



**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

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| Course Title | Healthcare Services Management |
| Core or Elective | Elective |
| Program and Batch | MBA-2025, IBM-2022, IBM-2023 |
| Semester & Academic Year | Fall-2026 |
| Credits | 1.5 |
| Discipline/Area | Operations Management & Supply Chain |
| Name of the Faculty Member/Course Instructor | Dr. Ashish Kumar Kaushal |
| Contact Details of the Faculty Member | akkaushal@jgu.edu.in |
| Contact Details of Support Staff | JGBS-EO |
| Faculty Member's Open Office Day/s & Time | TBA |

Introduction to the Course

Across the world, some of the biggest challenges facing healthcare include increasing access and quality of care to large segments of the population. In this course you will learn how Operations Management tools and techniques can be utilized to improve the performance of healthcare delivery systems. Healthcare delivery system is the network composed of facilities such as community centers, clinics, emergency rooms, and hospitals that individually and collectively provide care to the community. You will learn about how to analyse these systems and redesign them so as to better meet the needs of the community. Improvements can be achieved through changes in processes and work design, better use of information and communication technologies, and changes in the role of different facilities in the network. Clearly these changes must be driven by the needs of the community. We will also explore tools and techniques that enable us to get a better understanding of the short term and long term healthcare needs and the differences in how patients consume health services.

Discussions will include addressing healthcare challenges and improving operations, making effective decisions, managing hospital staffing, managing financial obligations in the present leadership roles in healthcare, integrating the higher level of patient care based on current standards, and understanding how older models of management and leadership practices can be blended into contemporary practices within today's healthcare industry

Each lecture will provide you with a brief overview and introduction to the topic at hand and will focus on explaining the difficult concepts and issues. The role of the lecture is to help you understand the context of the topics as well as to help provide practical examples to complement the theoretical frameworks and concepts.

Course Learning Objectives

CLO 1: To understand the historical background and the development of analytics and operations management in health care.

CLO 2: To apply theoretical concepts to real life cases in the healthcare industry and management of healthcare facilities.

CLO 3: To analyze the management processes, constituents, environmental, operational, and functional influences involved in healthcare operations and the management of facilities.

CLO 4: To assess the healthcare manager's role in quality assurance as part of the efficient and effective operation of resources and facilities in the healthcare industry.

CLO 5: To develop analytical and decision support models to examine and improve health care operations.

CLO 6: To choose effective analytical and decision support models for increasing performance and efficiency of healthcare operations

Programme Competency Goals

| MBA Programme Competency Goals (PCGs) | | MBA Programme Learning Objectives (PLOs) |
|---------------------------------------|--|--|
| | | Students will be able to |
| 1 | Technological Agility: Ability to adopt relevant technologies for better business decision making. | 1. Understand relevant business technologies |
| | | 2. Understand future business technologies in business domain |
| 2 | Responsible Global Citizenship: 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 | Effective communication: 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 | Critical Thinking: 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 | Leadership: 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 (PCGs) | Goals | 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 |
| PLO7, PLO8, PLO9 | PCG3 | | A1, A2 & A3 |
| PLO10, PLO11, PLO12, PLO13, PLO 14 | PCG 4 | | A1, A2, A3 &A4 |
| PLO15, PLO 16 | PCG5 | | A1, A3 & A4 |

Evaluation Schema

The course grade will be determined on the basis of

| Assessment Task | Weightage | Nature | Week of Assessment | PLOs to be Assessed |
|--------------------------------|-----------|------------------|------------------------------------|--------------------------------|
| A1. Group Project | 30% | Group Assignment | Week 7 | PLO-7,8,9,10,11,12,13,14,15,16 |
| A2. Class Participation | 10% | Individual | Week 1-Week 8 | PLO-7,8,9,10,12,13,14,16 |
| A3. Assignment | 30% | Individual | Week 6 | PLO-11,13 |
| A4. End Term | 30% | Individual | In the JGU Examination period/week | PLO-7,8,9,10,11,12,13,14 |

Description of Assessments:

A1- Group Project (30%): In this course you will be working with a group of three to four students to develop and present a case study to your classmates. Groups will be formed within the first week of class, and your first assignment will be to select a business organization for your project. Assume that you are an independent operations consultant and the organization has contacted you to conduct an assessment of its healthcare operations and to design and provide the necessary analytical models so as to improve its efficiency. Submit the names of your team members and the name of your organization as indicated by your instructor.

A2-Class Participation (10%): Students' participation in class discussions, hands-on practice problems, and guest lectures will be evaluated on a scale of 10 marks

A3-Assignment (30%): Students must submit analysis of assigned case studies in about 500-700 words with the implementation plan. The students who do not submit assignment will be awarded zero marks unless a prior approval is taken.

A4-End Term Examination (30%) - 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.

Assessment Rubrics:

Group Project

| | Not Attempted 0 | Fail 0-49 | Pass 50-64 | Credit 65-74 | Distinction 75-84 | High Distinction 85-100 |
|--|---|--|---|---|--|--|
| Research Quality and number of internet resources and official social pages visited. (10%) | Not attempted or entirely or significantly plagiarized from other articles/sources. | Insufficient number of quality and relevant peer reviewed articles. | Minimum number of, or one additional, quality and relevant peer reviewed articles/sources. | 2-4 additional quality and relevant peer reviewed articles/sources. | 5-8 additional quality and relevant peer reviewed articles/sources. | 9 or more additional quality and relevant peer reviewed articles/sources. |
| Analysis Relevantly connecting articles/sources to topic (40%) | Not attempted or entirely or significantly plagiarized from other sources. | Minimal connections between articles/sources and topic. | Some connections between articles/sources and topic, little or no detail/ explanation. | Frequent connections between articles/sources and topic showing some detail/ explanation. | Consistent connections between articles/sources and topic with detail showing some insight. | Consistent highly insightful connections between articles/sources topic. Plentiful detail/ clearly explained. |
| Quality of student discussion Ability to develop insights from the analysis / findings (20%) | Not attempted or entirely or significantly plagiarized from other sources. | Report does not propose questions nor implications regarding topic analysis and does not develop discussion beyond a mere summary of the analysis. | Basic questions and implications proposed to forward discussion and/or basic insights drawn from analysis. | Interesting questions (incl. questions regarding / implications for theory) are posed and/or deeper insights revealed from analysis. | Sustained discussion (incl. questions regarding / implications for theory) is developed and/or strong insights consistently revealed. | Stimulating and sustained discussion resulting from thoughtful questions being posed (incl. questions regarding / implications for theory), very strong insights and comments regarding topic. |
| Logical flow Organisation of ideas. Ability to sustain audience interest. (20%) | Not attempted or entirely or significantly plagiarized from other sources. | Organisation of ideas not clear. Report does not develop audience interest due to poor engagement techniques. | Organisation of ideas sometimes unclear. Report displays basic use of techniques (examples / headings / subheadings / literary etc.) to | Organisation of ideas generally clear. Report displays general use of techniques (examples / headings / subheadings / literary etc.) to | Organisation of ideas clear. Report uses a variety of techniques (examples / headings / subheadings / literary etc.) that are used well to sustain | Organisation of ideas extremely clear. Report solidly uses varied and innovative engagement techniques (examples / headings / subheadings / |

| | Not Attempted 0 | Fail 0-49 | Pass 50-64 | Credit 65-74 | Distinction 75-84 | High Distinction 85-100 |
|--|--|---|---|---|---|--|
| | | | develop audience interest. | develop audience interest. | audience interest. | literary etc.) to sustain audience interest throughout. |
| Overall Quality <ul style="list-style-type: none"> Well formatted, incl. fonts, font size, line and paragraph spacing (2%). Spelling & grammar (2%). Visuals and / or diagrams to assist understanding (1%). Citation and referencing style is clear and consistent according to APA or Harvard reference style (5%). | Not attempted or entirely or significantly of very poor quality. | The problems in one or more of the areas listed prevented reader understanding. | The problems in one or more of the areas listed reduced reader understanding. | Performance in the areas listed mostly assisted reader understanding. | Performance in all areas listed considerably assisted reader understanding. | Performance in all areas listed was of a high quality and greatly assisted reader understanding. |

Assignment:

| | Not Attempted 0 | Fail 0-49 | Pass 50-64 | Credit 65-74 | Distinction 75-84 | High Distinction 85-100 |
|--|---|--|--|--|--|--|
| Analysis Relevantly connecting theory from textbook to topic (30%) | Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible. | An attempt is made to analyse the essay topic, but no connections are made between textbook concepts / theory and reflective essay. | Very basic connections established between textbook theory / concepts and essay, little or no detail/ explanation of how theory links to topic. | Some connections established between textbook theory / concepts and topic showing some detail/ explanation of how theory links to topic. | Consistent connections established between textbook concepts / theory and topic. Consistently uses detail from textbook to provide some insight into topic. | Consistent and highly insightful connections established between textbook theory / concepts and topic. Plenty of insights from textbook used to build deep insight into topic. |
| Quality of student discussion & reflection Ability to reflect on topic to transcend the insights from the data analysis / findings (30%) | Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible. | An essay discussion is evident, but it does not reflect on topic nor propose questions nor implications from analysis. Does not develop discussion beyond a mere summary of the data analysis. | Basic reflection is developed including posing simple questions and implications that forward discussion and/or basic insights drawn from data analysis. | Interesting questions are sometimes posed and/or deeper insights about media representation, images and identity are revealed beyond data analysis. | Consistent discussion (incl. questions regarding / implications for theory) is developed and/or strong reflection about media representation, images, and identity are consistently revealed beyond data analysis. | Stimulating and sustained discussion resulting from thoughtful questions being posed (incl. questions regarding / implications for theory), very strong reflection about media representation, identity and image that transcends data analysis. |
| Logical flow Organisation of ideas; Ability to sustain audience interest (20%) | Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible. | Organisation of ideas not clear, essay not well structured. Essay does not develop audience interest due to poor engagement techniques. | Organisation of ideas sometimes unclear, attempt made to structure essay. Thesis statement and topic sentences are developed but poorly defined. | Organisation of ideas generally clear and essay is solidly structured, incl. defined thesis statement and topic sentences. Essay displays general use of | Organisation of ideas clear and essay is well structured. Thesis statement and topic sentences are solidly constructed. Essay uses a variety of techniques (examples / headings | Organisation of ideas extremely clear using very strong and tight essay structure with well-developed thesis statement and topic sentences. Essay solidly uses varied and innovative |

| | Not Attempted 0 | Fail 0-49 | Pass 50-64 | Credit 65-74 | Distinction 75-84 | High Distinction 85-100 |
|--|---|--|--|--|--|--|
| Analysis Relevantly connecting theory from textbook to topic (30%) | Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible. | An attempt is made to analyse the essay topic, but no connections are made between textbook concepts / theory and reflective essay. | Very basic connections established between textbook theory / concepts and essay, little or no detail/ explanation of how theory links to topic. | Some connections established between textbook theory / concepts and topic showing some detail/ explanation of how theory links to topic. | Consistent connections established between textbook concepts / theory and topic. Consistently uses detail from textbook to provide some insight into topic. | Consistent and highly insightful connections established between textbook theory / concepts and topic. Plenty of insights from textbook used to build deep insight into topic. |
| Quality of student discussion & reflection Ability to reflect on topic to transcend the insights from the data analysis / findings (30%) | Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible. | An essay discussion is evident, but it does not reflect on topic nor propose questions nor implications from analysis. Does not develop discussion beyond a mere summary of the data analysis. | Basic reflection is developed including posing simple questions and implications that forward discussion and/or basic insights drawn from data analysis. | Interesting questions are sometimes posed and/or deeper insights about media representation, images and identity are revealed beyond data analysis. | Consistent discussion (incl. questions regarding / implications for theory) is developed and/or strong reflection about media representation, images, and identity are consistently revealed beyond data analysis. | Stimulating and sustained discussion resulting from thoughtful questions being posed (incl. questions regarding / implications for theory), very strong reflection about media representation, identity and image that transcends data analysis. |
| Logical flow Organisation of ideas; Ability to sustain audience interest (20%) | Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible. | Organisation of ideas not clear, essay not well structured. Essay does not develop audience interest due to poor engagement techniques. | Organisation of ideas sometimes unclear, attempt made to structure essay. Thesis statement and topic sentences are developed but poorly defined. | Organisation of ideas generally clear and essay is solidly structured, incl. defined thesis statement and topic sentences. Essay displays general use of | Organisation of ideas clear and essay is well structured. Thesis statement and topic sentences are solidly constructed. Essay uses a variety of techniques (examples / headings | Organisation of ideas extremely clear using very strong and tight essay structure with well-developed thesis statement and topic sentences. Essay solidly uses varied and innovative |

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 / Course Package / Other Readings

McLaughlin, D.B., Olson, J.R. and Sharma, L. (2022). *Healthcare Operations Management* (4th ed.). Chicago, IL: Health Administration Press

Cases and any other reading material assigned for reading will be provided to you in a course pack and will be shared before the class.

Supplementary Text:

Ozcan, Y. A. (2017). *Analytics and decision support in health care operations management: History, diagnosis and empirical foundations*, 3rd ed. San Francisco, CA: Jossey-Bass.

Ginter, P. M., Duncan, W. J., & Swayne, L. E. (2018) *The strategic management of health care organizations*, 8th Edition, San Francisco, CA: John Wiley & Sons.

Session Plan

| Session Details | Topics | PLOs Covered |
|--------------------------|--|--------------------------------|
| Session 1 | Introduction to Healthcare Operations | PLO-7,8,9,10,12 |
| Objective of the session | Identifies challenges that healthcare systems currently face, presents a systems view of healthcare, and provides a comprehensive framework for using operations tools and methods in healthcare | |
| Subtopics to be covered | <ul style="list-style-type: none"> • Background for understanding operations Management • Philosophies of performance improvement, including Six Sigma, Lean, and others • Introduction to supply chain management | |
| Readings | <ul style="list-style-type: none"> • Chapters 1 & 2 in <i>Healthcare Operations Management</i> • Singhai, S., Latko, B., & Pardo Martin, C. (2018). The future of healthcare: Finding the opportunities that lie beneath the uncertainty. | |
| Case Title & Number | Narayana Hrudayalaya Heart Hospital: Cardiac Care for the Poor (A), 505078-PDF-ENG | |
| Pedagogy | In class presentations, case studies and discussions | |
| Session 2 | Evidence-Based Medicine and Value Purchasing | PLO-7,8,9,10,11,12,13,14,15,16 |
| Objective of the session | To review the history, current status, and future of evidence-based medicine | |
| Subtopics to be covered | To review the history, current status, and future of: <ul style="list-style-type: none"> • Public reporting; • Pay for performance and payment reform; and • Value purchasing, including Medicare’s hospital value-based • Purchasing program. | |
| Readings | <ul style="list-style-type: none"> • Chapters 3 in <i>Healthcare Operations Management</i> • Rynes, S., & Bartunek, J. (2017). <i>Evidence-based management: Foundations, development, controversies and future</i> • Tata Memorial Centre: Propagating Excellence in Clinical Operations, ISB182-PDF-ENG | |
| Case Title & Number | NA | |
| Pedagogy | In class presentations and discussions | |
| Session 3 | Use of Technology in Healthcare Delivery | PLO- |

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|--------------------------|--|----------------------------------|
| Objective of the session | To discuss the trends toward digitizing medical records. | 7,8,9,10,1 |
| Subtopics to be covered | <ul style="list-style-type: none"> Types of information flows Health information technology (HIT) solutions | 1,12,13,1 4,15,16 |
| Readings | <ul style="list-style-type: none"> Chapter 4 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | Digitally-Enabled Healthcare Delivery in India: Meddo and the Convergence of Technology and Medicine, IN1731-PDF-ENG | |
| Pedagogy | In class presentations, case studies and discussions | |
| Session 4 | | |
| Objective of the session | Use of Technology in Healthcare Delivery- Impact, Adoption and Challenges. | PLO-7,8,9,10,1 |
| Subtopics to be covered | <ul style="list-style-type: none"> Impact of HIT on healthcare operations Adoption and assimilation of HIT Challenges with HIT use | 1,12,13,1 4,15,16 |
| Readings | <ul style="list-style-type: none"> Chapter 4 in <i>Healthcare Operations Management</i> Sharma, L., C. Queenan, and O. Ozturk. 2019. "The Impact of Information Technology and Communication on Medical Malpractice Lawsuits." <i>Production and Operations Management</i> 28 (10): 2552–72. | |
| Case Title & Number | NA | |
| Pedagogy | In class presentations and discussions | |
| Session 5 | | |
| Objective of the session | Strategy and The Balanced Scorecard=1 | PLO-7,8,9,10,1 2,13,14,1 6 |
| Subtopics to be covered | <ul style="list-style-type: none"> To explain how to monitor strategy from the four stakeholder perspectives, To identify key initiatives to achieve a strategic objective, To develop a strategy map that links relevant initiatives, To identify and measure leading and lagging indicators for each initiative. | |
| Readings | Chapters 5 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | NA | |
| Pedagogy | In-class Presentations and Discussions | |
| Session 6 | | |
| Objective of the session | Strategy and The Balanced Scorecard=2 | PLO-7,8,9,10,1 |
| Objective of the session | To review the theory behind the balanced scorecard and strategy | |

| | | |
|--------------------------|--|----------------------------|
| | mapping and explain the tools' application to healthcare organizations. | 2,13,14,16 |
| Subtopics to be covered | <ul style="list-style-type: none"> To explain how a balanced scorecard can be used to move strategy to action, To understand the use of business intelligence tools to extract data for scorecards | |
| Readings | Chapters 5 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | NA | |
| Pedagogy | In-class Presentations and discussions | |
| Session 7 | Tools for problem solving and Decision making-1 | PLO- |
| Objective of the session | Introduction of the basic tools associated with problem solving and decision making. | 7,8,9,10,11,12,13,14,15,16 |
| Subtopics to be covered | <ul style="list-style-type: none"> The decision-making process, with a focus on framing the problem or issue. Mapping techniques, including mind mapping, process mapping, activity mapping, and service blueprinting Problem identification tools, including root-cause analysis, failure mode and effects analysis. | |
| Readings | Chapters 7 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | NA | |
| Pedagogy | In-class Presentations and discussions | |
| Session 8 | Tools for problem solving and Decision making-2 | PLO- |
| Objective of the session | Introduction of the basic tools associated with problem solving and decision making. | 7,8,9,10,11,12,13,14,15,16 |
| Subtopics to be covered | <ul style="list-style-type: none"> Analytical tools, such as optimization using linear programming and decision analysis Force field analysis to address implementation issues | |
| Readings | Chapters 7 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | GD Labs: Scaling Swab Testing During COVID-19, W28361-PDF-ENG | |
| Pedagogy | In-class Presentations, case studies and discussions | |
| Session 9 | Quality Improvement in Healthcare-1 | PLO- |
| Objective of the session | Introduction to quality management tools and techniques that healthcare organizations now use successfully | 7,8,9,10,11,12,13,14,15,16 |
| Subtopics to be covered | <ul style="list-style-type: none"> Defining quality The costs of quality | |

| | | |
|--------------------------|---|------------------------------------|
| | <ul style="list-style-type: none"> Quality management approaches | |
| Readings | Chapters 8 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | NA | |
| Pedagogy | In-class Presentations and discussions | |
| Session 10 | Quality Improvement in Healthcare-2 | PLO- |
| Objective of the session | Introduction to quality management tools and techniques that healthcare organizations now use successfully | 7,8,9,10,1 1,12,13,1 |
| Subtopics to be covered | <ul style="list-style-type: none"> Tools and techniques, including the seven basic quality tools, statistical process control, process capability, quality function deployment, Taguchi methods, and <i>poka-yoke</i>. | 4,15,16 |
| Readings | Chapters 8 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | Aravind Eye Hospital 2000: Still in Service for Sight, IMD098-PDF-ENG. | |
| Pedagogy | In-class Presentations, case studies and discussions | |
| Session 11 | Process improvement and patient flow-1 | PLO- |
| Objective of the session | To discuss the types of problems or issues healthcare organizations have with process improvement, | 7,8,9,10,1 1,12,13,1 |
| Subtopics to be covered | To analyse issues and problems faced in scheduling patients, staff, equipment, facilities, or jobs. | 4,15,16 |
| Readings | Chapters 11 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | NA | |
| Pedagogy | In-class Presentations and discussions | |
| Session 12 | Guest Session- Mr. Nagmani Jha, Assistant Manager, Deloitte | PLO- |
| Objective of the session | To introduce the concept of SCM and the various tools, techniques, and theories that can enable supply chain optimization | 7,8,9,10,1 1,12,13,1 4,15,16 |
| Subtopics to be covered | SCM basics Tools for tracking and managing inventory | |
| Readings | Chapter 13 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | A Perfect Storm: Examining the Supply Chain for N95 Masks during COVID-19, UV8175-PDF-ENG | |
| Pedagogy | In-class Presentations, case studies and discussions | |
| Session 13 | Emerging Trends In Healthcare-1 | PLO- |
| Objective of the session | To discuss some of these emerging trends and their applications. | 7,8,9,10,1 1,12,13,1 |
| Subtopics to be covered | <ul style="list-style-type: none"> Patient-centred care Virtual care | 4,15,16 |

| | | |
|--------------------------|--|--|
| | <ul style="list-style-type: none"> • Home health | |
| Readings | Chapter 15 in <i>Healthcare Operations Management</i> | |
| Case Title & Number | An Artificial Intelligence (AI)-Based Disruptive Innovation in Cataract Screening: The Case of E-Paarvai, ISB368-PDF-ENG | |
| Pedagogy | In-class Presentations, case studies and discussions | |
| Session 14 | | |
| | Reading & Revision Week/ Examination Week* | |
| Objective of the session | NA | |
| Subtopics to be covered | NA | |
| Readings | NA | |
| Case Title & Number | NA | |
| Pedagogy | NA | |
| Session 15 | | |
| | 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.