



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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REPORT ON ORIENTATION PROGRAM

Practice Teaching – Semester III Internship



Maharashtra Educational Society's
HUMERA KHAN COLLEGE OF EDUCATION
Oshiwara, Jogeshwari (West), Mumbai, Maharashtra 400102
Affiliated to University of Mumbai
(NAAC Accredited with 'B' Grade)

ORGANIZES

ORIENTATION

OF

PRACTICE TEACHING

SEMESTER III INTERNSHIP



ORIENTATION FOR PRACTICE TEACHING SEMESTER III INTERNSHIP

Prepare • Plan • Practice • Reflect • Grow



DATE
10TH AUGUST,
2026
(MONDAY)



TIME
12:00 PM TO
1:30 PM



VENUE
501
CLASSROOM

KEY TOPICS



Orientation
to Practice
Teaching



Roles &
Responsibilities
of Interns



Internship
Guidelines &
Expectations



Professional
Ethics &
Best Practices

KEY HIGHLIGHTS

- ✓ Understand the purpose and process of Practice Teaching Internship
- ✓ Clarification of roles, expectations and the internship activities
- ✓ Guidelines for lesson planning, classroom engagement and assessment
- ✓ Discussion on documentation, reflection and professional conduct
- ✓ Interactive session and Q & A

INCHARGE FACULTY

Asst Prof. Shenaz Khan | Dr. Varsha Maru



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

EMPOWER • EDUCATE • EXCEL

SHAPING FUTURE EDUCATORS • BUILDING BETTER TOMORROW



Report on Orientation of Practice Teaching – Semester III Internship

Date: 10th August 2026 (Monday)

Venue: Classroom No. 501

Introduction

Humera Khan College of Education organized an **Orientation Programme on Practice Teaching – Semester III Internship** for student-teachers under the guidance of **Asst. Prof. Shenaz Khan and Dr. Varsha Maru**. The programme aimed to familiarize interns with the objectives, procedures, roles, and responsibilities of practice teaching. It focused on important aspects such as lesson planning, classroom management, teaching methods, student engagement, assessment, professional conduct, punctuality, and maintenance of internship records. The orientation helped student-teachers understand the expectations of their internship and prepared them to apply their theoretical knowledge effectively in real classroom situations with confidence, discipline, and professionalism.

Objectives

To familiarize student-teachers with the **purpose and process of the practice teaching internship**.

- To clarify the **roles and responsibilities of interns**.
- To provide guidelines for **lesson planning and classroom management**.
- To explain the expectations related to **assessment and documentation**.
- To develop awareness of **professional ethics and conduct**.
- To prepare student-teachers for effective participation in their internship.

Significance

The **Orientation Programme on Practice Teaching – Semester III Internship** was significant in preparing student-teachers for their upcoming teaching practice and professional responsibilities. It provided them with a clear understanding of the purpose, procedures, guidelines, and expectations related to the internship. The programme helped bridge the gap between theoretical knowledge and its practical application in a real school environment. It also focused on important aspects such as lesson planning, classroom management, student engagement, assessment, documentation, punctuality, discipline, and professional conduct. Through this guidance, the student-teachers became more aware of their responsibilities towards students, teachers, and the school.

The programme also played an important role in developing **confidence, professionalism, and a positive attitude towards teaching** among the interns. The interactive discussion and



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question-and-answer session gave them an opportunity to clarify their doubts and understand the practical requirements of the internship. It encouraged them to approach their teaching practice with responsibility, commitment, and a reflective attitude. Overall, the orientation served as a strong foundation for the Semester III internship and equipped the student-teachers with the necessary knowledge, skills, and professional values required to become effective, responsible, and reflective teachers.

Content:

The programme began with an orientation to Practice Teaching – Semester III Internship, focusing on the purpose, process, and importance of practical teaching experience. The student-teachers were guided on how the internship would help them apply their theoretical knowledge in real classroom situations and develop essential teaching competencies. The session also covered the roles and responsibilities of interns, with emphasis on punctuality, discipline, professional behaviour, responsibility towards students and the school, and active participation in internship activities.

The second part of the programme focused on internship guidelines and expectations. The student-teachers were provided guidance regarding effective lesson planning, classroom engagement, classroom management, assessment practices, and maintaining the required internship records and documentation. The importance of professional ethics and best teaching practices was also discussed, including responsible behaviour, respectful communication, professional conduct, reflection on teaching practices, and continuous improvement. These guidelines helped the interns understand how to conduct themselves effectively in a real school environment.

The programme concluded with an interactive session and question-and-answer discussion, which provided the student-teachers with an opportunity to clarify their doubts and seek guidance regarding various aspects of the internship. Questions related to lesson planning, teaching responsibilities, classroom management, assessment, documentation, and internship requirements were discussed. The interactive session made the programme more engaging and helped the interns gain greater clarity and confidence. Overall, the content covered during the orientation provided comprehensive preparation for the Semester III practice teaching internship and encouraged the student-teachers to approach their teaching experience with confidence, responsibility, professionalism, and a positive attitude towards continuous learning and development.



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Conclusion

The **Orientation Programme on Practice Teaching – Semester III Internship** was highly informative and beneficial for the student-teachers. The programme helped the interns understand the purpose, importance, and overall process of practice teaching. Through the orientation, student-teachers gained a clear understanding of their roles and responsibilities during the internship and became aware of the expectations of the college and the practice teaching school. They learned about the importance of proper lesson planning, effective classroom management, student interaction, assessment techniques, maintaining records, and completing the required internship documentation. The session also emphasized punctuality, discipline, professional behaviour, ethical conduct, and maintaining a positive relationship with students, teachers, and school authorities.

The programme also encouraged student-teachers to approach their internship with confidence, responsibility, and a reflective attitude. The interactive discussion and question-and-answer session provided an opportunity to clarify doubts and understand the practical aspects of teaching. Overall, the orientation served as an important foundation for the Semester III internship and prepared the student-teachers to face classroom situations more effectively. It motivated them to apply their theoretical knowledge in real classroom settings, develop their teaching skills, observe students' learning needs, and continuously improve through reflection and feedback. Thus, the programme successfully prepared the interns for their upcoming teaching practice and contributed towards their **professional development, confidence, classroom competence, and growth as responsible and effective future teachers.**



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Glimpse of Orientation

