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Jindal Global Business School  
*Course Outline*

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Course Title	Diversity and Inclusion Management
Core or Elective	Elective
Programme and Batch	BBA, BBA-BA, BBA-FB, BBA-FM
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	Organizational Behavior and Human Resource Management
Name of the Faculty Member/Course Instructor	Prof. Deepanshu Wadhwa
Contact Details of the Faculty Member	<a href="mailto:deepanshu.wadhwa@jgu.edu.in">deepanshu.wadhwa@jgu.edu.in</a>
Contact Details of Support Staff	igbs-co@jgu.edu.in
Faculty Member's Open Office Day/s & Time	To be communicated later

### Introduction to the Course

Organizations around the world are consciously hiring a diverse workforce. However, managing this diverse workforce is a huge challenge in the societal contexts where Diversity & Inclusion (D&I) initiatives are getting challenged. This course aims to go beyond the idea of diversity and inclusion as a mandate and tries to understand the principles underlying the existence of diversity and inclusion in organizations. The course might help management students to develop an understanding of D&I in organizations. It borrows theories and insights from disciplines such as social psychology, sociology, organizational behavior, and organizational theory. The course will give students the opportunity to learn about different social identities, understand D&I from individual, group, and organizational levels of analysis, practice managing D&I-related conflicts, and understand the idea of becoming an inclusive leader. The course also delves into recent challenges in D&I, focusing specifically on the ongoing backlash against D&I globally and the positive and negative roles of technology (e.g., Artificial Intelligence) in managing D&I in organizations. Overall, the course seeks to provide management students and, hence, organizations, the techniques to become more “inclusive.”

### Course Learning Objectives

At the end of the course, students should be able to

CLO1- Understand the basic concepts and specifications of Diversity, Equity, and Inclusion.

CLO2- Understand the role of D&I in organizations.

CLO3- Articulate strategies for managing D&I-related challenges in organizations.

### Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)
		Students will be able to
1	<b>Inclusive Global Citizenship:</b> Ability to understand Indian and global D&I issues and to act with sensitivity towards them.	1. Understand D&I issues in Indian organizations
		2. Understand D&I issues in Global organizations
		3. Demonstrate sensitivity towards D&I issues
		4. Demonstrate sensitivity towards different social groups
2	<b>Sensitive communication:</b> Ability to exchange ideas and information in a more sensitive and ethical manner	5. Present their ideas with psychological safety
		6. Write in a comprehensive manner
		7. Use sensitive language during communication
3	<b>Inclusive Thinking:</b> Ability to identify, analyze D&I-related problems, and propose effective solutions	8. Identify major D&I issues in a business
		9. Examine information from different sources
		10. Draw inferences from analysis
4	<b>Collective Learning:</b> Ability to work and contribute effectively in group settings	11. Understand the factors to work effectively in groups
		12. Contribute effectively in groups

### CLO-PLO-PCG Assessments Mapping Matrix

Course Learning Objectives (CLOs)	Programme Learning Objectives (PLOs)	Programme Competency Goals (PCGs)	Course Assessment Item
On successful completion of the course, students should be able to:	This course helps you to develop the following Programme Learning Outcomes:	This course helps you to develop the following Programme Competency Goals:	This learning outcome will be assessed in the following items

CLO1- Understand the basic concepts and specifications of Diversity, Equity, and Inclusion.	PLO 1, PLO 2, PLO 3, PLO 4	PCG1	A1, A2, A3, A4, A5
CLO2- Understand the role of D&I in organizations.	PLO 1, PLO 2, PLO 8	PCG 1, PCG 3	A1, A3, A4, A5
CLO3- Articulate strategies for managing D&I-related challenges in organizations	PLO 5, PLO 6, PLO 7, PLO 8, PLO 9, PLO 10, PLO 11, PLO 12	PCG2, PCG 3, PCG 4	A1, A2, A3, A4, A5

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: Class Participation	10%	Individual	Ongoing	PLO 1, PLO 2, PLO 3, PLO 6, PLO 8, PLO 9, PLO 10
A2: Two Quizzes	20%	Individual	7 <sup>th</sup> and 13 <sup>th</sup> Week	PLO 1, PLO 2, PLO 6, PLO 8, PLO 9, PLO 10
A3: Midterm	20%	Individual	8th Week	PLO 1, PLO 2, PLO 6, PLO 8, PLO 9, PLO 10
A4: Group presentations	20%	Group	15 <sup>th</sup> Week	PLO 11, PLO 12
A5: Endterm Examination	30%	Individual	In Examination Week	PLO 1, PLO 2, PLO 6, PLO 8, PLO 9, PLO 10

### Description of Assessments:

**A1:** Class participation (CP): Students' active participation in class (especially in class exercises) will be the criterion for awarding CP marks. Active participation plays a crucial role in this course as conversations pertaining to diversity and inclusion form an integral part of the learning process. The evaluation will be based on the student's ability to answer questions asked by the instructor, engagement in class discussions and class activities (if any), and ability to ask high-quality questions related to the session topics.

**A2:** Quiz: There will be two quizzes on the topics covered in the class. Questions will be analytical and application-based. Each quiz will be of 15 minutes duration and conducted in the 7<sup>th</sup> and 13<sup>th</sup> weeks, respectively.

**A3:** Mid-term: Mid-terms will be pen & paper-based sit-down examinations for 90 mins. A mid-term examination will be administered to assess students' level of understanding and knowledge about the topics and concepts discussed in class till Week 7.

**A4:** Group Presentations: Students will work in groups. More details on the group presentations will be given during the class.

### Rubrics for Assessments

Your group presentation (A4) will be evaluated based on the following dimensions:

- Use of specific examples to support the analysis
- Effective linkage between the phenomenon and D&I theories or frameworks
- Quality of presentation
- Teamwork
- Organization of slides

### Teaching Method

The course pedagogy involves lectures, class discussions, case studies, class activities, written reflections, group discussions, and group presentations.

### Textbooks:

1. Baron, Robert A., and Nyla R. Branscombe. *Social psychology*. Pearson Education India, 1984.
2. Shahani, Parmesh. *Queeristan: LGBTQ inclusion in the Indian workplace*. Westland, 2024.

## Session Plan

Session Details	Topics	PLOs Covered
<b>Session 1</b>	Social Groups and Social Perceptions	PLO 1, 2, 3, 4, 5, 6,7
Objectives of the session	<ol style="list-style-type: none"> <li>1. Understanding different groups</li> <li>2. Understanding how we perceive other social groups</li> </ol>	
Subtopics to be covered	Perception, Dimensions of Social Perception, Stereotype Content Model	
Readings	<ol style="list-style-type: none"> <li>1. Baron, R. A., &amp; Branscombe, N. R. (1984). Social Psychology. Pearson Education India. Chapter 3: Social Perception – Seeking to Understand Others</li> <li>2. Cuddy, Amy Joy Casselberry, Matthew Kohut, and John Neffinger. <i>Connect, then lead</i>. University of Washington, 2013.</li> </ol>	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 2</b>	Social Identity and Stigma	PLO 1, 2, 3, 4, 5, 6,7
Objectives of the session	<ol style="list-style-type: none"> <li>1. Understanding self</li> <li>2. Understanding self identity and social identity</li> </ol>	
Subtopics to be covered	Self, Social Identity, Stereotype Threat	
Readings	<ol style="list-style-type: none"> <li>1. Baron, R. A., &amp; Branscombe, N. R. (1984). Social Psychology. Pearson Education India. Chapter 4: The Self – Answering the Question “Who Am I?”</li> <li>2. Kramer, Andrea S., and Alton B. Harris. “Why women feel more stress at work.” <i>Harvard Business Review</i> 8 (2016).</li> </ol>	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 3</b>	Diversity and Inclusion	PLO 1, 2, 3, 4, 5, 6,7
Objectives of the session	Understanding the meaning of diversity and inclusion in society and in organizations. Understanding surface and deep level diversity in organizations.	
Subtopics to be covered	<ol style="list-style-type: none"> <li>1. Understanding the meaning of diversity and different types of diversity</li> <li>2. Understanding inclusion and how it is different from diversity</li> </ol>	
Readings	Ely, Robin J., and David A. Thomas. “Getting serious about diversity: Enough already with the business case.” In <i>Readings and cases in international human resource management</i> , pp. 119-128. Routledge, 2023.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	

<b>Session 4</b>	Benefits and Challenges of Diversity and Inclusion in Organizations	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding the benefits and challenges of D&I in organizations.	
Subtopics to be covered	<ol style="list-style-type: none"> <li>1. Understanding the legal aspect of D&amp;I in organizations</li> <li>2. To understand how D&amp;I helps organizations.</li> <li>3. To understand few challenges D&amp;I initiatives face in organizations</li> </ol>	
Readings	Shahani, Parmesh. <i>Queeristan: LGBTQ inclusion in the Indian workplace</i> . Westland, 2024. Only Part 3 of the book: LGBTQ Inclusion Makes Sense, Whichever Way You Look At It.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 5</b>	Individual Level Challenges of D&I in Organizations: Part 1	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding Stereotypes at Workplace	
Subtopics to be covered	<ol style="list-style-type: none"> <li>1. To understand stereotypes associated with different actors at the workplace.</li> <li>2. To understand how the stereotypes impact employees.</li> </ol>	
Readings	<ol style="list-style-type: none"> <li>1. Baron, R. A., &amp; Branscombe, N. R. (1984). Social Psychology. Pearson Education India. Chapter 6: Causes and Cures of Stereotyping, Prejudice, and Discrimination.</li> <li>2. Gibson, K. "How to Overcome Stereotypes in Your Organization." <i>Harvard business school</i> 20, no. 09 (2022).</li> </ol>	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 6</b>	Individual Level Challenges of D&I in Organizations: Part 2	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding Prejudice at Workplace	
Subtopics to be covered	<ol style="list-style-type: none"> <li>1. Understanding negative emotions in organizations.</li> <li>2. Understanding the meaning of prejudice.</li> </ol>	
Readings	<ol style="list-style-type: none"> <li>1. Baron, R. A., &amp; Branscombe, N. R. (1984). Social Psychology. Pearson Education India. Chapter 6: Causes and Cures of Stereotyping, Prejudice, and Discrimination.</li> <li>2. DePaul, Kristi;Sawhney, Vasundhara, "Is Generational Prejudice Seeping into Your Workplace?" <i>Harvard Business Review</i> (2022).</li> </ol>	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	

<b>Session 7</b>	Individual Level Challenges of D&I in Organizations: Part 3	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding Discriminations at Workplace, Overt and Subtle Discrimination, Justification-Suppression Model of Discrimination	
Subtopics to be covered	<ol style="list-style-type: none"> <li>1. Understanding different forms (overt and subtle) of discrimination in organizations.</li> <li>2. Understanding how prejudice can lead to discrimination.</li> </ol>	
Readings	<ol style="list-style-type: none"> <li>1. Baron, R. A., &amp; Branscombe, N. R. (1984). Social Psychology. Pearson Education India. Chapter 6: Causes and Cures of Stereotyping, Prejudice, and Discrimination.</li> <li>2. Washington, Ella F. "Recognizing and responding to microaggressions at work." <i>Harvard Business Review</i> 10 (2022): 1-12.</li> </ol>	
Case Title & Number	Lectures, Videos, Experiential Learning Activities	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 8</b>	Negative Attitudes at Workplace: Part 1	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding how social attitudes impact employee behaviours, Theory of Planned Behaviour	
Subtopics to be covered	Social Dominance Orientation, Right Wing Authoritarianism, Religious Commitment Orientation	
Readings	Baron, R. A., & Branscombe, N. R. (1984). Social Psychology. Pearson Education India. Chapter 6: Attitudes: Evaluating and Responding to the Social World	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 9</b>	Negative Attitudes at Workplace: Part 2	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding the role of explicit and implicit attitudes in managing D&I	
Subtopics to be covered	Explicit and implicit attitudes, Implicit Association Test	
Readings	Gino, Francesca, and Katherine Coffman. "Unconscious bias training that works." <i>Harvard Business Review</i> 99, no. 5 (2021): 114-123.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 10</b>	Quiz, Introduction to Allyship at Workplace	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Revising the concepts and theories covered till Session 7, Understanding Allyship	

Subtopics to be covered	Understanding meaning of allyship at workplace, tools to uncover allyship at workplace	
Readings	Luthra, Poornima. "7 ways to practice active allyship." <i>Harvard Business Review Digital Articles</i> (2022).	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 11</b>	Group Level Challenges of D&I in Organizations: Part 1	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding D&I issues in groups and teams in organizations	
Subtopics to be covered	Intra and Intergroup relations, ingroup-outgroup dynamics in teams, Relational Demographics	
Readings	Baron, R. A., & Branscombe, N. R. (1984). <i>Social Psychology</i> . Pearson Education India. Chapter 11: Groups and Individuals: The Consequences of Belonging.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 12</b>	Group Level Challenges of D&I in Organizations: Part 2	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Addressing D&I issues in groups and teams in organizations.	
Subtopics to be covered	Contact Hypothesis, Direct and Indirect Contact	
Readings	<a href="https://www.linkedin.com/pulse/dr-gordon-allports-contact-hypothesis-learn-live-dr-deat-lacour-qyvze/">https://www.linkedin.com/pulse/dr-gordon-allports-contact-hypothesis-learn-live-dr-deat-lacour-qyvze/</a>	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 13</b>	Organizational Level Challenges of D&I in Organizations: Part 1	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding D&I issues in the organizational systems	
Subtopics to be covered	Real world organizational challenges for implementing D&I initiatives.	
Readings	-	
Case Title & Number	The LaLiT: Building a Transgender Inclusive Workplace	
Pedagogy	Case Study, Lectures, Videos	
<b>Session 14</b>	Organizational Level Challenges of D&I in Organizations: Part 2	PLO 1, 2, 3, 4, 5, 6,7, 8,

		9, 10
Objectives of the session	Addressing D&I issues in the organizational systems	
Subtopics to be covered	Success and failures of diversity programs in organizations.	
Readings	<ol style="list-style-type: none"> <li>1. Dobbin, Frank, and Alexandra Kalev. "Why diversity programs fail." <i>Harvard business review</i> 94, no. 7 (2016): 14.</li> <li>2. Shahani, Parmesh. <i>Queeristan: LGBTQ inclusion in the Indian workplace</i>. Westland, 2024. Only Part 4 of the book: A Five Step Guide for Making Your Workplace LGBTQ Inclusive.</li> </ol>	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 15</b>	Guest Lecture 1	PLO 7, 8, 9, 10
Objectives of the session	To Understand LGBTQ Issues at Workplace (Possible Speaker: Akshay Tyagi, Head, DEI, The LaLiT Hotels).	
Subtopics to be covered	LGBTQ+ Workforce experiences, challenges and strategies to overcome challenges.	
Readings	-	
Case Title & Number	-	
Pedagogy	Lectures, Videos	
<b>Session 16</b>	Inclusive Leadership	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	To understand the meaning of inclusive leadership in organizations	
Subtopics to be covered	Leadership, Inclusive Leadership, Role of leadership in addressing D&I issues at workplace	
Readings	Bourke, Juliet, Andrea Titus, and Andrea Espedido. "The key to inclusive leadership." <i>Harvard Business Review</i> 6, no. 3 (2020): 1-5.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 17</b>	Indian Organizational Perspective to D&I: Part 1	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	To study Indian organizational case studies to understand how Indian perspectives to D&I differs from global.	
Subtopics to be covered	Lemon Tree Hotel's Inclusion for Persons with Disability in India	
Readings/Videos	<a href="https://youtu.be/vZE35FI3wxw?si=CEkdwmDWzAh_Q1q4">https://youtu.be/vZE35FI3wxw?si=CEkdwmDWzAh_Q1q4</a> , <a href="https://youtu.be/BrLj8f8yN2E?si=p_2rg_4gj6O8E7lh">https://youtu.be/BrLj8f8yN2E?si=p_2rg_4gj6O8E7lh</a>	
Case Title &	-	

Number		
Pedagogy	Lectures, Case Study Discussion, Videos	
<b>Session 18</b>	Indian Organizational Perspective to D&I: Part 2	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	To understand challenges that Indian organizations can face while implementing D&I	
Subtopics to be covered	The case of Kochi Metro Rail Limited	
Readings/Videos	<a href="https://youtu.be/ErFrmndPPy6c?si=TvddNRyUpvpDhu6f">https://youtu.be/ErFrmndPPy6c?si=TvddNRyUpvpDhu6f</a>	
Case Title & Number	-	
Pedagogy	Lectures, Case Study Discussion, Videos	
<b>Session 19</b>	Global Organizational Perspective to D&I: Part 1	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	To understand how United States, United Kingdom, Canada and Germany differ from India towards D&I implementation in organizations	
Subtopics to be covered	Cultures and D&I, Hofstede's Dimensions and their role in D&I	
Readings/Videos	<a href="https://youtu.be/Pyr-XKQG2CM?si=9myXqFIDLmF'SriPi">https://youtu.be/Pyr-XKQG2CM?si=9myXqFIDLmF'SriPi</a>	
Case Title & Number	-	
Pedagogy	Lectures, Case Study Discussion, Videos	
<b>Session 20</b>	Quiz 2, Global Organizational Perspective to D&I: Part 2	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Backlash for D&I in United States and other Parts of the World	
Subtopics to be covered	Reasons of Backlash for D&I and possible future avenues	
Readings/Videos	Zyeng Lily. "What Comes After DEI." <i>Harvard Business Review</i> , (20215).	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 21</b>	Group Presentations	PLO 5,6,7,11,12
Objectives of the session	-	
Subtopics to be covered	-	
Readings/Videos	-	
Case Title & Number	-	
Pedagogy	-	

<b>Session 22</b>	Group Presentations	PLO 5,6,7,11,12
Objectives of the session	-	
Subtopics to be covered	-	
Readings/Videos	-	
Case Title & Number	-	
Pedagogy	-	
<b>Session 23</b>	Guest Lecture 2	PLO 7, 8, 9, 10
Objectives of the session	To Understand Issues of Persons With Disability at Workplace (Possible Speaker: Aradhana Lal, Senior VP, Sustainability and ESG, Lemon Tree Hotels).	
Subtopics to be covered	PwD Workforce experiences, challenges and strategies to overcome challenges.	
Readings/Videos	-	
Case Title & Number	-	
Pedagogy	-	
<b>Session 24</b>	Age Based Diversity Management	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding ageism and challenges of a multigenerational workforce	
Subtopics to be covered	Different age groups at work, experiences, benefits, and challenges	
Readings/Videos	Bailey, Ellen, and C. E. V. I. N. Owens. <i>Unlocking the benefits of the multigenerational workplace</i> . 2020.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 25</b>	Cultural Diversity Management	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding different cultural groups in an organization, Indian perspective and global	
Subtopics to be covered	Region based diversity, Ethnocentric policies and practices, indigenous was of managing work groups	
Readings/Videos	Jang, S., 2014. <i>Bringing worlds together: Cultural brokerage in multicultural teams</i> . Harvard University.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 26</b>	Religion Based Diversity Management	PLO 1, 2, 3,

		4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding the religion based issues at work, different religions in an Indian workplace	
Subtopics to be covered	Benefits and challenges of working in a religion-diverse organization	
Readings/Videos	Bertrand, Marianne, and Sendhil Mullainathan. "Are Emily and Greg more employable than Lakisha and Jamal? A field experiment on labor market discrimination." <i>American economic review</i> 94, no. 4 (2004): 991-1013.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 27</b>	Caste Based Diversity Management	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Caste dynamics in India	
Subtopics to be covered	Challenges of a caste diverse workforce	
Readings/Videos	Vijay, Devi, and Vivek G. Nair. "In the Name of Merit: Ethical Violence and Inequality at a Business School: D. Vijay, VG Nair." <i>Journal of Business Ethics</i> 179, no. 2 (2022): 315-337.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 28</b>	Gender Based Diversity Management	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding what is gender in India, different gender groups, and challenges they experience in organizations	
Subtopics to be covered	Male, Female, and Transgender groups, their respective workforce challenges and possible addressing mechanisms	
Readings/Videos	Transgender Persons (Protection of Rights) Act 2019	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	
<b>Session 29</b>	Disability Inclusion	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding ableism, challenges experienced by people with disability in Indian organizations	
Subtopics to be covered	Physical disabilities, Mental disabilities, Hidden disabilities	
Readings/Videos	The Rights of Persons with Disability Act 2016	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	

<b>Session 30</b>	LGBTQ+ Inclusion	PLO 1, 2, 3, 4, 5, 6,7, 8, 9, 10
Objectives of the session	Understanding the terminology and their different challenges in Indian organizations	
Subtopics to be covered	LGBTQIA+, TG Act, Rights in India, Benefits and Challenges, ways to mitigate challenges	
Readings/Videos	Shahani, Parmesh. <i>Queeristan: LGBTQ inclusion in the Indian workplace</i> . Westland, 2024.	
Case Title & Number	-	
Pedagogy	Lectures, Videos, Experiential Learning Activities	

### Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

***Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.***