



COURSE MANUAL

Name of the Elective Course: Brands, Brain, and Storytelling

Course Code: L-EA-0511

Name of the responsible Faculty Instructor:
Prof. (Dr.) Piyush Pranjali

**FALL 2026
(AY 2026-27)**

This document is prepared by the course instructor and contains basic information relevant to the execution of the course. It is the official record for all intends and purposes as far the elective course, **Brands, Brain, and Storytelling**, is concerned.

This course manual can be used as a general guide to the subject. However, the instructor can modify, extend or supplement the course (without tampering its basic framework and objectives) for the effective and efficient delivery of the course. The instructor will provide students with reasons for such changes.

Part I

Course Title: **Brands, Brain, and Storytelling**

Course Code: **L-EA-0511**

Course Duration: **One Semester (14 Weeks)**

No. of Credit Units: **4 Credits**

Level: **Both (UG & PG)**

Medium of Instruction: **English**

Pre-requisites (if applicable): **None**

Equivalent Courses: **N/A**

Part II

1. Acknowledgement of Course Ideators

This course was ideated and originally designed by Dr. Piyush Pranjali, the responsible Faculty Instructor of this course. Dr. Pranjali is an Associate Professor at JGLS, JGU. The inspiration for this course is two-fold: a) the responsible Faculty Instructor's research work at the Centre for Advancing Research in Management and Law at JGLS, JGU, and b) research and extant literature in the domain of Brand Management and Marketing-Sociology interface.

2. Course Description

We begin the course with the realization that we live in a branded World. From the time we wake up until we go to sleep, we are surrounded by brands. Our bed-sheets, clothes, schools, universities, workplaces, entertainment, news, leaders, vacations, food, and even ideas are also branded. Since the advent of social media, a lot of us humans have also started behaving like brands which eventually spills on to the real world. Brands have come a long way – from being an identifier for a product to being a differentiator in an increasingly competitive marketplace to being an individual's extended-self. Several schools/paradigms of Brand Management have been responsible for this transition. Rather than taking the orthodox Brand Management course route that of models, this course will first discuss the different paradigms of Brand Management and the workings of each. The course will then elaborate the latest in Brand Management – latest paradigms, application of neuropsychology in branding (also termed, Neurobranding) and the art of Storytelling, which will help weave all the knowledge together. The course will cover these newest aspects of branding with a 'How to' approach so as to provide the students with not merely a theoretical understanding of the concepts but more importantly an exposure to best and successful practices within each.

3. Course Aims

The course 'Brands, Brain, and Storytelling' aims to achieve the following:

- a) Prepare students to build new-age brands (corporate, product, personal, destination, etc.) by leveraging the new paradigms
- b) Learn brain behavior, neuroscience, and storytelling applications in business and management
- c) Most importantly, gain brand building and associated marketing skills with a hands-on practical approach

4. Teaching Methodology

This elective will adopt a 'hybrid' teaching methodology, with theory and case-based practice complementing each other. It will have a combination of live project, case study

discussions, lectures, and flipped classes. The course will be largely be live group project-driven and case study-based hence maximum emphasis in terms of duration, effort, and marks will be on the live group project and case studies. Concepts will also be introduced and discussed using case studies and lectures. The flipped classes will be utilized to impart hands-on learning.

5. Intended Learning Outcomes

Course Intended Learning Outcomes	Weightage in %	Teaching and Learning Activities	Assessment Tasks/ Activities
Describe various concepts, aspects, and schools of branding, brand-brain interaction, and the art of storytelling	25%	Case Discussions, Lectures	Case Study Assessment, Group Project, End-Semester
Decipher how brands utilize the brand-brain interaction and the art of storytelling to capture/grow and diversify markets	25%	Flipped Classes, Case Discussions, In-class workshops aligned with the Group Project	Group Project, End-Semester
Learn the best brand management practices of managers/leaders with special emphasis on the use of the knowledge gained on brand-brain interaction and the art of storytelling via a live group project	50%	Group Project, Flipped Classes, In-class workshops aligned with the Group Project	Group Project, Case Study Assessment, End-Semester

6. Grading of Student Achievement

To pass this course, students shall obtain a minimum of 40% in the cumulative aspects of coursework, i.e., internal assessments (including moot court, mid-term exam, presentations, research paper) and the end term examination. Internal assessments shall carry a total of 70 marks. **End of semester exam shall carry 30 marks out of which students have to obtain a minimum of 30% marks to fulfil the requirement of passing the course.**

The details of the grades as well as the criteria for awarding such grades are provided below:

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	Outstanding – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
			ability
75 – 79	A+	7.5	Excellent - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70 – 74	A	7	Very Good - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	Good - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	Fair – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
55 – 59	B	4	Acceptable - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
50 – 54	B-	3	Marginal - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
45 – 49	P1	2	Pass 1 – Pass with basic understanding of the subject matter
40 – 44	P2	1	Pass 2 – Pass with rudimentary understanding of the subject matter
Below 40	F	0	Fail - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
Incomplete	I	0	Incomplete - “Extenuating circumstances” preventing the student from taking the end-semester, or re-sit, examination as the case may be; the Vice Dean (Examinations) at their discretion assign the “I” grade. If an "I" grade is assigned, the student would appear for the end-semester, or re-sit examination, as the case may be, as and when the subsequent opportunity is provided by the University.

7. Criteria for Student Assessments

Assessment of the participants will be based on the following criteria.

Assessment	Weightage	Remarks
Case Study Group Exercise	30 Marks	A Case Study Group Exercise wherein students as groups of size 3-5 members (formed by students on their own) will be asked to solve a real-World case study.
Group Project	40 Marks	A Group Project (same group as the case study exercise) covering all the 3 aspects of the course – Brands, Brain and Storytelling with a ‘to do/perform’ approach wherein rather than merely report-making, student groups will get a hands-on skills training on leveraging new-age branding paradigms, neuroscience, brain behavior, and storytelling.
End Semester Examination (Compulsory)	30 Marks	There will be a compulsory end-semester examination/component for all participants of the course who have successfully met the requisite criteria as per the governing JGU policies.

Part III

Course/Class Policies

- To strictly adhere to the class timings.
- To engage with the reading material on both abstract and computational level.
- Read cases/articles/papers/powerpoints before the class for a fruitful discussion.

Cell Phones, Laptops and Similar Gadgets

Allowed only on need-basis or as instructed by the Professor/Faculty Instructor.

Academic Integrity and Plagiarism

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

Disability Support and Accommodation Requirements

JGU endeavours to make all its courses inclusive and accessible to students with different abilities. In accordance with the Rights of Persons with Disabilities Act (2016), the JGU Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual and hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia, 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 before the deadline for registration ends, as communicated by the DSC via email each semester. Those students who wish to continue receiving support from the previous semester, must re-register every semester prior to the deadline for re-registration as communicated by the DSC via email. Last minute registrations and support are discouraged and 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. With due respect for confidentiality, faculty and students are encouraged to have honest conversations about the needs of students with disabilities and to discuss how a course may be better tailored to cater to a student with disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Safe Space Pledge

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

P.S. The course instructor, as part of introducing the course manual, will discuss the scope of the Safe Space Pledge with the class.

Part IV

Keywords Syllabus

Branding, Brand-Brain Interaction, Storytelling, Co-creation, Story Brand, Brand Innovation, Brand Crisis

Course Design and Overview (Weekly Plan)

Week	Topics
1.	Module 1: Introduction to the Course & Marketing Fundamentals
2.	Introduction to the Group Project: Group/Team Formation, Theme and Topic Selection, Commencement of the Project Work Module 2: Brand Management Fundamentals, Schools, Evolution, Brand Users
3.	Brand Management Fundamentals, Schools, Evolution, Brand Users (Continued)
4.	Brand Authenticity, Brand Meanings (incl. Co-creation & Stakeholder perspectives) Module 3: Brand-Brain Interaction (Operating Principles)
5.	Brand-Brain Interaction (Operating Principles) Cont., Workshop I for the Group Project
6.	How the Brain decides, Brand's imprint on the Brain, Brand Building, Brand Positioning
7.	Case Study Group Exercise/Assessment (30 marks) Module 4: Brand Storytelling (Framework)
8.	Brand Storytelling Framework Cont.. & Successful Stories of Narrative Building; Workshop II for the Group Project
9.	Module 5: Brand Extensions & Portfolios
10.	Brand Innovation, Brand Crisis Management
11.	Workshop III for the Project Work
12.	Group Project Presentations (40 marks)
13.	Group Project Presentations and Course Wrap-up
14.	REVISION WEEK [NOTE: There shall be teaching classes scheduled during the fourteenth week subject to the JGU Academic Calendar circulated by the Office of the Registrar, JGU and any official declaration of non-working days by the JGU Registrar.]

Module Descriptions:

The course is designed with 5 modules. Brief Module Descriptions are as below:

Module 1 – Introductory Module covering Marketing Fundamentals (to bring all students on the same page), and Group Project Commencement

Module 2 – It will outline Brand Fundamentals, its different schools/paradigms, brands evolution and users, Brand authenticity and meaning co-creation

Module 3 – It will cover Brand-Brain interaction, Brand's imprint, Brand Building and Positioning

Module 4 – It will outline Brand Storytelling and Narrative Building

Module 5 – It will cover Brand Extensions, Portfolios, Brand Innovation and Brand Crisis Management

Part V

Relevant Readings /Essential Readings

All Class PPTs. will be shared with the students prior to the classes/week. All readings are part of the PPTs.

Week 1

- CLASS PPT.
- BOOK – MARKETING MANAGEMENT (KOTLER & KELLER, 15e and above) – SELECT TOPICS (part of class ppt.)
- No pre-readings

Week 2

- CLASS PPT.
- BOOK – BRAND MANAGEMENT (Michael Beverland) – SELECT TOPICS (part of class ppt.)
- No pre-readings

Week 3

- CLASS PPT.
- BOOK – BRAND MANAGEMENT (Michael Beverland) – SELECT TOPICS (part of class ppt.)
- No pre-readings

Week 4

- CLASS PPT.
- BOOK – BRAND MANAGEMENT (Michael Beverland) – SELECT TOPICS (part of class ppt.)
- BOOK – BRANDS AND THE BRAIN (Arvind Sahay) – SELECT TOPICS (part of class ppt.)
- No pre-readings

Week 5

- CLASS PPT.
- BOOK – BRANDS AND THE BRAIN (Arvind Sahay) – SELECT TOPICS (part of class ppt.)
- No pre-readings

Week 6

- CLASS PPT.
- BOOK – BRANDS AND THE BRAIN (Arvind Sahay) – SELECT TOPICS (part of class ppt.)
- BOOK – BRAND ADVOCATES (Rob Fuggetta) – SELECT TOPICS (part of class ppt.)
- Pagan, N. M., Pagan, K. M., Gibaldi, J. D. M. E., & Oliveira, J. H. C. D. (2024). Neurofeedbacks on brands in the context of neuroscience applied to consumption: mapping the state-of-the-art and research agenda. *International Journal of Business Forecasting and Marketing Intelligence*, 9(3), 271-299. (part of class ppt.)

- Pranjali, P., & Sarkar, S. (). Corporate brand alignment in business markets: A practice perspective. *Marketing Intelligence and Planning*, 38(7), pp. 907-920. (part of class ppt.)

- No pre-readings

Week 7

- CLASS PPT.
- BOOK – Miller, D. (2017). *Building a storybrand: clarify your message so customers will listen*. HarperCollins Leadership – SELECT TOPICS (part of class ppt.)

- No pre-readings

Week 8

- CLASS PPT.
- BOOK – Miller, D. (2017). *Building a storybrand: clarify your message so customers will listen*. HarperCollins Leadership – SELECT TOPICS (part of class ppt.)

- Aimé, I. (2023). The dynamic construction of brand storytelling. *Journal of Strategic Marketing*, 31(7), 1243-1262. (part of class ppt.)

- Spence, C., & Keller, S. (2024). Sonic branding: A narrative review at the intersection of art and science. *Psychology & Marketing*. (part of class ppt.)

- No pre-readings

Week 9

- CLASS PPT.
- BOOK – BRAND MANAGEMENT (Michael Beverland) – SELECT TOPICS (part of class ppt.)

- No pre-readings

Week 10

- CLASS PPT.
- BOOK – BRAND MANAGEMENT (Michael Beverland) – SELECT TOPICS (part of class ppt.)

- No pre-readings

Weeks 11-13

- No pre-readings
- Course Wrap-up & Group Project Presentations

Week 14

- No pre-readings
- Revision