

Policy for Design of Courses

The policy for design of courses is enforced as per following:

1. Course material and rigor shall be designed according to the level of the course, as per following;
 - a. Primary focus of 100 and 200 level courses shall be on key terminologies and methodologies of the field. At 100 level participants shall be provided introduction and definitions of basic concepts, whereas 200 level course shall provide acquaintance with methodology and scope of the subject itself.
 - b. 300 and 400 level course shall focus on theoretical concepts. At 300 level participants shall understand theoretical concepts and have the ability to obtain relevant information in the field through the proper use of libraries. At 400 levels, participants shall be developed to work independently under supervision of faculty to explore emerging trends and challenges of the field.
 - c. 500 to 600 level courses shall focus on application and integration of knowledge. At 500 level participants shall learn application of the concepts in the given situations. At 600 level participants shall be able assess the outcomes of application on concepts into practice, critical think, and integrate frameworks of knowledge.
 - d. 600 plus level course shall be designed as Research Courses. The outline shall recommend reading material from three sections: most recent published articles in the last three years, the very classic foundation of the discipline and its primary scholars and ideas, the middle level who built upon the foundation.
 - e. Program roadmaps and allocation of course codes/levels shall be decided by the respective Program Directors in the light of HEC guidelines and vision and mission of the school.
2. Every course shall develop learning outcomes in synchronization of program learning goals. Link of course learning goals with program learning goals shall be clearly articulated in the Course Outline.
3. As per HEC rules course shall be taught with respect to credit hours. On credit hours shall entail 15 hours of contact time/class room engagement.
4. Course outline shall be revised and updated annually in view of the contemporary requirement and advancement in the field.
5. If a course is being taught by multiple faculty members the contours of the course and workload shall be mutually agreed by the respective faculty and approved by the concerned COD.

6. At least 10 assessments shall be used in each course.
7. Plagiarism, class room rules, attendance policy and dress code shall be clearly mentioned in the course outline.
8. Latest edition of the prescribed books shall be used in each course. Additionally Resource Person shall give updated useful links and reference reading to participants.
9. All business courses shall inculcate indigenous and contextualized teaching material and assessments to develop understanding of the participants regarding contemporary needs of the local market in comparison with international context. The courses shall include at least two indigenously focused pedagogical tools and one assessment tool.
10. All business courses shall include an internationalization facet in teaching material and assessment to create international orientation among participants. Internationalization facet shall be clearly mentioned in course objectives, calendar of activities and assessments section of course outlines.
11. Environment protection and sustainability has become an important area of concerns for the organizations all around the world. Being a globally responsible business school, SBE shall include sustainability in the curriculum of all business courses.

For implementation of the above policy the following process shall be adopted:

1. As outlined in University Charter, each new course shall be approved by Faculty Board and Academic Council, having representatives from industry for ensuring indigenous perspective.
2. Faculty members shall be required to include at least one teaching tool (such as case studies, news paper articles, chapter/extracts of a book etc) for each of following components
 - (1) indigenous (2) internationalization, (3) sustainability and ethics
3. In Every course, at-least one formative assessment shall be focused on each of the following facets
 - (1) indigenous context (2) internationalization (3) sustainability (4) ethics
4. The selected pedagogical and assessment tools, for the above mentioned facets, shall be clearly reflected in course outlines.
5. Implementation of the policy guidelines will be ensured by the respective Chair Persons of Departments (CoDs).