

‘GHAZAL’

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Education and Learning**

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**Research Perspectives in
Education and
Teacher Education**

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About the Journal

The GACE Alumni Research Journal is an academic platform for alumni to engage with contemporary issues in education and teacher education. This 2025 issue brings together scholarly, conceptual and review-oriented contributions on digital pedagogy, inclusion, artificial intelligence, 21st-century skills, NEP 2020, socio-emotional learning and action research.

Editorial

Education is a dynamic and transformative force that shapes individuals, communities and societies. In an era marked by rapid technological advancement, changing educational paradigms and increasing demands for inclusive and learner-centred approaches, the role of teachers and teacher educators has become more significant than ever.

It is with great pleasure that we present the GACE Alumni Research Journal 2025, a scholarly initiative of the alumni of Ghulam Ahmed College of Education, Hyderabad. The journal provides alumni with a platform to reflect upon contemporary educational issues, share professional perspectives and contribute to scholarly dialogue.

The present issue addresses digital pedagogy, inclusive education, artificial intelligence, 21st-century skills, the National Education Policy 2020, socio-emotional learning and action research. Together, these themes reflect the changing expectations placed upon teachers and teacher educators.

The relationship between an educational institution and its alumni extends beyond the completion of a course. Alumni carry forward the knowledge, values and professional competencies acquired during their formative years. When these experiences are brought together through research and reflection, they become a valuable resource for the wider educational community.

The articles in this issue emphasise that educational transformation must remain human-centred. Technology can enrich teaching, but professional judgement and ethical responsibility remain essential. Inclusion requires not merely access but meaningful participation. AI creates opportunities while demanding critical literacy. Policy reforms such as NEP 2020 require thoughtful implementation, professional development and institutional commitment.

We hope this publication will encourage further research, scholarly discussion and collaboration among alumni, teacher educators, teachers, student teachers and educational researchers. We also hope that it will develop into an annual academic tradition through which the alumni of Ghulam Ahmed College of Education can continue to contribute meaningfully to education.

We acknowledge with gratitude the efforts of all contributors, editors and members of the alumni community who have supported this initiative.

May this journal become a continuing forum for research, reflection, innovation and professional growth.

Prof. Vibha Asthana
Editor-in-Chief

ARTICLES BY THE ALUMNI

1. Transforming Teacher Education through Digital Pedagogy: Opportunities and Challenges

Author: Mrs. Rafiya Sultana

Abstract

This article examines digital technology has moved from being an additional resource in education to becoming an important component of contemporary teaching and teacher preparation. It discusses major implications for teacher education and identifies practical directions for educators.

Keywords

Digital pedagogy; teacher education; technology integration; digital literacy; reflective practice

Digital technology has moved from being an additional resource in education to becoming an important component of contemporary teaching and teacher preparation. Digital pedagogy refers not simply to the use of devices or online platforms, but to the thoughtful integration of technology, pedagogy and subject knowledge to improve learning.

Digital pedagogy can enrich teacher education through virtual classrooms, learning management systems, digital libraries, multimedia resources, simulations and collaborative platforms. Student teachers can prepare digital lesson plans, create interactive activities, participate in online discussions, record micro-teaching sessions and reflect on their classroom performance.

However, technology does not automatically improve learning. A poorly designed digital lesson may be less effective than a well-designed traditional lesson. Teacher educators therefore need to emphasise pedagogical purpose and help future teachers select technology according to learners' needs and learning objectives.

Digital pedagogy also raises questions of equity. Students differ in access to devices, connectivity, digital literacy and supportive home environments. Teacher education should prepare future teachers to design flexible learning experiences, including low-bandwidth and accessible alternatives.

Another important dimension is digital citizenship. Student teachers need to understand privacy, copyright, responsible communication, misinformation, cyber safety and ethical use of artificial intelligence. They must learn to evaluate online information rather than accepting every digital source as authoritative.

Teacher educators have a crucial mentoring role. Professional development should move beyond demonstrations of applications and focus on lesson design, assessment, classroom management and reflective practice. Peer collaboration and communities of practice can help teachers share successful strategies and learn from challenges.

Digital pedagogy is therefore best understood as a professional competence rather than a collection of technological skills. The future teacher must combine subject expertise, pedagogy, technology, ethical awareness and sensitivity to learners' needs.

Selected References

Government of India, Ministry of Education. (2020). National Education Policy 2020.

National Council for Teacher Education. National Professional Standards for Teachers.

UNESCO. (2021). AI and education: Guidance for policy-makers.

UNESCO. (2020). Global Education Monitoring Report 2020: Inclusion and education.

2. Inclusive Education and the Role of Teacher Educators in Creating Equitable Classrooms

Author: Mrs. Tauqeer Fatima

Abstract

This article examines inclusive education is founded on the principle that every learner deserves meaningful participation and quality learning opportunities. It discusses major implications for teacher education and identifies practical directions for educators.

Keywords

Inclusive education; teacher education; equity; differentiated instruction; accessibility

Inclusive education is founded on the principle that every learner deserves meaningful participation and quality learning opportunities. Diversity may arise from ability, language, socio-economic background, culture, gender, learning pace and individual interests. The responsibility of the teacher is to design learning environments that anticipate and respect learner diversity.

Teacher education is central to this process. Student teachers need positive attitudes, practical strategies and a commitment to equity. Inclusion begins with a belief that learner differences are a normal part of classroom life rather than a problem to be removed.

An inclusive teacher uses varied instructional strategies. Differentiated instruction, cooperative learning, peer tutoring, multisensory resources and flexible assessment can enable more learners to participate. The aim is not to lower standards but to provide fair opportunities to demonstrate learning.

Teacher educators should also address unconscious bias. Reflection, case studies and classroom observation can help student teachers identify assumptions about ability and behaviour. School-based experiences are particularly valuable because they connect theoretical principles with real classroom situations.

Accessibility is another important dimension. Physical access, communication support, readable learning materials and appropriate classroom seating influence participation. Technology can support inclusion through text-to-speech, captioning, enlarged text and alternative formats when these are appropriate.

Families and communities are important partners. Teachers should develop respectful communication with parents and collaborate with special educators, counsellors and school leaders where necessary.

Inclusive education is not a specialised topic confined to one paper in a teacher education curriculum. It is a philosophy that should influence curriculum, pedagogy, assessment, classroom management and professional ethics. Teacher education institutions have a responsibility to prepare professionals who combine competence with empathy and transform classrooms into spaces of participation, dignity and opportunity.

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Government of India, Ministry of Education. (2020). National Education Policy 2020.

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UNESCO. (2021). AI and education: Guidance for policy-makers.

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3. Artificial Intelligence in Education: Implications for Teaching, Learning and Teacher Preparation

Author: Ms. Ayesha

Abstract

This article examines artificial intelligence is increasingly influencing education through adaptive learning, automated feedback, content generation, language support and data analysis. It discusses major implications for teacher education and identifies practical directions for educators.

Keywords

Artificial intelligence; education; AI literacy; ethics; assessment; teacher preparation

Artificial Intelligence is increasingly influencing education through adaptive learning, automated feedback, content generation, language support and data analysis. Its emergence presents both opportunities and responsibilities for teachers and teacher educators. Rather than treating AI as a substitute for teachers, education should examine how human judgement and intelligent technologies can work together.

AI tools can support teachers by reducing time spent on routine tasks. Teachers may use them to generate initial lesson ideas, examples, question banks, differentiated activities or feedback prompts. However, generated content requires professional review because AI can produce inaccurate, biased or contextually inappropriate information.

For student teachers, AI literacy should become part of professional preparation. They need to understand what AI systems can and cannot do, how prompts influence outputs, how to verify information and how to protect personal data. They should also understand copyright, authorship, academic integrity and responsible use.

AI can support personalised learning, but personalisation should not become isolation. Education is fundamentally relational, and teachers provide encouragement, empathy, motivation and social guidance that technology cannot replace.

Assessment presents a major challenge. If students can use generative AI to produce written responses, teachers need to reconsider authentic evidence of learning. Greater emphasis may be placed on oral explanations, classroom discussion, project work, portfolios, drafts, reflection and application of knowledge.

Teacher educators should model responsible AI use. Student teachers can compare AI-generated lesson plans with professionally designed plans, identify errors and biases, improve prompts and evaluate educational value. Such activities develop critical AI literacy rather than passive dependence.

Ethical considerations include data privacy, algorithmic bias, unequal access and over-reliance on automated decisions. Schools and teacher education institutions should develop clear expectations for responsible use.

The appropriate response is neither uncritical enthusiasm nor blanket rejection. Teacher education should prepare professionals who can ask when AI is useful, when it is inappropriate and how its outputs should be evaluated. Human agency, ethical responsibility and pedagogical purpose must remain at the centre.

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Government of India, Ministry of Education. (2020). National Education Policy 2020.

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UNESCO. (2021). AI and education: Guidance for policy-makers.

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4. Developing 21st-Century Skills among Student Teachers: Strategies and Practices

Author: Ms. Sana

Abstract

This article examines teacher education must prepare student teachers for classrooms that are changing rapidly. It discusses major implications for teacher education and identifies practical directions for educators.

Keywords

21st-century skills; teacher education; critical thinking; creativity; collaboration

Teacher education must prepare student teachers for classrooms that are changing rapidly. Knowledge of subject content remains essential, but effective teachers also require communication, collaboration, creativity, critical thinking, problem-solving, digital competence and adaptability.

Teacher educators should avoid teaching these skills only as theoretical concepts. They should be embedded in the learning process. Collaborative projects can develop communication and teamwork; inquiry-based activities can strengthen problem-solving; debates can develop reasoning; reflective journals can encourage metacognition; and digital projects can promote technological competence.

Critical thinking is particularly important. Student teachers should learn to examine evidence, distinguish fact from opinion, identify assumptions and evaluate sources. Case studies based on real educational problems can provide opportunities to analyse alternative solutions.

Creativity needs deliberate cultivation. Instead of asking student teachers to reproduce model lesson plans, teacher educators can provide learning objectives and ask them to design different teaching approaches. This encourages experimentation and professional independence.

Communication skills include questioning, feedback, body language, written instructions, digital messages and interaction with parents and colleagues. Micro-teaching followed by structured peer feedback can help student teachers improve these skills.

Collaboration is essential because schools function as professional communities. Student teachers can work in groups to prepare teaching-learning materials, conduct action research, organise educational events and analyse classroom situations.

Reflective practice connects these skills with professional growth. After teaching a lesson, a student teacher can ask what worked, what did not, which learners participated and what could be changed next time.

Assessment should also support 21st-century skills. Portfolios, presentations, projects, peer assessment and performance tasks can complement written examinations.

The development of 21st-century skills is therefore not an additional burden on teacher education; it is a way of strengthening professional preparation. A teacher who can think critically, communicate effectively, collaborate with colleagues, use technology responsibly and adapt to changing circumstances is better equipped to respond to diverse learners.

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Government of India, Ministry of Education. (2020). National Education Policy 2020.

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5. NEP 2020 and the Changing Landscape of Teacher Education in India

Author: Mr. Rehman

Abstract

This article examines the National Education Policy 2020 places teachers and teacher education at the centre of educational transformation. It discusses major implications for teacher education and identifies practical directions for educators.

Keywords

NEP 2020; teacher education; professional development; multidisciplinary education; policy

The National Education Policy 2020 places teachers and teacher education at the centre of educational transformation. The policy seeks to strengthen the quality and status of the teaching profession and proposes changes in teacher preparation, professional development and career progression.

One important direction is the move towards multidisciplinary institutions and integrated teacher education. The policy envisages a four-year integrated B.Ed. as a preferred route into the profession. Such reform reflects the understanding that teaching requires both disciplinary depth and professional preparation.

Teacher preparation should not be isolated from broader developments in higher education. Student teachers need exposure to research, technology, inclusive education, Indian knowledge systems, professional ethics and contemporary educational challenges.

Continuous professional development is equally important. Teachers need opportunities to update knowledge and skills through workshops, online learning, professional communities, mentoring and action research.

NEP 2020 also connects teacher education with foundational literacy and numeracy, multilingualism, experiential learning, competency-based education and holistic development. This requires teachers to move beyond narrow content transmission and create learning experiences that promote understanding and application.

Teacher education institutions have a significant role in translating policy into practice. Curriculum reform alone cannot guarantee change. Faculty development, school partnerships, mentoring and adequate learning resources are essential.

NEP 2020 also highlights research and innovation. Teacher educators and student teachers should be encouraged to investigate educational problems, evaluate interventions and share evidence-based practices.

Implementation must remain sensitive to diversity across Indian states, institutions and communities. Differences in infrastructure, language, digital access and teacher availability require context-sensitive strategies.

The changing landscape of teacher education calls for a shift from examination-oriented preparation to competency-based professional formation. The teacher of the future must be knowledgeable, reflective, ethical, technologically competent and responsive to diversity.

Selected References

Government of India, Ministry of Education. (2020). National Education Policy 2020.

National Council for Teacher Education. National Professional Standards for Teachers.

UNESCO. (2021). AI and education: Guidance for policy-makers.

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6. Socio-Emotional Learning and Its Importance in Teacher Education

Author: Ms. Lakshmi

Abstract

This article examines education is concerned not only with intellectual development but also with the emotional and social growth of learners. It discusses major implications for teacher education and identifies practical directions for educators.

Keywords

Socio-emotional learning; teacher education; empathy; emotional intelligence; classroom climate

Education is concerned not only with intellectual development but also with the emotional and social growth of learners. Socio-emotional learning helps individuals understand emotions, develop positive relationships, make responsible decisions and respond constructively to challenges. For teacher education, this area is particularly important because teachers influence the emotional climate of classrooms.

Student teachers themselves need opportunities to develop self-awareness. Teaching can involve uncertainty, pressure, classroom management challenges and interaction with diverse learners. Reflective activities can help student teachers identify strengths, recognise emotional triggers and develop strategies for responding calmly and professionally.

Empathy is another essential competence. An empathetic teacher tries to understand the learner's perspective without abandoning professional expectations. Teacher education can develop empathy through role play, case studies, narratives, school observations and guided reflection.

Classroom relationships have a direct influence on learning. Learners are more likely to participate when they feel respected and psychologically safe. Teachers can establish such environments through respectful communication, clear expectations, constructive feedback and consistent behaviour.

Socio-emotional learning should not be reduced to occasional motivational activities. It can be integrated into regular pedagogy. Group work can develop cooperation; classroom discussions can encourage perspective-taking; reflective writing can support self-awareness; and problem-solving activities can promote responsible decision-making.

Teacher educators can model emotionally intelligent behaviour. The way a faculty member responds to mistakes, disagreement and questions communicates powerful lessons to student teachers.

Assessment practices can influence emotional well-being. Formative feedback and opportunities for improvement can support a growth-oriented learning environment.

For teacher education institutions, socio-emotional learning can be included through workshops, reflective journals, mentoring, peer-support groups and practicum discussions.

The long-term objective is to prepare teachers who are emotionally balanced, empathetic and capable of creating supportive classrooms. Effective teaching requires not only knowledge of what to teach and how to teach, but also an understanding of the people who are learning.

Selected References

Government of India, Ministry of Education. (2020). National Education Policy 2020.

National Council for Teacher Education. National Professional Standards for Teachers.

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7. Action Research as a Tool for Professional Development of Teachers

Author: Mr. Sana Ahmed

Abstract

This article examines action research provides teachers with a practical way to investigate problems arising in their own classrooms and improve professional practice. It discusses major implications for teacher education and identifies practical directions for educators.

Keywords

Action research; teacher professional development; reflective practice; classroom research

Action research provides teachers with a practical way to investigate problems arising in their own classrooms and improve professional practice. Unlike research conducted at a distance from everyday teaching, action research begins with a real problem, involves systematic inquiry and seeks improvement within a particular context.

A typical action research cycle involves identifying a problem, planning an intervention, implementing it, collecting evidence, reflecting on results and modifying practice. The cycle can then be repeated.

Teacher education institutions can introduce student teachers to action research through small-scale projects. Such projects help future teachers develop observation, data collection, analysis and reflective skills and encourage the belief that teaching is an evidence-informed profession.

Action research does not necessarily require sophisticated statistical methods. Teachers can use attendance records, student work, observation schedules, questionnaires, interviews, checklists, reflective notes and simple comparisons of performance.

The process begins with a clearly defined problem. A focused question makes it easier to select an intervention and appropriate evidence.

Ethical practice is essential. Teachers should respect confidentiality, avoid unnecessary collection of personal information and ensure that participation does not disadvantage learners. Appropriate permissions should be obtained where required.

Reflection distinguishes action research from routine experimentation. Teachers should examine not only whether an intervention worked, but also why it worked, for whom it worked and what contextual factors influenced the outcome.

Teacher educators can strengthen action research by mentoring student teachers through each stage. Workshops may cover problem identification, research questions, basic tools of data collection, interpretation and report writing.

Action research contributes to professional identity. When teachers investigate their own practice, they become producers as well as users of educational knowledge. This can build confidence and encourage continuous improvement.

In conclusion, action research is a practical bridge between teaching and research. It makes professional development relevant to actual classroom needs and encourages reflective, evidence-informed decision-making.

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Government of India, Ministry of Education. (2020). National Education Policy 2020.

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Publication Note

The articles in this issue are prepared as scholarly conceptual/review-oriented manuscripts based on the themes requested for the alumni journal. They do not claim original empirical data or statistical findings. For peer-reviewed publication, individual authors may further develop their manuscripts with original literature reviews, methodology, empirical evidence and author-specific references.