



**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**

---

Jindal Global Business School  
*Course Outline*

---

Course Title	Employee Engagement
Core or Elective	Elective
Program and Batch	MBA and IBM
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	OB-HR
Name of the Faculty Member/Course Instructor	Prof. Manish
Contact Details of the Faculty Member	<a href="mailto:manish@jgu.edu.in">manish@jgu.edu.in</a>
Contact Details of Support Staff	<a href="mailto:jgbs-ec@jgu.edu.in">jgbs-ec@jgu.edu.in</a>
Faculty Member's Open Office Day/s & Time	TBA

### **Introduction to the Course**

Employee engagement is a cornerstone of organizational success, yet many organizations find it challenging to implement in a way that truly resonates with their workforce. While its strategic importance is acknowledged, genuine engagement often feels out of reach. While there are misalignment and forced engagement issues, part of the problem lies in how some initiatives demand emotional labor from employees rather than foster authentic connections. When engagement efforts come across as insincere or overly transactional, they risk backfiring—leading to dissatisfaction and, in some cases, burnout.

Adding to this complexity is the ever-changing nature of today's workforce. Diverse employee expectations, hybrid work models, and rapid technological advancements have redefined engagement. Employees are no longer satisfied with just a paycheck; they want meaningful work, psychological safety, and a sense of purpose. Organizations that fail to adapt their engagement strategies to meet these evolving demands risk losing top talent and a drop in productivity.

This course dives deep into employee engagement—what it means, why it matters, and how it can be measured and fostered effectively. Through interactive sessions, real-world case studies, and hands-on activities, students will explore navigating engagement challenges and developing strategies that deliver real results. We will cover critical topics like building trust, fostering open communication, and aligning organizational goals with employee well-being, all to create a culture where both employees and the organization can thrive.

## Course Learning Objectives

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

CLO1: Understand the Fundamentals of Employee Engagement

CLO2: Analyze Engagement Challenges

CLO3: Evaluate Workforce Dynamics and Evolving Expectations

CLO4: Develop Practical Engagement Strategies

CLO5: Foster a Culture of Trust and Communication

CLO6: Measure and Sustain Engagement

CLO7: Address Real-World Engagement Scenarios

CLO8: Promote Employee Well-Being and Organizational Alignment

## Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
2	<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	3. Understand the interplay between local and global business issues
		4. Demonstrate sensitivity towards ethical issues
		5. Demonstrate sensitivity towards social issues
		6. Address societal issues
3	<b>Effective communication:</b> Ability to effectively exchange ideas and information	7. Present their ideas with clarity
		8. Prepare an organized and logical business document
		9. Use technology for effective communication

4	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
		13. Evaluate alternatives
		14. Summarize and conclude
5	<b>Leadership:</b> Ability to take initiative, inspire and collaborate with others	15. Take initiative
		16. 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
PLO4; PLO5	PCG2	A1, A2
PLO10; PLO12; PLO13; PLO14	PCG4	A2, A3, A4
PLO7; PLO9	PCG3	A3, A4
PLO15; PLO16	PCG5	A2, A4

### 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	Each session	3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16
A2: Case Analysis	20%	Group	Week 6	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
A3: Group Project	30%	Individual	Week 7	1, 2, 11, 12, 13, 14, 15, 16,
A4: End-Term Exam	40%	Individual	Exam week	11, 12, 13, 14, 15, 16,

### Description of Assessments:

## A1- Class participation:

The student participation in class will be assessed through individual participation in class as well as group presentations (if required) on the various concepts. The students should be able to support the concepts with daily life examples. The students can raise hands to contribute to the class discussion, also cold calls call be given to students, as deemed by the Professor. Participation in class discussions during the regular lectures as well as guest sessions will be counted as class participation. Effective class participation means engaging actively in the discussion. That is,

- Listening and building on others' comments,
- Critiquing peers' statements in a constructive manner, and
- Advancing the discussion without going off-topic or dominating the debate.
- Asking/Answering Relevant Questions.

In addition to being called upon to express your viewpoints on a certain subject, class participation also entails engaging in experiential exercises/rolplays.

**Rubric for Class Participation**

Criteria & Points Assigned	Missing or Serious Problems	Below Expectations	Meets Expectations	Displays Leadership Behavior
<b>Active participation</b>	Absent Does not contribute	Few contributions; Seldom volunteers but responds to direct queries	Voluntarily contributes to discussion without prompting	Actively and regularly contributes to discussion; Initiates discussion on issues related to class topic
<b>Relevance of participation to topic under discussion</b>	Contributions are off-topic or distract class from discussion	Contributions are sometimes off-topic or distracting	Contributions are always relevant to discussion	Contributions are relevant and promote in-depth analysis of material
<b>Evidence of level of preparation</b>	Not adequately prepared; Does not appear to have read the material in advance of class	Appears to have read the material, but not closely or did not read all material	Clearly read and thought about the material in advance of class	Consistently well-prepared; Investigates and shares relevant material not explicitly assigned
<b>Listening/Cooperation</b>	Inattentive or makes inappropriate or disruptive comments	Participates occasionally; Does not respond to contributions of others	Participates regularly without monopolizing; Listens and responds to contributions of others	Models good classroom citizenship. Listens without interrupting. Responses to others are appropriate. Promotes active participation by others
		✓ -	✓	✓ +

## A2- Case Analysis:

Access the case and turn in a case analysis report of minimum 1500 words and submit over UMS on or before the indicated date. The report must carry a thorough problem identification, analysis of alternatives, and recommendation. You are expected to refrain from rehashing the case, and not permitted to copy from websites/fellow students and shall be penalized if found doing so (there will be a plagiarism check). The report should be in standard word document file with required headings to make for easy reading with 1-inch default margin, 1.5 spaced, and 12-point Times New Roman font. Your case analysis shall be assessed using the following rubric.

Criteria	0-2%	2- 5%	5- 8%	8-10%
Understanding of problem(s) in the case study.	Superficial understanding of problem(s) in the case study.	Limited understanding of problem(s) in the case study.	Deep understanding of problem(s) in the case study.	Clear and deep understanding of an issue/problem in the case study.
Analysis of Alternatives	At least one coherent alternative.	Multiple alternatives and some analysis.	Variety of clear alternatives with appropriate analysis.	Variety of well-articulated alternatives; analysis well integrated in response.
Recommendations	Addresses problem inappropriately with some substance and limited support from the information presented.	Addresses major problems appropriately with implementable plan of action, supported by the information presented.	Addresses most problems appropriately with deep understanding and realistic plan of action, clearly supported by the information presented.	Comprehensive recommendations with realistic and insightful plan of action, clearly supported by the information presented.
Additional Reading and Research	Incomplete research and links between the problems and the theory.	Limited research and links between the problems and the theory.	Good research and documented links between the problems and the theory.	Excellent research with documented links to the theory and possibly additional material.
Presentation	Lacks focus, format and clarity of ideas	Focused, follows format and presents ideas with some clarity	Focused, follows format and presents ideas clearly	Focused, format and presentation ideas exceed expectations

### A3- Group Project

The groups will select one of the topics discussed in the course and create the project work around it. They will use the concepts as applicable in a management setting and select a company and/or industry to bring out the application, importance, uses, problems and their solutions of the chosen concepts/topic. Your presentation shall be assessed using the following rubric.

Criteria	Poor	Average	Proficient	Excellent
Understanding of problem(s) in the case study	Demonstrates superficial understanding of problem(s) in the case study.	Demonstrates limited understanding of problem(s) in the case study.	Demonstrates deep understanding of problem(s) in the case study.	Demonstrates a clear and deep understanding of an issue/problem in the case study.
Analysis of Alternatives	At least one coherent alternative	Multiple alternatives and some analysis	Variety of clear alternatives with appropriate analysis	Variety of well-articulated alternatives; analysis well integrated in response
Recommendations	Addresses problem inappropriately with some substance and limited support from the information presented	Addresses major problems appropriately with implementable plan of action, supported by the information presented	Addresses most problems appropriately with deep understanding and realistic plan of action, clearly supported by the	Comprehensive recommendations with realistic and insightful plan of action, clearly supported by the information presented

#### **A4 End term examination**

The end term examination will be of **30 marks of 1.5 hours duration**. This will be an invigilated exam according to the mode, modalities and process as decided by CoE.

#### **Teaching Method**

The course will have a judicious mix of lectures, storytelling, experiential exercises, 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 issues arise, and good and bad practices are seen. The key to learning this way is to see many examples and situations and learn inductive as well as deductive ways from students’ and managers’ different experiences.

#### **Textbook / Other Readings**

##### Books

1. Crim, D., & Seijts, G. (2006). What engages employees the most.
2. Kumar, V., & Pansari, A. (2015). Measuring the benefits of employee engagement.
3. Gallup. (n.d.). Gallup Q12 survey.
4. Aon Hewitt. (2015). Trends in global employee engagement.
5. Harvard Business Review. (n.d.). Curated journal articles.
6. Kruse, K. (2012). Employee engagement 2.0. CreateSpace Independent Publishing Platform.
7. Pink, D. H. (2009). Drive: The surprising truth about what motivates us. Riverhead Books.
8. Lencioni, P. (2015). The truth about employee engagement. Wiley.
9. Ulrich, D. (1996). Human resource champions: The next agenda for adding value and delivering results. Harvard Business Review Press.
10. Morgan, J. (2017). The employee experience advantage. Wiley.

#### Articles

1. "The Business Case for Employee Engagement" – Harvard Business Review
2. "Building the Emotional Framework for Employee Engagement" – SHRM
3. "The Future of Work: Reimagining Employee Engagement" – McKinsey & Company
4. "Measuring Engagement and Its ROI" – Deloitte Insights
5. "When Engagement Backfires: Addressing Burnout in the Workplace" – Forbes

#### Websites/ Web Articles

1. Society for Human Resource Management (SHRM) - [www.shrm.org](http://www.shrm.org)
2. Gallup Workplace - [www.gallup.com/workplace](http://www.gallup.com/workplace)
3. HBR Ascend - [www.hbrascend.org](http://www.hbrascend.org)
4. McKinsey Insights - [www.mckinsey.com](http://www.mckinsey.com)
5. Deloitte Human Capital - [www.deloitte.com](http://www.deloitte.com)
6. Bray, D. (2015). IDEO's employee engagement formula (H02KH5-PDF-ENG). Harvard Business Publishing.
7. Camilleri, A. R., & Neelim, A. (2024). How gamification can boost employee engagement (H0828F-PDF-ENG). Harvard Business Publishing.
8. Chamorro-Premuzic, T., Garrad, L., & Elzinga, D. (2018). Is employee engagement just a reflection of personality? (H04O9O-PDF-ENG). Harvard Business Publishing.
9. Clark, D., & Redding, A. (2023). 4 fundamental ways to boost employee engagement (H07VOP-PDF-ENG). Harvard Business Publishing.
10. Garud, N., Pati, R., Sojo, V., Bell, S. J., Hudson, R., & Shaw, H. (2022). 3 ways hospitals can boost worker engagement (H06VKD-PDF-ENG). Harvard Business Publishing.
11. LaMotte, S. (2015). Employee engagement depends on what happens outside of the office (H01TBK-PDF-ENG). Harvard Business Publishing.
12. Ogbonnaya, C., Daniels, K., & Nielsen, K. (2017). Research: How incentive pay affects employee engagement, satisfaction, and trust (H03IE4-PDF-ENG). Harvard Business Publishing.
13. Shih, C. (2022). Keeping hybrid employees engaged (H076P1-PDF-ENG). Harvard Business Publishing.
14. Elzinga, D., & Lavoie, A. (2024). Research: The long-term costs of layoffs (H08DVD-PDF-ENG). Harvard Business Publishing.

#### Case Studies

1. Clark, D. J., & McGovern, T. M. (2021). YellowStarr Financial: Refocusing on employee engagement (NA0684-PDF-ENG). Harvard Business Publishing.
2. Dutta, D. (2021). Amber by inFeedo: The CEO's virtual assistant revolutionizing employee engagement (IMB851- PDF-ENG). Harvard Business Publishing.
3. Gandz, J. (2007). Employee engagement at Modern Appliances Inc. (A) (Revised Dec 2007, 907C35-PDF- ENG). Harvard Business Publishing.
4. Gandz, J. (2007). Employee engagement at Modern Appliances Inc. (B) (Revised Feb 2008, 907C36-PDF- ENG). Harvard Business Publishing.
5. Gandz, J. (2007). Employee engagement at Modern Appliances Inc. (C) (907C37-PDF-ENG). Harvard Business Publishing.
6. Lackova, K., Polakova, M., & Winn, J. (2012). Improving customer service in Sunpharma pharmacies (NA0207-PDF-ENG). Harvard Business Publishing.
7. Rathor, A. S., & Kumar, M. (2024). Jeevika: Young professional policy review (W37593-PDF-ENG). Harvard Business Publishing.
8. Saini, D. S. (2016). A popular HR chief burned to death: People management dynamics at the Indian subsidiary of Suzuki Ltd (Revised Aug 2017, HK1081-PDF-ENG). Harvard Business Publishing.
9. Eccles, R. G., Serafeim, G., & Cheng, B. (2011). Foxconn Technology Group (A) (Revised Jun 2013, 112002-PDF-ENG). Harvard Business Publishing.
10. Wilson-Prangley, A., & Moore, A. (2024). Brewing barista discontent at Starbucks (7964-HTM-ENG). Harvard Business Publishing.
11. Lafkas, J. (2023). Golden careers: Money isn't everything (7984-HTM-ENG). Harvard Business Publishing.:

## Session Plan

Session Details	Topics	PLOs Covered
<b>Session 1</b>	Foundations of Employee Engagement	11,12,13
Objective of the session	Understand the fundamentals of employee engagement.	
Subtopics to be covered	1. Introduction to employee engagement. 2. Employee engagement versus other similar constructs.	
Readings	1. Employee Engagement: A Literature Review	

	( <a href="https://eprints.kingston.ac.uk/4192/1/19wempen.pdf">https://eprints.kingston.ac.uk/4192/1/19wempen.pdf</a> ) 2. Graber, S. (2015). "Two sides of Employee Engagement," Harvard Business Review.	
Case Title & Number	N/A	
Pedagogy	Lecture/ Breakout Group Activity/ Video	
<b>Session 2</b>	Driving Business Impact through Engagement	10,11,12,13
Objective of the session	1. Analyze engagement challenges in business settings. 2. Evaluate the business benefits of employee engagement.	
Subtopics to be covered	Linking engagement to performance and business outcomes.	
Readings	1. The Impact of Employee Engagement on Performance, Harvard Business Review. 2. Kumar, V., & Pansari, A. (2015). Measuring the Benefits of Employee Engagement, MIT Sloan Management Review. 3. Randstad. (2012). Employee Management- Your Competitive Advantage. Virginia: SHRM Foundation. 4. Hay Group. (2012). Why Does Employee Engagement Matter to CEOs? Hay Group.	
Case Title & Number	N/A	
Pedagogy	Lecture/ Breakout Group Activity/ Video	
<b>Session 3</b>	The Building Blocks of Engagement	3,4,7,9,10,11
Objective of the session	Analyze the antecedents and outcomes of employee engagement.	
Subtopics to be covered	Introduction to the psychological contract.	
Readings	Seijts, G., & Crim, D. (2006). What engages employees the most?	
Case Title & Number	Asian Paints: Gaining Competitive Advantage Through Employee "Engagement": Ivey Publishing Product #: W14360-PDF-ENG	
Pedagogy	Lecture/Case Study	
<b>Session 4</b>	Engagement Theories and Models	10,11,13
Objective of the session	1. Examine antecedents of employee engagement using theoretical models. 2. Evaluate workforce dynamics and expectations.	
Subtopics to be covered	DR Model, Oldham-Hackman Model	
Readings	1. Saks, A. M., & Gruman, J. A. (2014). What Do We Really Know About Employee Engagement?	

	2. The Ten C's of Employee Engagement.	
Case Title & Number	N/A	
Pedagogy	Lecture/ Video	
<b>Session 5</b>	Measuring Employee Engagement	12,13
Objective of the session	Measure employee engagement effectively	
Subtopics to be covered	Engagement tools and techniques, Gallup Q12	
Readings	Vance, R. J. (2006). Employee Engagement and Commitment.	
Case Title & Number	N/A	
Pedagogy	Lecture/Group Activity/ Quiz	
<b>Session 6</b>	Guest lecture	12,14
Objective of the session	Address real-world engagement scenarios with insights from practitioners.	
Subtopics to be covered	Engagement scenarios in workplaces	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Lecture	
<b>Session 7</b>	Designing Engagement Tools	12,14
Objective of the session	Create practical engagement measurement tools.	
Subtopics to be covered	Employee Engagement measurement	
Readings	Vance, R. J. (2006). Employee Engagement and Commitment- A guide to understanding, measuring, and increasing engagement in your organization. Virginia: SHRM Foundation.	
Case Title & Number	N/A	
Pedagogy	Group Activity; Create Employee Engagement Measurement Tool	
<b>Session 8</b>	Crafting Effective Engagement Initiatives	4,10,16
Objective of the session	Propose initiatives that align employee well-being with organizational goals.	
Subtopics to be covered	Engagement initiatives and their effectiveness	
Readings	<ol style="list-style-type: none"> <li>1. Rajani, N. (2012). Engaging generations at workplace. Society for Human Resource Management, India, 1(1), pp.1- 8.</li> <li>2. Aon Hewitt (2015). 2015 Trends in Global Employee Engagement. (<a href="https://www.cipd.co.uk/Images/Employee-Engagement_tcm18-9655.pdf">https://www.cipd.co.uk/Images/Employee-Engagement_tcm18-9655.pdf</a>)</li> </ol>	
Case Title & Number	Modern Appliances A: Ivey Publishing Product #: 907C35-PDF-ENG	
Pedagogy	Lecture/ Breakout Group Activity/ Case Study/ Video	

<b>Session 9</b>	Evaluating Engagement Strategies	3,4
Objective of the session	Evaluate the effectiveness of engagement strategies.	
Subtopics to be covered	N/A	
Readings	<ol style="list-style-type: none"> <li>1. Markey, R. (2014), The Four secrets of EE- Harvard Business Review</li> <li>2. Garrad, L., Premuzic, C. (2016). The Dark side of High employee engagement, Harvard Business Review</li> </ol>	
Case Title & Number	Modern Appliances B & C: Ivey Publishing Product #: 907C35-PDF-ENG	
Pedagogy	Case study discussion	
<b>Session 10</b>	Leadership and a Culture of Engagement	3,4
Objective of the session	Foster a culture of trust and communication to enhance engagement.	
Subtopics to be covered	The role of leadership practices in enhancing employee engagement.	
Readings	Groysberg, B., & Michael, S. (2012). Leadership Is A Conversation. Harvard Business Review. <a href="https://www.forbes.com/sites/meghanbiro/2014/03/30/employee-engagement-is-a-leadershipcommitment/#38288b4a3817">https://www.forbes.com/sites/meghanbiro/2014/03/30/employee-engagement-is-a-leadershipcommitment/#38288b4a3817</a>	
Case Title & Number	N/A	
Pedagogy	Lecture/ Breakout Group Activity	
<b>Session 11</b>	Engagement in Organizations- Leadership & Culture Linkages	4,6
Objective of the session	Explain and appreciate the role of Organizational culture in enhancing employee engagement	
Subtopics to be covered	The shift from employee engagement to employee experience	
Readings	<p>The role of Organizational culture in enhancing employee engagement</p> <ol style="list-style-type: none"> <li>1. <a href="https://hbr.org/2015/12/proof-that-positive-workcultures-are-more-productive">https://hbr.org/2015/12/proof-that-positive-workcultures-are-more-productive</a></li> <li>2. <a href="https://www.forbes.com/sites/mikekappel/2018/01/04/how-to-establish-a-culture-of-employeeengagement/#5fb4b0f18dc4">https://www.forbes.com/sites/mikekappel/2018/01/04/how-to-establish-a-culture-of-employeeengagement/#5fb4b0f18dc4</a></li> </ol>	
Case Title & Number	N/A	
Pedagogy	Lecture/ Breakout Group Activity	
<b>Session 12</b>	Employee Engagement in Crisis Situations	4,9
Objective of the session	<ol style="list-style-type: none"> <li>1. Design strategies to sustain engagement during crises.</li> <li>2. Develop resilient employee engagement plans for</li> </ol>	

	adverse situations.	
Subtopics to be covered	<ol style="list-style-type: none"> <li>1. Employee engagement during organizational crises (e.g., layoffs, economic downturns).</li> <li>2. Psychological safety and trust during uncertain times.</li> </ol>	
Readings	<ol style="list-style-type: none"> <li>1. Report by Ivy: 10 C's of Communication;</li> <li>2. Deloitte (2020). Resilient Organizations: Engaging Employees During Crisis.</li> <li>3. Edmondson, A. (2019). The Fearless Organization.</li> </ol>	
Case Title & Number	N/A	
Pedagogy	Lecture/ Video	
<b>Session 13</b>	Engagement Across Cultures	3,4,13
Objective of the session	<ol style="list-style-type: none"> <li>1. Examine how cultural diversity impacts employee engagement.</li> <li>2. Tailor engagement initiatives for a global workforce.</li> </ol>	
Subtopics to be covered	<ol style="list-style-type: none"> <li>1. Cross-cultural engagement strategies.</li> <li>2. Challenges in global employee engagement.</li> </ol>	
Readings	<ol style="list-style-type: none"> <li>1. Hofstede, G. (2010). Cultures and Organizations: Software of the Mind.</li> <li>2. Case Study: Employee Engagement at Global Enterprises.</li> </ol>	
Case Title & Number	N/A	
Pedagogy	Lecture/ Video	
<b>Session 14</b>	The Future of Employee Engagement: The Role of Technology in Engagement	12,13,14
Objective of the session	<ol style="list-style-type: none"> <li>1. Evaluate the role of digital tools in enhancing employee engagement.</li> <li>2. Analyze technology's impact on workforce dynamics and engagement.</li> <li>3. Propose innovative engagement solutions aligned with future workforce trends.</li> </ol>	
Subtopics to be covered	<ol style="list-style-type: none"> <li>1. Technology-driven engagement platforms (e.g., AI-based surveys, gamification tools).</li> <li>2. Social media and internal communication tools for engagement.</li> <li>3. Engagement in hybrid and remote work environments.</li> <li>4. The influence of Gen Z and millennials on engagement practices.</li> </ol>	

Readings	<ol style="list-style-type: none"> <li>1. Bersin, J. (2019). Employee Engagement 3.0: The Role of Technology in Driving Engagement.</li> <li>2. McKinsey &amp; Co. (2022). How Digital Tools Are Changing Employee Engagement.</li> <li>3. Workplace Technology: The employee experience <a href="https://www.cipd.co.uk/Images/workplace-technology1_tcm18-80853.pdf">https://www.cipd.co.uk/Images/workplace-technology1_tcm18-80853.pdf</a></li> </ol>	
Case Title & Number	N/A	
Pedagogy	Lecture/ Breakout Group Activity/ Case Study/ Video	
<b>Session 15</b>	Reading & Revision Week/ Examination Week*	12,13,16
Objective of the session	<ol style="list-style-type: none"> <li>1. Revise the concepts</li> <li>2. Address doubts and queries</li> </ol>	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	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.***