
UNIT 6 **FILMING ORAL TESTIMONIES, INTERVIEWS AND INTERACTION: FINAL FILM PROJECTS***

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6.0 OBJECTIVES

After reading this Unit, you will be able to

- understand the importance of Oral Testimonies, Interviews and Interaction;
- analyse the need for Filmmaking of Oral Testimonies, Interviews and Interaction ;
- understand various issues involved in Filmmaking of Oral Testimonies, Interviews and Interaction ; and
- understand various techniques involved in Filmmaking of Oral Testimonies, Interviews and Interaction

6.1 INTRODUCTION

Oral testimony can be described as the oldest type of evidence (OT, n.d.). Usually, before recording their history in the form of written testimony, people passed information from generation to generation through story-telling. It is still in practice today. Don't you think so? If you recall, you would realise that you have

come to know about the lives of your grandparents, mother, father, other family members or even, important figures of the society through word to mouth. Most probably, you must have either heard them talk about someone to you or to other people. Therefore, it's not very difficult to understand why oral testimony should be considered as an important source of evidence. But, it is also true that it hasn't always been recognised as being important. It is simply because many historians in the past considered oral testimony as unreliable and they preferred to rely on written evidence. They believed that the story changed as it had to pass through many mouths and above all, there was also no way of ensuring the credibility of the story. But it is noteworthy that written sources are mostly found to have recorded the details of important, rich or otherwise noticeable people rather than ordinary people. As a result, a lot of information about the lives of common people was lost.

However, oral history has never gone out of frame completely. A lot of oral testimonies have survived although there have been testimonies preserved in written form. As Catherine Isabel Littlejohn, a Research Scholar writes in her Thesis, "The Indian Oral Tradition: A Model for Teachers", "The use of the oral tradition as a source is not a new idea. The most familiar book to use it is the Bible! Socrates wrestled with the conflicts of values between oral and written sources. Herodotus, the espoused 'Father of History', used oral sources in History of the Persian Wars" (Littlejohn, 1975). According to the great epic *Mahabharata*, Lord Krishna talked to Arjuna in *Kurukshetra*, in the battlefield, itself. These are found in the, *Bhagavat Geeta*, an important part of the oral customs in India. These were also transmitted orally for hundreds of years in the previous Christian Era (BCE). Around 20th century, the use of Oral Testimony became easier with the invention of the telephone and recording equipment. Interviewing people had never been easier earlier to that. Their thoughts, beliefs, views and experiences could be recorded for future generations to come.

In this Unit, we will discuss at length– What are Oral Testimonies? It would also throw some light on Oral History, its Theory and Practice. How is 'Interviewing' a person different to the interacting with him/her?

The unit would focus on various issues and techniques involved in Filming Oral Testimonies, Interviews and Interaction. More importantly, it would present some basic idea of handling any Film Project.

6.2 FILMING ORAL TESTIMONIES

What are oral histories? Accounts given by a person of events that have occurred earlier in their life are considered to be 'Oral Histories'. More often, these accounts are taken by family members, historians, archivists, or others by way of interviewing older people. It is considered to be an attempt to document events and lives that might otherwise be forgotten and lost in the past.

It is true that oral histories are valuable. But whenever we use them as primary sources, we must not forget that memory is usually considered to be weak. Because most of the historians believe that in the intervening years between the events and the recounting of them, a person may be influenced by others' accounts as well as books or even movies about the events in question (VILLAGE, 2018.). It is also believed that in general, the closer in time to the events that the account is given, the more reliable they (oral testimonies) are considered to be.

6.2.1 What makes Oral History Different?

In the context of Film Making, it would be proper on your part (specifically, for those who don't work with audio-visual media) to understand that "what makes oral history different if we can see what we hear?" (Lichtblau, 2006). Media experts believe that the media of communication shape communication itself since it styles the structure of contents and messages and thus influences how communication is understood by readers. Albert Lichtblau, University of Salzburg, Austria has illustrated this point by analysing how handwritten letters differ essentially from letters that are written by typewriter or are printouts of computer files or just appear on screen (Lichtblau, 2006). According to Lichtblau, the character of one's personality can be easily recognised in handwritten letters by personal style than in typed ones, which involves a small range of standardised typographic formats. He further adds that even in the form of typed letters, one can distinguish among various forms, such as the formal letter or the much more informal one. As far as E-mail and SMS are concerned, they fundamentally change the form and structures of typed communication into informality. In fact, both tend to a specific form of language, signs and codes.

Therefore, by this logic, you would agree that there are essential divergences when the format of the communication media differs. Consequently, it is required to understand the differences between audio-taped or video-taped interviews and accordingly, one can analyse these differences on various levels like form, structure, interview setting and interaction, intention, re/construction process, different kind of information and reception by the academic and non-academic audience (Lichtblau, 2006).

6.2.2 Oral History–Theory and Practice

Paul Thompson, a Research Professor at the University of Essex, England who played a leading role in the creation of the British Oral History Society and the international oral history movement, writes in his Classic Text book '*The Voice of the Past*' that...it is only quite recently that skill in handling oral evidence has ceased to be one of the marks of the great historian.' Therefore, it is pertinent to understand 'Oral History' from its theoretical and practical perspectives. Oral history is a method of collecting evidence about the past, and about how the past is connected to the present. Oral history plays a vital role in obtaining information about people and events in situations where there is little documentation, or any other sources of evidence, available. It is believed that the collection and interpretation of oral history is intimately linked with the workings of memory. Interviews with individuals inevitably address questions of how and why individuals as well as their communities remember what they do.

In order to have a thorough practical and theoretical knowledge of all aspects of Oral History, you need to understand as a student the oral interviews as historical resources; how to plan, conduct and analyse an oral history interview, current uses and interpretations of oral history. Therefore, it is suggested that you may explore various issues related to Oral History on following lines

- 1) How oral history has developed, where oral history sits in the canon of historical resources, and what must be taken into consideration when evaluating it as a historical source?

- 2) How does memory work, how do the workings of individual and collective memory influence how people talk about the past, and relate the past to the present?
- 3) Planning, conducting, and archiving an oral history interview.
- 4) Practical and theoretical issues of creating oral histories with different communities.
- 5) Practical and theoretical issues of interpreting oral history will be explored with reference to oral histories of a variety of aspects of urban life e.g. post-independence development in some specific areas, lives of different communities, memories of Freedom Struggle Movement.

6.2.3 Filming Oral History

With regard to the moving image record as historical evidence, Alan John Percivale Taylor, an English historian, a journalist and a broadcaster, expressed the view in 1968 that ‘film as well as being very useful, is a very dangerous instrument for historical study’(UH, n.d.). Only 5 years later, Martin A Jackson concluded in the *Journal of Interdisciplinary History* that ‘what film research does offer is a new and provocative source material, one that does not replace traditional sources, but adds to them.’ Therefore, it is essential on your part to have a critical understanding of the moving images so that you would be able to engage with them and determine their place and value alongside other historical sources.

In this context, the following strategies may be adopted to deal with moving images

- 1) The origins and nature of film should be taken into consideration with regard to the developing technologies of the media.
- 2) The approaches to film making should brought into our focus. Particularly, the developments in ‘documentary’ film making should be looked at while considering the notion of “the real” in film and its value to the historian.
- 3) The television programmes, particularly regional television news should be looked at as an exploration of historical resource along with other issues including understanding of the method of treating the news story of an event or a sequence of events and also analysing that how it differs from later written history of the same event or sequence of events.
- 4) The archives and the impact of archival practice should also be looked at with regard to the use of material in this context.
- 5) The film should be looked at in the context of television history and in the context of the material shot. For instance oral history should be shot with the intent of adding to the historical record.

Check Your Progress 1

Filming Oral Testimonies,
Interviews and Interaction:
Final Film Projects

Note: 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this unit.

- 1) What do you mean by Oral History? What makes oral history different if we can see what we hear?

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- 2) Explain 'Oral History' from its theoretical and practical perspectives.

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- 3) Why is it essential to have a critical understanding of the moving images while filming oral history?

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- 4) Describe various strategies to deal with the moving images.

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6.3 FILMING INTERVIEWS

Film makes it easier to communicate our interview-related research than purely audio sources (Lichtblau, 2006). 'Film' being an Audio-Visual medium has a great advantage over Audio as far as the effective communication of oral history is concerned. Why is it so? As Lichtblau writes, "*The reason for that is quite obvious. Audiences are not accustomed to only listen to edit or unedited audio sources; they are used to watching documentary films.*" It is also believed that even within the community of oral historians; film seems to be a more appropriate and therefore more powerful form to communicate the sources.

Lichtblau opines that while viewing an interview, we respond to moments of silence differently than if we "just" hear the interviews. Very rightly he points out that 'Silence' gives the viewers' space for 'additional interpretations'. It may be considered as a treasure for the audience, since it allows one's own fantasies to visualise a story. Not only 'Silence', a 'facial expression' of the interviewee plays a crucial role to articulate one's memory effectively as it is capable of transmitting the emotional struggle without using a word.

6.3.1 Filming Interviews with Freedom Fighters

Most of you might have read the History on India's Independence Movement. Have you ever heard its history? I mean the Oral History on India's Independence Movement! As you all know that millions of Indians participated in the struggle for independence from the British Rule. They were the witness and were part of the large non-violent movement, led by Mahatma Gandhi. As claimed by Gandhi Serve Foundation, in cooperation with its sister organization, Gandhi Serve India Trust, Mumbai/India, in 2005 for the first time a concentrated effort was made to video-record reminiscences of non-violent fighters for India's freedom (Gandhiserve, 2005). They systematically identified veterans and talked to them about various aspects of the struggle, which was the first large campaign in history based on truth and non-violence.

6.3.2 Oral Testimony: Is it free from Bias?

Oral testimony is very much useful to the historian of today. If oral testimonies are used carefully and treated it like any other kind of evidence, we can find out a lot about the past. Oral testimony can tell us what life was like in the past, what people thought about various subjects and even how people talked about a particular event. But is Oral testimony free from bias?

If someone has asked you: Are you biased? It's not a trick question. Practically, everyone is biased in some way. If you support one political party, you are probably biased against another, if you support one ideology, then you are probably considered biased against another. You may show your bias whenever talking about different books, television programmes, issues, even the Government policy. So what does it mean? Basically, bias means having an unfair or unbalanced opinion. History is considered to be a subject where people express their opinions. It means that we need to be very careful in order to get rid of bias.

For example, as a student if you look into the two sides of the story whether there really was a Hindu temple at a particular site later covered by a Masjid, one

would not avoid being biased. In references to the question, the focus is invariably on the case made by the Hindu side, viz. that there was a temple, and that different types of evidence confirm this. You may confront with a standard question: Is the evidence for the temple demolition scenario valid? By contrast, the anti-temple argumentation also offers evidence that the allegedly demolished Hindu temple never existed. Now it must be clear to you that if you take any side, you will be considered biased by the other. Therefore, you would end up with a very one-sided view if you are not very careful. Filming Oral Testimony would definitely facilitate as another source to recognise that a particular source is biased. This doesn't mean that we shouldn't use other available sources - just that we should be careful.

It is also important to recognise that bias is not found just in secondary sources, primary sources like filmed oral testimonies can also be biased. Bias is not necessarily a bad thing. In fact, it can be very useful as it allows one to find out about what people believed or thought about a particular subject. Historians are required to find evidence from lots of different sources including the filmed sources so that they can form a balanced opinion themselves.

6.3.3 Techniques of Interviewing

Filming an interview is more than just filming someone answering questions (Walker and Germano, n.d.). Besides a good interviewer, for a successful interview you need to understand various techniques of interviewing with regard to academic and technical aspects of filming a particular interview. On-camera interviews demand just about every production skill going (Stinson, 2000). For your understanding, various aspects of interviewing techniques can be split into three categories: questioning techniques, production methods and interview editing secrets.

i) Questioning Techniques

a) Preparing Your Subject

Before filming an interview, you must decide your style of questioning. Either you may like to have a classic question/answer style with the interviewer audible and occasionally visible or you may go ahead with the monologue style with the subject talking to an off-camera listener who's never seen on camera. However, both styles have their pros and cons (Stinson, 2000).

Deciding to include both the interviewer and interviewee has its own advantages:

- The audience hears each question so the subject doesn't have to build it into the reply (Stinson, 2000). For example, if the interviewee answers: "You have asked a very good question", it does not make any sense by itself. But it works if it follows "According to you what has made you to feel as a Proud Indian?"
- In this style of questioning, there is always a possibility to re-shoot the interviewer's questions later. But you should be careful because the interviewee may take this as offensive. The questions can be revised just to match more closely with the answers given by the subject. But definitely it should not allow the audience to interpret the answers differently with the revised questions recorded after the interview. That would be purely unethical.

On the contrary, the invisible interviewer style has its own advantages:

- In the absence of questions, more answers can be covered in a given time.
- The spontaneous responses appear to be more natural than a question-answer session.

However, the style of questioning/answering depends on the subject (interviewee). If the person (interviewee) is sharp (and relaxed) enough to improvise exchanges like this one:

“Would you recall and tell us about when you have joined Freedom Struggle”

“I joined Freedom Struggle in 1942 when I was a student; that time I was in the final year of Graduation...” Now, you are sure that you have found a pretty well subject. But if the subject can only respond, “1942,” then you will need an interviewer.

b) Decide on your Questions

One must stay away from TV reporter-type interviews (“So how does it feel to be trapped under that truck?”) (Stinson, 2000). If time permits, you should do research on your topic and formulate questions beforehand. It would be ideal if you prepare a list of questions to ask. But you should put those questions to the interviewee based on your intuition so that you would be getting the answers to your queries? You may prioritize queries like this (Stinson, 2000):

- Casual questions first, while the subject warms up and relaxes.
- Important questions next, when the subject is fresh and energetic.
- Less important questions will help to round out the interview.
- Pickup questions to fill gaps in the subject coverage and for later insertion into the main body of the interview.

You may share the questions with your subject, so that they would know what you expect from him/her. You must try to think of open-ended questions rather than ones that result in ‘yes’ or ‘no’ answers. Most importantly, explain how you will use editing to make every mistake disappear. If the subject stumbles he/she can repeat.

ii) Production Methods

a) Conducting the Interview

Most likely, while conducting the interview, you may have to wear two hats: Historian and Interviewer. But you need to separate these functions. As long as the outcome of the interview would be used as oral evidence, you need not to be worried for the audience since it is not usually meant for broadcast. However, it is expected that you may have to hire a Director or professional Cameraperson who would handle the Production/Technical aspect of Filming the Interview. For example, if you use the subject-only style, cutaways are essential. Cutaways are usually ‘Close-Up’ shots recorded with a second camera (if one is available). Cutaways can be recorded if there is only one camera by panning/tilting the camera. Hand movements or facial expressions of the Interviewee are used as cutaways. If the interviewer appears on camera, cutaways of him or her listening intently, nodding with agreement and smiling in appreciation can be filmed/recorded. In fact, cutaways provide more choices to the editor of the filmed

interview. Please remember that your filmed footage may not be required to be edited if your main objective is to use them as testimonies.

b) Framing your Camera Angle

Irrespective of the fact that whether the filmed interview is going to be broadcast or not, the subject should be positioned that looks good to you. The professional cameraperson on duty would take care of the frame. Nevertheless, you should know that the conventional framing for an interview is in a medium close-up (MCU, from centre of the chest to the head). At the same time, we also see the subjects framed in close-ups, medium shots, and wide shots. Sometime, you may find too much headroom left at the top of the frame. Selection of an appropriate background for an interview is an important task to make a shot more informative. You should choose a background that reinforces the content of the interview or tells us something about the subject (Walker and Germano, n.d.).

iii) Interview Editing Secrets

Editing of Documentary and Interview is a close door activity where putting your recorded/filmed footage to a meaningful evidence. Since your main objective is to use your footage as testimonies/evidences to support or to be critical any social movement, struggle of a group or any historical events, then you have less scope to glamourize any interview. In fact, you have less opportunity to have a cinematic treatment to your visuals because it may distract the specific audience from the truth. Editing is actually the process of using visuals to suggest/support the opinion, comments and memory or past events described by the subject. The main secret of editing is to use multiple angles and cutaways in order to hide the breaks and mistakes occurred during filming/recording. You may remember that an interview is audio-driven: it's a sort of illustrated radio show (Stinson, 2000). Therefore, you may use the sound to set the pace. You can listen to each edited sequence with the picture off. If you find the audio is sharp and smooth then the pace is considered to be good.

Check Your Progress 2

Note: 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this unit.

- 1) Filming Interviews has a great advantage over Audio as far as the effective communication of oral history is concerned. Why is it so?

(Within 100 words)

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- 2) Do you find the video recorded oral history on India's independence movement more informative than reading it? Explain in the context of excerpt of the video-record of some freedom fighters provided in the unit as example.
(Within 100 words)

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- 3) Explain the usefulness of the presence of bias in filmed oral testimonies.
(Within 100 words)

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- 4) Describe different categories of interviewing techniques for the purpose of filming interview.
(Within 100 words)

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6.4 FILMING INTERACTION

Interaction is another aspect of our day to day life towards improving social outcomes. There are lot of evidences found relating to meaningful interaction. You may find well-documented evidences in support of the benefits of interaction with other people (whether or not from different backgrounds) (d'Alembert, 2008). Particularly, it appears evident in relation to: increased levels of psychological health, assessed by various measures of happiness and emotional well-being; and increased physical health, such as lower blood pressure.

Filming of the meaningful interaction between people of different backgrounds could be used as a strong evidence of its potential to increase understanding and reduce prejudice. These filmed evidences may suggest that the meaningful interaction help build trust between people in an area, and thus increase resilience in communities (against inter-group tension and resentment and the appeal of extremism) (d'Alembert, 2008).

6.4.1 Interaction Vs. Discussion

Interaction can be describes as any process whereby the action of one participant influences the action of another participant (ICC, n.d.).

Conversation and Discussion : these two words share a common meaning i.e. a mutual exchange between two or more people. But with regard to the difference between these words, *conversation* is commonly used for all talk between two individuals, whereas *discussion* is for talk concerning a precise subject (d'Alembert, 2008). To simplify, we can say that a man's *conversation* is good which indicates that he speaks well about different subjects on which he has the occasion to talk. But we should not say he is good at *discussion*. The word *discussion* is also used when the talk concerns an important subject. For example, two heads of states may have talks or a *discussion* for to make peace. Whenever a number of people, especially more than two, gather and speak together informally, we say they are having a *conversation* and not a *discussion* (d'Alembert, 2008).

6.4.2 Importance of Meaningful Interaction

A study shows that those who come into contact with people from diverse backgrounds in the workplace are likely to “exhibit less prejudice” compared to those who do not (Garner, 2009).

Therefore, while interacting with people from different faith and ethnic groups, and different generations, the person involved in interaction should be free from bias. According to a report commissioned by the Department for Communities and Local Government of United Kingdom (OPM, 2011), the most prominent benefits of interaction were found in terms of the reduced levels of prejudice and improved community resilience, increased education attainment, skills and employment opportunities, improved health outcomes, particularly in relation to psychological health and avoidance of depression and reduced crime and anti-social behaviour.

6.4.3 Strategies of Filming Interaction

In order to have a meaningful interaction, we need to identify the places and spaces where meaningful interaction can take place. Research study claims that meaningful interaction can actually take place in ‘unexceptional and mundane’ environments (Cattell, Dines, Gesler & Curtis, 2008). Places of interaction don't need to be special, but they do need to be shared (OPM, 2011). But it is believed that some public spaces like educational settings with ‘school-linking’ schemes, can be considered as effective for meaningful interaction.

Some important skills for practitioners are required to lead meaningful engagement with people particularly when you are bringing together diverse groups of people. However, both practice and training are required for skills like active listening, facilitation of discussion and conflict/tension management (OPM, 2011).

Check Your Progress 3

Note: 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this unit.

- 1) What do you mean by interaction? Describe the usefulness of filming interactions?

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- 2) What is the difference between Conversation and Discussion?

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- 3) What is the importance of meaningful interaction?

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- 4) Discuss regarding some strategies of filming interaction?

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6.5 FINAL FILM PROJECT

As a learner if you want to learn from the ground zero then you need to produce (or to be part of the production team) a short Film/Documentary (or a collection of shorter films) of 20-25 minutes duration. During the course, you may have to form small groups on various aspects of the film (production, screenwriting, filmmaking, post-production, and marketing).

With regard to “Production”, the production team/group holds the charge of legal, financing, casting, and location hunting and works towards the completion of the film within the deadline by making a production schedule for the film. As far as the “screenwriting” team is concerned, it creates a screenplay (in case of fiction) and storyboards (in case of both fiction/documentary) for the film and further finalises the shooting script. This team takes care of creative writing, photography, drawing, etc. At the same time, shooting, lighting, directing, sound, etc. is taken care by the “Filmmaking” team. This group is primarily responsible for acquiring equipment involving cinematography, constructing sets, arranging costumes/props, etc.

The post-production team prepares background music, sound effects, animation, and graphics etc. much before editing. This group’s work will be primarily technical, using video and sound editing software to finalize the film.

Finally, the last and not the least, the activity pertaining to marketing which is performed by the marketing team. It produces a trailer and uploads on website. It usually organises a full preview, prepares a press-release and coordinates the advertising campaign on print/electronic media.

Check Your Progress 4

Note: 1) Use the space below for your answers.

2) Compare your answers with those given at the end of this unit.

1) What different groups do you need to form while taking up a film project?

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2) What is the responsibility of the Production team/group?

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- 3) What are the areas in your film project which is taken care by the Screen-writing team? How is it different to Filmmaking team?

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- 4) What do you mean by Post-production? Which tasks are performed by Post-Production team?

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6.6 LET US SUM UP

In this Unit, we have first discussed about filming oral testimonies during which we have tried to explain that what makes oral history different if we can see what we hear. In order to have a thorough practical and theoretical knowledge of all aspects of Oral History, we have explained the need of understanding the oral interviews as historical resources; particularly in the context of planning, conducting and analysing an oral history interview as well as interpreting it. With regard to filming oral history, we have also highlighted various strategies which may be adopted to deal with moving images.

Next, we have explained the advantage of filming interviews over purely audio sources as far as the effective communication of oral history is concerned. We have critically analysed that how the filmed oral testimonies can also be biased. But on the contrary, the filmed sources help historians form a balanced opinion themselves by gathering evidence from lots of different sources. Various techniques of interviewing have been discussed thoroughly.

Further, we have emphasised the importance of filming interaction, particularly regarding the importance of meaningful interaction. After that, we have also discussed about the adaptation of various strategies of filming interaction.

At the end of the Unit, we have discussed about taking up Film Project by the learner.

6.7 FURTHER READINGS

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6.9 UNIT END EXERCISES

- 1) What do you mean by Oral History? Discuss 'Oral History' from its theoretical and practical perspectives. Why is it essential to have a critical understanding of the moving images while filming oral history?
- 2) Describe various strategies to deal with the moving images.
- 3) Filming Interviews has a great advantage over Audio as far as the effective communication of oral history is concerned. Justify the statement with suitable examples.
- 4) Bias is not necessarily a bad thing. Justify the statement with regard to the usefulness of the presence of bias in filmed oral testimonies.
- 5) Describe different categories of interviewing techniques for the purpose of filming Interview with suitable examples.
- 6) What do you mean by interaction? What is the importance of meaningful interaction? Discuss regarding some strategies of filming interaction?
- 7) What are the different groups you need to form while taking up a film project?
- 8) What is the prime responsibility of the Production group? Please explain it giving suitable examples.
- 9) What is the difference between Screen-writing team and Filmmaking team?
- 10) What do you mean by Post-production? Which tasks are performed by Post-Production team?

6.10 CHECK YOUR PROGRESS: POSSIBLE ANSWERS

Check Your Progress 1

- 1) Try to define Oral History. You may recall watching either a 'Documentary' having the bytes/opinion/interviews of people or an interview programme on Television. If you have listened to any such thing on Radio, then explain what different you have felt as compared to television?

- 2) While oral history is a method of collecting evidence about the past, and about how the past is connected to the present. In practical perspective, oral history helps us obtaining information about people and events in situations where there is little documentation, or any other sources of evidence, available.
- 3) A critical understanding of the moving images is essential for enabling us to engage with them and determine their place and value alongside other historical sources.
- 4) The films should be considered with regard to their origins and nature of film, the approaches to film making in the context of the notion of “the real” in film and its value to the historian, the use of the archives and the impact of archival practice and the intent of the film to be added to the historical record.

Check Your Progress 2

- 1) Audiences are used to watching documentary films besides listening to edited/unedited audio sources. Film seems to be a more appropriate for people including and oral historians.
- 2) Reading the History on India’s Independence Movement is different to hearing its history. Millions of Indians participated in the struggle for independence from the British Rule. They were also the witness and were part of the large nonviolent movement, led by Mahatma Gandhi. After talking to them we would know about various aspects of the struggle, the first large campaign in history based on truth and non-violence.
- 3) Bias is found in secondary sources as well as in primary sources like filmed oral testimonies. Bias is not necessarily a bad thing. Since, it can be very useful as it allows one to find out about what people believed or thought about a particular subject.

Historians can form a balanced opinion themselves as they would find evidence from lots of different sources including the filmed sources.

- 4) Various aspects of interviewing techniques can be split into three categories: questioning techniques, production methods and interview editing secrets.

Check Your Progress 3

- 1) Interaction can be described as a process whereby the action of one participant influences the action of another participant. Filming of the meaningful interaction between people of different backgrounds could be used as a strong evidence of its potential to increase understanding and reduce prejudice.
- 2) Conversation is commonly used for all talk between two individuals, whereas discussion is for talk concerning a precise subject.
- 3) The most prominent benefits of interaction are found in terms of the reduced levels of prejudice and improved community resilience, increased education attainment, skills and employment opportunities, improved health outcomes, particularly in relation to psychological health and avoidance of depression

and reduced crime and anti-social behaviour.

- 4) In order to have a meaningful interaction, we need to identify the places and spaces where meaningful interaction can take place e.g. some public spaces like educational settings with 'school-linking' schemes. Some important skills for practitioners are required to lead meaningful engagement with people particularly while dealing with diverse groups of people. Both practice and training are required for skills like active listening, facilitation of discussion and conflict/tension management.

Check Your Progress 4

- 1) While taking up a film project, you may have to form small groups on various aspects of the film: production, screenwriting, filmmaking, post-production, and marketing.
- 2) The production team/group holds the charge of legal, financing, casting, and location hunting and works towards the completion of the film within the deadline by making a production schedule for the film.
- 3) The "screenwriting" team creates a screenplay (in case of fiction) and storyboards (In case of both fiction/documentary) for the film and further finalises the shooting script. This team takes care of creative writing, photography, drawing, etc. At the same time, the "Filmmaking" team takes care of shooting, lighting, directing, sound, etc. This group is primarily responsible for acquiring equipment involving cinematography, constructing sets, arranging costumes/props, etc.
- 4) The post-production team prepares background music, sound effects, animation, and graphics etc. much before editing. This group's work will be primarily technical, using video and sound editing software to finalize the film.