

## BECOMING TEACHER IN VIRTUAL MODE REFLECTIONS OF PRE-SERVICE TEACHERS WITH VISUAL IMPAIRMENT

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### ABSTRACT

The COVID-19 pandemic has affected all the sectors such as health, economy and lifestyle including education. However, education was still continued via digital mode. Everyone had their own struggle during pandemic, here, the researchers focused on understanding the struggles and challenges faced by pre-service teachers with Visual Impairment, their journey as student and as well as teacher (during school internship phase). The present study explores the perception of pre-service teachers of one of the central universities of India in the realm of teaching and learning during a pandemic. Focus group discussions were organized where pre-service teachers with VI were the participants selected through purposive sampling. Findings suggest that it was somehow manageable for them to learn through online mode whereas teaching (internship phase) was a daunting task. The pre-service teachers were unable to connect with students even through virtual classrooms and ended up only sharing their recorded lesson plans due to unavailability of resources on the part of students. Consequently, they were unaware of the efficiency of their own pedagogy due to absence of classroom feedback. Whereas, the workshops conducted by faculty in teacher education programmes helped them to prepare lesson plans accordingly and conduct classes in online mode. It was concluded that there are still some measures to be taken at the institutional level (i.e., inclusion of ICT as an essential course) so that pre-service teachers with V.I. will be able to indulge in the teaching learning process through online mode. In addition, assistive technologies for learners with VI should be developed to ensure online teaching and learning feasible whenever required.

*Keywords: Teacher Education Program in India, Visual Impairment, School Internship Programme, Virtual mode, ICT skills*