

CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
(DEEMED TO BE UNIVERSITY)

**Report on the 16-Week Internship of B.Ed. 2nd Year and B.A.B.Ed. 4th
Year Students Across Sambhota and Affiliated Schools**

(August 2025 – November 2025)

The Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, successfully completed its 16-week School Internship Programme for the B.Ed. 2nd Year and B.A.B.Ed. 4th Year students from **August 2025 to November 2025**. This mandatory internship, an essential component of the teacher education curriculum, was designed to immerse student-teachers in authentic school environments across diverse Tibetan and Himalayan educational institutions. More than ten schools under the Sambhota Tibetan School Society (STSS), the Central Institute of Buddhist Studies (CIBS), and other Tibetan educational bodies partnered with CIHTS in this extensive programme, providing dynamic, multicultural, and pedagogically rich learning experiences.

The participating schools included *STS Bylakuppe*, *CVP Bylakuppe*, *STS Mundgod*, *STS Miao*, *STA Kollegal*, *STS Dholanji*, *STS Kalimpong*, *STS Shimla*, *STS Tenzingang*, and the *Central Institute of Buddhist Studies School, Ladakh*, among others. Each institution carries its own unique pedagogical ethos, community identity, and socio-cultural context, thereby offering student-teachers a broad exposure to real-life teaching situations that extend well beyond the classroom.

Exposure to Diverse Cultural and Academic Contexts

One of the most enriching aspects of the August–November 2025 internship was the cultural variety of the host schools. Interns posted at STS Bylakuppe and CVP Bylakuppe experienced the vibrancy of large Tibetan settlements where monastic discipline, cultural traditions, and modern schooling merge seamlessly. At STS Mundgod and STS Miao, interns engaged with rural and semi-rural communities that highlighted the teacher’s role not just as an educator but also as a community mentor. Schools such as STS Dholanji, STS Kalimpong, and STS Shimla, each situated in distinct geographical regions, allowed interns to refine their abilities in adapting pedagogy to diverse learner backgrounds, linguistic variations, and socio-economic conditions.

Interns who travelled to STS Tenzingang in Arunachal Pradesh and the CIBS School in Ladakh gained invaluable insights into how education functions in remote, hilly, and culturally protected regions. This diversity of context deepened interns' understanding of child psychology, inclusive education, cultural sensitivity, and community involvement—all indispensable elements of holistic teacher preparation.

Integration of Innovative Pedagogies

A central objective of the internship from August to November was to encourage the application of innovative pedagogical strategies aligned with NEP 2020, Buddhist principles of compassionate teaching, and modern theories of constructivist learning. Across all partner schools, interns experimented with diverse teaching methodologies to foster student engagement and conceptual clarity.

Interns implemented **activity-based learning**, enabling students to explore concepts through experiments, collaborative tasks, role-plays, and hands-on activities. In language classrooms, they used **storytelling, dramatization, picture reading, and creative writing**, enriching student imagination and language acquisition. Mathematics and science teaching saw the incorporation of **low-cost teaching aids**, inquiry-driven experiments, real-world applications, and group-based problem-solving.

With a growing emphasis on digital literacy, interns used **ICT-enabled pedagogies** wherever possible—creating digital presentations, animated videos, interactive quizzes, and multimedia worksheets. In schools with limited technological access, they innovated through mobile-based resources, paper-based simulations, and self-created learning aids. This adaptability reflected their ability to integrate technology meaningfully within varied contexts.

Furthermore, interns practiced **differentiated instruction**, designing worksheets at varying difficulty levels, organizing peer learning sessions, and providing remedial support. The use of **game-based learning, quiz competitions, art-integrated projects, and multilingual teaching strategies** made classroom learning joyful, inclusive, and deeply interactive.

Classroom Management and Adaptation to School Culture

Working in Tibetan schools allowed interns to observe and absorb the unique ethos of compassion, mindfulness, and discipline embedded in school culture. Morning assemblies,

prayers, meditative practices, and value-education periods at schools such as STS Kalimpong, STS Shimla, and STA Kollegal enriched their understanding of the emotional and spiritual foundations of learning.

Interns effectively managed classrooms by incorporating **positive reinforcement, reflective questioning, collaborative norms, and structured routines**. They learned to address mixed-ability classrooms, build trust with students, maintain discipline through empathy, and foster a supportive learning environment. Through observation of senior teachers, interns gained practical insights into school administration, professional ethics, record-keeping, curriculum implementation, and time management.

Lesson Planning, Assessment, and Reflective Practice

Throughout the internship period, interns prepared daily and weekly lesson plans emphasizing learning objectives, instructional strategies, teaching aids, and assessment tools. Their lesson planning demonstrated their ability to translate theoretical training at CIHTS into effective classroom practices.

Interns used **formative assessment techniques** such as oral questioning, rubrics, observation charts, exit slips, and peer assessments, along with **summative assessments** such as class tests and assignments. This continuous and comprehensive evaluation helped students stay engaged while enabling interns to reflect on and improve their instructional approaches.

Reflective practice was a crucial component of the internship. Interns maintained **reflective journals**, documenting their teaching experiences, challenges, student responses, and emerging insights. This reflective cycle helped them evolve professionally, identify areas for improvement, and strengthen their identity as mindful and ethical educators.

Co-Curricular Engagement and Community Involvement

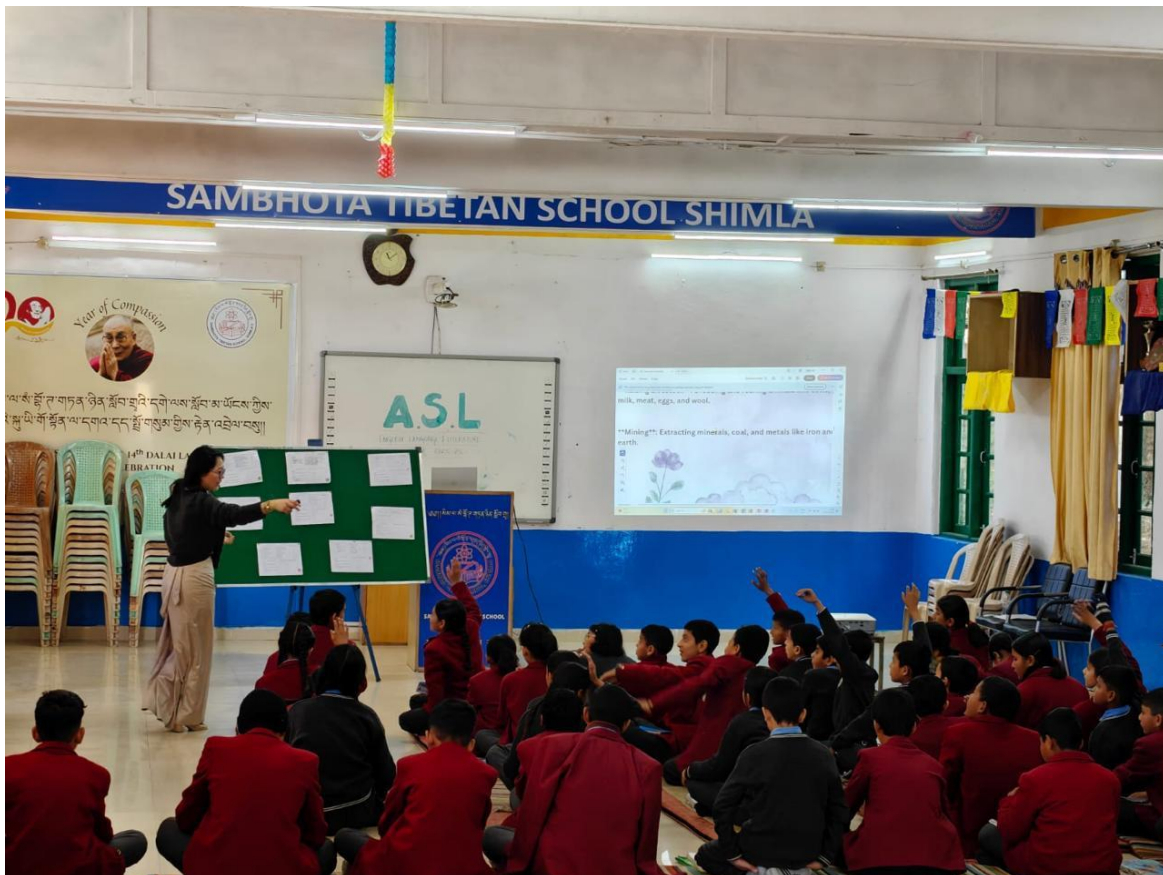
Beyond classroom teaching, the interns played active roles in co-curricular and cultural activities. They helped organize sports events, art competitions, morning assemblies, environmental campaigns, health-awareness programmes, and cultural celebrations associated with Tibetan festivals. These experiences developed their leadership abilities, communication skills, teamwork, and event-management capabilities.

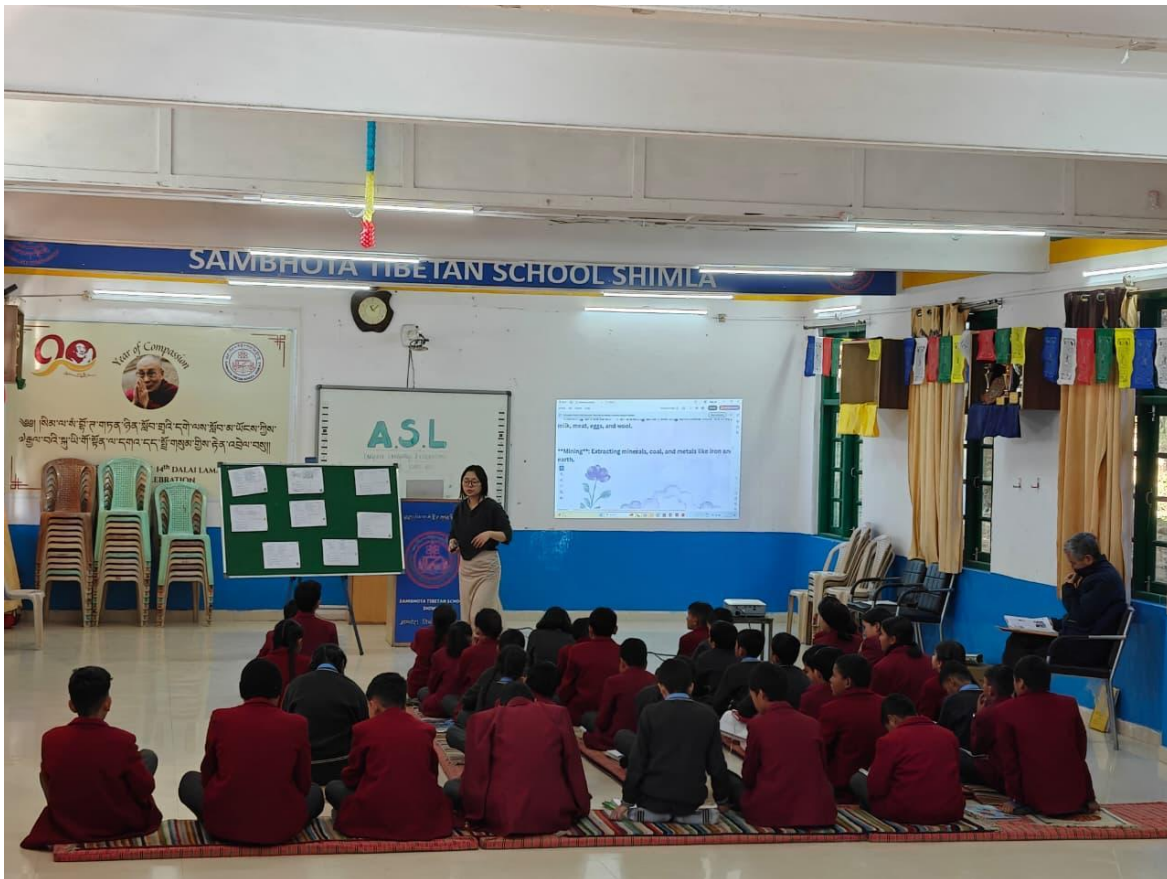
In places like STS Mundgod, STS Miao, and STS Dholanji, interns also interacted closely with the local community. Understanding parents’ aspirations, socio-economic backgrounds, and cultural values deepened their perspective on the interconnectedness of schooling and community development. This engagement highlighted the broader social responsibility of teachers as facilitators of community growth and intercultural understanding.

Mentorship and Professional Growth

Throughout the internship, interns received consistent mentorship from experienced teachers and school principals. Mentor-guided feedback sessions sharpened their abilities in lesson planning, classroom management, assessment methods, and professional conduct. The supportive learning environment across schools empowered interns to experiment with pedagogies, refine their approaches, and grow in confidence.

The structured guidance provided by school administrators and faculty helped interns build professional ethics, teaching resilience, and reflective thought—key attributes for educators working within Tibetan and Himalayan educational systems.





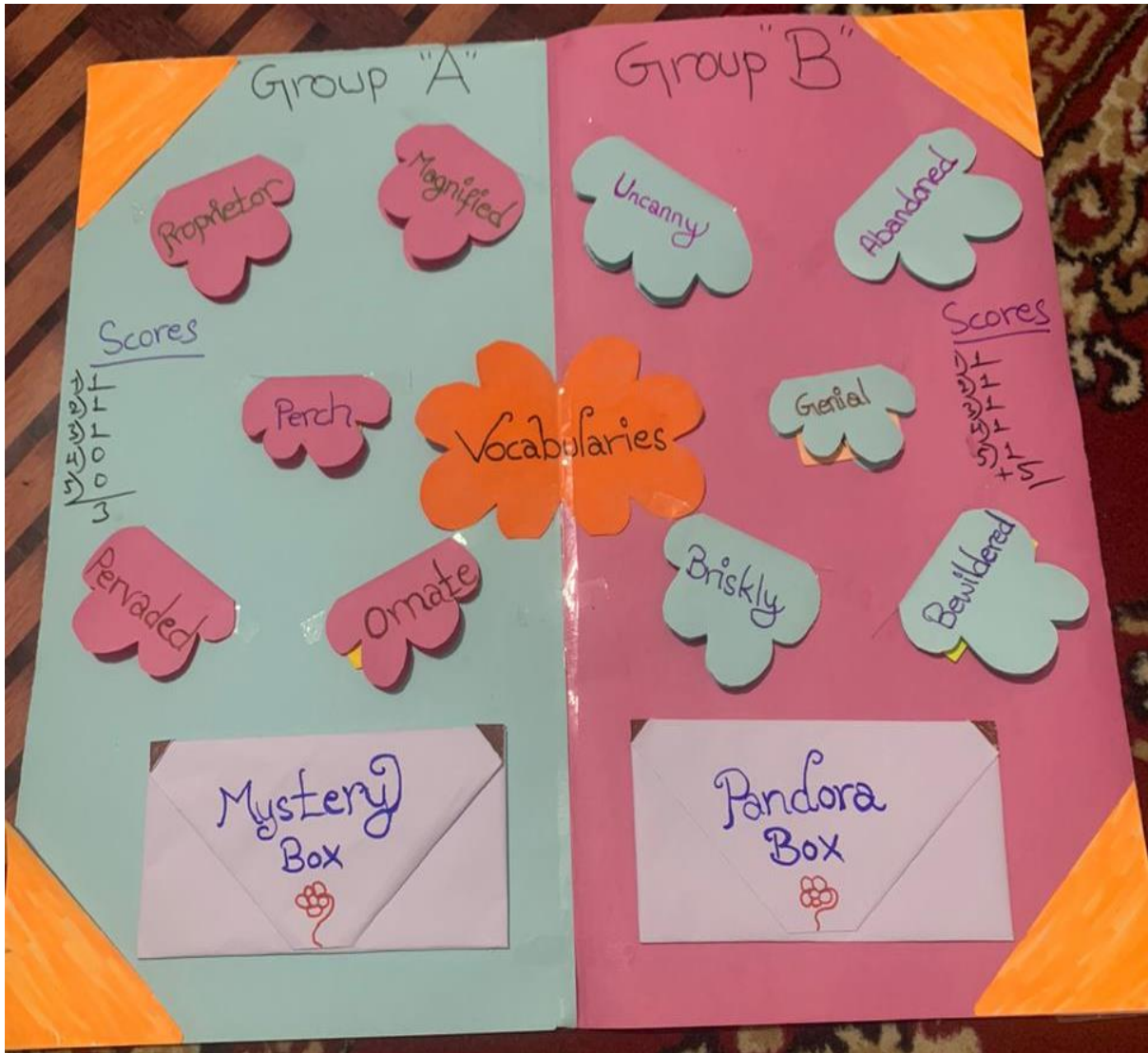












Conclusion

The 16-week internship conducted from **August 2025 to November 2025** across Sambhota and affiliated schools was a transformational phase in the professional journey of CIHTS's B.Ed. 2nd Year and B.A.B.Ed. 4th Year students. It strengthened their pedagogical competence, deepened their understanding of culturally responsive teaching, and nurtured a sense of compassion and responsibility that lies at the heart of Tibetan education. Through innovative pedagogies, contextual adaptability, reflective practice, and meaningful community engagement, the interns emerged as confident, creative, and value-driven future educators.

Their exposure to diverse school contexts—from the settlements of Bylakuppe and Mundgod to the hills of Kalimpong and Shimla, the remote terrains of Tenzingang, and the high mountains of Ladakh—enriched their outlook and strengthened their commitment to inclusive

and holistic education. As they return to CIHTS, they bring with them not only improved pedagogical skills but also a renewed dedication to preserving cultural heritage while embracing modern educational aspirations.

(This report is prepared by Dr Dipti Agrawal, Assistant professor of English, CTE, CIHTS)

Submitted By:



Dr. Dipti Agrawal
Assistant Professor of English
Centre for Teacher Education (CTE)
CIHTS, Sarnath, Varanasi

Forwarded By:



Dr. Bhavana Behal
Administrative Coordinator
Centre for Teacher Education (CTE)
CIHTS, Sarnath, Varanasi

Approved By:



Prof Umesh Chandra Singh
Chief Coordinator
Centre for Teacher Education (CTE)
CIHTS, Sarnath, Varanasi

Organised by:

Centre for Teacher Education
Central Institute of Higher Tibetan Studies, Sarnath, Varanasi