Similarly, in 2012, around 50% of the Class-5 students were able to do a two digit subtraction as against 71% in 2010. In fact, barring Andhra Pradesh, Karnataka and Kerala, every state registered a drop in arithmetic learning levels. Only 30 per cent of class 3 students could read a class 1 text book in 2012, down from 50 per cent in 2008. The number of children in government schools who can correctly recognize numbers up to 100 has dropped to 50 per cent from 70 per cent over the last four years, with the real downward turn distinctly visible after 2010, the year RTE came into force.



The generally poor training and status of the primary school teachers, decline in classroom teaching and scrapping of exams and assessments are major factors for the decline in the quality of education. In the absence of the traditional annual examination (students cannot be detained in the same class up to class VIII) the student's poor learning cannot be detected until class IX. The ASER report also claims that primary school outcomes have deteriorated since the RTE Act came into force in 2010. It is also found that children in private schools seem to be doing better academically than their counterparts in government schools. The study also showed that students from government schools across states tend to go for private tuition classes more than their counterparts in private schools, underlining again the absence of quality education in government schools.

Although some of the infrastructural parameters under the RTE Act have improved, it's far from where it should

01/22/2015

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be. For instance, 27% of all schools visited had no drinking water facility in 2012, proportion of schools with useable toilets is only 56.5% and mid-day-meal was served in 87% of the schools. The desired student-teacher ratio is missing in nearly 60% of the schools across India.

On the healthy side, quality has been found to improve whenever the community as a whole has been involved and village representatives have a say in teacher recruitment, monitoring and accountability. Hence, involvement is the key to the issue of quality.

Poor quality of government run schools is encouraging migration to private schools where enrollment has risen from 48.7% in 2006 to 28.3% in 2012. If the trend continues, then by 2018, India may have 50% children in private schools. It means they have to pay for their own education even in primary level. In fact, more than 40 percent of the children in Jammu and Kashmir, Punjab, Haryana, Rajasthan, Uttar Pradesh, Goa and Meghalaya were already enrolled in private schools. In Kerala and Manipur, the figure was even more than 60 percent. The irony is that most of the government schools not only have better infrastructure but better paid teachers compared to the many small private schools. Private schools have proved to be better than government schools because of higher level of commitment of teachers, though government school teachers are more competent generally but indifferent to teaching.

About a quarter of elementary school children in rural areas take private tuitions. The report also said that tuition-seeking students were much clearer with their arithmetic concepts. Whether enrolled in government school or private school, children receiving this additional support have better learning outcomes than those who do not. It also said that in 2012, of all the children enrolled in standard 1 to VIII, close to 45 per cent were going to private schools or taking to private tuitions.

For overall improvement in the quality of education, the qualities of teacher training, infrastructure, teaching resources and community involvement in ensuring teacher and school accountability must go hand in hand.

In Chhattisgarh and Madhya Pradesh, adwasi children need special attention: both their enrollment and dropout rates are rather high. Nasal violence is another factor that causes internal migration and lower school enrollments. In Rajasthan, dropout rate of girls in the age group 11-14 years is a cause for concern.

Two Major Trends

The ASER report reveals two major findings which are not very flattering for the right to education movement in India and universalization of education.

A. Poor quality of education



In 2008, only about 50 percent of Standard 3 students could read a Standard 1 text, but by 2012, it declined to 30 percent – a fall of 16 percent. About 50 percent of the Std 3 kids cannot even correctly recognize digits up to 100, where as they are supposed to learn two digit subtraction. In 2008, about 70 percent of the kids could do this.

Not only that the country is unable to improve the learning skills of half its primary school children in the last four years, it has fallen to alarming lows. Similar deterioration in standards of

Teacher's interview

During my study, I have interacted with teachers, students, and counsellors. I made a questionnaire for interview and asked their opinions on different problems in our education system. I went to many schools and some NGOs who are working in the field of education and tried to know their opinions. Then I realised that all opinions were pointing towards only one thing that is the need for skill based education for new generation of student.

स्किल एजुकेशन को हायर एजुकेशन में किया गया शामिल

पीयू में हायर एजुकेशन डिपार्टमेंट, एनएसडीसी और पीएसडीएम के बीच करार, कॉलेजों और यूनिवर्सिटीज में शुरू होंगे स्किल डेवलपमेंट कोर्स

एजुकेशन रिपोर्टर। पटियाला

प्रदेश के कॉलेजों और यूनिवर्सिटीज में स्टूडेंट्स के स्किल को डेवलप करने के इरादे से नए कोर्सेज शुरू किए जाने को लेकर पीयू में एक मेमोरेंडम ऑफ अंडरस्टैंडिंग पर हस्ताक्षर किए गए। पीयू में बुधवार को हायर एजुकेशन डिपार्टमेंट पंजाब और नेशनल स्किल डेवलपमेंट कॉरपोरेशन (एनएसडीसी) व पंजाब स्किल डेवलपमेंट मिशन (पीएसडीएम) के बीच हुआ करार 2045 तक चलेगा। इस पर हायर एजुकेशन मिनिस्टर पंजाब सुरजीत सिंह रखड़ा, मैनर सेक्रेट्री आरके वर्मा, ज्वॉइंट सेक्रेट्री टीके गोयल और गरिमा बब्बर की मौजूदगी में करार पर साइन किए गए। मौके पर वीसी डॉ. जसपाल सिंह, रजिस्ट्रार डॉ. दधिंदर



एमओयू पर साइन करने के बाद सुरजीत सिंह रखड़ा, आरके वर्मा, वीसी डॉ. जसपाल सिंह व अन्य।

सिंह और डिप्टी डायरेक्टर हायर एजुकेशन डॉ. जगदीप सिंह समेत तीन यूनिवर्सिटीज के वाइस चंसलर, 30 सरकारी कॉलेजों के प्रिंसिपल और 19 कॉस्टीचुएंट कॉलेजों के नुमाइंदे भी

मौजूद रहे। रजिस्ट्रार डॉ. देविंदर सिंह ने बताया कि पंजाब देश का ऐसा प्रमुख राज्य है, जिसने स्किल एजुकेशन को हायर एजुकेशन में शामिल किया है। पहले चरण में शुरू होंगे पांच

तरह के नए कोर्सेज: मिनिस्टर रखड़ा ने बताया कि प्रोजेक्ट के तहत रिटेल मैनेजमेंट, टूरिज्म, हेल्थ केयर, ब्यूटी एंड बेलनेस और आईटी क्षेत्र के कोर्सेज शुरू किए जाएंगे। ताकि स्टूडेंट्स को

निपुणता विकास के प्रति बताया जा सके। ये प्रोजेक्ट सरकार का बहुत ही बेहतरीन प्रयास है और इससे पढ़े लिखे नौजवानों को पढ़ाई के साथ-साथ किसे प्रोफेशनल काम में स्किल डेवलपमेंट प्रदान की जाएगी। इससे वो एजुकेशन प्राप्त करने के बाद नौकरी हासिल कर सकेंगे। उन्होंने कहा कि निपुणता विकास प्रोजेक्ट का सीधा संबंध उद्योग क्षेत्र से ही होगा। इससे स्टूडेंट्स को किस तरह का निपुणता देनी है, इसके बारे में राए ली जाएगी।

पंजाब स्किल डेवलपमेंट मिशन के मैनर सेक्रेट्री ने कहा कि देश में इस समय युवाओं की गिनती बहुत ज्यादा है। इन्हें स्किल बनाना आज की जरूरत है। इंटरनेशनल लेवल पर एजुकेशन पूरी तरह से स्किल हो चुकी है ताकि स्टूडेंट्स संबंधित एरिया में

माहिर हो सकें। देश में 700 यूनिवर्सिटी हैं और 50 हजार कॉलेज हैं। इसमें 5 करोड़ के करीब स्टूडेंट्स पढ़ रहे हैं। ट्रेडिशनल एजुकेशन तो जरूरी है पर आज के दौर में प्रोफेशनल और स्किल होना बहुत जरूरी है।

वीसी डॉ. जसपाल सिंह ने कहा कि आज के एजुकेशन सिस्टम में जहाँ पढ़े लिखे नौजवानों को रोजगार हासिल करने में कई दिक्कतों का सामना करना पड़ता है पर सरकार के इस प्रोजेक्ट से इन नौजवानों को रोजगार के ज्यादा मौके हासिल होंगे। उन्होंने सरकार के यूनिवर्सिटी से दूर दराज एरिया में कंस्टीचुएंट कॉलेजों और मेरिटोरियस स्कूलों की स्थापना करना भी बेहतर कदम है। इससे ग्रामीण क्षेत्रों के स्टूडेंट्स को अपना अकादमिक स्तर ऊंचा उठाने के बहुत मौके मिल रहे हैं।

Question for interview

Question for interview

- 1) There are few problems, in our education system; as a teacher what do you about these problems & their solution?

- 2) Why we are not able to make our students entrepreneur? Why they have to search for a job after completing their higher education; according to you what is the main problem?

- 3) How can we improve our education system to provide better education? Our education system is creating a rat race; what do you think about that?

- 4) Specialization of education should be after 8th standard; I mean, if child is interested in game, cooking, drawing etc. Than why he/she should have to study further subjects?

- 5) An NGO survey found that 58% of 3rd standard student are not able to read properly class 1st standard text book & large no of student of class 5th standard student are not able to read class 3rd standard text book; don't you think due to mass promotion our quality of education is going down?

- 6) If you get a chance to change our education system, which type of changes you will do first?

- 7) We are working on project "gamification of education" do you think it will work or not?

- 8) Do you have any idea about any educational games which is related to your subject?

- 9) Which type of education game you use to teach your children?

- 10) How does repeating a class effect the life of the student?

- 11) Is promoting an undeserving student a right decision?

Response to my questionnaire

1. As a teacher firstly I would try to know the inherent talent or qualities of individual. If there is any learning disorder or psychological problem observed, proper measures can be taken to solve these problems.
2. Since our education system is not skill based and best crammers are rewarded by the system. More number of students in a class. Education should be free from politicization and reservation. And they should be able to get a global outlook. Along with the set other subjects, there should be a vocational subject or course like craft, technician, cooking, carpentry etc. which enables a citizen to become self dependent.
3. Our education system can be improved by making classes interactive in higher classes and less syllabus for exams. The number of students upto third standard should not exceed ten, so that individual care can be taken for making them able to read and write.
4. I fully agree for the idea that specialization of education should be after 8th standard, in his/her interest. The other subjects should be kept as activity based.
5. It is not due to mass promotion, it is due to lack of quality education. Before joining a school, a teacher should be properly trained by institute.

- Care should be taken by the teacher in such a way that by the end of first standard every student must read and write.
6. If I get a chance to change our education system I would like to decrease the number of students upto third standard, only two text books of two languages, one of mother tongue and another one English, by the end of the first hand, the student must be able to read and write.
 7. Of course, ^{surely,} gamification of education will work out, since games will involve virtual reality, these strategies can be applied well in learning environments, where learning may take place over long period of time. By understanding science behind games, the science that explains how players are motivated, that's when one can really create effective learning tools and engaging experiences.
 8. Games can be made of molecular level chemistry which is difficult to understand.
 9. Some simulated CPS, models etc.
 10. By repeating in the same class, students will be much disturbed psychologically, they feel discouraged.

1) According to behavioral psychology, a student can be rewarded in the same class, it is the ability of teachers and parents at least to make him to gain.

Dr. Nishikanta A. Patil
TGT - the writing -

- 1) Nearly 50% of education system is not maintained properly. as a teacher we can only request or suggest education department to have a serious control over it.
- 2) The curriculum framed by the NCERT is not fulfilling needs to make our students entrepreneur.
- 3) To improve our education system, we should follow modern techniques like educamp in teaching.
- 4) Specialization of education can be after 12th also.
- 5) A class should have limited number of students so a teacher can give individual attention to solve this problem.
- 6) I follow the education system like Finland.
- 7) No idea about this.
- 8) As my subject is EVS there are many games which can be used.
- 9) Puzzles, Riddles, etc
- 10) For average students it enriches their knowledge and for intelligent students it's boring.

G. B. MAURYA
TGT - ENGLISH
K.V. Bijapur

Question for interview

- 1) There are few problems, in our education system; as a teacher what do you about these problems & their solution?
Under CCE programme children as well as parents are free without burden and stress. That's a good but they are becoming careless about their responsibilities.
- 2) Why we are not able to make our students entrepreneur? Why they have to search for a job after completing their higher education; according to you what is the main problem?
Theories and practical life style are different. In most of the time we are learning books. The practical knowledge how to use them in their day to day life should be enhanced in a healthy manner.
- 3) How can we improve our education system to provide better education? Our education system is creating a rat race; what do you think about that?
To enhance skills among the teachers as well as students to survive in modern era.
- 4) Specialization of education should be after 8th standard; I mean, if child is interested in game, cooking, drawing etc. Then why he/she should have to study further subjects?
Yes.
- 5) An NGO survey found that 58% of 3rd standard student are not able to read properly class 1st standard text book & large no of student of class 5th standard student are not able to read class 3rd standard text book; don't you think due to mass promotion our quality of education is going down?
Our education system wants to pour knowledge by book and books by giving them many chapters and many books in less time. This is causing a lot of difference.
- 6) If you get a chance to change our education system, which type of changes you will do first?
I will educate the students through skilled teachers by less syllabus and less book's chapters which can be possible to read, understand and write. More knowledge at a time with less technology and experts are giving us less.
- 7) We are working on project "gamification of education"; do you think it will work or not?
Gamification of education will work if it is free from politics. Working with all support for the benefit of our country not for politics or politicians.
- 8) Do you have any idea about any educational games which is related to your subject?
English - Quiz, Multiple choice questions, Put the words in right orders to make sentences or fill in the blanks with the pictures etc words etc.
- 9) Which type of education game you use to teach your children?
all the devices of education in teaching.
- 10) How does repeating a class effect the life of the student?
Repeating a class will not effect the life of students. To promote in his life he should work hard.
- 11) Is promoting an undeserving student a right decision?
No
But according to the policy we cannot detain or fail upto 8th std.
In a way it is good for the "Same Shiksha Abhiyan". "Every child has right to education."

Answers of question No.

- ① Yes, There are few problems in our education system such as
1. Promoting undeserving students to next class.
 2. grading system
- Solution :- 1. Such Students should be given more attention and to help them to achieve minimum level of learning. Even then also they are not able to attain that level then they should not be promoted as they should understand importance of education.
2. Marking system should be there as child must understand and know importance of single mark.
- ② According to me problems are
- ① Density of students and competition level is so high
 - ② State govt. are not providing plenty of opportunities for the students.
 - ③ In some students lack of quality.
- ③ As it is most important policy of every manufacturing company to promote quality product, In the same way why it should not in education. we should also promote only quality products ahead.
- ④ As English is global language and Hindi is national and basic maths is needed in all commercial fields so each child should become competent to comprehend in English and hindi and in basic maths along with their specialisation.

- ⑤ Yes, Due to mass promotion our quality of education is going down as some children are not attaining MLL.
- ⑥ ① Quality of primary education that means for class I & two more focus reading and writing of language and basic of maths accordingly syllabus should be framed no text.
- ⑦ No, It will not work in all cases.
- ⑧ Yes, there are lots of game according to content.
- ⑨ According to subject and content.
- ⑩ It will affect but child should know that that's why should be repeated.
- ⑪ No, Not at all.

—ox—

Question for interview

- 1) There are few problems, in our education system; as a teacher what do you about these problems & their solution?
Ans. We teachers have rarely any solution. Today's education system does not give teachers any freedom they are given only responsibility & accountability, element of authority is missing. It has gone into the hands of parents & students entrepreneur? Why they have to search for a job after completing their higher education; according to you what is the main problem?
Bcz of the CCE pattern, every child is promoted to the next class till X. Only a very few students are stopped at IX & X level. After that privatisation of education has allowed to open so many higher education institutes where students get admission on the basis of money & not intellect where as when they do get job they don't have competency.
- 2) Why we are not able to make our students entrepreneur? Why they have to search for a job after completing their higher education; according to you what is the main problem?
The screening of students shd. start at an early age. Only the competent ones shd. be promoted to next stage. We are forgetting our years' old traditional education system which brought forward the Engineers, Doctors, Scientists etc. who are leading the world from USA etc. We are blindly following Western culture.
- 3) How can we improve our education system to provide better education? Our education system is creating a rat race; what do you think about that?
Specialization of education should be after 8th standard; I mean, if child is interested in game, cooking, drawing etc. Then why he/she should have to study further subjects? Class VIII student is too small to decide his future. Most of the children are not so focused at this stage to decide their lifetime career.
- 4) An NGO survey found that 58% of 3rd standard student are not able to read properly class 1st standard text book & large no of student of class 5th standard student are not able to read class 3rd standard text book; don't you think due to mass promotion our quality of education is going down?
Yes, our quality of education is going down.
- 5) If you get a chance to change our education system, which type of changes you will do first?
① Mass promotion should be stopped.
② Class V board should be started
③ Westernisation of education should be stopped
- 6) We are working on project "gamification of education" do you think it will work or not?
Only at Primary stage not later.
- 7) Do you have any idea about any educational games which is related to your subject?
No.
- 8) Which type of education game you use to teach your children?
In Accountancy & B. Studies this system can't be followed
- 9) How does repeating a class effect the life of the student?
I am not finding any significant effect on the students who repeat class XI, rather next yr. they become more confident.
- 10) Is promoting an undeserving student a right decision?
No, it is a wrong decision

Question for interview

- 1) There are few problems, in our education system; as a teacher what do you about these problems & their solution?
1) The education is not job oriented -
2) Policies should not be decided by stakeholders
3) CCE should be revised properly once again
- 2) Why we are not able to make our students entrepreneur? Why they have to search for a job after completing their higher education; according to you what is the main problem?
due to lack of vocational courses. More importance should be given to vocational courses in jobs.
- 3) How can we improve our education system to provide better education? Our education system is creating a rat race; what do you think about that?
Education should be bread earner oriented.
- 4) Specialization of education should be after 8th standard; I mean, if child is interested in game, cooking, drawing etc. Then why he/she should have to study further subjects?
Yes I do agree.
- 5) An NGO survey found that 58% of 3rd standard student are not able to read properly class 1st standard text book & large no of student of class 5th standard student are not able to read class 3rd standard text book; don't you think due to mass promotion our quality of education is going down? Yes this is one of the reason.
1) The class strength should be reduced.
2) Oral text and reading competency should be developed in children.
- 6) If you get a chance to change our education system, which type of changes you will do first? i) I would change CCE. Though CCE is good but due large class strength of students. This is not executed properly. It is not fair in giving grades in activities.
- 7) We are working on project "gamification of education" do you think it will work or not?
It all depends upon the survey. Because most of the things are decided by sample survey data only.
- 8) Do you have any idea about any educational games which is related to your subject?
In Biology we can have game of Pedigree analysis
- 9) Which type of education game you use to teach your children?
Depending upon the topics being covered in the classes.
- 10) How does repeating a class effect the life of the student?
1) Psychologically the child is demoralised
2) The Peer group effect.
- 11) Is promoting an undeserving student a right decision?
No. It is injustice to others as well as to the child also indirectly.

K.V. Kurnool

Alafreen Afshan

2. The reasons for our inability to make more entrepreneurs are:
- Lack of awareness among the students and parents that many other things apart from medicine, engineering and civil services also exist.
 - Our mind set is motivated towards getting easy money rather than occupations which involve other skills.
 - Our conventional education system is more job oriented but not skill oriented.
 - Selection of a career by a student is done based on social convention but not on individual capability and skills.
3. We can improve our education system by involving only ~~government~~ educational institutions from K.G to P.G.
- The moment corporate and private organisations step into such noble system as education and medicine, they have made students

a way of earning more money, parents as customers. Whatever steps are taken by corporate education systems are only to get more admissions and academics only so as to improve their admissions again.

They use the parents' ^{ambition towards his child's career} as a base to launch their aspirations of achieving highest admissions in their institute.

4. The child develops a proper sense of serious interest after the age of 16 or 17. So it would be better if a little more time is taken to decide if it is just an obsession with any skill or if it can be taken up as a career by the child.
- So 8th standard may be too young to decide to understand the child's inclination towards a particular skill. 12th class would be good time to decide to take up a particular specialization of an individual's choice.
- Until then a combination of subjects of his interest with mostly common subjects to all can be taken up.

Yes, I think due to mass promotion our quality of Education is going down.

If given a chance to change our education system I would.

- Annihilate all the private and corporate educational institutes, which have made the education system corrupt, to impress the parents and use the students as a tool for their personal gains.
- Improve the number and quality of the government institutions. One school for every 1 km area of urban places and 1 school for every 200 houses, in reach for rural areas.
- Recruit teachers, who work not only for money but also have a passion towards teaching and also have strong values.
- Give counselling to parents to ensure proper upbringing of the child, not to make the child a result of their ambitions but to let the child be himself and grow in a ^{healthy} physical and psychological environment.

The appropriate solution for the problems in education system is. Only one method should be followed for the whole year. Curriculum should be planned H.C. to the students.

Learning by doing is the best way to improve the education system. Paper pen test should be conducted to assess the students. Student should be under the guidance of a good and an efficient qualified teacher.

8. Yes, many games like word building, sentence extensions, spelling games, model making with many innovative ideas.

10. Initially the child may feel left out as he is separated from friends and peers but the teachers and parents must play a crucial role in making him understand its importance. Then he or she will gain confidence with improvement of his academics.

11. No.

12. Same as 6th answer.

① There are few problems in our education system; as a teacher what do you feel about these problems and their solutions?

- The biggest problem with our education system is our examination system. The implementation of CCE is not satisfactory. I feel we are just grading the students from one class to next (higher) class without empowering or strengthening their basics. The method of testing is ridiculous. When we talk about "Inclusive Education", classroom as a heterogeneous group, why are all the students with different abilities are tested alike. We speak about child centred education, paradoxically child has no freedom, it is thrust with the burden of syllabus, examination.

I feel that there should be 'tsunami change' in the system, a complete revamp. Instead of 'bureaucratic' making the decisions, let teachers and parents be the stakeholders. What we say shouldn't be 'in a week or later' to us but clarity of expression and honesty in implementation. We have miles to go to achieve it.

② Why are we not able to make our students enterprising? Why they have to search for a job after completing their higher education, according to you what is the main problem?

- We are still following that harkoned system of British system, where education meant to get a white collar job. The contents/syllabus are like water-tight compartments giving no room for any flexibility. Even the society has a stereotyped mindset, getting a job means a person is successful. We lack the spirit to try something new. We are like those farmers/peasants who just squatter working for rain & aid from govt but not trying looking for alternatives. Also our curriculum doesn't make provision for courses which make them self-reliant, there has been no change in the combination of courses offered since the implementation of modern education. Unfortunately the super subject and the teachers lack the will to do something for students. The complacent attitude of the teachers has to be given up.

Sona Roopa

③ How can we improve our education system to provide better education? Our education system is creating a rat race. What do you think about that?

Ans As I said earlier, entire system has to be revamped. The courses offered to be need-based rather than result-based. We believe in marks, grades, - these have become hallmarks of achievement. The institutions compete with each in exaggerating their results. Parents are confused, they simply follow that "the world is for performers, achievers but not for mediocre & dullards". Everyone lives with big dreams and illusions. Even CCE which aims to remove the stress this rat race has ironically created more unhealthy competition and become portal of pouring marks generously. We don't know where the world is heading to, but we are witnessing the pathetic condition with ebbing standards.

④ Specialization of education should be after 8th standard. I mean if a child is interested in game, cooking, drawing etc. Then why he/she should have to study further subjects?

- Yes, as per RTE, each child should be passed and ensure zero failure upto class 8th. There is a widening gap between 8th and 9th class. Many students are not able to cope with the syllabus of Class IX. Neither the students are benefited in the system. Many students find it too hard to manage, keeping in view their capabilities, I feel specializations should be introduced at least the students will acquire some skill that would support them as their future livelihood.

⑤ Definitely. Our Boards educational institutions are more interested in boasting about 100% pass but no one is bothered about the dismal performance of students. It is a million-dollar question, it is the lack of will from the teachers or lack of interest from the students which is the result of this pathetic condition. Let mass

Sona Roopa

promotion' be carried on but let some drastic steps are taken to strengthen entire teaching-learning process. Let each child is brought to minimum learning level.

6) If you get a chance to change our education system, which type of changes you will do first?

Ans I will re-consider 'CCE' system. This has developed a complacent attitude among students and lassie-faire thinking among students. We believe more in figures or satisfactoriness than the quality. We just want that our country need to boast about 100% literacy. We are leaving our students in more confusion. These CCE should either be modified or some other alternative to be planned. Secondly the teacher-pupil ratio ought to be strictly maintained. We should also implement diversification of courses, which are need based.

7) We are working on project 'gamification of education' do you think it will work or not?

Ans It will work only upto primary level. As we follow core curriculum, the contents are prescribed from simple to complex method and with the amount of syllabus and burden to complete it, I think it will not work out at secondary level.

8) Do you have any idea about any educational games which is related to your subject?

Ans Yes.

9) Which type of education game you use to teach your children?

Ans Games related to vocabulary, syntax and comprehension.

Sona Roopa

10) How does repeating a class effect the life of the student?

Ans I don't think it will effect him/her much. Neither it will improve their performance nor they realize their (learning) disabilities. Instead in many cases they feel humiliated and let down and in many a case they try to bully or boss other students.

11) Is promoting an underperforming student a right decision?

Ans Certainly no, as we promote them as the policy compels us to again we wash our dirty linen in public conducting surveys and say children of 5th standard cannot read the text of 4th standard. We have double standards. Let us not accept the fact and plan some schemes or alternatives with utmost honesty for the betterment of students.

Sona Roopa

Sona Roopa

Identifying the problem area:

After my research process I identified the following as major problems in our education system

- Identifying the inherent talent or quality of individual children is not present. Lack of skill based education.
- Requirement of vocational courses is not fulfilled.
- Mass promotion has led to a decline in the quality of education.
- Including skill based education may be the solution and new opportunity to learn in a better way.
- There is no reward for creativity, original thinking, research and innovation.
- Our education system is more inclined towards rote learning and hardly acknowledges the real goal of students learning the concepts.

Skill based education:

During my research period, my guide asked me to find out an institute or an NGO who provides skill based education. Then I found out that there are many NGOs who work to provide skill based education or vocational courses to students, who were college drop out or illiterate.

Courses that equip you with skills

AFTER SSLC, WHAT NEXT? In the third and concluding part of the series, Ameen-e-Mudassar lists job-oriented courses

PARAMEDICAL SCIENCES

The demand for quality health care has created a need for qualified and professionally trained paramedical staff in every hospital. To meet this need, increasing demand for paramedical courses is mounting. Students who have passed SSLC or PUC, after completion of the course, the paramedics already take employment in the hospitals as laboratory assistants, staff and post work. During the course, they learn about anatomy, medical instruments and various work under doctors' instructions.

Courses offered by private hospitals & workshops

Three-year certificate course and diploma in Techniques Offered by Bangalore Medical College Hospital, (MJC) Hospital, Bangalore and KJ Somaiya Institute of Health Sciences, Mumbai. The course has a reputation of 100% success rate.

Job prospects

After diploma, there are graduation courses for para-medical. Those who wish to get a degree can study any of the following courses: BSc in Medical Lab Technology, BSc in Medical & Ray Technology, BSc in Cardiac Pathology Technology, BSc in Cardiac Care Technology, BSc in Radiology, BSc in Dental Technology, BSc in Physiotherapy, BSc in Occupational Therapy.

Admission

The Karnataka State Paramedical Board issues the admission notification in the first week of August. Applications are received in the State Government Medical College, Bangalore (1) Mysore Medical College, Mysore in a separate college with fee Rs.1,000 to Rs.2,000.

BAKERY & CATERING TECHNOLOGY

The growing demand for professional bakers in the industry has driven up many opportunities for students who wish to pursue a career in catering. Students who have passed Class 10 can seek admission into any of the following job-oriented courses, which will give them the opportunity to work in the hotel industry.

Courses

- One-year Advanced Diploma in Catering Technology
- Two-month Certificate Course in Bakery & Confectionery
- Six-month Certificate Course in Food Office Management
- One-year Certificate Course in House Keeping

Institutes

Food Craft Institute, Bellandur (1) Hyderabad, & ICLEI, Bangalore

TRAINING IN VEHICLE NAVIGATOR AND MARINE PETER TRADE

This course has been initiated by NCVT. Candidates passing this course can seek employment as technicians in the marine and fishing industry.

Eligibility

Pass in SSLC Class 10

Duration of training: 24 months, including training on board fishing vessels at sea.

For details contact

Central Institute of Fisheries Education, Faridkot, Punjab, India. Contact: 0162101. Website: www.cife.ac.in

JEWELLERY DESIGN

Course: 24-month training in jewelry design.

Eligibility


Pass in SSLC Class 10 (24-40 years)

For details contact

The Government Institute of India, Mumbai. Website: www.giaidc.ac.in

INTERIOR DESIGN

An interior design professional advises clients on design, planning, specifying furniture, fittings, design patterns and color combinations in an integral part of the job.



Following NGO's are providing skill based education

Navnirmiti

- Navnirmiti was born in the mass science popularization campaign of the total solar eclipse of 1995. The surplus from the production and sale of low cost, high quality solar filters was the seed fund for registering the Navnirmiti Trust
- Promoting scientific approach and rational thinking
- Universalization of quality math and science education
- Providing viable decent employment, especially to women
- Self reliance as a mode of existence
- Promoting the values of the Indian constitution

LCCWA (logic center and community welfare association)

Founded by ex.IIT professors, it is a registered ngo that works towards providing free quality education to children from the slums.

Barefoot College

This organization is working in the fields of education, skill development, health, drinking water, women empowerment and electrification through solar power for the upliftment of rural people. They teach student who are school/college dropout or illiterate people and make them entrepreneur.

"A belief that there is a difference between Literacy and Education."

The Barefoot College believes that 'literacy' is what one acquires in school, but 'education' is what one gains from family, traditions, culture, environment and personal experiences. Both are important for individual growth. At the College, everyone is considered an education resource, the teacher as well as the student and the literate as well as illiterate. Therefore, the Barefoot College is a radical departure from the traditional concept of a 'college'.

Enhance your skills, get job-ready

WHAT NEXT AFTER CLASS 10? Ameen-e-Mudassar lists some interesting diploma courses and certificate programmes

TOOL AND DIE MAKING

Tool and die making is a profession that involves making precision tools and equipment used in manufacturing. It is a highly skilled and demanding profession that requires a deep understanding of materials and processes.

Tool and die makers are responsible for creating the tools and equipment used in manufacturing. They work in a variety of industries, including automotive, aerospace, and industrial machinery.

- Working conditions are mostly indoors.
- Exposed to dust and noise.
- Some workers may be exposed to hazardous materials.
- The occupation is considered a skilled trade.

Responsibility traits

- Must work in a team.
- Must be able to work independently.
- Must be able to work under pressure.
- Must be able to work in a fast-paced environment.



Apparel & Fashion Technology

Apparel and fashion technology is a profession that involves the design and production of clothing and accessories. It is a highly creative and technical profession that requires a deep understanding of materials and processes.

Apparel and fashion technologists are responsible for creating the designs and patterns used in the production of clothing. They work in a variety of industries, including fashion design, textile manufacturing, and retail.

- Diploma in Fashion Technology (DFT)
- Diploma in Fashion Design & Technology (DFTD)
- Diploma in Fashion Design & Technology (DFTD)

Courses

- Diploma in Fashion Technology (DFT)
- Diploma in Fashion Design & Technology (DFTD)
- Diploma in Fashion Design & Technology (DFTD)

Story Development:

Concept 1

My story is about two different kids, one of them is a school dropout and another one is getting education from a regular school. The dropout student goes to pursue skill based education and there he finds difference between two education systems. It may be related to fantasy where a Genie or a parrot is going to tell a story or they may see future.


Concept 2

This is a story about a girl, Rani who did not perform well in her exams, so she has to leave her school and go back to her village, to live with her grandmother. One night her grandma was weaving a sweater. Due to heavy storm, the kerosene lamp under which her grandmother was working, falls and breaks down. She nearly saves herself from burning in flames. The incident made Rani scared. She spends that night with her grandmother in complete darkness. In the morning she decides that she will do something about it. So, she inquires about a neighbouring school, which provides skill based education for school dropout students. She was surprised that such a school exists. She decides that day only that she will go to that particular school and will learn to make a solar lamp.

3Real life story:

An NGO known as Sakshi where I read a inspirational story of a blooming student named Rani who is going to dropout but she got a prize from famous writer Manoj Das

Remedial Education Program Case Study:
"From Almost-Drop-Out to The Girl who got a Prize from Famous Writer Manoj Das"



Name of the girl: Rani.
Class: 6th.
Age: 13 years.

Family details:	Education status:
Father's name: Mr. Jaggannath Mehto.	Father's qualification: Illiterate.
Mother's name: Mrs. Manto Devi.	Mother's qualification: 5 th class.
Total family members: 6 (1 brother and 3 sisters)	Siblings' educational status: All the sisters go to school.

Economic status:	Monthly Income of the family:
Mother: Works as a maid in Sarita Vihar.	Total monthly income of the family is Rs. 4400 pm.
Father: Rickshaw puller.	Break-up: The mother earns Rs. 1400 pm and the father Rs. 3000 pm.

Rani was on the verge of dropping out of school due to poor grades and lack of parental support when she was noticed by Sakshi:

Rani was good in Hindi. She could read English books but she didn't understand what the stories meant. She faced difficulty in maths sums. She could not practice at home because there was no time. Her mother works so as the eldest child, she had to perform household chores. Her parents were illiterate and therefore didn't understand how important education is, especially for a girl, to empower her to live a decent life.

Having seen thousands of lives ruined this way, Sakshi social workers knew if Rani did not complete her education, she would never be able to extricate herself from the life of poverty she was born into. And as a girl, if she did not stand on her own feet, she was at higher risk than a boy of being exploited and maltreated.

Hence, Sakshi social workers immediately enrolled Rani in the local Sakshi Remedial Education Centre. It was her last chance. The Sakshi REC was all that stood between Rani and a life of deprivation and danger.

Final story

Final Story

There was an ordinary photocopy shop in middle of a busy city. This small shop is owned by father of a little boy called Shubham. Shubham is thirteen year old boy who regularly goes to school and helped his father as well. One day while copying documents from machines Shubham's dad found that there was a question paper of an exam and under it there was a degree passing certificate. Looking at the degree certificate Shubham's dad felt that Shubham will get similar degree one day and his photo with degree will adorn their shop's wall. Shubham's dad called Shubham and expressed his wish about Shubham's education. After a while, Shubham went to his school as usual but it was his exam day Shubham wrote most of the answers wrong in the paper and after submitting it, he went back home. The examiner checked the papers of the students and he had to neglect the wrong answers and promote students to higher standard because of right to education act. Shubham had been promoted to 9th standard and his dad felt happy because he felt that his wish will turn to reality soon. Shubham, who was unaware about his own skills and flaws, started mugging up the lessons instead of learning them. He becomes a victim of the poor evaluation and education system. While mugging up the lesson Shubham fell asleep and transcended into a dream world. He dreams about his school as a factory and students as rats and they are running behind marks,

aimlessly. His dream breaks when the alarm clock rings loudly. Next day, the result of 9 th standard came out with shock because Shubham failed in the exam. Heartbroken, depressed Shubham comes back home. He almost loses his enthusiasm to learn more. He feels very sad, he locks himself in a room and cries. He stops crying after a while when he hears the sound of a dog. He went to window to see who was there. He found out that dog was trying hard to get out of the pit and finally he succeeded to came out of it. The efforts of dog, made Shubham motivated. He felt that if dog could put so much effort then why not I? Next day he decided to go back to school. When he reaches the school he realises that all other classmates are different none of them was his friend. Sad Shubham sits behind in the class. Teacher comes to the class and announces that they will visit to vocation school. Shubham wondered about this vocation school .Visit to vocation school turned fruitful forShubham. The activities of school motivated him and inspired him once again. While learning about various courses of schools like pottery, weaving, he came across a very interesting section where students are engrossed in innovation and invention. They were making solar lamps, this reminded him his grandmother who used to weave in low light. It strained her eyes but she always liked the weaving. Shubham felt that this solar lamp would be useful to his grandmother. He decided to make one for her.

He brought solar panels and other things to his room and started making lamp. after rigorous effort , he succeeded in making the lamp. He gifted his lamp to his grandmother. Everyone was happy and his father captured this precious moment in camera. Proud father of Shubham hanged this photo of Shubham with his self innovated solar lamp with happy grandmother.

Initial concept and sketch





Character Explorations for Shubham's father





Storyboard

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Scene 01

Page 01



Title _____

Scene _____

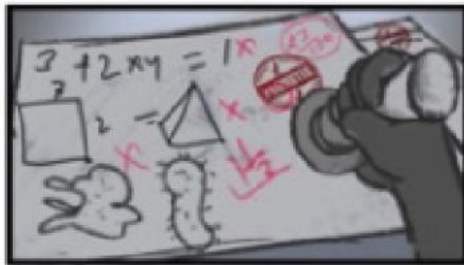
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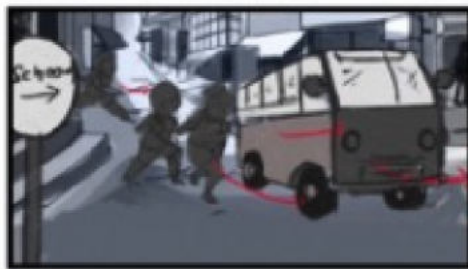
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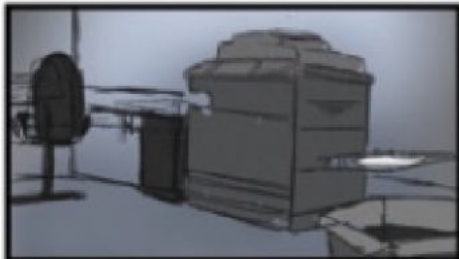
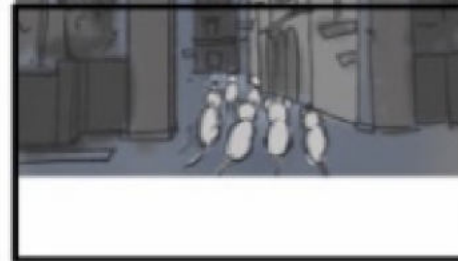
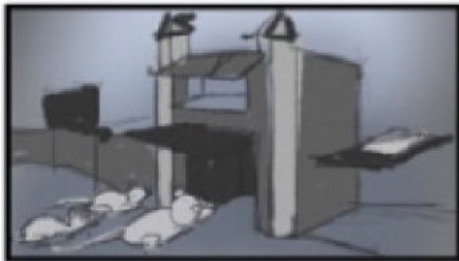
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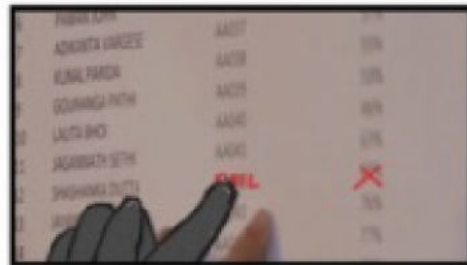
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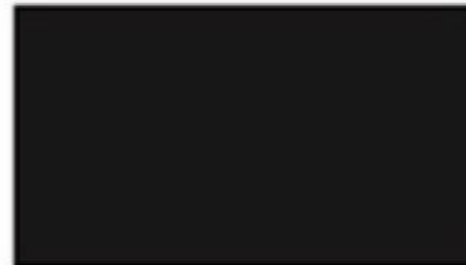
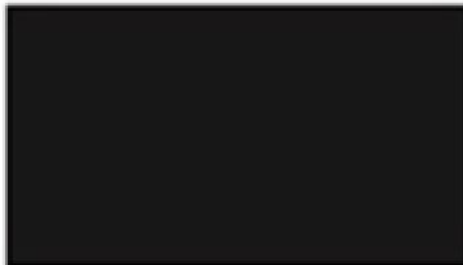
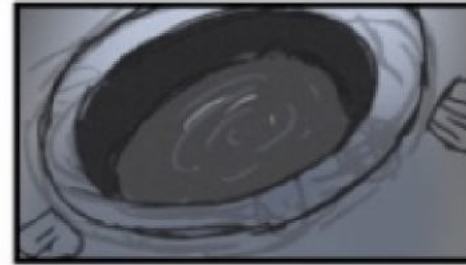
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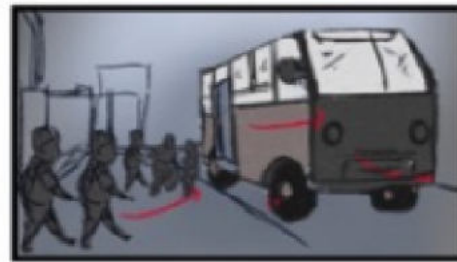
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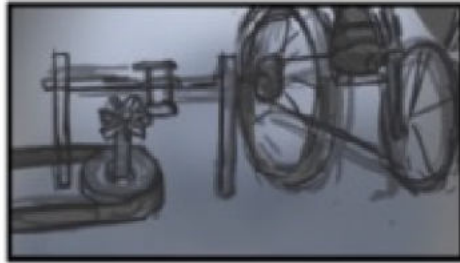
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Post - production

P2 feedback - During the P2 presentation the jury panel made the following suggestions. They find out some points missing or not working in my movie and suggested me that if you add and subtract some element it's will become a good movie. Following are some major changes I got form, them.

1. Build up the character of grandma
2. Run story through one point of view Audience involvement

According to this feedback, I worked on my story and for dadi's character; I introduce dadi in beginning giving time for more interaction with DADI and Subham. Now the whole story is seen from shubhm's point of view, whatever he feel, his parents expectation, his emotion, I gave more important to them rather than a third persons point of view.

For the audience involvement I adopted smooth way of storytelling through voice narration and effective dialog, according to that situation and emotion. I think this part was missing in my previous animatic stage. But the story is not changed through the changes suggested I was able to bring in more feel and connection with the story.

New Storyboard

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Scene 01

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Title _____

Scene 02

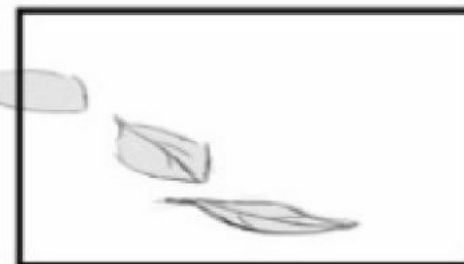
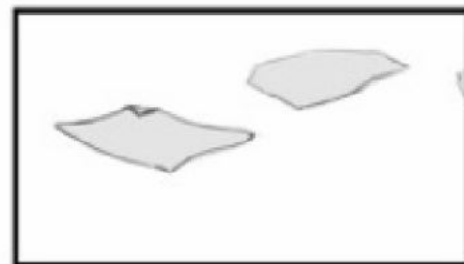
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Scene 03

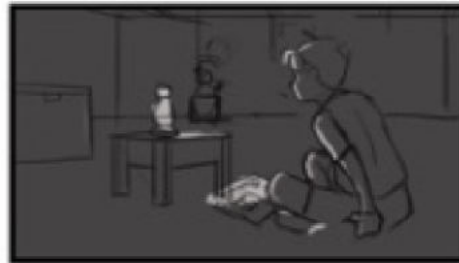
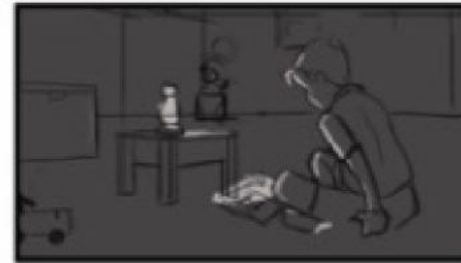
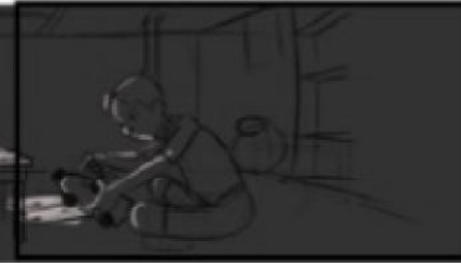
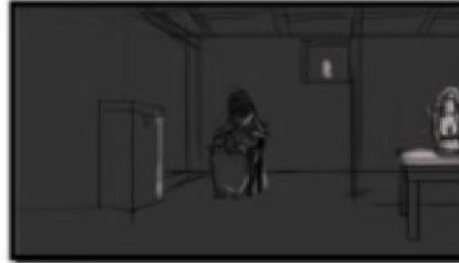
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Scene 04

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Scene 05

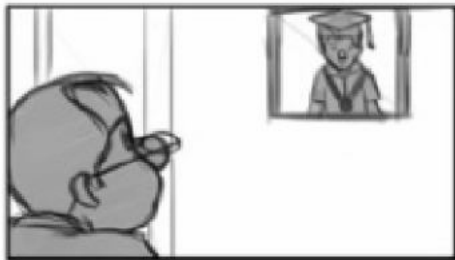
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Scene 06

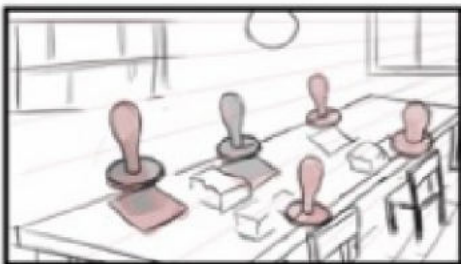
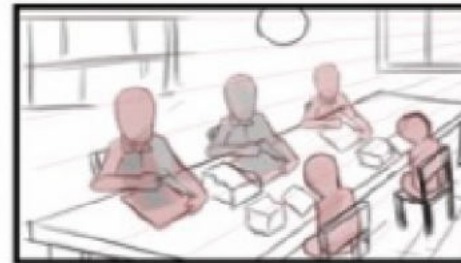
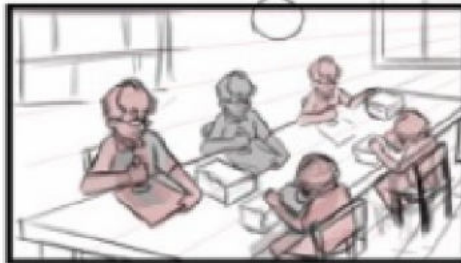
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Title _____

Scene 07

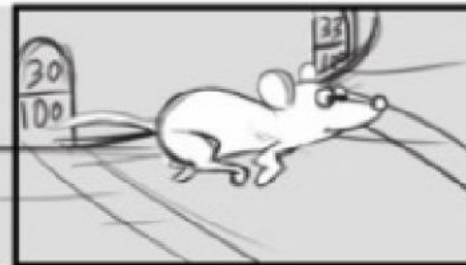
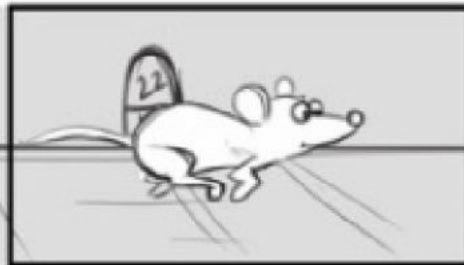
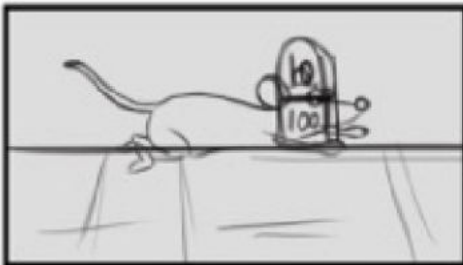
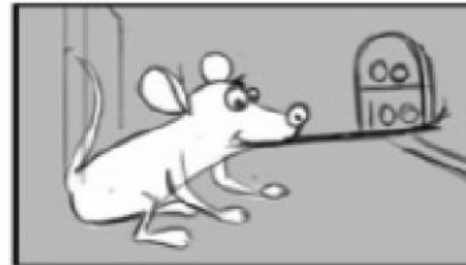
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Scene 08

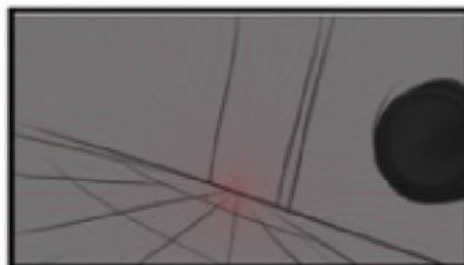
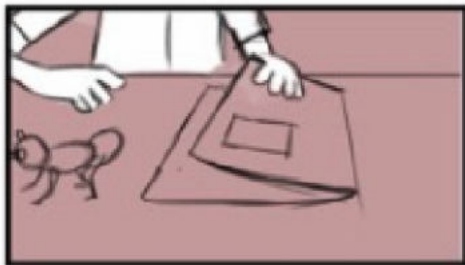
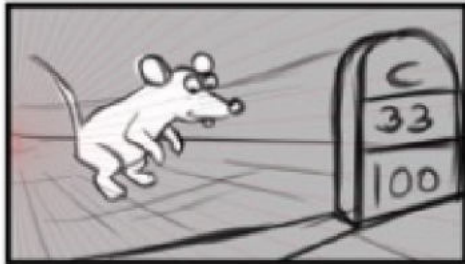
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Scene 09

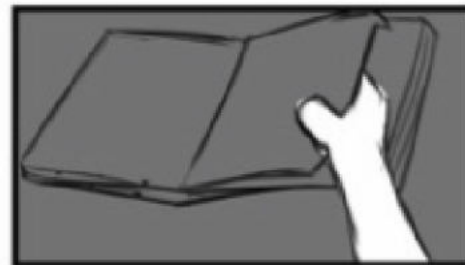
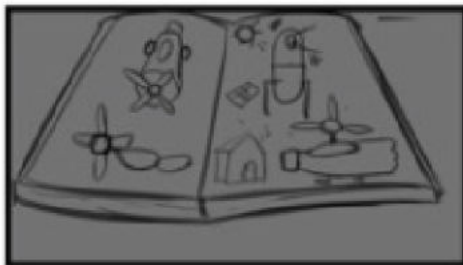
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Title _____

Scene 10

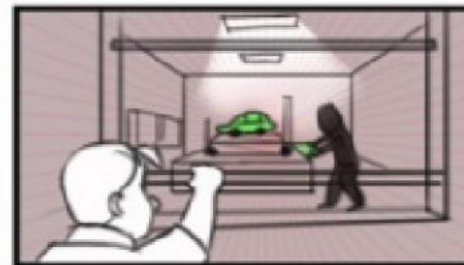
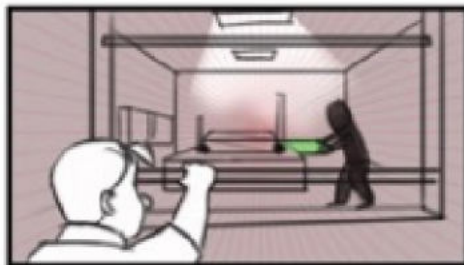
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Scene 11

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Title _____

Scene 12

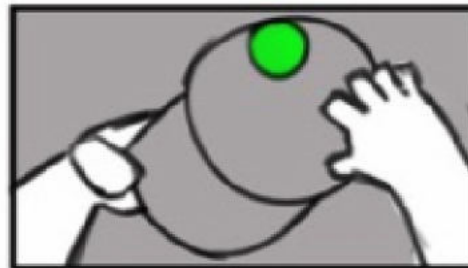
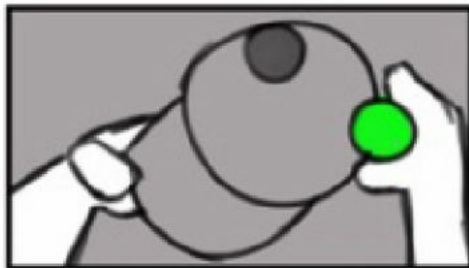
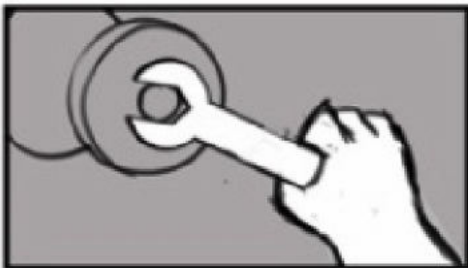
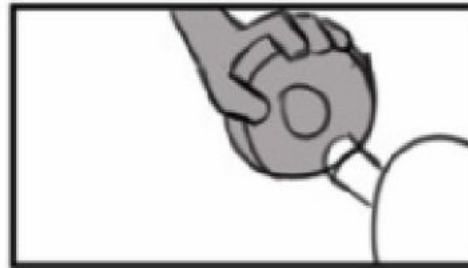
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Scene 13

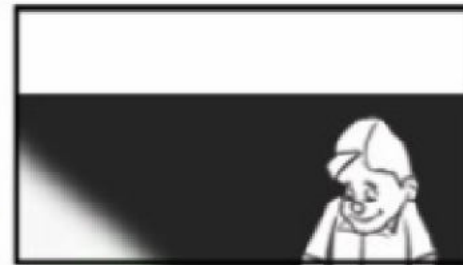
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Scene 14

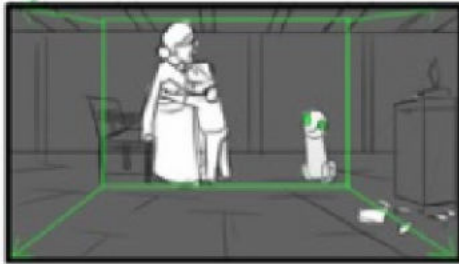
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Scene 15

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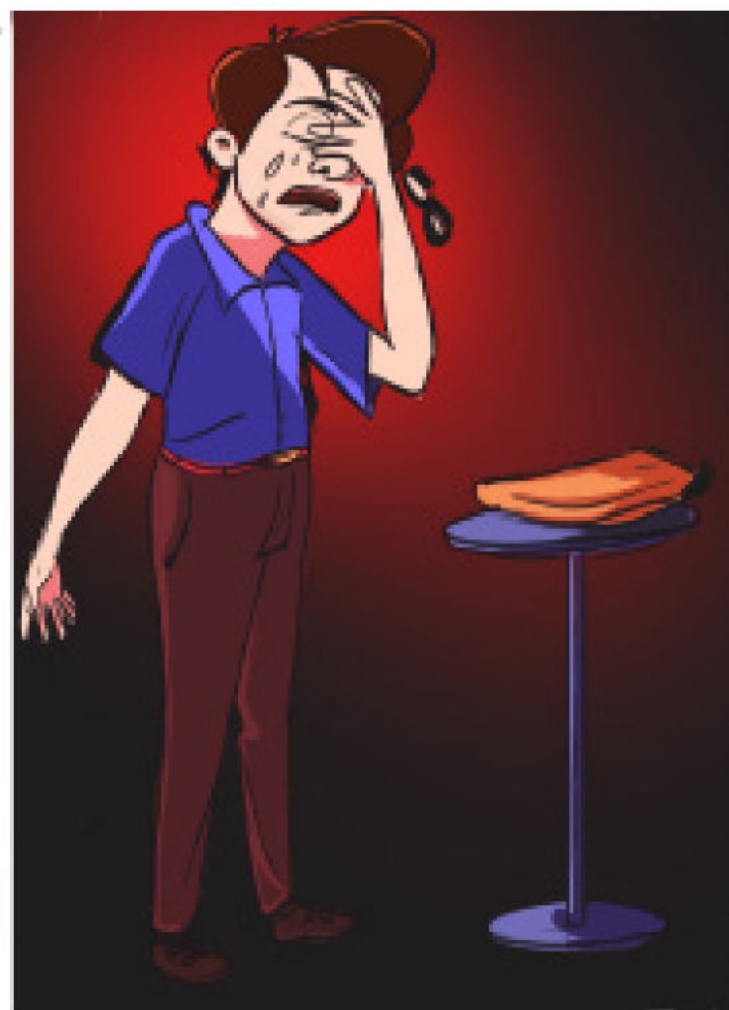
Character design

- Subham - he is main character of my movie he is a teen age boy who is good in skill .he migrate from his village to city for better education .
- DADI - This character is typically Indian grandma type. She live is village with shubham and always worried about subham's education .
- Subham's father - he is simple middle class father who always wanted his child to be always good in studies.
- Teacher - he is good teacher but is worried about the education system. Being a good teacher he wants to motivate his students to be a good.
- Rat- in the middle of movie character subham transform in rat . This is a form abstraction of Shubhams character where he feels like a rat in rat race.

Subham

He is the main character. He is a teen age boy who is good in skill .He migrated from his village to city for better education .





Dadi

That character is typically Indian grandma. She lives in the village with shubham and is always worried about subham's education .



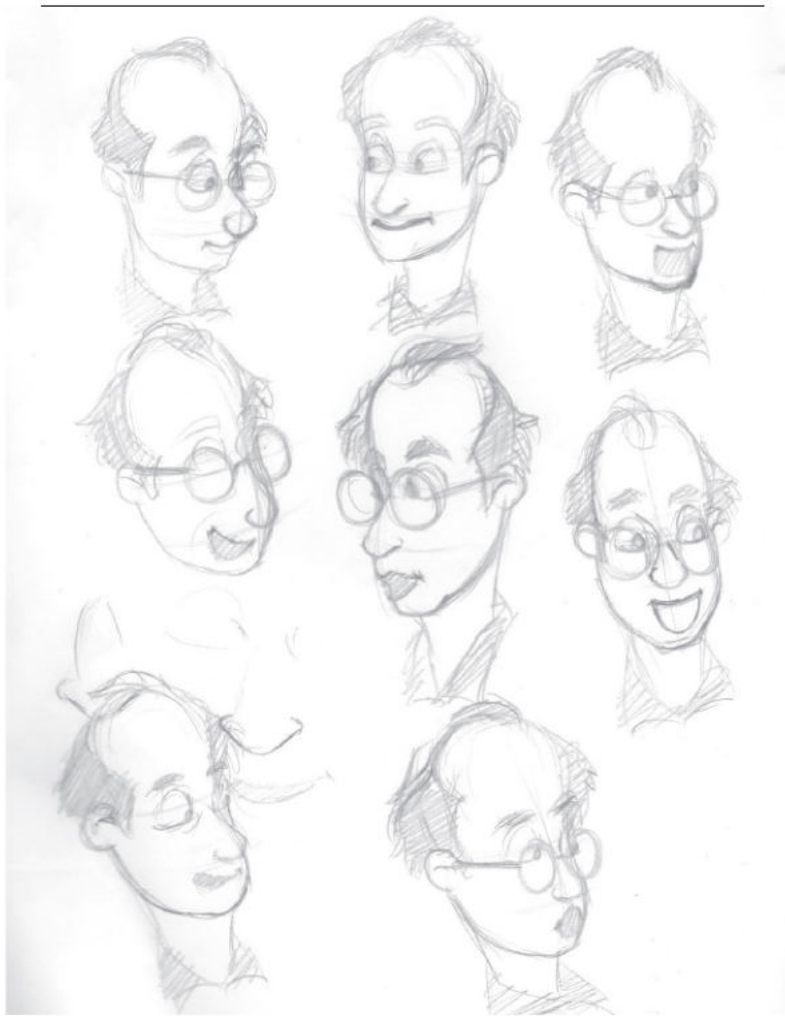
Father

He is a simple middle class father .He wants his child to be always good in studies.



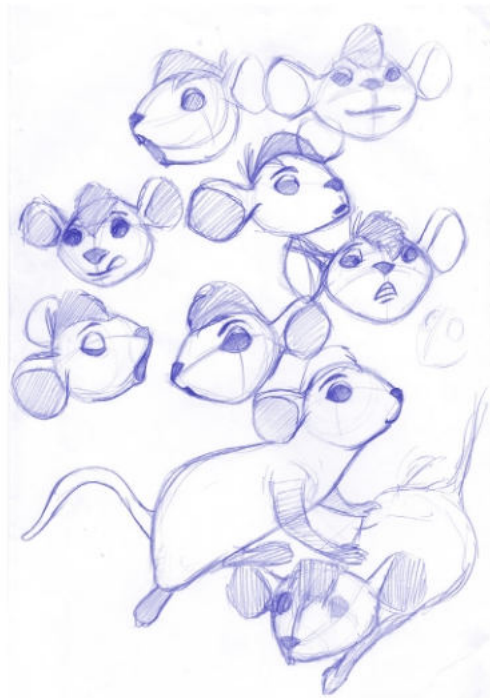
Teacher

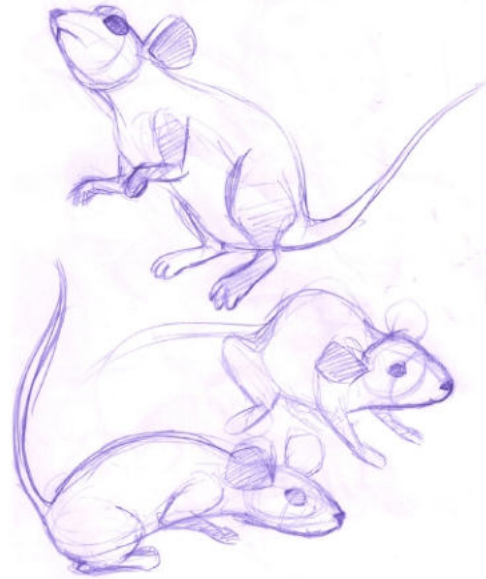
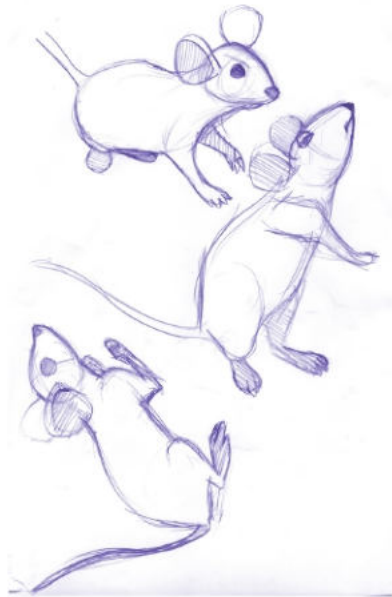
He is good teacher but is worried about the current education system. As a good teacher he wants to help and motivate his students.



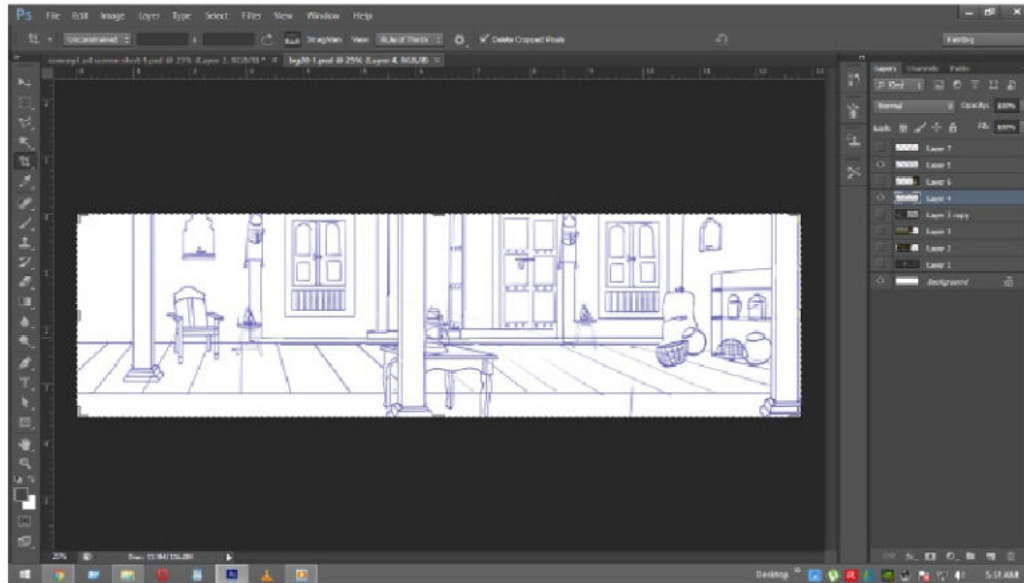
Rat

In the middle of movie character subham transforms into a rat. This is a form abstraction of Shubhams character where he feels like a rat in rat race.

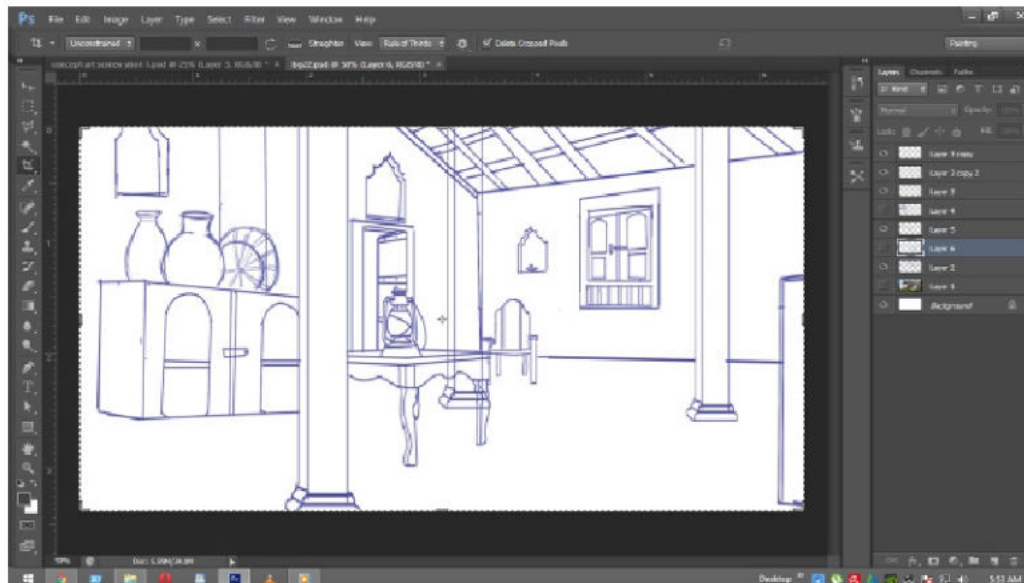




Layout design



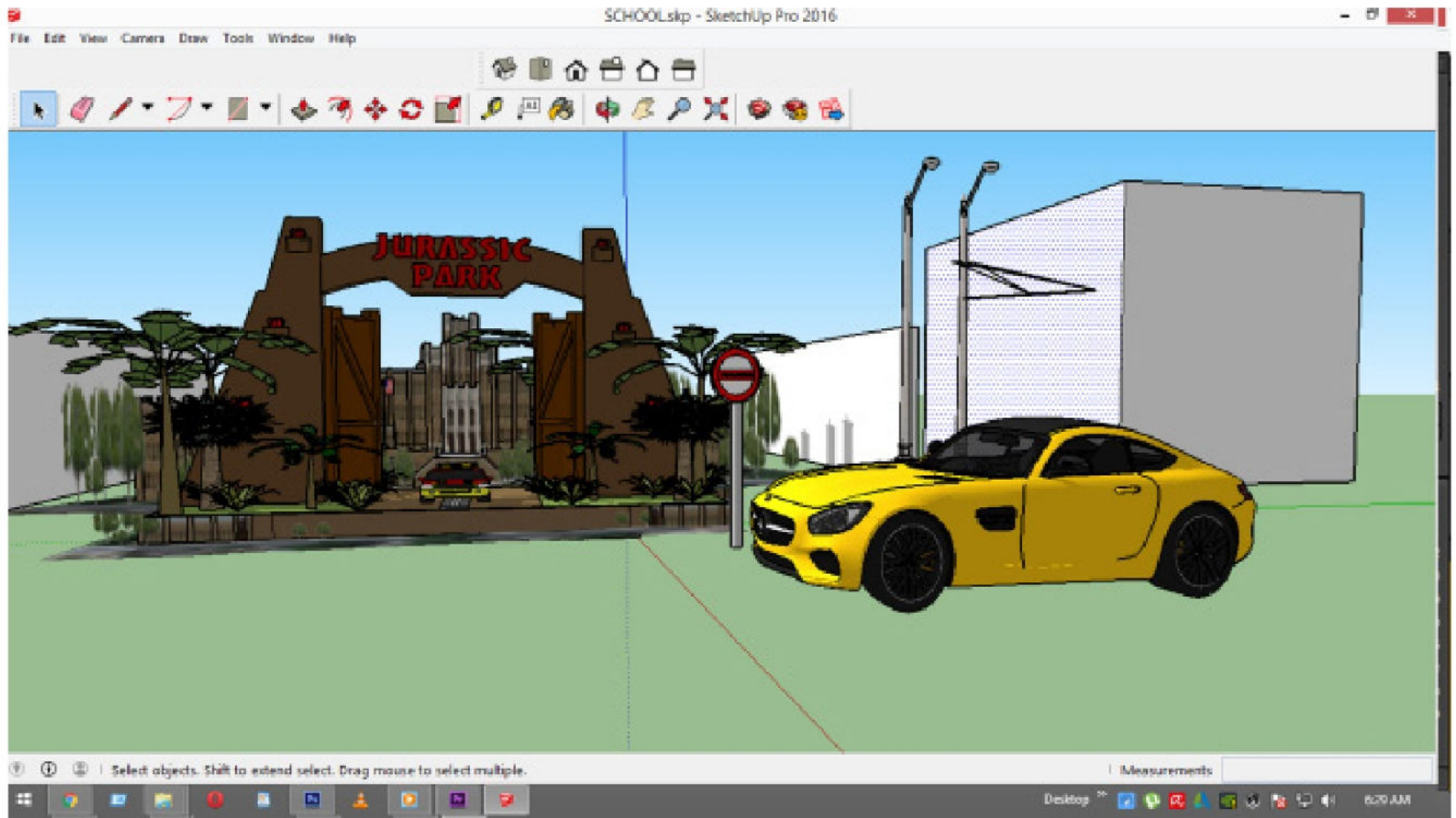
Photoshop





Photoshop

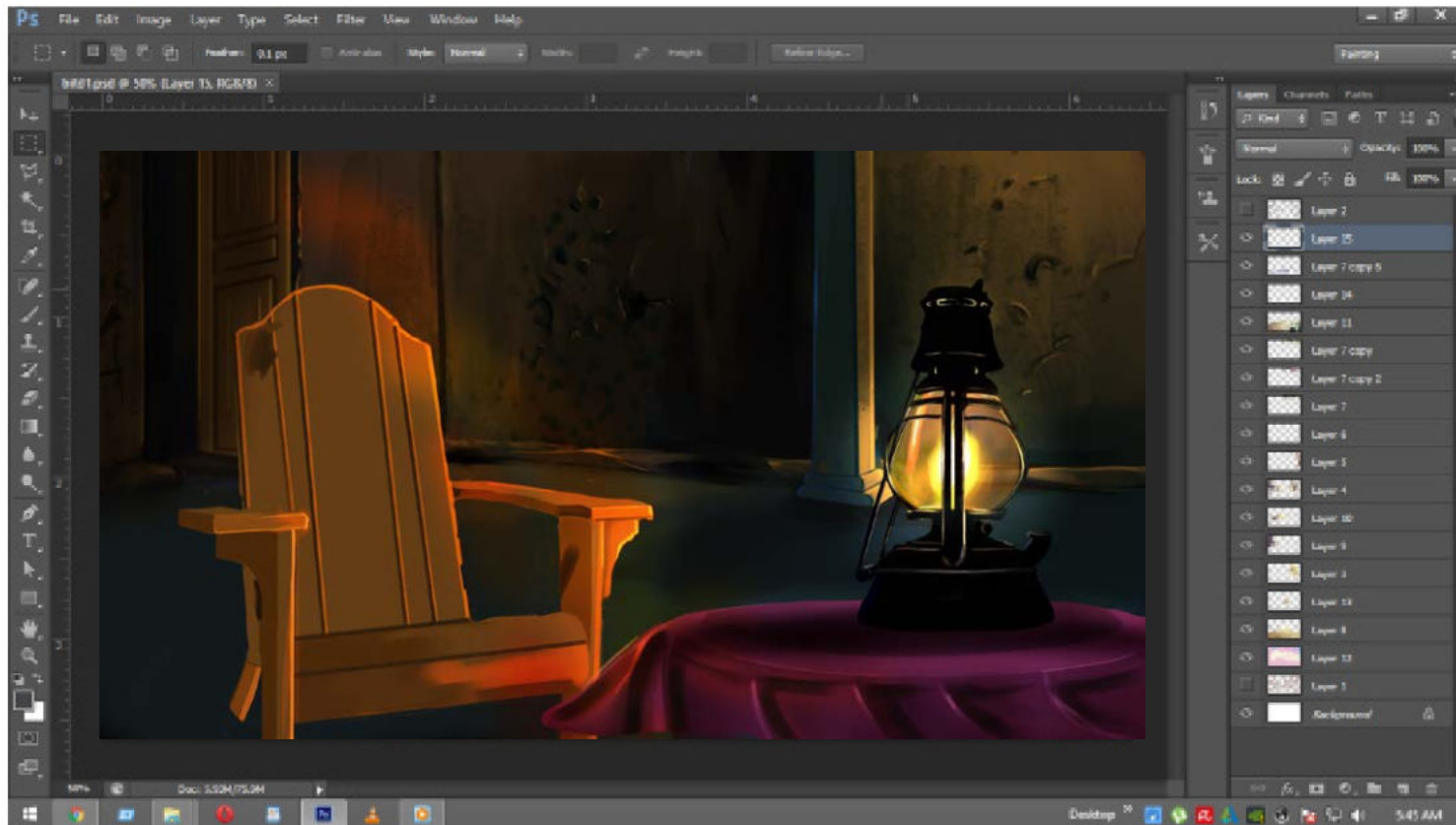


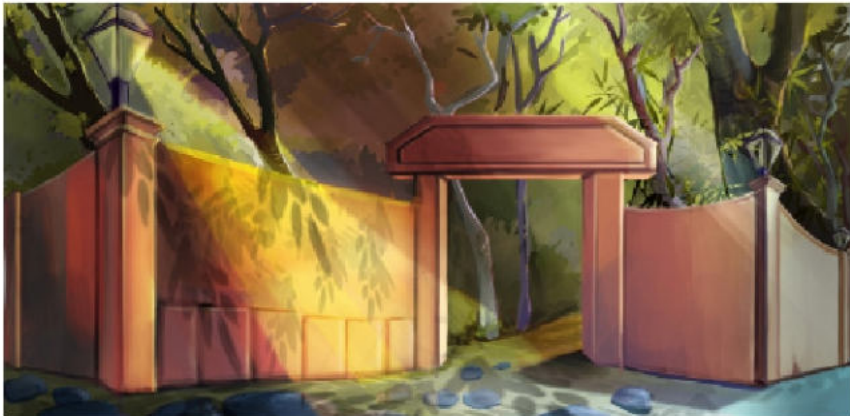


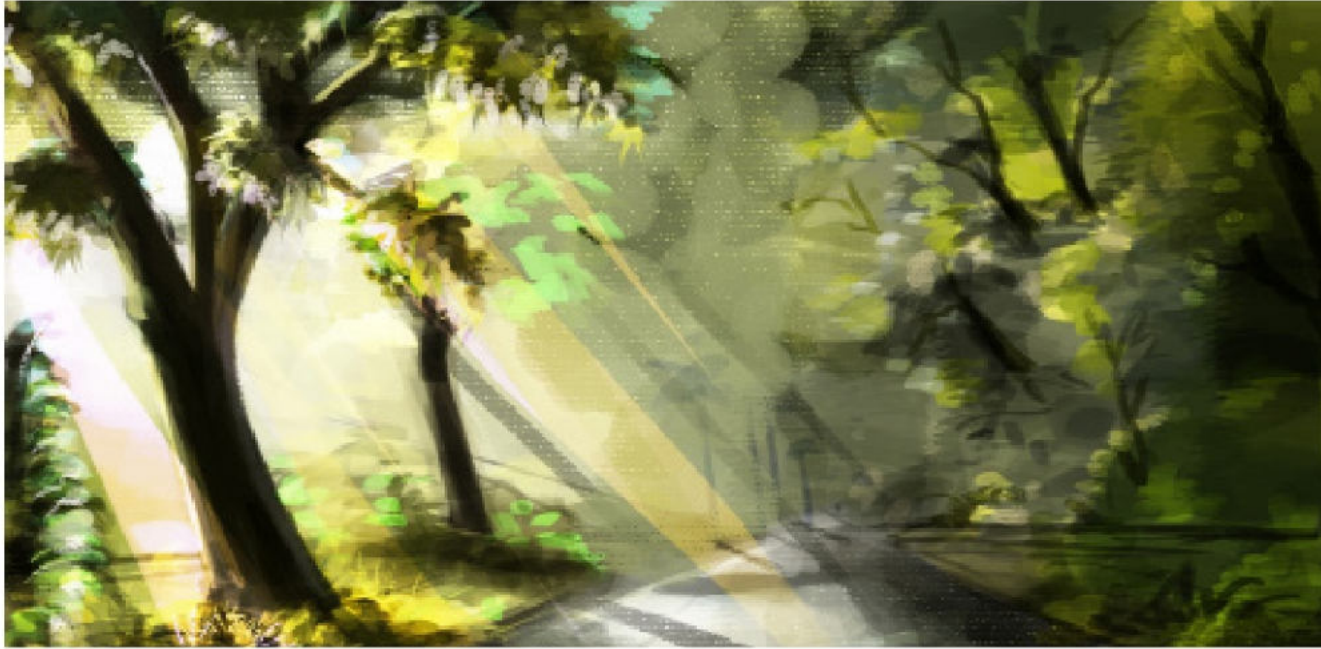
Sketch up

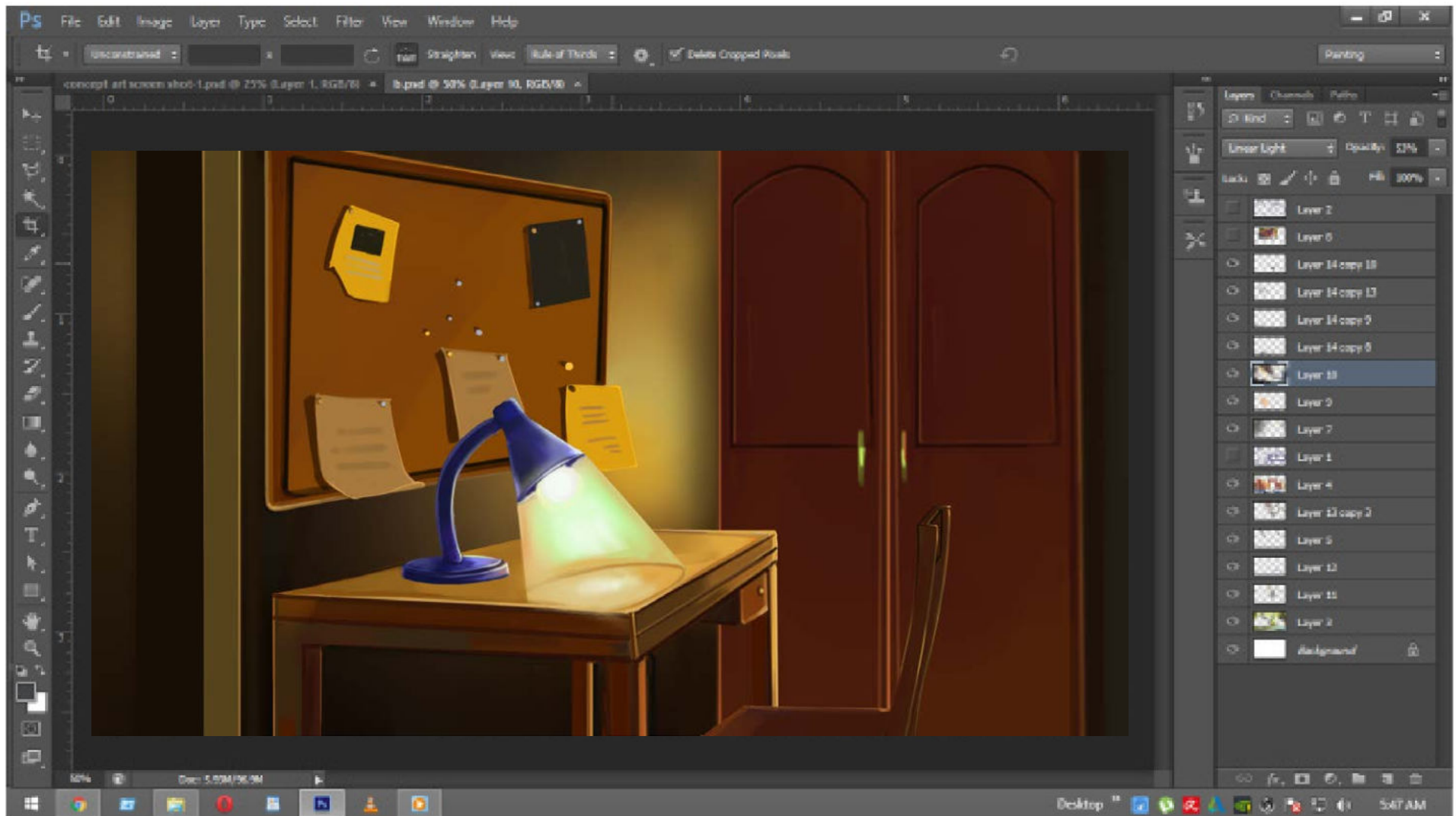
Concept art

Initial stage for conceptualization I did some environment study and mood board , which gives me the correct mood and harmony for that particular scenario .



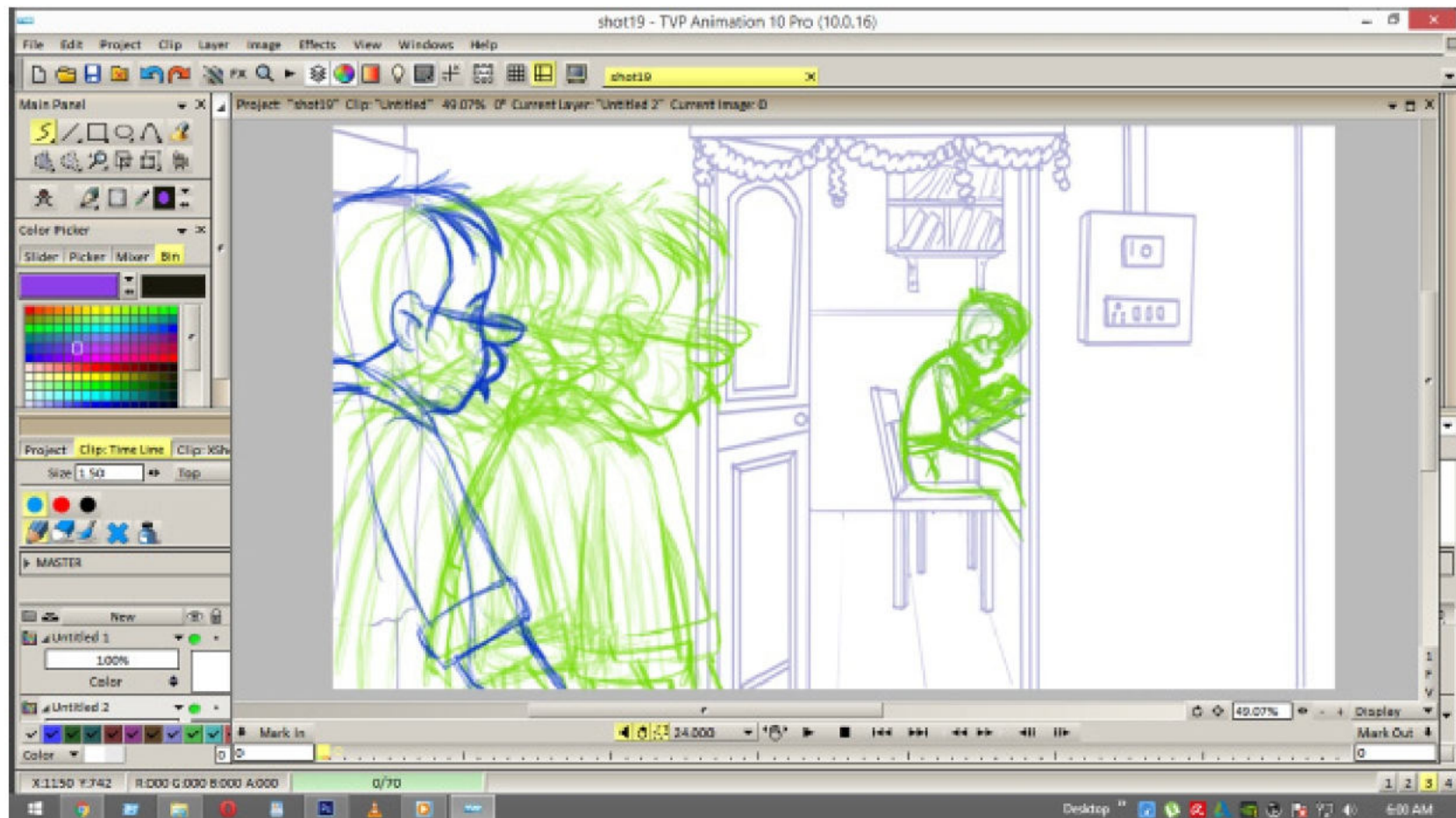


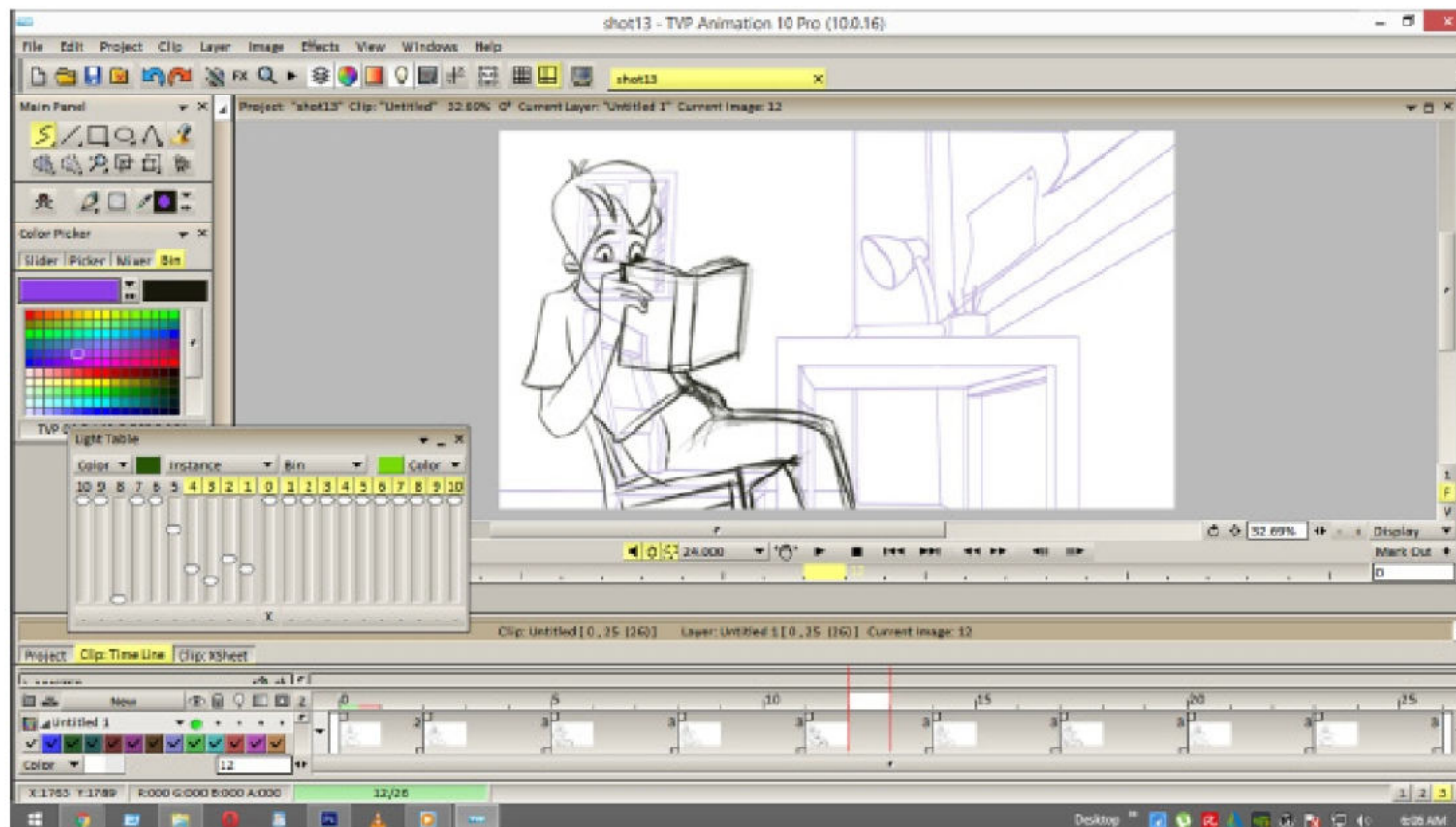




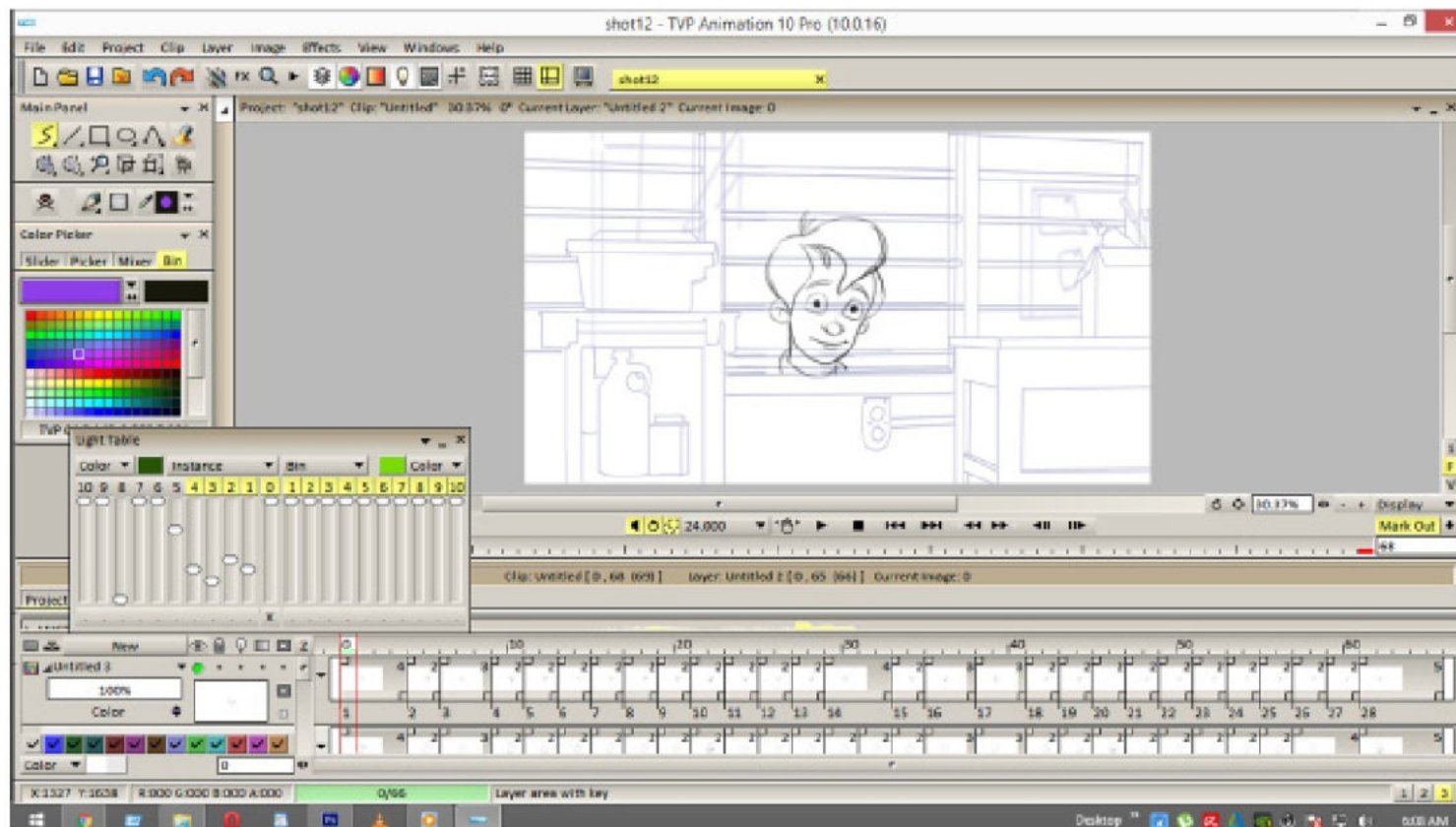
Animation method and software

In beginning of my film production I tried some 2d animation software like adobflash, Toonboom . But this software didn't give me that traditional feel of animation like pencil on paper so I have chosen TVpaint software. Which give same effect without losing quality of animation.

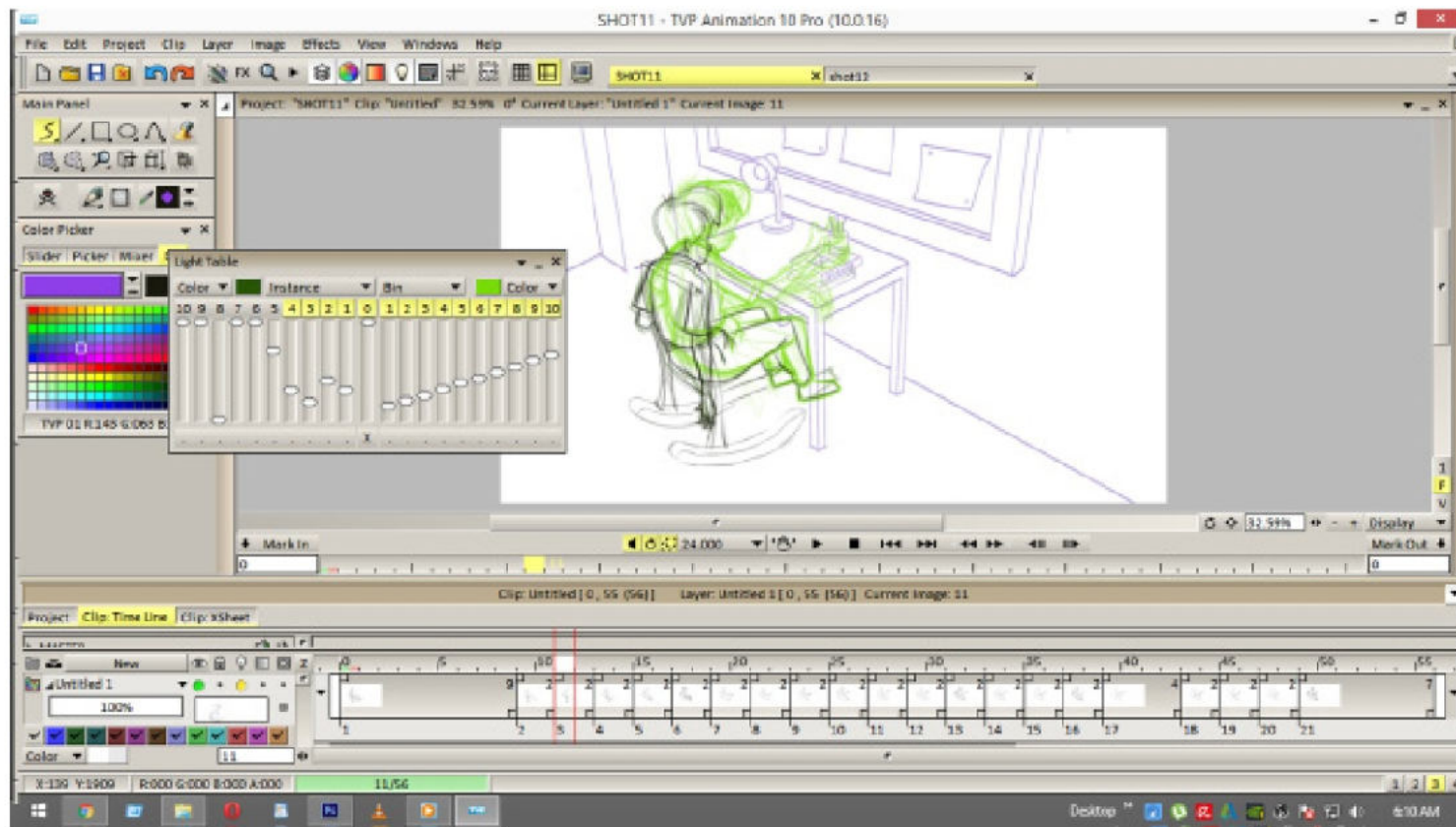




TV paint



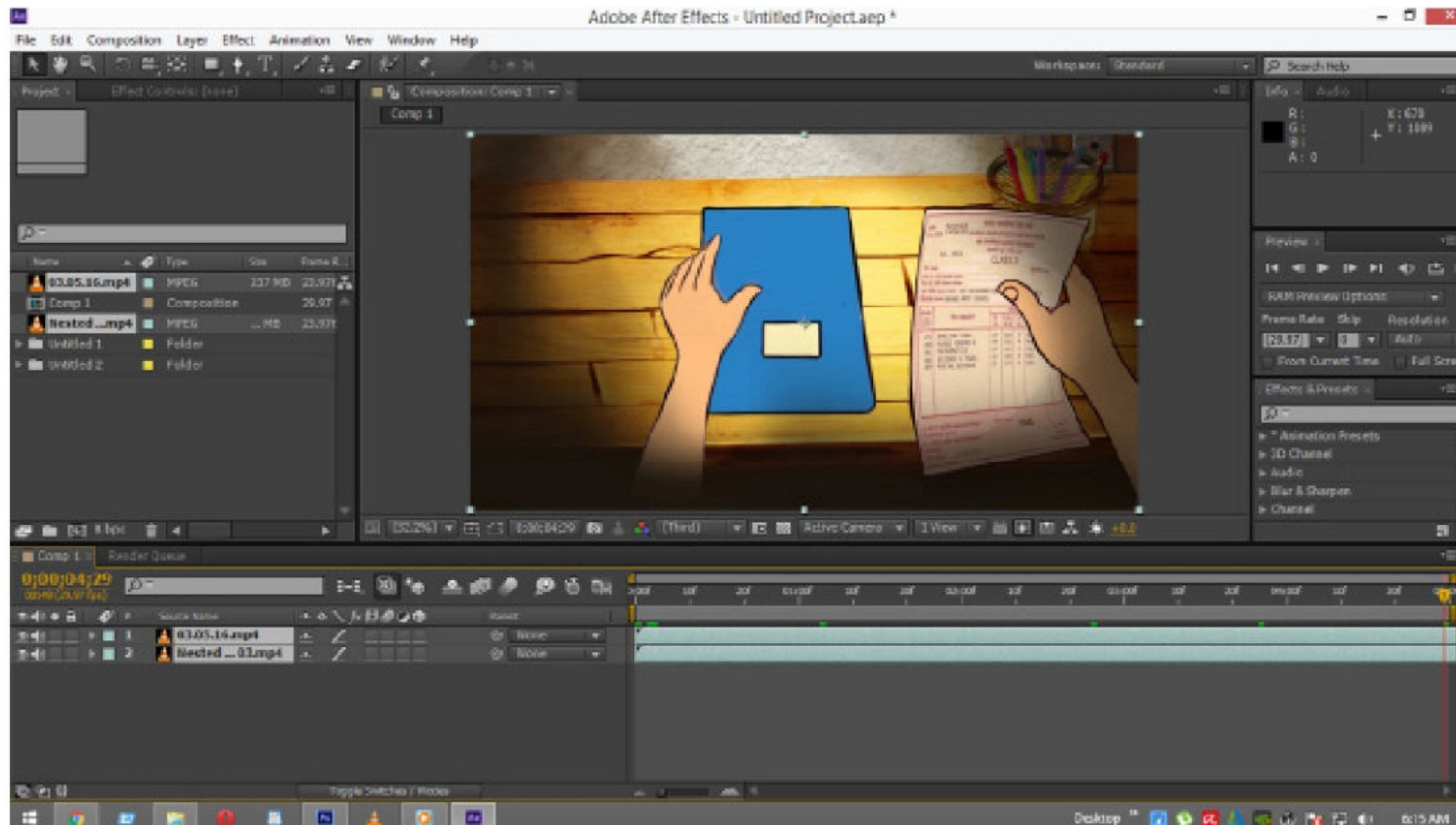
TV paint

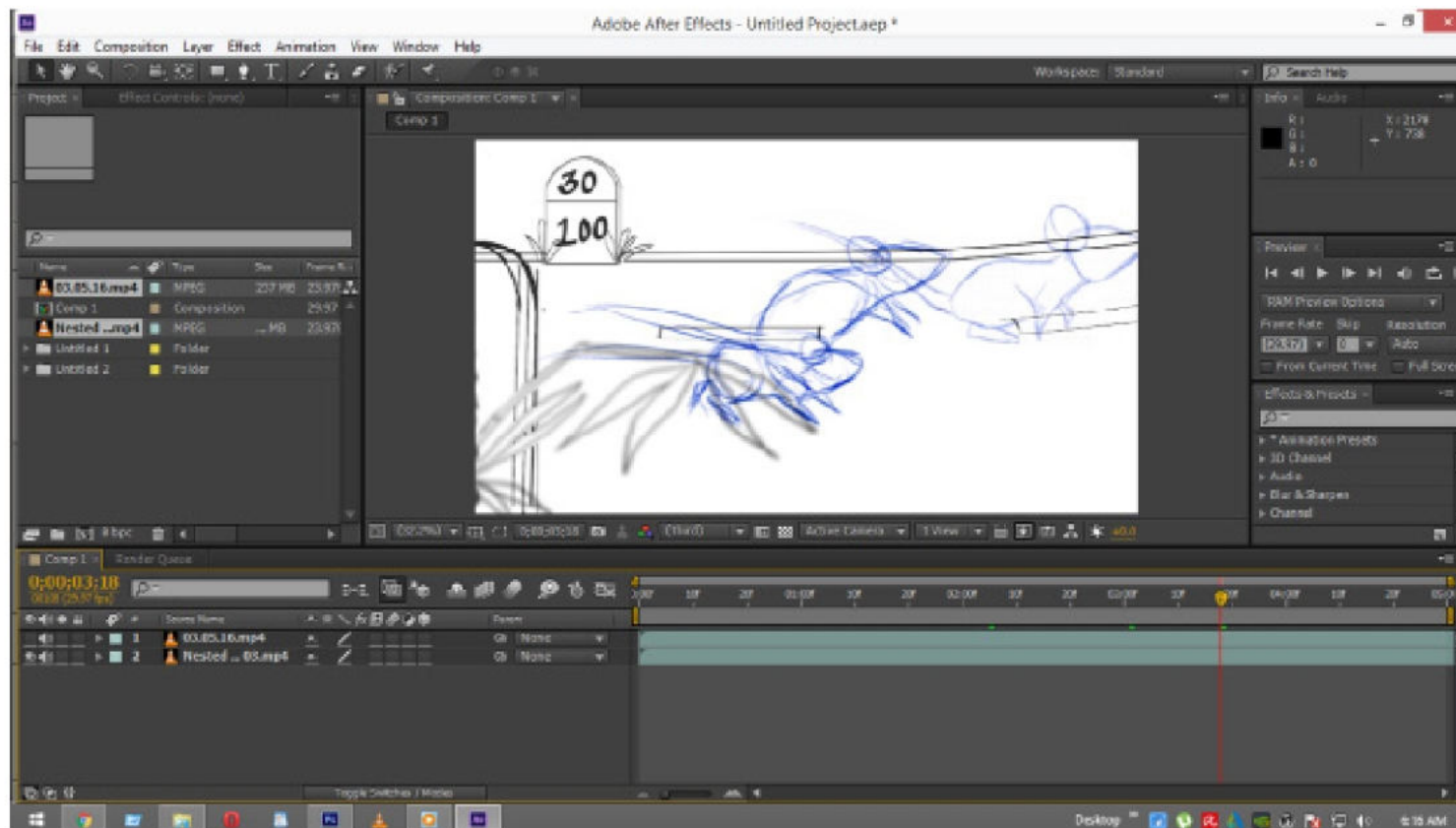


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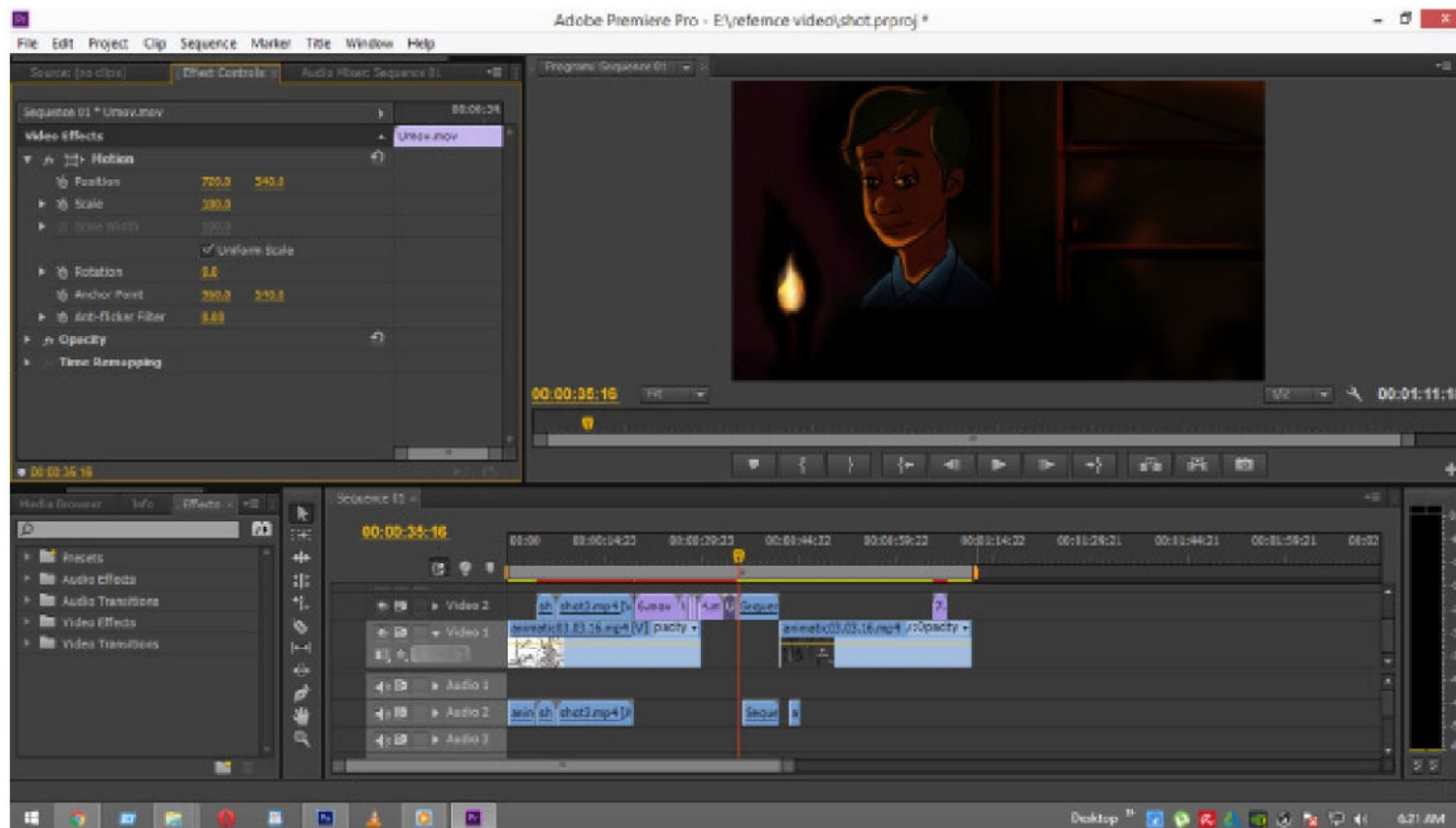
Composting and editing methods

For composting I have chosen adobe after effect I gives me the flexibility to add some interesting factor and element in movie like smoke, spot lighting, glow light effect , for editing I have chosen adobe premier pro and use editing basic and tradition method which I have learn camera and sound course . it gave me the sense how to make continuity and flow in movie.

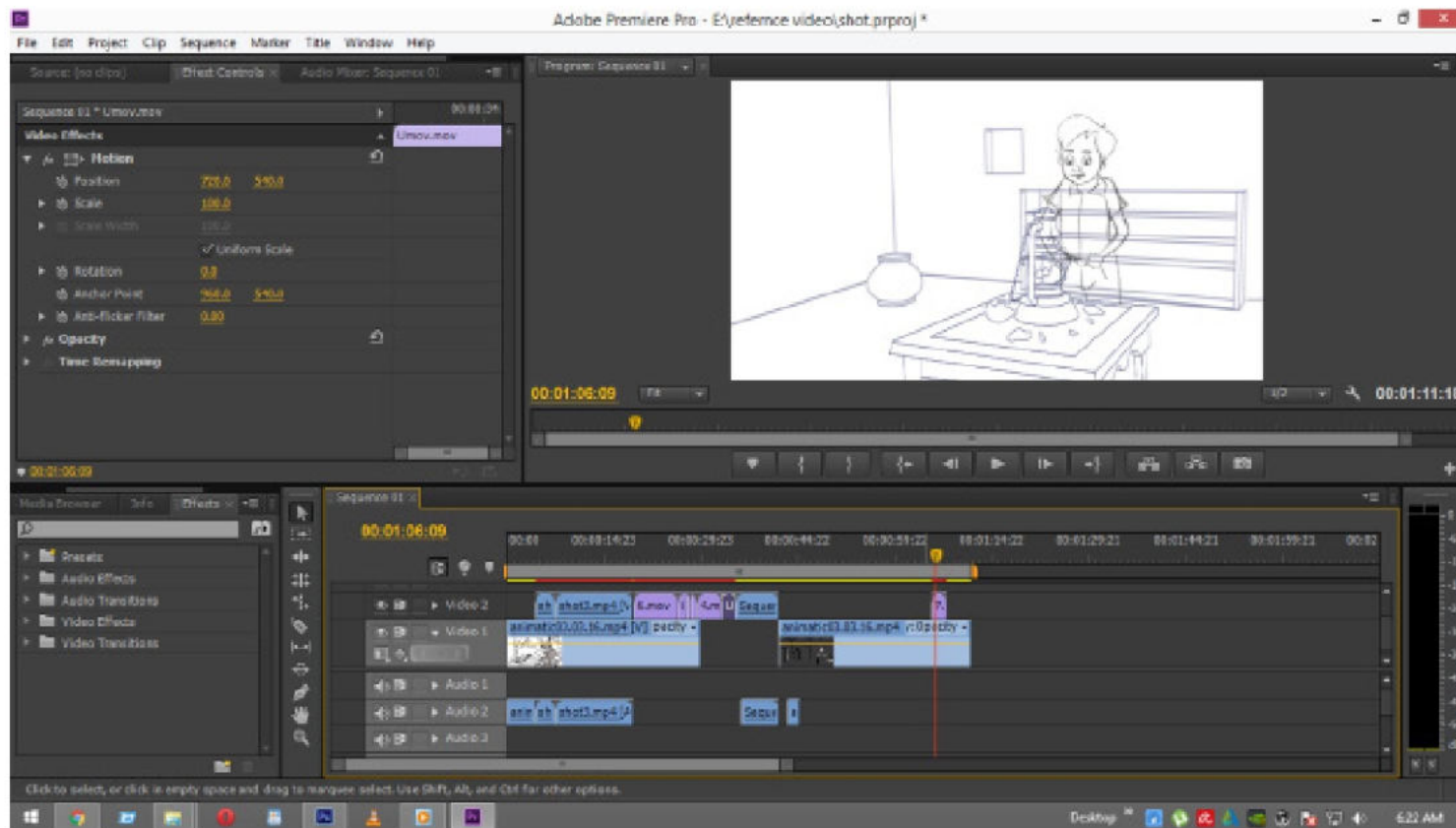




After Effect



Premiere pro



Premiere pro

Sound design

For sound design I have chosen Audacity software. This software gives me high and low level adjustment flexibility and various way of sound transition. Initially I have recorded all dialogues and edit according to my story animatic, then later I have put some folly and ambience sound. During sound process I feel that sound give much more clarity and live to movie For dialogue I have used some school kids voice so its look like real, for folly and ambience sound I will search for what is free link available on Internet, simultaneously a calm and peaceful music is going on as back ground music

Conclusion

Throughout the entire process of an animated film making; I learn how to develop a social problem to a concept and take it further to making a story. And through that story how can you convey your expression to a visual medium. During the period of pre-production; I learn how to do shot break down in film language. And post production process gave me indepth knowledge of animation principal and how to use it, this process gave me how to edit and do a good sound design to give life to movies.

Reference

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