



OFFICE OF THE PRINCIPAL

Sophia College for Women
Empowered Autonomous

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

TEACHING AND LEARNING POLICY

1.	Administrative Policy Number (APN): SCWAPN/45	Functional Area: Teaching and Learning Policy Management.
2.	Brief Description of the Policy:	Purpose: To establish guidelines and strategies for fostering effective pedagogy, curriculum development, and assessment practices, ensuring high-quality education delivery. Audience: Teachers and Students
3.	Policy Applies to:	Teachers and Students
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	To optimize student learning outcomes, support faculty professional development, and uphold academic standards, thereby promoting excellence in teaching and learning within the institution.
10.	References for the policy	UGC/ NAAC/ University/ RUSA, etc

1. Introduction

This policy provides a framework for creating excellent teaching-learning and evaluation at Sophia College for Women in every aspect of curriculum design, support and delivery. It reflects the vision, mission, core values and strategic objectives of the College.

2. Policy Statement

Sophia College for Women prioritizes holistic learning and skill acquisition across various disciplines, acknowledging the diverse avenues through which learning takes place. The college is dedicated to providing inclusive and high-quality educational programs that cater to students from diverse backgrounds. As an Outcome-Oriented learning organization, Sophia College emphasizes the continuous enhancement of its academic offerings and support services to effectively meet the needs of its students and stakeholders. Through this Policy, the college ensures that students acquire Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), leading to academic success, career readiness, further education opportunities, a commitment to lifelong learning, and personal fulfillment.

3. General Principles

Sophia College for Women is dedicated to:

3.1 Prioritizing Learning: The college emphasizes creating environments that foster active and inclusive learning, aiming to promote high-quality, differentiated learning experiences.

3.2 Achieving Outcomes: Teaching-learning activities center on attaining Course Outcomes (COs), Programme Specific Outcomes (PSOs), and Programme Outcomes (POs) to ensure educational effectiveness.

3.3 Cultivating Life and Work Skills: Enhancing students' English language proficiency, critical thinking abilities, ethical behavior, and decision-making skills to prepare them for life and work. 3.4 Encouraging Active Learning: The college engages students in active and experiential learning methods, fostering ownership and responsibility for their learning, supported by effective assessment strategies and constructive feedback.

3.5 Fostering Learner-Centered Education: Providing accessible education that accommodates diverse student backgrounds, learning styles, and needs, offering stimulating learning experiences and real-world progression opportunities. 3.6

Recognizing Individual Learning Levels: Acknowledging students' varying levels of knowledge and skills, the college formally recognizes individual learning abilities and strives to nurture and enhance them.

3.7 Promoting Employability and Lifelong Learning: The college aims to enhance students' employability and instill a commitment to lifelong learning through industry-relevant curricula and skill development.

3.8 Aligning with the College's Vision and Mission: Through the attainment of Programme Outcomes, students contribute to the college's vision of nurturing individuals who lead purposeful lives and serve society, ensuring alignment with the college's overarching goals.

Program outcomes for various academic streams

BA Program

- Develop their full intellectual potential through an extensive and collaborative academic experience.
- Analyse and discern different situations and develop value-based convictions.
- Develop a degree of self-reliance that will enable them to respond with courage and sensitivity to personal and social issues.
- Understand and respond constructively to women's issues, human rights and environmental issues.
- Look at the world from the perspective of the less privileged and respond with concern and in a humane manner.
- Be a part of this globalized world with a sense of a secular and multicultural national identity as well as respect for and tolerance of all cultures and religions.

BSc. Program

- Build a strong foundation in core concepts of science
- Understand the interconnectivity of various scientific fields

- Handle challenges of higher education, research and industry
- Express themselves effectively and concisely
- Lead and collaborate on professional projects
- Engage in service to the society

BSc. IT Program

- The Learner will be able to demonstrate a strong understanding of fundamental concepts in information technology including programming, databases, networking, and software engineering principles.
- The Learner will be able to apply technical skills in software development, system analysis, and design using contemporary tools and technologies.
- The Learner will be able to have proficiency in identifying, formulating, and solving IT-related problems using appropriate techniques, algorithms, and methodologies.
- The Learner will be able to have understanding of project management principles and methodologies relevant to IT projects, including planning, scheduling, and resource management
- The Learner will be able to have effective communication skills, both oral and written, necessary for articulating technical concepts and collaborating in a team environment.

BA(SCJ)/BMM Program

- Examine mass media as an all-encompassing ideological and communication experience globally
- Discuss and investigate the political, economic, social, cultural and environmental implications of consuming media messages
- Design and create media messages and content, from strategic communication (including advertising, branding, public relations, media planning, and digital marketing) to journalism across different platforms

- Evaluate, through contemporary theory and practical application, their role as future creators of media messages in a constantly evolving and demanding industry
- Prioritize the need for the ethical application of the ideas taught in the programme to become responsible consumers and producers of media content

M.Sc. Program

Become independent in their learning process.

- Design and execute research projects.
- Analyze and interpret data to draw meaningful conclusions.
- Gain experience in communicating their work to a broader audience.
- Meet skill requirements of industry and research.
- Navigate ethical dilemmas that may arise in their work.
- Identify opportunities, take risks, and create innovative solutions to real-world problems.
- Turn out as responsible professionals who contribute positively to the society.

MA Program

- Attainment of knowledge in Discipline.
- Trained to acquired skill to function in multidisciplinary fields.
- Attained ability to exercise Research Intelligence in investigations and Innovations.
- Learn Ethical Principles and be committed to Professional Ethics.
- Incorporated Self-directed and Life-long Learning.
- Obtained Ability to work in diverse contexts with Global Perspective.
- Attained maturity to respond to situations in a composed way.

Ph.D. Program

- Researchers would be able to carry out systematic research study independently by developing the research outline with a well-structured experimental design.
- Researchers would gather comprehensive knowledge about the field of research through extensive literature reading and course work.
- Researchers would demonstrate academic integrity by carrying out ethical research practices and by using plagiarism detection software tools, giving appropriate citations and acknowledgements and all such governing norms.
- Researchers would be able to prepare themselves for a productive research career by publishing research papers, presentations at research conferences, and writing grant proposals.
- Researchers would participate in various academic activities that promote scientific aptitude such as workshops, interdisciplinary research seminars, popular science article writing, etc. demonstrating the values of our institutional research culture.

Quality Assurance in the Foods, Pharmaceuticals & Allied Industries Program

- develop a sensitivity to 'Quality' and 'Integrity' in every aspect of their work and professional conduct.
- acquire the practical expertise and soft-skills required to function successfully in Industry.
- apply 'Quality' concepts in any Food, Pharmaceutical or Allied Industry.
- On completing the program students are ready to join Industry to pursue a variety of 'Quality' related careers

3.9 Embracing Inclusivity: Sophia College fosters an inclusive learning environment where continuous learning is embraced by all stakeholders, including management,

faculty, and students, with a commitment to providing equitable access to education through scholarships and support for students facing financial challenges.

3.10 Leveraging Technology for Continuous Improvement: The college prioritizes the integration of educational technology to enhance teaching and learning experiences, ensuring ongoing improvement through regular course reviews and feedback from key stakeholders.

4. Operational Principles of Teaching Learning and Evaluation

4.1 Quality of courses

During curriculum revision it is ensured that all course outcomes are measurable and have observable attainment levels. The course outcomes are set at the higher levels of Bloom's Taxonomy. During assessment also care has to be taken to ensure the assessment of higher levels

of learning in Blooms taxonomy.

4.2 Assessment of Learning Outcomes

Course outcome attainments are directly measured through multiple assessments .

Rubrics are shared to the students prior to assessment. Assessment of a course is done through

Continuous Assessment (CA) and Semester End Assessment (SEE).

The SEE captures the attainment of all course outcomes.

Question papers are generated by the faculties from the respective departments under the supervision of the Head of the departments. They are vetted internally/ externally to guarantee full syllabus coverage.

Assessments are done by respective faculties , moderated by experts internal or external in the same subjects. Provisions are given to students for verification of marks and

reevaluation. Grades are entered into MIS by the evaluating faculty preventing possibilities of the clerical errors.

4.3 Teachers are supported in their practice

- Equipping them with necessary resources and facilities to facilitate teaching and learning.
- Promoting the integration of educational technologies to enhance teaching practices.
- Acknowledging and incentivizing outstanding teaching and support.
- Facilitating continuous professional development opportunities for teachers.
- Fostering a culture of sharing best practices and collaborative learning across the institution.
- Encouraging scholarly exploration and research in the field of teaching and learning.

A.P. Pahl

IQAC Coordinator



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