



Shyama V.S.
under the guidance of
Prof. G.V. Sreekumar



The teacher who
had hypnotic eyes

A group of children, likely students, are sitting on the floor in a row. They are wearing school uniforms consisting of light-colored short-sleeved shirts and dark-colored trousers or skirts. Their hands are resting on their knees, and they are looking down. The image has a warm, sepia-toned filter.

Vision of educators

The National Curriculum Framework 2005 envisions an education, where children are given a space to reflect, ask questions, wonder, and **probe sources of knowledge outside the textbook.**

Project objective:
contextualised history
education

Objective

Basic feature

Fun & flexible learning

Satisfier

Help student connect the dots, & understand the continuity of history & bring in a sense of ownership and make students active investigators of the past

Delighter

Scalable & can create a lasting interest in the subject

Study :

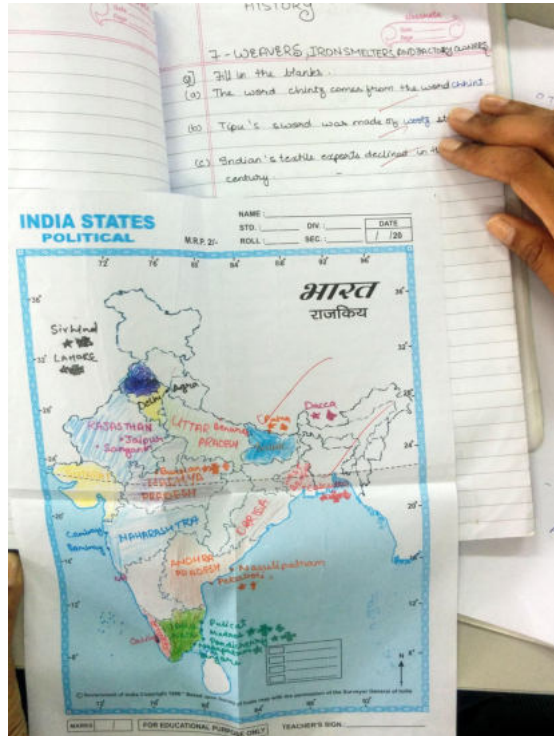
Primary study at KV, Powai

Interviews

Observation

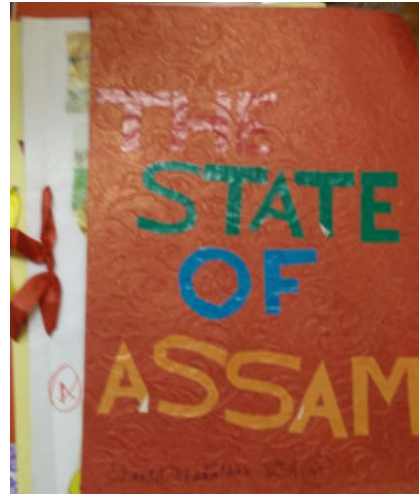
Analysis

KV powai: Observations



Activity

Look carefully at Fig.1 and write a paragraph explaining how this image projects an imperial perception.



Selecting the chapter

- History of clothing in Malabar
- Associated chapter - **clothing : a social history, class 8, NCERT**

Clothing: A Social History

It is easy to forget that there is a history to the clothes we wear. All societies observe certain rules, some of them quite strict, about the way in which men, women and children should dress, or how different social classes and groups should present themselves. These norms come to define the identity of people, the way they see themselves, the way they want others to see them. They shape our notions of grace and beauty, ideas of modesty and shame. As times change and societies are transformed, these notions also alter. Modifications in clothing come to reflect these changes.

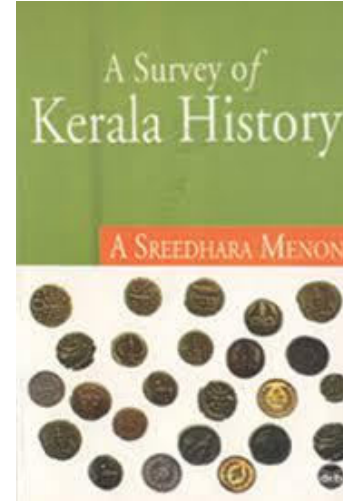
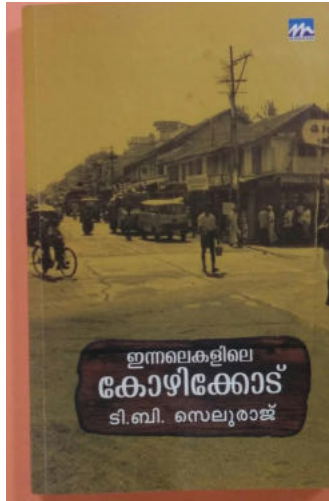
The emergence of the modern world is marked by dramatic changes in clothing. In this chapter, we will look at some of the histories of clothing in the modern period, that is in the nineteenth and twentieth centuries.

Why are these two centuries important?

Before the age of democratic revolutions and the development of capitalist markets in eighteenth-century Europe, most people dressed according to their regional codes, and were limited by the types of clothes and the cost of materials that were available in their region. Clothing styles were also strictly regulated by class, gender or status in the social hierarchy.

After the eighteenth century, the colonisation of most of the world by Europe, the spread of democratic ideals and the growth of an industrial society, completely changed the ways in which people thought about dress and its meanings. People could use styles and materials that were drawn from other cultures and locations, and western dress styles for men were adopted worldwide.

In Chapter I you have seen how the French Revolution transformed many aspects of social and political life. The revolution also swept away existing dress codes, known as the sumptuary laws. Let us look briefly at what these laws were.



Study

Chronology



1816

Origin of
village police



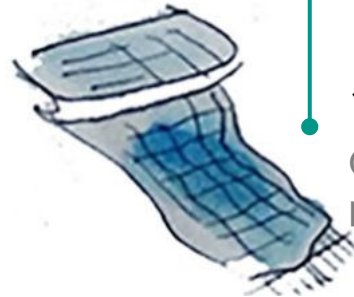
1862

Anglo Indian Girls'
school begins to
function



1843

Slave trade
prohibition



1864

Calico act prevents
production in Calicut



1888

Calicut railway station begins to function



1892

Kuthiravattom mental health center



1890

Victoria Jubilee Town hall



1864

Basel mission weaving center



1910

Origin of *Emandan*



1923

Mathruboomi news



1914

World war 1 & Calicut



1930

Muthalakulam dhobi
ghana

Mediums & approaches



Videos

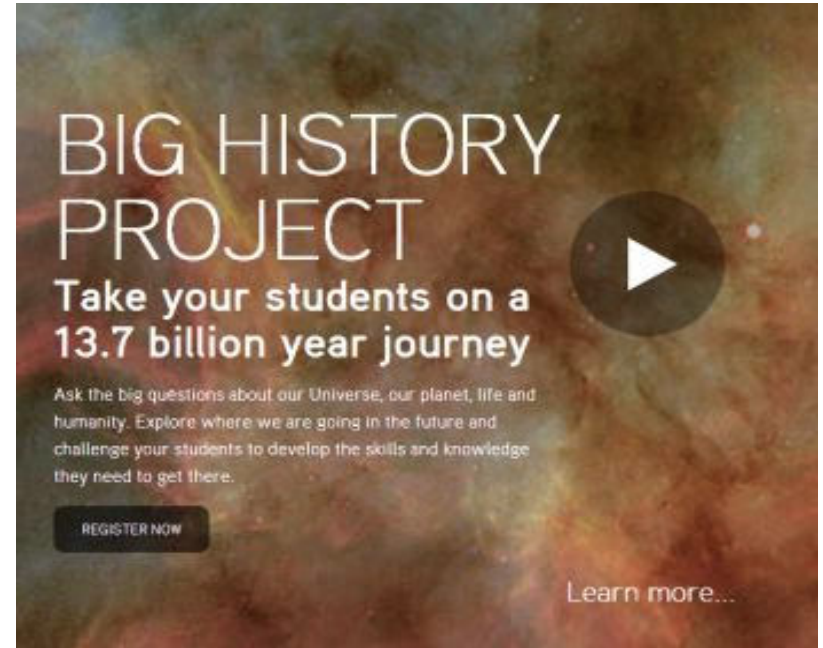


Books & comics



MINECRAFT

Games



BIG HISTORY PROJECT

Take your students on a 13.7 billion year journey

Ask the big questions about our Universe, our planet, life and humanity. Explore where we are going in the future and challenge your students to develop the skills and knowledge they need to get there.

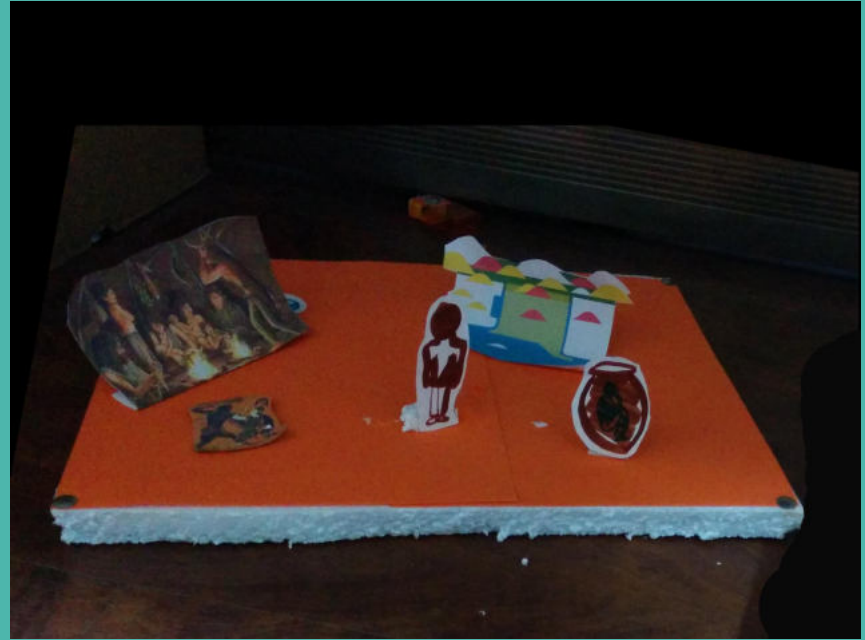
[REGISTER NOW](#)

[Learn more...](#)

Big history

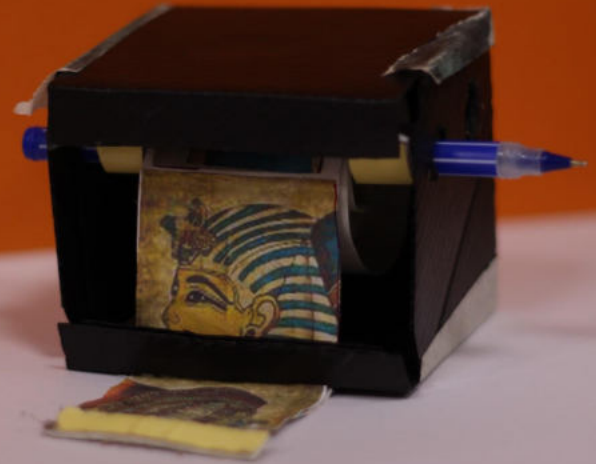
Concept 1

Paper cutouts
And a lesson plan



Concept 2

Use the city as their lesson using
small posters, tickets scattered
through the city



Concept 3

Accordion history



Final Concept



Kozhipidea

A student contributed & curated website of Kozhikode's local history

Key features:

- A continuation of school
- Community involvement

Kozhipidea

Continuation of the classroom learning and lesson plan

Participants

Schools of class 7,8, 9 in Calicut

Editors

Level 1: Teacher (part of NCERT activities in the textbook)

Beneficiaries

Anyone who wants to learn history of Kozhikode

How it works

Strategy

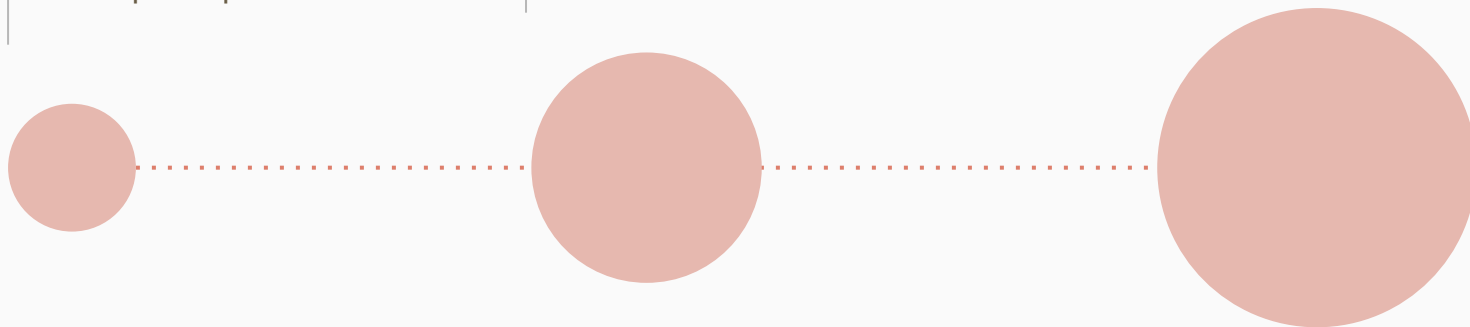
1. Facebook
2. Calls for participation

Student

1. Completes the task teacher gives
2. Uploads the content

School

1. Assigns task of collecting oral histories & photos
2. Select the student works
3. Edits the student contribution



SCHOOL

STUDENT

Actions : Views timeline
Uploads content
Notifications
Access resources

Explore

Timeline
Albums

Resources

View

Instructions
How to write
How to interview
Sample
Media list

Add project

Media
Year
Description
Community
Place
References
Tags
Add question
Add student names

View other schools

SCHOOL

TEACHER

Actions : Read instructions
Edit student work
Add contribution
Notifications
*Pose questions

Resources

View

Edit

Instructions

How to write

How to interview

Sample

Create profile

teacher ID

student ID

Projects

Select

Edit

Community

View others work

Questions to public

Questions to teachers

PUBLIC

Actions : Views timeline
Resources
Choose to participate

About

What it is
What it can do
Who is contributing
How to be a part

Photo archives

Search

Year
Community
Place
School

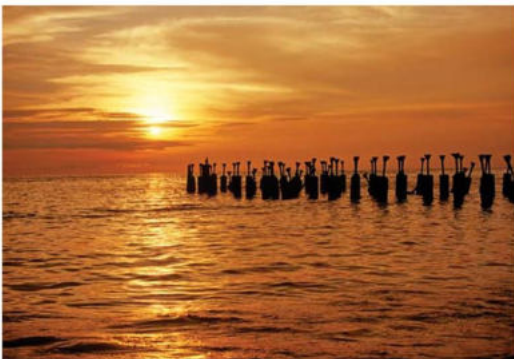
Explore

Timeline
Albums

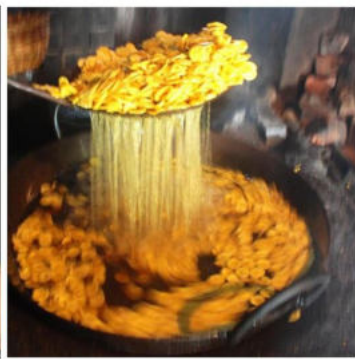
Resources

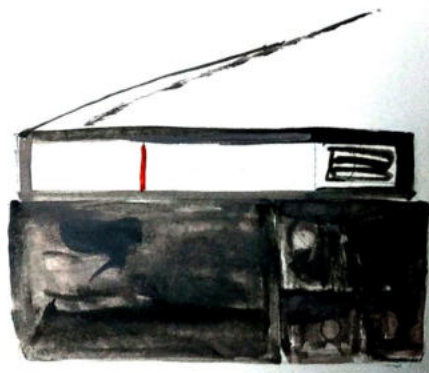
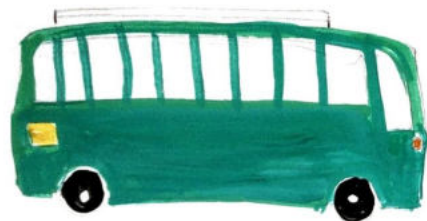
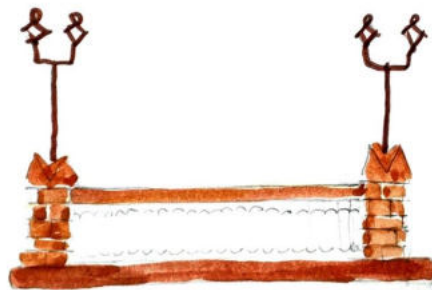
Sample

Teacher of the
month

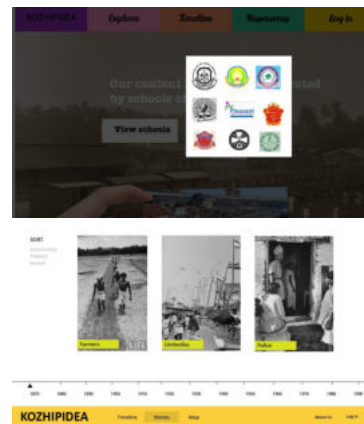
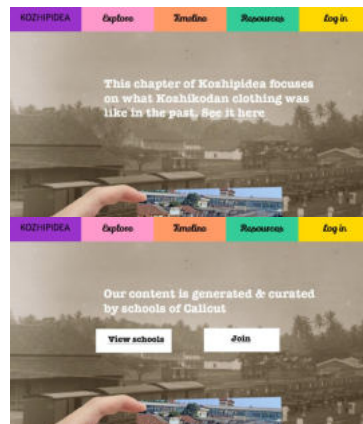
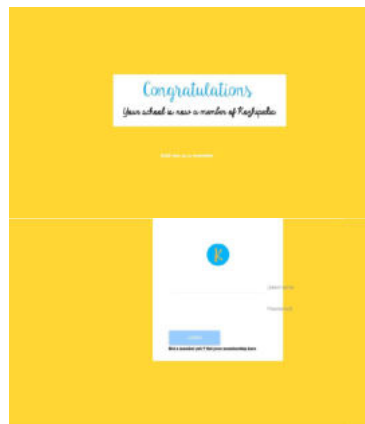
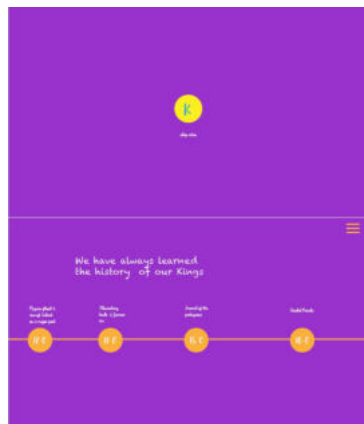
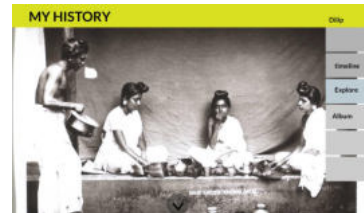
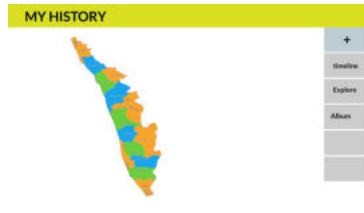


INSPIRATION



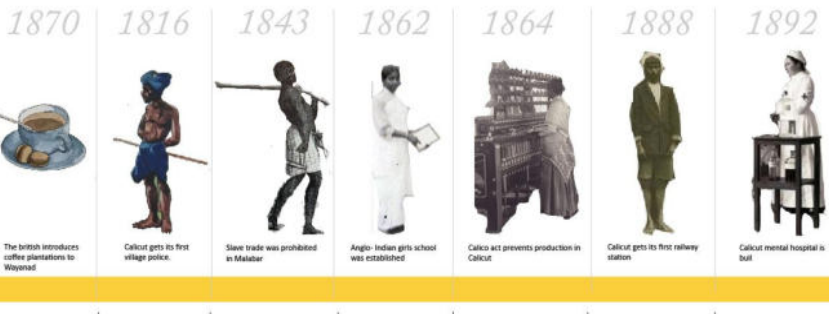


Design iterations



KOZHIPEIDA

Timeline Stories Map CONTRIBUTE



KOZHIPEIDA

Timeline Stories Map CONTRIBUTE

KOZHIPEIDA

Timeline Stories Map CONTRIBUTE

We have always
learned the history
of our Rulers

12 C

Rise of
Calicut port

13 C

Flourishing rule
of the Zamorins

15 C

Arrival of the
Portuguese

17 C

Arrival of
the Dutch

18 C

British rule
in Malabar
Tippu Sultan
Rajahmundry
vs British

19 C

British Raj

Now it is time
to build our
own history

17 C

Arrival of
the Dutch

18 C

British rule
in Malabar
Tippu Sultan
Rajahmundry
vs British

19 C

British Raj

Now it is time
to build our
own history

About
Explore
Resources
Log in

We have
always learned
the history
of our Rulers

12 C

Rise of
Calicut port

13 C

Flourishing rule
of the Zamorins

15 C

Arrival of the
Portuguese

16 C

Feudal landlords

17 C

Arrival of
the dutch



Vascodagama arrived at Kappad in 1498. Their relations with the Zamorin, fight of Kunjali marakkal. Introduces cashew nut, guava etc. Present day Catholic Deva matha church in Calicut was build

About Us

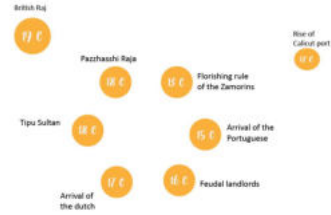
Get Started

Community Forum

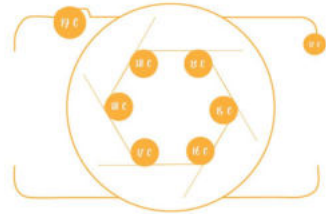
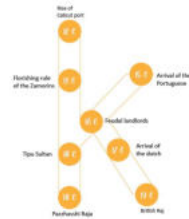
News

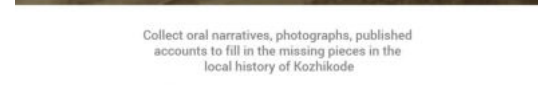
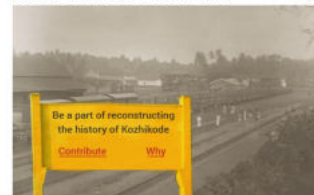
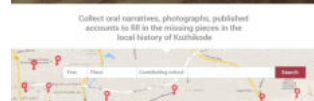
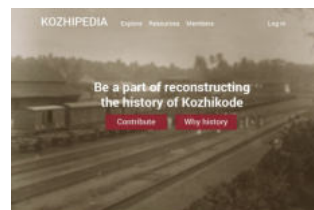
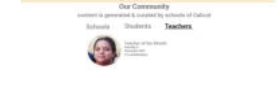
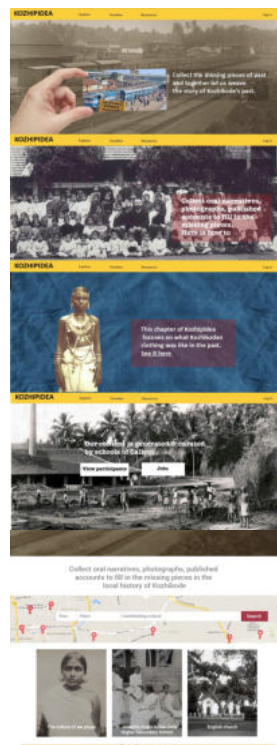
Contact Us

Policies



[About](#) [Explore](#) [Resources](#) [Login](#)





Challenges

- Activities require a teacher's expertise & interest
- They might be done in various ways in various schools
- Motivation

Learning