

# **‘GHAZAL’**

**Ghulam Ahmed Alumni Journal of  
Education and Learning**

**Research Journal of the Alumni of  
Ghulam Ahmed  
College of Education,  
Hyderabad**

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**Theme:**

***Contemporary Perspectives in  
Education  
and Teacher Education***

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## EDITORIAL

### Education: Transforming Lives, Empowering Teachers

Education has always been one of the most powerful instruments of social transformation. It not only develops knowledge and skills but also shapes attitudes, values, character and responsible citizenship. In a rapidly changing world, the role of education has become even more significant. Technological developments, changing social realities, diverse classrooms and emerging pedagogical approaches have created new opportunities as well as challenges for teachers and teacher educators.

It is with great pleasure that we present the first issue of the **Ghulam Ahmed Alumni Journal of Education and Learning (GHAZAL)** for the year 2024. This journal is an initiative of the alumni of Ghulam Ahmed College of Education, Hyderabad, with the aim of creating an academic platform where former students can share their experiences, research interests, reflections and scholarly contributions in the field of education and teacher education.

The strength of any educational institution lies not only in its present students and faculty but also in the achievements and continued association of its alumni. The alumni of Ghulam Ahmed College of Education have contributed to the field of education in various capacities. Their experiences as teachers, teacher educators, researchers and educational practitioners constitute a valuable source of knowledge for the present generation.

The present issue brings together articles contributed by our distinguished alumni: **Mr. Razi Uddin Ahmed, Mrs. Sana Fatima, Ms. Siddiqua, Ms. Farha, Mr. Abdul, Dr. Najma Sultana and Mrs. Seema**. The articles address significant contemporary issues such as technology-enabled learning, inclusive education, teacher competencies, emotional well-being, experiential learning, assessment and professional development.

The articles reflect a common understanding that teachers are central to the educational process. A well-prepared teacher can inspire learners, address individual differences, promote critical thinking and create an inclusive classroom environment. Consequently,

teacher education must move beyond the transmission of theoretical knowledge and provide opportunities for reflection, innovation, collaboration and continuous professional development.

The rapid growth of digital technology has also transformed the educational landscape. While technology offers enormous possibilities for personalised and flexible learning, its effective use requires appropriate teacher preparation. Similarly, inclusive education requires teachers to understand learner diversity and adopt pedagogies that ensure meaningful participation of every learner.

We hope that this journal will encourage our alumni to remain academically connected with one another and with their alma mater. We also hope that it will provide a source of inspiration to our present students, enabling them to appreciate the importance of research, reflection and lifelong learning.

We place on record our sincere appreciation to all the contributors, editors, faculty members, alumni and well-wishers whose efforts have made this publication possible.

May this journal become a continuing forum for **research, reflection, professional dialogue and educational innovation.**

**Prof. Vibha Asthana**

*Editor-in-Chief*

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2024

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## ARTICLE 1

### Technology-Enabled Learning: Opportunities and Challenges for Teachers

Mr. Razi Uddin Ahmed

#### Abstract

Technology has become an integral component of contemporary education. Digital classrooms, online learning platforms, multimedia resources and educational applications have expanded the possibilities of teaching and learning. However, effective technology integration requires appropriate teacher competencies, institutional support and pedagogical planning. This article discusses the major opportunities provided by technology-enabled learning and examines some of the challenges faced by teachers. It argues that technology should complement rather than replace the teacher and that teacher education programmes must prepare future teachers for responsible and meaningful use of digital resources.

**Keywords:** Educational technology, digital learning, teacher education, ICT, online learning

#### Introduction

The educational environment has undergone significant changes with the development of information and communication technologies. Learners today have access to a vast range of information through digital devices and online platforms. This development has changed the traditional understanding of the classroom and has encouraged teachers to explore new methods of instruction.

Technology can make learning more interactive, flexible and learner-centred. However, the mere availability of digital tools does not guarantee effective learning. Teachers must understand how to select and use technology according to the learning objectives and needs of their students.

#### Opportunities Offered by Technology

Technology provides teachers with access to a wide variety of teaching resources. Videos, presentations, simulations, digital libraries and interactive activities can make abstract concepts easier to understand.

Online learning also enables students to access educational materials beyond the physical classroom. Learners can review lessons at their own pace and participate in discussions through digital platforms.

Technology can further support collaborative learning. Students can work together on digital projects, presentations and research activities even when they are not physically present in the same location.

#### Challenges

Despite its advantages, technology-enabled learning has several challenges. Unequal access to devices and internet connectivity can create a digital divide. Teachers may also face difficulties when they have limited technological knowledge or insufficient training.

Another concern is the excessive dependence on technology. Digital resources should be used purposefully and should not replace human interaction, discussion and emotional support.

#### Implications for Teacher Education

Teacher education institutions should provide student teachers with opportunities to develop digital competencies. Training should focus not only on operating technological tools but also on integrating them with appropriate pedagogical approaches.

Future teachers should learn to evaluate online resources, protect learner privacy, promote responsible digital behaviour and design meaningful technology-supported learning activities.

#### Conclusion

Technology has considerable potential to improve education when used thoughtfully. The teacher remains the central facilitator of learning, while technology serves as a valuable supporting resource. Teacher education

must therefore prepare teachers who are technologically competent, pedagogically sensitive and capable of using digital tools responsibly.

## ARTICLE 2

### **Inclusive Education: Creating Classrooms for Every Learner**

**Mrs. Sana Fatima**

#### **Abstract**

Inclusive education aims to provide meaningful learning opportunities to all learners irrespective of their abilities, backgrounds or individual differences. The inclusive classroom recognises diversity as a strength rather than a barrier. This article examines the importance of inclusive education and highlights the role of teachers in creating supportive learning environments. It also discusses the need for appropriate teacher preparation, differentiated instruction and collaboration among teachers, parents and the wider community.

**Keywords:** Inclusive education, diversity, special needs, teacher education, equity

#### **Introduction**

Every classroom contains learners with different abilities, interests, learning styles, languages, social backgrounds and experiences. Traditional approaches to teaching may not adequately address this diversity. Inclusive education seeks to ensure that every learner participates meaningfully in the educational process.

#### **Role of the Teacher**

Teachers play a central role in creating inclusive classrooms. They need to recognise individual differences and adopt flexible teaching strategies. Instead of expecting every learner to learn in exactly the same manner, teachers should provide varied opportunities for participation.

Differentiated instruction can include different learning activities, teaching materials and methods of assessment. Group work, peer learning, visual resources and hands-on activities can help address diverse learning needs.

#### **Building an Inclusive Classroom**

An inclusive classroom should be characterised by respect, cooperation and acceptance. Teachers should discourage discrimination and create opportunities for students to appreciate one another's differences.

The physical classroom environment should also be accessible and learner-friendly. Where necessary, teachers should collaborate with parents, special educators and other professionals.

#### **Teacher Education and Inclusion**

Teacher education programmes must provide student teachers with both theoretical knowledge and practical experience in inclusive education. Student teachers should learn about different learning needs and appropriate classroom strategies.

School internships can provide valuable opportunities to observe inclusive practices and understand the challenges faced by teachers.

#### **Conclusion**

Inclusive education is not simply about placing diverse learners in the same classroom. It is about ensuring participation, belonging and meaningful learning. Teachers equipped with appropriate knowledge, attitudes and skills can make a significant contribution towards building inclusive educational environments.

### ARTICLE 3

#### Teacher Competencies for the Twenty-First Century Classroom

Ms. Siddiqua

##### Abstract

The changing educational environment requires teachers to develop a broad range of professional competencies. Subject knowledge alone is no longer sufficient. Teachers need pedagogical, technological, communication, assessment and socio-emotional competencies. This article discusses the major competencies required by teachers in the twenty-first century and considers their implications for teacher education programmes.

**Keywords:** Teacher competencies, professional development, pedagogy, 21st-century skills

##### Introduction

Teachers occupy a critical position in the education system. Their effectiveness influences students' academic achievement, attitudes towards learning and overall development. Contemporary classrooms require teachers to perform multiple roles: facilitator, mentor, evaluator, counsellor, innovator and lifelong learner.

##### Essential Teacher Competencies

A competent teacher requires sound knowledge of the subject as well as appropriate pedagogical knowledge. Teachers should be able to explain concepts clearly, design meaningful learning experiences and adapt instruction according to learner needs.

Communication skills are equally important. Effective teachers listen to students, encourage questions and provide constructive feedback.

Digital competence has also become essential. Teachers should be able to use technology to enrich learning while maintaining a balanced approach.

##### Socio-Emotional Competence

Teachers increasingly need emotional intelligence and interpersonal skills. Understanding students' emotions and responding with empathy can create a positive classroom climate.

##### Continuous Professional Development

Teacher competency cannot be considered a fixed quality. Teachers must continually update their knowledge and skills through workshops, seminars, professional learning communities, action research and reflective practice.

##### Conclusion

The twenty-first-century teacher must be a lifelong learner who combines subject expertise, pedagogical knowledge, technological competence and human sensitivity. Teacher education institutions should therefore adopt holistic approaches to professional preparation.

### ARTICLE 4

#### Emotional Well-being and Mental Health in the Educational Process

Ms. Farha

##### Abstract

Emotional well-being is closely connected with effective learning. Students experiencing stress, anxiety, loneliness or lack of confidence may face difficulties in academic and social settings. Teachers can play an important role in promoting positive emotional environments in schools. This article discusses the importance

of emotional well-being and suggests ways in which teachers can support students through empathetic relationships, supportive classroom practices and appropriate referral mechanisms.

**Keywords:** Emotional well-being, mental health, students, teacher support, school environment

### **Introduction**

Education concerns the development of the whole person. Academic achievement is important, but students also require emotional security, confidence and a sense of belonging. A supportive classroom can contribute significantly to students' overall well-being.

### **The Teacher's Role**

Teachers interact with students regularly and may therefore notice changes in behaviour, participation or academic performance. A teacher who listens patiently and responds without unnecessary judgement can provide valuable emotional support.

Teachers should create classrooms where students feel safe to ask questions, make mistakes and express their ideas.

### **Positive Classroom Practices**

Cooperative learning, creative activities, physical activity and opportunities for self-expression can contribute to a positive classroom atmosphere. Teachers can also encourage students to develop healthy study habits and effective time management.

### **Need for Professional Support**

Teachers are not mental-health professionals, and serious concerns should be referred to qualified professionals. Schools should therefore develop appropriate systems for counselling and support.

### **Implications for Teacher Education**

Teacher education programmes should sensitise student teachers to the emotional and social dimensions of learning. Basic knowledge of child and adolescent development, communication and referral procedures can help future teachers respond appropriately.

### **Conclusion**

Emotional well-being is an essential component of meaningful education. By creating caring, respectful and inclusive classrooms, teachers can contribute significantly to students' development and learning.

## **ARTICLE 5**

### **Experiential Learning: From Theory to Practice in Teacher Education**

**Mr. Abdul**

#### **Abstract**

Experiential learning provides learners with opportunities to connect theoretical knowledge with practical experience. In teacher education, experiential learning can help student teachers understand classroom realities, develop professional skills and reflect on their experiences. This article examines the significance of experiential learning and discusses activities through which teacher education programmes can promote meaningful professional learning.

**Keywords:** Experiential learning, teacher education, internship, reflection, practical learning

#### **Introduction**



Teacher education cannot be limited to classroom lectures. A teacher must be able to apply theoretical knowledge in real educational situations. Experiential learning provides opportunities for student teachers to learn through direct experience.

### **Learning Through Experience**

School internships, classroom observations, micro-teaching, field visits, community activities and action research are valuable experiential activities. These experiences help student teachers understand the complexities of teaching.

For example, classroom observation allows student teachers to examine teaching methods, learner behaviour, classroom management and assessment practices.

### **Importance of Reflection**

Experience becomes meaningful when learners reflect upon it. Student teachers can maintain reflective journals in which they record observations, challenges and lessons learned during their school experiences.

Reflection helps them identify strengths and areas requiring improvement.

### **Role of Teacher Educators**

Teacher educators should guide student teachers before, during and after practical experiences. Constructive feedback can help student teachers connect theory with practice.

### **Conclusion**

Experiential learning strengthens teacher preparation by providing opportunities for application, observation, experimentation and reflection. Teacher education programmes should therefore give adequate importance to practical experiences alongside theoretical study.

## **ARTICLE 6**

### **Reflective Practice as a Tool for Professional Development of Teachers**

**Dr. Najma Sultana**

#### **Abstract**

Teaching is a complex professional activity that requires continuous learning and improvement. Reflective practice enables teachers to examine their classroom experiences, identify challenges and develop more effective approaches. This article explores the concept of reflective practice and its significance for teacher professional development. It also discusses reflective journals, peer observation and action research as useful reflective tools.

**Keywords:** Reflective practice, teacher development, action research, professional learning

#### **Introduction**

An effective teacher does not simply repeat established practices but continuously examines and improves them. Reflection enables teachers to think critically about their teaching experiences and make informed professional decisions.

#### **Meaning of Reflective Practice**

Reflective practice involves systematic examination of one's experiences, decisions and actions. A teacher may reflect on questions such as: What worked well? What difficulties arose? How did students respond? What could be done differently?

#### **Reflective Tools**

A reflective journal is a simple but powerful tool. Teachers can record classroom experiences and analyse them regularly.

Peer observation is another useful strategy. Teachers can observe one another's classes and provide constructive feedback.

Action research provides an organised approach to solving classroom problems. A teacher can identify a problem, plan an intervention, implement it, observe the results and reflect on the findings.

### **Benefits**

Reflective practice promotes professional autonomy, problem-solving ability and continuous learning. It also encourages teachers to become researchers of their own practice.

### **Implications for Teacher Education**

Student teachers should be introduced to reflective practices from the beginning of their professional preparation. Teacher educators can encourage reflective journals, peer discussions and small-scale classroom investigations.

### **Conclusion**

Reflective practice transforms everyday classroom experiences into opportunities for professional learning. It should be considered an essential component of effective teacher education and lifelong professional development.

## **ARTICLE 7**

### **Assessment for Learning: Rethinking Evaluation in Education**

**Mrs. Seema**

#### **Abstract**

Assessment plays an important role in determining the progress of learners and improving teaching. Traditional assessment often places greater emphasis on examinations and final grades. Assessment for learning, in contrast, uses assessment as an ongoing process to identify learning needs and provide feedback. This article examines the concept of assessment for learning and discusses strategies that teachers can use to make assessment more meaningful.

**Keywords:** Assessment, formative assessment, feedback, evaluation, learning outcomes

#### **Introduction**

Assessment is an integral part of teaching and learning. It provides information about what students know, understand and are able to do. However, assessment becomes more useful when its purpose extends beyond assigning marks.

#### **Assessment for Learning**

Assessment for learning is an ongoing process that helps teachers understand students' learning needs. It enables teachers to modify instruction and provide timely feedback.

Questioning, classroom discussions, quizzes, assignments, observation, projects and peer assessment can all provide useful information about student learning.

#### **Importance of Feedback**

Effective feedback should be specific, constructive and related to learning objectives. Rather than simply indicating whether an answer is right or wrong, teachers should help students understand how they can improve.

### **Alternative Assessment Strategies**

Portfolios, projects, presentations and performance-based activities can provide a broader picture of student learning. Such methods can assess creativity, communication, problem-solving and application of knowledge.

### **Teacher Education**

Student teachers should be trained to develop assessment tools aligned with learning objectives. They should also learn how to interpret assessment information and use it to improve instruction.

### **Conclusion**

Assessment should be viewed as a tool for improving learning rather than merely measuring it. A balanced approach combining formative and summative assessment can make evaluation more meaningful, learner-centred and educationally valuable.

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We hope that this journal will become an enduring academic link between the alumni, faculty and students of Ghulam Ahmed College of Education and will encourage a culture of research, reflection and professional dialogue.