

# RESEARCH AND REFLECTIONS ON EDUCATION

ISSN 0974-648X(P)

a peer reviewed and refereed quarterly journal

Volume : 22 No : 01

₹ 50/-

Jan - Mar 2024

Formal Schools &  
Adivasi Learners

Concept Maps in Enhancing  
Science Learning

Big Five Factors and  
Academic Achievement

Expectations from the  
Faculty Members

Reading Habit of Prospective  
Teachers

Crystallized Intelligence  
Questionnaire

Women Empowerment

Corporate Social  
Responsibility in SWET's

Artificial Intelligence

Building Inclusive Classroom

Hope and Resilience in  
relationship with occupational  
Stress

Artificial Intelligence in  
Personalized Learning  
Environment



**St. Xavier's College of Education**  
(Autonomous)

(Re-accredited (4<sup>th</sup> Cycle) at 'A' Grade by NAAC)

PALAYAMKOTTAI - 627 002. TAMILNADU, INDIA.

Email: rresxce@gmail.com

Web: www.sxcejournal.com

Dear Readers!

Greetings from the members of Editorial Board

In the rapidly evolving landscape of education, one term stands out above the rest: Artificial Intelligence (AI). Indeed, AI has become a ubiquitous presence, permeating every facet of society and fundamentally altering the way we interact with technology. From business to healthcare, from administration to scientific innovation, AI has asserted its influence and reshaped the way we approach various domains. However, nowhere is its impact more profound than in the realm of education.

The integration of AI, particularly in the form of humanoid robots, into educational settings has sparked considerable interest and debate. These humanoid robots, equipped with advanced AI capabilities, are being deployed in classrooms worldwide, promising to revolutionize the learning experience. Indeed, research indicates that the implementation of educational robotics, especially in preschools and primary schools, holds immense promise for enhancing learning outcomes across a diverse array of subjects.

For instance, studies such as those conducted by So and Lee shed light on the positive impact of humanoid robots like NAO in facilitating learning, particularly in subjects like Mathematics. These findings underscore the potential of AI-driven technologies to engage students and foster a conducive learning environment. Moreover, the utilization of humanoid robots as lecturers at the university level, as demonstrated by Xu et al., has garnered positive feedback, indicating students' receptiveness to this innovative approach.

However, amidst the excitement surrounding the integration of AI in education, crucial questions emerge. Can humanoid teachers effectively nurture the psycho-social development of students? Do they possess the capacity for emotional interaction necessary for fostering holistic growth? Can AI truly supersede human intelligence in the classroom setting?

While studies suggest that humanoid tutors can enhance learners' motivation and enthusiasm, it is essential to acknowledge the limitations inherent in these technologies. Humanoids, despite their advanced AI capabilities, lack the nuanced thinking and emotional depth of human educators. As Macmurray (2012) aptly noted, the goal of education is not merely to impart knowledge but to cultivate individuals who embody empathy, compassion, and humanity.

In this issue of RRE, we explore the multifaceted implications of AI in education, alongside discussions on inclusive education and other pertinent topics. As we navigate this era of technological advancement, it is imperative to strike a balance between innovation and human connection. While AI undoubtedly holds immense potential to augment educational practices, let us remain steadfast in our commitment to nurturing the human spirit and fostering inclusive learning environments.

We invite our readers to engage in reflective discourse and share their insights on the evolving landscape of education. Your feedback is invaluable as we strive to facilitate meaningful dialogue and contribute to the growth of our journal.

With Regards  
Editorial Board



RESEARCH AND REFLECTIONS  
ON EDUCATION  
(A Quarterly Journal)

Reg.No : TNENG / 2003 / 10220

ISSN : 0974-648X (P)

**CONTENTS**

The Formal School in India: What do Adivasi Learners Say?	
<b>Dr. Ajay Samir Kujur</b>	2
Impact of Concept Maps in Enhancing Science Learning among High School Students	
<b>T. Judith Dorothy Sujeetha</b>	7
Does Personality Matter? –A Study on Big Five Factors and Academic Achievement among Engineering Students	
<b>Kiranjeet Kaur</b>	11
Expectations from the Faculty Members	
<b>Francis P Xavier SJ</b>	15
Reading Habit of Prospective Teachers	
<b>Dr. Sindhya V</b>	20
Construction and Validation of Crystallised Intelligence Questionnaire for Teacher Educators	
<b>V. Delwin Mary, Dr. A. Punitha Mary</b>	24
The Role of Education, Society and Culture on Women Empowerment	
<b>Augustin Terang</b>	29
Inclusion of Subject on Corporate Social Responsibility in Social Work Education Institutions (SWEI's) Gujarat	
<b>Dr. Leena Mehta, Jigna Thakkar</b>	33
The Educational implications of Artificial Intelligence	
<b>Rev. Dr. M. S. Arockiasamy SJ</b>	36
Building inclusive Classroom : Strategies for Effective Special Education integrated for Children with Autism Spectrum Disorder	
<b>Meera Farzana .S, Dr. H. Deepa</b>	40
Hope and Resilience in relationship with Occupational Stress among Special Education Teachers in Inclusive Classrooms	
<b>Athira. R, Ishwarya. R, Neethu. S, Sisira. K</b>	43
Exploring the Integration of Artificial intelligence in Personalized Learning Environment	
<b>Haritha Krishnan</b>	
<b>Dr. S. Smitha</b>	47