

**DESIGN FOR HISTORY LEARNING: ENGAGING &
CONTEXUALISED HISTORY EDUCATION**

**VISUAL COMMUNICATION PROJECT III
VCDP - 355**

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**INDUSTRIAL DESIGN CENTRE
INDIAN INSTITUTE OF TECHNOLOGY BOMBAY
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Approval

Visual Communication Project III

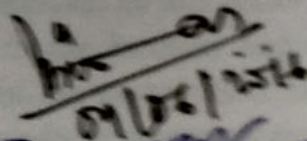
"Design for history learning"

By: Shyama V.S.

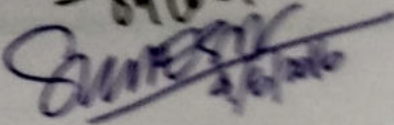
M.Des Visual Communication 2014-2016

is approved as a partial fulfilment of requirements of a
post-graduate degree in Industrial Design at IDC,
IIT-Bombay.

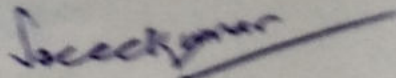
External Examiner


09/08/2016

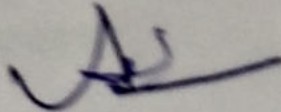
Internal Examiner


26/06

Project Guide



Chairperson




Declaration

I declare that this written submission represents my idea in my own words and where other ideas or words have been included, I have adequately selected and referred the original source.

I also declare that I have adhered to all principles of academic honesty and integrity and have not misinterpreted or fabricated or falsified any ideas / data / facts / sources in my submission.

I understand that any violation of the above will be cause for disciplinary action by the Institute and can also evoke penal action from the sources that have not been properly cited, or from whom proper permission has not been sought.

Signature: 

Name: Shyama V.S.

Roll No: 146250008

Acknowledgements

I would like to thank Prof. G. V. Sreekumar for his valuable guidance, extreme patience and consistent feedback.

I would like to thank Prof. Venkatesh Rajamanickam for introducing me the concept of instructional design and local history. His lecture on instructional design was my inspiration and motivation behind this project.

I would like to thank Labeeba Kothur and Roney Devassia for helping me find adequate reference material.

ABSTRACT

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. A lot of people in India have been working towards making this dream a reality. But even now history still remains a student's nightmare in schools. The vastness of the subject adds to the drab of trying to learn it. But most of the time, it is also hard to relate to the lives of some King or Queen, living somewhere with life and culture too different from what a child knows.

As of now, the school syllabus is largely centralised and hence cannot include local perceptions to a large extent. By enabling communities to include their local history and culture to be a part of education, we empower them and help us connect better to the nation. In this project I have attempted to aid this process of transforming history learning into a more palpable experience by creating resources to document and exhibit a student's enquiry into his or her own history and share it with the world. This project's initial goal was to create a set of learning and teaching material, specific to a locality to help students' of that locality make sense of their identity in relation to individual and to the world. The locality I have focussed on is Kozhikode which used to be a part of Malabar. So I have learned about the history of Kerala, Malabar to build a knowledge base.

My outcome is a crowdsourced web platform which can nudge the schools in Calicut to participate in contributing to the history of Kozhikode.

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Introduction

WHY HISTORY

Humans appeared about 200,000 years ago. And unlike the rest of the organisms where the information that is accumulated over a lifetime dies, when the organisms die; humans have the gift of language. This system of communication has enabled us to share what we have learned so that it can accumulate in collective memory. And thus the information accumulated by an individual outlasts his lifetime and this collective memory helps us to be creative.

History helps us learn how we are part of the human family. It helps us understand the nature of historical circumstances in our current situations. In addition to telling us how we belong and how we relate to today's problems, it tells us what is unique to our current state of living. And further, it acts as a window to our understanding of our own individuality.

To a lot of historians and students, history is about what happened in the past. But why things happened the way they did is a bigger question. A lot of things happened in the past not because of random circumstances, but by choices made by human beings. They made a series of choices which shaped the world as we know it. History gives us an understanding of how and why these choices were made. There are things which did not happen shape our past as much as the things that did. And at the core of every choice

made which shaped our past, are people who faced a situation, people who saw problems, saw opportunities, people who found solutions, decisions which would have been quite different from what you or I would have made.

HISTORY IN SCHOOLS

Study of social sciences helps build human values like freedom, trust, mutual respect, respect for diversity, etc. Thus, learning social sciences in schools becomes a value building exercise to help a child understand these values, analyse socio political scenarios and identify forces which threaten these values. It helps to develop critical thinking abilities in a child and helps him understand individual and social values.

But for social sciences to meet these goals the child needs to be more than a mere retainer of information without comprehension. He or she needs to learn as an active enquirer through reading, writing, analysing and reflecting. And while becoming more than passive learners, by becoming active investigators of the past, the child develops a sense of ownership of the knowledge he acquires and develops a lasting interest in the subject.

But even with the revised vision for social science education put forth by NCERT way back in 2006 it

Source :

1. David Christian: The history of our world in 18 minutes, 2011
2. Vandana Saxena, Contemporary Trends in Education: A Handbook for Educators, 2012
3. NCERT, Position paper on teaching of Social Sciences, 2006

would seem that things haven't changed much. Children are still turned off by the vastness and drab of the subject and the way in which it is being taught in schools. There is a disconnect between the information present in the textbooks and a child's real and immediate surrounding.

LOCAL HISTORY

In the thousands years of history-writing has been based on distinguishing superiors and inferiors, winners and losers in the society. Most of the writings give importance to the superiors. Local history is the study of history in a geographically local context and it often concentrates on the local community. It incorporates cultural and social aspects of history.

Local history societies or groups document local history to preserve a historic building or site. It is common to find amateur historians, archivists employed by organisations etc working to compile local history. One important aspect of compiling local history is cataloguing documents preserved in national or local records pertaining to the particular locality.

Local histories reflect the reality of human lives with respect to the place where we lived. The place where we live becomes a major determinant of our lives. Local history enables us to understand human

relationships to one another at the point in time. It gives face to the national statistics or numbers. It makes history real.

Source : Lecture by
Dr Jonathan Healey, Why Local History Matters, 2012

Data collection

LOCAL HISTORIES IN SCHOOL

As per the National Curriculum Framework 2005, the preparation of curricula, syllabi and teaching-learning resources, including textbooks, could be carried out in a far greater decentralised and participative manner, increasing the participation of teachers, along with representatives and experts from other organisations. This is especially important as they are exploring the possibility of producing more than one textbook for each grade and subject, so that there is far greater local relevance in materials, and also a plurality of materials from which teachers can choose.

In a multicultural society like ours, it is important that all regions and social groups be able to relate to the textbooks. Relevant local content should be part of the teaching-learning process, ideally transacted through activities drawing on local resources. The national perspective needs to be balanced with reference to the local. At the same time, Indian History should not be taught in isolation, and there should be reference to developments in other parts of the world.

The position paper on teaching of Social Sciences by the National Focus group, 2006, suggests a shift in the social science education and is summarised below:

- Shift from the textbook as the only source of information to the textbook as suggestive of a particular way of understanding issues.

Source:

1. NCERT, National Curriculum Framework, 2005
2. NCERT, Position paper on teaching of Social Sciences, 2006

- Shift from the ‘mainstream’ account of the past and its past to one where more groups and more regions are taken into account.
- Shift from utilitarianism to egalitarianism.
- Shift from the textbook being perceived as a closed box to the textbook as a dynamic document.

To summarise the National Curriculum framework’s vision for education:

- Connecting with the local and the contextualised in order to ‘situate’ knowledge and realising its ‘relevance’ and ‘meaningfulness’
- To reaffirm one’s experiences outside school, to draw one’s learning from observing, interacting with, classifying, categorising, questioning, reasoning and arguing in relation to these experiences
- Realising the ‘fruitfulness’ and ‘openness’ of enquiry, and the provisional nature of truth Engaging with ‘local knowledge’/indigenous practices in the local area, and relating these to school knowledge wherever possible.
- Encouraging questions and leaving space open for the pursuit of new questions

LEARNING STRATEGIES

Behaviorist Learning Theory

Behaviorism is an approach to psychology based on the proposition that behavior can be researched scientifically without recourse to inner mental states. It is a form of materialism, denying any independent significance for mind.

Strategies used are given below :

Building fluency
Chaining
Drill and practice
Instructional cues
Negative reinforcement
Positive reinforcement
Punishment
Reinforcement removal
Shaping

Cognitive Learning Theory

Cognitive theory defines learning as “a semi-permanent change in mental processes or associations.” Cognitivists do not require an outward exhibition of learning but focus more on the internal processes and connections that take place during learning. Strategies used are given below:

Advance organizers
Anchoring ideas
Chunking information
Imagery
Logical sequencing of content
Metaphoric devices
Mnemonics
Organizational techniques
Outlining
Pattern recognition
Repetition
Self-questioning
Summarization

Constructivism

Constructivism is basically a theory -- based on observation and scientific study -- about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Learning strategies are given below:

Articulation
Authentic tasks
Coaching
Collaboration & social negotiation
Cultural diversity
Encourage curiosity
Enhance relevance
Exploration
Hypothesis generation
Learning by discovery
Modelling and explaining
Problem-solving activities
Reflection
Role-playing
Self-directed learning

Source:

1. Peggy A. Ertmer and Timothy J. Newby, Behaviorism, Cognitivism, Constructivism: Comparing critical features from an instructional design perspective, 2013

STRATEGIES WHICH MOTIVATE STUDENTS TO LEARN

Give below are some classroom activities which can help students develop a sense of ownership & interest in history.

Watching films, videos or DVD's: Helps visualise era, event, distant, dangerous conditions. Videos lack a feedback mechanism. Unless students debate and question the ideas presented to them they may become passive receivers of content.

Field trips: It helps connect to a place which is otherwise a paragraph of text in books. But again, unless a discussion is initiated on why that site is important students might miss the relevance of the trip.

Debates: The problem with debates is students are more interested in winning their argument than understanding the nuances of decisions. Debates produce convergent rather than divergent thinking.

Role-playing, re-enactments & tableaux: Here the students study about the person or event they are assigned to and represents the person. The students have to be historically accurate.

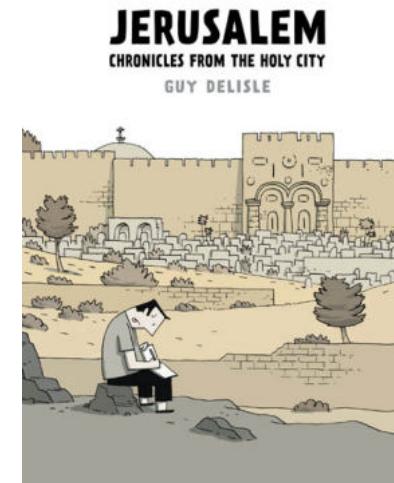
Heritage or history minutes: Organize the class into small production teams and ask them to write a storyboard for a one minute trailer of a history chapter.

Historical fiction: Encourage students to create fiction using historic documents.

Source:

1. John Fielding, Engaging Students in Learning History, 2005

EXAMPLES OF STRATEGIES USED: COMICS



The use of comics in education is based on the concept of creating engagement and motivation for students. In Japanese cram schools a 22 volume history comic book is being used to assist learning. It has been noted that the use of a narrative form such as a comic “can foster pupils’ interest in history and help students

remember what they have learnt and providing a means of fostering discussion. A lot of comics already exists in India on various historic events. Some of them lack historic accuracy. In Kerala, a lot of homes still subscribe to the comic books ‘Balaboomi & Balarama’. Sometimes they feature historic fiction.

Source:

1. www.usnews.com, nigerias-possible-solution-for-teaching-history-comic-books, 2016
2. NHK news Japan
3. Smithsonian.com, The New Yorker Editor Who Became a Comic Book Hero, 2015

EXAMPLES OF STRATEGIES USED: BIG HISTORY

HUMANS



Powerful brains. Precise language. Humans have a knack for gathering, preserving, and sharing information. We use these skills to create entirely new forms of complexity, making us the most powerful force of change on the planet.



THRESHOLD 6: COLLECTIVE LEARNING

How humans are different.



THRESHOLD 7: AGRICULTURE

How farming sows the seeds of civilization.

The Big History Project was started by Bill Gates and David Christian to enable the global teaching of Big History. Big History “is the attempt to understand, in a unified way, the history of Cosmos, Earth, Life and Humanity.” It is a course that covers history from the big bang through to the present in an interdisciplinary way. The Big History Project “is dedicated to fostering

a greater love and capacity for learning among high school students”.

It simply divides history into eight “thresholds”, from the Big Bang to the birth of our modern world via themes such as the origin of Homo sapiens and the beginning of agriculture.

Source:

<https://www.bighistoryproject.com>

EXAMPLES OF STRATEGIES USED: GAMIFICATION



MINECRAFT



Since late 2011, MinecraftEdu has made its way to thousands of classrooms around the world. It has been used to teach all kinds of skills and subjects from math to foreign languages to social justice to fair trade. The overarching idea of MinecraftEdu is to retain the magic of original Minecraft while adding elements that facilitate its use in classroom. Minecraft has also spawned a thriving network of YouTube channels, including one run by British creator Joseph “Stampy”

Garrett, that recently launched an educational show called Wonder Quest filmed within the game. Reconstructing a lost historic site is an example of a Minecraft edu project for history learning. While building the site with historical accuracy students are encouraged to read original documents and understand minor details about the site and events which took place there.

Source

1. The Guardian, Microsoft launches site for teachers taking Minecraft into the classroom, 2015
2. Minecraftedu.com, Teaching with MinecraftEdu, 2011

EXAMPLES OF STRATEGIES USED: GAMES



Never Alone - Game

Never Alone, also known as *Kisima Innitchuna* ("I am not alone"), is a puzzle-platformer video game by Upper One Games. Swapping between a Iñupiaq girl named Nuna and her Arctic fox companion, the player completes puzzles in a story based on Alaskan indigenous stories told in eight chapters. It is interesting how the game is being used to teach the young generation about the culture and life of the Alaskan indigenous groups.



Source:
E-Line Media, Never Alone Game, 2014

EXAMPLES OF STRATEGIES USED: COLLECTIVE HISTORY

THE MEMORY COMPANY presents

INDIAN MEMORY PROJECT

visual & oral history of the indian subcontinent via family archives

HOME THE PROJECT ▾ CONTRIBUTE IMAGES & STORIES ▾ THE MEMORY COMPANY ▾ PRESS & EVENTS SUPPORT THE PROJECT ▾ CONTACT

Previous »



155 – Cavorting around trees in their village

Food & Drink »



156 – The force behind my grandfather's success

Photographic Techniques »



157 – One of the three earliest

Beauty Pageants »



158 – Winner of the 1970 Miss

Indian Memory Project is an online, curated, visual and narrative based archive that traces a history of the Indian Subcontinent, via photographs and letters found in personal archives. Contextualised with narratives, the photographs & letters

(contributed by people all over the world) it is an interesting resource for the cultural history of India. The information within it is almost scattered and it gets quite difficult to get an overall sense of the past through it.

Source

1. <http://www.indianmemoryproject.com/>

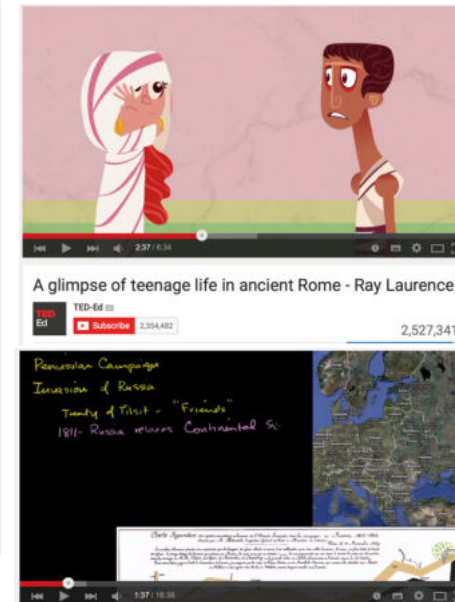
EXAMPLES OF MEDIUMS USED: BOOKS



Feetour by Tin Wu

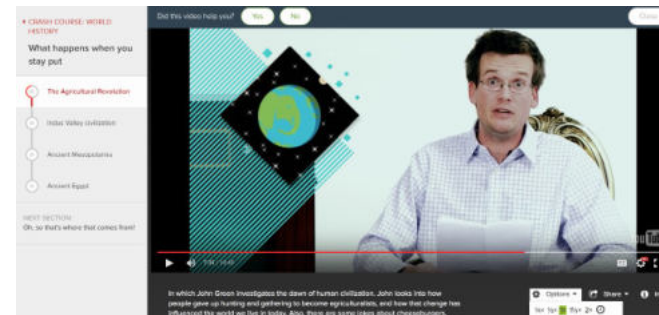
Feetour combines children's books and shoes, to show children the way and then give them the "shoes" to take them to that destination. Each book in this series of five books refers to a distinct ancient culture, which includes Chinese, Indian, Greek, Egyptian and Mayan. The stories are folktales of the cultures, and every story has drawings that portray unique artistic characteristics of that culture. Using traditional shoe styles and different bookbinding will inspire children's sense of touch and sight, and guide their imagination to have world adventures of their own.

EXAMPLES OF MEDIUMS USED: VIDEO



Videos

Several videos are available online which teaches various subjects, including history of which I find Ted-Ed videos, the most engaging. Youtube hosts a large number of them and some others which are more structured and interactive can be found at MOOCS like Khan academy.



HISTORY OF CLOTHING

Relevant chapter

Clothing : A Social History, NCERT class 8

Summary /content available in the lesson

Here is a gist of the chapter

- Introduction to time period
- Major global and national events influence
- Drive for a national dress
- How pan Indian style failed?
- Probe into local styles
- Transformation of clothing styles and factors
- Swadeshi movement

Introduction

With the emergence of the modern world there were dramatic changes in clothing. Colonisation and industrial scale production after the 18th century changed the way people related to clothing. A lot of cross cultural styles were made possible.

In British Malabar

In Kerala clothing has always remained pretty simple with the Kings to the commoners wearing a 'mundu' to cover their lower body. First changes in clothing began to take place in the 9th Century when the Bhakti movement spread. Clothing became a marker of caste and there were several restrictions on what can and cannot be worn by people of lower castes. Tipu's invasion and the subsequent British rule lead to a lot of socio-cultural changes. Religious conversion were

another factor which created a shift in clothing. When the lower classes and converts to christianity began to dress to imitate the western style of clothing, there was an unrest amongst the upper classes. This led to several clashes. And slowly, with time religious and class restrictions on clothing began to disappear and were replaced by the Swadeshi movement.

In art, film and literature

There has been comprehensive guides written about the history of European costumes like Survey Of Historic Costume by Phyllis G. Tortora for example which gives an over all understanding of not just the costumes (for textile history enthusiasts), but in detail describes the society of the times and narrates how the social and political conditions affected the clothing. In terms of the clothing of Malabar I am yet to find a good compilation of the various styles that ever existed. In certain historic films like Urumi, creative liberty overtakes historical accuracy.

Earliest records of photography in Kerala dates back to 1865. So there are photographs available from that period forth which remain scattered in multiple places like museums, personal archives etc. The clothing before photographs can be understood through descriptions and depictions in art & literature. It is also possible to understand clothing in the past through elder's accounts.

CONTENT COLLECTION

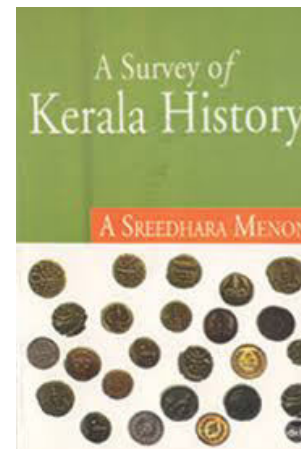
History of clothing in Malabar

The data about history of clothing in Calicut was collected through books and internet blogs.



Kozhikodinte Paithrikam & Innalakkalilude Kozhikode

These books were written by Adv. T. B. Selluraj. They describe history of Kozhikode through chapters on various aspects of culture and life. It describes several aspects of history of various familiar buildings, spaces, origin of certain words etc specific to Kozhikode. Adv T.B. Selluraj is familiar to the people of Kozhikode through his works to unveils the history of Kozhikode.



A survey of history of Kerala

Since local history needs to be build on a base of larger history of Kerala, I studied the history of Kerala using A. Sreedhara menon's 'A survey of history of Kerala'. It is one of the most widely-read compendiums on the social, cultural and political history of Kerala. Sreedhara Menon, eminent historian, academic and Padma Bhushan Awardee, stayed away from ideological leanings towards any organisation or political party.

Sangam clothes

Women were fond of jewels such as necklaces, bangles, anklets etc. Ornaments like Tali, Pulipaltali, Aympadatali, Nul Polkalam, Polkasu, Todi, Nettipattam, Muthuram, Chutti, Vala, Kuzhal etc are mentioned in the Sangam works. Women wore cotton fabrics as well as woollen clothes. On festive occasions, they used to get themselves attired in the best of clothes and ornaments but widows would not participate in festivals. The leaf skirt was quite popular in the Sangam age, even the princesses wearing it. It is significant that this custom is prevalent even now among some of the hill tribes like the Koragas of North Malabar. During this time triumphant King used to wear anklets made of the crown of the vanquished Monarch. That wasn't the only instance of anklets being symbolic in the Sangam era. There was no Thali (mangal sutra), instead the bride would remove one of the anklet she has been wearing all her life and replace it with one provided by the groom.

Arrival of dutch

The Dutch imported into Kerala several expert dyers from Tuticorin and gave them all conveniences and facilities to settle down in Kerala and teach their craft to the native people.

Colonial period

Unlike the Hindu women, the Christian women and Muslim women were fully dressed, covering the upper part of their body. They wore practically the same ornaments as the Hindu women. In appearance and dress the Christian male of the age could hardly be distinguished from the Nair, for he too wore the tuft and the ear-ring.

The following page contains a pictorial representation of the content which I collected through the books mentioned in the previous page. After filtering and rearranging the content multiple times I arrived at a capsule version of the available data on the history clothing in Kozhikode to fit my project time constraints.

In page 28 to 31, I have added the condensed form of my original study on Calicut's history. In the study I tried to find information pertaining to Calicut and to places and events which a person from Calicut is likely to be familiar with. I tried to map it against the major events in the world and in India at the time to get an overall picture for myself.



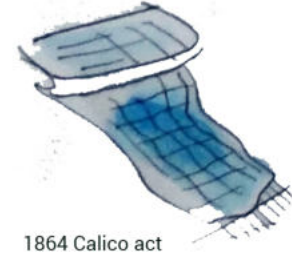
1816



1843
Slave trade prohibition



1862 Anglo Indian school



1864 Calico act



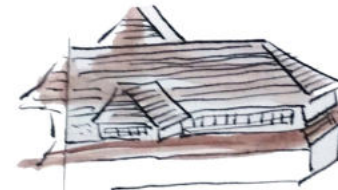
1888
Calicut gets a
railway station



1892
Kuthiravattom mental hospital



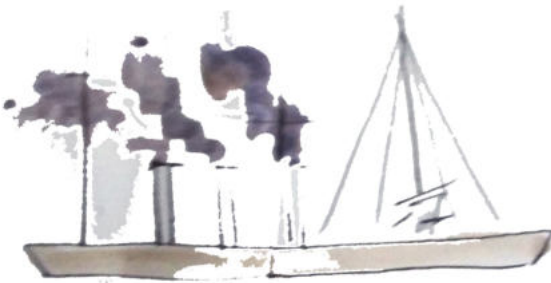
1890 Victoria Jubilee Townhall



1897 Basel mission
weaving & Industrialisation



1908 Homerule movement



1910 'oru emandan katha



1914
World war 1 in Calicut



1923 Mathruboomi News



1937 Dobby ghana sanctioned

KERALA HISTORY

	<p>Paleolith age Microlith - Evidence of humans in Kerala Neolith - Evidence of humans Megalith- Nannangadi in Manjeri, Nilambur, Sultan Batheri, Thaliparambu, Feroke, Chevayur Some remains present in Madras museum Figurines with head dress uncovered</p>	<p>Mesopotamian, Egyptian, Chinese civilizations Greek</p>	<p>Indus valley civilization Bronze age Vedic Period Maurya, Magadha, Ashoka, Gupta, Aryabhata & Chola in South</p>
3 BC	Jainism, Buddhism were major religions		
3 BC to 1 AD	Muziris, Quilon & Kadalundi are the major ports		
1 AD	Spread of Christianity in Kerala	Roman trade 1 to 3AD Arab trade till 15 AD	
68 AD	Evidence of Judaism in Kerala	Chinese trade 1 to 13 AD	
1 to 5 Centuries	<p>Sangam age Kerala is ruled as Venad, Kuttanad, Koodanad, Puzhinadu & Karkkanad Rulers were Ays, Cheras & Ezhimala Kings</p>	5 to 15 AD, middle ages in Europe. Gothic Cathedrals, Knights	
500 AD	No single religion is prominent		
6 to 8 Centuries	Challukyas & Pallavas defeat Cheras & rule Kerala		
7 to 8 Centuries	Spread of Islam in Kerala, Saivaite & Vaishnavite movements		
8 AD	Decline of Buddhism & Jainism		
9 AD	Cheras reestablish power, Origin of Malayalam as a language Sankaracharya facilitates the spread of Hinduism, Bhakti movement		

POST SANGAM

9 to 12 AD	Kulashekhara of Mahodayapuram is the major ruler Malabar is ruled as Valluvanadu, Kurumbanadu, kolathunadu		
9 to 10 AD	Golden age Malayalam is independent from Tamil, Koothambalam, Devadasi system, Koothu, Kodyaattom, Mural paintings, Mohiniaatom all flourishes under royal patronage Spread of Hinduism	Chinese & Arab trade	
11th C	7th Kulashekhara ruler and the 100 years of Chola- Chera war begins Kalari evolves as a part of war 13th ruler, the war is still going on, Birth of Chaver pada, Rise of Naduvazhikal because of deterioration of King's power, Jainism & Buddhism disappears, Division of caste takes roots.		
12th C	Age of Naduvazhi (feudal lords) rule 1314 flood destroys Muziris & Calicut rises as a major port		
13 to 14 C	Historic night		
15th C	Kolathunadu, Kolathiri and Krishnagatha is written Zamorins army has Cavalry, Ordinance & Navy. Kunjalis are the admirals of Navy 1/5th of the population were muslims in Calicut Portuguese arrive in Calicut Large scale conversions to Christianity occur due to the existing caste system & untouchability Portuguese build the Devamatha Catholic church, Calicut with Zamorin's blessings.	14th C- Renaissance begins in Europe	1416- Rise of Vijayanagar Empire (Tenali Raman)

16th C	<p>Utter poverty & the draining of wealth to Europe makes common man turn to spirituality - revival of Bhakti cult Vadakkan pattukal were written Namboothiri women had purdah system (marakuda) Steep decline in the moral set up</p>		
17th C	<p>1604- Dutch arrives in Calicut Dutch introduces dyeing industry Brings & settles expert dyers from Tutucorin Large scale indigo farming 1678- Hortus malabaricus</p>		
18th C	<p>1725 - French build fort at Mayyazhi 1766 Hyder Ali took Calicut via Thamarassery churam, this united Cochin & Travancore Kingdoms Malabar was under Zamorin, Kolathiri, Ali Raja, Kottayam Raja English assisted the Kings against Hyder Zamorin self immolates</p> <p>1782- English recaptures Mahe from Tipu. Tipu shifts Calicut capital to Feroke, builds roads, conversions to Islam, disintegration of feudal system, 1789- Tipu himself comes to Malabar via Thamarassery pass. After 25 years of war British captures power from Tipu</p> <p>1792- British prohibits slave trade in Malabar 1793-97 - Under Pazhassi Raja organised revolts takes place against British Anjarakandi, Wayanad, Kuttyadi are the places involved</p>	<p>Anglo French war Holland English war Napolean</p>	<p>1758 - Marthanda Varma rules Travancore Kunjan Nambiar lived</p> <p>Veluthambi Dalawa Paliath Achan were the rulers who followed in Travancore & Cochin</p>
19th C	<p>1800- Malabar becomes a part of Madras presidency & Major Mcloud takes charge as Calicut's first collector 1812- Kurichyas revolt against British (this was the last in the initial revolts against British rule). Sultan Bathery, Mannanthodi are the places involved 1816- Malabar has its first group of village police</p>	<p>5 to 15 AD, middle ages in Europe. Gothic Cathedrals, Knights</p>	

19th C

Pookode Lake bought for farming
In Travancore- 1810 -Ummini Thambi settles weavers in Balaramapuram
1815- Ornament tax lifted for Sudras
1859- Upper cloth revolt and the subsequent rules

1836-56- Mappila Riots
1848-51- Wayanad becomes plantation industry
Malabar Christian college starts as a primary school
1855- Police had grey uniforms
1856- Elathur-Korapuzha bride was build
1860- A licence introduced to continue mining of gold
1861- Railway arrives in Malabar
1862- Mundu, Mallu (Muslin) imports from Manchester
Govt. Brennan College established
Anglo Indian Girls school established
1864- Calico act prevents production of Calico in Calicut
British tried to cultivate cotton and fails in Malabar
1866- Victoria College
1872 - Gundert Dictionary
- Kozhikode Mental Hospital begins to function
1877 - Guruvayoorappan college
1886 - Chevayoor has a lot of good Kodapana umbrella makers
1888 - Calicut railway station
1890 -91 - Victoria Jubilee is celebrated and Calicut Town hall is build

1848 - Raja Ravi Varma
1887 - Kundalatha
1889 - Indulekha
1879-49- Ulloor, Aashaan

20th C

1910 - MDen
1912 - The Calicut beach sea bridges
1914- People from Koyilandi, Balusseri recruited for World War 1
Uniforms, blankets for World War soldiers are produced in Calicut
Scarcity of silver leads to the first paper note currencies
Major dyes were white, black, Indigo. Import of dyes stop.
British begins to search for indogenous dyeing techniques
1920 - Khilaphet movement, Malabar rebellion, Wagon Tragedy

1913-48 - Changambuzha

THE TARGET GROUP

Age - 13 to 15 year old

Class - 7 to 9

The present teens in Calicut who grew up using internet to complete their school assignments, grew up going to the mall to click pictures and share. In an article titled Move over, millennials, here comes Generation Z, published in The New York Times, the writer Alex Williams quotes Lucie Greene, the worldwide director of the innovation group at J Walter Thompson as referring to Gen Z as 'millennials on steroids'. Gen Z are the generation born after 1995. According to the author, they associate mobile with having fun and connecting with others and desktops are where you get things done (homework) and passively entertaining (youtube). They use emojis to communicate emotions when someone cannot see their faces.

Even though Indian academicians, like Professor Surinder S Jodhka, Department of Sociology, JNU, rejects the concept of Gen Z as formulated by their western counterparts as it cannot be applied to a country like India with vast economic and cultural disparities, one thing is for certain the current teens and tweens are the ultimate consumers of snack media. They communicate through symbols, emoticons and emojis. The symbols provide context

Source

<https://www.nngroup.com/articles/usability-of-websites-for-teenagers/>

and create subtext for their private conversations. Text has effectively been replaced by images. This communication is speedier as well.

Teens (if at all they do) perform worse than adults in navigating for three reasons: insufficient reading skills, less sophisticated research strategies, dramatically lower levels of patience

So to communicate messages aimed at them one needs to write short and write well and use the right tone. Teens relate to content created by peers and respond poorly to content which addresses them as kids.



Analysis

NCERT TEXTBOOK ANALYSIS

Social science teaching needs to be revitalized towards helping the learner acquire knowledge and skills in an interactive environment. Teaching of social sciences must adopt methods that promote creativity, aesthetics, and critical perspectives, and enable children to draw relationships between past and present, to understand changes taking place in society.

At the upper primary, NCERT attempts to teach the concepts of plurality and change. Students are introduced to the formation and functioning of governments at the local, state and central level and the democratic processes of participation.

At the secondary stage main focus is on contemporary India and the learner will be initiated into a deeper understanding of the social and economic challenges facing the nation. In keeping with the epistemic shift proposed, contemporary India is discussed from the perspectives of the adivasi, dalit and other disenfranchised populations and effort are to relate the content much as possible to the children's everyday lives. India's freedom struggle and the contributions of various sections/regions shall be included in the syllabus. But the reality of the textbooks are far from NCERT's aims.

The contents of the textbooks are divided into 2 to 3 books, each about a 100 pages and about 6 chapters. The textbook of history is more text heavy and content loaded, despite the recommendation from NCERT to

Source:

1. NCERT, National Curriculum Framework, 2005
2. NCERT, Position paper on teaching of Social Sciences, 2006

reduce content. However, the textbook of Social and Political life, was developed by Ekalavya for NCERT and emphasises on illustrations and examples. This approach makes the textbook child friendly and students find it easier to study this.



Above : NCERT textbook designed by Ekalavya

The structure of information in the history textbook is given below

- **Introduction-** Each chapter has an introduction which doesn't however state a 'what to expect' from the chapter.
- **Content-** Once the relatively light introduction is over, the tone changes into the previous versions of the textbook which used to be loaded with content. And sometimes unnecessary information like the number of soldiers who went for a war.
- **Activities-** The activities are truly well planned. They ask the most relevant questions and have the best way of explaining concepts from a chapter. But on asking students and teachers at KV- Powai and KV- Calicut, it was observed that these are not discussed in class due to time constraints. Both teachers and students viewed it as something 'out of syllabus'.
- **Evaluation-** A blooms taxonomy analysis of the learning objectives of the chapter through the questions asked at the end of each chapter reveals them to be of recall, comprehension, analysis and synthesis levels. But teachers still mark the answers in textbooks for children or they dictate answers which ineffect makes these questions just a recall level learning.
- **Notes & images-** exposure to additional information is provided as images or snippets

of notes from the past. They are a wonderful opportunity to generate interest in the subject of history as a whole, but their tone and presentation makes them extremely boring and thus they remain unread.

Source 1

Reports to the Home Department

In 1946 the colonial government in India was trying to put down a mutiny that broke out on the ships of the Royal Indian Navy. Here is a sample of the kind of reports the Home Department got from the different dockyards.

Bombay: Arrangements have been made for the Army to take over ships and establishment. Royal Navy ships are remaining outside the harbour.

Karachi: 301 mutineers are under arrest and a few more strongly suspected are to be arrested ... All establishments ... are under military guard.

Vizagapatnam: The position is completely under control and no violence has occurred. Military guards have been placed on ships and establishments. No further trouble is expected except that a few men may refuse to work.

*Director of Intelligence, HQ,
India Command, Situation
Report No. 7. File No. 3/21/46
Home (Political),
Government of India*

Left: Snippets of notes

In addition to all this, the textbook is extremely text and content loaded, without providing connections of various names and events which keep repeating through out. And it is difficult for a centralised textbook to take account of India's cultural diversity. So at most places you would see additional links provided which are related to only Hindi speaking population.

however, not all Company officials succeeded in making money like Clive. Many died an early death in India due to disease and war and it would not be right to regard all of them as corrupt and dishonest. Many of them came from humble backgrounds and their uppermost desire was to earn enough in India, return to Britain and lead a comfortable life. Those who managed to return with wealth led flashy lives and flaunted their riches. **They were called "nabobs" - an anglicised version of the Indian word nawab. They were often seen as upstarts and social climbers in British society and were ridiculed or made fun of in plays and cartoons.**

1 How, When and Where

How Important are Dates?

There was a time when historians were fascinated with dates. There were heated debates about the dates on which rulers were crowned or battles were fought. In the common-sense notion, history was synonymous with dates. You may have heard people say, "I find history boring because it is all about memorising dates." Is such a conception true?

History is certainly about changes that occur over time. It is about finding out how things were in the past and how things have changed. As soon as we compare the past with the present we refer to time, we talk of "before" and "after".

Living in the world we do not always ask historical questions about what we see around us. We take things for granted, as if what we see has always been in the world we inhabit. But most of us have our moments of wonder, when we are curious, and we ask questions that actually are historical. Watching someone sip a cup of tea at a roadside tea stall you may wonder - when did people begin to drink tea or coffee? Looking out of the window of a train you may ask yourself - when were railways built and how did people travel long distances before the age of railways? Reading the newspaper in the morning you may be curious to know how people got to hear about things before newspapers began to be printed.

Activity

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

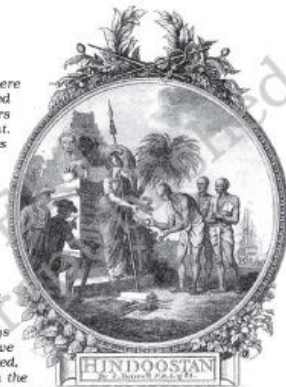


Fig. 1 - Irishmen offering the Shastras to Britannia, frontispiece to the first map produced by James Rennel, 1782. Rennel was asked by Robert Clive to produce maps of Hindustan. An enthusiastic supporter of British conquest of India, Rennel saw preparation of maps as essential to the process of domination. The picture here tries to suggest that Indians willingly gave over their ancient texts to Britannia - the symbol of British power - as if asking her to become the protector of Indian culture.

synthesis

Let's imagine

Imagine that you are a historian wanting to find out about how agriculture changed in a remote tribal area after independence. List the different ways in which you would find information on this.

Let's recall

1. State whether true or false:
 - (a) James Mill divided Indian history into three periods - Hindu, Muslim, Christian.
 - (b) Official documents help us understand what the people of the country think.
 - (c) The British thought surveys were important for effective administration.

Let's discuss

2. What is the problem with the periodisation of Indian history that James Mill offers?
3. Why did the British preserve official documents?
4. How will the information historians get from old newspapers be different from that found in police reports?

Let's do

5. Can you think of examples of surveys in your world today? Think about how toy companies get information about what young people enjoy playing with or how the government finds out about the number of young people in school. What can a historian derive from such surveys?

recall

comprehend

application

KV VISIT

To gain insights into the teaching methodology followed in schools today, I went to KV, Powai. I met two history teachers, observed a class 8 history class in progress and interacted with a group of students after class. In Indian classroom scenario, teachers use textbooks as the primary source of information. Rote learning is prevalent throughout the country and has deep roots in the stagnant educational system, it is always difficult to cater to varying intellectual levels of students, ethnicities, mindsets and perspectives. A chapter is read out, answers are marked and a lot of emphasis is given to reproducing the answers word by word rather than asking questions.

INTERVIEW WITH TEACHERS

I conducted 2 teacher interviews to gain insights to teaching methods and issues. Interview was semi structured and I used open ended questions to understand the following

- The method of instruction
- Understanding of lesson plans , teaching aids, activities and constraints
- Chapters that students consistently find difficult and why ?
- Reading habits and response to technology in students and in classrooms

I also tried to talk to the extremes of students who liked the subject, students who hated the subjects, Students who scored well and students who scored poorly.

TEACHER A

Ms Karabi, the social science teacher in KV school with 14 years of experience . She has experience teaching multiple KVs and some private schools. After assessing the interview, these are the key points

- NCERT textbooks have a better structure than the state board textbooks. They are trying to be friendly and have made a good attempt to make connections and ask questions wherever necessary. But change in textbook structure doesn't amount to much if the mode of instruction remains the same.
- Students are well equipped with technology.
- Students find it hard to relate things to real life.
- Vastness of the subject and the time constraint makes teaching difficult
- Chapters which have a timeline are easier to be taught and learned, chapters about concepts are harder because students find it abstract
- Her students love activities
- She makes them do activities like chart making, making booklets etc on a topic of their choice.

TEACHER B

Ms Latha, the social science teacher in KV school with 18 years of experience. She After assessing the interviews, these are the key points

- She deals with syllabus change by keeping things as close to the previous version as possible to pacify the students
- Students are well equipped with technology.
- None of their students have gone and done higher studies in history.
- Professional aspirations like engineering and medicine makes subjects like history seem irrelevant to students.
- Activities are not part of the syllabus, and hence not done
- Vastness of the subject and the time constraint makes teaching difficult
- Students maintain a homework notebook which has some images pasted in here and there because the curriculum revision from NCERT insisted on activities being a part of learning
- Uses teaching aids like OHP projectors to explain some concepts. Children are asked to make powerpoint presentations once in a year on a topic of their choice.

STUDENT INTERVIEW

STUDENT A

Prathamesh, class 8, class leader has an above average score in history. He loves history and watches documentaries on Nat Geo and is looking forward to world history next year. He believes we learn history to understand how glorious we were in the past

STUDENT B

Praveen, class 8, is a quizzier. He likes history because he scores well. He reads wiki pages to gather extra knowledge for quizzing and it helps him in understanding the subject better. He has watched history movies. He loves playing videogames.

STUDENT C

Shanti, class 8, scores average in history. She hates history despite her scores. She says it is a lot of reading. She found class 7 better because it introduces concepts and class 8 tough. She finds 'social & political life' module easy because of familiarity. She loves to read comics. She nicely recited how women did not have the opportunity to go to schools and afterwards said to her friend that it was probably for the best.

MY OBSERVATIONS

I observed a grade-8 class in action and interacted with the students. I spoke to mainly 3 class 8 students, an above average student history enthusiast, a quizzier who likes history because he scores and a girl who hates history despite her scores. These were the key findings from the student interaction

- History is boring and unbearable
- Those who are happy with the subject are happy because of marks

- Class 7 is good because it introduces concepts and things that are relatable and class 8 is a lot of details which students found difficult
- Some of the students who like history like it because they watch documentaries about historic events on channels like Nat Geo. But most of them are on world history.
- Students love reading comics, but think that in order to learn history they need to read a lot of boring things

Children maintain three notebooks - class notes, classwork, and homework. The class notes are the question answer format of things that teacher dictates in class. Classwork is a question answer format notebook where they copy lines from textbook that the teacher marks and gives. Homework is the notebook where they stick images and write essays. Teachers get around 4 to 6 classes each of 40 minutes to teach a chapter. They spent the first 20 minutes discussing the topic and next 10 minutes on question- answers and the last 10 minutes are given for reflection.

MY CHALLENGE

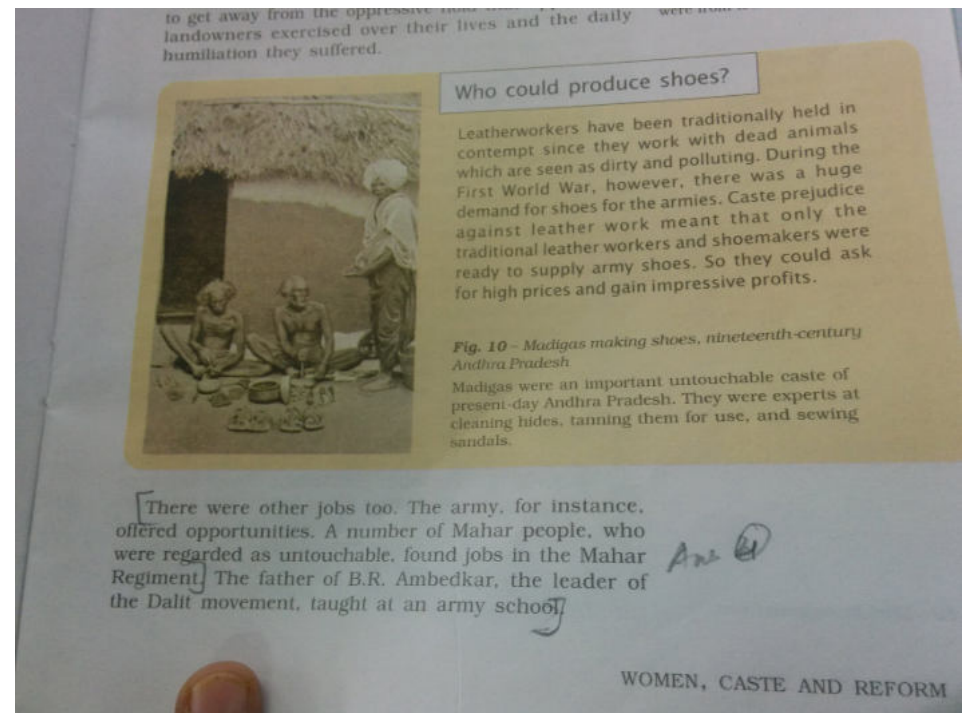
The objective is to create the set of teaching & learning materials specific to a locality that schools from the locality can use to build a history of their villages, towns or parts of cities.

Basic feature: Change the perception of history as a boring, dull subject in students & have a flexible

structure to enable varying student capabilities.

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: Try to develop something which could possibly be scalable & create a lasting interest in students



IDEATION

Brainstorming

Here are some of the ideas and concerns which came up during brainstorming

Concerns

- Can historical accuracy be traded to increase the understanding of plurality of history ?
- How to bring about decentralised learning ?
- Can the community become part of learning ? Can parents play a bigger role in your lessons ? How can community support students in their learning process ?
- How can I motivate students/teachers ?

Ideas

- Edible histories - using food to help students make connections
- Intentionally misinterpret instructions to wake the students up from an autopilot mode
- Can students build their own chapters similar to minecraft ?
- If your historic characters were on facebook ?
- Take quizzes to find out if you were considered 'normal' in the bygone era
- Use the city as their lesson using small posters, tickets scattered through the city
- One way of using video in class could be encouraging students to make them using smart phones and creating a framework to facilitate learning through students making historic films
- Booklets which are connected to each other the way history is connected

Opportunities

Following is the list of probably solutions for this project

- A teaching aid which supports teachers
- A self learning tool for kids
- A book : print media based booklets with information and activities
- Video : a tutorial video
- Interactive or print media timeline : a slider based timeline containing historic information
- Gamified learning
- A performance (puppets / dance / play)

COMPARISON OF MEDIUMS

Video

- Can be repeated as many times
- Can be paused and rewatched for clarity
- Can show accurate visual picture of the site in context
- It has no feedback mechanism.
- Students are passive receivers & not active participants
- Doesn't promote critical thinking, deep understanding

Book

- Accessible to students without computer/ TV
- The content is prepared and given
- Difficult to involve student generated content
- Feedback system is not visible
- Learning at critical thinking level depends on self motivation and teacher's skill

Website

- Brings visibility to the process of learning
- Enables students to contribute their content
- Need not be accessible to all

One of the moments in history learning for me was when I figured out how to link the various chapters I had read. That when Kerala began its spice trade with the world, there were some of the spices which were part of the mummification process in Egypt, that some of them made its way to the old testament. Some of the roman coins were found in the Palakkad pass in Kerala because there was a trade relation which even lead to pepper being named ‘yavana priya’.

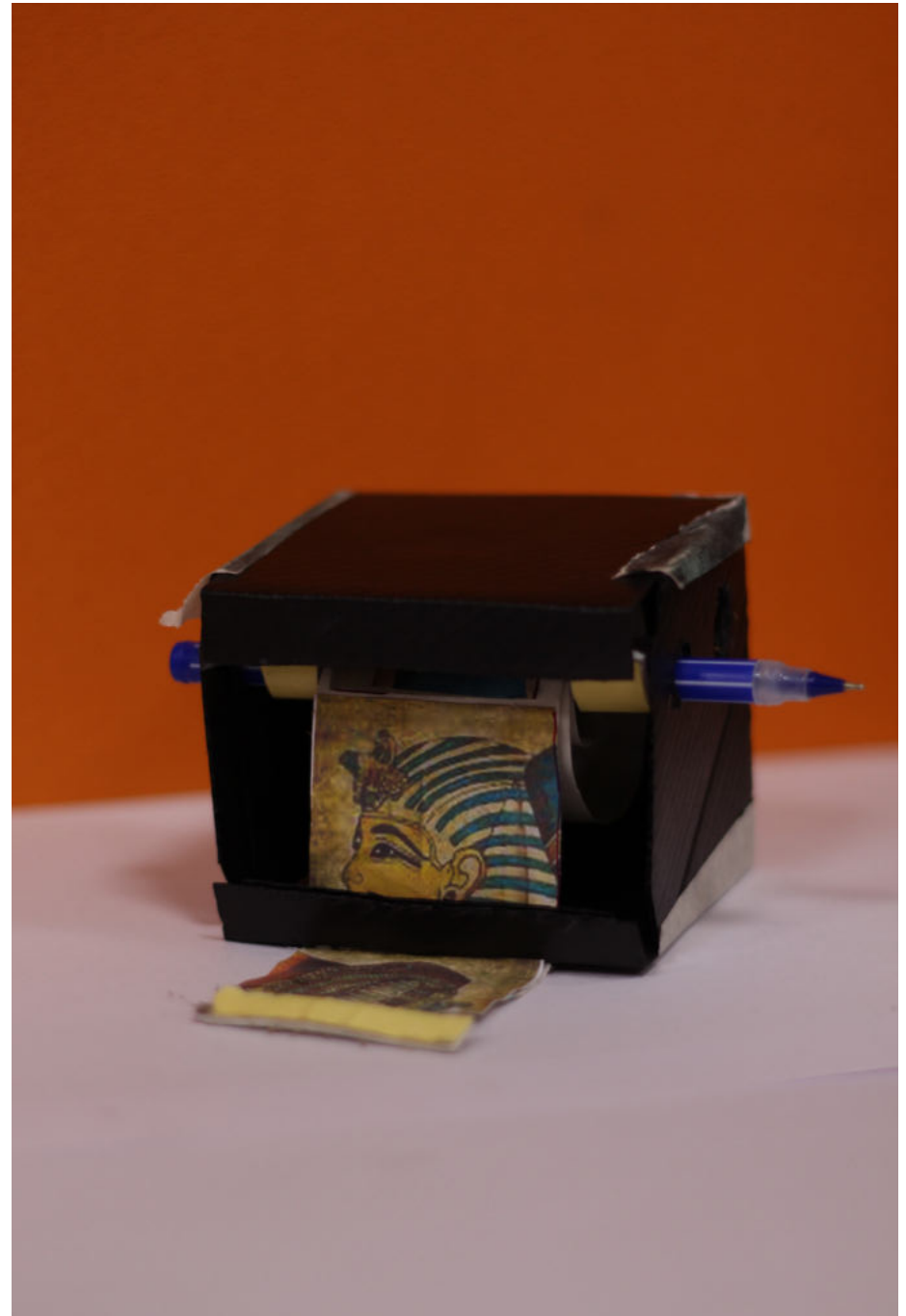
Muziris, which is now famous for the Kochi-Muziris Bienalle was infact the great town of Murachipatanam which was the biggest ports in Kerala before a flood destroyed its prominence. That twice nature and floods have redirected the course of history of my land when it lead to the rise of the port of Calicut and when it lead to the defeat and retreat of Tipu Sultan. That long long before I was born, before my school was build, my city was build,, much much befoer Kerala existed, I was a part of Tamilakam and was ruled by rulers who fought great many wars. I was impressed when I read about how chera kings used their mother’s name along with their father’s because women weren’t always considered inferior in the society. There was once a time when certain castes which became ‘untouchables’ during the Bhakti movement and forth were considered superior to even the Kings themselves for their artistic and creative abilities. One of the biggest revelations

for me was reading about how Kerala did not have a prominent religion till about 500 AD. Hindus, Buddhists, Jains, ancestral worship and christianity coexisted here. And when I offer prayers to my ancestors on the day of Vishu, I started wondering if it was part of the almost non-existent tradition of my ancestors. I was completely unaware of Kerala having a strong Buddhist tradition. It ocured to me how silly it is to fight about who are the true heirs of our homeland and how some of community are looked down upon as migrants or invaders, be it muslims, christians or the present day Bengali immigrants. I realised that Kerala has always been occupied by migrants. As far as history dates back, the only ‘true heris’ of the land are some of the tribal community who has been driven far back into the forests. And the present form of Hinduism, the religion of the masses encompasses every other system of worship that has once been here. Kerala itself is such a cultural melting pot. Different religions and cultures coexist within such short distances. I began to question if my religion has always been of this land, my land if at all has always been part of Kerala. I find it difficult to state that I am this or that and this is my identity. It makes me believe that identity is flexible. One of my initial thoughts was to design to make others question the concept of identity. The concepts developed are given in the following pages.

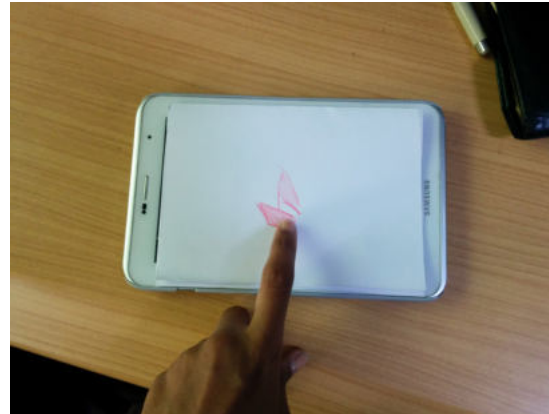
CONCEPT 1

Scroll story

Provide instructions to make these fun to use scroll boxes which can be used in the classroom by teachers and students to present their learning. Make them part of a larger classroom game to learn history.

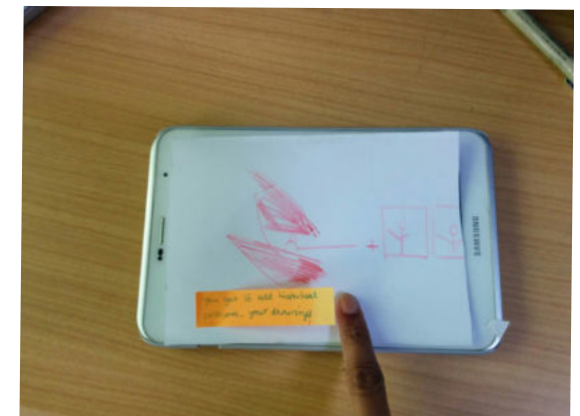


CONCEPT 2



Interactive story

A story which will reveal more the more you interact with it. For example, the more you click on one object the more details are revealed like where a ship was going to, who was aboard, what cargo were they carrying etc. It could make use of photographs and animation. The same thing using could be applied to books. Make a series booklets which has hidden connections to each other.



CONCEPT 3



Printable story kit

Having all the necessary images for a chapter in the form of a printable A3 sheet with a voice recording of the story. Any school can access it, print it and make cutouts and explain the lessons in class.

FINAL CONCEPT

Objective is to create a student contributed and curated website which will encourage students to learn aspects of their own local, subaltern history which will remove the disconnect students face while learning history

Language- Malayalam and English

Participants

Schools of class 7,8, 9

Editors

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

Topic

Clothing

Website gives students

1. Guidelines on how to collect information
2. List of Books
3. Literature , films, songs
4. How to interview people
5. Set of questions to formulate information to be uploaded
6. Sources of visuals to make their descriptions
7. Information on the dept of Archaeological survey at Civil station Calicut

Website gives teachers

A login ID and password to become editors

Website gives public

Option to explore history of a locality, a community or view timelines and information which is available on this

Fields

References, contributors name

Contents:

1. Introduction
2. Data
3. Timeline
4. Upload interface
5. Contributors gallery
6. FAQ/ contact/ about us/ etc

Possibilities

Forum for debates, discussion, ask about completing gaps in information someone collected

Challenge

How to motivate the teachers to encourage students ?
What is in it for the student who participates better than the rest ?

WHY KOZHIKODE

Since Kozhikode is my hometown, I have a better understanding of the culture and people there. So I have decided to focus my history project on Kozhikode district of Kerala.

Clothing

I scanned the textbooks of class 6 to 8 and jotted down the subjects of interest. They were 'growing up on gender, Media and advertising, changing world of visual arts, clothing, Malabar, marital arts. Clothing was finally selected because I have read the history of European clothing and had found the way it was presented really interesting.

The community involvement

Like the proverb says, it takes a village to raise a child. I found it interesting to create learning networks which can use the power of communities in teaching. I wanted to bring in the community in whatever lesson plan I was making. When I grew up in Calicut, because of the competitive nature of Inter-district School Youth festivals there was always a certain pride in belonging to one school, we always knew the star students of other schools in our subdistrict, we even used to go around with placards rallying and saying 'down down Presentation (other school), Up Up Silver Hills (my school). Things have not changed much now. My

cousins still talk about the rallies and the students of the rival schools. I have tried to rope in this spirit and channel it to motivate schools to participate in this project.

STRATEGY

There is a facebook page of the Kozhikode district collector and under his initiative called ‘Compassionate Kozhikode’ several community activities are going on successfully in Kozhikode. The facebook page has the attention of Kozhikode’s people, old and young alike.

My website can be shared in the page as a competition open to Calicut schools. The contest can invite schools to participate in the activity of reconstructing history of Calicut. Competitive nature of schools in Calicut (owing to the youth festivals) can be used to advance the program. Collected information at the end of the programme can be printed into classroom teaching material or a news letter.

THE NAME

As I was discussing my project idea to people from Calicut, they told me about an initiative under compassionate Kozhikode called Kozhipedia. Kozhipedia was the title given to a project which requested for volunteers to be part of going around Kozhikode to collect information about roads, streets, pathways, stories, legends, folklore, cultural and natural heritage ultimately to come up with a comprehensive map and guide to Calicut. Since my project aims to draw out the local history of Kozhikode, I decided to name it Kozhipedia (the history version).

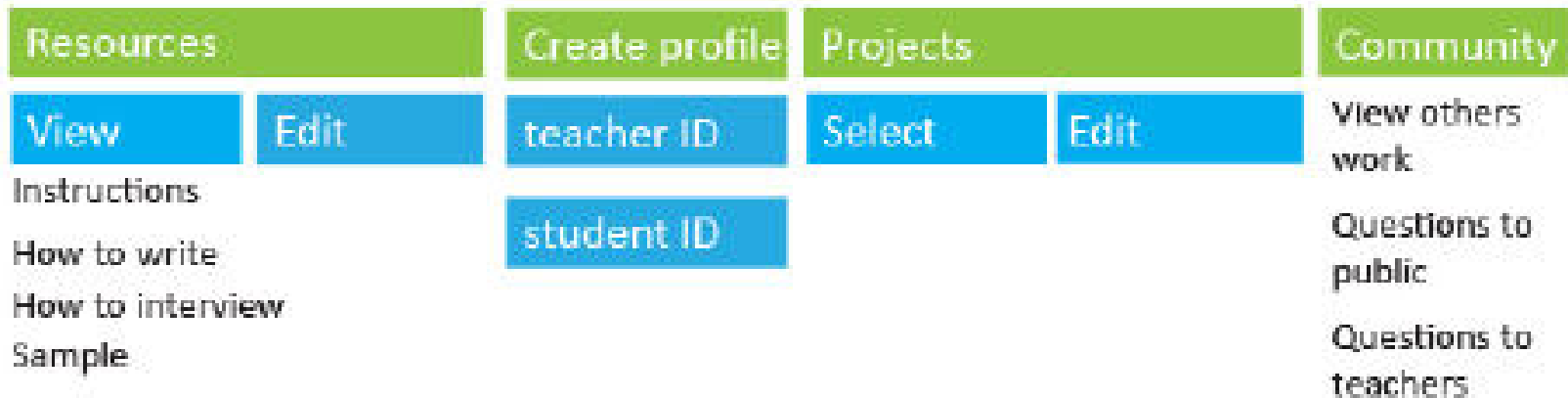


INFORMATION ARCHITECTURE

SCHOOL

TEACHER

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



INFORMATION ARCHITECTURE

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

INFORMATION ARCHITECTURE

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

Explore

Year
Community
Place
School

Timeline
Albums

Resources

Sample

Teacher of the month

WEBPAGE GUIDELINES

Registration

- Only one registration required per school. Once a school is registered all student IDs for that school can log in and start contributing
- Select school from list
- Enter Password (emailed or hardcopied to each school)
- Enter and confirm new password
- Once registered , if possible a single tutorial kinda page which shows how to do everything and an option to save and print the basic instructions about the site. That will help teachers and students
- Redirect to Manage Account/Home page

Manage Accounts

- When logged in as teacher
- Enter and update school and student details
- View, approve, edit and manage all contributions from the school
- See stats about contributors, views, appreciations etc.
- When logged in as student give options to view, edit and manage own contributions

Contribute

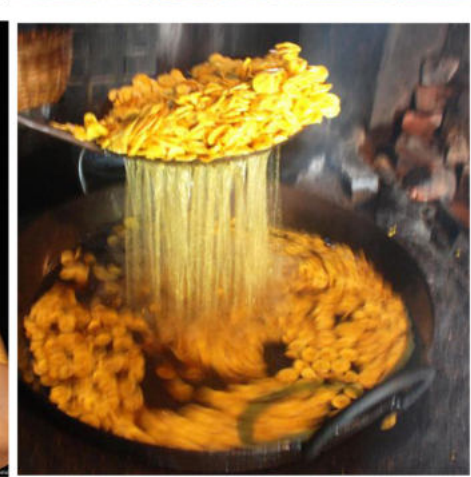
- Give tips and basic guidelines for contributing. Separate guidelines for teachers
- Input from students for a contribution
- Category (Dropdown)
- Location (Drop down) (Some posts might fall under multiple categories and location)
- Time period/Exact Year

- Content (Have to think of ways to link content to list of references)
- Picture and document upload
- List of web references
- List of other references (books, articles, personal etc.)
- Tags (to help in searching) (Show similar tags while typing)
- What else??
- A combination of Category, Location, Time, Tags and list of references will help in curating all the contributions and finding similar contributions
- Allow group contributions. (Say 3 students max for each contributions) in case teacher wants to give work as group work
- Clubbing similar contributions (while someone is exploring)??

Security and access

- Access defined for these user groups (how each page, menu and content editing restrictions, commenting, liking etc. of the site is different for each group) :
- Public (not signed in)
- Students
- School (Teacher)
- Site admin
- Security
- Password authorization
- Back up
- Decisions required on how posts have to backed up to enable restore and rollback of individual posts

INSPIRATION FROM KOZHIKODE



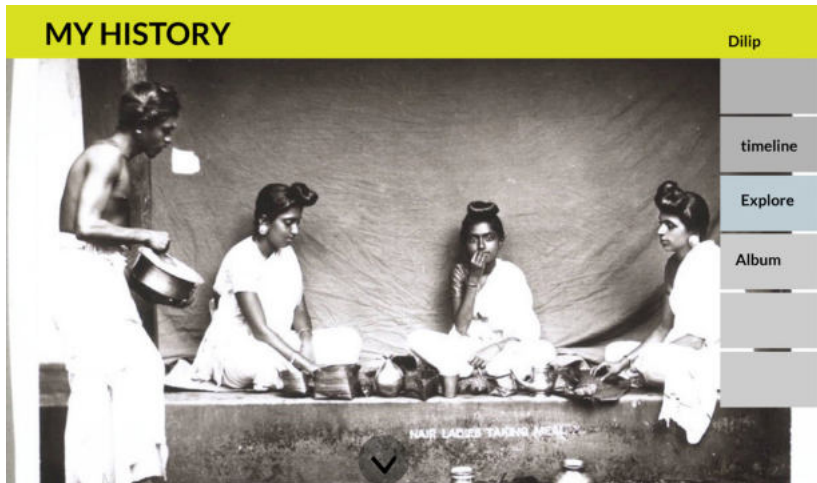


I tried to create illustrations which represent Calicut. I came up with 3 ideas for visual aspects.

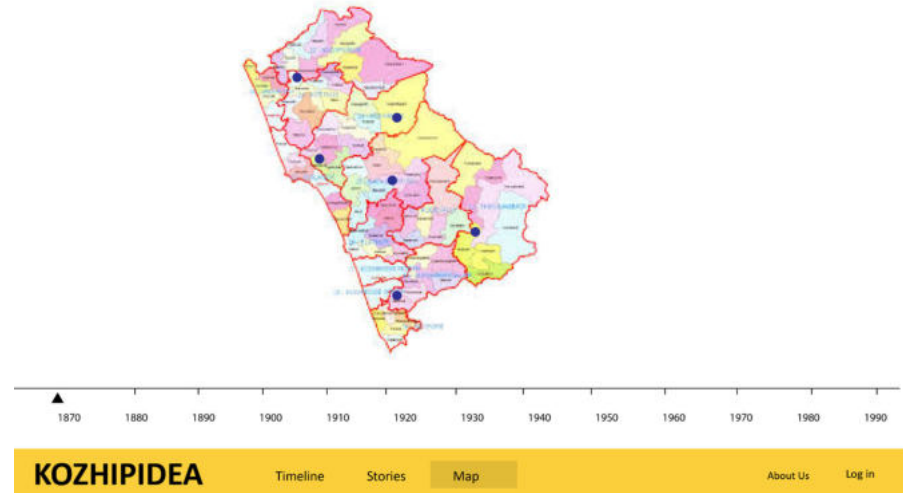
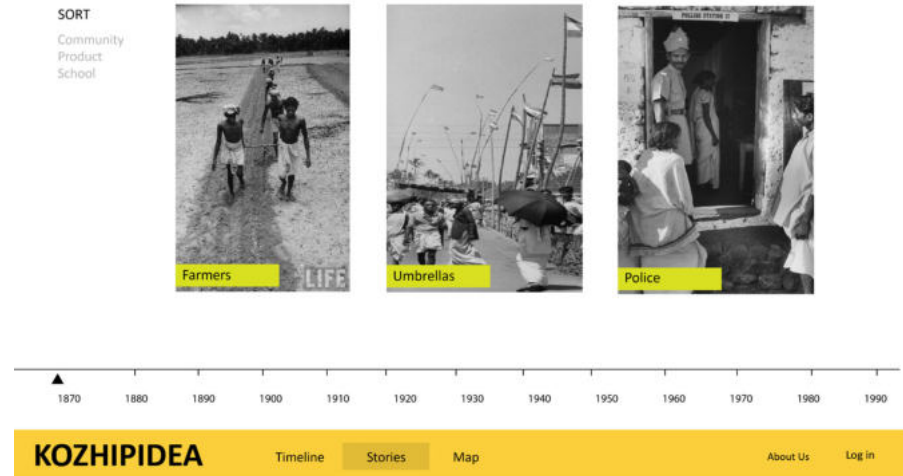
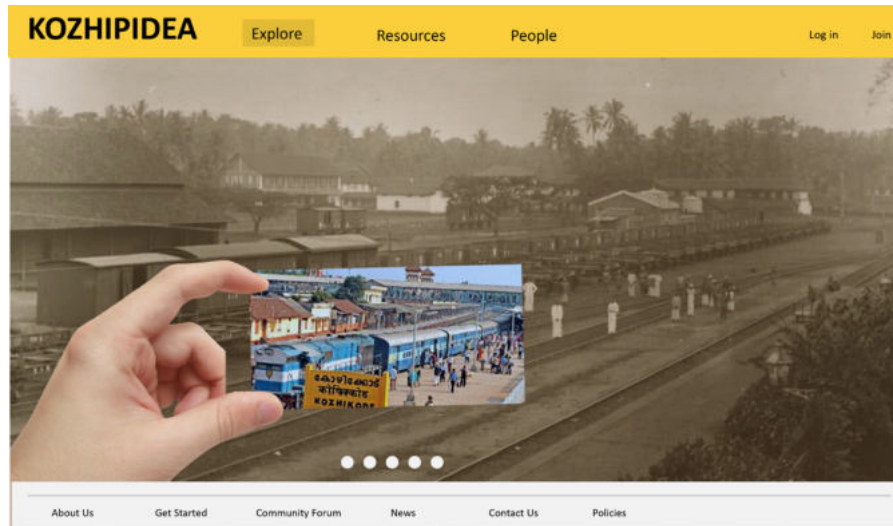
1. A journey,
2. Age of exploration- Symbols associated the maps and navigation and explorers like Vascodagama
3. The architecture - Using forms from the architecture in Calicut

But I decided to stop that and focus on finishing the other aspects of design . Yellow and maroon were prominent in my moodboard and so I decided to stick with those colors.

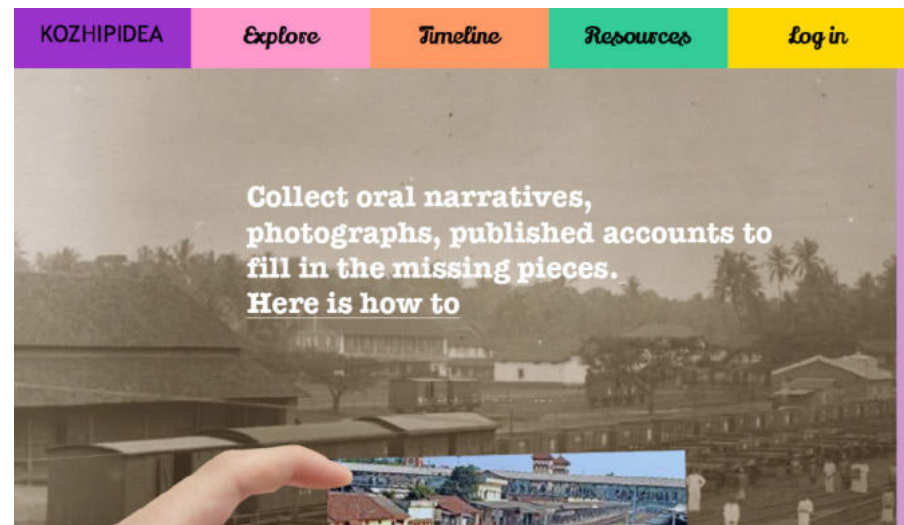
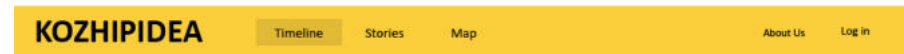
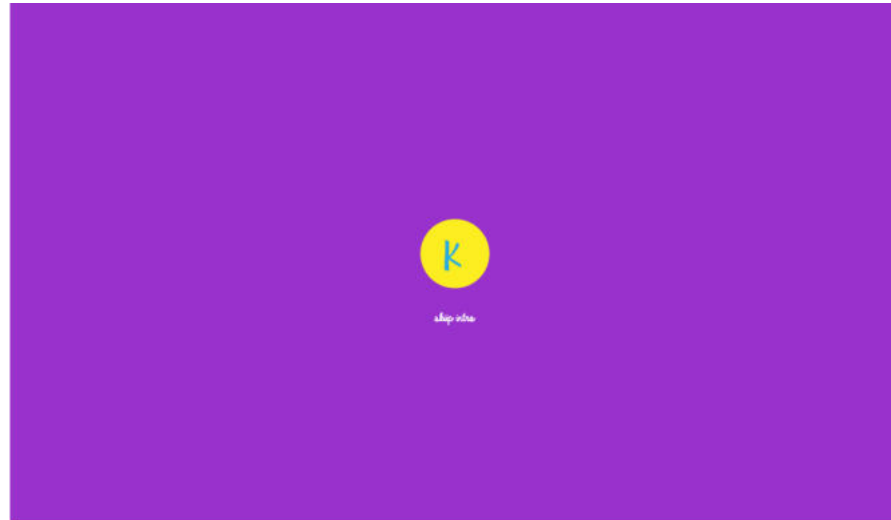
STYLE ITERATION 1



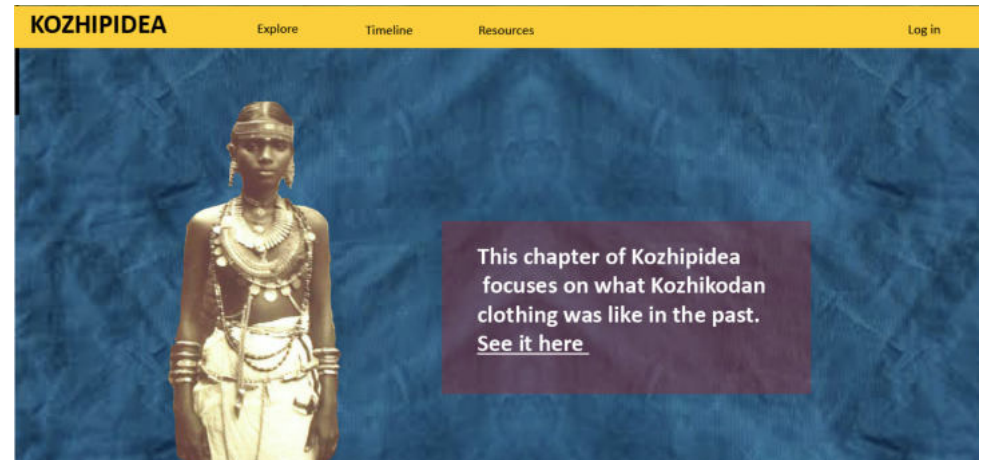
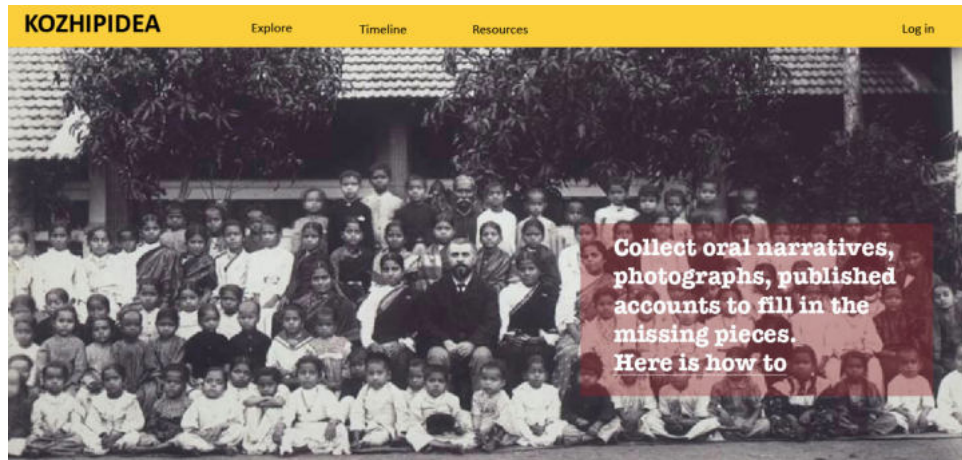
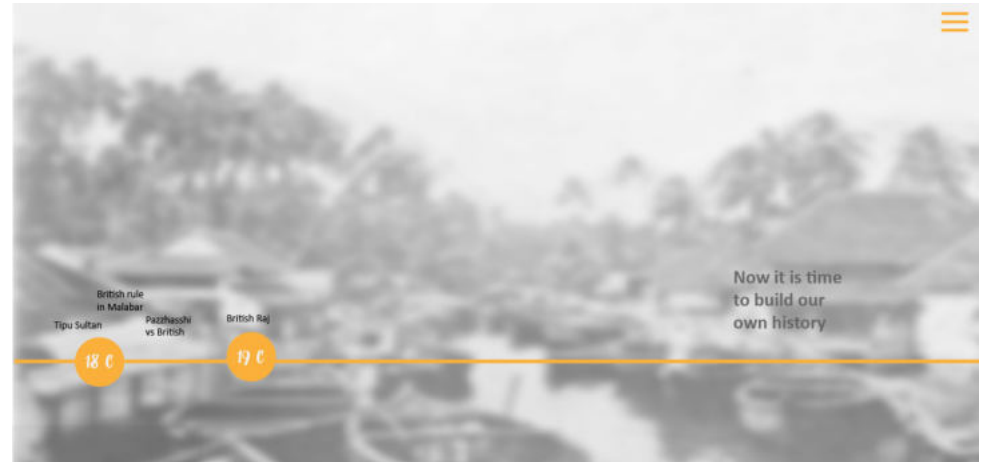
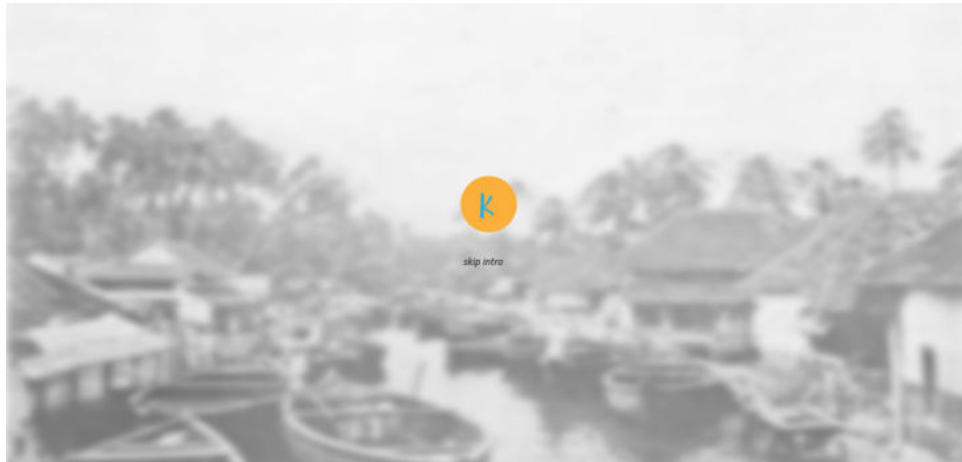
STYLE ITERATION 2




STYLE ITERATION 3



STYLE ITERATION 4

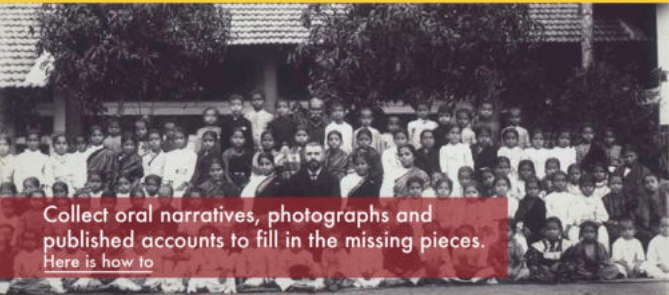


KOZHIPIDEA Explore Timeline Resources Log In




Collect the missing pieces of past and together let us weave the story of Kozhikode's past.

LOGO/home Explore Timeline Resources Log In



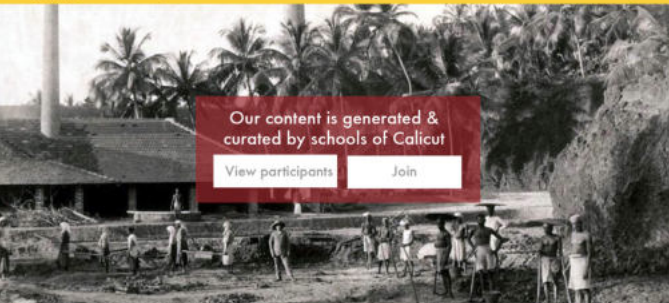
Collect oral narratives, photographs and published accounts to fill in the missing pieces. Here is how to

LOGO/home Explore Timeline Resources Log In



This chapter of Kozhipidea focuses on what Kozhikodean clothing was like in the past. [See it here](#)

LOGO/home Explore Timeline Resources Log In



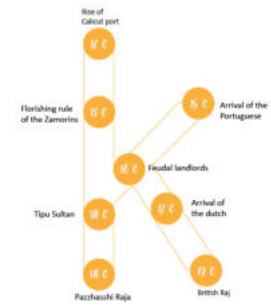
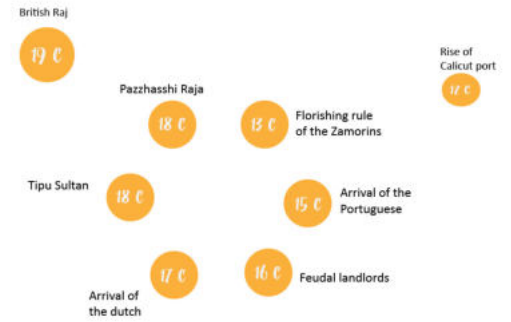
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TOWARDS FINAL DESIGN



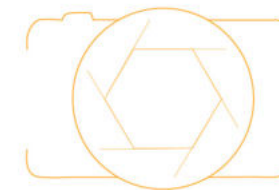
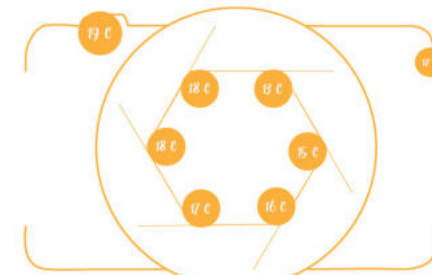
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The first page I had a lot of confusions, I initially wanted it to state what the website is about, what it is capable of doing, who are the people who are part of the work and how to get involved in the project. At one point I thought of making the ‘what the website is about’ as an introductory interactive flash animation which can be skipped if someone doesn’t want to see it again. The script of it is given below.

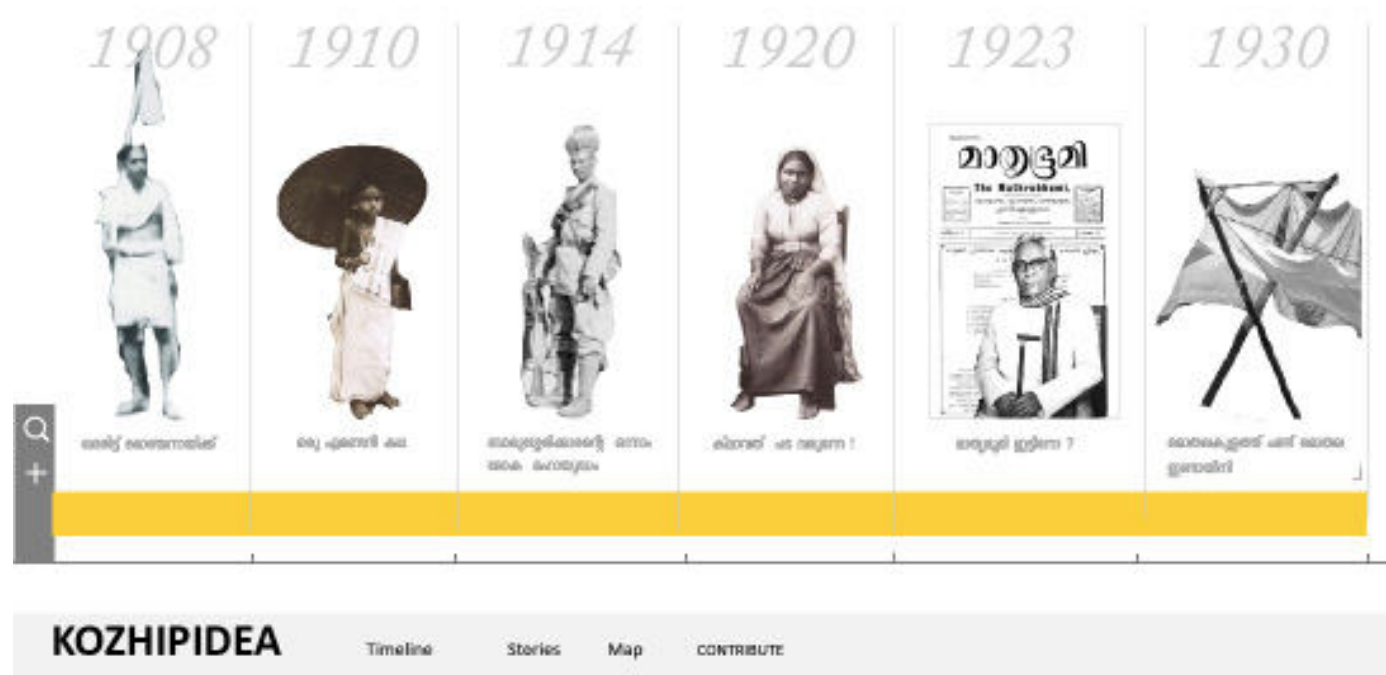
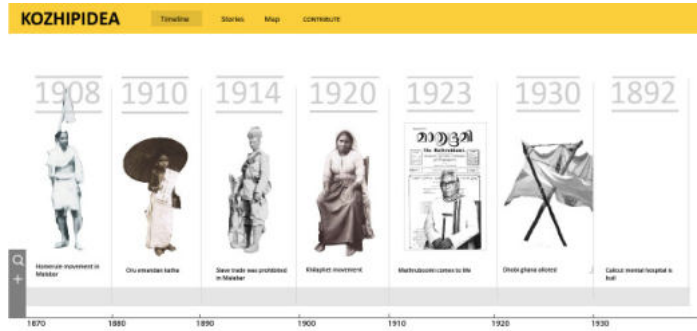
*We have always known the history of our Kings
And then there were cameras.
Cameras turned their gaze away from King’s towards commoners.
We could now look at the past and see beyond the King’s lives.
These glimpses of history remains scattered in archives, locked in memories
and even in your cupboards. Help us shine light on them and together, let us
reconstruct the history of life in Kozhikode.*

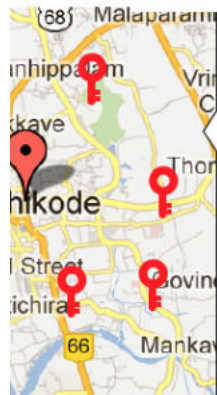
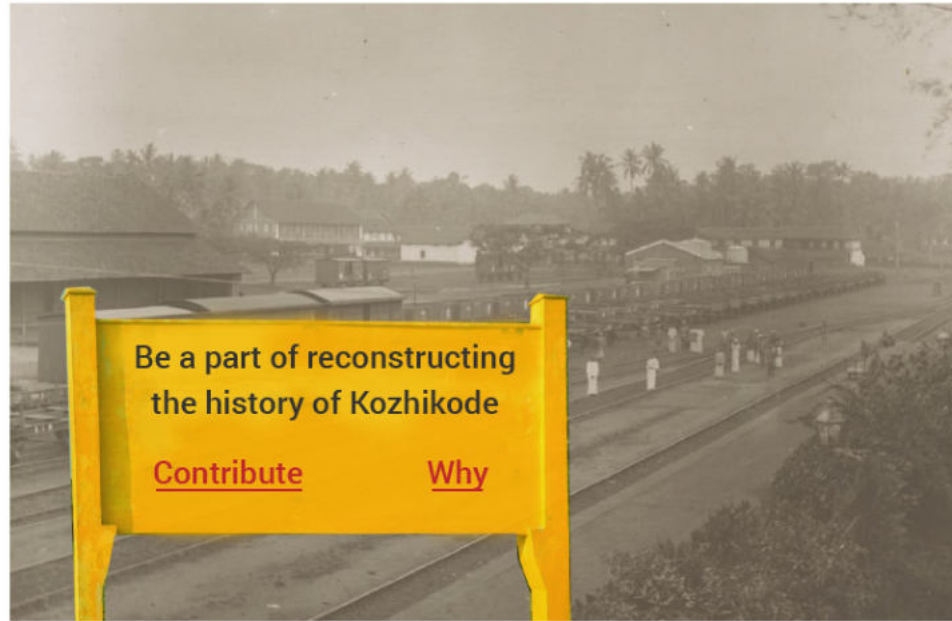
I designed multiple ways of showing who the major rulers were and how the points in time will morph to a K for Kozhikode or a camera for the invention which changed the nature of documentation.



And then there were cameras

TIMELINE DESIGN EXPLORATIONS





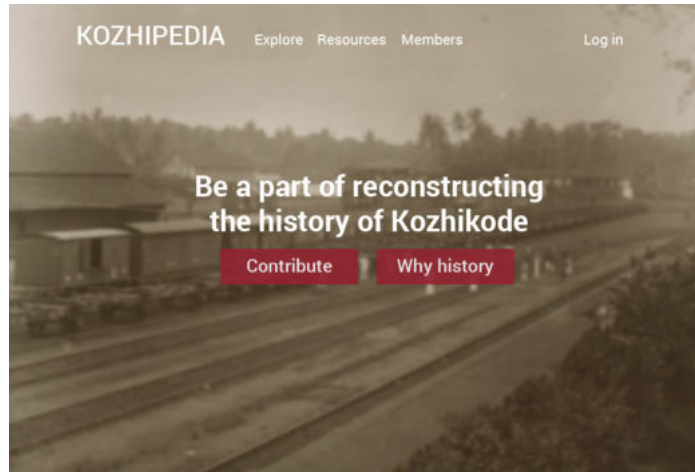
Mananchira



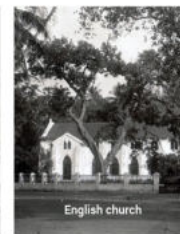
Saree



Year	Place	Contributing school	Search
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Collect oral narratives, photographs, published accounts to fill in the missing pieces in the local history of Kozhikode



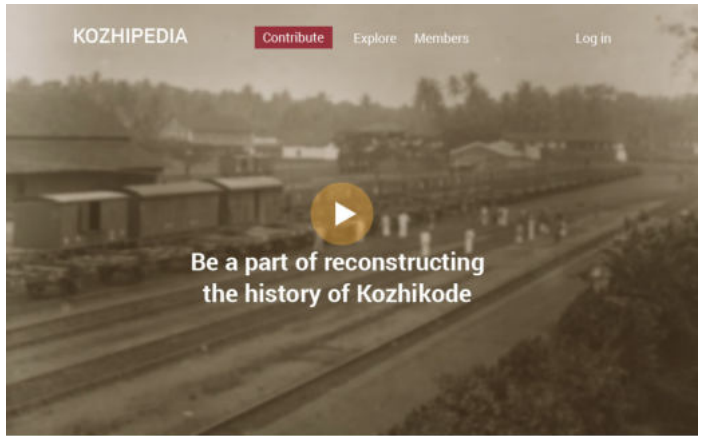
Our Community

content is generated & curated by schools of Calicut

Schools Students **Teachers**



Teacher of the Month
Parvathi S
Parvathi HSS
13 contributions



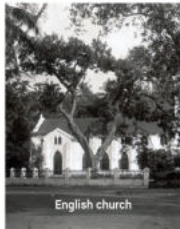
Collect oral narratives, photographs, published accounts to fill in the missing pieces in the local history of Kozhikode



The culture of ear plugs



St. Joseph's Anglo Indian Girls Higher Secondary School



English church

See all

Our Community
12 schools | 20 teachers | 40 students

Schools Students **Teachers**



Teacher of the Month
Pamela S
Pamada HSS
12 contributions

See all

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