

Report on Three-Month Teaching Internship Experience (4th July 2025 – 4th October 2025)

Venue: TCV Chauntra School (Special School & Mainstream)

Duration: Three Months

Focus: Inclusive Education, Therapy Support, and Lesson Planning

Introduction

My name is Tenzin Lhawang, a postgraduate student pursuing M.A. in English (Honors) at the University of Delhi (August 2023 – May 2025). I completed my B.A. in English (Honors) at Kirori Mal College, University of Delhi, graduating with First Division. My academic journey has been shaped not only by higher education but also by the strong foundation I received during my formative years as a student of TCV Chauntra School, where I once studied as a student. These experiences have nurtured in me both resilience and a deep appreciation for learning, qualities that continue to guide my path as a scholar.

My three month internship at TCV Chauntra School was a transformative journey that enabled me to grow both as a teacher intern and as an individual. The program provided the rare opportunity to serve simultaneously in mainstream classes and in the Special School, which integrates students with diverse learning needs. Under the mentorship of dedicated educators, therapists, and administrators, I developed practical teaching skills, therapeutic knowledge, and a deeper appreciation for inclusive education.

I remain especially grateful to Principal Mr. Passang Tsering, who not only believed in me as a teacher but also supported me with meals and accommodation on campus. I also extend my heartfelt thanks to Mr. Chemi, head of the Special Education Department, for allowing me to immerse myself fully in both special and mainstream teaching environments.

Special School Teaching Record (4 July – 4 October)

One of the most enriching aspects of my internship was working with children with Autism Spectrum Disorder (ASD) and Intellectual Impairments. Under the guidance of Mr. Tenzin Thaye (Physiotherapist), I gained hands-on exposure to Applied Behavior Analysis (ABA) and therapeutic practices designed to help autistic children regulate behavior and improve focus. I also supported him in various therapy sessions, where patience and structured strategies proved crucial.

From Mr. Migmar (Speech Therapist), I learned about the use of specialized tools such as Speech Gear, which strengthen oral muscles and aid in speech development. These sessions demonstrated how therapy and education must complement each other in addressing developmental needs.

Additionally, Mr. Chemi guided me in teaching academic lessons to students with intellectual disabilities, helping me understand how structured, simplified, and repetitive instruction fosters progress. **This experience sparked a strong personal interest in**

Autism, Developmental Disabilities, and Early Childhood Special Education, areas I now aspire to pursue further in my studies.

During my internship from 4 July to 4 October, I had the privilege of teaching and supporting students across all classes of the Special School. This experience gave me direct exposure to learners with a wide range of developmental, intellectual, and psychological conditions. By working closely with them, I not only refined my teaching and therapeutic approaches but also deepened my understanding of the unique challenges and strengths each child brings to the classroom.

In the category of Autism Spectrum Disorder (ASD), I worked with Tenzin Namgyal, Tenzin Wangchen, Tenzin Namchoe, Tenzin Lekshey, and Ngawang Paljor. Each of these students required individualized strategies to support communication, sensory regulation, and social interaction. Through activities rooted in Applied Behavior Analysis and speech therapy, I observed gradual improvements in engagement and responsiveness.

Students diagnosed with Down Syndrome (Trisomy 21) Tenzin Noryang, Karma Tenzin Jigme, and Tenzin Karsel benefited from structured academic routines and hands on learning. With patience and repetition, they were able to achieve small but meaningful milestones in literacy and numeracy.

I also had the opportunity to work with Tenzin Minky, a student with Dravet Syndrome, whose learning journey required careful coordination between medical considerations and classroom participation. Similarly, Ngawang Tsedzom, who lives with Cerebral Palsy, engaged in both academic and physical therapy sessions, reminding me of the importance of integrating mobility support into education.

Several students, including Tenzin Losel, Karma Sonam, Jigme Dorjee, Jimpa Lhundup, Sonam Dolma, Tenzin Tsokey, Tenzin Tsundue, and Tenzin Choekeyi, were diagnosed with Peter Pan Syndrome and Intellectual Disability. Teaching this group highlighted the value of individualized instruction, simplified lesson plans, and creative classroom activities that foster independence and social skills alongside academic learning.

In addition, I worked with Chemi Dolkar, who was diagnosed with mental illness, and Sonam Yangzom, who experienced bipolar disorder. Their unique circumstances required not only sensitivity but also consistent emotional support. By incorporating mindfulness and SEE Learning techniques, I was able to create a calm and supportive environment that encouraged self-expression and stability.

Altogether, these three months of teaching in the Special School provided me with invaluable insight into the diverse spectrum of student needs ranging from autism and intellectual disabilities to mental health challenges. Each child I worked with reaffirmed my belief that inclusive education must go beyond academics, focusing equally on compassion, therapy, and life skills.

Engagement in Mainstream Classes

Alongside my work in the Special School, I also taught English in mainstream classes from Grade 3 to Grade 9, gradually moving from the lower to the higher levels. I prepared a two-month structured lesson plan that focused on grammar, pronunciation, listening, reading, and speaking. Special attention was given to verb tenses (Simple, Continuous, Perfect, and Perfect Continuous), the practical use of reported speech, and phonetic awareness through an introduction to the International Phonetic Alphabet (IPA). Beyond language learning, I also engaged students in discussions about careers, institutions, and universities, providing guidance in areas they were eager to learn. This combination of academic and career-oriented learning enriched their classroom experience and encouraged them to think beyond the syllabus.

SEE Learning Program

A cornerstone of my internship was my participation in SEE Learning (Social, Emotional, and Ethical Learning), a program developed under the vision of His Holiness the 14th Dalai Lama. Conducted twice a week, these sessions cultivated values of compassion, mindfulness, and ethical responsibility.

By integrating SEE Learning principles into my classes, I was able to:

- Foster empathy and kindness through storytelling and role-play.
- Encourage self-awareness and resilience through mindfulness exercises.
- Link academic lessons with ethical reflection, ensuring education nurtured both the mind and the heart.

This program deeply influenced my teaching philosophy, reminding me that true education must embrace both intellectual and emotional growth.

Reflections

The internship offered invaluable lessons:

- In Special Education, I learned that therapeutic support, structure, and empathy are as important as academics.
- In Mainstream Teaching, I discovered the effectiveness of interactive, student-centered lesson planning.
- In SEE Learning, I realized that compassion and mindfulness form the foundation of meaningful education.

This combination of experiences has not only strengthened my confidence as a teacher but also shaped my career aspirations toward inclusive and special education with a focus on Autism and Developmental Disabilities.

Conclusion

My three month teaching internship at TCV Chauntra School has been an inspiring journey of learning, service, and growth. I am deeply grateful to Principal Mr. Passang Tsering, Head

of Special Education Mr. Chemi, Mr. Thaye, and Mr. Migmar, whose mentorship and support guided my progress.

Through this internship, I gained hands on experience in inclusive classrooms, therapy sessions, and values based education, all of which have strengthened my commitment to becoming an educator who upholds both academic excellence and compassionate teaching. This experience has left me with a firm conviction that education, at its best, is not just about teaching lessons it is about transforming lives.