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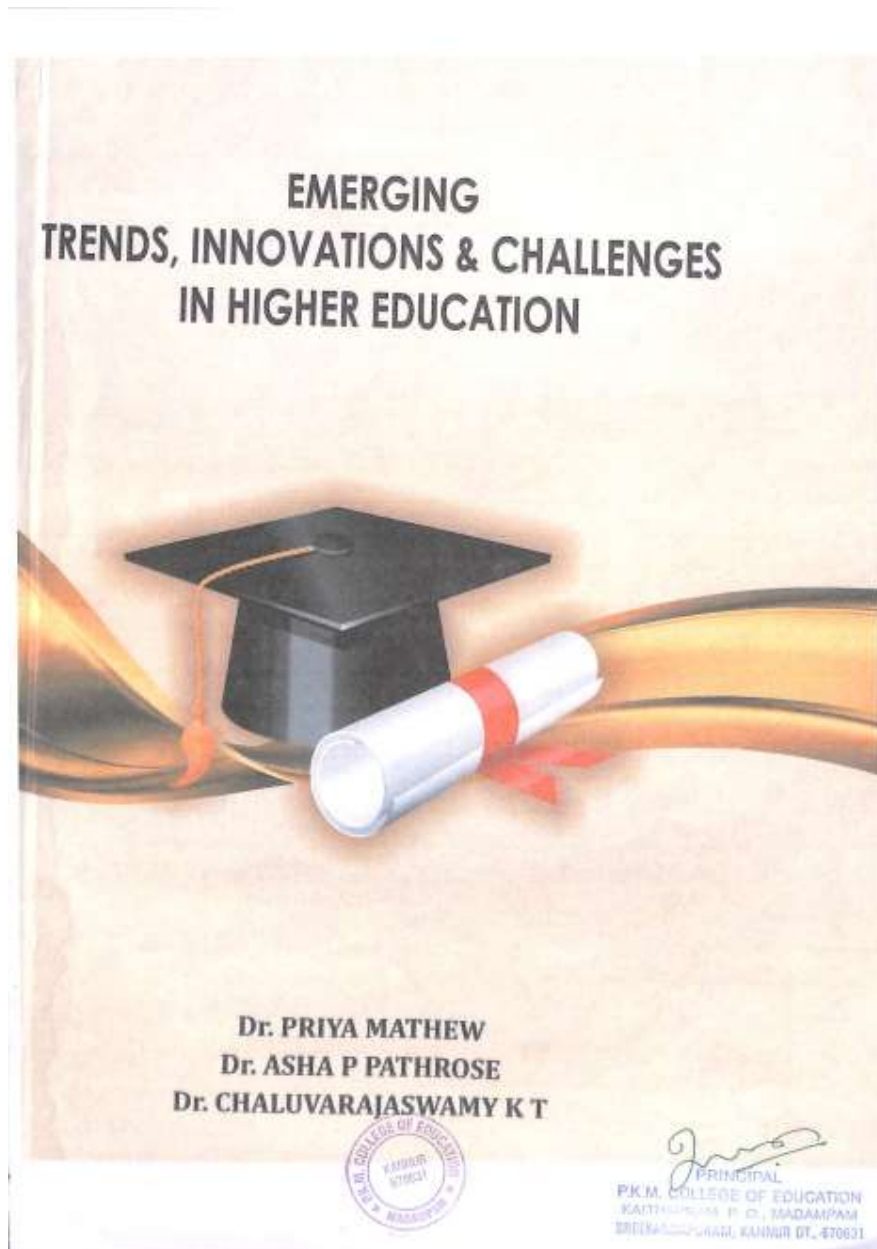


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EMERGING TRENDS, INNOVATIONS AND CHALLENGES IN HIGHER EDUCATION**CHIEF EDITOR****Dr. Priya Mathew**

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OPPAM: INNOVATIVE INTERVENTIONS OF TEACHER EDUCATION INSTITUTION IN THE CONTEXT OF COVID-19

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ABSTRACT

The COVID-19 pandemic has led to a drastic loss of human life worldwide and presents an unprecedented challenge to public health, food systems, educational sector and the world of work. These challenges across the world call for innovative interventions. It is the responsibility of the Educational Institutions to think and develop innovative strategies that creatively affects the efficiency, performance and security of the society in their bid to cope with problems posed by the COVID-19 pandemic. "OPPAM 2021" is such a curricular initiative undertaken by P.K.M. College of Education, Madampam with the motto 'P.K.M. joins hand in hand with the society with care'. As part of the OPPAM 2021 the college has taken an initiative in community extension programmes, curricular and co-curricular programmes such as help desk, online learning platform, learning support for the differently abled, digital literacy programmes, life skills training, day observances etc.

The paper explores the plan of action, the implementation process and the outcomes of the initiative. The data were collected by analysing the documents. The paper presents how these educational innovative interventions have been able to assist the society in mitigating the adverse effects of what could have resulted in the loss of a significant part of the 2021-2022 academic year. The innovative intervention of PKM act as a torch bearer for other Teacher Education Institutions to accommodate any troublesome situations in the future.

Key Words: COVID-19 pandemic, Innovative Interventions, OPPAM 2021

INTRODUCTION

After the World Health Organization declared the COVID-19 as a deadly threat to humanity, the pandemic brought about far-reaching changes in every aspect of human daily life. One of the greatest impacts and perhaps one of the most insidious ones that could have is the forced closure of our schooling systems. Teaching and learning at various levels – primary, secondary and tertiary, have been adversely affected to an extent due to the restriction strategies adopted and imposed by national governments in many parts of the country. The World Economic Forum described industrial revolution has the capability of breaking the boundaries between the physical, digital, and biological spheres (Lee et al., 2018). Consequently, the Educational Institutions were forced to adopt and integrate ICT as a means of survival. Use of these innovative



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About the Book

*This book **Emerging Trends, Innovations & Challenges in Higher Education** in the collection of edited paper on the themes Innovative Practices in Higher Education, Peace Education, Non Violence, Techno Pedagogy Skills for 21st Centruy. Multidisciplinary & Holistic Education, Women Empowerment, inclusive Education & Equitable Education and it is peer reviewed by the expert panel.*

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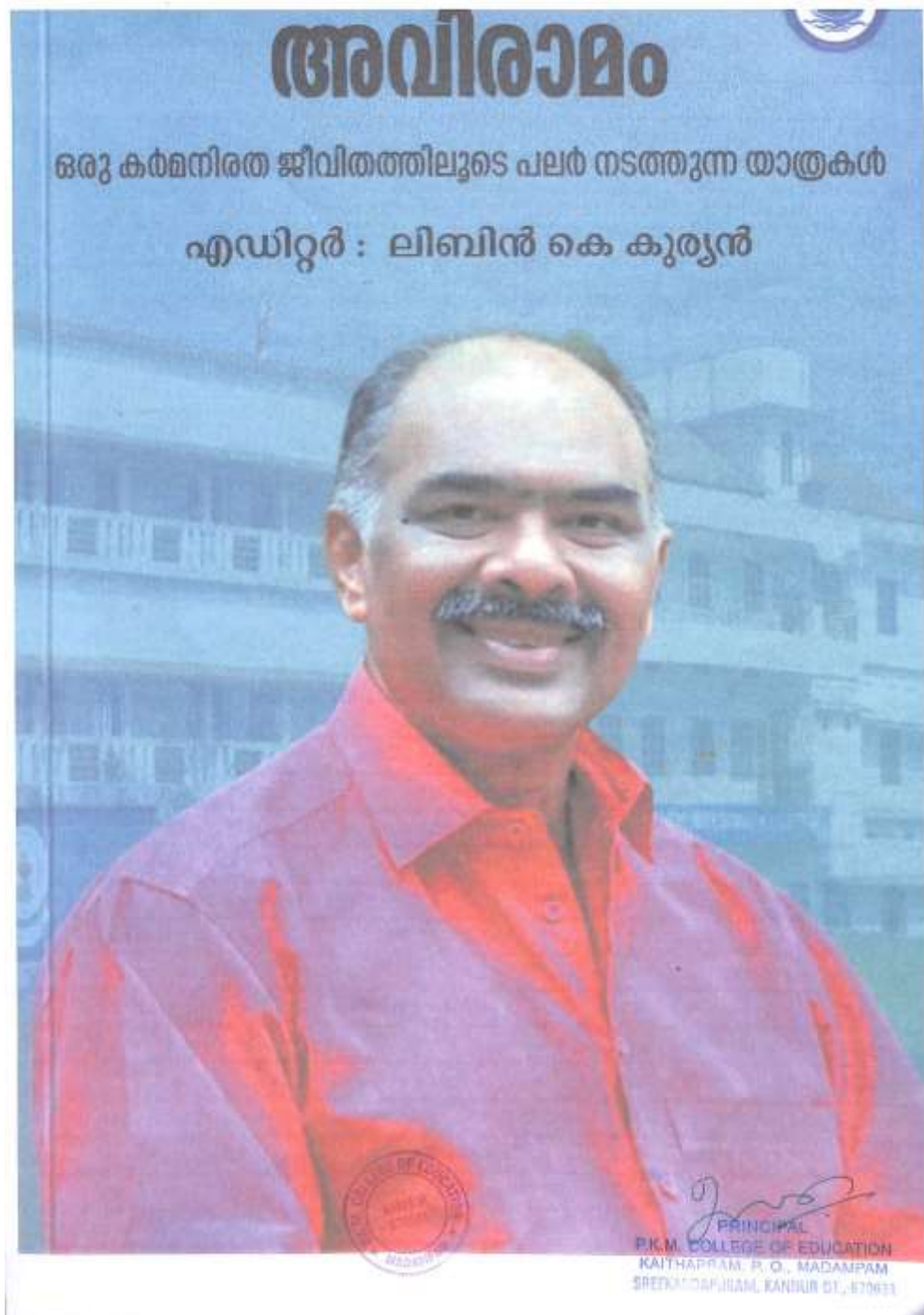
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ഒരു കർമ്മദിനം ജീവിതത്തിലൂടെ പലർ നടത്തുന്ന യാത്രകൾ

ബെന്നി സാർ : വരുംകാല വിന്യയം

ഡോ. സി. ജെസ്സി എൻ സി (പ്രിൻസിപ്പൽ, പി കെ എം കോളജ് ഓഫ് എഡ്യൂക്കേഷൻ, മടമ്പം) ചില വ്യക്തികൾ അങ്ങനെയാണ്.... വർത്തമാനകാല ചിറകുകൾ വിരിച്ച് പറന്നുയർന്നു മറയുന്നത് ഭാവിയുടെ വിന്യയമായി മാറിക്കൊണ്ടിരിക്കും. ഇങ്ങനെ ഒരു മനുഷ്യൻ ജീവിച്ചിരുന്നുവോ എന്ന് ലോകം വരുംകാലയിൽ അവരെക്കുറിച്ച് സംശയിക്കുവാൻ തക്കവിധം ഓരോ കാലഘട്ടവും അപൂർവ്വം ചില വ്യക്തിത്വങ്ങളെ കരുതി വെയ്ക്കുന്നുണ്ട്. അത്തരത്തിൽ മടമ്പം അലക്സാണ്ടർ കോളനിക്ക് ദൈവം കനിഞ്ഞു നൽകിയ സമ്മാനമാണ് കുഴിവേലിൽ ബെന്നി സാർ.

2000 ഡിസംബറിൽ മടമ്പം പി കെ എം കോളജ് ഓഫ് എഡ്യൂക്കേഷനിൽ അധ്യാപികയായി നിയമിതയായി അലക്സാണ്ടർ ഇടവകയിൽ മേഴ്സി ഭവനിൽ താമസമാക്കിയ എനിക്ക് മടമ്പം പയ്യൂർ വൂൾ മേഖലകളിലെ അധ്യാപകരെയും വിദ്യാസപതിശീലകരെയും സാമാന്യ പരിചയമുണ്ടായിരുന്ന കൂട്ടത്തിൽ ബെന്നി സാറും പരിചിതനായിരുന്നു. മടമ്പം ഫൊറോനാ കെ സി വൈ എൽ പലവിധ കാരണങ്ങളാൽ അത്രതന്നെ സജീവമല്ലാതിരുന്ന ആ കാലഘട്ടത്തിൽ അതിനെ ജീവസ്സുറ്റതാക്കാനുള്ള ചുമതലയുമാണ് ബെന്നി സാറും ഞാനും കൂടുതലായി ഒരുമിച്ച് പ്രവർത്തനം ആരംഭിക്കുന്നത്. 2003 ഫെബ്രുവരിയിൽ പയ്യൂർ 5ൗൺ ഇടവകയിലേക്ക് ഞാൻ താമസം മാറിയപ്പോൾ ആ ബന്ധം ആഴമുള്ളതായി. 2002 മുതൽ 2008 വരെ മടമ്പം ഫൊറോനാ കെ സി വൈ എൽ അഡ്വൈസർ എന്ന നിലയിൽ ഞാനും ഡയാക്വർ എന്ന നിലയിൽ ബെന്നി സാറും കർമ്മനിരതരായിരുന്ന കാലം എന്റെ ഓർമ്മയിൽ ഒളി മങ്ങാതെ യുണ്ട്. മടമ്പം കെ സി വൈ എൽ ഫൊറോനാ പ്രവർത്തനങ്ങൾക്ക് നേതൃത്വം നൽകി ഏകോപിപ്പിക്കുന്നതിന് ബെന്നി സാറിനെയും എനെയും ബഹു സജി മലയിൽപുത്തൻപുര അച്ചനെയും ഫൊറോന വികാരി ബഹു ജോർജ് കപ്പുകാലായിൽ അച്ചൻ ചുമതലപ്പെടുത്തി. ഏതാണ്ട് നിർലജീവ അവസ്ഥയിൽ ആയിരുന്ന യുവജന സംഘടനയെ സജീവമാക്കി എടുക്കുക എന്ന വലിയ ദൗത്യം ഏറെ പ്രതീക്ഷയോടെ ഞങ്ങളെ അദ്ദേഹം ഭരമേൽപ്പിക്കുക ആയി



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അവിരാമം

ഒരു കർമ്മനിരത ജീവിതത്തിലൂടെ പലർക്കുണ്ടായ അത്ഭുതം

എഡിറ്റർ : ലിബിന്ദ് നെ കൃഷ്ണൻ

അധ്യാപകർക്ക് സ്വന്തം കുട്ടികളോടും വിദ്യാലയത്തോടും ഉള്ള ഉത്തരവാദിത്തങ്ങൾ ആഴത്തിൽ വിശകലനം ചെയ്യുന്ന ഒരു പുസ്തകം. അധ്യാപനത്തെ ജോലി എന്നതിലുപരി ജീവിതസപര്യയായി സ്വീകരിച്ച്, ഓരോ നിമിഷവും അത് ആസ്വദിച്ച ഒരു ഗുരുശ്രേഷ്ഠനെ, അദ്ദേഹവുമായി അടുത്ത ബന്ധം പുലർത്തിയ ചിലർ അക്ഷരങ്ങളിലൂടെ വരച്ചിടുന്ന ഇതിലൂടെ കടന്നുപോകുന്നത് വ്യത്യസ്തമായ വായനാനുഭവമാകും.



നെസ്റ്റിൽ വളരെയധികം നന്മകൾ സൂക്ഷിക്കുന്ന, ഫലിതപ്രിയനായ, തന്റെ കുട്ടികളെ ഏറെ കരുതലോടെ കാണുന്ന, സ്വന്തം പരിമിതികളെക്കുറിച്ച് തികഞ്ഞ ബോധ്യമുള്ള പച്ചമനുഷ്യനായി ബെന്നി സാർ ഈ അക്ഷരങ്ങളിൽ നിറഞ്ഞു നിൽക്കുന്നു.



(അവതാരികന്തിൽ പ്രൊഫ. ടി ജെ ജോസഫ്)

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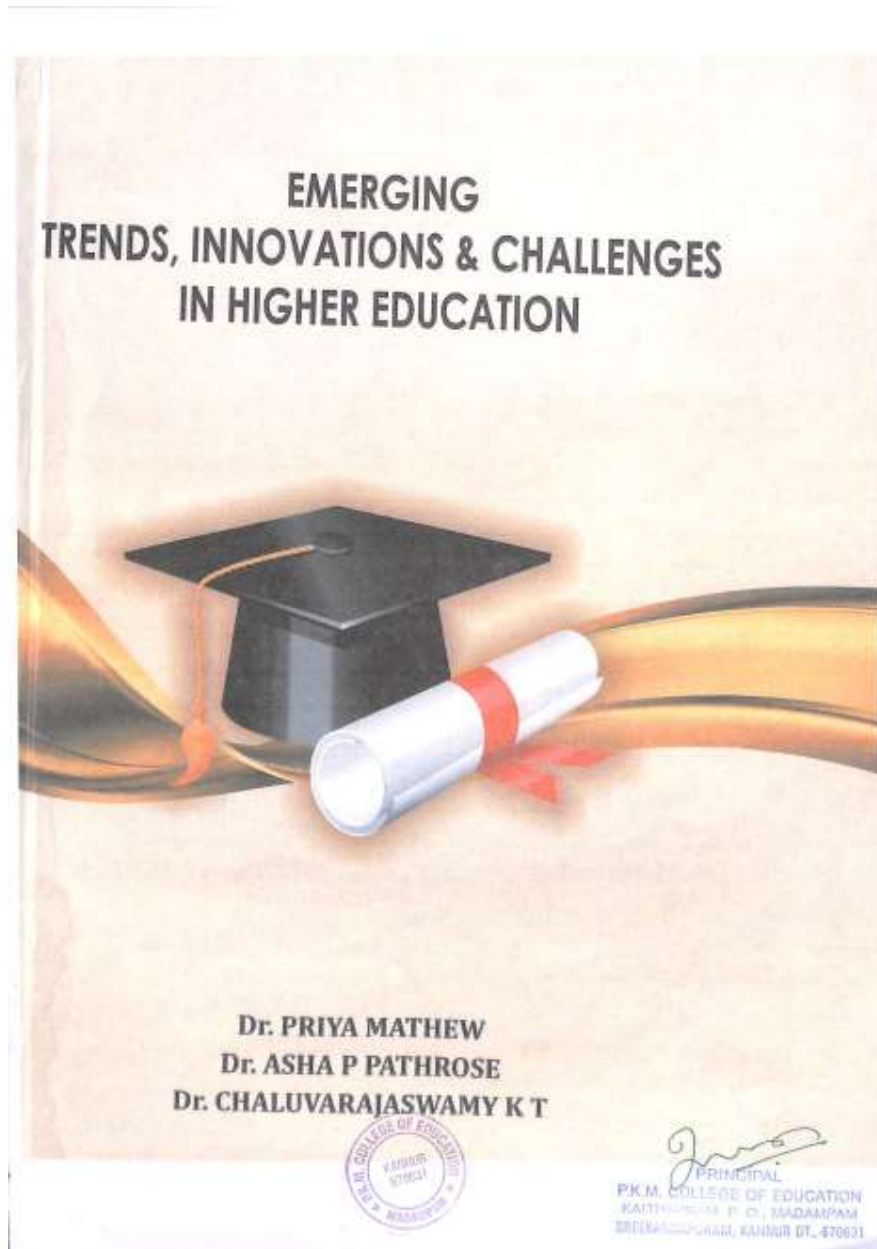
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ENHANCEMENT OF PROFESSIONAL COMPETENCIES IN STUDENT-TEACHERS THROUGH DAY OBSERVANCES

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ABSTRACT

Day observances are integral part of learning and building strong cultural belief in students. More than that, such events can be a platform to cultivate various competencies among student- teachers during the transformation period. General framework regarding teachers' competencies can be explained in nine different dimensions i.e., field, research, curriculum, lifelong learning, social-cultural, emotional, communication, information and communication technologies (ICT) and environmental. This paper explores various dimensions of day observances like seminar, exhibition, oath taking etc. conducted at P.K.M College of Education, Madampam. Student perceptions are also investigated, on effectiveness of the day observances, in developing teachers' competencies in different dimensions. A questionnaire was used to gather data on student perception.

Keywords: *Day observances, Professional competencies*

INTRODUCTION

Each day, in a calendar year, has some special remarks and have personal, local, religious, cultural, scientific or literal background. Each special day or celebration has a valid reason as well as focused and unfocused objectives. Such days are termed as Day Observances. The remembrance of some special event that took place in past, conveys knowledge as well as messages; addresses some issues etc. are the most common objectives of day observances. Through these objectives, the institution that designs day observance, wishes to obtain some intended outcomes from the targeted society. UN (United Nations) treats day observances as



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*This book **Emerging Trends, Innovations & Challenges in Higher Education** in the collection of edited paper on the themes Innovative Practices in Higher Education, Peace Education, Non Violence, Techno Pedagogy Skills for 21st Centruy. Multidisciplinary & Holistic Education, Women Empowerment, inclusive Education & Equitable Education and it is peer reviewed by the expert panel.*

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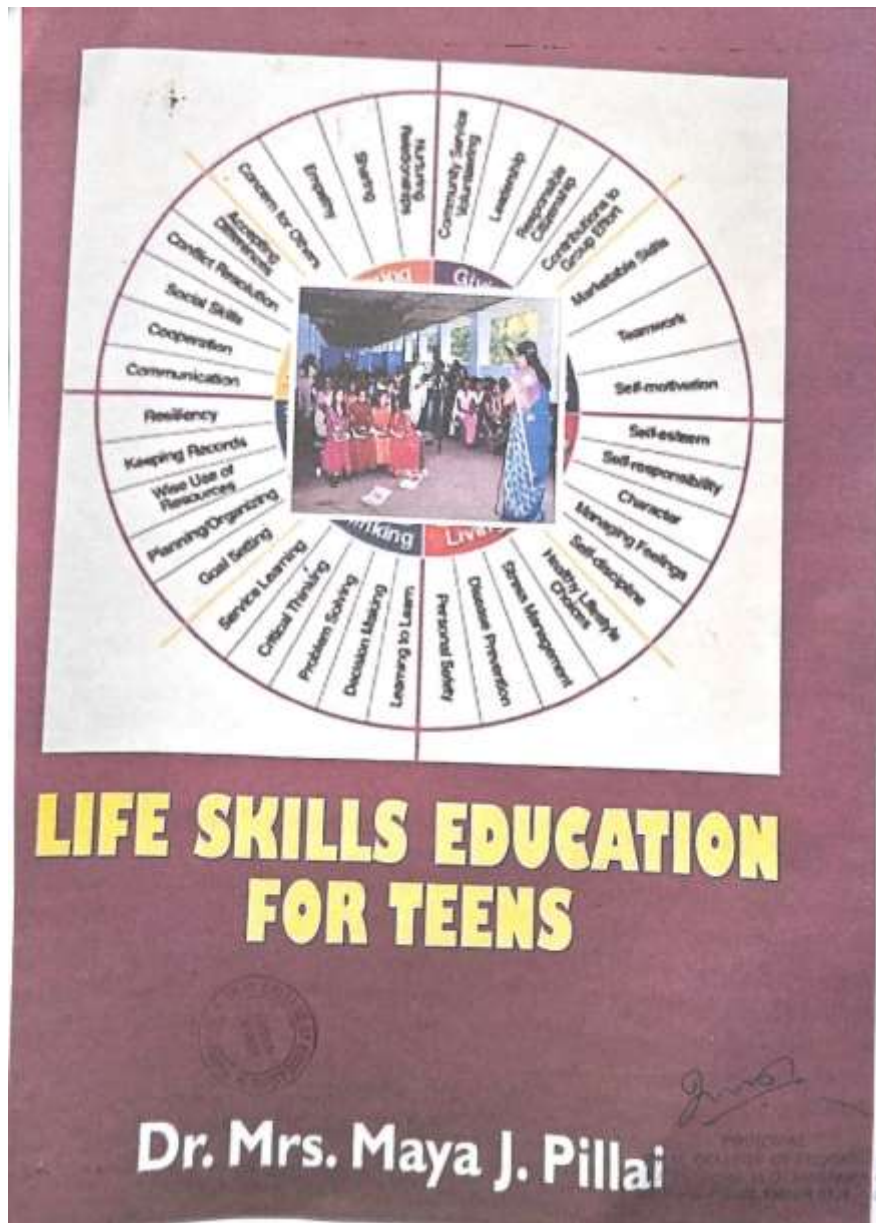
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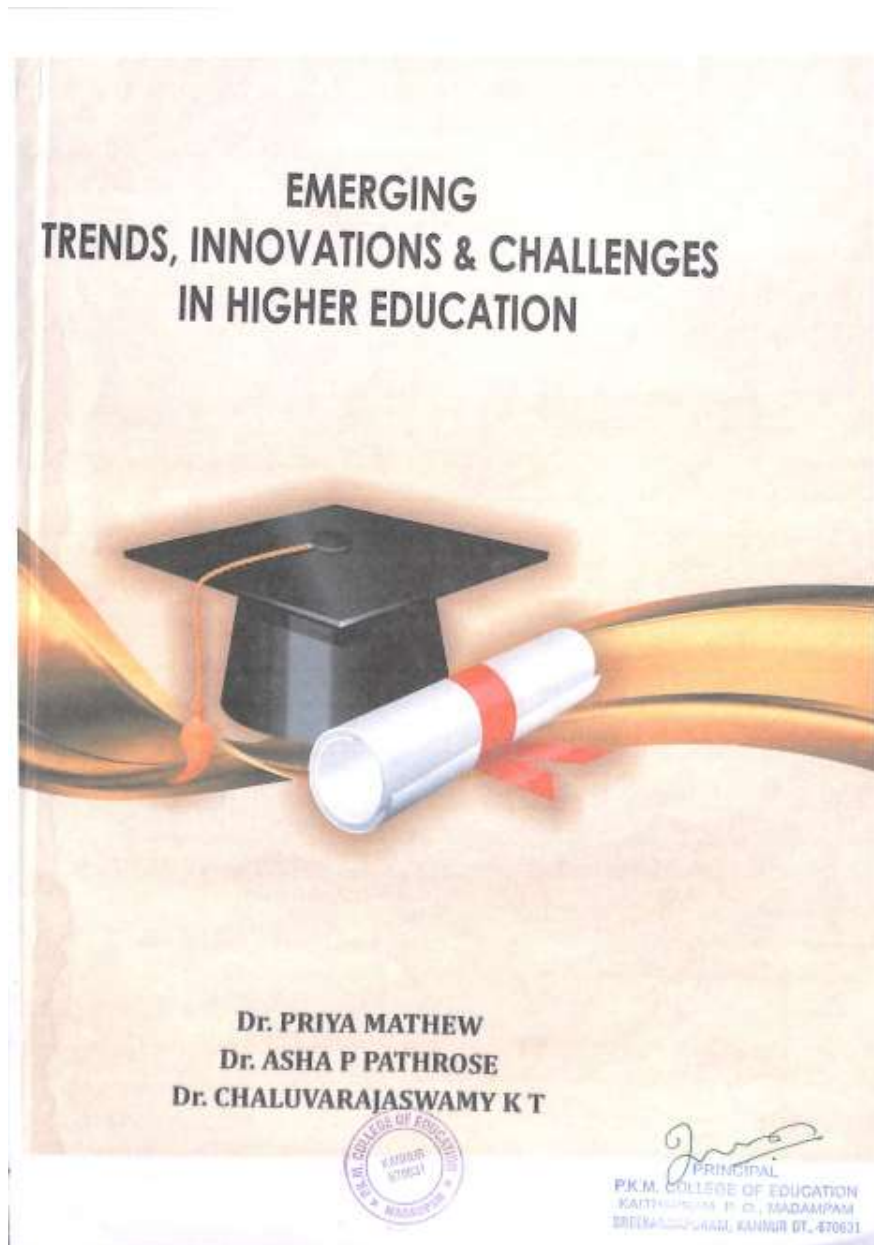


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INCLUSIVE EDUCATION OF GENDER AND SEXUAL DIVERSITIES: AN ANALYTICAL READING

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ABSTRACT

Institutions that claim to impart education may deny the existence of an identity in terms of language, region, religion, caste, colour, or gender which question the value of education itself. The concept of inclusive education was introduced to accept an individual with multifaceted identities. One of the fundamental ways a person identifies oneself is by associating with gender. It is cemented from a young age through various social factors that strongly disrupt their understanding of the difference between gender and sex, unless they gain proper education. Schools act as a crucial factor in instilling these ideas. Thus, it is important to ensure that students clearly recognise the difference between gender equality, gender neutrality and receive gender sensitisation education. In all cultures, gender roles are dictated by the society in which stereotypical binary division of sex is upheld. The existing patriarchal system downplays the roles of other sexualities assigning gender roles that negates transgender. This paper attempts to unfurl the importance of sex education in schools to raise awareness of the existing diverse gender and sexualities.

Keywords: Gender sensitisation, Transgenders, Inclusive education, Sex education.

INTRODUCTION

NCF, 2005 formulated innovative gender education strategies for inclusion of transgender students in the education system. It promotes gender-sensitive education and educational activities related to women's equality. This paper focuses on whether these objectives developed by the NCF satisfy current educational objectives. It also looks at the various challenges facing gender mainstreaming in the education sector. But there are various gender issues in the curriculum itself, such as differences in uniform models, hair styles, gender in textbooks, seating arrangements, and lack of sex education and lack of knowledge about transgender. The existing education system and society should take the initiative to change the traditional mindset towards gender. This is the basis for achieving gender equality. Modification of the behavior of teacher and students lead to the objectives of NCF. One of the shortcomings of inclusive education is the wide range of ignorance about diverse sexuality and the low acceptance of those individual

REVIEW OF LITERATURE

As the social media continues to discuss the news of ongoing gender segregation in schools,



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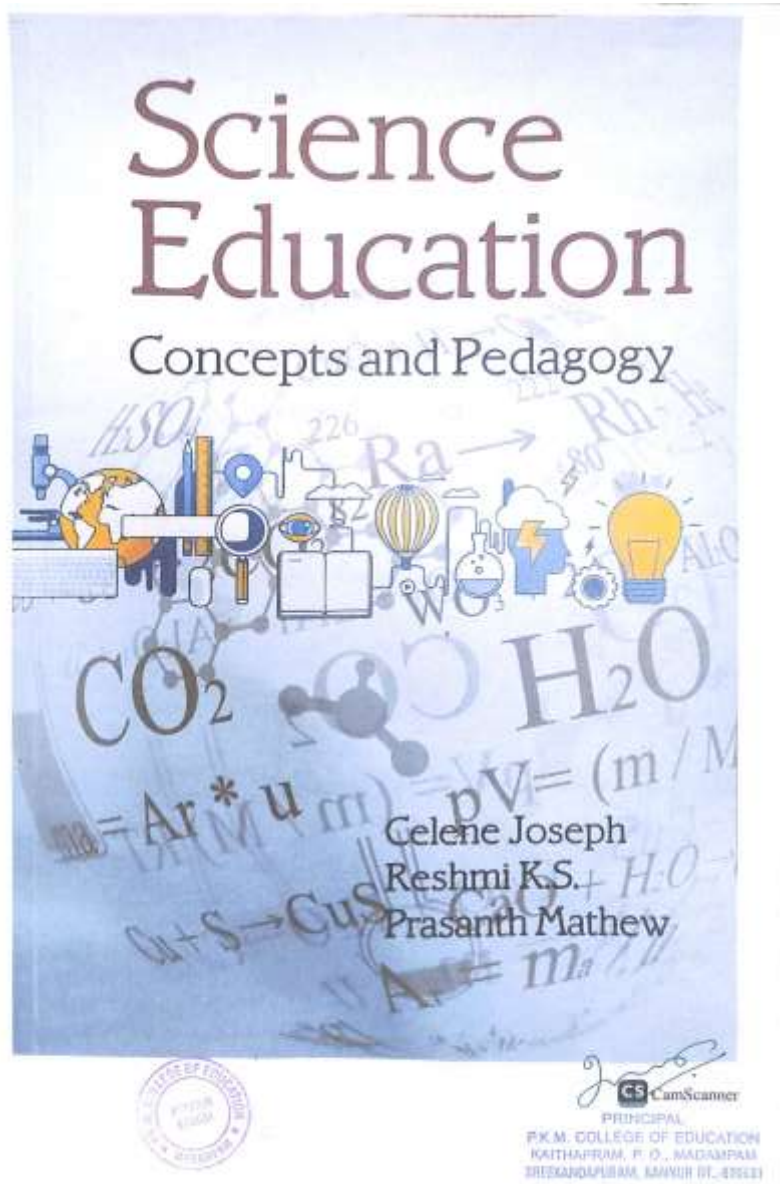
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Concepts and Pedagogy

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Preface

The evolution of human culture and civilization has been facilitated by several factors, most prominent among which is the gradual development of science, beginning from its infancy to its growth as a gigantic influence on almost every arena of human life. In today's techsavy world of ineffable technological advancements, science education has secured the pivotal position in the educational machinery which governs every individual life and society extensively. In such context, this book which has elaborately, precisely and comprehensibly dealt with all important aspects of science education gains utmost significance.

The book advances a sequential theoretical framework of science education in a comprehensive manner. It offers specific, distinct and clear explanation of the key elements of science education in progressive order. The concepts are well-defined and presented explicitly without ambiguity. The contents are interwoven to give it a well knit structure. The lucidity of expression makes the book acceptable to the readers from the outset and throughout.

This book is a perfect guideline and caters to the needs of the teacher educators and student teachers at the graduate and post graduate levels in science education. It serves as an excellent reference material for knowledge acquisition, practical purposes and exceptional examination outcomes. The authors have made relentless efforts to maintain a balance in complying with the average and the elite in terms of organization of content, presentation and language. Their purpose of a coordinated presentation of the vital elements of science education for easy comprehension is well attained through this book. It, thus serves as a remarkable source of information for varied academic purposes of science educators.

The content analysis of this book explicitly reveals its well knit structure. It has apparently four distinct parts in its composition. The introductory part covering chapters 1 and 2 deals exclusively with 'science' in terms of its nature and historical background respectively—science, being the root for its core topic of discussion which is Science Education. The main body of the book comprising of chapters 3-13 elaborates on the varied aspects of 'science education' in detail. This is followed by chapters 14 and 15 which are descriptive accounts of the 'accessories' such as Science Laboratories and Resource Materials in science respectively that contribute remarkably to science education. The concluding part comprising of chapters 16 and 17 has extensively dealt with the Evaluation in Science and the Qualities of Science Teacher respectively—the 'evaluation




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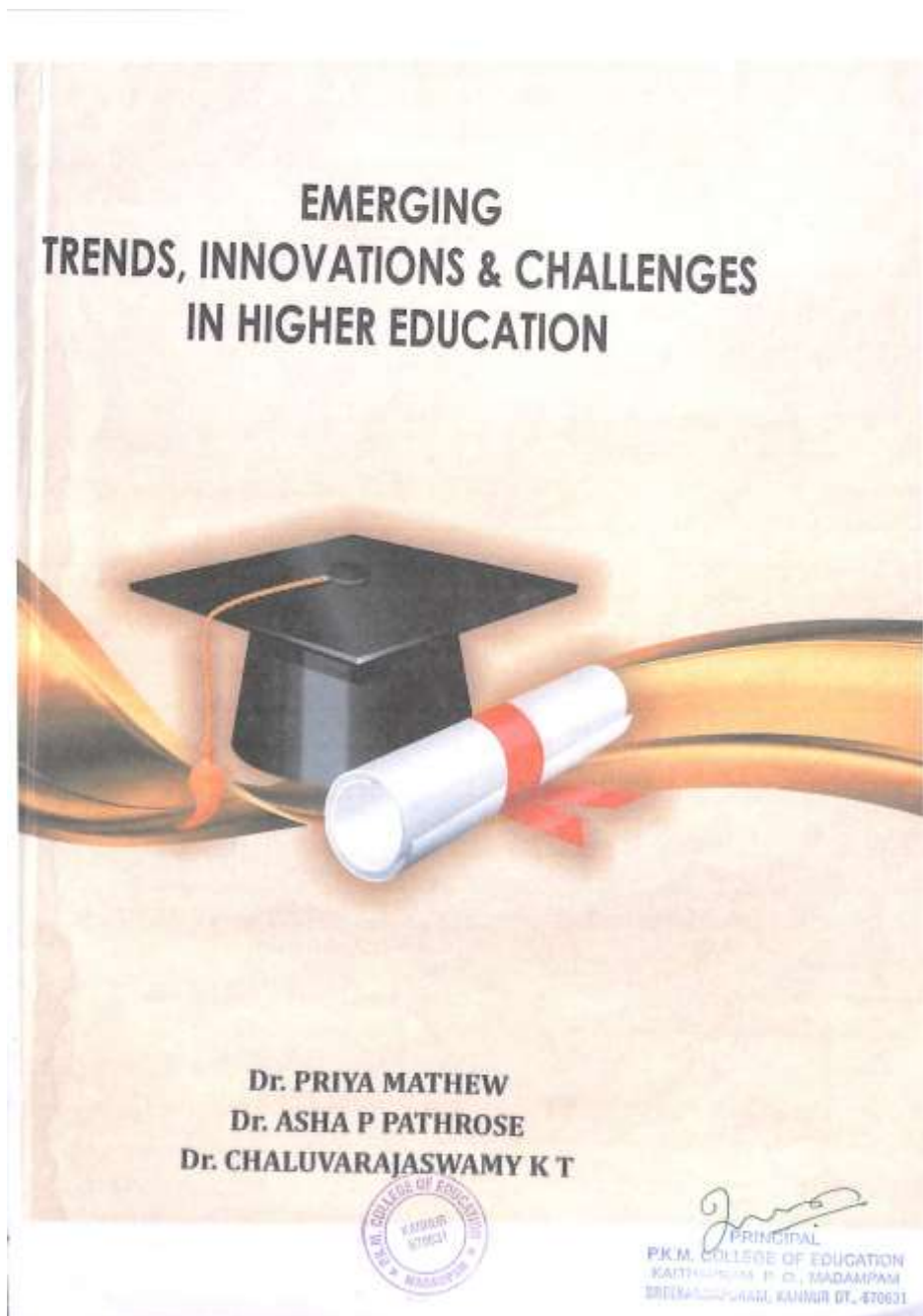
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URJA KIRAN: ENERGY CONSERVATION AWARENESS CAMPAIGN OF PKM IN THE CONTEXT OF UN SDG 7: AFFORDABLE AND CLEAN ENERGY

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ABSTRACT

Global energy consumption is increasing day by day and the globe would be facing an energy crisis in the coming decades. When it comes to Kerala, the state is struggling to meet the rising power demand during peak hours. Governmental and Non-Governmental organizations are taking initiatives to give priority to the use of renewable resources and to reduce the irresponsible use of natural resources through increased conservation. URJA KIRAN is an Energy Conservation Awareness Campaign (ECAC) initiated by the "State Designated Agency"- Energy Management Centre (EMC), Government of Kerala in the year 2015-16 with the "Resource Agency"-Centre for Environment and Development, Government of India to create awareness among the general public and equip them for efficient management of all forms of energy, to promote energy efficiency and energy conservation and to develop new sources of energy as well as novel energy technologies with a view to increasing the production and facilitating the use of energy on a sustainable basis.

P.K.M. College of Education is the "Participating Agency" for Irrikur Assembly Constituency since 2015. As part of the URJA KIRAN, the college organized Energy Conservation Awareness Campaigns for the general public at different parts of the Constituency including public meetings, resource talks, energy conservation rallies, signature campaigns, flash mobs, exhibitions, distribution of resource materials etc.

The paper explores the Energy Conservation initiatives undertaken by P.K.M. College of Education since 2015 and analyses its impact in promoting the energy efficiency and energy conservation in the Constituency. The paper also tries to explore how the initiatives undertaken by the Teacher Education Institution contributes to the progressive development of the future teachers as environmental activists in the society to address the societal/environmental issues and how it addresses the attainment of the United Nations Sustainable Development Goal 7: Affordable and Clean Energy.

Keywords: Energy Conservation, UN SDGs, Energy Crisis.



About the Book

This book Emerging Trends, Innovations & Challenges in Higher Education in the collection of edited paper on the themes Innovative Practices in Higher Education, Peace Education, Non Violence, Techno Pedagogy Skills for 21st Centruy. Multidisciplinary & Holistic Education, Women Empowerment, inclusive Education & Equitable Education and it is peer reviewed by the expert panel.

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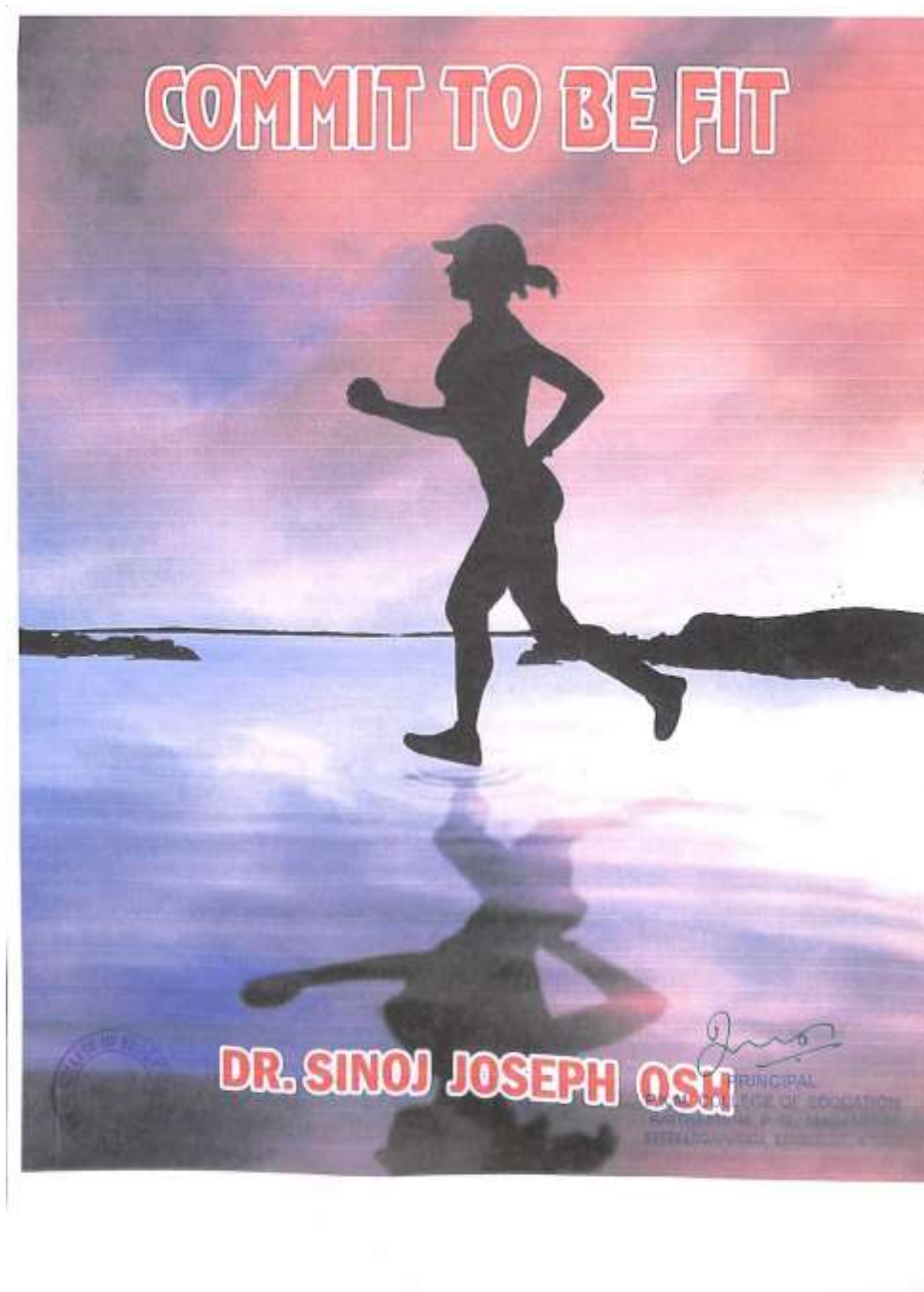


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Name of the Author: Fr. Dr. Sinoj Joseph

Name of the Book: Commit To Be Fit



COMMIT TO BE FIT

Dr. Sinoj Joseph OSH




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This book is meant for the B.Ed trainees at it helps them to approach the physical training in a creative and productive way. The book focuses on the concept of holistic health which helps the student teacher to understand the various dimensions and determinants of health. It helps the students to equip themselves with the basic knowledge about the health, hygiene and physical training. I believe that this book becomes an aid to every B.Ed student who aspire to develop themselves and to shape the future generations into all round personalities. May you find health and hygiene in the amazing approaches you find in the book.



About the Author

Dr. Fr. Sinoj Joseph is a Catholic Priest who is a Sports trainer and Yoga Master. He presently works as Assistant Professor in PKM College of Education, Madampam. He was born at Rajapuram, in Kasargode district. He completed his B.P.Ed and M.P.Ed from Bharathiar University, Coimbatore. He accomplished his M.Phil Degree and Ph.D from Alagappan University, Karaikudi.



A handwritten signature in blue ink, appearing to read "Sinoj".

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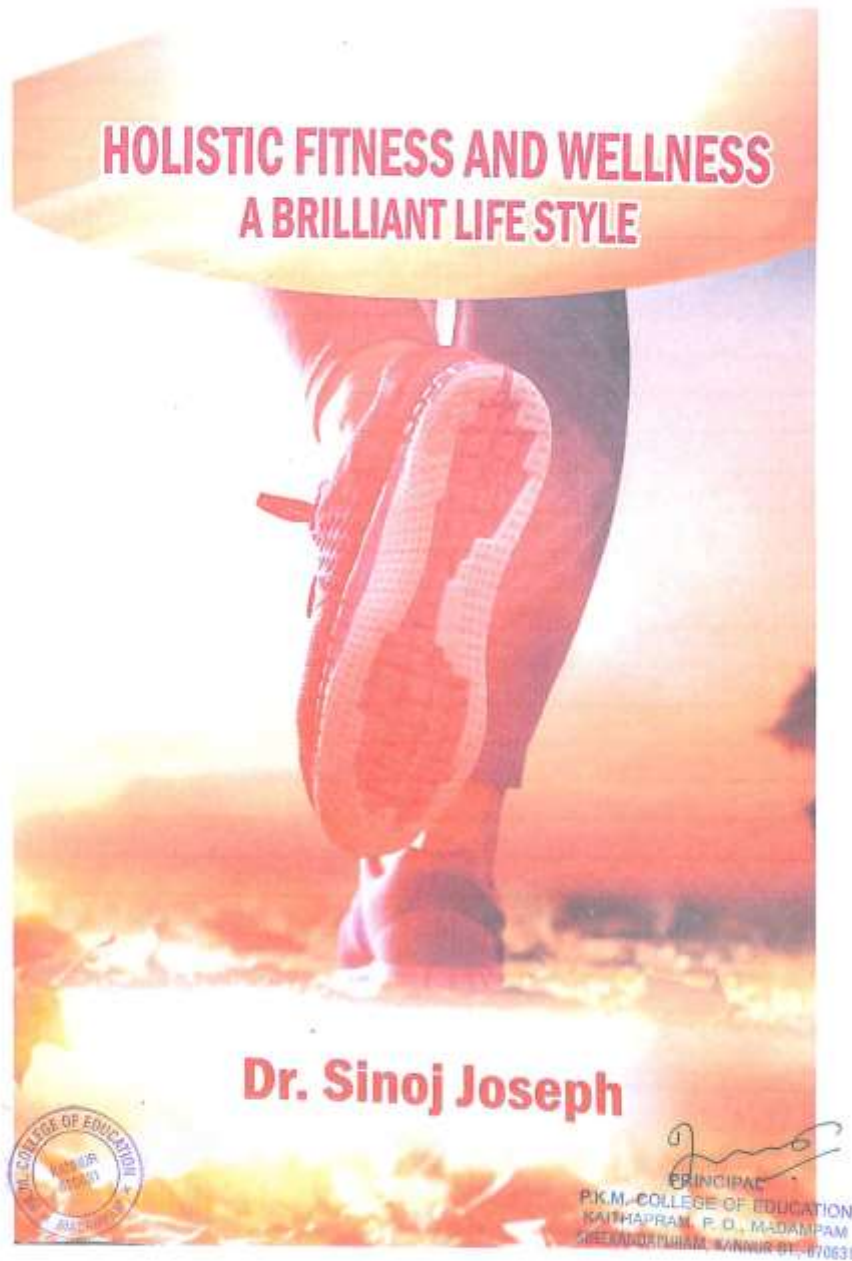


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Name of the Book: Holistic Fitness and Wellness – A Brilliant Life Style



HOLISTIC FITNESS AND WELLNESS
- A BRILLIANT LIFE STYLE

Dr. Sinoj Joseph OSH




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This book, "Holistic fitness and Wellness - A Brilliant Life style" hopes to facilitate physical and mental training for students. It focuses on the simple exercises of both body and mind for a better living. It highlights a healthy life style which is cool and relaxed. Readers are given descriptive and clear information about physical and psychological training methods for a stress free and happy life. The topics in the book are intended to touch the lives of people for a better application in real life. It is designed to help the people experience the power of physical and health education.

The book is dedicated with a view to improve the health and well-being of people irrespective of all ages.



About the Author

Dr. Fr. Sinoj Joseph OSH is a Catholic Priest who is a Sports trainer and Yoga Master. He presently works as Assistant Professor in PKM College of Education, Madampam. He was born at Rajapuram, in Kasargode district. He completed his B.P.Ed and M.P.Ed from Bharathiar University, Coimbatore. He accomplished his M.Phil Degree and Ph.D from Alagappan University, Karaikudi.





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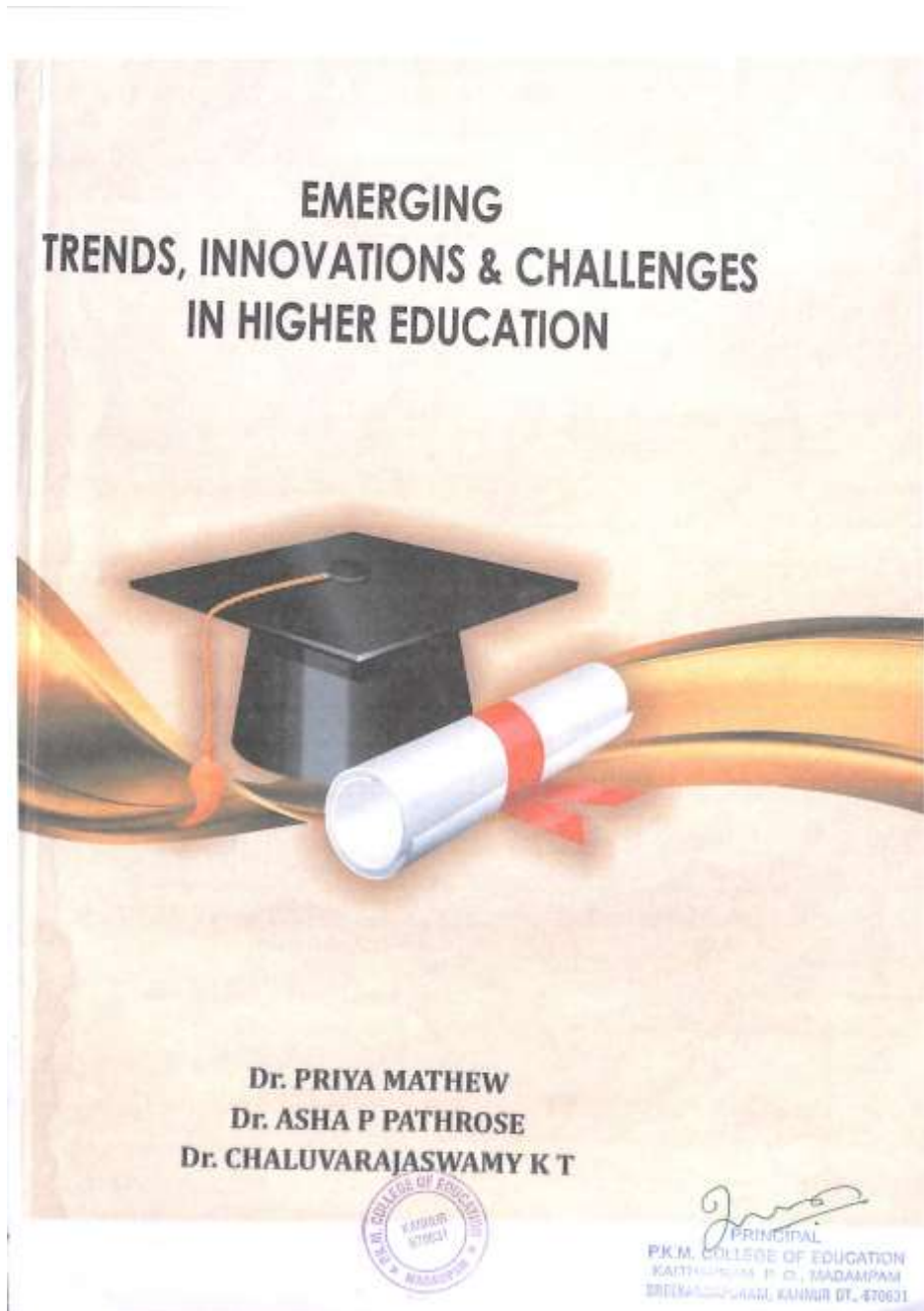


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EMERGING TRENDS, INNOVATIONS AND CHALLENGES IN HIGHER EDUCATION

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HOLISTIC EMPOWERMENT OF GIRLS: SOME INNOVATIVE PRACTICES

Dr. Sinoj Joseph ^{1a}, Ms. Maneesha P ^{2b}, Ms. Elsitta Jose ^{2c}

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ABSTRACT

For the sustainable development of any nation, the health and well-being of the citizens are of utmost importance. UN has put forward the concept of good health and well-being as a third goal in the 17 Sustainable Development Goals 2015. It pledges to ensure healthy lives and promote well-being for all ages. To implement SDG:3, P.K.M College of Education, Madampam had taken an initiative named PKM Sports Academy in 2018, to focus on the students of Madampam village. The vision of this academy is to identify, nurture and promote players using the best possible reasons and platform. The academy mainly concentrates on girls by empowering them in sports. This paper endeavors to analyse the outcomes of the PKM Sports Academy in the year 2021. Around 40 children from age group 8-14 are trained under the academy. Sportive factors like speed, flexibility, strength and power are assessed in the students. The analysis shows that students got placed in various Central Government sports institutions like G.V Raja Sports School Trivandrum, Sports Division Kannur, Sports Council Alappuzha etc. Through this intense programme, the students become physically fit that leads them to win many district and state level sports competitions. It also intends to develop the psychological aspects of students in terms of self-confidence, self-esteem and internal drive to initiate works.

Key Words: PKM Sports Academy, Girl empowerment, Rural uplifting, Physiological and psychological benefit

Introduction

Physical and mental health plays an inevitable role in the well-being of a person. When either one is eliminated, the quality of life gets changed in a person. Balancing both gives a perfectly healthy body. So, for a healthy life, one must always be aware to work in achieving good mental and physical health and get the necessary help when one drops off.

The Sustainable Development Goals (SDGs) or Global Goals are a collection of 17 interlinked global goals. It is designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set up in 2015 by the United Nations General Assembly (UN-GA) and are intended to be achieved by 2030. The third goal that falls into this is Good Health and Well-being.



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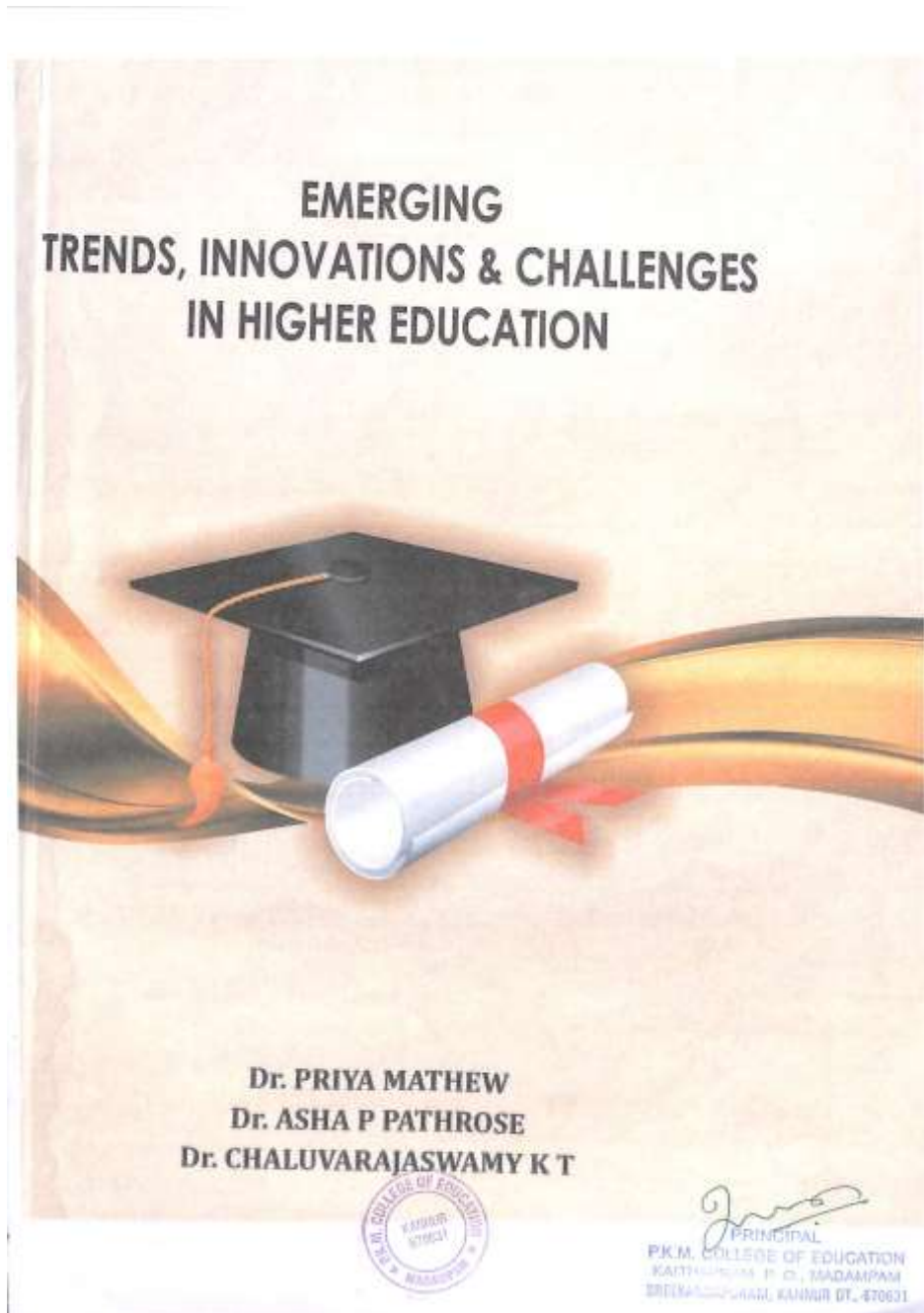
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PEACE BUILDING THROUGH SCHOOL CURRICULUM: A SCRUTINISATION OF MALAYALAM READERS OF STATE BOARD OF EDUCATION, KERALA

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ABSTRACT

The concept of peace refers to the societal friendship and harmony among Homo Sapiens, in the absence of hostility and violence. In the social sense, the term peace is commonly used to refer to a lack of conflict and a freedom from fear of violence, between individuals or groups. It is observed that peace is a marginalized concept in the contemporary society. The present paper attempts to analyze the role of Malayalam Readers in instilling a peaceful psyche among the school children. The learning community has to encounter umpteenth number of stressful situations in their life. Little things make them gloomy and it is found that many of them are in the borderline of depression. At times children behave violently and they even don't know how to handle crucial situations that burst out in the course of their life journey. As far as the student community is concerned schooling time plays a pivotal and quintessential role in the process of socialization. They come across numerous social issues by this time. So, from the school period onwards the need for peace and harmony for the harmonious coexistence of man on earth should be instilled in the minds of children. School curriculum is the most powerful weapon to instill peace consciousness in children. Curriculum plays an important role in shaping values and perspectives among the learning community. The present paper attempts to investigate the role of Malayalam Readers in building or instilling the concept of peace, in a direct or indirect manner among the learners for a better and prosperous future

INTRODUCTION

"I believe that the nature and characteristics of contemporary conflict suggest the need for a set of concepts and approaches that go beyond traditional statist diplomacy. Building peace in today's conflicts calls for long-term commitment to establishing an infrastructure across the levels of society, an infrastructure that empowers the resources for reconciliation from within that society and maximizes the contribution from outside" (Lederach, 1997).



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INSTITUTIONAL INITIATIVES OF TEACHER EDUCATION INSTITUTION TO CULTIVATE CULTURE OF PEACE

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ABSTRACT

According to the United Nations, the biggest threats to sustainable development continue to be conflict, instability, weak institutions, and inadequate access to justice. What is a potential approach to coping with this threat? As peace is concerned, peacebuilding is a solution for the threat (Sayed, 2015). Peacebuilding approach can be either political-constitutional or military-security or economic-social or psycho-social (Levy, 2004). However, among the institutions entrusted with keeping peace, the judiciary and police are the most affected by corruption (United Nations 2015). Another way of dealing the threat can be through the teachers, are one of the actors who can engage via psycho social approach in the peacebuilding process (Levy, 2004). As per NIEE 2013, there is a need to develop engaged, reflexive and critical teachers. The paper maps and analyse the various peace building activities initiated by P.K.M. College of Education, as a Teacher Education Institution, in partnership with other institutions and NGOs working in the field to address the issues and challenges of the modern world with one of its goals of developing teachers as peace builders. This paper put forward Institutional Initiatives of Teacher Education Institution to Cultivate Culture of Peace in the context of the United Nations Sustainable Development Goal 16: Peace, Justice and Strong Institutions, and SDG 17: Partnerships.

Keywords: *Culture of peace, Peace building, Teacher Education Institutions, Peace builders.*

INTRODUCTION

Violence that ends up in homicides has increased drastically around the world (UNODC, Global Study on Homicide, 2019). The case is not good even in the most literate state of India, Kerala (Office of the Registrar General & Census Commissioner, India, 2011; National Crime Records Bureau of India, 2015). Violent conflict too is one of the biggest barriers to development in many of the world's poorest countries. Of the 40 poorest countries in the world, 24 are either in the midst of armed conflict or have only recently emerged from it ((Government of the United Kingdom, White Paper, 2000, para. 78). What can be a possible action to reduce the violence? Education, is perhaps the most important tool for human development and the eradication of poverty (Smith et al., 2011). Teacher training programmes are an obvious place to start in order



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