O.P. Jindal Global University

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Game On – Cognitive Skills for the Competitive Edge in Gaming

Course Instructor: Dr. Vernon Dmello

Jindal Institute of Behavioural Sciences (JIBS)

3 Credit Course

SPRING SEMESTER 2026

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Office Hours: TBD. Email for a slot in advance.
Classroom: TBD
The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

PART I

Course Title: Game On – Cognitive Skills for the Competitive Edge in Gaming		
Course Code	BE-E-0161	
Course Duration	Semester	
No. of Credit Units	3	
Level	UG / PG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing	TBD	

PART II

Course Description

"One versus five… and he pulls it off!"

Have you ever wondered what differentiates esports legends like *s1mple* and *Faker* from the usual scrubs grinding away on a Friday evening? This skills-first elective turns proven performance science into trainable habits: tame *tilt* (emotion regulation), negotiate conflict with underperforming or *inting* teammates, stay calm and decisive under pressure, sharpen attention with simple scan checklists, and communicate clearly with your squad using tight low-friction, closed-loop scripts. Through interactive lab sessions, short scrims, guided drills, classroom games and reflective reviews, you'll learn to build boundaries against toxicity, run efficient review cycles to reduce decision latency, develop routines that improve weekly KPIs and design deliberate-practice training blocks that prevent burnout. The skills you gain transfer far beyond gaming - into academic learning, professional performance and pursuing personal goals with unwavering focus and resilience. GG!

Learning Outcomes
After completing the course, the student will be able to:

1. Recognize common psychological processes in esports and strategy games, such as tilt, attentional lapses and error spirals.
2. Demonstrate their understanding of emotion regulation and reset routines through in-class drills and reflective logs.
3. Apply communication strategies (closed-loop comms, SBI feedback) in team-based activities to reduce errors and improve coordination.
4. Analyse their own gameplay and practice logs using performance analytics tools (e.g., error tagging, KPI dashboards).
5. Create personalized performance routines, deliberate-practice plans and a sustainable playbook that integrates course concepts across multiple games.
6. Promote healthy boundaries, resilience and sustainable performance habits (sleep, ergonomics, digital well-being) in their own play and peer interactions.

Course Format
Class time will be a combination of short lectures, guided discussions, interactive lab activities and game-based case analyses. Each weekly session will typically follow a workshop format: brief conceptual input, applied practice in esports or strategy games, small group debriefs and reflective wrap-ups. Students will regularly rotate between playing, observing, analysing and coaching roles to ensure multiple perspectives on performance.

Students are expected to:

- Prepare before class by completing short assigned readings (1–2 articles/chapters per week).
- Participate actively in all class activities, games, drills and discussions, regardless of prior gaming experience.
- Submit assignments on time.
- Engage reflectively by keeping a personal log of triggers, routines and performance notes that contribute to their personal playbook.

The course is designed to be student-centred and experiential, with emphasis on transferable psychological skills such as emotional regulation, decision-making under pressure, communication, reflective practice and resilience.

Assessments
Note: All submissions have to be in APA format, using 12 pt. Times New Roman font, double spaced, and include in text citations and references wherever appropriate. Absenteeism on the day of assessment will not be entertained and no assessments shall be rescheduled.

Assessment	Due Date	Weightage
Tilt Tracker Journal **or** Comms Reflection		20%
Live Simulation 1		20%
Personal Playbook		30%
End semester	As per Exam Department	30%

Assessment 1 Either **Option 1: Tilt Tracker Journal** or **Option 2: Comms Reflection** depending on what you feel you might need to focus more on.

Option 1: Tilt Tracker Journal - 20%

Linked to LO1, 2 & 3

Tilt is one of the most common psychological challenges in both esports and traditional performance settings. In this assignment, you will track your tilt triggers across at least 3 play sessions in your chosen game. You will then apply at least one reset technique (breathing, posture, cue word, hydration, short break) and log its effectiveness. The goal is to build awareness of your emotional patterns and begin developing a personal toolkit for fast resets.

Instructions

1. Play at least three sessions (minimum 30 minutes each).
2. For each session, note:
    - Trigger event (what happened).
    - Emotional/physical signs (thoughts, body cues, behaviour).
    - Reset technique used.
    - Outcome (did performance improve, stay the same, worsen?) Support with metrics of the game eg. KDA in CS, LH@10 minutes in Dota
3. Write a **600–800 word reflection** including:
    - The top 3 triggers you discovered.
    - The reset technique that worked best for you.
    - How you might apply this reset strategy in non-gaming contexts (e.g., exams, presentations).
4. Submit as a PDF document on Microsoft Teams by: TBD

Criteria	Excellent	Good	Needs Improvement
Identification of triggers (6%)	Clear, specific, shows patterns across sessions	Some triggers identified, not clearly explained	Vague or missing triggers
Application of reset strategies (6%)	Multiple resets tested, effectiveness evaluated with evidence	One reset tested, some evaluation	No reset tested or no evaluation
Reflection & transferability (6%)	Deep insight into what worked; clear connection to real-life contexts	Some reflection, limited mention of transfer	Minimal or no reflection
Clarity & presentation (2%)	Well-structured, within word limit, clear language	Minor issues in clarity or structure	Poorly written, exceeds/under word count

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Option 2: Comms Reflection - 20 %

Linked to LO 2, 3 & 4

Clear and concise communication is essential for high-level performance in esports and team environments. In this assignment, you will design and test a macro communication protocol with 2–4 teammates in your chosen game. You will then reflect on its effectiveness and suggest improvements.

Instructions

1. Design a communication macro card with at least 5–6 pre-written lines (e.g., intent-first call, regroup, apology, praise, save/eco, role swap).
2. Test your macro during a scrim, practice round or cooperative game session (minimum 20 minutes).
3. Record field notes on what comms worked and what broke down.
4. Write a **600–800 word reflection** including:
    - Which macro lines were most effective and why.
    - How teammates responded (closed-loop, acknowledgement, confusion).
    - One instance of communication breakdown and how you might fix it.
    - A parallel situation outside gaming where these skills could apply (e.g., group projects, newsroom, design studio).
5. Submit as a PDF document on Microsoft Teams by: TBD

Criteria	Excellent	Good	Needs Improvement
Macro design (6%)	Clear, varied lines covering key scenarios	Covers most scenarios, some gaps	Few or vague macros
Application in play (6%)	Tested in realistic team play; evidence of use	Tested but limited evidence	Not tested or only described
Reflection & analysis(4%)	Thoughtful review of what worked/failed, with proposed improvements	Some review, little analysis	Minimal or no analysis
Transferability (2%)	Clear connection to non-gaming teamwork	Mentioned vaguely	Not addressed
Clarity & presentation (2%)	Well-written, structured, within word limit	Minor issues in clarity	Poorly structured

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Assessment 2: Simulation - 20%

Linked to LO 2, 3, 4 & 6

This assignment is a live simulation where you and your peers demonstrate the psychological skills developed during the course. You will participate in a short scrim or rapid play scenario and show your ability to use tilt resets, communication macros and between-round routines. The goal is not to "win the game," but to show evidence of psychological skill use under pressure. This will take place roughly after unit 4 is completed.

Instructions

1. Team will be formed depending on the number of students and game involved
2. Participate in a 10–15 minute scrim or rapid-play scenario.
3. During play, you must demonstrate at least:
    - One reset (breathing, posture, cue word).
    - Closed-loop comms (macro cards, acknowledgment).
    - One short routine (pre-round or clutch box).
4. After the simulation, complete a **400–500 word reflection** covering:
    - Which skills you demonstrated and how effective they felt.
    - Evidence of team coordination or breakdowns.
    - One adjustment you would make next time.
    - A real-world transfer example (e.g., group projects, exam prep, workplace task).
5. Submit as a PDF document on Microsoft Teams by: TBD

Criteria	Excellent	Good	Needs Improvement
Skill demonstration (6%)	Clear, intentional use of resets, comms, and routines	Some skills demonstrated, not consistent	Minimal or no demonstration
Team application (6%)	Evidence of coordinated comms & feedback loops	Partial coordination	Little or no teamwork
Reflection & analysis (4%)	Deep, specific insights; identifies breakdowns & adjustments	Some reflection, limited analysis	Superficial or vague reflection
Transferability (2%)	Strong, clear link to non-gaming context	Mentioned vaguely	Not addressed
Clarity & presentation (2%)	Well-structured, within word limit	Minor clarity issues	Poorly structured

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Assessment 3: Personal Performance Playbook - 30%

Linked to LO 4, 5 & 6

The Personal Playbook is your capstone portfolio, bringing together the concepts, skills and routines you have developed during this course. It should serve as a practical reference guide that you could use before competition, exams, or high-pressure tasks in life. The playbook will demonstrate your ability to integrate theory, reflection, and practice into a personal system of performance management.

Instructions
Your playbook should be approximately 2500 to 3000 words and include the following sections:

1. **Introduction & Reflection**
    - Brief overview of your learning journey.
    - Key insights from assignments and simulations.
2. **Tilt & Reset Toolkit**
    - Top 3 tilt triggers identified.
    - Chosen reset routine(s) and why they work for you.
3. **Communication Protocol**
    - Macro card (5–6 lines).
    - Reflection on how comms impact your performance.
4. **Deliberate Practice Block**

    - A 60-minute practice session design (spacing, variability, KPI).
    - Explanation of how it addresses a specific skill gap.
5. **Routines & Habits**
    - Pre-performance routine, in-game routine, post-performance reflection.
    - Clutch script (10–15 seconds).
6. **Performance Analysis Tools**
    - Example of tagged errors, KPI dashboard, or reflective log.
7. **Sustainable Grind Plan**
    - Ergonomics, sleep, nutrition, boundary-setting.
    - Signals of burnout + your reset protocol.
8. **Transfer Section**
    - How these skills apply to academic, career and personal challenges.

Submission: Submit as a PDF document on Microsoft Teams by: TBD. A sample template will be shared at a later date.

Be ready to defend key parts of your playbook in a short 5 - 10 minute viva during the Week 13 or 14 session.

Criteria	Excellent	Good	Needs Improvement
Integration of course concepts (8%)	Covers all core areas, strong links to theory & practice	Covers most areas, some links missing	Superficial or incomplete coverage
Personalization & insight (8%)	Deep reflection, clear tailoring to own strengths/weaknesses	Some personalization, limited depth	Generic or minimal reflection
Tools & routines (8%)	Well-designed, detailed, practical for real use	Mostly clear but missing detail	Vague or impractical
Transferability (4%)	Strong connections to academics, careers, personal life	Some connections mentioned	No or weak connections
Clarity & presentation (2%)	Well-organized, professional formatting	Adequate structure, minor issues	Poorly structured or unclear

Mandatory - End Semester Exam - 30%

Linked to LO 1 to 6

The end-semester exam will be conducted as per the academic calendar. This exam will be application-focused, requiring students to integrate and apply knowledge from all six units. The format will include:

- Case analyses (e.g., handling tilt in a high-stakes match, designing communication protocols)
- Short essay responses (e.g., deliberate practice vs. grind culture, sustainable performance habits)
- Applied scenarios (e.g., creating a routine fidelity checklist, reviewing gameplay footage to suggest improvements)

The exam is designed to measure higher-order outcomes: the ability to analyse, apply and synthesize course concepts into actionable strategies.

Missed or Late Assessment Submission

All assessments are expected to be submitted on the scheduled day. In case of exceptional circumstances, the student can contact the course instructor and at their discretion (with or without penalty), the instructor may take a call on the concession that is granted. It is the student's responsibility to double check that the correct file has been submitted. In case the incorrect or corrupted document is submitted for evaluation, it may result in a lower grade for the student.

Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	**Outstanding:** Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	**Excellent:** Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	**Very Good:** Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.

A-	65 -69	6	**Good:** Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	**Fair:** Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	**Acceptable:** Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	**Marginal:** Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	**Pass 1:** Pass with Basic understanding of the subject matter.
P2	40 - 44	1	**Pass 2:** Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	**Fail:** Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline

Note: The exact flow is tentative and subject to change.

Unit 1: Emotional Regulation & Interpersonal Dynamics

Tilt & Reset

Tilt is a breakdown in emotional regulation that disrupts focus and decision-making. Students will develop awareness of personal triggers and practice reset routines such as breathing, posture cues, or cue words to stabilize performance. This helps recover quickly from errors, prevent spirals, and maintain consistency.

Real world transfer: Managing exam stress, public speaking, or mistakes in academic and workplace tasks.

Communication Under Pressure

Clear and concise communication keeps teams coordinated under pressure. The focus will be on building low-friction, intent-first callouts and feedback loops that reduce chaos and sustain teamwork. This sharpens coordination and minimizes misunderstandings in fast-paced environments.

Real world transfer: Improves collaboration in group projects, newsroom workflows, or professional teamwork under deadlines.

Unit 2: Cognitive Appraisal & Attentional Control

Mindset & Motivation

Mindset shapes how challenges are interpreted and approached. We will learn to reframe setbacks as opportunities, set "if–then" intentions, and explore grit as a long-term driver of persistence. These tools help sustain effort and resilience even during losing streaks or plateaus.

Real world transfer: Supports long-term pursuit of academic goals, career milestones, and creative projects.

Attentional Control & Information Sampling

Performance improves when attention is deliberately managed rather than scattered. Students will practice structured scanning and updating mental models to avoid tunnel vision. This enhances awareness and sharpens judgment under time pressure.

Real world transfer: Builds efficiency in studying, safe driving and handling complex multitasking.

Unit 3: Decision-Making & Error Processing

Decision-Making & Contingency Planning

High performers balance instinct with structure when making fast choices. We shall experiment with heuristics, pre-action intent statements and decision trees that reduce hesitation. This speeds up reaction while keeping execution clear and purposeful.

Real world transfer: Strengthens decision-making in business strategy, law and everyday problem-solving under uncertainty.

Recovering from Mistakes

Errors are inevitable, but what matters is the recovery. Students explore self-compassion, cognitive defusion, and reset protocols to shorten the bounce-back window. This prevents one blunder from cascading into a loss of confidence.

Real world transfer: Helps with exam slips, presentation stumbles, or workplace errors by encouraging faster recovery and composure.

Unit 4: Learning Systems & Performance Routines

Routines & Clutch Scripts

Consistency is built on routines and small habits. Students assemble pre-performance rituals, mid-game resets, and clutch scripts for pressure moments. These routines provide structure and confidence

when stakes are high.
Real world transfer: Supports rituals for exams, interviews, creative work, or high-stakes performances.

Performance Analytics & Reflective Practice
Growth requires systematic self-review. Students use error tagging, KPI dashboards, and reflective logs to identify blind spots and track progress. This encourages continuous improvement and accountability.
Real world transfer: Applies to academic self-review, design critiques and professional feedback systems.

Unit 5: Metacognition, Feedback & Leadership
Deliberate Practice & Session Design
Improvement comes from quality practice, not just volume. Students design training sessions with spacing, variability, and measurable KPIs, turning grind time into meaningful progress. This instils a systematic approach to growth.
Real world transfer: Improves skill learning in music, coding, athletics, or academic preparation.

Coaching & Facilitation Basics
Leadership is about enabling others to perform better. Students practice structured peer feedback, micro-coaching drills, and facilitation skills. This fosters trust, empathy, and collective improvement.
Real world transfer: Strengthens mentorship, project leadership and teaching or supervision roles.

Unit 6: Ethics, Well-Being & Sustainable Performance
Boundaries, Ethics & Mental Health Safety
Performance thrives when focus is protected and ethics guide behaviour. Students practice attentional gating, de-escalation, and healthy digital boundaries to manage toxicity and conflict. This cultivates resilience and professionalism.
Real world transfer: Helps in managing toxic workplaces, online harassment and personal boundary-setting.

Sustainable Grind
Long-term success depends on balancing effort with recovery. Students explore sleep, ergonomics, nutrition, and identity beyond performance to avoid burnout. This builds endurance and well-being alongside skill.
Real world transfer: Supports work-life balance, healthy study practices and sustainable career growth.

Unit	Topic	Classroom activities	Reading	Resource(s)
I	Tilt & Reset	• Word cloud of tilt triggers • Learn from tilt clips • Run reset race drills	Baumeister (1984) *Choking under pressure*	• CS pistol rounds • Chess blitz • Headspace app
I	Communication Under Pressure	• Silence to scripted comms scrims • Build macro cards	Weinberg & Gould (2023) Team Communication	• Dota 2 team drills • BGMI squad comms
II	Mindset & Motivation	• If–then planning • Grit reflection • Trigger reframe exercise	Duckworth (2016) *Grit*	• Chess puzzles • Journaling exercise
II	Attentional Control	• Scan cadence drills • Minimap/board scan practice • Reflection logs	Weinberg & Gould (2023) Attention	• CS scan drills • Chess candidate move scan
III	Decision-Making	• Build decision trees (Safe vs. Risky; Risk vs Reward) • Scenario role-play • Fast decision drill	Klein (1998) *Sources of Power*	• BGMI hot drop vs safe drop • Chess decision tree
III	Recovering from Mistakes	• One-mistake reset drill • Bounce-back tracker	Brown (2015) *Daring Greatly*	• CS error then reset drill • Chess blunder recovery
IV	Routines & Clutch Scripts	• Build pre-game routines • Run clutch box drills • Habit stacking activity	Csikszentmihalyi (1990) *Flow*	• CS 1vx clutch drills • Dota pre-round routine
IV	Performance Analytics	• Error analysis in replay • Building a KPI dashboard	DeNisi (1996) *Feedback for performance*	• Dotabuff • Chess.com game review
V	Practice Design	• Designing drill sessions • Review & incorporating peer feedback	Ericsson (2018) *Cambridge Handbook*	• Chess tactics set with KPI
V	Coaching Basics	• 10-min micro-drills • Coaching role play	Birrer & Morgan (2010) Coaching Skills	• CS aim drill • Chess endgame drill
VI	Boundaries & Well-Being	• Toxicity roleplay (gray rock) • Build mute/ report decision trees	Reitman et al. (2020) Ethics in Esports	• BGMI squad scrim • Wellbeing checklist

		• MH referral map		
VI	Sustainable Performance	• Ergonomics check • Design break & sleep plan • Burnout role play	Duckworth (2016) *Grit*	• Desk MOT • 20-20-20 rule • Journaling

Reading List

- Baumeister, R. F. (1984). Choking under pressure: Self-consciousness and paradoxical effects of incentives on skillful performance. *Journal of Personality and Social Psychology, 46*(3), 610–620.
- Birrer, D., & Morgan, G. (2010). *Psychological skills for enhanced performance: A sports psychology handbook*. Bern: Peter Lang.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper & Row.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behaviour*. New York: Springer.
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.
- Ericsson, K. A. (Ed.). (2018). *The Cambridge handbook of expertise and expert performance* (2nd ed.). Cambridge: Cambridge University Press.
- Gallwey, W. T. (1974). *The inner game of tennis: The classic guide to the mental side of peak performance*. New York: Random House.
- Jenny, S. E., Manning, R. D., Keiper, M. C., & Olrich, T. W. (2017). Esports: The fastest growing segment of sport. *New Directions for Student Leadership, 2017*(153), 35–48.
- Klein, G. (1998). *Sources of power: How people make decisions*. Cambridge, MA: MIT Press.
- Reitman, J. G., Anderson-Coto, M. J., Wu, M., Lee, J. S., & Steinkuehler, C. (2020). Esports research: A literature review. *Games and Culture, 15*(1), 32–50.
- Weinberg, R. S., & Gould, D. (2023). *Foundations of sport and exercise psychology* (8th ed.). Champaign, IL: Human Kinetics.
- Yerkes, R. M., & Dodson, J. D. (1908). The relation of strength of stimulus to rapidity of habit-formation. *Journal of Comparative Neurology and Psychology, 18*(5), 459–482.

Other Resources

Game Analytics & Review

- HLTV.org: Stats, match reviews, player analysis for CS.
- Dotabuff.com: Dota match history, hero stats, player builds.
- Stratz.com: Deeper Dota data, timing analytics, graphs.
- Chess.com Game Review / Analysis: Blunder check, accuracy scores.
- Lichess.org Analysis Tools: Move accuracy, error tagging, practice puzzles.

Esports Research and News

- Esports Insider (esportsinsider.com): Industry trends, business side of esports.
- Dexerto (dexerto.com): News, match reports, culture around esports.
- The Esports Observer (esportsobserver.com): Market reports, investments, event coverage.
- NODWIN Gaming (nodwingaming.com): India-based esports tournament organizer, policy updates.
- Skyesports (skyesports.in): Indian esports events and tournaments.

Applied Tools

- MindTools (mindtools.com): Goal setting, stress management, reflection exercises.
- Greater Good Science Center (greatergood.berkeley.edu): Accessible articles on resilience, self-compassion, mindfulness.
- Headspace / Calm apps: Guided breathing & visualization (for resets).
- Timer apps / Pomodoro apps: Spacing and deliberate practice sessions.

CLASSROOM POLICIES

Professional Conduct in Classroom

Developing professionalism means arriving on time to the classroom, maintaining classroom decorum, such as being seated within the first two minutes, being respectful to the instructor, peers, conflicting opinions, and submitting assignments on time. As a student of this course, you are expected to integrate these skills into your daily behaviour as maintaining professionalism is an essential component of the course. It is essential that we pursue higher ideals which means incorporating behaviours such as listening to others when they are contributing, being sensitive to other individuals and diversity, and supporting the overall learning environment. Disrupting the learning environment by arriving after a two-minute window from the designated start time would mean that the student will be refused entry/attendance. It is also expected that the student contributes in classroom discussions, activities, and presentations to enhance the overall learning environment.

Attendance Policy

Students are expected to attend all classes (100% attendance). Students that are regularly absent cause a disruption to the learning environment and limit their own potential. A student who fails to attend a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for their absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

Punctuality

Students are expected to be seated and prepared inside the class at the scheduled class time. Regular late comers will denied entry. Both later comers and early departures disrupt the learning environment and would be penalized. A student who might feel like that they might be late for a class is expected to inform the Course Instructor, beforehand, orally or in writing, the reason for the same.

Respectfulness

Students must maintain the integrity of the classroom which means respecting peers, faculty, and staff. It is essential that the student is attentive and sensitive about the words that they use and its impact on others. Students who harm the decorum of the classroom will be asked to leave the classroom and marked absent for the day.

Electronic Devices

Electronic devices such as laptops, headphones, mobiles phones are known to be major distractions for learning. Therefore, students will be permitted to use electronic devices only at the behest of the course instructor.

Notes on Plagiarism

Plagiarism is not acceptable! Chat GPT extracted answers are not acceptable either. Please refrain from copying and pasting paragraphs and sentences from your reading materials. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! It is necessary to cite all material that is not the student's original work. Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism. Sharing or using past work is also counted as plagiarism.

Academic learning is founded on ideals of honesty, integrity, and civility and students are expected to display these ideals at all times. Serious consequences could result when the ideals of academic behaviour are violated.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Disability Support and Accommodation Requirements

JGU endeavours to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in
Mobile: +91 8396907312