

Education System In India

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Ideation For Topic

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.

Most 8th std students in State can't read class I Kannada book

Survey finds consistent decline in learning levels of rural children



NEW DELHI: In a shocking revelation, an annual report on education by Pratham, an NGO, has noted that 82.7 per cent students of class VIII in rural Karnataka cannot read standard I level text in Kannada, while doing simple division and subtraction is not possible for more than half of them.

The ninth annual status of education report (ASER), released by the NGO recently, indicates that there has been a consistent decline in the learning levels of rural children since 2009, notwithstanding the Right to Education (RTE) Act coming into force in April, 2010.

The performance of those studying in government schools in worse, compared with those of private schools, when it comes to reading letters, words and simple texts, and doing simple subtraction and division in mathematics.

In 2009, the ASER noted 44.5 per cent of class III students in government schools were able to read standard I level text. The number of such children, however, consistently declined in later years, except in 2011.

While 40.5 per cent of class-III students were found to be able to read standard I level text in 2010, the percentage came down to 39.7 in 2012 and 35.2 in 2013, according to the report.

In private schools, about 58 per cent class III children were found to be able to read standard I level text. The percentage of such children in private schools came down to 43.4 in 2010, 43.5 in 2011, 42.3 in 2012 and 38.1 in 2013.

The ASER noted that 24.4 per cent students of class I, including those in private schools, could not read even letters in Kannada. A little more than half of the total students examined by the surveyors could read letters but not words.

In mathematics, only 32.6 per cent students of class VIII could do subtraction while 44.5 percent could solve questions on simple division. Nearly per cent students of class VII students failed to recognise numbers from 10-99, according to the report.

The report indicated there was no significant improvement in the arithmetic skills of elementary schoolchildren in rural Karnataka in last four years. The performance of government schoolchildren was worse than those of private schools so far as simple subtraction and division were concerned.

In 2009, 38.2 per cent of class III students were able to solve simple questions on subtraction.

Their number remained almost the same in 2013 as the surveyors found only 28 per cent children were able to subtract. Close to 22 per cent of class V students were able to solve questions of division in 2009 and the proportion came down to 18.2 per cent in 2013, the report said.

DH News Service

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

More students enrol after RTE

PHS ■ NEW DELHI

In three years since the inception of the Right to Education (RTE), making school education free and mandatory for children aged six years to 14 years, statistics show that dropout rates have come down by about seven per cent in various categories, and about four per cent among the Scheduled Caste students. Enrolment figures have also gone up.

"Although a lot has been achieved in meeting the RTE parameters, much more grounds need to be covered," said Brinda Sarup, Additional Secretary, Elementary Education, HRD Ministry, who was speaking at the convention to assess the growth of RTE organised by National Commission for Protection of Child Rights (NCPCR) and UNICEF.

As against the target of 19.82 lakh teachers, 14.80 lakh have been recruited as of September 30, 2013, she said.

Sarup said 90 per cent of the schools across the country have toilet facilities while 95 per cent have drinking water supply. Additional classrooms have been also been added.

"Maharashtra and Madhya Pradesh have successfully implemented the 25 per cent reservation for students from the fringes of society in neighbourhood schools," she said. According to records with HRD Ministry, during 2013-14, 2,68,731 primary schools and 1,59,731 upper primary schools were sanctioned. Secretary (School Education and Literacy) in the HRD Ministry R Bhattacharya said 98 per cent of the habitation in the country has elementary schools as of today within 1 kilometre and 92 per cent have upper primary schools within three kilometre of their locations.



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, 2013



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

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 18.7% 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-going students were much clearer with their arithmetic concepts. Whether enrolled in government school or private school, children receiving this addition support have better learning outcomes than those who do not. It also said that in 2012, of all the children enrolled in standard I 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, adivasi children need special attention: both their enrollment and dropout rates are rather high. Naxal 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

- Mind Map
- Teacher's Interview
- Opinion of counselor
- History of Indian education system
- Identifying the problem area
- Interacting with NGO who provides free education

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.

[illegible]

Teacher's 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?

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 institution.

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. If ^{overusing} 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 CDS, models etc.

10. By repeating in the same class, students will be much disturbed psychologically, they feel discouraged.

11) According to behavioural psychology, no student should be repeated in the same class, it is the duty of teachers and parents at least to make him to pass.

Mrs. Noorjahan A. Mulla

P.T. - chemistry

1. Identifying Inherent talent or qualities of individual child

2. Not skill based education

- 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 educomp in teachings.
- 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.

11) No, I will not promote an undeserving student.

Mrs Jayshree
PRT
K.V. Brijapur

G.B. MAURYA
TGT- ENG.
K.V. Brijapur

Answers for interview

- 1) There are few problems in our education system, as a teacher what do you about these problems & their solution?
Under C.B.E programme children as well as parents are becoming careless about their responsibilities. They are becoming lazy.
- 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?
Teacher avoid practical life while some children, by most of the time we are learning books. The practical knowledge goes to far from their day to day life. It should be inculcated 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?
It enhances skills creating 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 9th 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, education system wants to pour knowledge by books and teach by giving them more chapters and many books in the class. 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 skilful teachers to learn syllabus and less book's chapters, which can be possible to read, understand and write. More knowledge and more by giving them more chapters and many books in the class.
- 7) We are working on project 'Simplification of education'; do you think it will work or not?
Simplification of education will work if it is in their own language and not in the form of rote learning.
- 8) Do you have any idea about any educational games which is related to your subject?
English - I am working with all students for the benefits of English. I am giving them more orders to write 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 games of education in teaching.
- 10) How does repeating a class affect the life of the student?
Repeating of class will not affect the life of students. To promote in this life we 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 student. (Abhinav) Every child has right to education.

Answers of question No.

- Q. Yes, there are few problems in our education system such as:
 1. Promoting undeserving students to next class.
 2. grading system
 Solution: -> 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 obtain 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.
- Q. 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.
- Q. 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.
- Q. As English is global language and Hindi is national and basic maths is needed in all connected fields so each child should become competent to comprehend in English and Hindi and in basic maths along with their specialization.

- Q. Yes, due to mass promotion our quality of education is going down as some children are not attaining MLC.
- Q. Quality of primary education that means for class 1 & 2 is more focus reading and writing of language and basic maths according to syllabus should be framed as text.
- Q. No, it will not work in all cases.
- Q. Yes, there are lots of games according to content.
- Q. According to subject and content.
- Q. It will affect but child should know that marks why should be repeated.
- Q. No, Not at all.

Hind

- problems & their solution? → The CBSE pattern is not good for students as they think that they can't pass up to VIII and even in IX & X.
- 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?
- Actually our sch. are only getting degrees, they are not getting the proper education due to the fault in system.
- 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?
- By following the previous edu system and have Board Exams in classes VIII, IX & X.
- 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? For the success in every specific field students need to study even after 8th standard so that they should do not face any problem further.
- An NGO survey found that 98% of 3rd standard students are not able to read properly class 1st standard text book & large no of student of class 5th standard students 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, the given statement is true.

- There are few problems in our education system as a teacher what do you think about these problems & their solution?
- Ans. The teachers have rarely any reduction Today's education system does not allow teachers any freedom they are given only responsibility & accountability. Elements of authority & molding if they go into the hands of students, they will become enemies. Why they have to search for a "free" solution after completing their higher education according to you what is the main problem?
- 2) Why do you think the most class will fail? Only because of the CCE pattern, every child is promoted to the next class but the privatisation of a few few students is not allowed to open so many rights. Schooling is still a system where the child is not allowed to open so many rights. Schooling is still a system where the child is not allowed to open so many rights. Schooling is still a system where the child is not allowed to open so many rights.
- 3) How can we improve our education system to provide better education? Our education system is creating a crisis; what do you think about that?
- 4) How can we improve our education system to provide better education? Our education system is creating a crisis; what do you think about that?
- 5) Specialization of education should be after 10th standard. If a child is interested in dance, cooking, drawing etc. then why he/she should have to study further subjects? Class VIII will be relevant in the small to decide his future. Most of the children are not so focused at this stage to decide their life time career.
- 6) 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 properly class 2nd 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
- 7) 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 & board should be started
- 3) Westernisation of education should be stopped
- 8) We are working on project "gamification of education" do you think it will work or not?
- Only at Primary stage not later
- 9) Do you have any idea about any educational games which is related to your subject?
- No
- 10) Which type of education game you use to teach your children?
- In Accountancy & B.B studies this system should be followed
- 11) 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.
- 12) Is promoting an undeserving student a right decision?
- No, it is a wrong decision

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- There are few problems in our education system; as a teacher who do you about these problems and their solution?
- 1) Policies should not be decided by stakeholders. Policies should be decided by properly trained people.
 - 2) We are not able to make our students entrepreneurs? 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. How 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 broad career 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.
 - i) The class strength should be reduced.
 - ii) Direct test and reading competency should be developed.
 - 6) If you get a chance to change our education system, which type of changes you will do?
 - i) I will change the class strength. Class strength is too great but class size is large.
 - ii) I will change the strength of teacher. This is not expected properly. This are not fair in giving grades in activities.
 - 7) We are working on project "gamification of education" do you think it work or not? It all depends upon the survey. Because most of the things are decided by sample survey debates.
 - 8) Do you have any idea about any educational games which is related to your subject? On Biology we can have game of Redigies 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 affect the life of the student?
 - i) Psychologically the child is demoralized.
 - ii) The peer group affect.
 - 11) Is promoting an underserving student a right decision? No. It is injustice to others as well as to the child who is directly.

Re-define the purpose of the education system

History of Indian education

- Education in ancient India began around the 3rd century B.C with elements of religious training and impart of traditional knowledge.
- in ancient India, during the **vedic period** from about 1500 BC to 600 BC, most education was based on the Veda and later Hindu texts and scriptures.
- The **muslim education system** established the elementary and secondary schools .
- primary schools called maktabas were established and reading writing and basic Islamic prayers were taught.
- Secondary schools called Madrasas taught advanced language skills .

Education in Modern India

- The educational system which the British introduced teaching of English language was given greater emphasis and the study of languages like Arabic ,Persian and Sanskrit were left to individual efforts .

OBJECTIVES

- The English introduced modern education
- To reduce the expenditure on administration
- To encourage the study of English language
- To expand market for English goods
- To spread Christianity
- According to Lord Macaulay after receiving modern education Indians would remain Indians only in their colour while their interests, ideas ,morals and Intelligence.

Skill Oriented Education

- **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 with the objectives of
 - 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 centre 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 drop out 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

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 neighboring school, which provides skill based education for school dropout students. She was surprised that such a school exists.

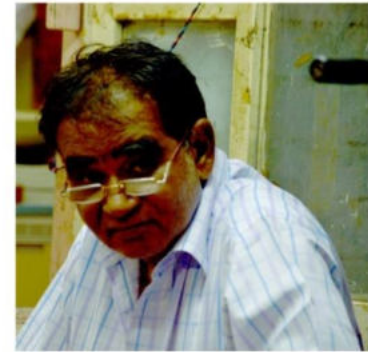
She decides that day only that she will go to that particular school and will learn to make a solar lamp.



Character Explorations for Shubham's father



Character Explorations for teacher

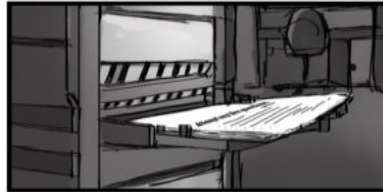
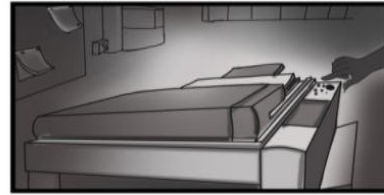
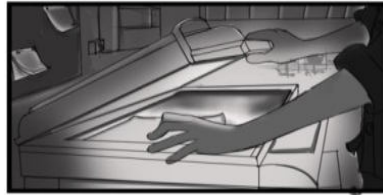


Story Boarding

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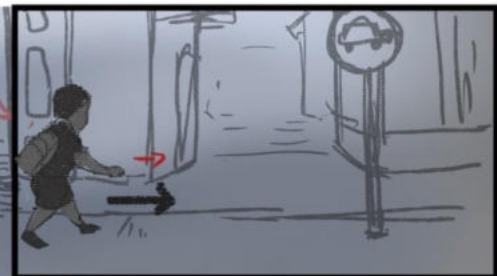
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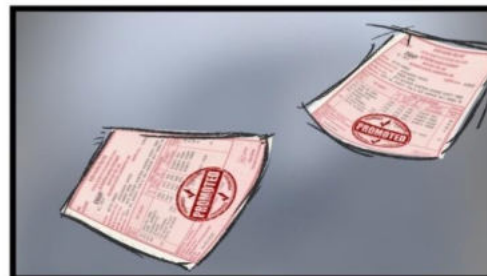
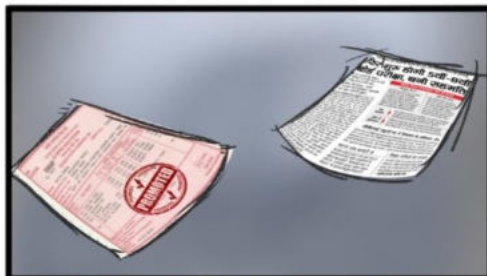
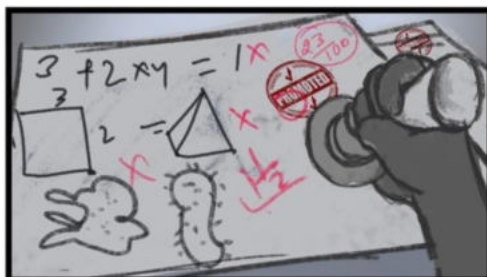
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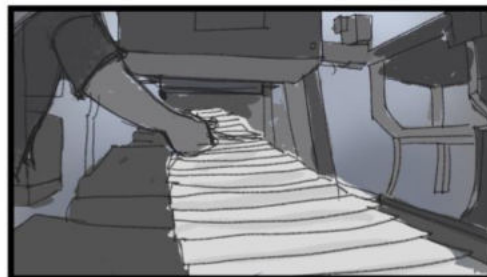
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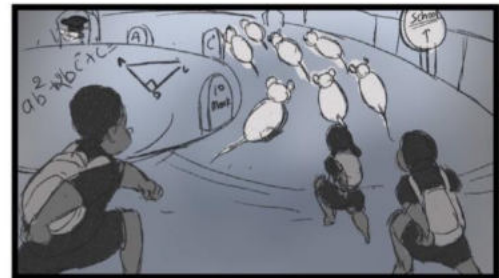
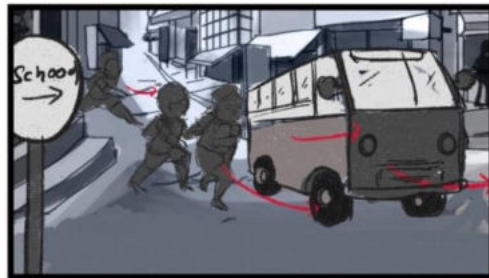
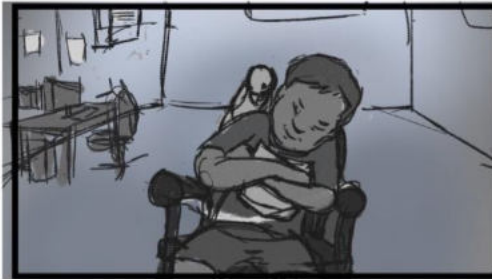
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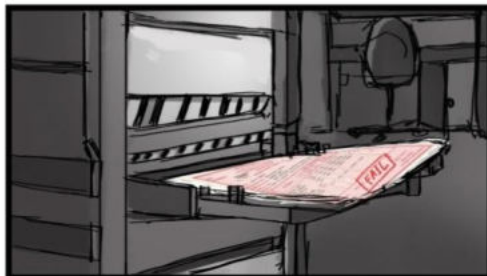
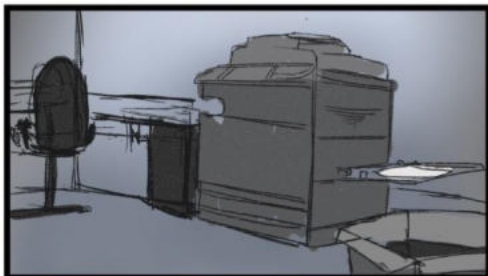
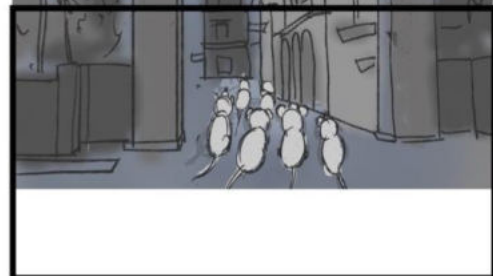
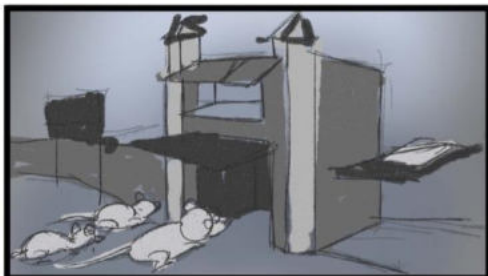
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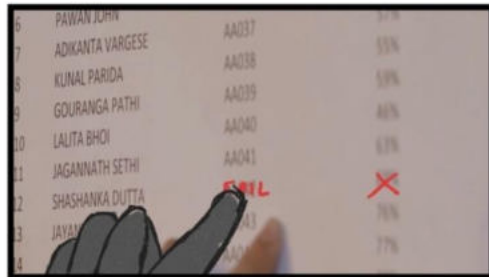
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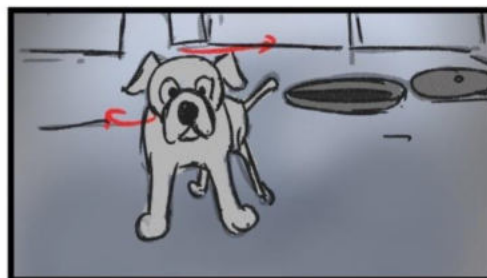
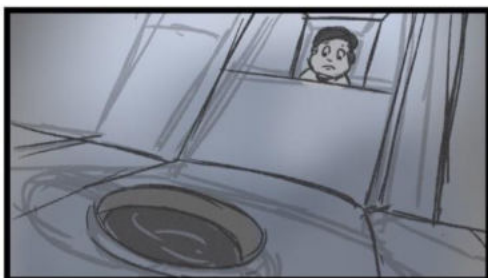
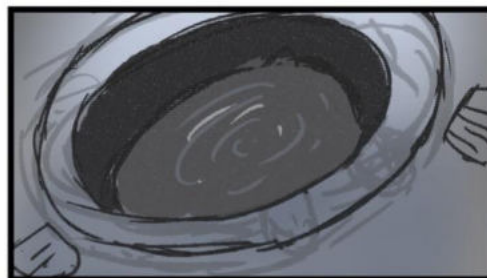
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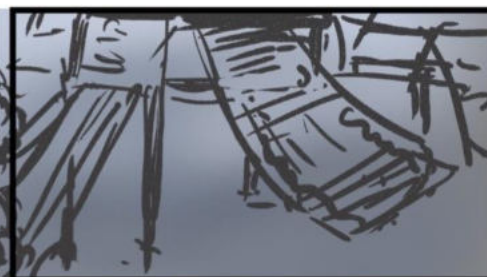
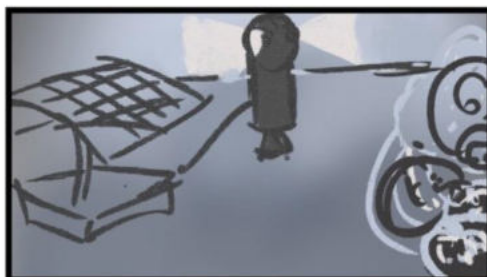
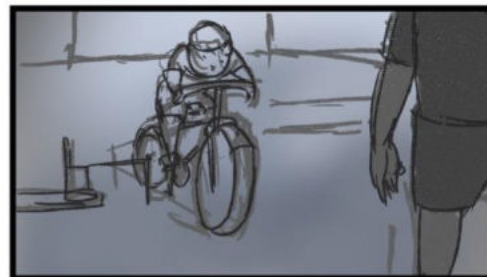
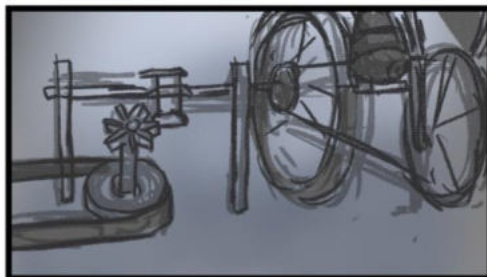
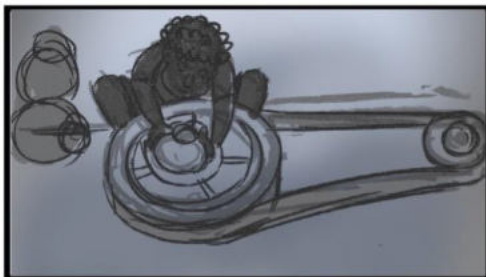
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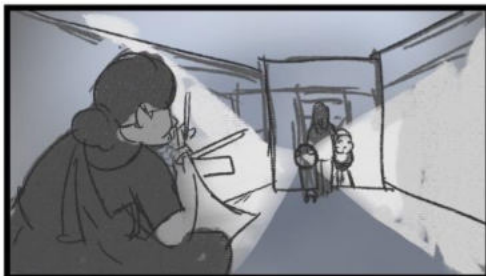
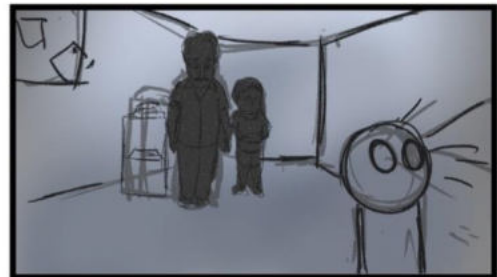
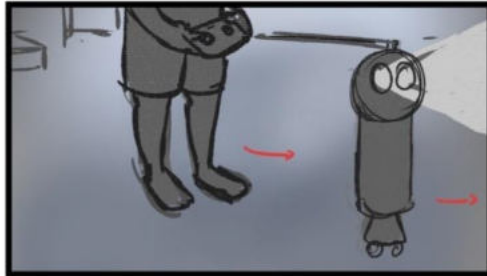
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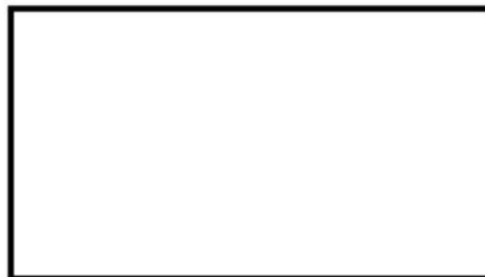
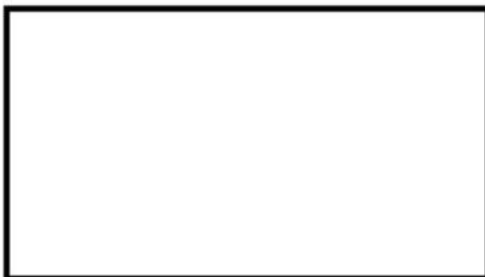
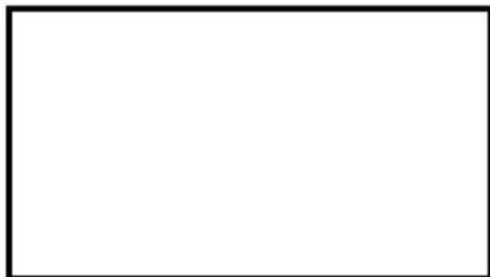
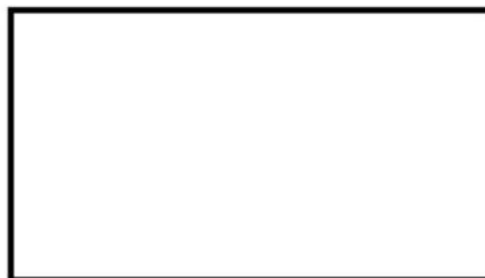
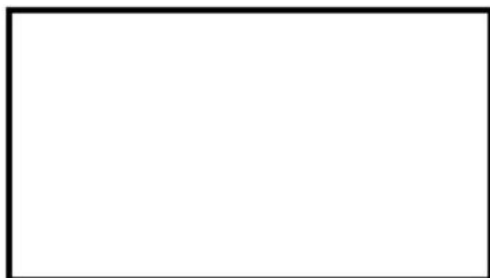
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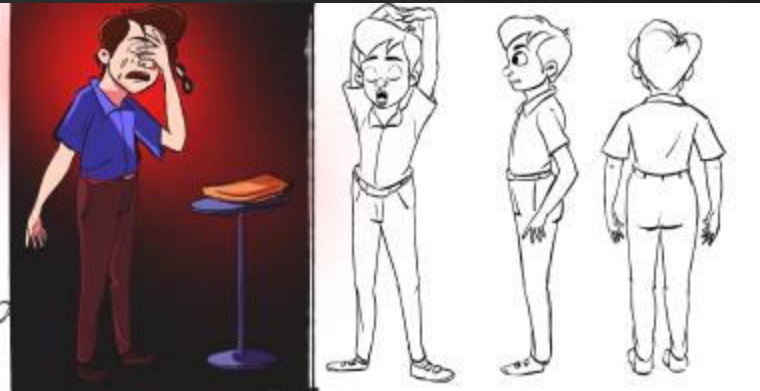
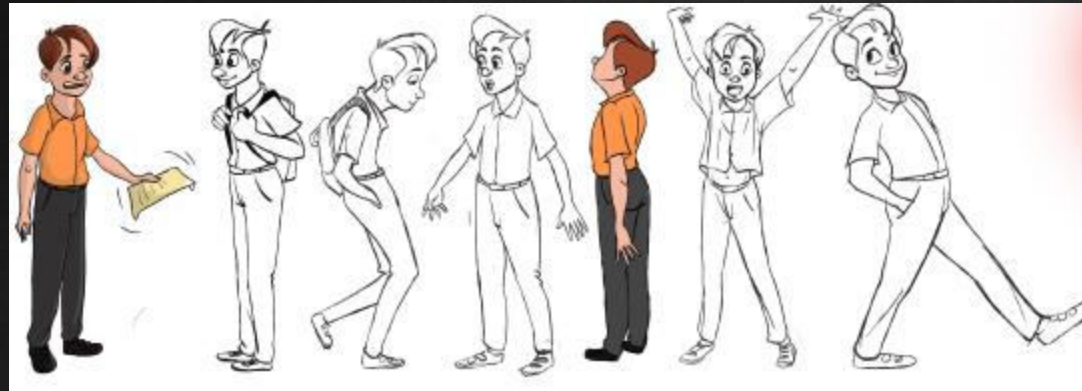


Post – production

P2 feedback

Character design

Shubham



Father



Rat

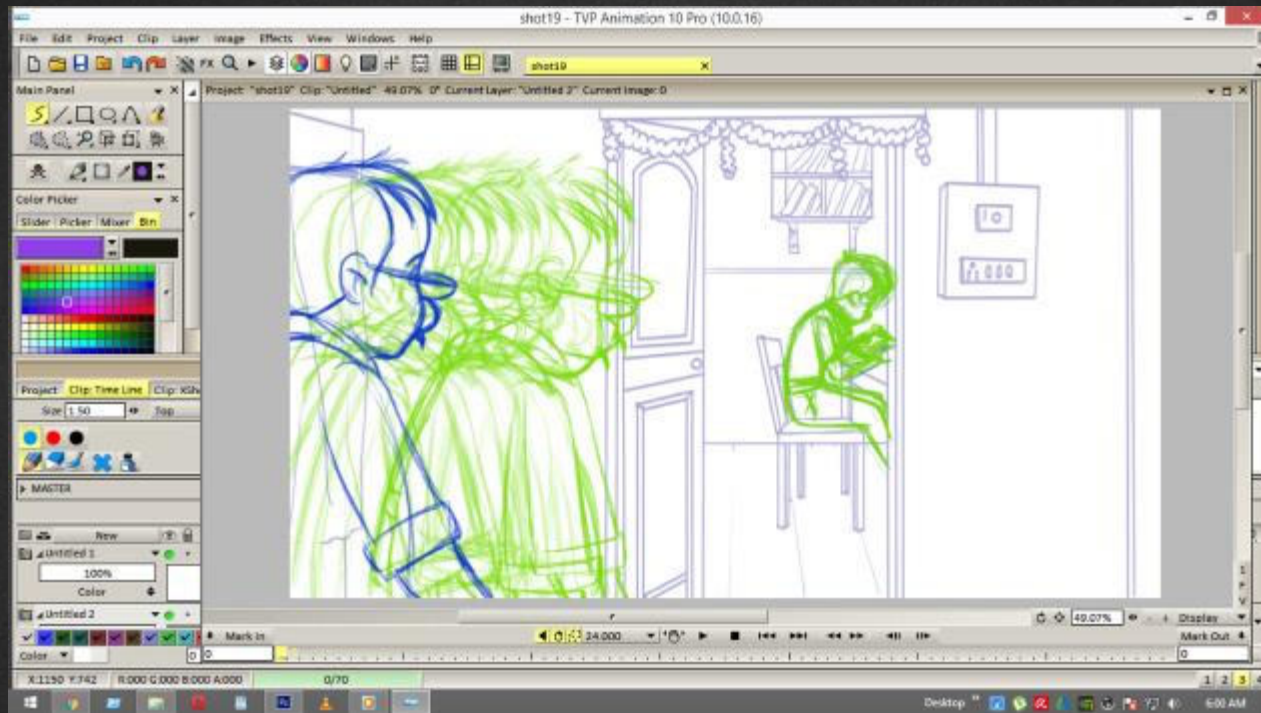
Concept art





Animation method

In beginning of my film production I tried some 2d animation software like adobeflash, 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.



Thank you !