



Sophia College for Women (Empowered Autonomous)



Department of Education
presents

Orientation for B.Ed Special Education



Resource Person:

Ms. Grace Joice
Ms. Rukaiya Sabuwala

Date: Saturday, 13th Jan 2024

Venue: AVF

Time: 10.00am to 11.30am

Report on Orientation Programme for B.Ed Special Education.

Event: Orientation Programme for B.Ed Special Education

Date: Saturday 13 January 2024

Time: 10 am to 11:30 am

Venue: AVF

Resource person: Ms. Grace Joise and Ms. Rukaiya Sabuwala

The Orientation Programme for B.Ed Special Education held on 13 January 2024 at Sophia College for Women by Department of Education was a crucial initiative designed to provide prospective students with comprehensive information about the B.Ed Special Education program, admission procedures and focusing on specialized pedagogical approaches and strategies for addressing the diverse needs of students with special needs.

Agenda:

1. Welcome Address: The orientation began with a warm welcome address by Ms. Ajitha and Ms. Shine – TY BA (Education) student providing an overview of the institution's commitment to inclusive education and the significance of the B.Ed Special Education program.
2. Understanding Special Educational Needs (SEN): The session commenced with an exploration of various special educational needs, including learning disabilities, intellectual disabilities, autism spectrum disorders, and sensory impairments by the resource person. Participants gained insights into the unique challenges faced by students with diverse abilities.
3. Introduction to B.Ed Special Education: Participants received detailed information about the structure, curriculum, and objectives of the B.Ed Special Education program. The speakers emphasized the program's focus on equipping educators with the knowledge and skills needed to support students with diverse abilities.
4. Admission Procedures and Requirements: A comprehensive overview of the admission procedures and requirements was presented. This included details about eligibility criteria, application processes, entrance examinations and important deadlines. Participants had the opportunity to seek clarification on admission-related queries.
5. Inclusive Teaching Strategies: A significant portion of the session was dedicated to discussing and practicing inclusive teaching strategies. Educators were introduced to differentiated instruction and Individualized Education Plans (IEPs) thereby tailoring instruction to meet the specific needs of each student with special needs.
4. Virtual tour of SNTD – Department of Special education: Faculty members from the B.Ed Special Education department were introduced, allowing prospective students to familiarize themselves with

the academic experts who would guide them throughout the program and acquaint prospective students with the facilities, classrooms, libraries, and other resources available to B.Ed Special Education students. This allowed participants to envision themselves as part of the academic community.

5. Field Placements and Practical Experience: The orientation highlighted the practical aspects of the program, particularly field placements and practical experiences. Prospective students were informed about the diverse settings where they would gain hands-on experience working with students with special needs.

6. Student Support Services: Information about the student support services available within the SNTD campus, including counseling services, special education resource centers and academic support was presented. The orientation emphasized the University's commitment to providing a supportive environment for all learners.

7. Interactive Sessions and Q&A: The orientation included interactive sessions where prospective students had the opportunity to ask questions and engage in discussions. This facilitated a deeper understanding of the program and addressed individual concerns, ensuring that students felt well-informed and confident about their decision to pursue B.Ed Special Education.

Conclusion:

The B.Ed Special Education Admission Orientation Programme was successful in providing a holistic understanding of the program, admission procedures, special education curriculum and employment opportunities available after successful completion of course. The prospective students left the orientation feeling informed, confident and excited about the prospect of contributing to the field of special education.



Name and Signature of In-charge:

Sofia Edroos



Mumbai, Maharashtra, India
 . Rosendo Rideiro Children's Complex Sophia College Cam
 R94+WJX, Cumballa Hill, Mumbai, Maharashtra 400026, India
 Lat 18.970246°
 Long 72.806662°
 13/01/24 11:08 AM GMT +05:30



Mumbai, Maharashtra, India
 XR95+W4C Science Building, SOPHIA COLLEGE, Sophia College Dr,
 Cumballa Hill, Mumbai, Maharashtra 400026, India
 Lat 18.968713°
 Long 72.807815°
 13/01/24 10:35 AM GMT +05:30



Mumbai, Maharashtra, India
 XR95+W4C Science Building, SOPHIA COLLEGE, Sophia College Dr,
 Cumballa Hill, Mumbai, Maharashtra 400026, India
 Lat 18.96869°
 Long 72.807659°
 13/01/24 10:14 AM GMT +05:30



Mumbai, Maharashtra, India
 XR95+W4C SOPHIA COLLEGE, Sophia College Dr, Cumballa Hill, Mumbai,
 Maharashtra 400026, India
 Lat 18.968674°
 Long 72.807744°
 13/01/24 10:42 AM GMT +05:30



Sophia College for Women
(Empowered Autonomous)



Department of Education
presents

Orientation Program for Montessori Training

Resource Person -
Ms. Zavin Malva

**DATE: MONDAY, 15TH JAN
2024**

VENUE: ROOM 30

TIME: 12.30PM TO 1.30PM



Report on Orientation Programme for Montessori Training.

Event: Orientation Programme for Montessori Training

Date: Monday 15 January 2024

Time: 12:30 pm TO 1:30 pm

Venue: Room 30

Resource person: Ms. Zavin Malva

The Orientation Programme for Montessori Training was held on Monday, 15 January 2024 by Department of Education in Sophia College for Women. It was a highly informative and engaging event aimed at providing prospective students with valuable insights and practical skills related to the Montessori approach to early childhood education.

Agenda:

1. Introduction to Montessori Philosophy:

The session commenced with an in-depth introduction to the Montessori philosophy, highlighting its origins, key principles, and the significance of creating a prepared environment conducive to child development. The speaker emphasized Maria Montessori's innovative approach to education.

2. Sensorial and Practical Life Activities:

A significant portion of the session was dedicated to exploring sensorial and practical life activities, integral components of the Montessori method. Students had the opportunity to think and discuss about activities related to children's sensory perception and everyday life skills.

3. Curriculum Integration:

The session delved into effective curriculum integration strategies within the Montessori framework. Students were guided on how Montessori principles can be aligned with age-appropriate curriculum goals, ensuring a holistic approach to early childhood education.

4. Supporting Independence and Self-Regulation:

The session emphasized the importance of individualized assessment and provided with strategies to foster independence and self-regulation in young learners. The resource person discussed the role of the teacher as a guide, supporting children in their journey towards self-discovery and mastery.

5. Interactive Discussions:

The orientation session encouraged open dialogue and interactive discussions among participants. The students had the opportunity to share their experiences, ask questions and seek guidance on admission procedure to Montessori course.

Conclusion:

The Montessori Training Programme session was a resounding success, equipping our students with a deeper understanding of the Montessori philosophy and practical tools to enhance their teaching learning practices. It gave them all the required information regarding eligibility criteria, qualifications, admission process, course duration, fees structure, curriculum and employment opportunities. The collaborative discussions and comprehensive curriculum insights provided a well-rounded experience for all the students. This training session is undoubtedly a valuable investment in promoting effective and child-centric education methodologies within the early childhood education community.



Name and Signature of In-charge:

Sofia Edroos





**Sophia College for Women
(Empowered Autonomous)**



Department of Education
presents

Happiness Class



A session on Grooming

Resource Person: Ms. Nansee, Ms. Ariba, Ms. Khushi Nanvathy

Venue: Room 30

Date: 19 January 2024

Time: 8 am -10 am.

Event: Content Analysis Session on "Taare Zameen Par" - Unveiling Pedagogical and Social Themes

Date: Saturday 17 February 2024

Time: 10:00 am to 11:00 am

Venue: AVF

Resource person: Ms. Sofia Edroos

Introduction:

A recent content analysis session centered around the acclaimed Bollywood film "Taare Zameen Par" provided participants with a profound exploration of the movie's content, delving into its pedagogical and social dimensions. This report encapsulates the key insights and analytical perspectives unearthed during this enriching session.

Pedagogical Insights: The content analysis session began by dissecting the pedagogical aspects of "Taare Zameen Par." Participants explored the portrayal of diverse teaching methodologies and the impact of teacher-student relationships on a child's learning journey. The film's depiction of unconventional teaching approaches and the importance of recognizing individual learning styles sparked thoughtful discussions.

Inclusive Education: A significant theme analyzed was the film's representation of inclusive education. Participants critically examined how the story addressed the challenges faced by a dyslexic child within the conventional education system. The session fostered reflections on the role of educators and institutions in creating inclusive environments for students with diverse learning needs.

Family Dynamics and Emotional Well-being: Content analysis extended to the portrayal of family dynamics and their influence on a child's emotional well-being. Participants discussed the sensitive portrayal of parental expectations, the pressures of academic performance, and the importance of emotional support in a child's developmental journey. The film's nuanced exploration of familial relationships prompted reflections on the broader societal context.


Social Stigmas Surrounding Learning Disabilities: The session delved into the societal stigmas surrounding learning disabilities, as depicted in the film. Participants critically analyzed the portrayal of societal attitudes towards differences in learning abilities and how these perceptions impact the child's self-esteem and sense of belonging.



Visual and Narrative Elements: Beyond thematic analysis, participants scrutinized the film's visual and narrative elements. The use of symbolism, cinematography, and storytelling techniques was examined to understand how these elements contributed to the overall impact of the movie and its ability to convey complex themes effectively.

Conclusion:

In conclusion, the content analysis session on "Taare Zameen Par" provided participants with a nuanced understanding of the movie's multifaceted content. By exploring pedagogical approaches, inclusive education, family dynamics, societal stigmas, and cinematic elements, participants gained valuable insights into the film's educational and social significance. This session not only deepened the appreciation for the artistry of filmmaking but also sparked meaningful reflections on the broader implications of the movie's content in the context of education and societal attitudes towards learning differences.


Name and Signature of In-charge:

[SOFIA EDROOS]



GPS Ma

Mumbai, Maharashtra, India
Anderson annexe building, Bhulabhai Desai Marg, Cumballa Hill, Mumbai, Maharashtra
India
Lat 18.969509°
Long 72.80784°
19/01/24 09:35 AM GMT +05:30



GPS Map Camera

Mumbai, Maharashtra, India



GPS Ma

Mumbai, Maharashtra, India
Office No -601, Shakti Height, Cumballa Hill, Mumbai, Maharashtra 4000
Lat 18.96951°
Long 72.807845°
19/01/24 09:47 AM GMT +05:30



GPS Ma

Mumbai, Maharashtra, India
Anderson annexe building, Bhulabhai Desai Marg, Cumballa Hill, Mumbai, Maharashtra
India
Lat 18.969506°
Long 72.807838°
19/01/24 09:18 AM GMT +05:30



Sophia College for Women (Empowered Autonomous)



Ananya 2023-24

Department of Education
presents

Orientation for B.Ed Course

Resource Person:

Prof. Adonis Braganza



Date: Friday, 19th Jan 2024

Venue: Room 30

Time: 1.30pm to 3.00pm

Report on B.Ed Orientation Programme as part of ANANYA 2024.

Event: B.Ed Orientation Programme

Date: Friday 19 January 2024

Time: 1:30 pm TO 3:30 pm

Venue: Room 30

Resource person: Prof. Adonois Braganza

The Department of Education organized an Orientation Programme for B.Ed entrance exam at Sophia College aimed to provide aspiring candidates with valuable insights, guidance and resources to enhance their preparation for the upcoming entrance examination. The event was organized on Friday 19 January 2024 and was designed to acquaint prospective students with the Maharashtra government B.Ed entrance Exam form filling, paper pattern, syllabus, academic expectation, eligibility criteria and various aspects of the B.Ed curriculum.

Objectives:

The orientation programme had the following key objectives:

1. Understanding the B.Ed Entrance Exam Structure:

- Providing a detailed overview of the B.Ed entrance exam, including the examination pattern, syllabus, and marking scheme.

2. Effective Study Strategies:

- Offering guidance on effective study techniques, time management and resource utilization to optimize preparation efforts.

3. Subject-specific Guidance:

- Providing subject-specific guidance, highlighting key topic and offering tips for each section of the entrance exam.

4. Addressing Common Concerns:

- Addressing common concerns and queries raised by candidates, including application procedures, eligibility criteria and any specific requirements for the B.Ed programme.

The orientation programme featured a variety of activities to meet its objectives, including:

1. Orientation Session:

- An introductory session providing an overview of the B.Ed entrance exam, its importance role it plays in the admission process and selection of colleges for admission.

2. Interactive Presentation:

- Subject-specific information was shared by resource person to guide candidates on essential topics and problem-solving strategies.

3. Q&A Sessions:

- Question and answer session where candidates had the opportunity to clarify doubts, seek guidance, and interact with the resource person.

4. Informational Materials:

- Distribution of informative materials, including sample question papers and relevant resources to aid in the preparation process was shared along with the contact details of resource person.

Feedback and Evaluation:

Candidates were encouraged to provide feedback on the orientation programme through Google forms and verbal communication. Preliminary feedback indicates a positive response, with candidates appreciating the clarity provided regarding the exam structure, helpful study strategies and would like to have the opportunity to practice through mock tests.

Base on the feedback: Conducting mock tests and practice sessions to familiarize candidates with the exam environment, improve time management skills, and identify areas for improvement is required.

Conclusion:

The B.Ed entrance exam Orientation Programme organized by Department of Education successfully fulfilled its objectives of preparing candidates for the upcoming entrance examination. As candidates move forward in their preparation, the foundation laid during the orientation is expected to contribute to their confidence and success in the examination. Continuous support, resources, and communication will be essential for candidate's progress through the admission process and embark on their B.Ed journey.



Name and Signature of In-charge:

Sofia Edroos





Sophia College for Women
(Empowered Autonomous)



Department of Education

CELEBRATES



REPUBLIC DAY OF



India



at

Gilderlane Municipal School,
Mumbai Central



Date: 25th Jan 2024

Time: 11.00am to 2.00pm

Resource Person: Mrs. Rupali Pokhrankar

Report on Republic Day Celebrations.

Event: Republic Day Celebrations

Date: Thursday 25 January 2024

Time: 11:00 am TO 2:00 pm

Venue: Room 30

Resource person: Mrs. Rupali Pokhrankar

Introduction:

Republic Day is a moment of immense significance in India, commemorating the day when the Constitution came into effect. This year, students from the Department of Education, Sophia College took the initiative to organize and actively participate in the Republic Day celebrations at Gilderlane Municipal School, Mumbai Central, aiming to create an inclusive and memorable event for all.

Preparations:

The students from the Department of Education, Sophia College, played a pivot role in the preparations for the Republic Day celebrations. They collaborated with the school staff, including teachers and support staff, to create an engaging and accessible environment. Classroom decorations, teaching aids, and inclusive activities were carefully planned to ensure the involvement of all students.

Inclusive Program Design:

One of the primary focus of the Education Department students was to design a Republic Day programme that catered to the diverse needs and abilities of the students at Sophia College for Women. Specialized activities, such as paintings, bracelet making, craft work, action words, songs, number counting were incorporated to guarantee the active participation of every student.

Assistance and Support:

The students actively provided assistance and support to the special education teachers, ensuring that students with varying abilities could fully participate in the festivities. They facilitated communication, assisted with mobility, and created a supportive atmosphere to enhance the overall experience for everyone.

Collaborative Performances:

As part of the cultural program, Education Department students collaborated with Gilderlane Municipal School to create inclusive and engaging performances. This involved devotional songs and National Anthem, incorporating sign language into songs, and ensuring that all participants felt valued and included.

Reflection and Feedback:

Following the Republic Day celebrations, the Department of Education students conducted a reflective session to gather feedback from both students and staff. This feedback will be instrumental in improving

future events, ensuring that inclusivity and accessibility remain at the forefront of all school celebrations.

Conclusion:

The Republic Day celebrations organized and executed by students of Department of Education, Sophia College exemplified a commitment to inclusive education and celebrated the diversity of abilities within the school community. Through careful planning, collaboration, and creativity, the event not only marked a significant national occasion but also emphasized the institute's dedication to providing an enriching and accessible educational experience for all students. The success of this event sets a positive precedent for future inclusive celebrations at Gilderlane Municipal School.



Name and Signature of In-charge:

Sofia Edroos



Mumbai, Maharashtra, India
 Mumbai Central Railway Bus Stand, XR99+FM2, Marzban Parsi Colony, Dalal Estate, Mumbai Central, Mumbai, Maharashtra 400008, India
 Lat 18.968652°
 Long 72.819085°
 25/01/24 12:05 PM GMT +05:30



Mumbai, Maharashtra, India
 Mumbai Central Railway Bus Stand, XR99+FM2, Marzban Parsi Colony, Dalal Estate, Mumbai Central, Mumbai, Maharashtra 400008, India
 Lat 18.968652°
 Long 72.819085°
 25/01/24 11:50 AM GMT +05:30



Mumbai, Maharashtra, India
 Block G, Dalal Estate, Mumbai Central Bridge, 300001HC, Marzban Parsi Colony, Dalal Estate, Mumbai Central, Mumbai, Maharashtra 400008, India
 Lat 18.968652°
 Long 72.819085°
 25/01/24 09:07 PM GMT +05:30



Mumbai, Maharashtra, India
 Dalal Estate, Mumbai Central, 300001HC, Marzban Parsi Colony, Dalal Estate, Mumbai Central, Mumbai, Maharashtra 400008, India
 Lat 18.968652°
 Long 72.819085°
 25/01/24 09:07 PM GMT +05:30



Mumbai, Maharashtra, India
 Nathani High, Marzban Parsi Colony, Dalal Estate, Mumbai Central, Mumbai, Maharashtra 400008, India
 Lat 18.968787°
 Long 72.818999°
 25/01/24 12:42 PM GMT +05:30



Sophia College for Women
(Empowered Autonomous)



Department of Education
organizes

Educational Visit

Venue: Grammangal School, Dahanu

Date: Thursday, 08 Feb 2024

Time: 9.00am to 1.30pm

Resource Person: Mr. Pritam Singh



Event: Visit to a Tribal school, Grammangal. Aine, Dhanu - Palghar

Date: 08 February 2024

Time: 9:00 am – 3:00 pm

Venue: Aine, Dhanu - Palghar

Coordinator: Mr. Preetam Singh

Introduction:

The visit to a tribal school in Maharashtra by students of the Education Department aimed to provide valuable insights into the unique challenges and opportunities associated with education in tribal communities. This report outlines the learning objectives, observations, and reflections from the visit.

Learning Objectives:

- 1. Cultural Sensitivity:** Understand and appreciate the cultural nuances of tribal communities in Maharashtra, recognizing the impact of cultural diversity on education.
- 2. Educational Disparities:** Identify the disparities in educational resources and infrastructure between tribal schools and urban counterparts.
- 3. Community Engagement:** Explore the role of community involvement in the education of tribal children, recognizing the importance of collaborative efforts.
- 4. Pedagogical Strategies:** Examine and analyze the effectiveness of pedagogical approaches used in tribal schools, considering the cultural context and learning preferences.
- 5. Challenges and Solutions:** Identify the challenges faced by both educators and students in tribal schools and brainstorm potential solutions to improve educational outcomes.

Observations and Reflections:

- 1. Cultural Richness:** The tribal school showcased a rich cultural heritage, emphasizing the need for culturally sensitive teaching materials and practices.
- 2. Resource Disparities:** Disparities in resources, such as textbooks, technology, and infrastructure, highlighted the urgent need for targeted interventions and resource allocation.

3. **Community Involvement:** The positive impact of community involvement was evident, emphasizing the significance of fostering strong ties between schools and local communities.

4. **Innovative Teaching Methods:** The visit revealed innovative teaching methods adapted to the unique learning styles of tribal students, emphasizing the importance of context-specific pedagogy.

5. **Overcoming Challenges:** Despite challenges, the resilience of both educators and students underscored the potential for improvement through strategic interventions and support systems.

Conclusion:

The visit to the tribal school in Maharashtra provided invaluable insights for students of the Education Department. It emphasized the importance of cultural sensitivity, resource equity, community engagement, and innovative teaching methods in addressing educational challenges in tribal communities. This experience will undoubtedly inform future educators in their pursuit of inclusive and effective teaching practices.



Name and Signature of In Charge: Ms. Sofia Edroos



Rankol, Maharashtra, India
VRVV+J46, Rankol, Maharashtra 401602, India
Lat 19.894211°
Long 72.842201°
08/02/24 09:47 AM GMT +05:30



Aine, Maharashtra, India
VRFR+MF5, Aina Boisar Rd, Aine, Dabhon, Maharashtra 401602, India
Lat 19.874192°
Long 72.841291°
08/02/24 10:13 AM GMT +05:30



Rankol, Maharashtra, India
VRVV+J46, Rankol, Maharashtra 401602, India
Lat 19.894208°
Long 72.842169°
08/02/24 09:35 AM GMT +05:30



Aine, Maharashtra, India
VRFR+MF5, Aina Boisar Rd, Aine, Dabhon, Maharashtra 401602, India
Lat 19.874202°
Long 72.841284°
08/02/24 10:14 AM GMT +05:30



Sophia College for Women (Empowered Autonomous)



Department of Education
presents

Art of

Story

Telling



Resource Person

Ms. Crystal Valladares



Date: Monday, 12 Feb 2024

Venue: Room 30

Time: 12.30pm to 2.30pm

Event: Art of Story Telling Session

Date: 12 February 2024

Time: 12:30 pm – 2:30 pm

Venue: Room 30

Resource person: Ms. Crystal Valladares

Introduction:

The Art of Storytelling session conducted for students of the Education department aimed to enrich their understanding of the role narrative plays in effective teaching and learning. The session, spanning one afternoon, delved into various aspects of storytelling, focusing on its educational implications.

Learning Objectives:

1. Understanding the Power of Narrative:

- Explore the psychological impact of storytelling on engagement and retention.
- Recognize the potential of storytelling as a tool for conveying complex concepts in an accessible manner.

2. Developing Storytelling Techniques:

- Learn different storytelling techniques, including voice modulation, pacing, and the use of visual aids.
- Practice crafting narratives that cater to diverse learning styles and age groups.

3. Integration into Educational Context:

- Discuss ways to incorporate storytelling across different subjects and age groups.
- Explore the alignment of storytelling with curriculum objectives.

4. Interactive Storytelling:

- Experience and understand the dynamics of interactive storytelling.
- Reflect on the role of student participation in enhancing the storytelling experience.

Session Highlights:

The session commenced with an exploration of the historical, cultural significance and correlations of storytelling with other subjects, emphasizing its universal appeal and its role in human communication. Participants were then engaged in interactive activities to develop their storytelling skills, fostering creativity and spontaneity.

Practical exercises involved crafting short stories based on given prompts, incorporating elements of suspense, drama, and humor. The participants engaged in peer reviews, providing constructive feedback to enhance each other's storytelling techniques.

The incorporation of technology was also highlighted, showcasing how digital tools can complement traditional storytelling methods, creating a dynamic and immersive learning experience.

The session concluded with a reflective discussion where participants shared their insights and identified ways to integrate storytelling into their future teaching practices. The emphasis was on creating an inclusive and engaging classroom environment through the art of storytelling.

Conclusion:

The Art of Storytelling session proved to be an enriching experience for education students, equipping them with practical skills and insights to make their teaching more captivating and effective. The integration of storytelling into educational practices promises to create a more engaging and memorable learning experience for students, fostering a love for learning that extends beyond the confines of the classroom.


Name and Signature of In Charge: Ms. Sofia Edroos



Mumbai, Maharashtra, India
Anderson annexe building, Bhulabhai Desai Marg, Cumballa
400026, India
Lat 18.969446°
Long 72.807876°
12/02/24 01:47 PM GMT +05:30



Mumbai, MH, India
Vivek Singh Lane, Cumballa Hill, Mumbai, 400026,
MH, India
Lat 18.969427, Long 72.807906
02/12/2024 01:40 PM GMT+05:30
Note : Captured by GPS Map Camera



Mumbai, MH, India
Vivek Singh Lane, Cumballa Hill, Mumbai, 400026,
MH, India
Lat 18.969459, Long 72.807913
02/12/2024 01:06 PM GMT+05:30
Note : Captured by GPS Map Camera



Mumbai, MH, India
Vivek Singh Lane, Cumballa Hill, Mumbai, 400026,
MH, India
Lat 18.969438, Long 72.807938
02/12/2024 01:07 PM GMT+05:30
Note : Captured by GPS Map Camera



Sophia College for Women
(Empowered Autonomous)



Department of Education
organizes

2 Day Internship Programme

Date: Tuesday 13 Feb & Wednesday 14 Feb
Venue: Gundavali Municipal Public School, Andheri East
Time: 12.30pm to 4.30pm
Resource Person: Prof. Adonis Braganza

Event: 2 Day Internship Programme for students of Department of Education.

Date: 13 and 14 February 2024

Time: 12:30 pm – 4:30 pm

Venue: Gundavali and Nityanand Mumbai Public School, Andheri (E)

Resource person: Mr. Adonis Braganza

Introduction:

The two-day teacher training internship at a local Mumbai school was a comprehensive and immersive experience, providing valuable insights into the dynamics of teaching, professional development and effective classroom management. The internship aimed to bridge the gap between theoretical knowledge acquired in classrooms and the practical application of teaching strategies in a real educational setting.

Day 1: Classroom Observation and Pedagogical Insights

Learning Objectives:

1. Classroom Dynamics and Management:

- Gain an understanding of various classroom management techniques.
- Observe different teaching styles and their impact on student engagement.

2. Pedagogical Strategies:

- Explore diverse teaching methods and their applicability in different subjects.
- Reflect on the effectiveness of interactive and participatory learning approaches.

3. Student Engagement and Assessment:

- Analyze strategies for keeping students actively engaged in the learning process.
- Examine methods of formative and summative assessment and their role in effective teaching.

4. Inclusive Education:

- Observe inclusive teaching practices that cater to diverse learning needs.
- Reflect on the importance of creating an inclusive and welcoming classroom environment.

Day 2: Practical Teaching Experience and Reflection

Learning Objectives:

1. Lesson Planning and Execution:

- Participate in the creation of a lesson plan, incorporating learned pedagogical strategies.
- Execute a portion of a lesson under supervision, applying theoretical knowledge to practice.

2. Adaptability and Flexibility:

- Learn to adapt lesson plans in response to unexpected situations.
- Explore the importance of flexibility in meeting the needs of diverse learners.

3. Effective Communication:

- Develop communication skills with students, colleagues, and parents.
- Understand the role of clear communication in maintaining a positive learning environment.

4. Reflective Practice:

- Engage in reflective sessions to analyze personal teaching experiences.
- Identify strengths and areas for improvement in teaching methods and classroom management.

5. Collaboration and Professionalism:

- Collaborate with fellow interns and teachers on various tasks.
- Understand the professional responsibilities and ethics associated with the teaching profession.

Conclusion:

This two-day internship aims to provide education department students with a holistic experience in the field of teaching. By combining classroom observation with practical teaching experience, the students gained valuable insights into the intricacies of effective pedagogy, classroom management, and inclusive teaching practices.

Throughout the internship, emphasis was placed on the development of critical skills such as adaptability, effective communication, and collaborative teamwork. The interns were encouraged to actively participate in reflective practices, fostering a habit of self-assessment and continuous improvement. This hands-on experience will contribute significantly to their professional growth, preparing them for the challenges and opportunities they will encounter in their future careers as educators.



Name and Signature of In Charge: Ms. Sofia Edroos



Mumbai, Maharashtra, India
 B-501, Scindia Society, Bima Nagar, Andheri East, Mumbai
 Lat 19.116942°
 Long 72.853136°
 13/02/24 03:35 PM GMT +05:30



Mumbai, Maharashtra, India
 B-101, Bima Nagar, Andheri East, Mumbai, Maharashtra 400053, India
 Lat 19.11688°

Day 1



Mumbai, Maharashtra, India
 202, near NATRAJ STUDIO, Bima Nagar, Andheri East, Mumbai, Maharashtra
 Lat 19.116899°
 Long 72.853399°
 13/02/24 04:09 PM GMT +05:30



Mumbai, Maharashtra, India
 B-101, Bima Nagar, Andheri East, Mumbai, Maharashtra
 Lat 19.116899°





Sophia College for Women
(Empowered Autonomous)

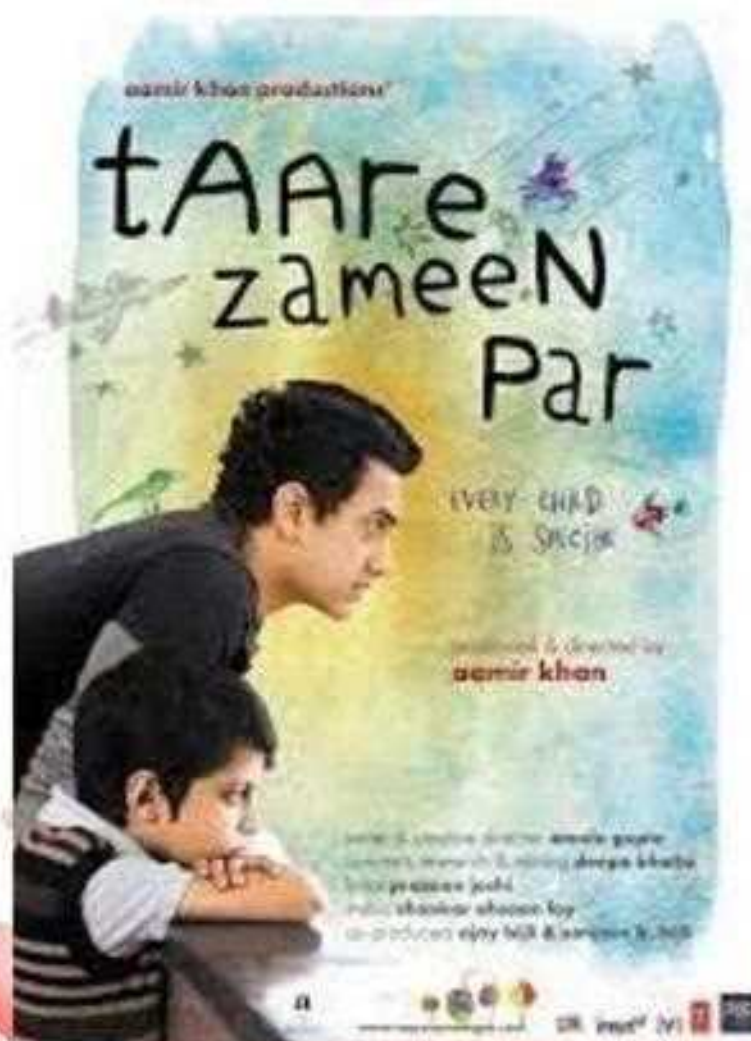


Department of Education
presents

A Session on

Content Analysis

through Screening of the Movie



Date: Saturday 17th Feb
Time: 10.00am to 11.30am
Venue: AVF

Event: Content Analysis Session on "Taare Zameen Par" - Unveiling Pedagogical and Social Themes

Date: Saturday 17 February 2024

Time: 10:00 am to 11:00 am

Venue: AVF

Resource person: Ms. Sofia Edroos

Introduction:

A recent content analysis session centered around the acclaimed Bollywood film "Taare Zameen Par" provided participants with a profound exploration of the movie's content, delving into its pedagogical and social dimensions. This report encapsulates the key insights and analytical perspectives unearthed during this enriching session.

Pedagogical Insights: The content analysis session began by dissecting the pedagogical aspects of "Taare Zameen Par." Participants explored the portrayal of diverse teaching methodologies and the impact of teacher-student relationships on a child's learning journey. The film's depiction of unconventional teaching approaches and the importance of recognizing individual learning styles sparked thoughtful discussions.

Inclusive Education: A significant theme analyzed was the film's representation of inclusive education. Participants critically examined how the story addressed the challenges faced by a dyslexic child within the conventional education system. The session fostered reflections on the role of educators and institutions in creating inclusive environments for students with diverse learning needs.


Family Dynamics and Emotional Well-being: Content analysis extended to the portrayal of family dynamics and their influence on a child's emotional well-being. Participants discussed the sensitive portrayal of parental expectations, the pressures of academic performance, and the importance of emotional support in a child's developmental journey. The film's nuanced exploration of familial relationships prompted reflections on the broader societal context.

Social Stigmas Surrounding Learning Disabilities: The session delved into the societal stigmas surrounding learning disabilities, as depicted in the film. Participants critically analyzed the portrayal of societal attitudes towards differences in learning abilities and how these perceptions impact the child's self-esteem and sense of belonging.

Visual and Narrative Elements: Beyond thematic analysis, participants scrutinized the film's visual and narrative elements. The use of symbolism, cinematography, and storytelling techniques was examined to understand how these elements contributed to the overall impact of the movie and its ability to convey complex themes effectively.

Conclusion:

In conclusion, the content analysis session on "Taare Zameen Par" provided participants with a nuanced understanding of the movie's multifaceted content. By exploring pedagogical approaches, inclusive education, family dynamics, societal stigmas, and cinematic elements, participants gained valuable insights into the film's educational and social significance. This session not only deepened the appreciation for the artistry of filmmaking but also sparked meaningful reflections on the broader implications of the movie's content in the context of education and societal attitudes towards learning differences.


Name and Signature of In-charge:

[SOFIA · EDROOS]



GPS Ma

Mumbai, Maharashtra, India

XR95+W4C Science Building, SOPHIA COLLEGE, Sophia College Dr, Cumbal
Mumbai, Maharashtra 400026, India

Lat 18.969682°

Long 72.807649°

17/02/24 10:33 AM GMT +05:30



GPS Ma

Mumbai, Maharashtra, India

XR95+W4C Science Building, SOPHIA COLLEGE, Sophia College Dr, Cumbal
Mumbai, Maharashtra 400026, India

Lat 18.969692°

Long 72.807641°

17/02/24 10:32 AM GMT +05:30



GPS Ma

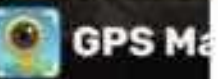
Mumbai, Maharashtra, India

XR95+W4C Science Building, SOPHIA COLLEGE, Sophia College Dr, Cumbal
Mumbai, Maharashtra 400026, India

Lat 18.969691°

Long 72.807634°

17/02/24 10:32 AM GMT +05:30



GPS Ma

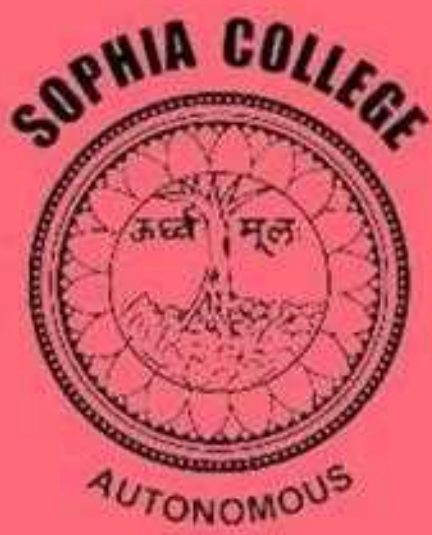
Mumbai, Maharashtra, India

XR95+W4C Science Building, SOPHIA COLLEGE, Sophia College Dr, Cumbal
Mumbai, Maharashtra 400026, India

Lat 18.969691°

Long 72.80767°

17/02/24 11:25 AM GMT +05:30



Sophia College for Women
(Empowered Autonomous)

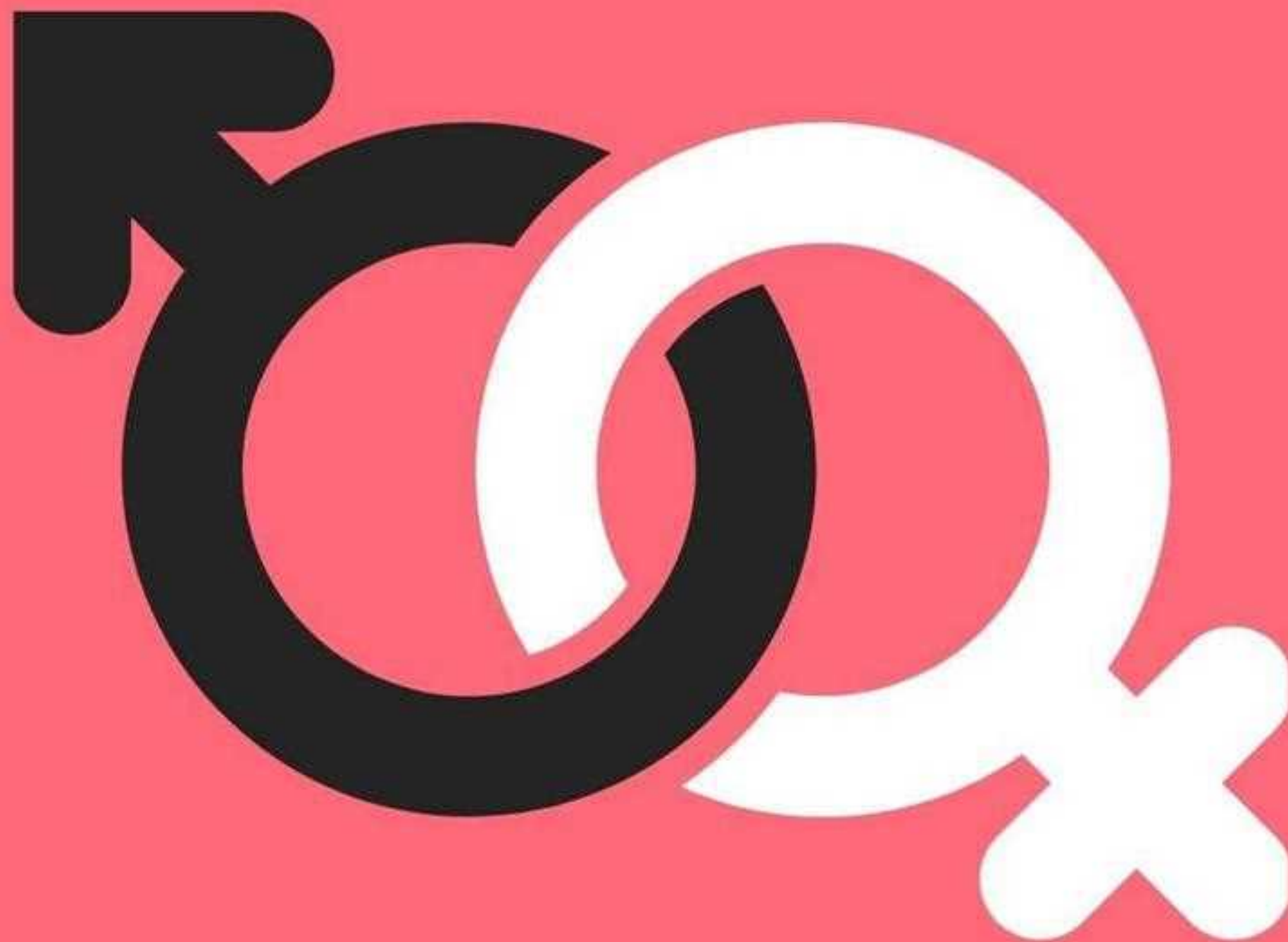


Department of Education

organizes

a Session on

Gender Equality in School



Date: Friday, 23rd Feb 2024

Venue: Room 30

Time: 9.00am to 10.00 am

Resource Person: Dr. Ivan John



Event: A talk on Gender Equality in schools.

Date: Friday 23 February 2024

Time: 9:00 am to 10:00 am

Venue: Room 30

Resource person: Dr. Ivan John

Introduction:

A compelling talk on gender equality in schools for college students delivered an impactful message, emphasizing the urgent need for collective action in creating inclusive educational environments. The following report encapsulates the key insights and takeaways from this crucial discourse.

The following learning objectives were achieved:

Awareness and Understanding: The talk initiated with an exploration of the foundational concepts of gender equality, providing college students with a clear understanding of its importance in contemporary education. Students gained insights into historical inequalities and the impact of gender stereotypes on students' experiences in schools.

Challenging Implicit Bias: A significant portion of the talk was dedicated to unraveling implicit biases and their implications in perpetuating gender disparities. College students were encouraged to critically examine their own biases and consider the role they might play in reinforcing stereotypes in the classroom.

Inclusive Practices in Education: The talk emphasized the adoption of inclusive teaching practices to accommodate diverse learning styles and preferences. Strategies for creating a supportive and affirming classroom environment for all students, regardless of gender, were discussed, encouraging college students to implement these practices in their future roles as educators.

Combatting Gender-Based Violence: The speaker shed light on the prevalence of gender-based violence and bullying in educational settings. College students were equipped with knowledge on recognizing and addressing such behaviors, fostering a commitment to creating safe and respectful spaces within schools.

Advocacy and Leadership: The talk concluded by motivating college students to become advocates for gender equality within their academic and professional spheres. Students were encouraged to leverage their positions as future educators to effect positive change and contribute to dismantling systemic barriers.

Conclusion:

In conclusion, the talk on gender equality in schools served as a catalyst for awareness, reflection, and action among college students. By addressing implicit biases, promoting inclusive practices, and fostering a commitment to combat gender-based violence, college students are better prepared to champion gender equality in their future roles as educators and leaders. The talk underscored the transformative power that college students hold in shaping the narrative towards a more equitable and inclusive educational landscape, ensuring that schools become spaces where every student, irrespective of gender, can thrive and fulfill their potential.



Name and Signature of In-charge:

[SOFIA EDROOS]





Sophia College for Women
(Empowered Autonomous)



GRACIOUS GIVING



Cancer Aid Drive

Join us in making a difference!

To provide aid to cancer
patients admitted to
Tata Memorial Hospital
and their families

What can you donate?

Clothes. Soaps. Dry packed food.

Sationary. Sanitary pads.

Masks. Caps. Scarfs.



Organized by Department of Microbiology
in association with Department of Education

+9198339 63786
+918454822152

Event: Cancer Aid Drive

Date: Monday 26 February 2024

Time: 11:00 am to 2:00 pm

Venue: Tata Memorial Hospital

Resource person: Ms.

Introduction:

In a commendable initiative, the Department of Education in collaboration with Department of Microbiology recently organized a Cancer Aid (Donation) Drive, uniting students, faculty, and the local community in a collective effort to support those affected by cancer. This report outlines the key aspects of the donation drive, highlighting its impact on fostering community solidarity and raising awareness about the challenges faced by cancer patients.

Philanthropic Endeavor: The Cancer Donation Drive spearheaded by the Department of Education aimed to contribute to the welfare of cancer patients by collecting financial aid, medical supplies, and essential resources. This philanthropic endeavor showcased the department's commitment to social responsibility and community engagement.

Student and Faculty Involvement: The drive garnered significant participation from both students and faculty members. Numerous student-led initiatives, such as awareness campaigns, fundraising events, and educational workshops, demonstrated the active involvement of the academic community in addressing the broader social issues related to cancer.

Community Outreach: Beyond the campus boundaries, the Department of Education extended its outreach to the local community. Collaborating with local businesses, organizations, and residents, the donation drive sought to create a network of support for cancer patients, emphasizing the importance of community solidarity in facing health challenges.

Awareness Campaigns: Integral to the donation drive were awareness campaigns designed to educate the public about various types of cancers, preventive measures, and the emotional and financial struggles faced by cancer patients. The Department of Education played a pivotal role in dispelling myths and fostering a compassionate understanding of the impact of cancer on individuals and families.

Transparent Resource Allocation: To ensure transparency and accountability, the Department of Education implemented clear procedures for the allocation of resources collected during the drive. Regular updates and communication were provided to donors and participants, reinforcing trust and reinforcing the impact of their contributions.



Conclusion:

The Cancer Donation Drive organized by the Department of Education stands as a testament to the transformative potential of academic institutions in addressing societal challenges. By fostering collaboration, raising awareness, and mobilizing resources, the department has not only supported cancer patients but also cultivated a sense of social responsibility among students and faculty. The success of this initiative underscores the positive impact that education can have beyond the classroom, shaping compassionate and socially conscious individuals who actively contribute to the well-being of their communities.



Name and Signature of In-charge:

[SOFIA EDROOS]



Cancer aid drive for patients of Tata memorial cancer hospital, Parel organized by Department of Education in Association with Department of Microbiology.