



**The Psychology of Consumer Behaviour**  
**PCCU-03-BAP-PCBR3085**  
**School Specific Elective**  
**Jindal School of Psychology and Counselling**  
**Spring Semester 2026**

**Course Information and instructors**

Course Duration: 15 weeks

Credit Hours: 4 credits

Meetings: By appointment

Location: Faculty Offices Block/ Teams

Prerequisite: A strong foundation in Quantitative Research Methods. Students should be familiar with basic concepts of research design, variables, and data analysis and interpretation.

Equivalent Courses: N/A

Exclusive Courses: N/A

**Instructor Information:**

Instructor: Dr. Usama Ghayas Syed

Biography: Dr. Usama Ghayas Syed is an Assistant Professor at Jindal School of Psychology and Counselling (JSPC). His Ph.D. research examined the role of strength-based parenting in fostering academic success and well-being among Indian adolescents. His research interests span Positive Psychology, Positive Organizational Behaviour, and Consumer Behaviour. He emphasizes an interactive and experiential teaching approach, designing assessments that encourage critical thinking and active student engagement.

Email: [usama.syed@jgu.edu.in](mailto:usama.syed@jgu.edu.in)

Phone: +91-9936765029

Office: #03 East | Third Floor, Faculty Offices Block

Office Hours: By appointment

Homepage: <https://jgu.edu.in/jspc/faculty/usama-ghayas-syed>

## 1. Course Description

Consumer Behaviour explores how individuals perceive, evaluate, and make decisions about products, services, and brands. It integrates insights from psychology, sociology, and marketing. The course examines the psychological processes underlying consumer choices, including motivation, perception, learning, attitudes, social influences, and culture. Students will investigate how consumers respond to marketing strategies, advertising, and product experiences, and consider the ethical and sustainable implications of consumption. Through case studies, discussions, and group projects, students gain practical and theoretical knowledge to understand and predict consumer behaviour. Students will gain understanding to apply psychological principles to real-world marketing, design basic consumer-research, and critically evaluate marketing strategies in contemporary and Indian contexts.

## 2. Course Intended Learning Objectives

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
Understand the key psychological processes underlying consumer behaviour, including motivation, perception, learning, attitudes, social influences, and culture.	Readings, Case studies, Interactive lectures and discussions.	Quiz/short-answer tests and participation in classroom discussions.
Analyse how consumers respond to marketing strategies, advertising, and product experiences.	Interactive lectures, case study discussions, and video demonstrations.	Case study reports, group presentations.
Apply consumer behaviour theories to design basic consumer research and gather relevant data.	Hands-on workshops on survey/questionnaire design and guided project work.	Group project: proposal, data collection, analysis, and report.
Communicate consumer behaviour insights effectively, both in writing and orally, using evidence from research and theory.	Student presentations; report writing workshops; peer-feedback; discussion of example research articles.	Group project presentations; written reports.

### 3. Scheme of Evaluation and Grading

S.No.	Tasks	Marks
1.	Class Participation	10
2.	Mid-term Exam	15
3.	Case Studies (Group assignments)	15
4.	Group Research Report	30
5.	End-term examination (Closed Book)	30

#### Evaluation Breakup

##### *Internal Assessment – 70 %*

##### **Class Participation (10 Marks)**

Students must arrive on time, actively participate in classroom discussions based on readings and lecture slides, asking questions or areas of doubt to the lecturer, responding to other students' questions to promote discussions on various topics, complete assigned readings, and taking part with enthusiasm as well as effort in all individual assignments or group activities.

##### **Mid-Term Examination (15 Marks)**

The midterm will be a 60-minute pen-and-paper, invigilated examination held on the JGU campus. The exam will cover all topics discussed in class up to the date of the midterm.

##### **Case Studies (15 Marks)**

Students will work in small groups to analyse and present real-world case studies illustrating an understanding of key principles in consumer behaviour such as consumer motivation, perception, learning, and social influence. Each case will require identifying the central issue, applying relevant psychological theories, and proposing evidence-based marketing or behavioural strategies. Assessment will be based on the depth of theoretical application, coherence of argument, teamwork, and clarity of presentation.

##### **Group Research Report (30 Marks)**

Students will form a group of 3-5 students. Each group will independently complete a consumer research report in about 2,000 words (Max. 2200 words, excluding references) on an approved topic. The report will require identifying a consumer behaviour issue, reviewing relevant literature, proposing a conceptual framework, and discussing its implications. Evaluation will focus on clarity of research question, integration of theory and evidence, analytical depth, writing quality, and adherence to APA 7<sup>th</sup> edition referencing style.

***External Assessment – 30 %***

**End-semester Exam (30 Marks)**

There will be a closed-book sit-in exam at the end of the semester. The format of the exams will be composed of short answers and more detailed long answer questions.

**Grade Definition**

Grade	Percentage of Marks	Grade Value	Grade Description
<b>O</b>	80% and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and extraordinary critical and analytical ability.
<b>A+</b>	75 - 79.75%	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and critical and analytical ability.
<b>A</b>	70 - 74.75%	7	<b>Very Good:</b> Sound knowledge of the subject matter, organizational capacity; ability to synthesize ideas, rules, and principles; critically analyze existing material and originality in thinking.
<b>A-</b>	65 - 69.75%	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
<b>B+</b>	60 - 64.75%	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
<b>B</b>	55 - 59.75%	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
<b>B-</b>	50 - 54.75%	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
<b>P1</b>	45 - 49.75%	2	<b>Pass 1:</b> Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
<b>P2</b>	40 - 44.75%	1	<b>Pass 2:</b> Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.

<b>F</b>	Below 40%	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills; and marginal use of the relevant materials. Requires the student to repeat the course.
<b>P/F</b>	Pass / Fail		<b>Pass or Fail:</b> Pass is awarded a final grade of 40% or above. Fail reserved for the final grade below 40%. This option (selected at the start of the semester) is only available for semesters taught online (covid).
<b>I</b>	Incomplete		<b>Incomplete:</b> Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work or a supplementary examination.

#### **4. Academic Integrity**

##### **Academic Honesty, Cheating, and Plagiarism**

Students are expected to uphold the highest standards of academic integrity. Cheating, including copying from others during exams or assessments, and plagiarism, including using someone else's work or ideas without proper attribution, are strictly prohibited. In line with JGU policy, JSPC operates a zero-tolerance approach to plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity, and all reported cases will be investigated for potential disciplinary action. All submitted work must be original and properly cited following the prescribed referencing style (e.g., APA 7th edition).

##### **Classroom Punctuality and Conduct**

JSPC conducts all classes on a foundation of professionalism. It is expected that students will be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time may be refused entry/attendance. During classes, students must participate in classroom discussions, activities, and presentations. Students are also expected to return to the classroom on time after the mid-lecture break. A classroom is a place for free expression and critical thinking. Students must respect opinions expressed by classmates and actively participate in classroom discussions.

##### **Participation and Attendance Policy**

This course covers a lot of detailed information. To get a good grade, it is important to attend classes regularly. Missing classes would impact understanding of the subject matter, and thereby grades. Students with less than 75% attendance will not pass this course.

### **Phone Usage/Texting/Laptop**

Students must put their cell phones on silent mode upon entering the classroom. Phones are not allowed for calls, texting, or social media use during class. The instructor may remove students for phone violations, and repeated offenses may lead to disciplinary action. If you are expecting an urgent call, please inform the instructor before class to be appropriately excused. Laptops are welcome in classroom; their use is strictly confined to direct educational support. The use of laptops in class for activities such as instant messaging, social networking, online shopping, browsing, or emailing is strictly prohibited. Additionally, the use of earphones, iPods, MP3 players, and similar devices is strictly prohibited during class. Exceptions are made for assistive devices, which must be approved in advance by the instructor.

### **Disability Support and Accommodation Requirements**

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)

### **Mental Health Services**

Sukoon provides comprehensive guidance and counselling services to the JGU community. If you are experiencing distress, be it personal, academic, social, or career-related, Sukoon has a competent and well-qualified group of counsellors available for online and physical consultation (personal and group). You can be assured that your confidentiality will always be protected. To schedule an appointment, call **24/7 Sukoon Helpline: +91-8396907312**

## **Safe Space and Respect for Diversity**

This course does not intend to discuss issues that could result in distress or provoke emotional responses in students. Nonetheless, to make sure that all students collectively benefit from the course, it is incumbent on everyone to maintain respect towards one another. All JSPC program faculty, staff, and students shall maintain respect for differences including, but not limited to, race, ethnicity, sexual orientation, age religion/spirituality, ability, socioeconomic status, and culture. Each person will be responsible and accountable for creating and maintaining a culture of respect at every level of the program. This does not mean that you must feel restrained about what you feel and say, rather it is about creating a safe space for everyone to speak and learn without inhibitions or fear.

## **5. Keyword Syllabus**

Consumer Behaviour, Consumer Information Processing, Consumer Motivation, Consumer Perception, Personality and Consumer Behaviour

## **6. Course Material**

### **Text Books**

Schiffman, L. G., Wisenblit, J., & Kumar, S. R. (2016). *Consumer Behavior* (11<sup>th</sup> ed.). Uttar Pradesh: Pearson India Education Services.

Roger. D. Blackwell, Paul. W Miniard, James. F Engel, & Zillur Rahman (2018). *Consumer Behavior* (10<sup>th</sup> ed.). Cengage Learning.

## **7. Session Plan**

Session	General Topics	Readings	Approach/Pedagogy
Week 1	Introduction to Consumer Behaviour	Schiffman et al., (2016)	Interactive lecture, discussion on real-world consumer decisions.
Week 2	The Consumer Research Process	Schiffman et al., (2016)	Lecture, discussion, hands-on workshop.
Week 3	Consumer Motivation	Schiffman et al., (2016)	Lecture, discussion, self-assessment exercise on motivational factors
Week 4	Personality and Consumer Behaviour	Schiffman et al., (2016)	Lecture, class discussion, case examples linking personality and brand choice

Week 5	Consumer Perception	Schiffman et al., (2016)	Lecture, demonstration, visual analysis of advertising and sensory influence
Week 6	Consumer Learning	Schiffman et al., (2016)	Lecture and discussion
Week 7	Revision & Mid-Sem Exam	Schiffman et al., (2016)	In-class invigilated examination
Week 8	Consumer Attitude Formation and Change	Schiffman et al., (2016)	Lecture, class discussion
Week 9	Communication and Consumer Behavior	Schiffman et al., (2016)	Lecture, discussion, case studies
Week 10	The Family and Its Social Class Standing	Schiffman et al., (2016)	Lecture, class discussion
Week 11	Culture's Influence on Consumer Behavior	Schiffman et al., (2016)	Lecture, class discussion, cultural comparison exercise
Week 12	Ethical and Sustainable Consumption	Schiffman et al., (2016), Supplementary readings provided	Lecture, class discussion, reflection on responsible consumption
Week 13	Case Study presentations		Student presentations, peer feedback, instructor evaluation
Week 14	Group Research Report Submission		Student presentations, peer feedback, instructor evaluation
Week 15	Revision		Comprehensive, invigilated in-class exam

*\* The course outline is tentative and may be revised in response to changing conditions.*