



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
Email: principal@hkce.edu.in Website: www.hkce.edu.in
NAAC Accredited Grade 'B'

PRACTICE TEACHING

SEMESTER-II

BATCH 2025-2027

Semester: Semester II

Duration of Internship: 3 Weeks

Date: 29th June 26 to 22nd July 26

Introduction

As a core requirement of the Bachelor of Education (B.Ed.) curriculum at Humera Khan College of Education, the Semester-II School Internship Programme serves as an essential bridge connecting classroom pedagogy with practical school teaching. During this semester, a batch of 77 student-teachers embarked on an intensive three-week internship programme across a variety of partner schools and junior colleges. These partner institutions included Madni High School (Morning and Afternoon Session), Fidai Girls' High School, Scholars High College, HMW High School, Ravindra Bharati College, Oriental College, and Saraswati Night High School. To ensure systematic mentoring and balanced teacher-to-student exposure, the student-teachers were evenly distributed across these diverse educational environments. This immersive placement offered student-teachers hands-on experience with real-world school routines, classroom dynamics, student behaviors, and administrative operations.

Objectives

The primary objectives of the Semester-II School Internship Programme were:



- To apply theoretical pedagogical methods to real classroom environments through structured lesson planning, execution, and reflective practice.
- To observe experienced subject teachers through shadowing in order to understand effective classroom management, questioning techniques, and student engagement.
- To participate in peer observations, gaining constructive feedback and learning diverse instructional approaches from fellow batchmates.
- To gain a holistic understanding of school management by actively observing non-instructional activities, extra-curricular events, and overall institutional routines.

Summary

The three-week internship programme was structured systematically across three distinct phases to ensure a gradual, thorough transition from observation to full classroom leadership.

During the **first week**, student-teachers focused on passive learning, orientation, and school environment analysis. The primary goal during these initial days was to shadow respective subject teachers for a total of five lectures. Through this faculty shadowing, student-teachers closely observed how seasoned educators introduced complex topics, maintained discipline, managed time, utilized the blackboard, and handled diverse learning speeds among students. In addition to faculty shadowing, student-teachers spent this first week observing the institutional rhythm and overall school environment. They documented three major school activities, which included monitoring daily morning assemblies, co-curricular events, sports practices, and administrative routines like library management and attendance tracking. This initial phase allowed the student-teachers to familiarize themselves with school policies, curriculum pacing, and the unique culture of their assigned institutions.

Transitioning into the **second and third weeks**, student-teachers moved into active teaching practice. Having gained insights from their observations, each student-teacher prepared and conducted five full practice lessons in their designated subjects. These lessons were carefully planned using structured lesson plans, interactive teaching aids, charts, and activity-based learning

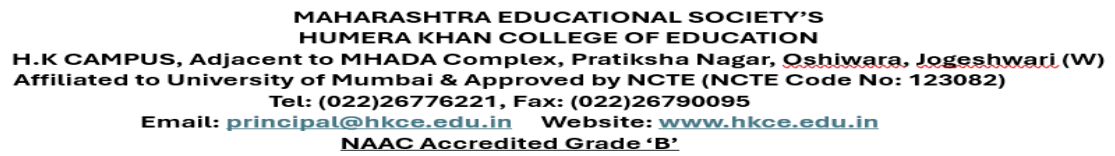


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techniques. During these live teaching sessions, faculty supervisors from Humera Khan College of Education visited the partner schools to observe, evaluate, and assess the student-teachers' instructional delivery, subject mastery, voice modulation, and classroom control. Detailed feedback was provided by the visiting faculty to help student-teachers refine their teaching strategies. Alongside their own practice lessons, student-teachers also conducted five peer observations during this period. By sitting in on their classmates' lectures, student-teachers analyzed different teaching styles, noted effective management tricks, and engaged in mutual feedback sessions, thereby deepening their reflective teaching practices.

Conclusion

In conclusion, the three-week Semester-II School Internship Programme was successfully completed by all student-teachers of Humera Khan College of Education. By progressing from thorough observation and faculty shadowing in the first week to independent practice teaching and peer evaluations in the subsequent weeks, student-teachers gained substantial confidence and practical teaching competence. Working closely with school mentors and college faculty provided invaluable professional guidance, equipping the entire batch with the foundational skills necessary for their continuing B.Ed. journey and future teaching careers.





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Madni high school

(Morning Session)

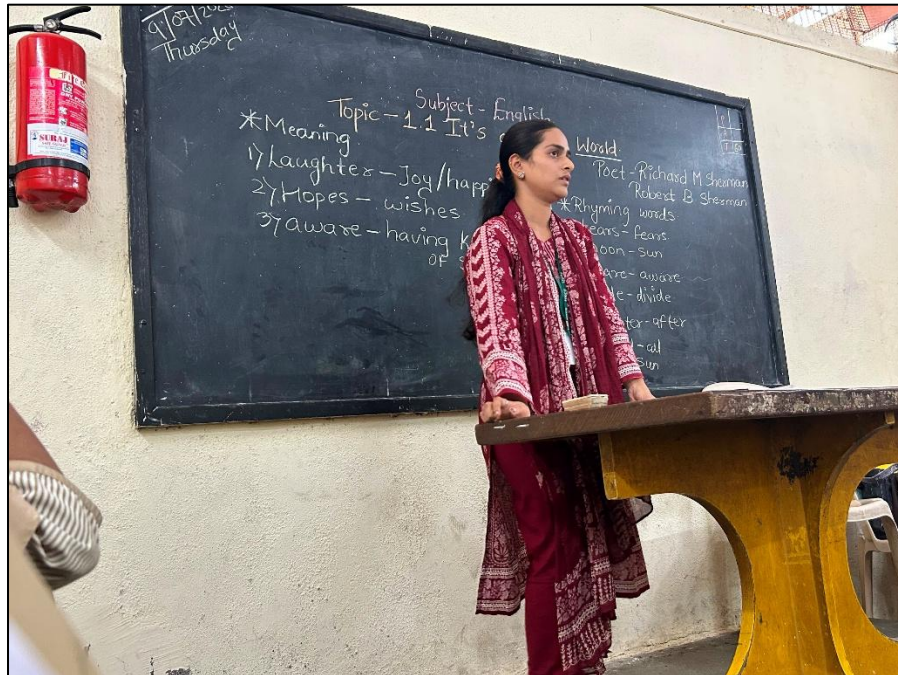




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Madni high school

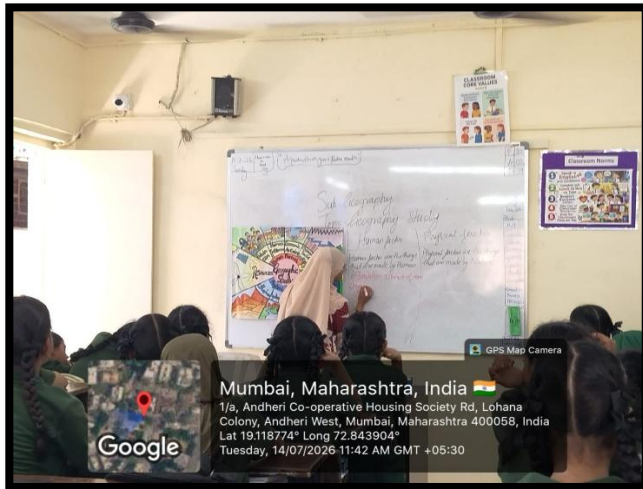
(Afternoon Session)





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Oriental College





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Shree Saraswati Night High school and Junior College

