



An Institution of
the Society for the Higher Education
of Women in India

Sophia College for Women
Empowered Autonomous

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Curriculum Design and Development Policy

1.	Administrative Policy Number (APN): SCWAPN/11	Functional Area: Systematic planning, design, implementation, and evaluation of educational programs.
2.	Brief Description of the Policy:	Purpose: fostering innovation, flexibility, and continuous improvement. Audience: All stakeholders of the organization.
3.	Policy Applies to:	All stakeholders of the organization
4.	Effective from the Date:	26 th November, 2018
5.	Approved by:	College Development Committee (CDC)
6.	Responsible Authority	IQAC
7.	Superseding Authority	Principal
8.	Last Reviewed/ Updated:	New policy
9.	Reason for the policy	ensuring curriculum alignment with educational standards, goals, and student needs
10.	References for the policy	UGC/ NAAC/ University/ RUSA, etc

Introduction

The College has a well-defined policy on designing and developing its curriculum based on the following aspects:

- Vision and Mission of the College
- Guidelines and regulations of academic regulatory bodies, namely, University Grant Commission and University of Mumbai.
- Meeting up the quality indicators set by other authorities of Higher Education
- Promoting global standards and encompassing student diversity

Sophia College for Women embodies excellence in education, dedicated to delivering outcome-oriented academic programs that align with students' life and career aspirations. With a focus on fostering a cohesive, inclusive, and dynamic environment, the college empowers learners to realize their full potential and apply their core values to personal growth and societal contribution, thus aiding in national development. Central to its mission is the meticulous curation of a proactive, comprehensive, and tailored curriculum, ensuring relevance and effectiveness across the diverse array of programs and courses offered.

The college strives to develop a curriculum that is both effective and resilient, aligning its Course Outcomes (COs) with Program Outcomes (POs), and Program Specific Outcomes (PSOs), while adhering to the levels of learning in Bloom's Taxonomy. With a focus on addressing industry demands as well as local, regional, national and global needs, the college is committed to introducing skill-based programs that prepare students for the ever-evolving job market and programme that cater to diversity, environment and developmental needs.

At Sophia College for Women, the curriculum policy stands as the guiding light for academic excellence and career advancement. We are dedicated to crafting an innovative and enriching curriculum that serves as a catalyst for both educators and learners. Our curriculum is designed to foster interdisciplinary learning, cultivate essential skills, and instil values crucial for personal and professional growth.

In line with our mission, the curriculum policy of Sophia College for Women is dedicated to crafting a dynamic curriculum. This curriculum emphasizes interdisciplinary and multidisciplinary learning, alongside the development of essential skills, values, and courses that enhance employability. Our goal is to nurture six key capacities in our students

1. **Cultivating Comprehensive Understanding:** Fostering deep comprehension among students to promote holistic learning.
2. **Nurturing Research Mindsets:** Cultivating a passion for research and fostering scientific inquiry.
3. **Enhancing Skills:** Strengthening problem-solving and decision-making skills to empower students.
4. **Stimulating Creativity:** Encouraging lateral thinking and critical analysis to inspire innovative thinking.
5. **Career Readiness:** Equipping students with the confidence and skills necessary for success in a competitive job market.
6. **Fostering Civic Engagement:** Empowering students to become responsible citizens and contribute to national progress through scientific exploration.
7. **Promoting Social Awareness:** Cultivating empathy and advocacy for marginalized communities to foster a more inclusive society.
8. **Delivering a Value-Based Curriculum:** Providing quality education to enrich students' minds and develop their character.
9. **Developing Research Capabilities:** Encouraging critical thinking and a lifelong love for learning through research-oriented coursework.
10. **Emphasizing Industry-Relevant Learning:** Prioritizing practical application and hands-on experience to prepare students for real-world challenges.
11. **Enhancing Employability Skills:** Equipping learners with vocational and entrepreneurial competencies to thrive in diverse professional settings.

12. Integrating Ethical and Cultural Awareness: Designing a curriculum that emphasizes professional ethics and cultural sensitivity to prepare students for a globalized world.

The college shall strive towards academic excellence through the strong foundations of learner centric, knowledge based, value based and need based curriculum, enabling the empowerment of each and every student and to stimulate their conscience with a quest for excellence and knowledge.

Statutory Bodies to be involved in Curriculum Design and Development Process:

1. **Governing body of the college**
2. **Academic council**
3. **Board of studies of each subject**

Composition of Governing Body

Sr no	Category Name
1.	Chairperson
2.	University nominee
3.	Member of SHEWI
4.	Member of SHEWI
5.	Member of SHEWI
6.	Senior teacher
7.	Senior teacher
8.	Educationist

Sr no	Category Name
9.	UGC nominee
10.	State Government nominee
11.	Member of SHEWI
12.	Principal

Composition of Academic Council

1. Principal (Chairman)
2. Not less than four experts/ academicians from outside the college representing such areas as Industry, Commerce, Law, Education, Medicine, Engineering, Science etc. to be nominated by the Governing Body
3. Three nominees of the University not less than Professors
4. A faculty member nominated by the Principal (Member Secretary)
5. HoDs from all departments
6. Four teachers of the college representing categories of teaching staff by rotation on the basis of seniority of service in the college.

Composition of Board of Studies (BoS)

1. Head of the Department concerned (Chairman)
2. The entire faculty of each specialization
3. Two subject experts from outside the Parent University to be nominated by the Academic Council
4. One expert to be nominated by the Vice Chancellor from a panel of six recommended by the College Principal

5. One representative from Industry / corporate sector / allied area relating to placement
6. One postgraduate meritorious alumnus to be nominated by the principal.
7. The Chairman, Board of Studies, may with the approval of the principal of the college, co-opt:
8. Experts from outside the college whenever special courses of studies are to be formulated
9. Other members of staff of the same faculty.

Structure

The curriculum shall contain details related to

- the number of semesters
- Credit pattern for core and elective papers.
- list of reference material and question paper pattern.
pattern of evaluation: internal and external

Process

Curriculum Design and Development Process

The college will adhere to a systematic approach in developing and restructuring curriculum content, ensuring relevance to current trends by incorporating feedback from stakeholders. To maintain global relevance, the curriculum will undergo revision every three years, including skill-based certificate courses and add-on courses. The formulation and revision of Programme Outcomes, Programme Specific Outcomes, Course Outcomes, and Course Objectives will be aligned with the college's vision and mission, in accordance with UGC guidelines.

1. The faculty of the department/programme shall draft the syllabus for each course.

2. The syllabus of each course shall be placed before the Board of Studies, by the Department, at its bi-annual meeting.
3. The syllabus revision followed will be in accordance with the university rule of syllabus revision stipulated for autonomous colleges under the university of Mumbai. As per the same not more than 20 percent revision of the syllabus is recommended at one go. And the syllabus of each department may be revised atleast once in every three years.
4. After revising the syllabus, as per the suggestions, if any, given by the Board of Studies, and getting it passed by it, the same shall be placed before the Academic Council for its approval.
5. After considering the suggestions, if any, given by the Academic Council, the revised syllabus shall be placed before the Governing Body.
6. The syllabus for each course for each year will be posted on the college website.

A.P. Pahl
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IQAC Coordinator

Coordinator
IQAC
Sophia College



Sharda Pahl

Principal

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