

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

Internship Programme for B.A. B.Ed. 4th Year and B.Ed. 2nd Year
Students: Strengthening Professional Competence Through School-Based
Practice

Duration: 19 August – 30 November 2024

The Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, successfully conducted its annual School Internship Programme for B.A. B.Ed. 4th Year and B.Ed. 2nd Year students from 19 August to 30 November 2024. The programme was held under the supervision of Prof. Umesh Chandra Singh, Coordinator, CTE, and arranged by Dr. Jampa Thupten, Academic Coordinator, CTE. The internship placements were facilitated across partner schools including Sambhota School, Ladakh Public School, and T.C.V. Ladakh School, ensuring diverse exposure to real educational settings.

Internship, a vital component of professional teacher preparation, aims to bridge the gap between theoretical understanding and classroom realities. Over a period of more than three months, student-teachers engaged deeply with school activities, teaching practices, learner interactions, and administrative responsibilities, shaping their growth as reflective, competent educators.

The internship began with an orientation by the partner schools, where student-teachers were introduced to school culture, rules, expectations, and pedagogical practices. Under the guidance of mentor teachers assigned by the schools, interns progressively took up their teaching responsibilities, beginning with classroom observation and gradually progressing to full-fledged teaching.

A major part of the internship involved planning and delivering lessons across different subjects. Student-teachers designed lesson plans using child-centred pedagogy, activity-based learning, and inclusive strategies. They were encouraged to incorporate teaching-learning materials, ICT-based tools, and experiential learning strategies in their classrooms. Regular feedback sessions with mentors helped them refine their instructional practices, classroom management skills, and communication techniques.

Interns also engaged in classroom management, learning to establish routines, build rapport with students, address behavioural challenges, and ensure a positive learning environment. They observed how experienced teachers differentiated instruction to meet the needs of diverse learners—from high achievers to children requiring additional support.

A significant component of the internship was assessment and evaluation. Student-teachers designed written tests, oral assessments, worksheets, and projects to evaluate student progress. They also learned to maintain assessment records, interpret learning outcomes, and provide constructive feedback.

Beyond classroom teaching, interns participated in the co-curricular and administrative functions of the schools. These included morning assemblies, club activities, sports events, cultural functions, and community outreach programmes. Such involvement enhanced their organisational, leadership, and teamwork skills while deepening their understanding of holistic education.

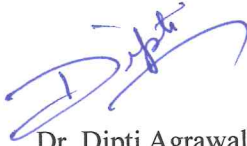
Throughout the internship, regular supervision was provided by faculty members from CTE, CIHTS, who conducted school visits, reviewed lesson plans, observed classes, and offered detailed feedback to support professional growth. These interactions encouraged student-teachers to engage in reflective practice by analysing their strengths, identifying areas for improvement, and setting future goals.



The internship concluded with reflective presentations by the trainees, who shared their experiences, challenges, and learning outcomes. Many expressed that the programme significantly strengthened their confidence, pedagogical understanding, and ability to manage real classroom situations. Through this extensive internship initiative, CTE, CIHTS reaffirmed its commitment to producing skilled, sensitive, and socially responsible educators equipped to contribute meaningfully to school education.

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

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