



**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	Foundations of Economic Growth, Development, and Artificial Intelligence
Core or Elective	Elective
Program and Batch	BBA 3rd Year
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	SSH
Name of the Faculty Member/Course Instructor	Akanksha Mishra
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Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

This course introduces students to the fundamental drivers of long-term economic growth and development, while examining the growing influence of artificial intelligence and digital technologies on modern economies. Students explore major growth theories and analyse how capital accumulation, human capital, institutions, and technological change shape economic performance. The course also examines how artificial intelligence is transforming productivity, innovation, and labour markets. By connecting economic theory with contemporary technological developments, the course helps students understand the opportunities and challenges that AI presents for economic development and policy.

Course Learning Objectives

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

CLO1: Explain key concepts and indicators of economic growth and development.

CLO2: Understand major theories of economic growth, including classical and neoclassical approaches.

CLO3: Analyse the role of institutions, human capital, and technological progress in economic development.

CLO4: Evaluate the economic implications of artificial intelligence for productivity and labour markets.

CLO5: Apply economic reasoning to contemporary debates on technology and development.

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

Programme Learning Objectives (PLOs)	Programme Competency Goals (PCGs)	Course Assessment Item
PLO1, PLO2	PCG1	A1, A2, A3, A4, A5
PLO3, PLO4	PCG1	A1, A3, A4, A5
PLO5, PLO6	PCG2	A3, A4, A5
PLO7	PCG2	A4
PLO8, PLO9, PLO10	PCG3	A2, A3, A4, A5
PLO11, PLO12	PCG4	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	Ongoing	PLO1, PLO2, PLO3, PLO4, PLO5
A2 Quizzes	20%	Individual	Week 4 & Week 9	PLO1, PLO2, PLO8
A3 Midterm Examination	20%	Individual	Midterm Week	PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO8, PLO9, PLO10
A4 Group Presentation and Case Study	20%	Group	Week 3–12	PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7, PLO8, PLO9, PLO10, PLO11, PLO12
A5 Final Examination	30%	Individual	JGU Examination Period	PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO8, PLO9, PLO10

*The course instructor reserves the right to make necessary modifications to the assessment structure and rubrics if deemed beneficial for enhancing students' learning, understanding, and overall academic growth.

Description of Assessments:

A1: Class Participation (10%)

Students are expected to come prepared for each session and contribute meaningfully to class discussions, debates, and case analyses. Participation is assessed on quality, not just frequency, and includes demonstrating familiarity with assigned readings, engaging with peers' arguments, and applying course concepts to real-world examples.

A2: In-class quizzes (20%)

This component consists of two parts. The first part consists of two in-class quizzes conducted during the semester. Each quiz is an individual assessment lasting approximately 15 minutes and covering material from the preceding lectures.

A3: Midterm Examination (20%)

The midterm examination will be worth 20 marks and will have a maximum duration of 120 minutes. This will be a pen-and-paper invigilated examination held on the JGU campus. The exam will include short/long-answer and analytical questions.

A4: Group Presentation and Case Study (20%)

A group presentation (10%), where students will work in groups of 4–5 to analyse a real-world case study connecting economic growth, institutions, or AI to development outcomes. Each group will deliver a 15–20 minute presentation, and individual students will be evaluated for their presentation performance, with marks awarded out of 10. In addition, each group will submit a written brief of 1000–1200 words on the same topic. The written submission will be evaluated along with a viva voce, and students will be awarded an additional 10 marks based on their report and understanding. This assessment is designed to develop analytical reasoning, the ability to apply theoretical concepts to real-world situations, as well as teamwork and both oral and written communication skills.

A5: Final Examination (30%)

The end-term examination will be of 30 marks with a duration of 2 hours. This will be an invigilated examination in accordance with the mode, modalities, and process as decided by the Controller of Examinations (CoE). The exam will cover the full course syllabus and include analytical and essay-type questions.

Rubrics for Assessments

Rubric: A1 Class Participation (10%)

Criterion	Excellent (90–100%)	Good (75–89%)	Satisfactory (50–74%)	Needs Improvement (<50%)
Preparation & Engagement	Consistently comes prepared; references readings in discussion	Usually prepared; often contributes relevant points	Sometimes prepared; contributions are general	Rarely prepared; minimal or no contribution
Quality of Contribution	Insights are analytical, original, and advance discussion	Contributions are relevant and add value	Contributions show basic understanding	Contributions are superficial or off-topic
Responsiveness	Actively builds on peers' ideas; asks critical questions	Responds appropriately to peers and facilitator	Occasionally responds to others	Rarely engages with peers' ideas
Professional Conduct	Highly respectful; fosters inclusive discussion	Respectful; generally constructive	Occasionally dismissive	Disruptive or disrespectful

Rubric: A2 In-class quizzes assessment (20%)

Two quizzes (10% each). Quizzes will consist of multiple-choice questions (MCQs), and marks will be awarded based on the correctness of responses.

Rubric: A3 Midterm Examination (20%)

Criterion	Excellent (90–100%)	Good (75–89%)	Satisfactory (50–74%)	Needs Improvement (50%)
Understanding of Concepts	Demonstrates thorough understanding; uses precise terminology	Demonstrates good understanding with minor gaps	Shows partial understanding; some terminology errors	Shows limited or incorrect understanding
Analytical Reasoning	Analysis is rigorous, structured, and supported by evidence	Analysis is sound with minor logical gaps	Some analysis present but reasoning is incomplete	Minimal or no analytical reasoning
Use of Evidence	Effectively references theories, data, or case examples	References evidence with some gaps	Limited use of evidence	No evidence or irrelevant evidence used
Written Communication	Well-structured; arguments are clearly articulated	Mostly clear; some structural issues	Somewhat unclear; structure needs improvement	Unclear; difficult to follow

Rubric: A4 Group Presentation & Case Study (20%)

Criterion	Excellent (90–100%)	Good (75–89%)	Satisfactory (50–74%)	Needs Improvement (<50%)
Content & Analysis	Case analysis is thorough, insightful, and well-supported by theory	Good analysis with sound theoretical grounding	Adequate analysis; theory partially applied	Weak analysis; little theoretical connection
Presentation Delivery	Confident, engaging delivery; excellent use of visuals	Clear delivery; good visual support	Delivery is adequate; some unclear moments	Poor delivery; visuals unclear or absent
Written Brief	Well-structured, coherent, and error-free brief	Mostly well-structured; minor language errors	Adequate structure; notable language issues	Poorly structured; many language errors
Teamwork & Contribution	All members contribute equally and clearly	Most members contribute; roles are clear	Uneven contribution; roles partially defined	Very uneven contribution; no clear roles
Q&A Handling	Handles questions confidently with strong reasoning	Handles most questions adequately	Handles some questions; gaps in reasoning	Unable to answer questions satisfactorily

Rubric: A5 Final Examination (30%)

Criterion	Excellent (90–100%)	Good (75–89%)	Satisfactory (50–74%)	Needs Improvement (<50%)
Breadth of Knowledge	Demonstrates comprehensive knowledge across all modules	Good knowledge across most modules	Adequate knowledge of major topics; some gaps	Limited knowledge; significant gaps
Depth of Analysis	Analysis is sophisticated and integrates multiple course themes	Analysis shows good depth with minor gaps	Some depth; connections between topics limited	Surface-level; no integration of themes
Critical Evaluation	Critically evaluates theories and evidence with nuance	Good critical evaluation with minor limitations	Some critical thinking but largely descriptive	Descriptive only; no critical engagement
Application to Context	Effectively applies theories to real-world economic/AI contexts	Good application with minor inaccuracies	Some application; partly theoretical	No meaningful application to context
Written Communication	Exceptionally clear, structured, and well-argued	Mostly clear and well-structured	Some clarity issues; structure needs work	Unclear; poor structure throughout

Teaching Method

The course combines a judicious mix of lectures, interactive discussions, case study analysis, student presentations, and review of contemporary economic and policy reports. Students are expected to come to every session having completed the assigned readings. The instructor will serve as a facilitator of learning — encouraging students to think analytically, connect theory with evidence, and engage critically with current debates on growth, development, and AI. Learning in this course is primarily inductive: cases and real-world examples are used as entry points for developing broader economic reasoning.

Textbook / Other Readings

Textbook:

Core Textbooks:

- Michael Todaro & Stephen Smith, *Economic Development* (11th edition), Pearson.
- Quamrul H. Ashraf & David N. Weil, *Economic Growth* (4th edition), Routledge.

Supplementary Readings:

- Daron Acemoglu & James Robinson, *Why Nations Fail: The Origins of Power, Prosperity, and Poverty*, Crown Publishers.
- Ajay Agrawal, Joshua Gans & Avi Goldfarb, *Prediction Machines: The Simple Economics of Artificial Intelligence*, Harvard Business Review Press.

Policy Reports:

- NITI Aayog: National Strategy for Artificial Intelligence (AI for All); Responsible AI for All.
- World Bank: World Development Report (Digital Development)
- World Development Report 2026: Artificial Intelligence for Development
- World Economic Forum: Future of Jobs Report (selected chapters).

Session Plan

Session Details	Topics	PLOs Covered
Module 1: Introduction to Economic Growth and Development		
Session 1	Introduction to Economic Growth and Development	PLO1, PLO2, PLO8
Objective of the session	Students will be able to differentiate between economic growth and economic development, understand why growth matters, and gain an overview of global trends and the role of AI in modern economies.	
Subtopics to be covered	Difference between growth and development; Why economic growth matters; Global trends in growth and inequality; Overview of the course and AI's role in modern economies	
Readings	Todaro & Smith, Ch. 1; Ashraf & Weil, Ch. 1	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 2	Measuring Economic Growth	PLO1, PLO2, PLO8, PLO9, PLO10
Objective of the session	Students will be able to calculate and interpret GDP and GDP per capita, distinguish between real and nominal GDP, and critically evaluate the limitations of GDP as a measure of well-being.	
Subtopics to be covered	GDP and GDP per capita; Real vs nominal GDP; Productivity and living standards; Limitations of GDP as a measure of development	
Readings	Todaro & Smith, Ch. 2; Ashraf & Weil, Ch. 2	
Case Title & Number	NA	
Pedagogy	Lecture, Data Exercise	
Session 3	Development Indicators	PLO1, PLO2, PLO9
Objective of the session	Students will be able to explain the Human Development Index, multidimensional poverty measures, and inequality indicators, and use these to compare development outcomes across countries.	
Subtopics to be covered	Human Development Index (HDI); Multidimensional poverty; Inequality and inclusive development; Global comparisons	
Readings	Todaro & Smith, Ch. 3; UNDP HDR (selected)	
Case Title & Number	NA	

Pedagogy	Lecture, Case Study	
Session 4	Patterns of Global Development	PLO1, PLO2, PLO9, PLO10
Objective of the session	Students will be able to describe convergence and divergence in global income levels, explain structural transformation, and analyse the role of industrialisation and services in development.	
Subtopics to be covered	Divergence and convergence in income levels; Structural transformation; Role of industrialisation and services	
Readings	Ashraf & Weil, Ch. 3; World Bank Development Report (selected)	
Case Title & Number	East Asian Growth Miracle Birdsall, Nancy M.; Campos, Jose Edgardo L.; Kim, Chang-Shik; Corden, W. Max; MacDonald, Lawrence [editor]; Pack, Howard; Page, John; Sabor, Richard; Stiglitz, Joseph Eugene. <i>The East Asian miracle : economic growth and public policy (Vol. 1 of 2) : Main report (English)</i> . A World Bank policy research report New York, New York : Oxford University Press. http://documents.worldbank.org/curated/en/975081468244550798	
Pedagogy	Lecture, Case Discussion	
Module 2: Theories of Economic Growth		
Session 5	Classical Perspectives on Growth	PLO1, PLO8
Objective of the session	Students will be able to explain Adam Smith's ideas on division of labour, specialisation, and markets, and trace early classical thinking about productivity and economic growth.	
Subtopics to be covered	Adam Smith and division of labour; Role of markets and specialisation; Early ideas about growth and productivity; Malthusian Growth Model	
Readings	Ashraf & Weil, Ch. 4; selected primary readings readings (Smith, Wealth of Nations excerpts)	
Case Title & Number	Schools of Thought in Context: South Korea and Argentina	
Pedagogy	Lecture, Discussion	
Session 6	Harrod–Domar Model	PLO8, PLO9, PLO10
Objective of the session	Students will be able to explain the Harrod–Domar model, analyse the relationship between savings, investment, and growth, and identify the limitations and instability of growth paths in this framework.	
Subtopics to be covered	Capital accumulation and growth; Savings and investment; Instability of growth paths	
Readings	Todaro & Smith, Ch. 4	
Case Title & Number	NA	
Pedagogy	Lecture, Problem Solving	
Session 7	Solow Growth Model (Part 1)	PLO8, PLO9, PLO10
Objective of the session	Students will be able to describe the basic structure of the	

	Solow model, explain the role of capital accumulation and diminishing returns, and identify the concept of steady-state growth.	
Subtopics to be covered	Basic structure of the model; Capital accumulation and diminishing returns; Steady state growth	
Readings	Ashraf & Weil, Ch. 5	
Case Title & Number	NA	
Pedagogy	Lecture, Graphical Analysis	
Session 8	Solow Growth Model (Part 2)	PLO1, PLO8, PLO9
Objective of the session	Students will be able to explain the role of technological progress in the Solow model, evaluate the convergence hypothesis, and assess empirical evidence on the model's predictions.	
Subtopics to be covered	Role of technological progress; Convergence hypothesis; Empirical evidence	
Readings	Ashraf & Weil, Ch. 5–6	
Case Title & Number	NA	
Pedagogy	Lecture, Discussion	
Session 9	Human Capital and Growth	PLO1, PLO8, PLO9
Objective of the session	Students will be able to explain the role of education and skills in driving productivity and long-run economic growth, and evaluate evidence on the returns to human capital investment.	
Subtopics to be covered	Education and productivity; Skills and workforce development; Knowledge and long-run growth	
Readings	Ashraf & Weil, Ch. 8; Todaro & Smith, Ch. 8	
Case Title & Number	NA	
Pedagogy	Lecture, Data Discussion	
Module 3: Institutions and Economic Development		
Session 10	Role of Institutions in Development	PLO1, PLO2, PLO3, PLO8
Objective of the session	Students will be able to define formal and informal institutions, explain how property rights and incentives shape economic performance, and assess the link between institutional quality and development.	
Subtopics to be covered	Formal and informal institutions; Property rights and incentives; Institutional quality and economic performance	
Readings	Acemoglu & Robinson, Ch. 1–2	
Case Title & Number	NA	
Pedagogy	Lecture, Discussion	
Session 11	Governance and Development	PLO2, PLO3, PLO4, PLO9, PLO10
Objective of the session	Students will be able to analyse how political institutions, corruption, and policy stability influence investment and economic growth.	
Subtopics to be covered	Political institutions and economic growth; Corruption and accountability; Policy stability and investment	

Readings	Todaro & Smith, Ch. 11; Acemoglu & Robinson, Ch. 3		
Case Title & Number	Platinum vs. Diamonds: A Comparative Analysis of Mineral Governance and Development Outcomes in Zimbabwe and Botswana		
Pedagogy	Case Study, Class Discussion, Lecture		
Session 12	Inclusive vs Extractive Institutions	PLO1, PLO2, PLO3, PLO9, PLO10	
Objective of the session	Students will be able to distinguish between inclusive and extractive institutions, explain the concept of path dependence, and apply these frameworks to real-world country cases.		
Subtopics to be covered	Institutional frameworks and long-term development; Case examples from different countries		
Readings	Acemoglu & Robinson, Ch. 4–5		
Case Title & Number	Country Comparisons		
Pedagogy	Lecture, Discussion		
Session 13	Guest Lecture 1		
Objective of the session			
Subtopics to be covered	On AI		
Readings	N/A		
Case Title & Number	N/A		
Pedagogy	Lecture and discussion		
Session 14	Markets, State, and Development	PLO1, PLO2, PLO5	
Objective of the session	Students will be able to evaluate the respective roles of markets and government in economic development and critically assess industrial policy debates.		
Subtopics to be covered	Role of markets in growth; Role of government in economic development; Industrial policy debates		
Readings	Todaro & Smith, Ch. 11–12		
Case Title & Number	Dismantling The License Raj: The Long Road to India's 1991 Trade Reforms		
Pedagogy	Case Study, Presentation		
Session 15	Globalisation and Development	PLO1, PLO2, PLO9	
Objective of the session	Students will be able to explain how trade and global value chains contribute to economic growth, and evaluate the mechanisms and challenges of technology transfer across economies.		
Subtopics to be covered	Trade and economic growth; Global value chains; Technology transfer		
Readings	Todaro & Smith, Ch. 14; World Bank Trade Report (selected)		
Case Title & Number	NA		
Pedagogy	Lecture, Discussion		
Module 4: Innovation and Technological Change			
Session 16	Technology as a Driver of Economic Growth	PLO1, PLO8,	

Objective of the session	Students will be able to explain how technological progress drives productivity growth, and describe the concept of general-purpose technologies and their historical impact.	PLO9
Subtopics to be covered	Technological progress and productivity; General purpose technologies	
Readings	Ashraf & Weil, Ch. 9–10; Agrawal et al., Ch. 1	
Case Title & Number	NA	
Pedagogy	Lecture, Multimedia Discussion	
Session 17		
Innovation Systems		PLO1, PLO2, PLO9, PLO10
Objective of the session	Students will be able to describe national innovation systems, explain the role of R&D, and analyse how universities, firms, and ecosystems interact to drive innovation.	
Subtopics to be covered	Role of research and development (R&D); Universities, firms, and innovation ecosystems	
Readings	Ashraf & Weil, Ch. 10	
Case Title & Number	Startup Ecosystems of Silicon Valley and Bangalore: Depiction and Comparison	
Pedagogy	Case Study, Discussion	
Session 18		
Entrepreneurship and Economic Development		PLO1, PLO8, PLO11, PLO12
Objective of the session	Students will be able to explain the role of entrepreneurship and startups in economic transformation, and link innovation to business growth and development.	
Subtopics to be covered	Startups and economic transformation; Innovation and business growth	
Readings	Todaro & Smith, Ch. 15	
Case Title & Number	NA	
Pedagogy	Lecture, Guest Speaker / Video Case	
Session 19		
Digital Economy		PLO1, PLO2, PLO7, PLO8
Objective of the session	Students will be able to explain how digital platforms reshape economic activity, describe data as a new factor of production, and analyse how new business models emerge in the digital economy.	
Subtopics to be covered	Digital platforms and economic activity; Data and new business models	
Readings	World Bank Digital Development Report (selected)	
Case Title & Number	UPI and financial inclusion in rural India: A case study	
Pedagogy	Case Study, Discussion	
Module 5: Artificial Intelligence and the Economy		
Session 20		PLO1, PLO2, PLO7, PLO8
Introduction to Artificial Intelligence		
Objective of the session	Students will be able to define artificial intelligence, distinguish between major types of AI technologies, and explain AI as a general-purpose technology with broad economic implications.	
Subtopics to be covered	What is AI?; Types of AI technologies; AI as a general-purpose technology	

Readings	Agrawal et al., Ch. 1–2; NITI Aayog AI Strategy (Introduction)	
Case Title & Number	NA	
Pedagogy	Lecture, Video Analysis	
Session 21	AI and Productivity	PLO1, PLO8, PLO9, PLO10
Objective of the session	Students will be able to explain how AI drives automation and efficiency, describe AI-driven business processes, and evaluate the relationship between AI adoption and economic growth.	
Subtopics to be covered	Automation and efficiency; AI-driven business processes; AI and economic growth	
Readings	Agrawal et al., Ch. 3–4; NITI Aayog AI Report (selected)	
Case Title & Number	AI Revolution in Indian Banking	
Pedagogy	Case Study, Data Discussion	
Session 22	AI and Labour Markets	PLO1, PLO3, PLO8, PLO9, PLO10
Objective of the session	Students will be able to analyse the effects of automation on employment, explain skill-biased technological change, and evaluate competing perspectives on the future of work.	
Subtopics to be covered	Automation and employment; Skill-biased technological change; Future of work	
Readings	Agrawal et al., Ch. 7–8; WEF Future of Jobs Report (Ch. 1-2)	
Case Title & Number	NA	
Pedagogy	Lecture, Debate	
Session 23	AI and Business Innovation	PLO1, PLO5, PLO7, PLO11, PLO12
Objective of the session	Students will be able to describe AI applications across finance, healthcare, manufacturing, and services, and evaluate how AI-driven decision-making transforms businesses.	
Subtopics to be covered	AI in finance, healthcare, manufacturing, and services; AI-driven decision-making	
Readings	Agrawal et al., Ch. 5–6	
Case Title & Number	Artificial Intelligence (AI) Transforming Indian Agriculture	
Pedagogy	Lecture, Case Study	
Session 24	AI and Inequality	PLO1, PLO2, PLO3, PLO4, PLO9
Objective of the session	Students will be able to analyse how AI affects income distribution, explain the digital divide, and evaluate strategies for inclusive technological development.	
Subtopics to be covered	Technology and income distribution; Digital divide; Inclusive technological development	
Readings	Agrawal et al., Ch. 9; NITI Aayog Responsible AI (selected)	
Case Title & Number	NA	
Pedagogy	Lecture, Discussion	
Module 6: AI, Policy, and the Future of Development		
Session 25	AI and Economic Policy	PLO1, PLO2,

Objective of the session	Students will be able to evaluate key policy challenges related to AI regulation and data governance, and propose principles for effective public policy in the AI era.	PLO3, PLO4, PLO9
Subtopics to be covered	Regulation of AI; Data governance; Public policy challenges	
Readings	NITI Aayog Responsible AI; EU AI Act overview	
Case Title & Number	NA	
Pedagogy	Lecture, Policy Debate	
Session 26	AI and Development Strategies	PLO1, PLO2, PLO5, PLO6, PLO7
Objective of the session	Students will be able to explain the role of government in technological transformation and evaluate innovation policies aimed at enhancing economic competitiveness.	
Subtopics to be covered	Role of governments in technological transformation; Innovation policies and economic competitiveness	
Readings	NITI Aayog National Strategy for AI (selected sections)	
Case Title & Number	India's National AI Strategy	
Pedagogy	Case Study, Student Presentations	
Session 27	Guest Lecture 2	
Objective of the session	TBD	
Subtopics to be covered		
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Lecture and discussion	
Session 28	Future of Economic Growth in the AI Era	PLO1-PLO12
Objective of the session	Students will be able to synthesise course themes, evaluate the opportunities and risks of AI-driven growth, and articulate a vision for sustainable and inclusive development in the AI era.	
Subtopics to be covered	Opportunities and risks of AI-driven growth; Sustainable and inclusive development; Course review and student presentations	
Readings	Review of key readings across all modules	
Case Title & Number	World Development Report 2026: Artificial Intelligence for Development	
Pedagogy	Lecture, Course Review, Student Presentations	
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.