



**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	Designing Your Life
Core or Elective	Elective
Program and Batch	BBA 4 th Year, IBM 4 th Year
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	Strategy and General Management
Name of the Faculty Member/Course Instructor	Prof Shabani Bhatia
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Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

Welcome to Designing Your Life, widely considered one of the most popular and impactful courses at Stanford University—a transformative, human-centered journey based on the pioneering work of Bill Burnett and Dave Evans at Stanford University. This course is grounded in the principles of design thinking and reimagines how we approach career, purpose, identity and personal growth. One of the

This course applies the mindsets and innovation principles of design thinking to the "wicked problem" of designing your life and vocation. The course introduces design thinking processes through application: students practice awareness and empathy, define areas of life and work on which they want to work, ideate about ways to move forward, try small prototypes, and test their assumptions. The course is highly interactive. The course will include brief readings, writing, reflections, and in-class exercises. Expect to practice ideation and prototyping methodologies, decision making practices and to participate in hands on activities in pairs, trios, and small groups. Also includes roleplaying, assigned conversations with off campus professionals, guest speakers, and individual mentoring and coaching. It will conclude with creation of 3 versions of the next 5 years and prototype ideas to begin making those futures a reality.

This course is not about having all the answers—it's about learning how to ask better questions. It's about exploring multiple paths forward and prototyping your way into a more intentional, fulfilling life. Whether you're a student, professional, or someone at a crossroad, DYL invites you to become the designer of your own journey—with curiosity, creativity, and courage.

Course Learning Objectives

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

1. CLO1: Develop a Designer's Mindset for Personal and Professional Life
2. CLO2: Build Self-Awareness Through Reflective Tools and Frameworks.
3. CLO3: Design and Prototype Multiple Career Pathways
4. CLO4: Cultivate Decision-Making Confidence in Ambiguous Situations
5. CLO5: Develop the ability to communicate ideas effectively, demonstrate empathy, and deliver structured presentation

Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)	
		Students will be able to	
1	Responsible Global Citizenship: 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	Effective communication: 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	Critical Thinking: 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	Teamwork: 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
PLO2, PLO3, PLO4, PLO9, PLO10	PCG3, PCG1	A1, A3, A4, A5
PL011, PLO12, PLO7, PLO6, PLO5	PCG4, PCG2	A6, A1, A2

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	Continuous	PLO3, PLO5
A2 Group Project Presentations	20%	Group and Individual	Second last week	PLO11, PLO12
A3 Quiz (Average of two)	10%	Individual	Week 7 and Week 11	PLO8, PLO9
A4 Collaborative online international learning	20%	Group and Individual	TBD	PLO1, PLO2, PLO4, PLO7
A5 Descriptive notes+ Attendance for two Guest Lectures	10%	Individual	TBD	PLO8, PLO10
A6 End Term Examination	30%	Individual	In the JGU Examination period/week	PLO6, PLO5

Description of Assessments:

A1 - Class Participation: Active engagement through reflections, discussions, and peer coaching. Encourages a growth mindset and builds community through shared exploration.

A2-Group Project Presentations: Teams apply Life Design tools to real-life dilemmas and present insights, prototypes, and learnings. Fosters collaboration, creativity, and design thinking in action

A3-Quiz: A short assessment to test understanding of key Life Design concepts like reframing, prototyping, and dysfunctional beliefs. Reinforces foundational tools and language of the design thinking process. An average of two quizzes will be considered, not best of two.

A4- Collaborative online international learning: Collaborative Online International Learning (COIL) will enable cross-cultural interaction with students from Australia (Deakin University), fostering global perspectives and mutual understanding. Through joint activities and discussions, students will co-design their work-life pathways while learning to navigate diverse cultural contexts. This experience will enhance collaboration, empathy, and real-world problem-solving skills.

A5-Descriptive notes+ Attendance for two Guest Lectures: Students are required to attend two guest lectures and submit descriptive notes for each. Lecture by an external corporate expert relevant to the subject, students must write a detailed note analyzing key learnings and insights. Attendance on the day of the lecture will carry additional weightage along with the quality of the descriptive analysis submitted.

A6-End-Term Exam: A written examination assessing comprehension of key Life Design frameworks, mindsets, and applications. Includes scenario-based questions to evaluate critical thinking and problem-solving using design tools. 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.

Rubrics for Assessments

Rubric for Class Participation

Criteria & Points Assigned	Missing or Serious Problems	Below Expectations	Meets Expectations	Displays Leadership Behavior
Active participation	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
Relevance of participation to topic under discussion	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
Evidence of level of preparation	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
Listening/Cooperation	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
		✓ -	✓	✓ +

Rubrics for Group Presentations

	1- Poor, many requirements not met	2- Fair, some requirements met	3- Good, meets most or all expectations	4- Outstanding, exceeds expectations
CONTENT				
The presentation meets the information requirements of the assignment.				
Information is presented in logical sequence/structure.				
Information on slides reflects understanding and effective summarization. Information has not simply been copied and pasted from another source.				
There is not too much text on a slide. Each slide contains a limited number of talking points as opposed to complete paragraphs or lengthy sentences.				
Presentation is free of spelling and grammatical errors.				
DESIGN				
Slides display elements of effective design. Fonts, colors, backgrounds, etc. are effective, consistent and appropriate to the topic and audience.				
Animations and/or sounds have been used to emphasize important points. They do not distract from the content.				

Text is clear and easy for the audience to see.				
PRESENTATION				
Presenter was familiar with the material and did not read from slides or rely on notes. It is evident that the presentation was rehearsed.				
Presenter spoke clearly and slowly enough to be heard by the audience.				
Presenter showed enthusiasm for the subject matter and encouraged audience interest.				
Presenter made eye contact with audience.				

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

Textbook:

Designing Your Life: Bill Burnett and Dave Evans (2016)

Designing your work life: Bill Burnett and Dave Evans(2020)

Flourish – A visionary new understanding of happiness and well-being : Martin Seligman

Flow: The Psychology of Optimal Experience: Mihaly Csikszentmihalyi

Creative Confidence by David and Tom Kelley

Session Plan

Session Details	Topics	PLOs Covered
Session 1	Introduction to the Life Design Framework	PLO8, PLO9,PL02
Objective of the session	Core concepts of Life Design, Application of Design thinking to personal and professional life decisions	
Subtopics to be covered	Overview of the Life Design Process, Human-Centered Approach to Personal & Career Decisions	
Readings	Designing Your Life by Bill Burnett and Dave Evans (Chapter 1) https://www.ted.com/talks/dave_evans_design_your_life (2018) https://www.youtube.com/watch?v=SemHh0n19LA (Bill Burnett TEDxStanford).	
Case Title & Number	How to Plan Your Life When the Future Is Foggy at Best	

	by Kate Northrup https://hbr.org/2021/02/how-to-plan-your-life-when-the-future-is-foggy-at-best	
Pedagogy	Lecture, discussion, Case	
Session 2	Design thinking process and mindset, Marshmallow activity	PLO5, PLO11, PLO12
Objective of the session	To help students understand and apply the design thinking process and mindset through experiential learning and reflection.	
Subtopics to be covered	Introduction to Design Thinking (Empathy, Define, Ideate, Prototype, Test), Human-centered problem solving, Bias towards action & experimentation mindset	
Readings	Stanford d.school: <i>An Introduction to Design Thinking Process Guide</i>	
Case Title & Number	“IDEO Shopping Cart Case” (Stanford Design Thinking Case Study)	
Pedagogy	Experiential Learning, Reflective Discussion	
Session 3	Design thinking tool: persona, customer journey map and experience	PLO10, PLO7, PLO6
Objective of the session	To enable students to apply empathy-driven design tools to understand users deeply and map meaningful experiences.	
Subtopics to be covered	Persona, Customer journey map, Experience Design	
Readings	http://youtube.com/watch?v=OpZxT9dCH6Q Sonjya Lyubomirsky on the how of happiness	
Case Title & Number	Cleveland Clinic: “Improving the Patient Experience” Case Centre No.: 312-066-1	
Pedagogy	Hands-on Tool Application, Reflective Writing & Discussion	
Session 4	Building a compass: Workview and Lifeview	PLO1, PLO3, PLO4
Objective of the session	Help students identify their “life view” and “work view” to build an internal compass for decision-making, Explore the alignment/misalignment between work and life views	
Subtopics to be covered	Compass, Lifeview, Workview	
Readings	Chapter 2: Building a Compass (from <i>Designing Your Life</i>) Workview https://dci.stanford.edu/wp-content/uploads/sites/2/2017/11/DYLMC-Workview-Reflection-v2.2.pdf Lifeview https://dci.stanford.edu/wp-content/uploads/sites/2/2017/11/DYLMC-Lifeview-Reflection-v2.2.pdf	
Case Title & Number	What is meaningful work and why does it matter? A guide for	

	practitioner https://www.researchgate.net/publication/374068248_What_is_meaningful_work_and_why_does_it_matter_A_guide_for_practitioners	
Pedagogy	Experiential activity, lecture, case	
Session 5	Coherence and alignment with social identities and values reflection	PLO3, PLO4, PLO6
Objective of the session	To help students develop coherence between their work view and life view by reflecting on their values, identities, and sources of meaning.	
Subtopics to be covered	Concept of coherence and alignment in life design, Reflection on life stories and meaning-making	
Readings		
Case Title & Number	Zappos: Happiness in a Box Case: Reference no. M333 The case centre	
Pedagogy	Guided Reflective Writing, Dialogue	
Session 6	Limiting beliefs, Passion skill matrix	PLO3, PLO5, PLO6
Objective of the session	Wayfinding by getting “unstuck”: Concept of dysfunctional beliefs and how to reframe	
Subtopics to be covered	Recognize dysfunctional beliefs that block personal and professional decision-making, Introduce wayfinding and teach the reframing technique, skill will matrix	
Readings	Why we define ourselves by our jobs https://www.bbc.com/worklife/article/20210409-why-we-define-ourselves-by-our-jobs Tony Robbins transforms his limiting beliefs https://www.youtube.com/watch?v=-9m4fAncFLc https://www.youtube.com/watch?v=ES05SUNz-rQ How to use the skill will matrix	
Case Title & Number		
Pedagogy	Video, lecture	
Session 7	Defining your problem, Reframing (Minimum actionable problem), cognitive reframing based on Rational Emotive Behavior Therapy, Cognitive distortions	PLO8, PLO9, PLO10
Objective of the session	To learn how to reframe life challenges as design problems, identify “sticky” problems that resist traditional solutions and	

	apply design thinking strategies	
Subtopics to be covered	Three sticky problems- gravity, anchor and hidden dysfunctional beliefs, Reframing, Cognitive reframing	
Readings	Designing Your Life – Bill Burnett & Dave Evans (Chapter 4)	
Case Title & Number		
Pedagogy	Lecture, Group/Paired Activity	
Session 8	Defining your problem , Well framed problem	PLO5, PLO6,
Objective of the session	To help students define and reframe problems into clear, actionable statements using design thinking and cognitive reframing principles.	PLO10
Subtopics to be covered	Problem vs symptom identification, Well-framed problem statement (who–what–why), How Might We (HMW) questions, Minimum Actionable Problem (MAP)	
Readings	Stanford d.school – <i>How Might We Questions Guide</i> Aaron Beck – Cognitive Distortion Theory (selected concepts) Albert Ellis – REBT (ABC Model basics)	
Case Title & Number		
Pedagogy	Guided Problem Framing, Exercise, Discussion	
Session 9	Micro goal exercise Good work Journal	PLO1, PLO5, PLO6
Objective of the session	To help students translate well-framed problems into small actionable steps and build self-awareness through reflection on daily experiences	
Subtopics to be covered	Good Time Journal (engagement & energy tracking), Reflection on progress, Iteration and learning	
Readings	https://www.youtube.com/watch?v=avxXXE2_PUA The Science of Journaling Dr. James Pennebaker	
Case Title & Number		
Pedagogy	Experiential Learning, Reflective Journaling, Peer Sharing & Feedback	
Session 10	Balance reframe: H-W-P-L Framework and balance assessment; Energy mapping; Balance energy pair share and incremental changes , Assessing your balance	PLO9,PLO10
Objective of the session	Enable students to map their energy across Work, Play, Love, and Health, reframe balance as dynamic alignment, and design small, meaningful changes for improved well-being	
Subtopics to be covered	Help students assess how they currently allocate energy across Work, Play, Love, and Health, Reframe the idea of “balance” from perfect equilibrium to dynamic alignment and energy awareness, Use energy mapping as a diagnostic tool to identify	

	high/low engagement zones, Empower students to design incremental changes	
Readings	Designing Your Life by Bill Burnett and Dave Evans (Chapter 5) Manage your energy, not your time by Tony Schwartz and Cathering McCarthy https://hbr.org/2007/10/manage-your-energy-not-your-time Energy engagement sheet https://designingyour.life/wp-content/uploads/2023/11/DY L-Energy-Engagement-Worksheet-v21.pdf	
Case Title & Number		
Pedagogy	Interactive Lecture and Case Discussion and Analysis	
Session 11	Defining your flow; reflecting on moments of flow	PLO5, PLO6,
Objective of the session	To help students identify and analyze their personal flow experiences to enhance engagement, performance, and well-being.	PLO9
Subtopics to be covered	Understanding flow and peak experiences, Conditions for flow (skill–challenge balance), Identifying personal flow moments	
Readings	Csikszentmihalyi, M. (1990). <i>Flow: The Psychology of Optimal Experience</i> , Chapters 3 <i>Designing Your Life</i> – Bill Burnett & Dave Evans (engagement & energy tracking)	
Case Title & Number		
Pedagogy	Experiential, Paired Activity, Discussion	
Session 12	Mapping your impact (Maker mix worksheet); Balance and Energy	PLO1, PLO5,PLO8
Objective of the session	To help students analyze how they spend their time and energy across maker and manager activities, identify what energizes or drains them, and redesign their work-life balance using Life Design principles.	
Subtopics to be covered	Maker–Manager Spectrum (Maker Mix), Energy Audit, Aligning Work with Personal Strengths, Redesigning Your Work Mix	
Readings	Csikszentmihalyi, M. (1990). <i>Flow: The Psychology of Optimal Experience</i> . Chapter 4	
Case Title & Number		
Pedagogy	Self-assessment, reflective exercise, facilitated debrief	
Session 13	Exploring Positive Psychology and PERMA+ Model	PLO2, PLO3, PLO4
Objective of the session	Introduce the PERMA+ model of well-being, explore key principles of positive psychology, and link them to life design	

	tools for creating a flourishing life with intention	
Subtopics to be covered	Definition and key principles of Positive Psychology, PERMA+ Model, Linking PERMA+ to Life Design	
Readings	Flourish: A Visionary New Understanding of Happiness and Well-Being by Martin Seligman (Chapters 1-3) Positive Psychology: Harnessing the Power of Happiness, Mindfulness, and Inner Strength (Harvard Medical School Special Health Report)	
Case Title & Number		
Pedagogy	Reading, Discussion, Lecture	
Session 14	Mind mapping for creative ideation	PLO10,PLO11,P LO12
Objective of the session	To enable students to generate, organize, and expand ideas using mind mapping techniques, enhancing creativity, problem-solving, and innovative thinking in personal and professional contexts.	
Subtopics to be covered	Principles of Mind Mapping, Divergent vs Convergent Thinking, Mind Maps for Problem Solving & Decision Making, Clustering and Prioritization	
Readings	Buzan, T. (2018). Mind Map Mastery: The Complete Guide to Learning and Using the Most Powerful Thinking Tool in the Universe. Chapters 1 & 2: Basics of Mind Mapping and Radiant Thinking.	
Case Title & Number		
Pedagogy	Hands on activity, group activity, reflection	
Session 15	Create your three Odysseys plan	PLO6, PLO1, PLO6, PLO11, PLO12
Objective of the session	At the end of the session, students will be able to: - To enable students to explore and visualize multiple future life paths using Odyssey Planning. - To develop the ability to think divergently and embrace non-linear life and career possibilities. - To introduce prototyping as a tool for testing ideas in low-risk, high-learning ways	
Subtopics to be covered	Introduction to Odyssey Planning: 3 alternative future plans for 5 years each, Divergent thinking techniques	
Readings	<i>Designing Your Life</i> by Bill Burnett & Dave Evans (Chapter 5 & 6) https://www.ted.com/talks/ruth_chang_how_to_make_hard_choices How to make hard choices	

Case Title & Number		
Pedagogy	Experiential activity, discussion	
Session 16	Decision Making and elements of a decision and Quiz	PLO1, PLO3,PLO6
Objective of the session	Examine the elements of effective decision-making using design thinking principles	
Subtopics to be covered	Four steps of decision-making, concept of “Good Enough” decisions, Decision fatigue and paralysis	
Readings	<i>Designing Your Life</i> by Bill Burnett & Dave Evans (Chapter 7 and 8)	
Case Title & Number		
Pedagogy	Lecture, Discussion	
Session 17	Life design prototype, Prototyping odyssey plans discussion	PLO11, PL12, PLO5
Objective of the session	To develop the ability to translate conceptual life and career ideas into tangible experiments through prototyping. To explore ideation techniques that foster creative thinking and multiple solution generation	
Subtopics to be covered	Brainstorming techniques (Mind Mapping, SCAMPER, "Yes, and" approach); Types of prototypes, Building and sharing low-fidelity prototypes	
Readings	<i>Designing Your Life</i> by Bill Burnett & Dave Evans(Chapter 6: “Prototyping”)	
Case Title & Number		
Pedagogy	Lecture/ Quiz	
Session 18	Choosing process based on research on emotional intelligence	PLO8,PLO9,PL O2
Objective of the session	To help students understand how emotional intelligence influences decision-making, enabling them to make more self-aware, empathetic, and effective personal and professional choices.	
Subtopics to be covered	Emotional Intelligence (EI) and Decision-Making, Managing Emotions Under Uncertainty and Stress, Balancing Rational Thinking with Emotional Insight	
Readings	Chapter 10: Uncovering Emotional Baggage Book chapter Reference no. BEP9964 Authors: Richard M Contino (Business Expert Press); Penelope J Holt (Business Expert Press) Chapter from: "Emotional Intelligence at Work: A Personal Operating System for Career Success" Mayer, J.D., Salovey, P., & Caruso, D.R. (2004). Emotional Intelligence: Theory, Findings, and Implications.	

Case Title & Number		
Pedagogy	Self-Assessment(short EI scale), Group Discussion	
Session 19	S.C.I.E.N.C.E of Lasting changes by Sean Young	PLO2, PLO3,PLO5
Objective of the session	To help students understand the SCIENCE framework of behavior change and apply it to design sustainable personal and professional habits.	
Subtopics to be covered	Behavior Change, SCIENCE Framework, Micro-behaviors	
Readings	Young, S. D. (2017). Stick with It: A Scientifically Proven Process for Changing Your Life—for Good. Clear, J. (2018). Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones.Chapter 1-3	
Case Title & Number		
Pedagogy	Activity, Self-reflection,Peer discussion	
Session 20	Storytelling and design your life	PLO8,PLO5,PL O12
Objective of the session	To build narrative competence for presenting one's personal and professional identity To use storytelling as a design tool for reflection, connection, and meaning-making	
Subtopics to be covered	Elements of a compelling personal story: coherence, authenticity, values; Reframing your narrative; Story circles and peer feedback	
Readings	Designing Your Life by Bill Burnett & Dave Evans (Chapter 9)	
Case Title & Number		
Pedagogy	Lecture, Discussion	
Session 21	Guest Lecture	PLO1,PLO2,PL O3,PLO4
Objective of the session	TBD	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
Session 22	Guest Lecture	PLO1,PLO2,PL O3,PLO4
Objective of the session	TBD	
Subtopics to be covered		
Readings		
Case Title & Number		

Pedagogy		
Session 23	COIL with Deakin students	PLO2,PLO5,PL O11,PLO12
Objective of the session	TBD	
Subtopics to be covered	TBD	
Readings		
Case Title & Number		
Pedagogy		
Session 24	COIL with Deakin students	PLO2,PLO5,PL O11,PLO12
Objective of the session	TBD	
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
Session 25	Diagnose a bad fit: redesign strategies	PLO1, PLO3,PLO4
Objective of the session	To help students identify misalignments (“bad fits”) in their current academic, personal, or career paths, and apply Life Design strategies to redesign more meaningful and well-aligned alternatives	
Subtopics to be covered	Diagnosing a Bad Fit, Reframe & Re-enlist, remodel, relocate, reinvent	
Readings	Designing your work life Bill Burnett and Dave Evans,Chapter 7	
Case Title & Number	Why We Don't Talk About Meaning at Work Reference no. SMR63407 Published by: MIT Sloan School of Management	
Pedagogy	Activity, Peer feedback, Discussion	
Session 26	Failure reframe strategy, Quitting well and moving on	PLO1,PLO5,PL O8,PLO9
Objective of the session	To help students reframe failure as a learning tool, understand when and how to quit effectively, and develop resilience to move forward by applying Life Design principles.	
Subtopics to be covered	Failure Immunity, Failure Reframe Strategies,Exit decision,Redesign strategy	
Readings	Designing your work life Bill Burnett and Dave Evans,Chapter 8,9,10 Burnett, B., & Evans, D. (2016). Designing Your Life: How to Build a Well-Lived, Joyful Life, Chapter 9	
Case Title & Number		
Pedagogy	Group discussion, self-reflection activity, facilitated debrief	
Session 27	Final Presentation	PLO10,PLO11,

Objective of the session		PLO12
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
Session 28	Final Presentation	PLO10,PLO11, PLO12
Objective of the session		
Subtopics to be covered		
Readings		
Case Title & Number		
Pedagogy		
Session 29	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
Session 30	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

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.