

ROLE OF CHATGPT IN THE FIELD OF EDUCATION

RENJINI U

Artificial Intelligence (AI) is a key technology with the potential to greatly impact education in various ways. Artificial Intelligence tools like ChatGPT and GPT-4 are rapidly altering higher education, and the implications for future teaching and assessment methods are already being discussed. ChatGPT is an AI-driven chatbot that was launched in November 2022. It can provide clear and informative answers to user inputs that are similar to human responses.

ChatGPT (short for "Chat Generative Pre-Trained Transformer") is a natural language model that enables humans to communicate with computers conversationally. ChatGPT stands for "ChatGTM Transformer" and is a family of Artificial Intelligence (AI) based natural language models. It is also referred to as "generative AI" due to its ability to generate original results. CHAT GPT, also known as ChatGPT, is an AI language model that is designed to engage in multi-turn conversations. It is built upon the foundation of GPT, a language model known for its ability to generate human-like text. While GPT was primarily designed for single-turn tasks like answering questions or completing

prompts, ChatGPT takes this capability to the next level by enabling more interactive and dynamic conversations. It allows users to have back-and-forth exchanges with the AI, making it useful for various conversational applications.

DEFINING CHATGPT IN EDUCATION

ChatGPT in education can be defined as an AI-powered conversational tool that enhances the learning experience for students and educators. It utilizes the capabilities of GPT, a language model known for generating human-like text, to facilitate multi-turn conversations in an educational context. ChatGPT can assist students by answering their questions,



PROMOTING INCLUSIVE EDUCATION: STRATEGIES FOR ADDRESSING DIVERSE LEARNING NEEDS

Akhila U R & Bindya R S

Abstract

Inclusive education strives to ensure that all students, regardless of their backgrounds or abilities, have equal opportunities to learn and succeed within mainstream educational settings. It emphasizes the importance of fostering a supportive and inclusive school culture where diversity is celebrated and respected. And also creating environments that value and accommodate the unique learning styles, abilities, and cultural backgrounds of all students. promoting inclusive education requires a multifaceted approach that encompasses fostering inclusive school cultures, implementing differentiated instruction, providing early intervention and support, fostering collaboration among stakeholders, and leveraging technology. By adopting some strategies, educators can create learning environments that honour diversity, promote equity, and empower all students to achieve their full potential. This abstract explores strategies for promoting inclusive education by addressing diverse learning needs.

Key words: Inclusive education, Diverse learning needs.



INCLUSIVE CLASSROOM: TEACHER COMPETENCIES AND CHALLENGES

Dr. Renjini U.

Abstract

An inclusive classroom is a learning environment where students of all abilities and backgrounds are welcomed, supported, and valued. In an inclusive classroom, diversity is celebrated, and all students have the opportunity to learn and grow together. Teachers in an inclusive classroom strive to meet the individual needs of each student, provide appropriate accommodations and support, promote positive interactions and relationships among students, and create a sense of belonging and acceptance for everyone. Collaboration among teachers, support staff, families, and community members is key to creating a truly inclusive classroom where every student can thrive.

KEYWORDS: Inclusive Classroom, Teacher Competencies

All people who may be marginalised due to a disability, gender, emotional or behavioural issues, family background, ethnicity, giftedness, migration, poverty, hearing or vision impairment, or language delay are included in the definition of inclusion, which also includes providing high-quality and equitable education for all without any form of exclusion. It entails incorporating both those with exceptional aptitudes and those who have either temporary or permanent limitations.



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STRATEGIES FOR INCULCATING PEACE VALUES AMONG SECONDARY SCHOOL STUDENTS

Renjini U & Maya S

Abstract

Present Education system has largely failed in the task of training peaceful citizens. If education continuous to shun the responsibility of enlightening new generations of loving and peaceful citizens, we will not be able to stop the growing violence and wars that have the potential to annihilate the human race and wipe out other life on earth. Peace Education should be provided in every institution through different scholastic and co-scholastic activities. Here in this paper highlighted the importance of scholastic and co-scholastic activities for inculcating peace

INTRODUCTION

Education is essentially for society and individual. It plays a key role in building peace and social harmony. The education should be according to the own interest of the child but it should be according to the welfare of society. After completing the appropriate education, the child is developed well suited for a society. Education is a powerful force for building of a peaceful world.

Present Education system has principally unsuccessful in the mission of training peaceful citizens. Today's life violence is the main subject in games, media headlines and government policies. If education continuous to avoid the responsibility of enlightening new generations of affectionate and peaceful citizens we cannot prevent the increasing aggression and wars that have the potential to wipe out the human race and other life on earth. Education is the principal vehicle which will cultivate and train school age children with the habit of peace.

NEED AND SIGNIFICANCE OF PEACE

Peace is important because it is for human life. Among the basic rights, the first one is protecting life. This right is violated around the world today. Peace,

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Peace Education

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LEVEL OF EXPOSURE TO VIOLENCE AMONG THE ADOLESCENT LEARNERS FROM THE HIGHER SECONDARY SCHOOLS OF KERALA DURING COVID PANDEMIC

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ABSTRACT

The pandemic period of complete lockdown was period of stress and strain to each and every individual. Many cases of exposure to violence have been reported at this point of time. In this study, we investigate included components of exposure to violence such as emotional violence, physical violence, financial violence, social violence, Intimidation, Stalking and spiritual violence. This will tell us how far exposure to violence has been caused during the pandemic. The level is measured as low order, average order and high order. The present study intended to find out the level of exposure to violence during covid pandemic and significant difference of exposure to violence with respect to gender, type of institution and locale among the adolescent learners from the higher secondary schools of Kerala state.

Keywords: Exposure to violence, Adolescent learners

Introduction

As we all know the world is facing a pandemic situation where all the individuals were forced to lock down in their home or where ever they have been. The schools where shut down all of a sudden that the students routine have been impacted and many workers were furloughed, laid off, or told to work from home. With personal movement limited and people confined to their homes, a potential increase in exposure to violence has been reported globally. Stay-at-home orders, intended to protect the public and prevent widespread of covid infection, left many victims trapped with their abusers. Many areas the victims were unable to safely connect with services. This pandemic has reinforced important truths regarding gender and social determinants of health and magnified during a crisis, and sheltering in place does not inflict equivalent hardship on all people.

Studies have shown that one in 4 women and one in 10 men experience exposure to violence in the form of physical, emotional, sexual, or psychological. Economic instability and the environmental conditions in many case becomes the reason for such violence. Moylan, Herrenkott, Kover, Tjasma, and Rassa (2010) examined the effects of child abuse and domestic violence exposure in childhood on adolescent internalizing and externalizing behaviours. It studied 457 young adolescents outcomes of family violence and resilience in individuals and families. Results show that child abuse, domestic violence, and both in combination (i.e., dual exposure) increase a child's risk for internalizing and externalizing outcomes in adolescence. When accounting for risk factors associated with additional stressors in the family and surrounding environment, only those children with dual exposure had an elevated risk of the tested outcomes compared to non-exposed youth. However, while there were some observable differences in the prediction of outcomes for children with dual exposure compared to those with single exposure (abuse only or exposure to domestic violence only), these difference were not statistically significant. Imboode (2013) examined the role of self-esteem, Gender, family communication style, and Parental neglect on aggressive tendencies among secondary school adolescents in East West Local Government Area of Edo State. A total of two hundred and forty (240) secondary school adolescents (120 from 9 private and 3 public schools in East West Local government Area of Edo state participated in the study. One hundred and forty of the participants were males, while one hundred were females. A questionnaire was used in collecting data. The questionnaire was on and of five sections, the demographic variables, Family

Vocational Education in Economic Development

Dr. Geetha Janet Vitus and Divya Sasidharan Nair***

ABSTRACT

Our Economy is under huge economic crisis due to the breakdown of the infectious disease commonly known as Coronavirus or Covid-19. There is a need to have a boost up of some kind to regain the economy in this present situation. This is where Vocational Education Plays an important role in shouldering both the impact of economic downturn as well as the responsibility to help address the outcomes like unemployment etc. Our Government stresses the need to be self-sufficient without depending other countries in what all manners as possible. As we all know we use many exported products that can be produced within our country if implemented with proper training and other resources. Our educational system need to make changes in instructional content and delivery based on the needs of the country.

Keywords: Vocational Education, Economic Development

INTRODUCTION

Vocational education courses are offered in schools at Grades 11 and 12 (in most states with vocational streams, vocational and

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Handwritten signature and stamp of the University of Kerala, Department of Education, with the text "UNIVERSITY OF KERALA" and "DEPARTMENT OF EDUCATION".

Handwritten number "210" and other markings.

CONSUMER BEHAVIOUR AND OZONE DEPLETION

Divya Sasidharan Nair

Abstract

This article asserts that since the industrial revolution, businesses and industries are largely blamed for exploitation of natural resources beyond their regenerative capacity. In its track, the ozone layer depletion poses a great danger to man's own survival. Natural resources of land, air and water have to be used wisely to ensure a healthy environment for the present and future generations. The author presents the remedy of green marketing and green purchasing as an intervention.

Keywords: Consumer behaviour, ozone depletion

Introduction

Since the beginning of life on earth, human beings have been constantly deriving benefits from environment to fulfil their needs and the environment has essentially been used to improve the quality of human life. While meeting the ever-growing needs of human-beings, strain put on the environment. As this strain increases, it



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PEACE EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

The social, economic, and environmental challenges pertinent to its setting must be addressed in a framework for education for peace and sustainable development. This means that in order to be effective, education for sustainable development must address issues such as debt, ill health, inadequate nutrition, and environmental damage. Within the local environment of mistrust, social discontent, violence, and aggressiveness, it must assist and play a vital role in developing cohesiveness and harmony. It must address the issues that threaten the breakdown of society through greed, insecurity, and a lack of will to contribute to or protect the common good. It must bring people together in creative collaboration

RENEWABLE ENERGY FOR HUMANITY

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Abstract

Environment degradation in India is causing a serious threat to overall ecological instability. Massive population is the major issue in India which forces urbanization and industrial activities abusing an overall factor into degradations of sustainability of the environment. The world is looking forward for a clean and sustainable energy in 2025. India is now the fourth largest energy consumer in the world to meet the sustainable goal and requirement India too is searching and implementing various laws related to green and renewable energy to bring into effect it is also implementing various laws related to sustainable development. Indian judiciary and Government have emerged together as a factor for sustainable development and laws related to it. This article shows an important insight into the various laws and policies of the country in order to safeguard Human Rights.

Keywords: Renewable Energy, Human Rights

I. INTRODUCTION

Assessment of the world's biggest solar and wind companies' quest to advance renewable energy has frequently come at the expense of human rights. Business & Human Rights Resource Centre has identified 197 allegations of human rights