

Smriti Hin Sopun

The forgotten dreams of the Youth of Assam

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Feedback

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Introduction

This project is a short documentary film which reflects the huge issue of School dropout in Assam. The people are so busy that they are often neglect the huge social phenomenon that is going on in their neighbourhood. But at the end of the day this small issue itself is causing a huge socio economic impact in the country. Thus, this raises an concern that the people should be aware of.

In India, 62.1 million children are out of school (Ministry of Human Resource Development (MHRD) (Taneja, 2018). UNESCO Regional Office for Education in Asia and the Pacific Bangkok in 1984, note that in India a large number of school leavers who are still in the age group 6-14 but would not like to return to the school since they have to support their families. The school dropouts have become a serious problem since it affects both individual and society.

Initially, a lot of ideas were brainstormed before finalising one. The idea was to bring some social or cultural issues that is relevant to Assam. One idea led to another, from which I came across to know that one of the most neglected issue in Assam is the school dropout ratio. It is recorded to have one of the highest dropout ratio among the other states in India.

The idea at the begining was vague, due to which under the guidance of my mentors Prof. Vishvajit Pandya and Prof. Madhumita Mazumdar the idea was reformed into the shape of documentary.

My mentors gave me extensive tasks to research and made sure to cover up every possible perspective related to this issue. Due to this extensive research, the picture and other presumptions of mine related to School dropout were broken and a clear narrative was observed in the field itself. Therefore, all these reseaech and insights played a crucial role on my journey of making this documentary film.

Synopsis

Drop-out is a universal phenomenon of the education system in India, spreading overall levels of education, in all parts of the country, and across all the socio-economic groups of the population. Girls in India tend to have higher drop-out rates than boys. Similarly, children belonging to socially disadvantaged groups like scheduled castes, scheduled tribes have higher dropout rates in comparison to the general population. Failure to complete high school not only produces a negative outcome for the individuals but also widens the existing social and economic inequalities. To reduce wastage and improve the efficiency of the education system, the educational planners need to understand and identify the social groups that are more susceptible to dropouts and the reasons for their dropping out.

Assam with its heterogeneous population with diverse socio-cultural, ethnic and political dynamics combined with its difficult terrain and geo-spatial diversities faces immense challenges for the smooth functioning of the education system. Issues which are generic to the state, such as conflicts and disasters and floods and erosion, including other governance-related issues, add to the deficiencies and difficulties which are endemic to the present education

system in general. Although initiatives in recent times have led to some improvement in terms of infrastructure and enrolment of students, Assam is yet to achieve the desired level in education. Universal enrolment is still an issue in the state, as only 93 per cent of the children in 6- 14 age groups in the households are currently enrolled in school. A large number of children are out of school, accounting for 6.45 per cent of the total Elementary school age children.

Project Brief

Problem Statement

The project aims to show the disparity of the notion of having a proper inbuilt education system meant for the children and if the system is available to achieve its goal, and the notion of actual problems faced in day to day life that greatly affects the children life and their motivation to continue there education. This will spread awareness regarding the issue related to school dropout and how it affects the lives of the children, the various factors that result in the discussion leaving school, and what are the plausible change that can be worked upon to make their life better.

Problem Identification

The dropout rates in schools is the highest in Assam, at both primary and secondary levels. The dropout rate in Assam at primary level was 10.1% in 2017-18 followed by Arunachal Pradesh(8.1), Mizoram(8), Uttar Pradesh(8) and Tamil Nadu(5.9) At secondary level, Assam's dropout rate was 33.7% followed by Bihar(32), Odisha(28.3), Tripura(27.2) and Karnataka(24.3). At the secondary level too, the dropout rates were highest in Assam at 33.7% between 2017-18 followed by Bihar, Odisha, Tripura, Karnataka.

According to the Ministry of Human Resource Development said that the reasons for children dropping out include poverty and other economic reasons, poor health, using children for domestic as well as farm labour among a host of other issues.

The narrative of the project concerns about the issue faced in a small village called Kamarkuchi, that shed light to the greater issue of Assam itself. It consists of the narrative of the people and there understanding of the problem itself. It shows the reality of the situation faced by them, contrast to the idea what it is thought to be.

To tell the story of the difference in the reality of education system and reality, there is a need of a narrative that showcases the duality between the ones who have dropped out of school due to certain reasons and their alternatives to earn for their living and the ones who have continued studying but has successfully continued their studies and how it had affected their lives.

Medium of the Project

The main aim of the communication project is to spread awareness and it must have a high and easily accessible to varied group in the targeted audience, in terms of age group, language, literacy etc. The project is intended to target policy makers, NGO workers and others working with the children, especially in Assam.

For communicating the idea, the project needs to utilise multimedia with visual communication, since it should engage all possible viewers, so that the idea could be conveyed to all variety of people. Therefore, a documentary film is the best suited form of communication for this kind of project. It would document the reality as it is and be able to relate the audience with the reality. It can ensure to reach maximum amount of people through social media and various other platforms. A film using multimedia is quite viable in terms of propagating the idea without much costs.

Target Audience

The project was intended to reach the general public, including policy makers, NGOs workers and activists. The people of Assam in general were the target groups who can be aware of the issue and be supportive about it. They could

either be unknown to this or be knowing but ignorant about it as it is not visible in their busy life schedule. But they were intended to connect themselves and relate the situation for the development of the state.

Pre-Production

Ideation and Initial Research

The process of ideation started in a different area. While thinking about various topics based on social, economical and cultural aspect of life in Assam, it was seen that Assam has many social problems like domestic violence, child labour, alcoholism etc. It all came up in a series of field visits, which led to a general problem seen in the outskirts of cities. Education is seen to be least of priority compared to other social issues that it is being neglected and thus has grown to be one of the biggest problem in Assam.

The Summary of Research and Fieldwork Insights

An analysis of data from secondary sources indicate that Assam is still deficient in providing all schools within the specified walking distance from habitations as per the Government of India norms at all levels, Primary, Upper Primary, Secondary and Higher Secondary, making access difficult. However, the state government is actively mapping areas to identify locations where more Primary, Upper Primary and Secondary schools are required in the state using Global Positioning System (GPS) and Geographic Information System (GIS) technology. In terms of school

infrastructure, although considerable progress has been made, provisioning of good quality buildings, electricity, sanitation and drinking water need efforts.

The Elementary school age children in the households predominantly go to government schools, but there is a distinct pattern indicating that rural compared to the urban and females compared to the males attend government schools. Despite increasing expenditure on public education, people's preference for private schools is growing, which is definitely a failure on the part of the government. The preference for private schools is reported to be mainly because of schooling infrastructure, quality of teaching, regularity of classes, teacher attendance and care taken of the students by the school. Although Elementary education is supposed to be free in government schools, households are spending some amount on schooling. Again inequality in the spending pattern on account of education is pervasive across districts reflecting higher spending in households in urban areas and on children attending private schools. This can have deeper implications leading to differential access to education.

In case of higher education, the current enrolment of only 12.81 per cent of youth between 18-23 age groups in higher education is low. It is a big challenge for the state that, despite the recent attempts at increasing the educational

facilities in the state, each year there is large-scale migration of students to other parts of India, notably, New Delhi, Bengaluru, Mumbai, Pune, Chennai, Hyderabad, and Kolkata, and so on, in search of better education. Students who study outside the state mention numerous deficiencies in higher education in Assam.

The main problems of secondary education according to experts in Indian context are as follows-

- **AIMLESSNESS:** One of the chief problems of secondary education is its aimlessness. Teachers do not bother for the objectives to be realized through teaching. Education is nothing but providing certain information. Aimless education is of little use. It gives birth to unemployment and spreads frustration and disillusionment among youths.
- **UNSUITABLE CURRICULUM:** Existing secondary curriculum is subject centered. It is generally dry, loaded with subjects and theoretical in nature. All the students have to study one prefixed curriculum. The students do not get opportunity to select subjects according to their interests and desires. Besides this, their curriculum is not related to the environment and practical life. The pupils read the traditional curriculum without interest,

understanding or appreciation. Their immediate aim is to get through the examinations.

- **STUDENT INDISCIPLINE:** there is widespread indiscipline; Secondary stage is no exception to it. Today we are right conscious and not duty conscious. The present educational system, examination system, aimless education etc. are the factors which are responsible for the indiscipline among the students. Indiscipline will not only be harmful for the students but would jeopardize the whole educational system.
- **LACK OF PARENTAL GUIDANCE:** Generally, it is seen that the parents often neglect the children due to their busy schedules. Their academic progress are also remained unsupervised and they rarely show up at school to discuss with the teachers the problems faced by the children. They are sometimes forced to help them with their chores due to which they miss school and cannot focus on education.
- **LACK OF FINANCE:** Generally, secondary schools suffer from shortage of finances. So far there have been more private and voluntary efforts for the expansion of education. The government has tried to establish one or two model secondary schools in each district. The schools run by voluntary organization have always to face the problem

of inadequate funds. The financial resources are not good and they have to look for the government grants. Neither have they had good school buildings nor good teachers and suitable teaching materials. Again, teachers do not get their salaries regularly. This creates disinterestedness and ultimately affects efficiency, with the result, that discipline and administration become loose. This compels teachers to seek part-time jobs. They resort to tuitions.

- **PROBLEM OF MEDIUM:** From time-to-time language problem had taken ugly turns resulting in danger to national unity. Opposition parties reap undue advantage of the situation with the result that the government had to face this problem time and again.
- **LACK OF VOCATIONALISATION:** For many years, our secondary education is single track. Neither is their diversification in its curriculum nor has it given any importance to vocationalist. The form of curriculum which was fixed by the British Rulers keeping in view their own interest generally continues to be the same even today. Existing system of education badly lacks practical aspect. Manual work is looked down upon and creates a feeling of disgrace among students. Prevailing system of education is responsible for it.

Illiterate parents are one of the major causes for the dropout rates. Most of the parents are illiterate or dropouts themselves, and hence are unaware of the importance of education, and the opportunities that could be availed through education. When the parents do not encourage their children to continue education the children are easily distracted by the obvious poor social standard of the society he is living in and either get married early or start working.

Illiterate parents would rather have their children help them at home with younger siblings or work for extra income, rather than go to school. Lack of initiative from the parents kills the natural curiosity of the children to learn new things and find ways to succeed in his life. Many deserving students do not get an opportunity to enhance and utilize their potentialities to improve their life and succeed in their future endeavors. This condition can be removed simply by creating awareness, so that no such opportunities are ever lost again. Every family and the entire society should be made aware of the facilities that are provided by the government for providing education to every child of the country, and how to avail these provisions. For example, ECCE, early childhood care and education takes care of the children's preprimary education, and ICDS or integrated child development service programme takes care of the health of the children,

their nutrition and even provides day care centers for children with younger siblings, so that children are not forced to stay at home and take care of their younger siblings.

Reviewing the Assam Human Development Report 2014

Assam Human Development Report, 2014 reveals that a huge 32.09 per cent of ‘out of school’ children in the 6-16 age group drop out from their school as they need to support family earning. Another one third of these ‘out of school’ children (31.50 per cent) leave school as they are “not interested in studies”. “The current dropout rate in the state at primary level is 6.24, at upper primary level 7.20, at secondary level 26.77, and at higher secondary level 4.69. baring the last one for which the all-India rate is not available, in all the other levels, Assam’s dropout rate is much higher than the national average of 4.67, 3.13 and 14.54, respectively” states Assam Human Development Report, 2014, Managing Diversities, Achieving Human Development.

In rural diversity category, 47.32 students of hill areas, 35.83 students of Char areas, and 30.41 percent students of flood affected areas leave school at different classes to support their family. Tea garden students leaving school as they are “not interested in studies” account for 34.70 per cent, hill

students 33.93 per cent and border area students 31.55 per cent. The report has revealed that 55.32 per cent students in in Dima Hasao district, 54.90 percent students in Morigaon district ,53.06 percent students in Bongaigaon district, 49.66 percent students in Goalpara, in 49.14 per cent students Dibrugarh district and 46.15 per cent students in Sivasagar of this age group leave school support their family.

REASONS FOR DROPPING OUT OF SCHOOL : RURAL DIVERSITIES ASSAM

DIVERSITY	WORK AT HOME	NEED TO SUPPORT EARNING	SCHOOL TOO FAR	FAILED IN EXAM	CANNOT AFFORD	NOT INTERESTED IN STUDIES	ILL HEALTH
CHAR	13.51	35.83	2.81	8.07	4.13	29.83	1.13
FLOOD AFFECTED	5.85	30.41	2.63	18.13	13.45	24.56	2.34
HILLS	5.36	47.32	4.46	2.68	0.89	33.93	0.89
TEA GARDEN	12.1	29	1.25	8.54	7.87	34.7	2.67
BORDER	7.96	29.74	3.73	11.39	10.18	31.55	1.61
MULTIPLE DIVERSITY	8.97	27.93	3.1	6.9	17.59	29.66	2.41
GENERAL	9.11	34.98	1.23	11.33	6.9	31.28	1.23
ASSAM	8.88	32.09	32.09	10.68	8.96	31.5	1.72

Field Visit to Kamarkuchi Village

The initial idea started with the visit to a small village in the outskirts of Guwahati, located near the highway, called Kamarkuchi, under the Dimoria block sub-division of the Kamrup Metropolitan District. After going through a serious of discussion with the people located in village in was found that dropping out of school is the most common phenomenon in the area. There were many interviews and voice recorded with some additional videos that gives a proper insight of the issue. Apart from the insights from the interviews, there were many things observed in the field visits.

- Since the village in located in the highway, there are many small Dhabas nearby, which provides a oppurtunity for the children to earn money. Therefore, at a young age they prefer to earn money rather than studying.
- Nearby the village in few kilometres away there are many brick factories. A total of 21 factories are located which recruites many immigrant workers at low wage, due to such situation a lot of children of the daily wage workers doesnt get to finish school.
- There are only 2 govt LP and 2 govt high school located in the region, due to which around 60-80 children are

registered in a single class.

- Due to large number of students in a class the students that are lagging behind often gets neglected which is one of the reasons of dropping out.
- Though there are many educational seasonal to help the children to study, it is seen that such afforts had been invain, as the students doesnt want t go to school itself.
- The children there are more determined to earn money, that they consider studies as secondary. It is said that within 4 families atleast 2 of the children will be an school dropout.
- The teachers in an govt school are very irregular when it comes to teaching the children. In an conversation with the principle it was found that the teachers, are only interested in teaching the students who score pretty well, whereas the others get neglected.
- While talking to the SStep (Society for Social Tranformation and Enironment Protection) it was found that, places like Kokrajhar where the cases of internal dispute occurs, the number of school dropout is huge.

- Also for districts such as Golaghat, the reason for school dropouts is because, the population there are mostly tea tribes. Due to which they often suffer from issues like landslide, diseases, labour in the tea sector etc. The children there has no choice but to support there family.
- Though there are many private school that has been established in the past years, but the issue hasnt improved much. Usually, they are being forced to withdraw their name if they arent able to pay the fees. Also due to the urge to earn money they often miss out their exams, due to which it also becomes one of the reason to dropout from school.
- Also the children the who usually dropped out of school are abit of reluctant to talk about there stories. Due to which it was a hard work to get them talk about their life.

Proposed Structured Narrative

To tell the story of the difference in the reality of education system and reality, there is a need of a narrative that showcases the duality between the ones who have dropped out of school due to certain reasons and their alternatives to earn for their living and the ones who have continued studying but has successfully continued their studies and how it had affected their lives.

The point of focus of the whole narrative would revolve around

-

- What are the factors that become a sort of motivation for them to continue their studies but at the same time the challenges that they face while they are following the decision to continue their studies?
- What is their knowledge regarding the employment's opportunities for future?
- What do they dream to become and their realistic goals, as for some the main goal is to only earn money?
- If they know the various schemes available by the government for the education of the children?
- What are the perspectives of the parents regarding the education of their children? What do they aspire their children to become? What is the value of education for them, as their values somehow affect the decision-making of the children?

- How do they find the education system to be useful? The availability of schools in and around them and their infrastructure, as it plays an important factor to keep the students motivated to go to school.
- The children's socio-economic background also plays an important role for them to set their priority in their life. Also, focusing on the various climate change that might result in affecting their lives.

Documentary Narrative Structure

As the title says, it mainly talks about the dropout issue happening in the rural of Kamarup District, which leads to the bigger picture how it has been affecting in the whole Assam. Dispur is the capital of the state Assam and is one of the most developed areas in Assam. But in the rural areas lies Kamarkuchi Village, located in the highway surrounded by few exotic resorts in the locality. They are suffering from school dropout issue where the children dropout of school to earn daily wages. Thus, this documentary focuses on the comparison of the case studies between the one who dropped out and the ones who has decided to pursue education against the odds.

Structure of the Documentary

1. The documentary opens with the visuals of Guwahati highway. It leads to the village nearby the highway, Kamarkuchi. It then includes the visual of Kamarkuchi high school and the students studying. It also shows the visuals regarding the village surrounded by small Dhabas. In the background there will be narration regarding the school dropout ratio statistics of Assam.
2. Then cut to it focuses on a child Priyanka, who is working

in the Dhaba. She talks about her occupation and her daily lifestyle. She also talks about why she left her studies. And what was her dreams.

3. In between there will be few visuals from her daily life as she plays often during her free time. Talking about her family where the sister is studying till now and she is working to be able to pay her tuition fees.
4. Cut to an The Grocery store Uncle in the neighbourhood talking about the school dropout reasons in Kamarkuchi and then talks about a girl who lives in her neighbourhood she works and does her schooling at the same time.
5. Cut to the Girl talking about herself, who is working part time taking up many jobs but at the same time continues her studies what is her daily life like and how she struggles to manage between work and studies at the same time.
6. In between few shoots of her daily life activity, she also talks about what made her pursue her studies, though she has such financial constraints as she is one of the sole earner of the family.
7. Cut to Shashank Sharma, who has completed his Bachelors

and is studying at the University for higher studies. He talks about his lifestyle as a student and about his peers while he was studying in school? What made him pursue his masters and what are his plans? He also talks about why he thinks his peers dropped out at a young age.

8. Cut to Shashank's Mother, who is also a grocery store owner. What was her reaction when her son told them about his goal to pursue higher studies? She also talks about how she struggled to find his son a good school. Also shares her concern regarding her son's future.
9. At the end, gathering few archival footages of people talking about school dropout with statistics and narration regarding the school dropout ratio in other parts of Assam.

Characters-

- Priyanka Sharma (School dropout in class 5)
- The Grocery store Uncle
- The Girl, who is working part time as well as studying (Had a conversation with the character but is yet to have a confirmation)
- Shashank Sharma (Pursuing higher education)
- Shashank's Mom

Location-

- Highway outdoors
- Priyanka’s work place
- Shashank’s home
- Kamarkuchi High School
- Outdoors of Kamarkuchi.

Note- The structured note has been revisited and revised multiple time. The structure doesnt consist of the visualisation note, thus it has to be revised to incorporate the ideas.

Video Scripting – Structured Notes

1. Dropout: the epidemic in Assam (Needs to be worked upon)

Stake Holders Showcased: Priyanka, Shashank, Girl A, Shashank’s Mother, Nikunja Da, Local Community people, School teachers.

Story Structure Version 1

Seq No.	Structured Notes	Shots
1	<p>Introduction of the film -</p> <p>The film starts with the close up of people opening the shop. Early morning scenes in Kamarkuchi village, sprinkling waters in Vegetable, people getting down from the tempo, School bell ringing in the school children entering the school. Than comes the close up of a girls hand picking up the tea cups, zooms out and the girl is walking out of the frame(FADE OUT).</p> <p>The screen turns black and the name of the film comes in.</p>	<ul style="list-style-type: none"> - <i>Early morning shot of Kamarkuchi</i> - <i>People of Kamarkuchi</i> - <i>Kamrkuchi locals morning activities</i>
2	<p>Introduction of the Characters-</p> <p>The Girl is walking and enters a restaurant. Cut to her washing the dishes while in the background she is introducing herself. “I am Priyanka, age 17. Usually my daily routine starts from.....” Cut to her Interview.</p> <p>Cut to the girl (Girl A(she is on her way to school with the school uniform. Cut to her interview where she talks about her name and what she does in her daily routine.</p> <ul style="list-style-type: none"> • This needs to be defined later 	<ul style="list-style-type: none"> - <i>Shots of the characters in their own working spaces</i> - <i>Shot of the roads of Kamarkuchi</i>

	<p>Cut to Shashank, he is helping out his father in the grocery shop. He interacts with the customers. Close up of him managing the store. Close up of him getting ready in his uniform. While in the background he is introducing himself “My name is Shashank I am ‘his age’. I completed my high school under this college and i am currently pursuing my masters from ‘institute name’. Often in my free time I help out my parents with their stores etc. Cut to his interview</p> <ul style="list-style-type: none"> • Showcase Priyanka/Shashank/ Girl A 	
3	<p>Stating the issue in Kamarkuchi-</p> <p>Cut to Priyanka looking at a distant with longing eyes, the camera pans towards the students coming out of the school. She talks about how she wanted to go to school but due to her family condition she couldn't. She also states the dreams she had since childhood. She talks about her parents and what they think about education and school. What she thinks about education.</p> <p>Cut to a local Nikunja Da who explains the condition regarding the situation of the village and why he thinks that school dropout is a major issue. He talks about the economic condition of the village and other social issues that lead to school dropout. He talks about the employment opportunities available due to which the students drop out.</p> <ul style="list-style-type: none"> • Showcase/ Interview of Priyanka and Nikunja Da 	<ul style="list-style-type: none"> - Shots of Nikunja in his shop - Shots of Nikunja Da hanging out and talking near his shop - Shots of people working in the wielding shop
4	<p>The struggle of someone who is still attending school-</p> <p>Cut to the girl who works and studies at the same</p>	<ul style="list-style-type: none"> - Shot of Girl A walking in the way to home from school

	<p>time(Girl A). She starts by saying the struggle why she chose to work and how much struggle she has to face as she often has to be packed with schedule and study at the same time. She also talks about her interest in studies.</p> <p>Cut to her neighbour talking about how much she has to be reminded often as she has to complete her study. He gives an overview of her life. He also talks about the difference about why the students of the village gets deviated from studies.</p> <ul style="list-style-type: none"> • Showcase Interview of Girl A 	<ul style="list-style-type: none"> - Shots of people from the village working in wielding shop - Shots of people from Nikuja Da shop working in their workplaces - Shot of the guy from Nikuja Da shop riding auto - Shot of Neighbour managing the shop
5	<p>The environment related to education in Kamarkuchi-</p> <p>This section includes the school resources available, talking with villagers and also the school teachers.</p> <p>Cut to the girl where she talks about her goals and talks about her approach towards education. Why does she think studying is important.</p> <p>Cut to the villagers also talks about their approach towards education. Compilation of shots of the environment of the village. How their life goes on. They talk about their times and their motivation towards study when they were young. Why do they think now studies are important?</p> <ul style="list-style-type: none"> • Showcase Interview of Girl A and Village Community people 	<ul style="list-style-type: none"> - Shots of the environment in Kamarkuchi High school. - Shots of teacher teaching to whole class. - Shot of the busy roads of Kamarkuchi - Shot of the buzz in the Dhabas - Shots of the vegetable vendors sitting near the highway
6	<p>The impact of education on those who have completed it-</p> <p>This section starts with Shashanks interview where</p>	<ul style="list-style-type: none"> - Shot of Shashank managing the shop while he is answering the

	<p>he talks about what motivated him to study. How his parents supported him.</p> <p>While Shashank is talking her mom comes into the frame, The camera shifts focus as Shashank's mom asks him to help her out. Cut to Shashank's mother interview, she talks about how she wanted him to go to a proper college and thus her efforts to find college. What are her worries related to his education?</p> <ul style="list-style-type: none"> ● Showcase Interview of Shashank and his mother 	<p><i>questions</i></p> <ul style="list-style-type: none"> - <i>Some shots needs to be defined later.</i>
7	<p>Conclusion-</p> <p>The film ends with Visuals of Kamarkuchi and few archive footages of places in Assam where dropout ratios are high. In the background it talks about the various statistics related Assam dropout ratio.</p> <p>(Needs re thinking)</p>	<ul style="list-style-type: none"> - <i>Will be defined later</i>

Note- The structure will go through revisions and there will be many more scenes added after being on the field. It will also include many b rolls and cross cutting to create a better workflow.

Reference Storyboard

Note- It is based on the initial field visits and will be revised vigorously in the field itself depending on the content. It is a helpful guide on what kind of shots needs to be covered and to have an idea of the shots. Thus the story board consists of reference from the internet based of the structured notes.



1st Act

- Opening of the introducing the place
- Ambience sound



1st Act

- People getting down from the tempo



1st Act

- Ringing of the bell



1st Act

-Children going to school



2nd Act

-Close up of Swapna picking up the tea and move towards the restraunt

-Camra follows her inside

- In the back Swapna introduces herself



2nd Act

- Cut to her Wahing the dishes

-In the back she talks about her life



2nd Act
-Cut to her interview



2nd Act
-Cut to her going to the School
-Girl a Speaking and introducing herself



2nd Act
- Shots of the highway
-She talks about her daily routine in the back



2nd Act

- Cut to Shanshank managing the store
- The customers interact with him
- He introduces himself



2nd Act

- Cut to Shashank's interview
- He talks about how he helps his parents and manages school



2nd Act

- Shot of him getting ready
- He talks about how he is motivated to go to school



3rd Act

- Swapna is looking at a distant
- She talks about her regret of leaving the school



3rd Act

- Cut to her interview
- She narrates her story about leaving school



3rd Act

- Shot of Nikunja Da opening the shop



3rd Act

- Cut to Nikunja Da's interview
- He talks about the socio economic condition of the people



3rd Act

- Shots of people gathering in the shop and talking around



3rd Act

- Shot of the weilding shop



4th Act

- Shot of swapna coming from school
- She talks about her struggle



4th Act

- Shot of the neighbour talking about Swapna and how the children are in the village



4th Act

- additional shot of young boy riding the tempo



5th Act
- Long shot of Kamarkuchi School



5th Act
-Shot of children playing in the school



5th Act
- The teacher teaching the class
-He shares about the statistics of school dropouts



5th Act
- Additional shot of the road



5th Act
-Shot of Swapna speaking outside the restrant while working



5th Act
- Additional shot of the Dhaba and its crowd
-Establishing the space



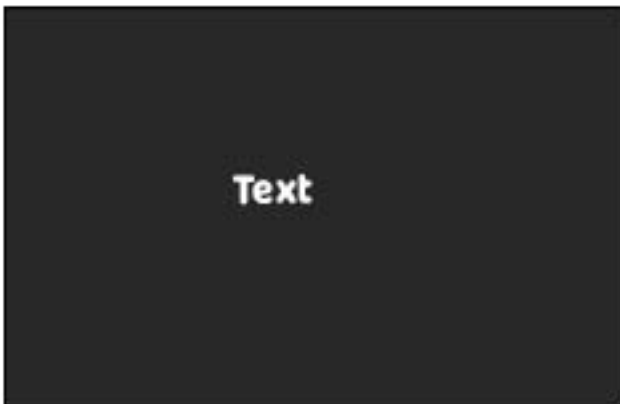
6th Act

- Cut to Shashank managing the store
- He answers the question while manging



6th Act

- Additional Shot of Vendors in the highway



7th Act

- Statistics of Kamarkuchi

Production

Equipments

During the field visits I had acquired a Canon lens of 18-140mm, a lapel microphone that connects to my phone, my phone to record the voices and a tripod. I had a limited equipment to work with. I also acquired my Canon 200D DSLR camera to shoot and my phone to keep the records of what needed to be recorded and what not. Most of the shooting were done handheld except for the interviews where I used the tripod. Lapel microphone were given to the interviewers to record the voice and in form of the mic to get proper voice record which was recorded using my phone voice recorder app. I carried my charger and put it in charging mode whenever I had a stop for a break. The shooting was done all by myself thus had a limitation of capturing multiple shots, therefore, I had to revisit the field multiple times to get various types of shots.

Planning

Going for a documentary shooting means one has to be ready for some unexpected things. It is mainly because though you have planned out everything beforehand, with extensive

research and finalising your characters, still there could be many unexpected turns that could happen. Also you might not get the shots you had in mind and rather have to come up with alternative solution. At the beginning it was a very overwhelming as many of my characters has canceled upon me though the meeting was arranged beforehand and had to come up with alternatives on the spot. Also working with children can be a bit difficult as they tend to be shy at the beginning and few were stubborn and wanted to avoid the cameras. Thus, making them feel welcomed and used to the camera was one of the important skill that I had to adapt in the field. Before going to the field it is also important to be prepared for improvisation. Though the questions were set and prepared before, some additional questions had to be added depending on the conversation one is having. One of the most important thing is to capture as much as additional footages one could capture also add few additional shots that could help to visual the place and essence of the documentary.

While preparing following are the questionnaires that was prepared for the students(Swapna has been replaced with Bittu and Dhanyajyoti, Shashank has been replaced Dhanjit, Girl A is Swapna Nayak), Bhaven Kalita, Sir Biraj Kumar Sharma, Omesh Baruah and Sonu (who was added to give an insight about the children there)

Questionnaire for the students

- What is your name? What class did you study in?
- What do you do in your daily routine?
- What does studying mean to you?
- Do you like going to school/Did you like goind to school?
- What do you think about the students who dropped out?
- Why did you leave school?
- Who is there in your family?
- What do they think about your decision to go to school/ not go to school?
- What is your dream/goal?

List of shots

- Mid shot of them giving their interview
- Shots of what they do in their daily life
- Shots of them working
- Shot of them hanging out
- Shots of them playing around

Questionnaire for Bhaven Kalita

- What are the ratio of school dropout in Dimoria Block?
- What does the survey say about the reasons for school dropout?

- What are the steps that were taken to improve the school dropout situation in Dimoria?
- Do you think it improved the situation of school dropout?

List of Shots

- Mid Shot of his interview
- Long shot of Axom Sarba Shiksha Abhiyan
- Shot of him coming out of the building
- Shot of daily wage worker, specially in the brick factory
- Shot of Children playing games in the phone
- Shot of Children playing around

Questionnaire for Omesh Baruah

- What do you think about the school dropout issue in Assam overall?
- Among all the districts you have worked on where do you think that the dropout ratio is the highest?
- Do you think the school dropout situation can be improved if than how?
- Could you tell about the works of SStep?
- What changes can be done to improve the dropout situation?
- The governemnet has implemented few schemes to improve the dropout situation? Do you think it was helpful?

List of Shots

- Archival footages of flood situation
- Archival footages of children ragpicking
- Shots of family in the brick factory
- Shots of children working as the child labours
- Shots of children playing in the ground
- Shots of children hanging around
- Shots of highway of guwahati
- Shots of street vendors in guwahati

Questionnaire for Sir Biraj Kumar Sharma

- What is your name? What is your occupation?
- Within the last few years what were the dropout ratio in your school?
- What do you think is the cause of school dropout in this region?
- What are the aids provided by the government to improve the dropout situation
- What changes can be done to improve the dropout situation?
- What do you think about the teachers and their role to improve the situation?

List of shots

- Shot of the science lab
- Shot of the computer lab
- Mid close up shot of children in the Mid day meal
- Mid close of children singing
- Mid close up of children hanging out in the school
- Close up of children using the textbook
- Long shot of the school
- Shot of the surrounding of the school

Questionnaire for Sonu

- What is your name?
- What do you usually do?
- How is the situation of school dropout different now from the time you used to be in school?
- Being close to the children of the village what do you think is the reason for school dropouts?
- How did you meet Bittu?
- What do you think could be a change to help them motivate themselves to study?

List of shots

- Mid shot of Sonu while working in the restaurant
- Shot of bittu hanging out with his friends
- Shots of the roads of kamarkuchi
- Shots of the highway in Kamarkuchi

Additional Shots

- Shots of Kamarkuchi village roads
- Shots of the people working in an around Kamarkuchi
- Shots of the transportation to reach the place
- Shots of people gathering
- Long Shot of Dhaba
- Close up shot of serving the people in the Dhaba
- Shot of children gathering in front of a shop

Shooting

I live in the urban parts of Guwahati, which is around 30 kms away from my place. It is situated in the outskirts of Guwahati nearby Sonapur. I was familiar with the people in the village nearby as I volunteered for few projects in that area. Thus I knew about the conditions they were facing regarding school dropouts. During my 4th Semester, I went for extensive research and got to meet new people who can help to narrate the story properly. During my first visit I finalized few characters and started working on the script structure accordingly based on the data that I gathered during my research.

But there were few major setbacks occurred, where my characters cancelled the interviews as they were either busy or was awkward about the idea of being interviewed. Therefore, without wasting time I kept few backup data and started shooting them, with improvising few of the story structure and improvising the structure on the spot.

At the end of the fieldwork, I got to travel few other remote areas such as Goriaghuli, Kamrakuchi, Satgaon, Nazirkhat, Kamalajari and Garoghuli. While shooting my intentions were to capture the medium and various landmarks that lead to the place. After shooting the list of shots I roamed around

walking on foot through the remote areas for an hour to capture few interesting subjects happening in an around that area.

During my interviews I made sure to find a suitable place where there are minimum noise and gives a context of where it has been shot at. Before starting any interview I made sure to make the interviewee comfortable so took a stroll with them to find an appropriate place to shoot while talking about various topics that are related to his life. I briefed them about the questions that were to be asked and seeked there permission to shoot. While working with the children, I made sure after the interview I spend some time with them to capture few shots related to their life. By doing that I got to know few insights about their life which let me help to build the narrative accordingly. It really helped the interviewees to feel welcoming and beliving me with some valuable information about there life. The shoot took around 2 weeks as the place was not easy to commute alone.

Post Production

Organizing Footages

The data captured during the production stage was huge. At the end of each day the videos and audio files captured were transferred in the laptop, organizing it day by day. After the end of the production process, the videos and audio files were further organized into sub folders and files depending upon the content of the data captured, so that it could be easier while editing the footages.

Later on the footages of the interviews were first imported in the Adobe Premiere Pro into separate bins and organizing them accordingly. There were different bins for audios, interviews, audios, B-rolls, and archival footages with many sub bins within it. The editing started with cutting down the bits of interviews as much as possible and putting on cut down parts in Draft bin. I used various labels and markers to make each of the bins distinguishable so that it will be easier to access the required footages throughout the editing process.

Narrative

During the shooting process, I was able to cover most of the themes that I intended to capture during the pre production research. But mostly, while working in the field there were many unexpected turns of events that took place due to which the whole narrative had to be improvised during the post production phase. There were new observations spotted that broke my presumptions and had to be included in the narrative which brings out new perspectives to the whole documentary. For instance, talking to an NGO group called SStep as suggested by my mentor gave out a whole new perspective on the dropout issue keeping in mind about different districts of Assam. Thus considering the new information and notes made during the pre production stage using the guidance of my mentors throughout the process, a new narrative came into the picture.

The new narrative starts with the introduction of the characters and stating out the problem as a whole. In the new part it talks about the conflicts and in-depth issues that lead to the school dropout. At the end of the narrative it talks about the struggle despite facing the challenges each child has there, their dream, thus raising a series of questions? Such as is dropout an issue that can never be eradicated? What can be done to make it better?

In the beginning part its introduction of the characters and having a peak in their life. They talk their idea of school and how was it when they used to go to school. They also talk about how their daily routine looks like.

In the second part of the narrative, it talks about different persons opinion on school dropout talking about how it is and the scale of the issue.

In the last part it talks about it raises questions if its possible to eradicste this issue. It also presents the irony, how they dont want to go to school but at the same time they have dreams they want to achieve, raising the question what steps can be taken to make them realise the, guiding them towards the path of succes through education.

After having the structure in place, the idea, themes and information were oragnized to have a constructive narrative with the following underlying ideas:-

- The school dropout is a huge phenemenon
- The issue is unresolved despite taking few major steps
- The children are misguided due to lack of guidance
- The issue of immigrant and how it also leads to the issue of school dropout

- The socio economic issue being one of the biggest role for school dropout
- Also the geography of Assam and its potential of suffering from disasters also lead to school dropout
- The lack of acceptance of the people and doing something for the cause is also the issue of school dropout.
- To make a change it is important that the people realsie it as to be an issue.

Transcription

After the narrative was put together in a structure, i began organizing the datas. Parts of the interviews were cut apart and shortened keeping in mind of the themes. After the first part were put together, I began organizing various part of the datas captured which put a good flow for the movie and lead to the conclusion of the movie in a brief yet constructive way. While oraganizing the datas I started marking the section putting in the notes for visuals and parts of other interviews which can be used to make the data more crisp and effective. The small noted helped me in eaily putting in the visuals and cutting down the parts of interviews with some other informations to make it more visually appealing.

Translation

My documentary is based upon Assam. Thus, the whole documentary was shot in their mother tongue Assamese to get the essence of their feelings and also making them comfortable to share their thoughts without any hindrance of the language. But as the target audience is to reach diverse stake holders. Therefore the documentary has to be translated first. Therefore, taking some help from my friends who are fluent in Assamese language. I had to translate the bits of the whole documentary so that it is easier for people who don't know the language to understand. It was a tedious job but had to be done properly using proper words to bring out the essence of the documentary. The translation was noted down in the notebook first marking the scene it should go under and then was put into the subtitles under the scenes marked so that the audience can read simultaneously while relating it to the visual.

STORYBOARD

Shots



Camera/Sound

- Shot of roads of Kamarkuchi village
- The boy passing by
- Ambience sound

Dialogue



- Cut to long shot of group of boys in the distant hanging out
- Ambience Sound



- Cut to Mid Shot of the boys hanging around
- Ambience Sound

- One of the boys says "I dont like going to school.... i really dont like going to school"



- Cut to Mid Shot of the boys hanging around
- Ambience Sound

- One of the boys says "..... the girls should 'nt be the captain



- Fade to black screen
- the text appears

In the year 2014, India reported having more than 17% of dropout rate at Secondary School level.

-The text talks about the statistics of the dropout ratios

STORYBOARD

Shots



Camera/Sound

- Panning shot pf the highway of Kamarkuchi
- Ambience Sound

Dialogue



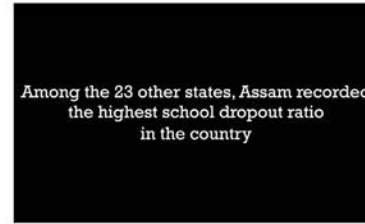
- Mid shot of the shops near the highway
- Ambience Sound



- Mid long shot of a girl going towards her school
- Ambience Sound



- Mid Shot of someone setting up their Shop



- Fade to black screen
- the text appears

Among the 23 other states, Assam recorded the highest school dropout ratio in the country

-The text talks about the statistics of the dropout ratios

STORYBOARD

Shots



Camera/Sound

-Long shot of a signboard stating the place/landmark
-Ambience Sound

Dialogue



-Mid shot of Swapna walking in her school uniform towards her home
-Ambience Sound



-Mid close up shot of Swapna interviewing
-Her voice

-Swapna speaks
"Namaste my name is Swapna....."



-Close up of Swapna while she continues to speak

-Swapna speaks
"..... Currently due to my financial crisis I have to balance my work and study"



-Cut to her Close up interview

-Swapna speaks
"..... I usually wake up at 5.30"

STORYBOARD

Shots



Camera/Sound

-Long shot of Swapna's house
-Ambience Sound

Dialogue

-Swapna speaks
"After returning from School....."



-Mid shot of Swapna interviewing
-Ambience Sound

-Swapna speaks
"So that I have better life"



-Mid Shot of Dhanjit interviewing
-Ambience sound

-dhanjit speaks
"My name is Dhanjit...."



-Mid Shot of Bittu and his friend
-Their voice

-Bittu speaks
"My name is Bittu Bhakta and this is my partner Bedi Kanna"



-Over the shoulder shot of Bittu Cooking
-His voice

Bittu speaks
"I studied in class 5....."

STORYBOARD

Shots

Camera/Sound

Dialogue



-Pan Shot of the ambience outside Bittu's workplace
-Ambience Sound



-Follow Shot of Bittu entering the restaunt
-Ambience Sound



-Mid Shot of Sonus interview
-Ambience sound

-Sonu speaks
"These kids have studied till class 5"



-Mid long shot of Bittu serving food
-Sonu's voice

-Sonu Speaks
"..... Now since they have matured"



-Over the shoulder shot of Bittu Cooking
-His voice

-Sonu speaks
".....Although they aren't going to school....."

STORYBOARD

Shots

Camera/Sound

Dialogue



-Mid Shot of Sonu speaking
-Ambience Sound

-Sonu speaks
"They know they have to be responsible for them"



-Long shot of tthe highway
-Ambience Sound



-Over the shoulder shot of the tempo moving from inside
-Ambience sound



-Mid shot of the highway
-Ambience sound



-Mid shot of Omesh Baruah interviewing
-His voice

--Omesh speaks
""School dropout has many reasons"

STORYBOARD

Shots



Camera/Sound

--Stock footage of flood situation in Assam
-Omesh's voice

Dialogue

-Omesh continues
"Specially during flood many families"



-Stock footage of children raggicking
-Omesh's voice

-Omesh continues
"Though they have enrolled..."



-Mid shot of Omesh interviewing

-Omesh continues
"They set the priority of education as secondary"



-Mid shot of the highway near SSA board
-Ambience sound



-Follow shot of the SSA board
-Ambience sound

STORYBOARD

Shots



Camera/Sound

-Pan up shot of SSA board sign
-Ambience sound

Dialogue



-Mid long shot of Bhaven coming out of the building
-Ambience sound



-Mid shot of Bhaven interviewing
-His voice

-Bhaven speaks-
"through the survey conducted, it was seen"



_Mid shot of people working in the factory
-Bhaven's voice

-Bhaven speaks-
".... being daily wage workers alot of family"



-Pan shot of families staying in the factory
-Bhaven's voice

-Bhaven speaks-
".... Some family problems like domestic disputes"

STORYBOARD

Shots



Camera/Sound

-Mid Shot of Bhaven Kalita interviewing
-Voice

Dialogue

-Bhaven speaks-
"Academic failures seem to be the least..."



-Mid shot of children playing around in the school"
-Voice

-Bhaven speaks-
"..... to be the least reason for school dropout..."



-Mid shot of young people hanging out in the road"
-His voice

-Bhaven speaks-
"It was seen negative influence....."



_Mid shot of Bhaven interviewing
-Bhaven's voice

-Bhaven speaks-
".... leading to dropping of school"



-Mid shot of children playing in the field
-Ambience sound

STORYBOARD

Shots



Camera/Sound

-Long shot of College students moving towards the camera
-Ambience sound



-Mid close up shot of Dhanyajyoti cutting the meat
-Ambience sound



-Mid shot of Dhanyajyoti's interview
-Voice

Dialogue

-Dhanyajyoti speaks-
"My name is Dhanyajyoti"



_Mid shot of Swapna coming from the school
-Ambience sound



-Close up shot of Swapna entering the house
-Ambience sound

STORYBOARD

Shots



Camera/Sound

-Mid shot of Swapna's interview
-Voice

Dialogue

-Swapna speaks=
"School is good....."



-Mid close up shot of the school
-Ambience sound



-Mid shot of the school
-Voice



_Follow up shot of choir singing in the school
-Choir group singing



-Close up of Birah Kumar Sharma interviewing
-Ambience sound
-Voice

-Biraj Sharma speaks
"When it comes to the infrastructure...."

STORYBOARD

Shots



Camera/Sound

-Pan down shot of Science corner in the school
-Voice

Dialogue

-Biraj Sharma speaks
"They provided us with all scientific equipments"



-Close up of Biraj's interview
-Ambience sound
-Voice

-Biraj Sharma speaks
"The government has provided them with enough"



-Mid shot of Mid day meal in the school
-Voice

-Biraj Sharma speaks
"Through various schemes...."



_Mid shot of Children in the computer lab
-Voice


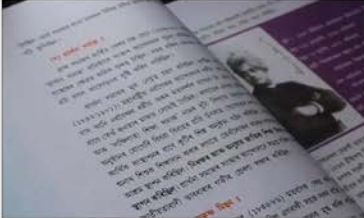



-Biraj Sharma speaks
"umbrella, bicycles, bags"








-Mid shot of children in classroom
-Voice

-Biraj Sharma speaks
"bags etc. Whatever is necessary"

STORYBOARD

Shots	Camera/Sound	Dialogue
	-Close up of Biraj's interview -Ambience sound -Voice	-Biraj Sharma speaks "They provided us with all scientific equipments"
	-Close up of book -Voice	-Biraj Sharma speaks "They just need to be present in the class....."
	-Close up of Biraj's interview -Ambience sound -Voice	-Biraj Sharma speaks "without any effort..."
	_Mid shot of Children in school -Voice	-Biraj Sharma speaks "participate in the learning process"
	-Close up of Biraj's interview -Ambience sound -Voice	-Biraj Sharma speaks "but unfortunately...."

STORYBOARD

Shots	Camera/Sound	Dialogue
	-Close up of young people ragpicking -Ambience sound -Voice	-Biraj Sharma speaks "There are financial struggle"
	-Close up of Biraj's interview -Ambience sound -Voice	-Biraj Sharma speaks "They just need to be present in the class....."
	-Close up people working on the bicycle -Voice	-Biraj Sharma speaks "work for living"
	-Close up of Biraj's interview -Ambience sound -Voice	-Biraj Sharma speaks "but now mostly the children of daily wage"
	-Close up of daily wage workers -Voice	-Biraj Sharma speaks "are enrolled"

STORYBOARD

Shots



Camera/Sound

-Mid shot of people working in the factory workers

Dialogue

-Biraj Sharma speaks "They mostly skip..."



-Close up of Biraj's interview

-Ambience sound

-Voice

-Biraj Sharma speaks "Amidst them....."



-Close up a man working near the highway

-Ambience sound



-Long shot of Dhaba

-Ambience sound



-Close up of working in the Dhaba

-Ambience sound

STORYBOARD

Shots



Camera/Sound

-Following shot of Dhanjit walking towards his dhaba

-Ambience sound

-His voice

Dialogue

-Dhanjit speaks- "My parents often felt guilty.."



-Mid shot of Dhanjit's interview

-Voice

-Dhanjit speaks- "I often see my mother cry....."



-over the shoulder shot of Dhanjit looking in the distant

-Voice

-Dhanjit speaks- "That makes me sad too....."



-Mid long shot of Omesh's interview

-Voice

-Omesh speaks- "School dropout is a huge challenge"



-Close up a girl studying

-Voice

-Omesh speaks- "Still the issue is undefetable....."

STORYBOARD

Shots

Camera/Sound

Dialogue



-Mid long shot of Omesh's interview

-Dhanjit speaks-
"Many NGOs have worked.."



-Mid shot of children having mid day meal
-voice

-Dhanjit speaks-
"The school provide mid day meal....."



-Mid long shot of Omesh's interview

-Omesh speaks-
"It doesnt seem to be much effective"



-Stock footage of the GMCH picking garbage
-Voice

-Omesh speaks-
"They would rather help....."



-Mid long shot of Omesh's interview

-Omesh speaks-
"These are the few instances....."

STORYBOARD

Shots

Camera/Sound

Dialogue



-Close up shot the the ducks
-Ambience sound



-Long shot of Swapna walking from the house
-Ambience sound



-Over the shoulder shot of Swapna crossing the bridge
-Ambience sound



-Mid shot of Swapna's interview
-Voice

-Swapna speaks-
"These kids...."



-Mid shot of children near the shop
-Voice

-Swapna speaks-
"they can't cope up with studies"

STORYBOARD

Shots



Camera/Sound

-Mid shot of Children gathering and laughing
-Voice

Dialogue

-Swapna speaks-
"They feel humiliated...."



-Mid shot of Swapna's interview
-Voice

-Swapna speaks-
"Also there family members don't guide them"



-Shots of girls hanging around
-Voice

-Swapna speaks-
"I have witnessed...."



-Close up shot of two girls playing
- Voice

-Swapna speaks-
"They have to focus on their marraige"



-Mid shot of Swapna's interview
-Voice

-Swapna speaks-
"One of my classmate was married of at an young age"

STORYBOARD

Shots



Camera/Sound

-Mid of of people sitting in the road.
-Voice

Dialogue

-Swapna speaks-
"People here doesnt have any dreams and aspirations"



-Mid shot of people hanging outside the shop
-Voice

-Swapna speaks-
"There should be someone who can be our role model"



-Shots of people working as street vendors
-Ambience sound



-Shot of highway street vendors
-Ambience sound



-Close up of a person getting inside the tempo
-Ambience sound

STORYBOARD

Shots	Camera/Sound	Dialogue
	-Stock footage of a boy cleaning up a tire -Voice	-Omesh speaks- "SStep usually works on child labour....."
	-Mid long shot of Omesh's interview -Voice	-Omesh speaks- "We often try to engage them with bridge courses"
	-Shots of young boy taking the chicken -Voice	-Omesh speaks- "Usually there are several gaps....."
	-Mid long shot of Omesh's interview -Voice	-Omesh speaks- ".....the tendency to enroll in school"
	-Long shot of children running in the playground -Voice	-Omesh speaks- "Children often tend to....."

STORYBOARD

Shots	Camera/Sound	Dialogue
	_mid long shot of Omesh's interview -Voice	-Omesh speaks- "To boost up there confidence....."
	-Mid shot of Swapna's interview -Voice	-Omesh speaks- "People from the village doesn't think....."
	-Close up of Swapna singing while hanging the clothes -Swapna singing	-Swapna's song
	-Mid shot of Swapna's interview -Voice	-Swapna speaks- "All my life I have been alone...."
	-Close up shot of Swapna tying her shoes -Voice	-Swapna speaks- "I am from very poor family....."

STORYBOARD

Shots



-Mid shot of Swapna's interview

-Voice

Dialogue

-Swapna speaks-
"I just want to fulfill my dreams...."



-Mid shot of Children playing around in the playground

-Ambience sound



-Close up of the boys hanging out

-Ambience sound



-Close up shot of the boy's interview

-Ambience sound

-Voice

--One of the boys
"I want to be an army....."

Editing

The most challenging part of the whole documentary process was the editing. This part requires patience to create a constructive story cumulating various chunks of narratives which provides a smooth flow of idea. Given the circumstances of the online classes, it was much more challenging and overwhelming at the beginning. The few initial days it was really hard to start as there were many datas but a limited time frame to convey the story. The editing of huge projects are meant to be done on a high end computer, but given the limited resources I had to work on my laptop. It was a tenacious job as it wasn't able to handle the huge collection of datas at one go. I really appreciate the guidance of my mentors Prof. Vishavjit Sir, Prof. Madhumita Ma'am and Prof. Anirban Sir, for guiding me online given the certain circumstances. The editing process consists of steps:

a)Assembling

All the clips of the interviews were assembled first roughly by cutting in the in points of the conversation where they speak and excluding the parts where my voice was audible, as in the narrative I wanted to avoid the presence of third party. The interviews than were lined up in a sequence roughly. Than

putting in the b-rolls in between the sequences related to the contents present in the interviews. The contents than were to be tightened by cutting and replacing the contents, which went throughout the post production process.

b) Graphics

i)Caption Title: Animated Caption Titles were used to introduce the characters, with their name and occupation. An translucent blue rectangle were served as the backdrop of this information. The Animation lasts for average 5 secs. They appear on the scree when the characters are shown first time doing an interview. They appaer smoothly from the left side and disappear after the time duration. The font used are the default Adobe fonts-Roboto and Roboto Slab.

ii) Text: Classic caption title was used to provide some informations regarding the statistics of the dropout ration. A black frame was used where the animation of typing out was timed accordingly. The font used was Cambria.

iii) Film Title: Two sentences appear in the screen which provides the name of the film. The fonts used was trojan.

iv) Credits: An animation of fade in and fade out appears on the screen with the list of people to thank. The fonts used was same as the intro to provide a consistency.

v) Subtitles: The whole film was in Assamese language thus, the whole film needed subtitles so that it can be easily understandable to everyone. The subtitles were in English language, written in the backdrop of a translucent black rectangle. Although the subtitles appear on the screen just as the characters start speaking and disappear just as they have finished speaking, they appear long enough on the screen that they can be read in that time frame.

Sound

Throughout the film the sounds used were captured in the field itself. Some of the sounds were replaced by similar sound effects from the youtube as it was creating a disturbance in the smooth flow of the film. For instance, the sound of the highway was replaced with available sound effect on the internet.

There was a short usage of Voice over to convey the gist of the film. It was used in the film title narrating the correct pronunciation of the title itself.

Final Cut

Although the narrative was finalized in the production process but the film had to go through multiple edits to cut down the film within 15 mins. There had to be decision made which parts are being unnecessary parts and the ones which contribute in creating the narrative of the film. Few of the interviews had to be mercilessly edited to fit in the visuals and conveying the story through them.

To effectively deal with this issue, I had to keep in mind the problem statement which reminded me of the purpose of the film. Taking some time off the film itself also helped me a lot as I was able to distance myself from the aspects I was getting attached to. Thus I regularly went back to editing with a fresh perspective and noticed a lot of mistakes that I eventually corrected.

At the end I had to revisit each footages to make sure the subtitles weren't long and cut down them into bits and pieces to match each and every section of the film. I had to make sure each of the clips and synced with the audios which were recorded in the phone with the visuals of the camera. Atlast I had to color correct the stock footages with the once that were under exposed so that the film flowed coherently

without causing any visual jerks in between.

Editing is a continuous process, the number of times you revisit, there will be few things to change here and there. Even after the final cut edit, when I revisited I could find few parts that could be replaced by the visuals available in the stocks of B-roll. There were few alterations in the sequence of footages to make the narrative more impactful.

1.

EXT.PLAYGROUND.DAY '

A group of boys is hanging out in the playground laughing around. They start talking about school, stating how they hate going to school.

BOYS

They talk about how they don't like school.

"I hate exams, if they erase exams from the system I am up for it. They should allow us to go to school just like that without any rules and regulations "....."

FADE OUT TO BLACK SCREEN.

BLACK SCREEN

Text appears on the screen

TEXT

"In the year 2014, India reported having more than 17% of dropout rate at secondary school level."

"And around 1.9% in the primary level, according to the Human Development Report"

FADE IN.

EXT.SHOTS OF ASSAM.DAY

Shots of the highway of Assam. The traffic on the road. People boarding the tempos. People buying vegetables.Children going to school.

FADE OUT TO BLACK SCREEN.

2.

BLACK SCREEN

Text appears on the screen describing the situation of Assam.

TEXT

"Among the 23 other states, Assam recorded the highest school dropout ratio in the country with a staggering 31% students dropping out at the secondary level."

"And around 10.1% registered in the primary section"

CUT.

EXT.KAMARKUCHI VILLAGE.DAY

Opening with the sign of Kamarkuchi village. Swapna walked down the path. Cut to her entering her house while she is introducing herself. Cut to her interview.

SWAPNA

"Namaste! My name is Swapna Nayak..."

Swapna talks about her life and her work.

CUT.

EXT.KAMARKUCHI VILLAGE.DAY

Cut to Dhanjit sitting on the highway talking about his life.

DHANJIT

"My name is Dhanjit Deka....."

CUT.

3.

INT.OUTSIDE BITTU HOUSE.DAY

Cut to Bittu interview.

BITTU
"My name is Bittu Bhakta...."

He talks about why he hates school and doesn't want to go to school. In between shots of him cooking and making something. Cut to the long shot of the restaurant.

CUT.

EXT.RESTAURANT.DAY

People are sitting outside the restaurant. There's a shop usually busy with people. Close up of the restaurant and Bittu entering from the back door. In the background, the owner speaks.

SONU
(The owner of the
restaurant)
"The main reason of children
leaving the school is due to lack
of guidance from the parents....."

While he talks about the positive thing about the kids, on the screen there will be a shot of Bittu coming out and serving. Cut to him cooking in the kitchen.

CUT.

EXT.OUTSIDE.DAY

Cut to the interview of the Omesh Baruah a member of the SStep Organisation of Assam. He talks about the conflict of Assam. While he talks about the conflict in Assam and the reason for school dropouts all over Assam, there are visuals of floods and other problems related to the sayings in the interview.

OMESH BARUAH
"School dropout is a big issue in
Assam... Assam has flood issues....."

Visual of flood and people crossing the road in flood.

4.

OMESH BARUAH

"For instance ragpicker, the
parents involve their children in
picking up bottles due to lack
of financial aids....."

Visuals of children picking up bottles for the waste bin.

CUT.

EXT.KAMARKUCHI VILLAGE.DAY

Long shot of highway. People are shopping in the market. Long shot of the Axom Sarba Shikha Abhigyan office. Mid shot of Bhaven Kalita coming out of the office. Cut to the interview. In the background, his voice goes along. He talks about the statistics of the village.

BHAVEN KALITA
(Fieldworker of the Dimoria
Block)
"Through the survey conducted in
the dimoria block, it was found
that financial crisis is one of
the reasons for school
dropout....."

While in his interview he mentions that, due to the migration of some daily wage workers dropout becomes one of the reasons. In the visual, there is a scene of people working in the factory as daily wage workers.

BHAVEN KALITA
"Being a daily wage worker, a lot
of families had to migrate due to
which there are dropouts.

He talks about the students getting involved in social media due to which they usually stray from the path. In this scene, the visuals will be related to students sitting on the road thinking, and tossing around. Children playing around in the field.

CUT.

5.

EXT.KAMARKUCHI VILLAGE.DAY

Children playing in the field. The people are busy on the road. Cut to a boy cutting the meat. In the background, the boy Dhanyajyoti speaks.

DHANYAJYOTI

"I am Dhanyajyoti..... I had an aunt who died due to which I couldn't go to school..... I like going to school."

CUT.

EXT.KAMARKUCHI VILLAGE.DAY

Children are walking down the school in their school uniforms. Swapna walks the home in school uniform. She gets inside the house and starts managing things. In the background, she then starts talking about the school. She talks about how school is important.

SWAPNA

"School is good. We can learn new things....."

In the screen when she talks about how it's up to us how we can manage school, the screen shows her studying with dedication and determination.

SWAPNA

" It up to oneself how much we learn or not.... We shouldn't give up on studies....."

CUT.

EXT.KAMARKUCHI HIGH SCHOOL.DAY

Long shot of the School gate. Children playing around in the school. Children forming a line and participating in choir, while in the background Sir Biraj talks about the current infrastructure provided by the school.

6.

SIR BIRAJ

"If we are talking about the infrastructure.... there are many things that can be done...."

When Sir talks about the Science and Computer lab. There are shots of children operating on the computers. Shot of the the mini science lab with the equipments.

SIR BIRAJ

"They provided us with ATAL, computer lab....."

Cut to visuals of mid day meal and textbook. While sir mentions about how government has provided them with mid day meal scheme but still they dont come to school. Cut to him speaking in the interview.

SIR BIRAJ

"Whatever is necessary for them have been provided to them but still after doing so much they dont come to school."

Cut to people working as daily wage workers, specially in factory, as he mentions that maximum of the population in school are the daily wage worker's children. Due to their financial crisis they cant come to school. Cut to him speaking in the interview.

SIR BIRAJ

"Since there is a real struggle to feed themselves thus they put school as they ignore the imporatance of it"

Cut to him talking about the statistics of the school.

SIR BIRAJ

"Before we used to get the batch of good and bad students as their werent private school, now maximum children migrate and join our school.... Last year, in class 6 it was recorded as 78 students, among them only 60 appeaed for exams, around 8 students have already dropped out, So cumulatively around 50-60

(MORE)

7.

 sir biraj (CONT'D)
students usually dropouts every
year....."

CUT.

EXT.HIGHWAY.DAY

People working in the highway, in the Dhabas. Mid Shot of serving food to the people.Cut to Dhanjit walking to the Dhaba. Cut to his interview.

DHANJIT

"My parents feels guilty that due to the conditions of the house i couldnt go to school.... Even i feel bad that i had to leave school so early....".

CUT.

EXT.SWAPNA'S HOUSE.DAY

Shot of Swapna hanging her clothes. She walks out of her house on her way to work. In the background she starts speaking. Cut to her interview.

SWAPNA

"Children here dont like to go to shool, even if they go to school they cant cope up , they feel humiliated infront of the classmates..... the family members also dont guide them towards school, even if they do they dont listen...."

Cut to the shot of parents interacting with the child in the workplace, while she talks about how they dont even listen to their parents..Cut to her interview.

SWAPNA

"I have also witnessed many girls getting married at an very young age..... For instance, one of the girl in our class that got

(MORE)

8.

swapna (CONT'D)

married, it makes us feel sad too.....People here doesnt have any aspiration or dreams, due to which we lack an role model,there is noone to guide us.

Shot of people in the village working in pan shop, Dhaba, Grocery store, vegetable vendors etc.

CUT.

EXT.OUTSIDE.DAY

Cut to the interview of Omesh. He talks about the challenge in school dropout.

OMESH BARUAH

"School dropout is a huge issue. Though many NGOS are working on it,we couldnt reduce the gap, if you see there is enrollment in the school but the students arent there....."

In the background the visuals of boys are sitting around and playing in phone. Visuals of highway where it shows the life in the street. Cut to his interview.

EXT.OUTSIDE.DAY

Cut to his interview where is talks about how SStep does work into bridging the gap of school dropout. Visuals of children playing in the background while he talks about the positive outcome of the SStep approach

OMESH BARUAH

"SStep often worked on issues like child labour and school dropouts where we often build bridge courses that help to set up the years they have missed in school..... so that could find interest in the school again."

Shots of child working in the background while they talk about child labour and school dropout... Cut to his interview.

9.

EXT.OUTSIDE SWAPNA'S HOUSE.DAY

Cut to Swapna's interview.She talks about how education is important for the generation she also talks about how it has made her determined to fulfill her dream and improve her family stature.

SWAPNA
 "Education is important for
 oneself... Not to get a job but to
 make oneself confident"

In the background there is shots of her studying and being determined.Cut to her interview.

SWAPNA
 "I belong from a very poor family
 thus I hope education can improve
 my family too... I think if I can
 fulfill my dream my family will
 be in a happy place....."

EXT.KAMARKUCHI VILLAGE.DAY

Shots of the village people walking around. Cut to the group of boys. They start talking about there dreams.

BOYS
 "I have. I want to be army..... not
 the kind in the police but in the
 airforce..... I want to be a
 racer....."

They laugh and chat among themselves the screen fades to black..

BLACK SCREEN

Text appears in the screen..

TEXT
 "The word 'education' comes from
 the Latin 'educere' = e- (out of)
 + -ducere (to draw). Education is
 not just about putting
 information in."

"You cannot make people learn.
 You can only provide the right
 conditions for learning to
 happen.-Vince Bowman"

10.

FADE INTO BLACK. END CREDITS

Note- There might be changes in the process of editing to make it better.

Title of the Film

Coming up with a proper title was one of the hard part throughout the process. I had to brainstorm many ideas, names, googling through internet to find inspiration. While I was going through the internet I came across the school prayer “ Tumi chitta bitti Muru” which was originally written by Madhaddev, the Vaishnavite. This prayer was a cry of help to guide one through the path and never forget once goal. Seeking help from the God to go through the path of enlightenment.

Knowledge is a source of enlightenment, which becomes narrow as we grow up and become busy in once daily life. Therefore, I titled my film as “***Smriti Hin Sopun***” which translates into the “*forgotten dreams*” in Assamese. The children have their own dreams but somehow forgets them as they are bound by the socio-economic issues in their family. Their dreams are lost in the pursuit of survival and thus, the vicious circle of illiteracy never ends.

While the film talks about the reasons of School dropout it also states that there is still hope for them as long as they struggle to follow their goal just like Swapna, one of the characters in the film.

Conclusion

There are many social issues like dropout that exists in the society, but we are unaware of it. These small social issues not only affect the victims of it but in the large picture affects the development of the country itself. The main purpose of this film was to create the awareness and let them know about the deep roots of illiteracy in Assam, concentrating the story based upon a small village in the Guwahati city.

There are millions of such cities and such untold stories who doesn't even know that they are tangled by the roots of such social problems. Through this project, I have learned to observe and be aware of my surroundings and understand the deep roots of conflict in an area, which is seen to be a negligible issue.

At the beginning of the project the whole idea was one-dimensional to me, with various presumptions. But after through research and looking at it from various perspectives, I was able to understand the various layers of the issue. This was possible, owing to the professors who guided and nudged me along the way but also gave me enough freedom, so that I could form my own narrative. I am forever indebted to them and to this project.

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