

CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
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Report on Students' Feedback Meeting on School Internship Programme

Date: 22/12/2025

Centre for Teacher Education (CTE), CIHTS, Sarnath

The Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, organised a comprehensive **Students' Feedback Meeting** following the completion of the **School Internship Programme** undertaken by B.Ed. 2nd Year and B.A.B.Ed. 4th Year students. The internship, conducted across various Sambhota and affiliated schools, provided student-teachers with sustained exposure to real classroom environments and holistic school functioning. The feedback session aimed to reflect upon these experiences, assess professional learning outcomes, and suggest practical pedagogical adaptations.

The feedback meeting was **coordinated by Dr. Anil Kumar Gupta and Dr. Bhavna Behal** under the **guidance of the respected Registrar of CIHTS, Dr. Sunita Chandra**, with the academic leadership of **Prof. U. C. Singh, Chief Coordinator, CTE**, and **Dr. Jampa Thupten, Academic Coordinator**. The session witnessed the active participation of **all students of CTE, CIHTS**, along with faculty members **Mr. Lobsang Gyatso Ji, Dr. Dipti Agrawal, Ms. Aparupa Banerjee, Mr. Abhijeet Gupta, and Mr. Kishan Shukla**. The collective presence of students, faculty, and academic administrators made the session reflective, interactive, and academically enriching.

During the meeting, student-teachers shared first-hand experiences of their internship journey, highlighting how they gradually adapted themselves to diverse school atmospheres. Many students emphasized that working in different geographical, cultural, and institutional contexts required them to modify their teaching style, communication approach, and classroom strategies according to the school environment, infrastructure, available amenities, and local ethos. Students reflected that such adaptability is not merely a professional requirement but an essential quality of a sensitive and responsible teacher.

A significant part of the feedback focused on living conditions, food arrangements, and self-accommodation experiences. Students discussed how adjusting to hostel life, shared accommodations, local food habits, and limited facilities in some schools taught them independence, resilience, and cooperation. These experiences helped them understand the realities faced by students and teachers working in remote or resource-constrained settings. Many interns acknowledged that these conditions strengthened their emotional maturity and sense of empathy, which directly influenced their classroom behaviour and teacher-student relationships.

The importance of lesson planning emerged as a central learning outcome during the feedback discussions. Students shared that preparing detailed lesson plans helped them gain confidence, maintain classroom structure, and achieve learning objectives effectively. Several students noted that while theoretical knowledge of lesson planning is important, its practical execution during the internship made them realise the need for flexibility, especially when teaching young children or mixed-ability classrooms. They learned to modify activities spontaneously, simplify concepts, and use locally available teaching aids to make learning meaningful.

Students gave special attention to their experiences of teaching very young learners. They shared creative strategies such as storytelling, action songs, picture-based learning, play-way methods, and activity-oriented teaching to hold children's attention and encourage participation. The interns observed that patience, warmth, and positive reinforcement play a crucial role in early childhood education. These experiences helped student-teachers understand that learning at the foundational level must be joyful, engaging, and emotionally secure.

Another important dimension of the feedback was related to inclusive classroom experiences. Students narrated instances of working with slow learners and children with learning difficulties, including cases of dyslexia. Interns reflected on how such students required individual attention, repeated instructions, visual aids, and emotional reassurance. Many students shared that they consciously avoided labelling or isolating such learners and instead adopted supportive strategies to encourage participation. These experiences sensitised the interns to the ethical responsibility of a teacher to recognise individual differences and respond with compassion rather than comparison.

The students also spoke at length about school atmosphere and teacher behaviour. They observed that schools with cooperative staff, supportive mentors, and positive leadership created a healthy teaching-learning environment. Interns learnt professional ethics, discipline, punctuality, and teamwork by observing senior teachers. At the same time, they realised that a teacher must not only be knowledgeable and disciplined but also friendly, approachable, and emotionally available. Many students strongly expressed that trust-based relationships with learners significantly enhance classroom effectiveness.

The feedback meeting further highlighted students' participation in co-curricular and school-level activities, which helped them understand the comprehensive role of a teacher beyond classroom instruction. These engagements developed leadership skills, communication abilities, and a sense of collective responsibility. Students acknowledged that such experiences prepared them for future professional challenges in real school settings.

The session was especially enriched by the observations and remarks of the Registrar, Dr. Sunita Chandra, who congratulated all students for sharing their experiences honestly and thoughtfully. She particularly appreciated the way students had customised themselves according to the school atmosphere and the learning level of children. She praised the development of teacher sensitivity, stating that empathy towards learners is a rare yet essential human quality in contemporary times. She also acknowledged the students' sincere efforts in lesson planning and classroom teaching, encouraging them to retain these values throughout their professional lives.

Prof. U. C. Singh, Chief Coordinator, CTE, conveyed the vote of thanks, expressing gratitude to the coordinating faculty, students, school mentors, and the institutional leadership for making the internship and feedback session meaningful and successful. He emphasised that such reflective platforms are vital for transforming experience into professional wisdom.







In conclusion, the Students' Feedback Meeting on the School Internship Programme served as a powerful reflective exercise that reinforced the importance of adaptability, empathy, professionalism, and reflective teaching. The insights shared by the student-teachers clearly demonstrated that the internship was not only a pedagogical training exercise but also a profound human and professional learning experience.

The programme successfully contributed to shaping future educators who are not only competent teachers but also compassionate mentors committed to holistic education.

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

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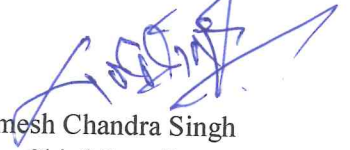
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