



**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**

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Jindal Global Business School  
*Course Outline*

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Course Title	<b>Marketing Research</b>
Core or Elective	Elective
Program and Batch	MBA 2, IBM 4, IBM 5
Semester & Academic Year	Fall 2026
Credits	1.5
Discipline/Area	Marketing
Provide details if this course is a Prerequisite for any course/specialization	No
Name of the Faculty Member/Course Instructor	Naman Sreen
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Contact Details of Support Staff	jgbs-eo@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBD

### **Introduction to the Course**

This marketing research course aims at training students to understand the importance of information, identifying marketing problems and design effective research projects. The course focuses on developing skills among students to use given information and research tools for making informed marketing decisions. This course covers both fundamental concepts of marketing research and the application of research methods. It will also provide hands-on experience to students for conducting a marketing research project using different statistical tools like SPSS and R.

### **Course Learning Objectives**

To provide an understanding of fundamental concepts in the field of marketing research and to equip the students with research tools to conduct research and analysis for effective decision making.

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

1. CLO1: Understand the nature and scope of marketing research. Students will be able to differentiate between different type of research philosophies and research designs.
2. CLO2: Understand questionnaire design, different types of measurement scales, different types of data collection methods and sampling techniques.

3. CLO3: Understand the process of hypothesis testing, univariate and multivariate data analysis and their application in marketing research.
4. CLO4: Develop an understanding of marketing research tools such as SPSS and Python. Students will also be able to carry out marketing research projects on real world problems using these tools.

### Programme Competency Goals

MBA Programme Competency Goals (PCGs)		MBA Programme Learning Objectives (PLOs)
		Students will be able to
1	<b>Technological Agility:</b> Ability to adopt relevant technologies for better business decision making.	1. Understand relevant business technologies
		2. Understand future technologies in business domain
2	<b>Responsible Global Citizenship:</b> 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
3	<b>Effective communication:</b> Ability to effectively exchange ideas and information	6. Address societal issues
		7. Present their ideas with clarity
		8. Prepare an organized and logical business document
4	<b>Critical Thinking:</b> Ability to identify, analyze business problems and propose effective solutions	9. Use technology for effective communication
		10. Identify main issues of business problems
		11. Examine information from different sources
		12. Draw inferences from analysis
5	<b>Leadership:</b> Ability to take initiative, inspire and collaborate with others	13. Evaluate alternatives
		14. Summarize and conclude
		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
PLO3, PLO10, PLO13	PCG2, PCG4	A1, A2, A3
PLO3, PLO4, PLO10	PCG2, PCG4	A1, A2, A3
0PLO1, PLO10, PLO11, PLO12, PLO13, PLO14	PCG1, PCG4	A1, A3
PLO1, PLO7, PLO8, PLO9, PLO10, PLO11, PLO12, PLO13, PLO14, PLO15, PLO16	PCG1, PCG3, PCG4, PCG5	A2

### Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: In class Quiz	20%	Individual	Week 3, 4, 7	PLO1, PLO3, PLO4, PLO10
A2: Project Work	30%	Group Work	Week 7	PLO7, PLO8, PLO9, PLO10, PLO11, PLO12,
A3: Class Participation	10%	Individual	Continuous	PLO 1-6, PLO8, PLO9, PLO10, PLO12
A4: Case Presentation	10%	Group Work	Week 5	PLO 4-10, PLO 12-14
A5: End term Examination	30%	Individual	JGBS Examination Period	PLO1, PLO3, PLO4, PLO10, PLO12, PLO13, PLO14

## Description of Assessments:

**A1- In class Quiz – There will be at least one quiz.** All quizzes are compulsory and the average of all the tests will be considered.

**A2 Project Work** - The students will work in pre-assigned groups on the proposal submitted by them. The students will collect data (primary or secondary) and will analyse it using various data analysis techniques to achieve the research objectives. The findings of the project must be presented in front of the class via MS Power Point. The students must also submit a final report of around 2500-3000 words.

**For more details refer to Appendix -1.**

The students must submit the project report online at the end of session 15. The online submission link will be shared with the students. Further details related to the research project are provided in Appendix 1.

**A3: Class Participation:** It covers the ongoing class discussion. This assessment will continue throughout the semester. General conduct in the classroom and the amount of contribution in class proceedings and experiential learning exercise – to be measured by the instructor.

**A4: Case Presentation** - In the Case Presentation assessment, groups will tackle a real-world marketing challenge to apply their understanding of course concepts. The objective is to analyze the provided case, identify key issues, and propose viable marketing strategies. Groups will collaborate to develop creative solutions, fostering teamwork and critical thinking. The actual case will be given during Week 4, ensuring a level playing field. Presentations during Week 5 should be clear, insightful, and supported by the case's specifics. Submission includes presentation slides and a brief report outlining (maximum 1000 words) the analysis and proposed solutions, emphasizing concise communication and strategic acumen. This exercise hones analytical skills within a collaborative framework, reflecting real marketing scenario dynamics.

**A5 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.

## Rubrics for Assessments

*The following assessment Rubric will be used to evaluate the Project Work and Case Presentation*

	Excellent (80-100%)	Satisfactory (50-79%)	Can be improved. (0-49%)
Application	In-depth data analysis, both descriptive and inferential.	Basic data analysis, both descriptive and inferential	Inadequate data analysis
	In-depth analysis of the Findings	Basic analysis of the findings	Inadequate analysis of the findings
Presentation skills	Appropriate font size and background of the slides	Small font size or jarring backgrounds	Small or inconsistent font size or fonts and backgrounds which make reading difficult
	Logical linkage between the written and the spoken word	Some basic linkage between the content of the slide and what is being spoken	Very little or no logical link between what is on the slide and what is being spoken
	Adherence to time, up to 10 Minutes of	Up to 12 minutes of presenting	More than 12 minutes of presenting

	presenting)		
Theoretical understanding (Judged through Q/A)	A proper understanding of the concepts and ability to confidently answer the questions Correctly	A basic understanding of the concepts and inability to provide to-the-point answers to questions	Very nascent understanding of the concepts and tendency to avoid questions

### Teaching Method

The course will have a judicious mix of lectures and in class problem solving, computer based methodology practices and assignments. Here the onus of learning will be with the student and the instructor will be a facilitator. Students will be asked to apply their classroom learning to real business scenarios using business datasets and statistical tools.

### Textbook / Other Readings

#### Textbook:

Malhotra, N.K & Dash, S. (2019), Marketing Research: An Applied Orientation. Seventh Revised Edition, Pearson Prentice Hall, New Delhi (MR).

Chapters from this book are assigned as required readings in the class schedule below. Please read the chapters before coming to class for an engaging classroom discussion.

### Guest Lectures

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1.	Prof Naman Sreen	Mukul Gupta, Owner, ThinkSurvey	4

### Session Plan

Session Details	Topics	PLOs Covered
<b>Session 1 and 2</b>	<b>Introduction to Marketing Research</b>	PLO1, PLO2
Objective of the session	Course introduction, setting the ground rules and evaluation criteria. Explaining the nature and scope of Marketing Research and defining market research problem	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Marketing Research meaning and definition</li> <li>• Classification of Marketing Research</li> <li>• Marketing Research Process</li> <li>• Role of Marketing Research in Marketing Decision Making</li> <li>• Problem definition process</li> <li>• Research Questions/Objectives</li> </ul>	
Readings	Chapter 1 and 2	
Case Title & Number	N/A	

Pedagogy	Lecture and Class discussion	
<b>Session 3</b>		
<b>Research Design</b>		PLO1, PLO2
Objective of the session	Understanding different types of research designs	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Compare and contrast basic research designs: exploratory, descriptive and causal</li> <li>• Sampling and Non-Sampling error</li> <li>• Exploratory Research – Focus Group, Interviews</li> <li>• Descriptive Research – Survey, Observation</li> <li>• Causal Research – Experimental Designs</li> </ul>	
Readings	Chapter 3, 5, 6, 7	
Case Title & Number	N/A	
Pedagogy	Lecture and Class discussion	
<b>Session 4</b>		
<b>Measurement and Scaling</b>		PLO1, PLO2, PLO3, PLO 4
Objective of the session	Understanding the concept of measurement and scaling	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Measurement and Scaling concept</li> <li>• Primary scales of measurements – Nominal, Ordinal, Interval and Ratio Scale</li> <li>• Comparative and Non-Comparative Scaling Techniques</li> <li>• Itemized rating scales: Likert Scale, Semantic Differential Scale, Stapel Scale</li> <li>• Concept of Reliability and Validity</li> </ul>	
Readings	Chapter 8 & 9	
Case Title & Number	N/A	
Pedagogy	Lecture, class discussion and in-class activity	
<b>Session 5</b>		
<b>Questionnaire design</b>		PLO1, PLO2, PLO3, PLO 4
Objective of the session	Understanding the process of questionnaire design	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Questionnaire design process and steps</li> <li>• Pretesting</li> </ul>	
Readings	Chapter 10	
Case Title & Number	N/A	
Pedagogy	Lecture, class discussion and in-class activity	
<b>Session 6</b>		
<b>Sampling: Design and Procedures</b>		PLO1, PLO2, PLO3, PLO 4
Objective of the session	Understanding the sampling process and different types of sampling techniques	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Sampling design process, sampling frame, sampling size</li> <li>• Probability and Non-probability sampling techniques</li> <li>• Sampling Distribution</li> <li>• Sampling Error</li> </ul>	

Readings	Chapter 11	
Case Title & Number	N/A	
Pedagogy	Lecture, class discussion and in-class activity	
<b>Session 7</b>		
<b>Session 7</b>	<b>Guest Lecture</b>	PLO1, PLO3, PLO4, PLO10, PLO12, PLO13, PLO14
Objective of the session	Real world business application of Marketing Research	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Lecture and class discussion	
<b>Session 8 and 9</b>		
<b>Session 8 and 9</b>	<b>Data Preparation and Descriptive Data Analysis</b>	PLO1, PLO3, PLO4, PLO10, PLO12, PLO13, PLO14
Objective of the session	Understanding data pre-processing techniques and various methods of descriptive data analysis	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Coding of data</li> <li>• Data cleaning and data preprocessing</li> <li>• Five point data summary – minimum, maximum, mean, median, standard deviation</li> <li>• Cross Tabulation</li> <li>• Univariate and bivariate data visualization techniques</li> </ul>	
Readings	Chapter 15	
Case Title & Number	N/A	
Pedagogy	Lecture, class discussion and hands on exercise using SPSS and R	
<b>Session 10</b>		
<b>Session 10</b>	<b>Hypothesis Testing</b>	PLO1, PLO3, PLO4, PLO10, PLO12, PLO13, PLO14
Objective of the session	Understanding different types of hypothesis testing Techniques	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Hypothesis testing</li> <li>• One sample z-test, t-test</li> <li>• Two-sample z-test, t-test</li> </ul>	
Readings	Chapter 15	
Case Title & Number	N/A	
Pedagogy	Lecture, class discussion and hands on exercise using SPSS and Python	
<b>Session 11</b>		
<b>Session 11</b>	<b>Data Analysis: ANOVA</b>	PLO1, PLO3, PLO4, PLO10, PLO12, PLO13, PLO14
Objective of the session	Understanding the ANOVA technique	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• ANOVA</li> <li>• MANOVA</li> </ul>	
Readings	Chapter 16	
Case Title & Number	N/A	
Pedagogy	Lecture, class discussion and hands on exercise using SPSS and R	

<b>Session 12</b>	<b>Data Analysis: Test of Association – Correlation &amp; Regression</b>	PLO1, PLO3, PLO4, PLO10, PLO12, PLO13, PLO14
Objective of the session	Understanding the concept of correlation and regression for data analysis	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Product moment correlation</li> <li>• Pearson Correlation</li> <li>• Regression Analysis (Bivariate and Multivariate)</li> </ul>	
Readings	Chapter 17	
Case Title & Number	N/A	
Pedagogy	Lecture, class discussion and hands on exercise using SPSS and R	
<b>Session 13</b>		
<b>Session 13</b>	<b>Discriminant Analysis &amp; Factor Analysis</b>	PLO1, PLO3, PLO4, PLO10, PLO12, PLO13, PLO14
Objective of the session	Understanding the concepts of Discriminant Analysis and Factor Analysis and their application in marketing research.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Concept and procedure of discriminant analysis</li> <li>• Concept and procedure of factor analysis</li> <li>• Difference between PCA and factor analysis</li> </ul>	
Readings	Chapter 18 and 19	
Case Title & Number	N/A	
Pedagogy	Lecture, class discussion and hands on exercise using SPSS and R	
<b>Session 14</b>		
<b>Session 14</b>	<b>Cluster Analysis</b>	PLO1, PLO3, PLO4, PLO10, PLO12, PLO13, PLO14
Objective of the session	Understanding the concept of cluster analysis and its application in marketing research.	
Subtopics to be covered	<ul style="list-style-type: none"> <li>• Concept and scope of Cluster Analysis</li> <li>• Types of Clustering procedure</li> <li>• Different types of distance measures</li> <li>• Applications of cluster analysis</li> </ul>	
Readings	Chapter 20	
Case Title & Number	N/A	
Pedagogy	Lecture, class discussion and hands on exercise using SPSS and R	
<b>Session 15</b>		
<b>Session 15</b>	<b>Project Presentations</b>	PLO 4, PLO5, PLO6, PLO7, PLO8, PLO9, PLO10, PLO 12, PLO13, PLO14
Objective of the session	Check students' understanding of various concepts taught in the class.	
Subtopics to be covered	N/A	
Readings	N/A	
Case Title & Number	N/A	
Pedagogy	Class Discussion	

## **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](mailto:disabilitysupportcommittee@jgu.edu.in)

## Appendix 1

### Project Work

The research project provides a detailed understanding of the application of various tools and techniques of marketing research. This research project will involve the investigation and analysis of a marketing research problem chosen by the students. In this project, students will get the opportunity to put into practice various marketing research techniques covered during this course and will get first-hand experience of real-world marketing research problem.

Although, research problem and their solution vary considerably, but this research project will cover all the major steps of research process and contains the following elements.

- I. Executive summary: The report should begin with a summary of the major points from each of the other sections, presenting an overview of the entire project.
- II. Background: The researcher is expected to have researched and developed ideas on the problem faced by business. Potential causes of the problem, factors shaping the environmental context of the problem should be presented. Exploratory work can be undertaken by the researcher regarding the industry, organisation, decision makers, planned campaigns, etc.
- III. Problem definition: In this phase, the researcher should present a clear and consider the definition of research problem. The researcher should deep into the business decision problem and convert that into a clear research problem.
- IV. Research objective: Here, the research problem should be explained with analytical models i.e. verbal, graphical and mathematics. They may cover broader areas in terms of 'research questions' that are to be explored and tested in the form of clear hypotheses.
- V. Research design: The research design (i.e. exploratory, descriptive or causal) that is adopted for the research study should be specified. Beyond a broad classification it should include details of the individual techniques that are adopted and used. A detailed explanation of method of data collection, sampling plan and their justification should be presented.
- VI. Fieldwork/data collection: The project should explain how the data was collected.
- VII. Data analysis and discussion: This will explain how the data was analysed; univariate, bivariate or multivariate. Brief description on software packages used for the analysis should also be presented.
- VIII. Business Implication: This will explain the managerial and theoretical implication of the study and the results. Students must clearly mention the contribution of their research to the business world.
- IX. Conclusion: The project will be ended with the conclusion section. In the conclusion section, students are expected to relate their findings with the research question they have developed.

*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.*