



**MAHARASHTRA EDUCATIONAL SOCIETY'S  
HUMERA KHAN COLLEGE OF EDUCATION**

**H.K CAMPUS, Adjacent to MHADA Complex, Pratiksha Nagar, Oshiwara, Jogeshwari (W)  
Affiliated to University of Mumbai & Approved by NCTE (NCTE Code No: 123082)**

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**NAAC Accredited Grade 'B'**

**REPORT ON ORIENTATION PROGRAM**

**Venue: HKCE classroom**

**Date: 30th September 2025**

As part of the Orientation Program organized on 30th September 2025, a comprehensive Course Orientation Session was conducted for the First Year (FY) students of the B.Ed. program (Academic Year 2025–2027) at Humera Khan College of Education (HKCE). The purpose of this session was to familiarize the newly admitted students with the academic structure, syllabus framework, subject distribution, and the faculty members who would guide them throughout their learning journey. The orientation also aimed to provide clarity regarding the teaching–learning process, assessment procedures, and the overall academic expectations.

**OBJECTIVES**

The session was designed with the following objectives:

- To introduce students to the four core subjects in the first year.
- To provide clarity on syllabus units, themes, and learning outcomes.
- To enable interaction between students and faculty members.
- To highlight the teaching methods, internal assessments, assignments, and classroom activities.
- To build a sense of preparedness and motivation for the upcoming academic journey.

**SESSION HIGHLIGHTS**

The session followed a structured flow where each faculty member introduced themselves, presented an overview of the subjects they would be teaching, and explained the academic expectations. The details of the subjects are as follows:

**1. Childhood and Growing Up**

- Faculty: Dr. Sandhya Sarwade and Asst. Prof. Shenaz Khan
- The subject emphasizes understanding child development, stages of growth, and the influence of socio-cultural factors on learning. Students were informed about the importance of developmental theories, learning patterns, and classroom applications of child psychology.



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**2. Knowledge and Curriculum**

- Faculty: Dr. Avani Kanakia and Asst. Prof. Shenaz Khan
- This subject explores the construction of knowledge, curriculum design, and its significance in education. The faculty members highlighted how curriculum acts as a bridge between learners and knowledge, and how teachers play a pivotal role in curriculum implementation and evaluation.

**3. Gender, School and Society**

- Faculty: Dr. Sandhya Sarwade and Asst. Prof. Vikas Yadav
- This course critically examines social and gender-related issues in education. Students were introduced to themes of gender equity, social justice, stereotypes, and inclusivity in schools. The importance of fostering equality and sensitivity among future teachers was emphasized.

**4. Critical Understanding of ICT**

- Faculty: Dr. Varsha Maru
- The subject introduces students to the role of Information and Communication Technology in contemporary education. Digital tools, e-learning platforms, and ICT applications in lesson planning and classroom teaching were explained. The significance of developing digital literacy and using ICT as a pedagogical aid was highlighted.

Additionally, each faculty member shared the teaching strategies to be used—ranging from lectures, group discussions, projects, seminars, and presentations—ensuring a dynamic and participatory learning environment. The evaluation process was also clarified, including details on internal assessments, assignments, class participation, and practical activities. This transparency helped students gain a clear picture of their academic responsibilities.



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### **Learning Outcomes**

By the conclusion of the session, the following outcomes were achieved:

1. **Familiarity with Core Subjects** – Students gained an overview of the four foundation subjects and their role in shaping teacher education.
2. **Clarity on Academic Structure** – Students understood the syllabus, learning units, and overall semester plan.
3. **Faculty–Student Interaction** – The session facilitated direct interaction with subject teachers, helping students recognize their teaching methodologies and expectations.
4. **Awareness of Academic Responsibilities** – Students were informed about their role in maintaining consistency in assignments, assessments, and classroom engagement.
5. **Readiness for the Learning Journey** – The session motivated students and equipped them with the necessary information to begin their academic journey confidently.

### **Conclusion**

The Course Orientation Session served as an important platform for bridging the gap between students' entry into the institution and the commencement of academic learning. It not only clarified the curriculum structure and evaluation methods but also fostered an early bond between faculty and students. By the end of the session, the FY students of HKCE felt better prepared, motivated, and aligned with the expectations of the B.Ed. program. This orientation successfully laid the foundation for a smooth transition into their two-year academic journey, ensuring that students begin their program with clarity, direction, and confidence.



