



Jindal Global Business School
Course Manual

Table 1

Course Title	Consumer Behaviour
Core or Elective	Elective
Program and Batch	MBA-2, IBM 4, IBM 5
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	Marketing Area
Name of the Faculty Member / Course Instructor	Laknath Jayasinghe
Contact Details of the Faculty Member	ljayasinghe@jgu.edu.in
Contact Details of Support Staff	JGBS-EO
Faculty Member's Open Office Day/s & Time	Monday 6-7pm; Thursday 6-7pm

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 the mechanisms behind 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, and the ways that firms can measure consumer attitudes and effect attitude change.

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 completes 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.

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

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

Program Competency Goals – MBA

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	Technological Agility: Ability to adopt relevant techniques and tools for better business decision making.	1. Understand relevant business technologies
		2. Understand future 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 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 7	PCG 3	A1, A2, A3, A4.
PLO 10-14	PCG 4	A1, A2, A3, A4

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.

Evaluation Schema

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1.1 In Class Participation	7.5%	Individual	Sessions 2-14	PLO 7
A1.2 Class Participation Guest Lecture	2.5%	Individual	Session 12	NA
A2. Group Report	30%	Group: Research Report (1,200 words) – Based on a scholarly journal article	Ongoing from Session 3.	PLO 7; 10-14
A3. Reflective Research Essay	30%	Individual: Reflective Research Essay (1000 words). Those exceeding the word limit will not be penalized	9PM, Session 10.	PLO 7; 10-14
A4. End Term Examination	30%	Individual: End of term exam (2000-2500 words) Those exceeding the word limit will not be penalized.	JGU Examination period / week	PLO 7; 10-14

Description of Assessments:

A1.1 Individual Class Participation: in class (Worth 7.5%, ongoing from Sessions 2 - 14)

Held continuously from sessions 2-14.

Students' participation and engagement in class will be assessed by the instructor via a detailed assessment rubric AND a student self-assessment form.

An assessment rubric will be provided in Session 1.

A1.2 Individual Class Participation: Guest Lecture attendance (Worth 2.5%, Session 12)

Students attending industry guest lecture, scheduled for Session 12, will be awarded 2.5%.

A2. Group Research Report (Worth 30%, ongoing from Session 3)

The main purpose of this assignment is to develop understanding of concepts, the ability to think critically, undertake analysis, and communicate effectively.

Students will be provided with a reading and will construct a 1,200 word report to be emailed to the instructor. First topic announced in Session 1 for a Session 3 due date.

The authors will identify:

- the essence and objective of the reading (150 words),
- the key research questions (50 words),
- the primary theoretical concepts or frameworks (200 words),
- the methodology (100 words),
- the main findings (200 words),
- followed by a critique (200 words), and
- theoretical/academic and business relevance and application of the paper as it pertains to the topic question (200 words).

A key element of the research report will be the ability to apply concepts to a relevant business context, as well as engage the reader through a discussion and critique of the reading. Each topic announced two Sessions ahead of group report due date.

The group research report assessment rubric is provided below:

Student Name: _____

Student ID No: _____

	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 (40%)	Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible or evidence of academic dishonesty is present.	An attempt is made to analyse the case examples, but no connections are made between scholarly concepts / theory and	Very basic connections established between theory / scholarly concepts and case examples; little or no detail/ explanation	Some connections established between theory / scholarly concepts and case examples showing some detail/ explanation of how theory	Consistent connections established between scholarly concepts / theory and case examples. Consistently uses detail from scholarly sources to	Consistent and highly insightful connections established between theory / scholarly concepts and case examples; plenty of insights from scholarly

	Not Attempted 0	Fail 0-49	Pass 50-64	Credit 65-74	Distinction 75-84	High Distinction 85-100
		case examples.	how theory links to case examples.	links to case examples.	provide some insight into case examples and topic.	sources used to build deep insight into case examples and topic.
Quality of student discussion & evaluation Ability to evaluate how specific theoretical concepts can help solve the consumer insights issue facing the brand (40%)	Not attempted or entirely or significantly plagiarized from other sources or writing is incomprehensible or evidence of academic dishonesty is present.	A discussion in report is evident, but it does not evaluate how specific theoretical concepts can help solve the brand's consumer insights issues; nor does the report propose questions about theory nor reflect on implications from analysis; does not develop discussion beyond a mere summary of the data analysis.	Basic statements are developed of how theoretical concepts can help solve the brand's consumer insight issue; may also include a discussion that basically analyses theory used and proposes implications that forward discussion and/or transcend basic insights drawn from data analysis.	Some insight & reflection are developed of how theoretical concepts can help solve the brand's consumer insight issue; may also include interesting questions are sometimes posed and answered about theory used and/or deeper insights about case examples and concepts are revealed beyond data analysis.	Consistent insights and reflections are developed of how theoretical concepts can help solve the brand's consumer insights issue; may also include questions being answered regarding / implications for theory and case examples used and/or strong reflection on case examples and concepts are consistently revealed beyond data analysis.	Stimulating and sustained insights are developed about how theoretical concepts can help solve the brand's consumer insights issue. May also include thoughtful questions being answered regarding / implications for theory and case examples used, very strong reflection about case examples and concepts that transcends data analysis.
Overall Quality <ul style="list-style-type: none"> • Formatting incl. fonts, font size, line and paragraph spacing (5%). • Spelling & grammar (5%). • APA citation and referencing (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.

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.

A3. Individual Reflective Research Essay (Worth 30%, announced Session 4, due Session 10)

You will write a reflective research essay on a set topic (max. 1200 words). Assessment task announced in Session 4 for a Session 10 due date.

The individual reflective essay assessment rubric is provided below:

Student Name: _____

Student No: _____

	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 topic (40%)	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 scholarly concepts / theory and reflective essay.	Very basic connections established between theory / scholarly concepts and essay, little or no detail/ explanation of how theory links to topic.	Some connections established between theory / scholarly concepts and topic showing some detail/ explanation of how theory links to topic.	Consistent connections established between scholarly concepts / theory and topic. Consistently uses detail from scholarly sources to provide some insight into topic.	Consistent and highly insightful connections established between theory / scholarly concepts and topic. Plenty of insights from scholarly sources used to build deep insight into topic.
Quality of student discussion & reflection Ability to	Not attempted or entirely or significantly plagiarized from other	An essay discussion is evident, but it does not reflect	Basic reflection is developed including posing	Interesting questions are sometimes posed	Consistent discussion (incl. questions regarding /	Stimulating and sustained discussion resulting

	Not Attempted 0	Fail 0-49	Pass 50-64	Credit 65-74	Distinction 75-84	High Distinction 85-100
reflect on topic to transcend the insights from the data analysis / findings (40%)	sources or writing is incomprehensible.	on topic nor propose questions nor implications from analysis. Does not develop discussion beyond a mere summary of the data analysis.	simple questions and implications that forward discussion and/or basic insights drawn from data analysis.	and/or deeper insights about topic and concepts are revealed beyond data analysis.	implications for theory) is developed and/or strong reflection about topic and concepts are consistently revealed beyond data analysis.	from thoughtful questions being posed (incl. questions regarding / implications for theory), very strong reflection about topic and concepts that transcends data analysis.
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 	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.

	Not Attempted 0	Fail 0-49	Pass 50-64	Credit 65-74	Distinction 75-84	High Distinction 85-100
and referencing style is clearly formatted and consistently used throughout (5%).						

Students who do not submit an individual reflective essay 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.

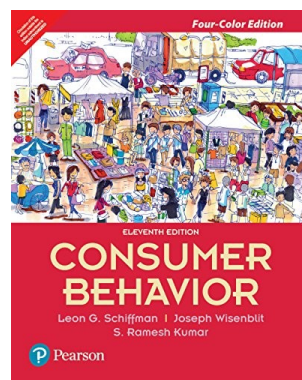
A4. Individual End of Term Examination (Worth 30%, Electives end term exam period)

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

Book / Course Package / Other Readings

Readings will be listed in the class schedule below.

The primary text is: Schiffman, L. G., Wisenblit, J., & Kumar, S. R. (2016). *Consumer Behavior* (11th ed.). Uttar Pradesh: Pearson India Education Services.



Guest Lectures

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1	Laknath Jayasinghe	Rupali Kapoor, Cultural Anthropologist & Qualitative Consumer Researcher.	Week 6

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 philosophies of the course, including approaches to teaching, topics, assessments, course expectations, and presentation group formation.	7; 10-14
Readings	Introduction (Schiffman et al 2016 text)	
Pedagogy	Lecture / class discussion	
Assessment	1 st group report topic announced (due session 3). Subsequent topics announced each session.	
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.	7; 10-14
Subtopics	<ul style="list-style-type: none"> • Definitions of consumer behaviour; • To distinguish between two types of consumers; • Definitions of customer value, satisfaction, and retention; • A simplified consumer behaviour model. 	
Readings	Chapter 1 Schiffman et al (2016): 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.	7; 10-14
Subtopics	<ul style="list-style-type: none"> • Definition of motivation as it pertains to consumption; • A model of the consumer motivation process; • Development of consumer needs models; 	
Readings	Chapter 3 Schiffman et al (2016): Consumer Motivation and Personality, pp. 61-66; 66-68; 69-70; 70-73.	
Pedagogy	Lecture / class discussion / class learning activity	
Assessment	Research essay topics announced Session 4	
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.	7; 10-14
Subtopics	<ul style="list-style-type: none"> • Definition of personality; • Exploration of Freudian, Neo-Freudian and trait theories; • How products and services enhance self-image. 	
Readings	Chapter 3 Schiffman et al (2016): Consumer Motivation and Personality, pp. 73-76; 77-86; 88-91; 91-93.	
Pedagogy	Lecture / class discussion / class learning activity	
Session No-8 & 9	Reference Group and Word-of-Mouth Influences on Consumer Behaviour	
Objective of the session	At the end of these two sessions you will learn why social reference groups play important roles in consumer behaviour.	7; 10-14
Subtopics	<ul style="list-style-type: none"> • The types and role of consumer reference groups; 	

	<ul style="list-style-type: none"> The basic mass communication model, esp. source credibility and attractiveness; 	
Readings	Chapter 9: Reference Groups and Word-of-Mouth, pp. 250-266.	
Session No-10 & 11	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.	7; 10-14
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; The husband-wife dynamics, and the influence of children, on consumer decision making; How traditional and non-traditional family life cycles impact consumer behaviour; 	
Readings	Chapter 10: The Family and Its Social Standing, pp. 278-297.	
Assessment	Research essay due 9PM Session 10.	
Session No-12	Industry Guest Lecture: Ms Rupali Kapoor	
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.	
Readings	NA	
Pedagogy	Lecture / class discussion / class learning activity	
Session No-13	Social Class and Consumer Behaviour	
Objective of the session	At the end of these two sessions you will learn about the major influence of social class and cultural capital on consumer behaviour	7; 10-14
Subtopics	<ul style="list-style-type: none"> Social patterning of consumption Social class, cultural capital and consumption Cultural capital and consumption in less industrialised 	

	countries	
Readings	<ul style="list-style-type: none"> • Holt, D. B. (1997). Poststructuralist lifestyle analysis: Conceptualizing the social patterning of consumption in postmodernity. <i>Journal of Consumer research</i>, 23(4), 326-350. • Holt, D. B. (1998). Does cultural capital structure American consumption?. <i>Journal of consumer research</i>, 25(1), 1-25. • Üstüner, T., & Holt, D. B. (2010). Toward a Theory of Status Consumption in Less Industrialized Countries. <i>Journal of Consumer Research</i>, 37 (1), 37-56. 	
Session No-14	Course Overview & Revision	
Objective of the session	At the end of this session you will learn: Course overview / Practice Exam	
Pedagogy	Lecture / class discussion / class learning activity	
Session No-15	Course Overview & Revision	
Objective of the session	At the end of this session you will learn: Course overview / Practice Exam	
Pedagogy	<ul style="list-style-type: none"> • Lecture / class discussion / class learning activity 	

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/>**

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 a need arises.