

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

**Orientation Programme for School Internship: Resource Talk on
“Internship and Teaching Skills for Teacher Internees”**

Date: 3 August 2024

Organised by: Centre for Teacher Education (CTE), CIHTS, Sarnath

The Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, organised the first session of its Orientation Programme for School Internship on 3 August 2024. Conducted under the overall supervision of Prof. Umesh Chandra Singh, Coordinator, CTE, with support from Dr. Jampa Thupten, Academic Coordinator, and organised by Dr. Anil Kumar Gupta, the event marked the beginning of a structured series of professional enrichment sessions designed for student-teachers.

This inaugural session was specifically tailored for B.Ed. 3rd semester and B.A. B.Ed. 7th semester students who were preparing to begin their school internship placements. The resource talk titled “Internship and Teaching Skills for Teacher Internees” was delivered by Prof. Sunil Kumar Singh, an esteemed academician from the Faculty of Education, Banaras Hindu University, known for his expertise in pedagogy, teacher preparation, and classroom practice.

Prof. Singh commenced the session by explaining the significance of school internship as the most transformative component of teacher education. He described the internship period as a bridge between theory and practice, where student-teachers internalize professional roles, understand school culture, and gain firsthand experience of real classroom dynamics.

A major focus of the lecture was on lesson planning, which Prof. Singh described as the cornerstone of effective teaching. He elaborated on learning objectives, sequencing of content, pedagogical approaches, and designing student-centred activities. He encouraged trainees to create lesson plans that are flexible, inclusive, and responsive to learner diversity.

Prof. Singh then talked about classroom management, highlighting strategies such as establishing routines, developing mutual respect, using positive reinforcement, and maintaining discipline through constructive engagement rather than punitive measures. He stressed that a well-managed classroom maximizes learning opportunities and fosters a safe, productive environment for all students. The session also addressed observation techniques, where Prof. Singh explained how teacher internees should observe mentor teachers to understand teaching styles, pacing, questioning techniques, assessment strategies, and student behaviour patterns. He advised students to maintain observation journals to document insights, which would later support reflective practice.

Emphasis was placed on reflective teaching, a crucial skill for professional growth. Prof. Singh guided students on how to reflect on their classroom experiences—identifying strengths, acknowledging areas for improvement, and developing an open, receptive mindset toward feedback. He encouraged them to view mistakes as opportunities for learning rather than setbacks. Throughout the session, Prof. Singh used real classroom examples, case studies, and practical scenarios to illustrate effective teaching practices. His approachable and interactive style encouraged student participation, fostering a receptive and enthusiastic environment.

The session concluded with a question–answer interaction where students sought guidance on handling classroom challenges, balancing lesson pacing, understanding school expectations, and building confidence as novice teachers. Prof. Singh’s responses were insightful, supportive, and empowering.

The orientation session was highly appreciated by all attendees for its clarity, relevance, and practical utility. It effectively prepared the student-teachers for their upcoming internship experiences and strengthened their understanding of teaching as a reflective, dynamic, and ethical profession. With this successful beginning, CTE reaffirmed its commitment to nurturing competent, sensitive, and professionally skilled educators.

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