



**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	Services Marketing
Core or Elective	Elective
Program and Batch	BBA-2023, BBA-BA-2023, BBA-FB-2023, BBA-FM-2023
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	Marketing
Name of the Faculty Member/Course Instructor	Dr. Vibha Trivedi
Contact Details of the Faculty Member	vtrivedi@jgu.edu.in
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Faculty Member's Open Office Day/s & Time	TBA

### **Introduction to the Course**

Among all the resources (tangible and intangible) that an organization possesses, it is ubiquitously recognized that the human resource is the most crucial strategic resource as a source of competitive advantage. However, managing this critical resource effectively as a competitive edge is one of the major challenges for organizations. Such challenges pertain to every aspect of management of human resources management from workforce planning, acquiring, selecting, motivating, developing to retaining, and importantly strategically aligning each of these aspects with each other for organizational success. Furthermore, the management of human resources has become more complex than ever with increasing globalization and unstoppable technological advancement. Therefore, this people management course is designed to help students to understand and appreciate these challenges in the current and changing contexts and how to overcome these challenges with effective processes, policies, strategies, and practices in making people management a cornerstone of organizational success and growth.

The overall theme of the course is to emphasize the Process of thinking, using real-life practical examples as specific exemplars drawing from both traditional and newer areas of HR.

## Course Learning Objectives

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

**CLO 1:** Each student will be able to identify key issues in services marketing management settings at local & global level and develop a perspective that is supported with relevant information and integrative thinking, to draw and assess conclusions. This learning goal will be measured through Project, Cases and End-term Examination.

**CLO2:** Each student shall demonstrate an ability to work effectively in a team, exhibiting behaviour that reflects an understanding of the importance of individual roles and tasks and the ability to manage conflict and compromise so that team goals are achieved. This learning goal will be assessed through projects and case discussions.

**CLO3:** Each student shall be able to communicate verbally in an organized, clear, persuasive manner and be a responsive listener. This learning goal will be assessed through project presentations and case presentations.

## 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 contribute effectively in group -settings	11. Understand the factors to work effectively in groups
		12. Contribute effectively in groups

## 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
PLO1, PLO2, PLO3, PLO 4, PLO8, PLO9, PLO10	PCG 1, PCG 3	A2, A3, A4
PLO11, PLO12	PCG 4	A2
PLO5, PLO6, PLO7	PCG 2	A2, A3, A4

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1. Class Participation	10%	Individual	Continuous	PLO 5, PLO 8, PLO 9, PLO 10
A2. Group Presentation +Individual Report Submission	40%	Group with individual component of report submission	1-15	PLO 1, PLO 2, PLO 3, PLO 4, PLO 5, PLO 6, PLO 7, PLO 8, PLO 9, PLO 10, PLO 11, PLO 12
A3. Mid Term Exam	20%	Individual	Mid Term Week	PLO 1, PLO 2, PLO 3, PLO 4, PLO 8, PLO 9, PLO 10
A4. End Term exam	30%	Individual	In the JGU Examination period/week	PLO 1, PLO 2, PLO 3, PLO 4, PLO 8, PLO 9, PLO 10

### Description of Assessments:

#### A1. Class Participation

It covers the ongoing class discussion. The mentioned pre-reads in the manual are important for fruitful takeaways from the class in terms of enrichment as well as credits. **CP can be gained through constructive participation in the class.** This assessment will continue throughout the semester.

General conduct in the classroom and the amount of contribution in class proceedings – to be measured by the instructor. Participation and submission of a write-up about the Guest Lecture session would have a significant weightage.

## **A2. Group presentation + Individual Report Submission**

The primary purpose of this assignment is to develop an understanding of concepts, the ability to apply theory and logic, undertake research and analysis, and communicate effectively.

The group presentation and individual report submission would each carry a weight of 10%.

Groups of three to six students (depending on final enrolment) will be created. Each group will be assigned to visit a local service brand outlet within the campus or within an accessible range. These services include restaurants, banks, gyms, health centres, salons, hospitals, etc. Students will be required to observe the service marketing strategy of these brands. The students will be evaluated on their understanding of service marketing concepts and their application. Finally, they must report their observations as an individual MS Word file before the presentation.

A suggested structure would include the following sections:

1. Introduction, a brief background on the chosen brand, identification of key service elements, challenges/shortcomings of the marketing strategy of the brand, opportunities for growth
2. Application of relevant theory to the phenomenon, and presenting a theoretical framework if applicable.
3. Recommendations for future action & Conclusion

This assessment is measured during in class presentation. Be prepared for a short Q&A session.

**A3 Midterm** - The Midterm examination will be of **20 marks and 1.5 hours duration**. This will be an invigilated exam according to the mode, modalities and process as decided by JGBS Examination office.

**A4 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 CoE.

### **Rubrics for Assessments**

Prepared by Prof. Laknath Jayasinghe

	<b>Not Attempted</b>	<b>Fail</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>	<b>High Distinction</b>
	<b>0</b>	<b>0-49</b>	<b>50-64</b>	<b>65-74</b>	<b>75-84</b>	<b>85-100</b>
<b>Research</b> Quality and number of peer reviewed academic journal articles (10%)	Not attempted or entirely or significantly plagiarized from other sources.	Insufficient number of quality peer reviewed academic journal articles that indicate	Minimum number of, or one additional, quality peer reviewed academic journal	2-3 additional quality peer reviewed academic journal articles that indicate	4-5 additional quality peer reviewed academic journal articles that indicate	6 or more additional quality peer reviewed academic journal articles that indicate

		relevant theories.	articles that indicate relevant theories.	relevant theories.	relevant theories.	relevant theories.
<b>Analysis</b> Relevantly applying research theories to topic (40%)	Not attempted or entirely or significantly plagiarized from other sources.	Minimal application of research theories to topic.	Some application of research theories to topic, little or no detail/ explanation.	Frequent application of research theories to topic showing some detail/ explanation.	Consistent application of research theories to topic with detail and showing some insight.	Consistent and highly insightful application of research theories to topic. Plentiful detail/ clearly explained.
<b>Logical flow</b> Organisation of ideas; Ability to sustain audience interest (20%)	Not attempted or entirely or significantly plagiarized from other sources.	Organisation of ideas not clear. The presentation does not develop audience interest due to poor engagement techniques.	Organisation of ideas is sometimes unclear. Presentation displays basic use of techniques (examples / headings / visuals etc.) to develop audience interest.	Organisation of ideas generally clear. Presentation displays general use of techniques (examples / headings / visuals etc.) to develop audience interest.	Organisation of ideas clear. Presentation uses a variety of techniques (examples / headings / visuals etc.) that are used well to sustain audience interest.	Organisation of ideas extremely clear. Presentation solidly uses varied and innovative engagement techniques (examples / headings / visuals etc.) to sustain audience interest throughout.
<b>Quality of class discussion</b> Interaction with audience (20%)	Not attempted or entirely or significantly plagiarized from other sources.	The audience invited to ask questions, but the presentation group does not develop class discussion beyond a mere summary of analysis.	Basic questions asked to forward discussion and/or basic answers given to audience questions.	Interesting questions posed (incl. questions regarding theory in light of findings / analysis) to audience and/or helpful answers given to audience questions.	Discussion questions (incl. questions regarding theory in light of findings / analysis) and/or answers create some spontaneous and solid discussion.	Stimulating and sustained class discussion resulted from thoughtful questions (incl. questions regarding theory in light of findings / analysis), and strong group answers and comments to audience contributions.
<b>Attention to Detail</b> <ul style="list-style-type: none"> <li>• Group cohesion/ synergy (2%)</li> <li>• Clarity</li> </ul>	Not attempted or entirely or significantly plagiarized	The problems in one or more of the areas listed prevented	The problems in one or more of the areas listed reduced	Group performance in the areas listed mostly assisted audience	Group performance in all areas listed considerably assisted	Group performance in all areas listed was of a high quality and greatly

of speech / eye contact / pacing & enthusiasm (2%) <ul style="list-style-type: none"> <li>• Visual tools (e.g., PowerPoint slides) (2%)</li> <li>• Dress standard (2%)</li> <li>• Citations and referencing (2%)</li> </ul>	from other sources.	audience understanding. Group details and/or references were absent from visuals.	audience understanding.	understanding.	audience understanding.	assisted audience understanding.
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### Teaching Method

The course will have a judicious mix of lectures and cases. Here, the onus of learning will be with the student, and the instructor will be a facilitator. Instead of learning ‘what to do,’ the cases will also be used as examples of real-world phenomena where a particular issue or set of issues arises, and good and bad practices are seen. The key to learning this way is to see many examples and many situations and learning inductively from the different experiences of student managers.

### Textbook / Course Package / Other Readings

The required textbooks for the course are

**Book 1** Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.

**Book 2** Douglas K Hoffman, John Bateson: Services Marketing Concepts, Strategies, and Cases, 5/e, Sengage

Chapters from this book are assigned as required readings in the class schedule below- I will assume that you have done those readings when you come to the class. The lectures will take the book material as a starting point and probe deeper into the issues- it will not regurgitate the book material. If something in the book is not clear to you, please do not hesitate to ask.

Cases and any other reading material assigned for reading will be provided to you in a course pack and will be uploaded in the e-learning platform.

**Reference book:** Valarie A. Zeithaml, Mary Jo Bitner, Dwayne Gremler, Ajay Pandit: Services Marketing (2018), 7/e, Indian Edition, Tata McGraw Hill.

Other Services Marketing books available in Library

### Session Plan

Session Details	Topics	PLOs Covered
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<b>Session 1 &amp; 2</b>	<b>New Perspectives on Marketing in the Service Economy</b>	PLO1, PLO2, PLO3, PLO 4, PLO8, PLO9, PLO10
Objective of the session	To understand the Marketing of services in the Service Economies	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Why study services?</li> <li>• What are Services?</li> <li>• Services Pose Distinctive Marketing Challenges</li> <li>• Services Require an expanded Marketing Mix</li> </ul>	
Readings	Chapter 1 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	ELS 1	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 3 &amp; 4</b>	<b>Consumer Behaviour in a Services Context</b>	PLO1, PLO2, PLO3, PLO 4, PLO8, PLO9, PLO10
Objective of the session	To understand customer behaviour in services context	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The Three-Stage Model of Service Consumption</li> <li>• Pre-purchase Stage</li> <li>• Service Encounter Stage</li> <li>• Post-encounter Stage</li> </ul>	
Readings	Chapter 2 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	ELS 2	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 5 &amp; 6</b>	<b>Positioning Services in Competitive Markets</b>	PLO1, PLO2, PLO3, PLO 4, PLO8, PLO9, PLO10 PLO11, PLO12
Objective of the session	To understand positioning in the services context	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• What Is Required for Positioning Services Effectively?</li> <li>• Market Segmentation Forms the Basis for Focused Strategies</li> <li>• Service Attributes and Levels</li> <li>• Developing an Effective Positioning Strategy</li> </ul>	
Readings	Chapter 3 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	ELS 3	

Pedagogy	Lecture, class discussion and case presentation	
<b>Session 7 &amp; 8</b>	<b>Developing Service Products: Core and Supplementary Elements</b>	
Objective of the session	To understand core and supplementary services	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Planning and Creating Service Products</li> <li>• The Flower of Services</li> <li>• Branding Service Products and Experiences</li> <li>• New Service Development</li> </ul>	PLO1, PLO2, PLO3, PLO 4, PLO8, PLO9, PLO10 PLO11, PLO12
Readings	Chapter 4 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	Book 2: Build-A-Bear Workshops: Calculating the service cost per bear	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 9 &amp; 10</b>	<b>Distributing Services Through Physical and Electronic Channels</b>	
Objective of the session	To understand services distribution	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Distribution in a Services Context</li> <li>• Distribution Options for Serving Customers: Determining the Type of Contact</li> <li>• Place and Time Decisions</li> <li>• Delivering Services in Cyberspace</li> <li>• The Role of Intermediaries</li> </ul>	PLO1, PLO2, PLO3, PLO 4, PLO8, PLO9, PLO10 PLO11, PLO12
Readings	Chapter 5 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	Book 1 Shouldice Hospital Limited	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 11 &amp; 12</b>	<b>Setting Prices and Implementing Revenue Management &amp; Guest Lecture</b>	
Objective of the session	To understand Service Pricing and Revenue Management	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Effective Pricing Is Central to Financial Success</li> <li>• Pricing Strategy Stands on Three Foundations</li> <li>• Revenue Management: What It Is and How It Works Ethical Concerns in Service Pricing</li> </ul>	PLO1, PLO2, PLO3, PLO 4, PLO5, PLO6, PLO7 PLO8, PLO9, PLO10

	<ul style="list-style-type: none"> <li>Putting Service Pricing into Practice</li> </ul>	
Readings	Chapter 6 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	PLO11, PLO12
Case Title & Number	Book 2 MDVIP: Become a Priority, not just a Patient	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 13 &amp; 14</b>	<b>Promoting Services and Educating Customers</b>	
Objective of the session	To understands Service Promotions	PLO1, PLO2, PLO3, PLO 4, PLO5, PLO6, PLO7 PLO8, PLO9, PLO10 PLO11, PLO12
Subtopics to be covered	<ul style="list-style-type: none"> <li>The Role of Marketing Communications</li> <li>Challenges of Services Communications</li> <li>Marketing Communications Planning</li> <li>The Marketing Communications Mix</li> <li>Integrating Marketing Communications</li> </ul>	
Readings	Chapter 7 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	Book 2 Developing a Communication Strategy: Ultimate Escapes	
Pedagogy	Lecture, class discussion, and case presentation	
<b>Session 15 &amp; 16</b>	<b>Designing and Managing Service Processes</b>	
Objective of the session	To understand designing and managing service processes	PLO1, PLO2, PLO3, PLO 4, PLO5, PLO6, PLO7 PLO8, PLO9, PLO10 PLO11, PLO12
Subtopics to be covered	<ul style="list-style-type: none"> <li>Flowcharting Customer Service Processes</li> <li>Blueprinting Services to Create Valued Experiences and Productive Operations</li> <li>Service Process Redesign</li> <li>The Customer as Co-Producer</li> <li>Self-Service Technologies</li> </ul>	
Readings	Chapter 8 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	Book 2 Developing an Orthodontic Servicescape: Dr. Crane's Dilemma	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 17 &amp; 18</b>	<b>Balancing Demand and Productive Capacity</b>	
Objective of the session	To understand how to balance demand and capacity	PLO1, PLO2, PLO3, PLO 4, PLO5,
Subtopics to be covered	<ul style="list-style-type: none"> <li>Fluctuations in Demand Threaten Profitability</li> </ul>	

	<ul style="list-style-type: none"> <li>• Managing Capacity</li> <li>• Managing Demand</li> <li>• Inventory Demand Through Waiting Lines and Queuing Systems</li> <li>• Customer Perceptions of Waiting Time</li> <li>• Inventory Demand Through Reservations Systems</li> </ul>	PLO6, PLO7 PLO8, PLO9, PLO10 PLO11, PLO12
Readings	Chapter 9 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	NA	
Pedagogy	Lecture and class discussion	
<b>Session 19 &amp; 20</b>	<b>Crafting the Service Environment</b>	
Objective of the session	To understand crafting the service environment	PLO1, PLO2, PLO3, PLO 4, PLO5, PLO6, PLO7 PLO8, PLO9, PLO10 PLO11, PLO12
Subtopics to be covered	<ul style="list-style-type: none"> <li>• What Is the Purpose of Service Environments?</li> <li>• The Theory Behind Consumer Responses to Service Environments</li> <li>• Dimensions of the Service Environment</li> </ul>	
Readings	Chapter 10 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	NA	
Pedagogy	Lecture and class discussion	
<b>Session 21 &amp; 22</b>	<b>Managing People for Service Advantage &amp; Guest Lecture</b>	
Objective of the session	To understand managing people in the services context	PLO1, PLO2, PLO3, PLO 4, PLO5, PLO6, PLO7 PLO8, PLO9, PLO10 PLO11, PLO12
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Service Employees Are Crucially Important</li> <li>• Frontline Work Is Difficult and Stressful</li> <li>• Human Resources Management—How to Get It Right</li> <li>• Service Leadership and Culture</li> </ul>	
Readings	Chapter 11 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	ELS 9	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 23 &amp; 24</b>	<b>Managing Relationships and Building Loyalty</b>	
Objective of the session	To understand managing relationships and building customer loyalty	PLO1, PLO2, PLO3,

Subtopics to be covered	<ul style="list-style-type: none"> <li>• The Search for Customer Loyalty</li> <li>• Understanding the Customer-Firm Relationship</li> <li>• Building a Foundation for Loyalty</li> <li>• Strategies for Developing Loyalty Bonds with Customers</li> <li>• Strategies for Reducing Customer Defections</li> </ul>	PLO 4, PLO5, PLO6, PLO7 PLO8, PLO9, PLO10
Readings	Chapter 12 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	ELS 10	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 25 &amp; 26</b>	<b>Complaint Handling and Service Recovery</b>	PLO1, PLO2, PLO3, PLO 4, PLO5, PLO6, PLO7 PLO8, PLO9, PLO10 PLO11, PLO12
Objective of the session	To understand complaint handling and recovering services	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Customer Complaining Behaviour</li> <li>• Customer Responses to Effective Service Recovery</li> <li>• Principles of Effective Service Recovery Systems</li> <li>• Service Guarantees</li> </ul>	
Readings	Chapter 13 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	ELS 11	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 27 &amp; 28</b>	<b>Improving Service Quality and Productivity</b>	
Objective of the session	To understand Service Quality and Productivity	PLO1, PLO2, PLO3, PLO 4, PLO5, PLO6, PLO7 PLO8, PLO9, PLO10 PLO11, PLO12
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Integrating Service Quality and Productivity Strategies</li> <li>• What Is Service Quality?</li> <li>• Identifying and Correcting Service Quality Problems</li> <li>• Measuring and Improving Service Quality</li> </ul>	
Readings	Chapter 14 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	ELS 12	
Pedagogy	Lecture, class discussion and case presentation	
<b>Session 29 &amp; 30</b>	<b>Striving for Service Leadership &amp; Student Presentations</b>	

Objective of the session	To understand the concept of service leadership	PLO3, PLO 4, PLO5, PLO6, PLO7 PLO8, PLO9,
Subtopics to be covered	<ul style="list-style-type: none"> <li>• The Service-Profit Chain</li> <li>• Integrating Marketing, Operations, and Human Resources</li> </ul>	
Readings	Chapter 15 Christopher Lovelock, Jochen Wirtz, Jayanta Chatterjee: Services Marketing, 7/e, Indian Edition, Pearson.	
Case Title & Number	NA	
Pedagogy	Lecture, and class discussion	

\*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.***