

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

Orientation Programme for School Internship: Resource Talk on “Role of Educational Psychology for Becoming a Better Teacher”

Date: 7 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, continued its Orientation Programme for School Internship with the third resource talk held on 7 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 session was specifically designed for B.Ed. 2nd-year and B.A. B.Ed. 4th-year students preparing for their forthcoming internship placements.

The distinguished resource person for the session was Dr. G. N. Tiwari, Former Joint Registrar, Banaras Hindu University (BHU), and a respected scholar in the fields of psychology and educational psychology. Known for his profound understanding of human behaviour and learning processes, Dr. Tiwari delivered an insightful talk on the theme “Role of Educational Psychology for Becoming a Better Teacher.”

Dr. Tiwari began by explaining that educational psychology forms the very foundation of effective teaching. He emphasized that a teacher’s understanding of how students think, feel, behave, and learn significantly influences the quality of instruction and classroom interactions. By grounding classroom practice in psychological principles, teachers develop greater empathy and competence in addressing learner diversity.

A major portion of the lecture focused on learner development, where Dr. Tiwari elaborated on cognitive, emotional, and social development stages. He explained how recognizing developmental variations helps teachers design appropriate learning experiences and avoid unrealistic expectations. He further discussed how motivation, reinforcement, and interest play crucial roles in sustaining students’ engagement.

Dr. Tiwari also shed light on learning theories, including behaviourism, cognitivism, and constructivism. He demonstrated how each theory contributes to different aspects of teaching—for instance, behaviourism in shaping classroom behaviour, cognitivism in strengthening problem-solving, and constructivism in promoting exploratory learning. He encouraged student-teachers to balance these approaches and adapt them according to learners' needs.

The session also emphasized classroom management from a psychological lens. Dr. Tiwari explained how understanding group behaviour, socio-emotional factors, and individual differences enables teachers to build harmonious classroom environments. He highlighted the importance of positive teacher–student relationships, emotional sensitivity, and non-verbal communication in creating an atmosphere conducive to learning.

A particularly impactful segment of the lecture focused on inclusive education and learner diversity. Dr. Tiwari encouraged future teachers to identify students' unique strengths, challenges, interests, and learning styles. He stressed that inclusive pedagogical practices are not optional but central to ethical and effective teaching in contemporary classrooms.

Dr. Tiwari placed strong emphasis on reflective practice as a psychological process, encouraging student-teachers to examine their beliefs, emotions, biases, and teaching behaviours. He noted that self-awareness enhances professional growth and promotes more thoughtful, learner-centered teaching.

Throughout the session, the resource person enriched his explanations with anecdotes, real-life classroom examples, and case-based insights that resonated with the trainees. His engaging style made complex psychological concepts accessible and meaningful to students preparing for practical teaching experiences.

During the interactive question–answer round, participants raised queries related to classroom motivation, managing diverse learners, dealing with behavioural issues, and maintaining teacher well-being. Dr. Tiwari responded with thoughtful, practical suggestions grounded in decades of experience.



The session concluded on a highly positive note, with students expressing that the lecture broadened their understanding of learner psychology and significantly enhanced their readiness for classroom teaching. Through this programme, CTE, CIHTS reaffirmed its commitment to fostering informed, empathetic, and psychologically aware educators.

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

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