



**JINDAL GLOBAL  
BUSINESS SCHOOL**

INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



**O.P. Jindal Global University**

*A Private University Promoting Public Service*

**NAAC Accreditation - 'A' Grade**

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Jindal Global Business School  
*Course Outline*

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Course Title	Retail Management
Core or Elective	Elective
Program and Batch	BBA – 23, BBA BA – 23, BBA FB – 23, BBA FM- 23
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	Marketing
Name of the Faculty Member/Course Instructor	Sunitha Ratnakaram
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Faculty Member's Open Office Day/s & Time	TBA

### **Introduction to the Course**

Retailing is one of the most visible and dynamic sectors of the economy, shaping how products and services reach consumers in their everyday lives. From neighbourhood stores and shopping malls to e-commerce platforms and quick-commerce apps, retail plays a critical role in connecting producers with customers and creating value through convenience, choice, and experience. As consumer expectations continue to evolve and competition intensifies, retailers must constantly adapt their strategies to remain relevant and profitable.

This course introduces students to the fundamentals of Retail Management, focusing on how retailers understand customers, design effective retail formats, manage merchandise, deliver superior service, and build strong retail brands. Students will explore the challenges retailers face across store operations, supply chains, pricing, technology adoption, and customer experience, particularly within the constraints of cost, infrastructure, and market dynamics.

Through real-world examples, case studies, store visits, and experiential assignments, the course aims to bridge theory and practice. By the end of the course, students will gain practical insights into how retail businesses operate and develop essential analytical, observational, and presentation skills. This course provides a strong foundation for careers in retailing, marketing, sales, and other customer-focused business roles, while also helping students become more informed and critical consumers.

### Course Learning Objectives

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

**CLO1:** Explain the fundamental concepts, structures, and functions of retailing in physical and digital markets.

**CLO2:** Analyze consumer behavior and customer experience to understand how retailers create value for target markets.

**CLO3:** Identify and compare different retail formats, merchandising practices, and pricing strategies used by retailers.

**CLO4:** Apply basic retail management concepts related to store operations, customer service, and visual merchandising through practical field-based observations.

**CLO5:** Communicate retail analysis and recommendations effectively through written reports, presentations, and group work.

### Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)	
		Students will be able to	
1	<b>Responsible Global Citizenship:</b> Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues	
		2. Understand global business issues	
		3. Demonstrate sensitivity towards ethical issues	
		4. Demonstrate sensitivity towards social issues	
2	<b>Effective communication:</b> Ability to effectively exchange ideas and information	5. Present their ideas with clarity	
		6. Write in a coherent manner	
		7. Use technology for communication	
3	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems	
		9. Examine information from different sources	
		10. Draw inferences from analysis	
4	<b>Teamwork:</b> Ability to work and	11. Understand the factors to work effectively in groups	

contribute effectively in group -settings	12. Contribute effectively in groups
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### PLO-PCG Assessments Mapping Matrix

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO 1, PLO 2, PLO 8	PCG 1, PCG 3	A1, A6
PLO 1, PLO 2, PLO 5, PLO 8, PLO 11, PLO 12	PCG 1, PCG 2, PCG 3, PCG 4	A2
PLO 1, PLO 5, PLO 8	PCG 1, PCG 2, PCG 3	A3
PLO 1, PLO 6, PLO 8	PCG 2, PCG 3	A4
PLO 6, PLO 8	PCG 2, PCG 3	A5
PLO 1, PLO 2, PLO 6, PLO 8	PCG 1, PCG 2, PCG 3	A7

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
<b>A1.</b> Class Participation	10%	Individual	Continuous	PLO1, 2 & 8
<b>A2.</b> Group Case Presentation	15%	Group	Week 2 – Week 7	PLO 1, 2, 5, 8, 11 & 12
<b>A3.</b> Photo Project work	20%	Individual	Week 7	PLO 1, 5 & 8

<b>A4.</b> Mystery Shopping Assignment	10%	Individual	Week 7	PLO 1, 6 & 8
<b>A5.</b> Guest Lecture	5%	Individual	Week 4	PLO 6 & 8
<b>A6.</b> Class Tasks	10%	Individual	Continuous	PLO 1, 2 & 8
<b>A7.</b> End Term exam	30%	Individual	In the JGU Examination period/week	PLO 1, 2, 6 & 8

## **Description of Assessments:**

### **A1. Class Participation**

Class participation will be evaluated based on students' active involvement in classroom activities. This includes participation in case discussions, in-class exercises, and short discussions. Students are expected to come to class prepared and contribute meaningfully to discussions.

### **A2. Group Case Presentation**

Students will work in groups to analyze an assigned case study and present their findings using a PowerPoint presentation. The presentation should clearly demonstrate problem identification, analysis using relevant retail concepts, and well-supported recommendations, including a practical action plan.

Each group will be allotted one case study. Groups are required to update the case by identifying current and emerging issues related to the organization or retail format discussed. The analysis should be linked to theories and frameworks covered in class. All group members are expected to read and contribute to the case in its entirety.

### **Deliverables**

- Final Presentation:
  - Maximum of 12 slides (including introduction and acknowledgement slides)
  - Slides will be assessed during the in-class presentation
  - Creativity, effective use of technology, clarity of content, and appropriate choice of retail context/store will carry additional weightage

### **A3. Photo Project Work**

Each student must select one offline retail store of their choice. The student is required to physically visit the store and capture original photographs covering the sections listed below. The project must be submitted as a 12-slide PowerPoint presentation using only self-clicked photographs.

Students may use the notes section of slides to provide explanations, observations, or analyses for each photograph. Multiple photos may be incorporated into a slide in a collage format, if required (optional).

Sections to be included

- Store front/façade
- Merchandise categories offered
- Target customers (description to be added in notes)
- Pricing strategy
- Customer service and support practices
- HR-related practices / best practices
- Operations-related practices / best practices

- Billing-related practices / best practices
- Retail brand image (description may be added in notes)
- In-store promotions

#### **A4. Mystery Shopping Assignment**

##### Objective

To critically evaluate the retail service experience through a structured mystery shopping exercise, applying classroom concepts related to customer service, store layout, merchandising, and experiential retailing.

What should you do?

- Select one organized retailer (e.g., supermarket, fashion store, electronics store, quick-commerce outlet, or online retail app).
- Visit the store or use the app as a regular customer.
- Observe and document the end-to-end customer journey, including:
  - Store entry / digital landing page impression
  - Staff interaction and service quality
  - Product display, assortment, and ease of navigation
  - Checkout/billing experience
  - Post-purchase follow-up (if applicable)

##### Deliverables

A report of 3–4 pages, structured as follows:

- Introduction: Retailer profile and rationale for selection
- Observations: Customer journey narrative (photos/screenshots may be included as evidence)
- Analysis: Strengths, gaps, and alignment with retail concepts (e.g., servicescape, customer experience design)
- Recommendations: Three clear, actionable suggestions to improve customer experience

*Note: Students must obtain the store manager's permission before conducting the exercise. The same retail store may be used for both A3 and A4.*

#### **A5. Guest Lecture Participation**

Guest lecture assessment will be based on students' attentiveness, engagement, and learning derived from the session. In addition to active participation during the lecture (e.g., asking relevant questions and contributing to discussions), each student is required to submit a reflective note of approximately 50 words via **the University Management System (UMS)**.

The reflective note should briefly highlight key takeaways from the guest lecture and their relevance to retail concepts discussed in the course. Timely submission on UMS is mandatory for completion of this assessment.

#### **A6. Class Tasks**

Students are expected to actively participate in all in-class activities, including short exercises, discussions, quizzes, and group tasks. Evaluation will be based on involvement, preparedness, and engagement during these activities.

**A7. End term examination-** The end term examination will be of **30 marks of 1.5 hours duration**. This will be an invigilated exam in accordance with the mode, modalities, and process as decided by the Controller of Examinations.

## Rubrics for Assessments

### A2: Group Case Presentation Rubric

Criteria & Weightage	Excellent (85–100)	Good (65–84)	Satisfactory (50–64)	Needs Improvement (0–49)
Content Analysis (50%)	Demonstrates strong and accurate application of relevant retail theories. Analysis is detailed and insightful, supported by multiple clear examples.	Shows good understanding of retail concepts with reasonable analysis and examples.	Demonstrates basic understanding of concepts with limited analysis and examples.	Shows minimal or incorrect understanding of retail concepts; analysis is weak or missing.
Organization & Presentation (25%)	Presentation is very well structured, logically ordered, and engaging throughout. Effective use of visuals and delivery techniques.	Presentation is clearly organized with appropriate visuals and delivery.	The presentation has basic organisation and limited engagement techniques.	Presentation lacks structure: visuals and delivery are unclear or ineffective.
Class Discussion (15%)	Encourages meaningful discussion through thoughtful questions and confident responses to audience queries.	Participates in discussions and answers questions adequately.	Limited discussion initiated; responses are basic.	Minimal or no interaction with the class.
Professional Standards (10%)	High professional quality: clear communication, appropriate attire, strong visuals, proper citations, and good group coordination.	Generally professional with minor issues in delivery, visuals, or coordination.	Acceptable performance but with noticeable issues in professionalism or delivery.	Poor professional standards; multiple issues in delivery, visuals, citations, or team coordination.

### A3: Photo Project Rubric

Criteria & Weightage	Excellent (85–100)	Good (65–84)	Satisfactory (50–64)	Needs Improvement (0–49)
Assignment Requirements (40%)	All required sections are clearly covered and well documented using original photographs.	Most sections are covered satisfactorily with original photographs.	Some required sections are missing or unclear.	Requirements are largely unmet; content is incomplete.
Creating & Relevance (Concept) (30%)	Strong choice of store and sections; clear thought, observation, and connection between images and retail concepts.	Appropriate store selection with some meaningful observations and connections.	Limited connection between images and retail concepts; observations are basic.	Poor or random selection of images; no clear concept or retail relevance.
Originality (30%)	All photographs are original and captured by the student inside the retail store.	70–80% of photographs are original.	50–70% of photographs are original.	Less than 50% of photographs are original.

#### A4: Mystery Shopping Assignment Rubric

Criteria & Weightage	Advanced (80–100)	Accomplished (60–80)	Average (40–60)	Incomplete (0–40)
Observation Depth & Detail (30%)	Customer journey is described in a detailed, systematic, and insightful manner with strong evidence (photos/screenshots and specific examples).	Customer journey is clearly described with adequate detail and some supporting evidence.	Observations are basic with limited detail or weak evidence.	Observations are superficial, unclear, or largely incomplete.
Application of Retail Concepts (30%)	Retail concepts are accurately and effectively applied to interpret observations and customer experience.	Relevant retail concepts are applied, though integration or accuracy may be limited.	Limited or surface-level use of retail concepts.	Retail concepts are missing, incorrect, or poorly applied.
Critical Analysis & Recommendations (30%)	Analysis is thoughtful and critical. Recommendations are realistic, actionable, and clearly linked to observed gaps.	Analysis is reasonable; recommendations are relevant but somewhat generic or loosely linked to observations.	Analysis is minimal; recommendations lack clarity or strong justification.	Little or no analysis; recommendations are weak, unrealistic, or missing.
Presentation & Clarity (10%)	Report is well structured, professionally presented, and free from major grammatical or formatting errors.	Report is mostly clear with minor issues in structure or presentation.	Report has noticeable issues in clarity, organization, or formatting.	Report is poorly organized, unclear, or carelessly presented.

#### Teaching Method

The course uses a participant-centered, experiential learning approach aligned with identified learning outcomes. Conceptual foundations are delivered through interactive lectures and guided discussions, supported by prescribed readings. Case analyses, group presentations, and in-class activities develop analytical and collaborative skills. Field-based assignments and mystery shopping exercises enable the application of theory to real retail contexts. Industry guest lectures and reflective tasks enhance practical relevance and integrative learning.

#### Textbook / Other Readings

1. Barry Berman, Joel R Evans and Patrali Chatterjee, Retail Management, 13<sup>th</sup> Edition, Pearson
2. Michael Levy, Barton Weitz and Ajay Pandit, Retail Management, McGraw-Hill.  
Other Retail Management books available in the Library

## Session Plan

Session Details	Topics	PLOs Covered
<b>Session 1, 2 &amp; 3</b>	<b>An Introduction to Retailing</b>	PLO 1, PLO 2, PLO 8
Objective of the session	To introduce the concept, scope, and role of retailing and its importance in connecting producers with final consumers. To examine the retail environment and understand how target markets, value propositions, and the retail mix shape retail strategy.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Meaning and scope of retailing</li> <li>• Retailing as a link between producers and final consumers</li> <li>• Functions performed by retailers</li> <li>• The retailing concept and its evolution</li> <li>• <b>Retail strategy fundamentals: target market, value proposition, and retail mix</b></li> <li>• Contemporary challenges in retailing (digital shift, cost pressures, post-COVID changes)</li> </ul>	
Readings	Chapter 1 Book 1	
Case Title and Number	No case	
Pedagogy	Lecture, class discussion	
<b>Session 4 &amp; 5</b>	<b>Retail Formats and Retail Institutions</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To understand different store-based retail formats and how retailers use format choice to compete effectively. To analyze retail ownership structures and institutional forms and their implications for retail operations and positioning.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Classification of retailers by ownership</li> <li>• Store-based retail formats (department stores, specialty stores, discount stores)</li> <li>• Corporate retailing, franchising, and independent retailers</li> <li>• Retail competitive positioning</li> <li>• Evolution of retail formats over time</li> <li>• <b>Retail mix decisions across formats</b></li> <li>• Comparison of single-channel and multi-channel retailing</li> </ul>	
Readings	Chapters 4, 5 Book 1	
Case Title/ Number	McDonald's Franchise in Trouble in India, Case-Reference no. 520-0022-1  Sky Blue Stationery Mart - Retail Store Format Choice, Case-	

	Reference no. 525-0082-1	
Pedagogy	Lecture, class discussion and case discussion	
<b>Session 6 &amp; 7</b>	<b>Non-Store Retailing and Omni-Channel Retailing</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To examine non-store retailing formats such as direct selling, direct marketing, and electronic retailing. To understand omnichannel retailing and how retailers integrate physical and digital channels to deliver a seamless customer experience.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Types of non-store retailing <ul style="list-style-type: none"> <li>○ Direct selling</li> <li>○ Direct marketing</li> <li>○ Electronic retailing</li> </ul> </li> <li>• Omnichannel retailing: concept and drivers</li> <li>• Challenges of managing omnichannel retail systems</li> <li>• Customer experience across channels</li> </ul>	
Readings	Chapters 6 Book 1	
Case Title/ Number	Walmart's Jetblack: Managing Luxury Service on Conversational Commerce, Case-Reference no. ISB24	
Pedagogy	Lecture, class discussion and case discussion	
<b>Session 8 &amp; 9</b>	<b>Understanding Retail Consumers</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To analyze the retail consumer decision-making process and factors influencing shopping behaviour.  To examine demographic, lifestyle, and psychographic influences on retail behaviour and their strategic implications.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Retail consumer decision-making process</li> <li>• Demographic influences on retail behavior</li> <li>• Lifestyle and psychographic segmentation</li> <li>• Consumer attitudes and perceptions</li> <li>• Implications of consumer behavior for retail strategy</li> </ul>	
Readings	Chapter 7 Book 1	
Case Title/ Number	Tendam, Case-Reference no. M-1402- E J Crew: Are Americans Ready to Dress Down?, Case-Reference no. W27129	
Pedagogy	Lecture, class discussion and case discussion	
<b>Session 10 &amp; 11</b>	<b>Trading Area Analysis</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To understand the concept of trading areas and their importance in retail market analysis. To evaluate different methods of trading area analysis used by retailers for location decisions.	

Subtopics to be covered	<ul style="list-style-type: none"> <li>• Concept and importance of trading areas</li> <li>• Types of trading areas</li> <li>• Methods of trading area analysis</li> </ul>	
Readings	Chapter 9 Book 1	
Case Title and Number	Apollo Pharmacy Retail: Layout, Promotion and Location Strategy, Case reference no. 525-0031-1	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 12 &amp; 13</b>		
<b>Session 12 &amp; 13</b>	<b>Site Selection &amp; Guest Talk</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To analyze retail site selection criteria and types of retail locations and their strategic role in retail success.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Factors affecting site selection</li> <li>• Types of retail locations: <ul style="list-style-type: none"> <li>a. Isolated stores</li> <li>b. Unplanned business districts</li> <li>c. Planned shopping centres</li> </ul> </li> <li>• Strategic role of location in retail success</li> </ul>	
Readings	Chapter 10 Book 1	
Case Title and Number	Shopper Stop - Location, Layout and Format Decisions Case-Reference no. 524-0042-1	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 14</b>		
<b>Session 14</b>	<b>Mid-term Review</b>	
Objective of the session	Reviewing the concepts	
Subtopics to be covered	Retail Formats and Retail Institutions (Offline/Online) Understanding Retail Consumers Trading Areas and Sites	
Readings	Respective Chapters	
Case Title and Number	NA	
Pedagogy	Class Discussion	
<b>Session 15, 16 &amp; 17</b>		
<b>Session 15, 16 &amp; 17</b>	<b>Store Operations and Human Resource Management</b>	<b>PLO 1, PLO 2, PLO 3, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To examine store operations, productivity, and layout decisions in managing retail stores efficiently. To understand the role of frontline employees and HR practices in delivering retail service quality.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Store operations and productivity</li> <li>• Store layout and space management</li> <li>• Inventory handling at store level</li> <li>• Role of frontline employees in service delivery</li> <li>• Recruiting, training, and motivating retail employees</li> </ul>	

	<ul style="list-style-type: none"> <li>Ethical issues in retail employment practices</li> </ul>	
Readings	Chapter 11 & 13 Book 1	
Case Title and Number	Decathlon - Layout, Merchandise and Supply Chain Management Case-Reference no. 524-0023-1	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 18 &amp; 19</b>		
<b>Session 18 &amp; 19</b>	<b>Developing Merchandise Plans</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To understand the role of merchandising in retail strategy and the process of developing merchandise plans.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>Role of merchandising in retail strategy</li> <li>Importance of a sound merchandising philosophy</li> <li>Merchandise planning process and decision hierarchy</li> <li>Merchandise forecasting and demand estimation</li> <li>Assortment planning:</li> <li><b>Role of private labels (store brands)</b></li> </ul>	
Readings	Chapter 14 Book 1	
Case Title and Number	Bloomingdale's Merchandise Planning Problems	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 20 &amp; 21</b>		
<b>Session 20 &amp; 21</b>	<b>Implementing Merchandise Plans</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To apply merchandise plans through budgeting, inventory control, and performance evaluation using retail information systems.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>Translating merchandise plans into action at store level</li> <li>Merchandise budgeting:</li> <li>Inventory management in retail:</li> <li>Allocating merchandise to stores</li> <li>Performance evaluation of merchandise plans</li> <li>Use of sales and inventory data in merchandising decisions</li> <li>Role of retail information systems and POS data in implementation</li> </ul>	
Readings	Chapter 15 Book 1	
Case Title and Number	Metro Cash & Carry: Profitability in the Indian Market, Case-Reference no. 9B20A048	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 22 &amp; 23</b>		
<b>Session 22 &amp; 23</b>	<b>Pricing in Retailing &amp; GL</b>	<b>PLO 1, PLO 2, PLO 3, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To analyze retail pricing strategies and the factors influencing pricing decisions.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>Strategic role of pricing in retailing</li> </ul>	

	<ul style="list-style-type: none"> <li>• Factors affecting retail pricing decisions</li> <li>• Mark-up, margin, and cost considerations</li> <li>• Psychological pricing and price perception</li> <li>• Pricing adjustment strategies</li> <li>• Ethical considerations in retail pricing</li> </ul>	
Readings	Chapter 17 Book 1	
Case Title and Number	Pricing Problems	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 24 &amp; 25</b>	<b>Establishing and Maintaining A Retail Image</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To understand how retailers create and maintain a distinctive retail image through store design and servicescape.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Concept of retail image</li> <li>• Elements influencing retail image</li> <li>• Store atmosphere and servicescape</li> <li>• Role of communication in shaping retail image</li> </ul>	
Readings	Chapter 18 Book 1	
Case Title and Number	Reliance Digital Retail Management Strategy - Loyalty Program and Supply Chain Management, Case-Reference no. 525-0056-1	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 26</b>	<b>Retail Promotion and Communication</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	To examine retail promotional strategies and the role of advertising, sales promotion, and communication in retailing.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Retail promotion objectives</li> <li>• Elements of the retail promotional mix</li> <li>• <b>Customer relationship management (CRM) and loyalty programs</b></li> </ul>	
Readings	Chapter 19 Book 1	
Case Title and Number	Build-A-Bear Workshop: Transforming Retail Through Experiential and Personalized Marketing, Case-Reference no. 525-0039-1	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 27&amp;28</b>	<b>Course Overview &amp; Photo Project presentations by students</b>	<b>PLO 1, PLO 2, PLO 8, PLO 11, PLO 12</b>
Objective of the session	At the end of this session, you will realise the practical issues in the service setting.	
Readings	Not applicable	

Pedagogy	Class Discussion/Q&A/Debate /Presentation	
<b>Session 29</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
<b>Session 30</b>	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

\*Elective Endterm Examinations may take place in the last week of classes.

### **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.***