



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)
Tel (022)26776221, Fax: (022)26790095
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COURSE ORIENTATION PROGRAMME OF SEM-II

**MAHARASHTRA EDUCATIONAL SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION**
Oshiwara, Jogeshwari (W), Mumbai – 400102
NAAC ACCREDITED GRADE "B"

Under IQAC cell

Course orientation programme of semester II

Timing: 9:00am - 1:00pm

Venue: HKCE, classroom 501

Saturday, 17 January 2026

FACULTY INCHARGE:
DR.SANDHYA SARWADE
DR.AVANI KANAKIA
ASST.PROF SHENAZ KHAN
DR.MADHURI BENDALE
ASST.PROF SHANA SHAIKH

**I/C Principal
Dr. Varsha Maru**

Vision: Shaping the pupil teachers to shoulder the responsibility of shaping the future youth of the nation



Date: 17th January 2026

Venue: HKCE, Classroom 501

Time: 9:30 am Onwards

INTRODUCTION:

The Course Orientation Programme for Semester II of Batch 2025–2027 was successfully conducted on 17th January 2026 at Humera Khan College of Education under the guidance of I/C Principal Dr. Varsha Maru Ma'am. The programme aimed at familiarizing students with the academic components, subject structure, and expectations for Semester II. The event served as a platform to introduce the courses, clarify learning outcomes, and prepare students for an effective and well-organized academic journey.

CC3 Learning & Teaching	Dr Sandhya Sarwade Ms Shenaz Khan
ECI Pedagogy of School Subject-1	Dr Madhuri Bendale Ms Shana Shaikh
IC2 Educational Management	Dr Avani Kanakia Dr Madhuri Bendale
PC2 Project-Based Courses	Dr Madhuri Bendale Ms Shana Shaikh

OBJECTIVES:

- To orient students with the structure and subjects of Semester II.
- To provide an overview of core, pedagogy, interdisciplinary, and project-based courses.
- To introduce the faculty members responsible for various subjects.
- To explain the objectives, content areas, and learning outcomes of each course.
- To guide students regarding academic expectations and assessment patterns.
- To help students understand that the Project-Based Course will play a key role in their upcoming school internship.
- To prepare students by explaining how the college faculty will guide and teach them the correct procedures, responsibilities, and performance expectations during their internship.



SIGNIFICANCE:

The orientation programme played an important role in connecting students with the academic environment of Semester II. It helped reduce confusion, clarified expectations, and ensured that students clearly understood the subjects they would be learning. The direct interaction with faculty members created a positive and supportive atmosphere, enabling students to approach the semester with confidence and enthusiasm.

CONTENT OF THE PROGRAMME:

Course Orientation – Address by Dr. Varsha Maru

The programme began with an introduction to the Semester II curriculum by I/C Principal Dr. Varsha Maru Ma'am. Dr. Varsha Maru Ma'am began the orientation by giving a complete overview of the Semester II curriculum and its 400-mark bifurcation. She explained how the total marks are divided into written examinations, assignments, essay tests, and class tests for each course. She also guided students on the importance of completing assignments on time and preparing systematically for all assessments. In addition, Ma'am explained the structure and responsibilities of the upcoming school internship, highlighting how students will be trained and supported by the college to perform effectively during their practice teaching and internship duties. Her session gave students a clear understanding of the academic expectations and overall functioning of the semester.

Subsequently, Dr. Sandhya Sarwade Ma'am and Asst. Prof. Shenaz Khan Ma'am introduced the core course Learning & Teaching, explaining its purpose, structure, and classroom relevance. They discussed key concepts, essential theories, and practical aspects that influence the teaching-learning process. Through their explanation, students gained clarity about the course expectations, assessment components, and how the theoretical knowledge would support them in lesson planning and real classroom situations.

Thereafter, all faculty members collectively explained the course Pedagogy of School Subject I, highlighting its role in developing subject-specific teaching skills. They introduced the aims, teaching approaches, and assessment methods associated with the course. Subsequently, the faculty discussed how pedagogy helps connect content knowledge with learner needs. Other brief points included planning strategies, teaching aids, and classroom management techniques that support effective teaching.

Following this, Dr. Avani Kanakia Ma'am and Dr. Madhuri Bendale Ma'am presented an overview of Educational Management, emphasizing its importance in the efficient functioning



of educational institutions. They explained leadership styles, planning, decision-making, and supervisory roles in simple terms. Subsequently, students were informed about how management principles guide school administration and support a positive learning environment. Other brief points included organizational skills and the responsibilities teachers hold within school systems.

Thereafter, Dr. Madhuri Bendale Ma'am and Ms. Shana Shaikh Ma'am introduced the Project-Based Courses, explaining their role in promoting practical learning and creativity. They highlighted how students would work on projects that develop research, analytical thinking, and problem-solving skills. Subsequently, it was shared that these projects are directly connected to the upcoming internship, where students will apply their learning in school settings. Other brief points included guidance for documentation, presentation, and step-by-step support from faculty during the internship period.

LEARNING OUTCOMES:

As a result of the orientation program, students gained a clear understanding of the overall structure and subjects offered in Semester II. They developed clarity about the objectives, content, and expected outcomes of the courses—CC3, EC1, IC2, PC2, and Drama & Art in Education—along with familiarity with the faculty members handling each course. The session strengthened their confidence and prepared them for effective learning by helping them understand academic expectations and the systematic functioning of the semester. Students were also oriented about the upcoming internship, which helped them understand their roles, responsibilities, and the practical application of teaching skills in real classroom settings. Overall, the orientation motivated them to begin the academic term with a positive, organized, and goal-oriented approach.

CONCLUSION:

The Course Orientation Programme of Semester II was informative, structured, and beneficial for the students of Batch 2025–2027. With the guidance of the I/C Principal and the faculty members, the orientation successfully provided students with a strong academic foundation for the semester. The programme ensured that learners were well-prepared, motivated, and aligned with the vision of the institution.



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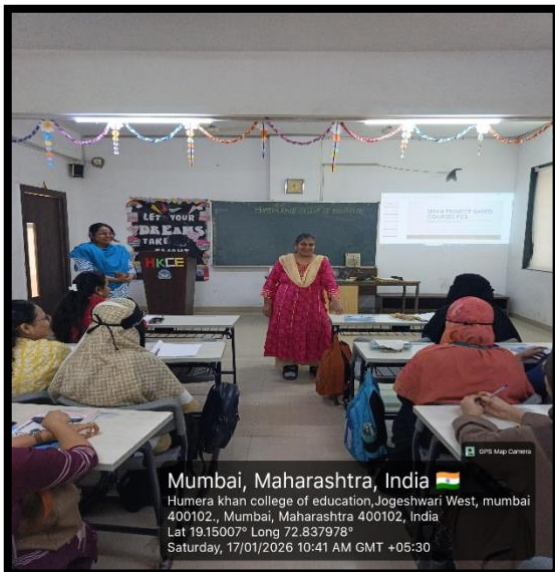
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