Annexure A

CONDUCTING INQUIRY-BASED CLASSES

Clothing: A Social History

This section describes the way of conducting the Inquiry-based classes for teaching the above selected topic.

In this model, the teaching process is being divided into various stages as given below:

Phase I: Preparation for the Inquiry-- Clothing: A Social History

This stage consist the preparation of the inquiry regarding the topic titled as “Clothing: A Social History” in the class rooms. First the researcher scholar showed the particular picture related Clothing: A Social History:

![Picture 1](image-url)
After showing these pictures, the research scholar started his class through asking following inquiries as given below:

**Phase II: Planning**

**Activity 1.1**
Students! In Picture 1, there is different type of clothing shown. What can be the reason after it?

**Activity 1.2**
Students! In Picture 1, there is big change in the clothing style. What do you think about it?

**Activity 2.1**
Students! In picture 2, in which country, this type of being used to wear?

**Phase III: Retrieving phase**

**Responses to Activity 1.1**
There are following responses for the activity 1.1 as given below:

- Students answered that they like different types of clothes.
- They want to wear up to date fashioned clothes.
• There is change accounting to the time.

**Responses to Activity 1.2**
There are following responses for the activity 1.2 as given below:
• Because they have no attitude regarding clothing.
• They like the different style of clothes.
• They wear the clothes regarding their profession.

**Responses to Activity 2.1**
There are following responses for the activity 2.1 as given below:
• Bangladesh clothing is displayed.
• Indian clothes are shown.
• All countries have same clothing style.

These responses are being collected from the students regarding various inquiries generated in various activities.

**Phase IV: Processing phase**

After receiving the various responses then following processing is being made as given below:

**Activity 1.1:**
There are following relevant responses for the activity 1.1 as given below:
• There is change accounting to the time.

**Activity 1.2**
There are following relevant responses for the activity 1.2 as given below:
• They like the different style of clothes

**Activity 2.1**
There are following relevant responses for the activity 2.1 as given below:
• Indian clothing is shown.

**Making connections and inferences**

It is usually slips of our minds that clothes we wear daily could have a history behind them. Clothes of men, women and children are defined by the norms of the societies, social classes, region and the countries they belong to.
For concentrating the topic the research scholar has shown the above picture to tell them that the type of the clothing over the world. In this topic, the scholar studies some of some histories of the clothing in the modern period that is in the 19th and 20th centuries.

From 1294 to the time of the French Revolution in 1789, there existed laws that were strictly followed by the French. These laws were known as the ‘sumptuary laws’. These laws put restrictions on the lower classes of society. The suffrage movement gathered momentum and women started campaigning for dress reforms in America and Europe. Several articles by the reformers were published in women’s magazines describing the ill-effects of corsets on bodily development.

Mahatma Gandhi decided to use Swadeshi cloth as a symbolic weapon against the British rule. Many people rallied for Swadeshi goods, it was impossible to compete with the cheap British goods. Gandhiji later decided that dressing ‘unsuitably’ was a more powerful political statement.

A year after the non-cooperation movement in 1921, he started wearing only a short khadi dhoti.

The men the women both of the upper classes experimented to define India’s national dress that expressed the unity of the nation. Rabindranath Tagore suggested that the national dress should combine elements of Hindu and Muslim dress. The chapkan, which is a long, buttoned coat, was considered a suitable dress for men.

**Phase V: Creating phase**

Now at this phase, the scholar concentrated on the clothing. All the information about the clothing has been collected and organized for smooth discussion with the students. There are following issues related to the clothing has been decided to discuss to next phase as given below:

- Changes in the clothing
- Clothing in india
- Swadeshi movement
- Clothing during French Revolution
Phase VI: Sharing phase

All above contents & issues related to the clothing has been shared with the students. The research scholar motivates the students to ask about new facts and demonstrated appropriate students’ behavior regarding the clothing in our country. The changes in women’s dresses in the Western society were mainly affected by practical considerations at the workplace. In India, majority of women still are housewives and the percentage of working women is minuscule. During the nineteenth century, most of the women were confined within their homes and could not get enough opportunity to interact with the outside world. Men, on the other hand, got influenced by the developments around them and hence adopted to western clothing. This shows that women had inferior status in the society at that time.

Phase VII: Evaluating phase

The research scholar evaluates the clothing topic with the help of following points as given below:

**Difference between the Indian clothing and western clothing**

Indian Ethnic Wear are styles which fall under the Indian Tradition and Culture umbrella. They range from kurtis to saris to churidar-Kurta sets to the dhoti. They bring out the essence and beauty of Indian Textiles and are nowadays enhanced with modern fashion elements as people are looking at different styles all the time.

Western Wear are styles which are inspired or influenced by the western culture. They range from matched suits to dresses to maxi skirts to casuals like shorts and tshirts. Western wear too, are enhanced with modern fashion elements that attract different. All these steps illustrate the implementation and execution of the inquiry-based teaching model in the classroom for teaching the topic “Clothing as a challenge”. This approach motivates the students to arise their inquiries about the topic and actively involved in the classroom. Finally, she is happy with the response of the students and felt that the whole class involved during her inquiry-based teaching process. In case of traditional teaching, the teacher feels that the students are passive in the class.