

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

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

**Date:** 6 August 2024

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

As part of the ongoing Orientation Programme for School Internship, the Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, organised its second resource talk on 6 August 2024. The programme was 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. This session was tailored for B.Ed. 2nd-year and B.A. B.Ed. 4th-year student-teachers as they prepared to undertake their internship responsibilities in various partner schools.

The distinguished resource person for the session was Prof. Anjali Bajpai, Head & Dean, Faculty of Education, Banaras Hindu University (BHU). Renowned for her expertise in teacher education, reflective pedagogy, and curriculum studies, Prof. Bajpai delivered a comprehensive and impactful lecture titled “Internship and Teaching Skills for Teacher Interns.”

Prof. Bajpai began the session by underlining the central purpose of school internship—immersing student-teachers in the practical realities of teaching and learning. She encouraged trainees to perceive internship not merely as a requirement, but as an invaluable opportunity to internalize professional behaviour, understand learners’ needs, work collaboratively with school mentors, and develop confidence as emerging educators.

A key focus of her lecture was professional preparedness, which she described as an essential disposition for every teacher intern. She stressed punctuality, accountability, respect for school culture, and ethical conduct as foundational traits that form the identity of a teacher. She reminded students that the impression they create during internship marks the beginning of their teaching career.

Prof. Bajpai provided insightful guidelines on effective teaching practices, including setting clear learning objectives, using diverse instructional strategies, integrating teaching-learning materials, and catering to the varied learning styles of students. She also discussed the importance of developing strong communication skills—both verbal and non-verbal—to create a supportive and engaging classroom environment.

Another vital component of her talk centred on reflective practice. Prof. Bajpai emphasized that the most meaningful professional growth occurs through reflection, self-evaluation, and

thoughtful review of classroom experiences. She encouraged students to maintain reflective journals, discuss challenges with mentors, and analyse their teaching with an open and constructive mindset.

The session also explored classroom realities such as addressing student misbehaviour, accommodating learners with diverse needs, managing time effectively, and sustaining student engagement. Prof. Bajpai used real-life classroom scenarios to help trainees understand the practical nuances of teaching.

What made the session particularly enriching was Prof. Bajpai's emphasis on professional identity formation. She inspired students to view themselves as future education leaders who shape not only knowledge, but also values, attitudes, and aspirations. She reminded them that teachers play a transformative role in society and must therefore cultivate sensitivity, empathy, and a learner-centered approach.

The interactive segment allowed participants to seek clarifications regarding lesson pacing, assessment methods, classroom challenges, and interpersonal communication with students and school staff. Prof. Bajpai's guidance was highly appreciated for its depth, clarity, and grounded wisdom drawn from decades of academic experience.





The session concluded with a formal expression of thanks to the resource person. The programme successfully strengthened the student-teachers' preparedness, confidence, and understanding of their forthcoming internship responsibilities. With this second session, the Orientation Programme continued its commitment to fostering reflective, skilled, and professionally ready educators at CTE, CIHTS.

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

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