
Jindal Global Business School
Course Manual

Course Title	Consumer Behaviour
Program and Batch	BBA 3, BBA-BA 3, BBA-FM 3, BBA-FB 3
Semester & Academic Year	Fall 2025
Core/Elective	Elective
Credits	3
Discipline/Area	Marketing
Provide details, if this course is a Prerequisite for any course/specialization	NA
Name of the Faculty Member/Course Instructor	Prof. Shumaila Chandni Prof. Suchi Aeron
Contact Details of the Faculty Member	Shumaila.chandni@jgu.edu.in Suchi.aeron@jgu.edu.in
Contact Details of Support Staff	jgbs-eo@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

Why is it important for firms to understand how their consumers and potential customers think and behave? How does understanding consumers' emotions, desires, thoughts, and practices help firms to make strategic, sustainable, and ethical marketing decisions? This course helps answer these questions by examining how consumers purchase, use, and dispose of marketplace products, services, and brands.

Students gain an integrated view of consumer behavior that draws on psychological, economic, anthropological and sociological perspectives to enhance understanding of consumer acquisition processes. Students learn about consumer needs and values, how consumers perceive products and brands, the ways that firms can measure consumer attitudes and effect attitude change, how and why consumers decide to buy (or not buy) a firm's products and services, and the importance

of culture and reference group influences in consumption situations.

By the end of this course, students will have a much deeper and richer appreciation of how marketers can influence consumer behaviour, as well as understanding how consumption not only affects our lives but also how our consumption activity influences the way that we feel about ourselves and about one another.

Course Learning Outcomes

The Course Learning Objectives (CLOs) are what a student should be able to demonstrate by the end of this course if s/he participates fully in learning activities and successfully complete the assessment items. CLOs also contribute to the achievement of the Program Learning Outcomes (PLOs), which are developed across the duration of a program for all students at JGBS. PLOs are, in turn, directly linked to Program Competency Goals (PCGs). More information on PLGs and PLOs is available under Policies and Support. The specific Course Learning Objectives for this course are as follows:

- CLO1: To familiarise students with an advanced level of conceptual thinking in Consumer Behaviour and to apply this to a marketing decision making context.
- CLO2: To develop an understanding of the multitude of factors influencing Consumer Behaviour and to apply this knowledge to improve market strategy.
- CLO3: To build skills in researching, conceptualizing, developing and communicating ideas relating to Consumer Behaviour in academic and business practice.

Program 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
PLO 1-2; 5-6; 8-12.	PCG 1-4	A1, A2, A3, A4, A5
PLO 1-2; 5-6; 8-12.	PCG 1-4	A1, A2, A3, A4, A5
PLO 5-6; 8-12.	PCG 1-4	A1, A2, A3, A4, A5

Teaching Method:

The teaching method involves developing understanding of concepts and theories through readings, discussions and assignments. The course will be conducted seminar-style, emphasise continuous learning and requires full involvement and commitment. Students are expected to read the course readings provided to them.

Evaluation Schema (physical class, campus based)

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1 Class Participation: in class	10%	Individual: in class	Ongoing, Sessions 2 - 29 (approx.)	PLO 4; 8-10.
A2 Group Presentation	20%	Group: 10 slides' presentation on an assigned topic	Session 28-29	PLO 5-6; 8-12.
A3. Research Report	20%	Individual: Research Report (2,500 words). Those exceeding the word limit will not be penalized	TBA	PLO 5-6; 8-12.
A3. Mid-term Examination	20%	Individual: Mid Term exam (90 mins pen and paper exam).	JGBS Mid Term Examination Period	PLO 1-2; 5-6, 8-10.
A5. End Term Examination	30%	Individual: End of term exam (3 hours pen and paper exam).	JGU End Term Examination Period	PLO 1-2; 5-6; 8-10.

Description of Assessments:

A1. Individual Class Participation:

It covers the ongoing class discussion. The mentioned pre-reads in the manual are important for fruitful takeaways from the class in terms of enrichment as well as credits. CP can be gained through constructive participation in the class. This assessment will continue throughout the semester. General conduct in the classroom and the amount of contribution in class proceedings – to be measured by the instructor. Participation and submission of a write-up about the Guest Lecture session would have a significant weightage.

A2. Group Presentation:

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

Groups of three to six students will be created. These groups will present on a pre-assigned topic.

A3. Individual Research Report

Students write a 2,000 word (max., excl. references) research report on a set topic and submit it to the JGU UMS for grading. To be submitted in Session 14 (outline, hard copy to be submitted in class) & Session 18 (final copy to be submitted on JGU UMS). 20% of final course mark (5% outline + 15% final draft of report).

Submissions will undergo a plagiarism check on Turnitin (10% maximum permitted text matching).

Table 5: Evaluation Rubric

	Not Attempted 0	Fail 0-49	Pass 50-64	Credit 65-74	Distinction 75-84	High Distinction 85-100
Analysis Relevantly connecting theory from scholarly sources to case examples (30%)	Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible or evidence of academic	An attempt is made to analyse the case examples, but no connections are made between	Very basic connections established between theory / scholarly concepts and case examples;	Some connections established between theory / scholarly concepts and case examples	Consistent connections established between scholarly concepts / theory and case examples. Consistently	Consistent and highly insightful connections established between theory / scholarly concepts and

	dishonesty is present.	scholarly concepts / theory and case examples.	little or no detail/ explanation how theory links to case examples.	showing some detail/ explanation of how theory links to case examples.	uses detail from scholarly sources to provide some insight into case examples and topic.	case examples; plenty of insights from scholarly sources used to build deep insight into case examples and topic.
Quality of student discussion & reflection Ability to reflect on topic question insights from the data analysis / findings (25%)	Not attempted or entirely or significantly plagiarized from other sources or writing is academic dishonesty is present.	A discussion in report is evident, but it does not reflect on topic nor propose questions about theory nor reflect on implications from analysis; does not develop discussion beyond a mere summary of the data analysis.	Basic reflection is developed including posing simple questions about theory and implications that forward discussion and/or transcend basic insights drawn from data analysis.	Interesting questions are sometimes posed about theory used and/or deeper insights about case examples and concepts are revealed beyond data analysis.	Consistent discussion (incl. questions regarding / implications for theory and case examples used) is developed and/or strong reflection on case examples and concepts are consistently revealed beyond data analysis.	Stimulating and sustained discussion resulting from thoughtful questions being posed (incl. questions regarding / implications for theory and case examples used), very strong reflection about case examples and concepts that transcends data analysis.
Logical flow Organisation of ideas in report; Ability to sustain audience interest (20%)	Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible or evidence of academic dishonesty is present.	Organisation of ideas not clear, report not well structured. Report does not develop audience interest due to poor engagement techniques.	Organisation of ideas sometimes unclear, attempt to structure report Thesis statement and topic sentences are developed but poorly defined; report displays basic use of techniques (examples / visuals / headings / subheadings / literary touches etc) that develop audience interest.	Organisation of ideas generally clear and report is solidly structured, incl. paragraphs with defined thesis statement and topic sentences. Report displays general use of techniques (examples / visuals / headings / subheadings / literary touches etc) that develop audience interest.	Organisation of ideas clear and report is well structured. Paragraphs and thesis statement and topic sentences are solidly constructed. Report uses a variety of techniques (examples / visuals / headings / subheadings / literary touches etc) that are used well to sustain audience interest.	Organisation of ideas extremely clear using very strong and tight report structure with well-developed thesis statement and topic sentences. Essay solidly uses varied and innovative engagement techniques (examples / visuals / headings / subheadings / literary touches etc) to sustain audience interest throughout.

Overall Quality <ul style="list-style-type: none"> Well formatted, incl. fonts, font size, line and paragraph spacing and margins (5%). Spelling & grammar is of high standard (5%). Visuals and / or diagram used to assist understanding (5%). APA citation and referencing style is clearly formatted and consistently used throughout (10%). 	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.
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Students who do not submit a research report will be awarded zero marks for this assessment task. Please note course late assessment penalty. This penalty does not apply for cases in which an application for special consideration is made and approved.

A4. Individual Mid Term Examination

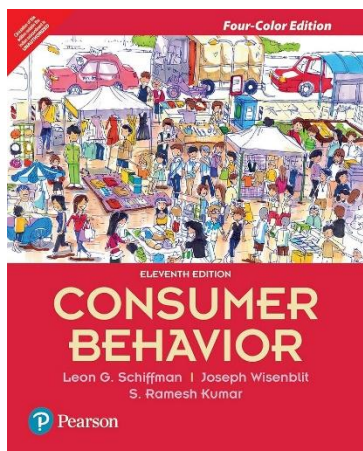
The individual mid-term examination is an individual assessment task that aims to evaluate your understanding of the basic issues concerning Consumer Behaviour covered in the course. This will be a pen and paper invigilated exam held on the JGU campus. The duration of the mid-term exam will be 90 minutes.

A5. Individual End Term Examination

The end term examination will be of 30 marks of 1.5 hours duration. This will be invigilated exam held on the JGU campus according to the mode decided by CoE.

Text Books:

1. Schiffman, L. G., Wisenblit, J., & Kumar, S. R. (2016). *Consumer Behavior* (11th ed.). Uttar Pradesh: Pearson India Education Services.
2. Roger. D. Blackwell, Paul. W Miniard, James. F Engel, & Zillur Rahman (2018). *Consumer Behavior* (10e ed.). Cengage.



Guest Lectures

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1	Shumaila Chandni	Ms. Mukhlisa Mariyam, IOCL	6
2	Shumaila Chandni	Ms. Sakshi Chauhan, Luminous Batteries	14
3	Suchi Aeron	Mr. Tushar Kanti Debnath, Senior Officer (Natural Gas Marketing), GAIL (India) Limited	6
4	Suchi Aeron	Mr. Sarthak Setia, Senior Software Engineer, Harness	14

Session Plan

Session Details		PLOs covered
Session No – 1	Introduction & Course Overview	
Objective of the session	At the end of this session you will learn about the general features and objectives of the course, including approaches to teaching, topics, assessments, course expectations, and group formation.	1-2; 5-6; 8-12.
Readings	Introduction (Schiffman et al 2016 text)	
Pedagogy	Lecture / class discussion	
Session No - 2 & 3	Introduction to Consumer Behaviour	
Objective of the Session	At the end of these two sessions you will learn about the basic concepts that frame consumer behaviour.	1-2; 5-6; 8-12.
Subtopics	<ul style="list-style-type: none"> • Definitions of consumer behaviour • Distinguishing between two types of consumers • Definitions of customer value, satisfaction, and retention • A simplified consumer behaviour model 	
Readings	Chapter 1: Technology-Driven Consumer Behavior, pp. 1-12; 13-19; 19-21.	
Pedagogy	Lecture / class discussion / class learning activity	
Session No - 4 & 5	Consumer Needs and Motivation	
Objective of the Session	At the end of these two sessions you will learn about why marketers study consumer needs and motivation.	1-2; 5-6; 8-12.
Subtopics	<ul style="list-style-type: none"> • Definition of motivation • A model of the consumer motivation process • Development of consumer needs models 	
Readings	Chapter 3: Consumer Motivation and Personality, pp. 61-66; 66-68; 69-70; 70-73.	
Pedagogy	Lecture / class discussion / class learning activity	
Session No - 6 & 7	Consumer Personality and Self-Concept	
Objective of the session	At the end of these two sessions you will learn the importance of understanding personality and self-concept in consumer behaviour.	1-2; 5-6; 8-12.
Subtopics	<ul style="list-style-type: none"> • Definition of personality • Exploration of Freudian, Neo-Freudian and trait theories • How products and services enhance consumer self-image 	
Readings	Chapter 3: Consumer Motivation and Personality, pp. 73-76; 77-86; 88-91; 91-93.	
Pedagogy	Lecture / class discussion / class learning activity	

Session No - 8 & 9	Consumer Perception	
Objective of the session	At the end of these two sessions you will learn the role of consumer perception in understanding their behaviour.	1-2; 5-6; 8-12.
Subtopics	<ul style="list-style-type: none"> • The three elements of perception (selection, organisation, interpretation) • Distorting influences on perception that influence consumer behaviour • The components of consumer image and their strategic applications 	
Readings	Chapter 4: Consumer Perception, pp. 98-122.	
Pedagogy	Lecture / class discussion / class learning activity	
Session No – 10 & 11	Consumer Learning and Involvement	
Objective of the session	At the end of these two sessions you will learn why marketers must study how consumers learn and are involved with marketplace products, services and brands.	1-2; 5-6; 8-12.
Subtopics	<ul style="list-style-type: none"> • The processes and elements of consumer learning • Defining behavioural learning and understanding its applications to consumption behaviour • Examining information processing and cognitive learning and understand their strategic applications to consumer behaviour • Considering consumer involvement and understanding its strategic effects on consumer behaviour 	
Readings	Chapter 5: Consumer Learning, pp. 138-161	
Pedagogy	Lecture / class discussion / class learning activity	
Session No - 12	Experiential learning activity	
Objective of the session	This session will be used for in-class experiential learning activity that consolidate business students' Consumer Behaviour knowledge in the course to date	1-2; 5-6; 8-12.
Readings	NA	
Pedagogy	Case Study Analysis-1	
Session No - 13	Industry Guest Lecture	
Objective of the session	An industry guest from the commercial marketing sector will deliver lecture / presentation during this session to give insight into practical nature of work in Consumer Insights and Strategy.	1-2; 5-6; 8-12.
Readings	NA	
Pedagogy	Lecture / class discussion / class learning activity	
Session No-14, 15 & 16	Mid-term and experiential learning activity	

Objective of the session	These sessions will be used for in-class experiential learning activities that consolidate business students' Consumer Behaviour knowledge in the course to date	1-2; 5-6; 8-12.
Readings	NA	
Pedagogy	Case Study Analysis 2	
Session No – 17 & 18	Consumer Attitudes	
Objective of the Session	At the end of these two sessions you will learn how psychological notions of attitude shape consumer behaviour.	1-2; 5-6; 8-12.
Subtopics	<ul style="list-style-type: none"> • Definition of consumer attitudes • Various models of attitudes • How consumer attitudes are formed • Strategies to change consumer attitudes • Cognitive dissonance and consumption 	
Readings	Chapter 6: Consumer Attitude Formation and Change, pp. 168-190; 193-195.	
Pedagogy	Lecture / class discussion / class learning activity	
Session No - 19 & 20	Communication and consumer behaviour	
Objective of the Session	At the end of these two sessions you will learn how to persuade consumer using various communication tactics	1-2; 5-6; 8-12.
Subtopics	<ul style="list-style-type: none"> • Persuading consumers • From print and broadcast to social and mobile media • Reference groups and word of mouth 	
Readings	Chapter 7 Persuading consumers Chapter 8 From print and broadcast to social and mobile media Chapter 9 Reference Groups and Word-of-Mouth	
Pedagogy	Lecture / class discussion / Case Study Analysis 3	
Session No - 21 & 22	Family Influences on Consumer Behaviour	
Objective of the Session	At the end of these two sessions you will learn about the major influence on consumer behaviour within families.	1-2; 5-6; 8-12.
Subtopics	<ul style="list-style-type: none"> • The socialisation process and other roles of the family in shaping a household's and individual's consumer behaviour • Family Decision-Making and Consumption-Related Roles • How traditional and non-traditional family life cycles impact consumer behaviour 	
Readings	Chapter 10: The Family and Its Social Standing, pp. 278-297.	
Pedagogy	Lecture / class discussion / class learning activity	
Session No - 23 & 24	Social Class and Consumer Behavior	
Objective of the Session	At the end of these two sessions you will learn the importance of social class in framing consumer behaviour.	1-2; 5-6; 8-12.

Subtopics	<ul style="list-style-type: none"> • What social class is and how it relates to social status • Social class categories and social stratification • The various measures of social class and their role in consumer behaviour 	
Readings	Chapter 10: The Family and Its Social Standing, pp. 297-311	
Case Study	Malcom Gladwell, “Getting In: The Social logic of Ivy League admissions”, The New Yorker, Oct 10, 2005.	
Pedagogy	Lecture / class discussion / Case Study Analysis 4	
Session No - 25 & 26	Culture’s Influence on Consumer Behaviour	
Objective of the session	At the end of these two sessions you will learn how culture as a social psychological and anthropological issue influences consumer behaviour.	1-2; 5-6; 8-12.
Subtopics	<ul style="list-style-type: none"> • Culture and its role and dynamics in consumer behaviour • Learning cultural values • Cultural dimensions • What are sub-cultures • Cross-cultural analysis • Localization and standardization 	
Readings	Chapter 11: Culture’s Influence on Consumer Behavior, pp. 314-325; 226-330.	
Pedagogy	Lecture / class discussion / class learning activity	
Session No - 27	Industry Guest Lecture	
Objective of the session	Industry guest from the commercial marketing sector will deliver lecture / presentation during this session to give insight into practical nature of work in Consumer Insights and Strategy.	1-2; 5-6; 8-12.
Readings	NA	
Pedagogy	Lecture / class discussion / class learning activity	
Session No - 29 & 30	Revision	
Objective of the Session	The entire course is going to be revised.	
Readings	NA	
Pedagogy	Class discussion, presentation and evaluation	

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 well-being. 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/**](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)