

HUMERA KHAN COLLEGE OF EDUCATION, JOGESHWARI (W)

REPORT ON ORIENTATION PROGRAMME FOR

SEMESTER III (Batch 2025-2027)



MAHARASHTRA EDUCATIONAL SOCIETY'S
HUMERA KHAN COLLEGE OF EDUCATION
Oshiwara, Jogeshwari (W), Mumbai-400102

NAAC ACCREDITED

Under IQAC Cell
— Organises —

COURSE ORIENTATION PROGRAMME
SEM III



 **Date:** 10th August 2026

 **Time:** 9:30am to 10:00 am

 **Venue:** 501 Classroom


EVENT INCHARGE
Dr Sandhya Sarwade

 **VISION: SHAPING THE PUPIL TEACHER TO SHOULDER THE RESPONSIBILITY
OF SHAPING THE FUTURE YOUTH OF THE NATION**

Programme: Bachelor of Education (B.Ed.)

Batch: 2025–2027

Date: 10th August 2026

Time: 9:30am – 10:00 am

Venue: Auditorium H.K Campus

INTRODUCTION

Humera Khan College of Education organised an Orientation Programme for Semester III of the B.Ed. Programme to familiarise student-teachers with the academic requirements, course structure, practicum components, internship responsibilities, assessment pattern, and expectations of the semester. The programme was organised with the objective of ensuring that student-teachers begin Semester III with clarity, confidence and a proper understanding of their academic and professional responsibilities.

Semester III is an important phase in the B.Ed. programme as it provides student-teachers with opportunities to strengthen their pedagogical knowledge and translate theoretical understanding into classroom practice. The University of Mumbai B.Ed. framework includes pedagogy-related courses along with practical and internship-oriented components during this stage of the programme.

OBJECTIVES OF THE ORIENTATION PROGRAMME

The orientation programme was conducted with the following objectives:

- To introduce student-teachers to the overall structure and requirements of Semester III.
- To explain the objectives and content of the courses offered during the semester.
- To familiarise students with the practicum and internship components.
- To explain the expectations regarding lesson planning, teaching practice and school-based activities.
- To provide guidance regarding assignments, records, journals and other academic submissions.
- To explain the internal assessment and evaluation procedures.
- To sensitise student-teachers towards professional conduct and responsibilities during school internship.
- To clarify students' doubts and provide necessary academic guidance.
- Proceedings of the Programme

HIGHLIGHTS

The programme commenced with a warm welcome to the student-teachers by the faculty members. The importance of Semester III in the professional preparation of a teacher was highlighted. Students were informed that the semester would provide them with opportunities to develop effective teaching skills, classroom management abilities, assessment competencies and reflective practices.

Dr. Sandhya Sarwade provided a detailed overview of the Semester III course structure. The student-teachers were guided regarding the different theory and practical components and were encouraged to maintain a systematic record of their academic work throughout the semester.

Special emphasis was given to Pedagogy of School Subjects, wherein students were oriented towards effective lesson planning, selection of appropriate teaching strategies, use of teaching-learning resources, classroom interaction and evaluation techniques. The importance of linking theoretical concepts with actual classroom situations was explained.

The students were also oriented regarding the practicum and internship requirements. They were informed about the importance of regular attendance, punctuality, professional behaviour, appropriate dress, interaction with school authorities, preparation of lesson plans and maintaining the required records. The University of Mumbai framework specifically includes school-based teaching and internship activities as significant components of Semester III.

SEMESTER III – COURSE-WISE ORIENTATION: Brief about theory and practicum

1. CC-4 Assessment for Learning (100marks)

Professor in charge: Dr Varsha Maru & Asst. Prof. Shenaz Khan

The professor gave students a brief overview of the course, its objectives, syllabus structure, and assessment components. Students were introduced to the concepts, principles, types, tools, and techniques of assessment. The professor also explained the theory and practical activities, including preparation and use of assessment tools and evaluation of learners' progress.

2. IC3 Language Across the Curriculum – (100 marks)

Professor In-charge: Dr. Sandhya Sarwade, Dr. Avani Kanakia & Dr. Vinayak Shinde

The professor explained the importance of language in the teaching-learning process across different school subjects. Students were introduced to language skills such as reading, writing,

listening, and speaking, along with classroom communication strategies. The theory and practical activities were explained with emphasis on developing effective language-based teaching practices.

3. Practice Teaching / Internship Programme

Professor in charge: Dr Varsha Maru & Asst. Prof. Shenaz Khan

The professor provided an overview of the internship structure, objectives, and school-based activities. Students were guided about lesson planning, classroom teaching, observation, classroom management, use of teaching-learning materials, assessment, reflective practices, and maintaining internship records. The importance of professional conduct and active participation during school internship was also highlighted.

4. Drama and Art in Education

Professor in charge: Dr Avani Kanakia

The professor introduced the course and explained how drama and art can be used as creative approaches to teaching and learning. Students were familiarized with activities such as role play, storytelling and other forms of creative expression. The professor emphasised the practical and experiential nature of the course and its importance in developing creativity, confidence, imagination, and effective communication.

ORIENTATION REGARDING PRACTICUM AND RECORDS

Detailed guidance was provided regarding the maintenance of academic and practicum records. Students were advised to maintain their lesson plans, observation records, internship-related documents, reflective journals, Assignment book and other required records regularly rather than completing them at the end of the semester.

ASSESSMENT AND EVALUATION

The students were briefed about the internal assessment requirements and the importance of completing assignments, practical work, class tests and other academic activities within the stipulated time. They were advised to carefully follow the instructions given by respective course teachers and maintain academic discipline.

The faculty members also clarified that continuous participation, regular attendance, timely submission of work and quality of performance would contribute significantly to the successful completion of the semester.

PROFESSIONAL ETHICS AND RESPONSIBILITIES

A special emphasis was placed on the professional responsibilities of student-teachers during their school internship. Students were advised to maintain respectful relationships with school authorities, teachers, students and non-teaching staff.

They were encouraged to demonstrate qualities such as punctuality, responsibility, patience, empathy, cooperation, confidentiality and professional communication. The importance of being role models for school students was also highlighted.

STUDENT INTERACTION AND DOUBT RESOLUTION

An interactive session was conducted in which students were encouraged to raise their questions and seek clarification regarding the semester structure, teaching practice, internship, assignments, assessment and record maintenance.

The faculty members addressed the queries raised by the students and provided appropriate guidance. Students were encouraged to approach the concerned faculty members whenever they required academic or practicum-related assistance.

OUTCOME OF THE PROGRAMME

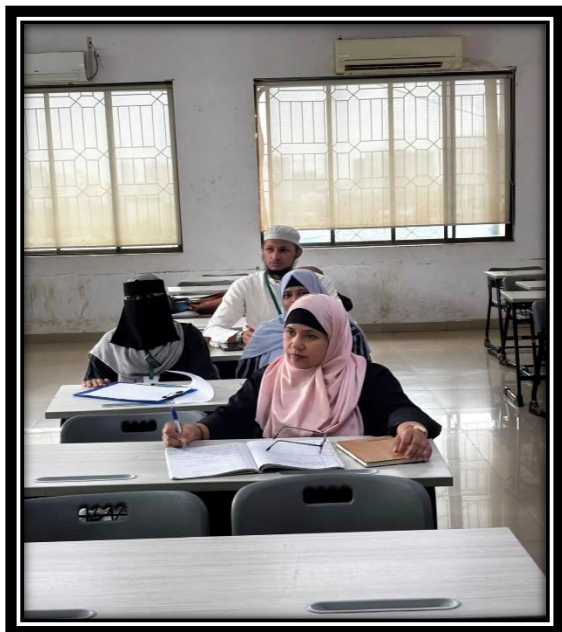
The orientation programme successfully provided student-teachers with a clear understanding of the expectations and requirements of Semester III. The programme helped students to:

- Understand the Semester III course structure.
- Become familiar with academic and practicum requirements.
- Understand their responsibilities during teaching practice and internship.
- Develop awareness regarding professional conduct.
- Understand the importance of timely submission and record maintenance.
- Clarify their doubts regarding assessment and academic activities.
- Approach the semester with greater confidence and preparedness.

CONCLUSION

The Semester III Orientation Programme was a meaningful initiative aimed at preparing student-teachers for the academic and practical challenges of the semester. The programme helped bridge the gap between theoretical understanding and practical implementation by providing clear guidance regarding pedagogy, teaching practice, internship, assessment and professional responsibilities.

The orientation successfully motivated the student-teachers to undertake their Semester III activities with sincerity, discipline and commitment. It is expected that the knowledge and guidance received through the programme will help them develop the necessary competencies, skills and professional attitudes required for becoming effective and responsible teachers.





**B.ED. CURRICULUM FRAMEWORK
SEM III- SYLLABUS**

Course	Credits	External Marks	Internal Marks	Total Marks
1. Core Course 4 (CC4): Assessment for Learning	6	60	40	100
2. Elective Course 2 (EC 2): Pedagogy of School Subject 2 /Peace Education/ Education for Rural Development (Any one)	6	60	40	100
3. Interdisciplinary Course 3 (IC 3): Language Across the Curriculum	6	60	40	100
4. Project-Based Course 3 (PBC 3)	12	-	200	200
Total	30	180	120	300

