

TITLE OF THE PRACTICE

Visiting Inclusive Schools during Pre-internship

OBJECTIVES OF THE PRACTICE

The practice of making the student-teachers experience special school settings during the pre-internship programme was deemed necessary in order to -

- Let student-teachers be exposed to the inclusive school environment
- Make the student teachers aware of the problems faced by the inclusive schools
- Empathise with and develop a sense of responsibility towards special needs children

THE CONTEXT

The B.Ed syllabus details that pre-internship involve two weeks of activities in schools for first and second semesters. The internship entails observation of real classroom situation in schools - Private/Government, different boards eg. NBSE/CBSE, Rural and Urban.

The college, realising the need for preparing the teachers in a holistic manner, has gone a step further to include Inclusive schools.

THE PRACTICE

During the two (2) weeks of pre-intership programme in the first semester the student-teachers are assigned to visit and observe both the regular and inclusive schools. Schedule for such visits are brought out by the faculty-in-charges of the programme. They are sent in groups to these schools where they observe the total environment of the school, the classroom activities. Interaction with the head of the institution and the teachers are done inorder to understand the philosophy and aims, needs of the children, assessment of teaching and learning of the schools.

On completion of the observations done, the student-teachers get back to the College for detailed discussion on the activity. Feedback and suggestions are given. An analysis of the schools visited and their reflections are done in the presence of teacher educators.

EVIDENCE OF SUCCESS

Student teachers have expressed their surprise at how the inclusive schools are taking care of the special children and how the experience has affected them emotionally. Many have stated that they would like to become teachers who can be of help to special needs students.

During Internship (practice teaching) the student-teachers encounter a heterogeneous group of students in a classroom. There has been incidents where special children are found in some schools who are neglected in such cases the student-teachers are not only able to detect and report the same to the authority of the school but also design their lesson plans and activities accordingly.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- The student-teachers are allowed to observe the special children's class for a short duration only by the schools as their presence distracts them.
- Only one or two student-teachers are allowed to observe at a time. Consequently, it becomes difficult for adjustment of time.
- The inclusive schools are located in places which are quite a distant from the institution and also in localities which are expensive to reach
- Some schools are averse to entertain the student-teachers as it disturbs the regular routine.

