



Jindal Global Business School
Course Outline

Course Title	Pricing Strategies
Core or Elective	Elective
Program and Batch	MBA 2; IBM 4
Semester & Academic Year	Spring 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	Ashish Gupta
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Contact Details of Support Staff	jgbs-eo@jgu.edu.in
Faculty Member's Open Office Day/s & Time	TBA

Introduction to the Course

Determining the price of a product or service is one of the most important marketing decisions. It is also one of the most complex and least understood aspects of marketing. Pricing is the only element of the marketing mix that generates revenue. The other marketing instruments typically drive cost in the process of creating customer value, which is recaptured through effective pricing. In today's increasingly more complex and rapidly changing environment of globalized economies, unconstrained consumer choice and ongoing tech innovations, pricing is an essential determinant of a firm's competitive position, success and profitability.

Organizations face numerous challenges in optimizing pricing strategies. Traditional pricing methods, such as cost based pricing appears to be a straight-forward, simplistic method, which is no longer sufficient to handle the dynamic nature of industries. These traditional pricing methods need to be replaced with sophisticated, dynamic and evolving pricing tools and processes. This course introduces various pricing strategies and approaches for setting prices.

Course Learning Objectives

Pricing involves the understanding of both the supply (e.g., cost) and demand (e.g., customer value) side of the value creation process. This pricing strategy course provides a comprehensive examination and discussion of relevant theories, models, concepts, mechanisms as well as the role of technological innovation. The theoretical framework will be enhanced with practical applications, examples, and case studies in all relevant areas. This course is expected to integrate strategic, economic, marketing, psychological and ethical principles and considerations and enable the student to maximize profitability through application of relevant techniques.

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

1. CLO1: Recognize, and think critically about concepts, theory, and latest thinking on key pricing issues related to marketing domain.
2. CLO2: Analyse the business environment using theoretical concepts to generate ideas and solutions for pricing problems in marketing settings. Students will be able to make an independent assessment of the pricing strategy or tactics used by a company or industry.
3. CLO3: Use data and make data driven business decisions. Data driven business decisions are extremely important and valued by companies. Pricing decisions often rely on analyzing data to provide managerial insights.

Programme Competency Goals

MBA & IBM Programme Competency Goals (PCGs)		MBA & IBM Programme Learning Objectives (PLOs)
Students will be able to		
1	Technological Agility: Ability to adopt relevant technologies 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

CLO-PLO-PCG Assessments Mapping Matrix

Course Learning Objectives (CLOs)	Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
On successful completion of the course, students should be able to:	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
CLO1	PLO10, PLO11, PLO12, PLO13, PLO14, PLO18	PCG3	A1, A2
CLO2	PLO1, PLO2, PLO3, PLO4, PLO5, PLO6, PLO7, PLO8, PLO9, PLO10, PLO17, PLO 18, PLO 19	PCG1, PCG2, PCG3	A1, A3, A4
CLO3	PLO10, PLO11, PLO12, PLO 13, PLO 14	PCG2, PCG3, PCG4	A1, A3, A4

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: Class Participation	10%	Individual	Continuous	PLO 5, 6, 7, 8, 9, 10
A2: Case Study Preparation	20%	Group	Continuous	PLO 10, 11, 12, 13, 14
A3: Quiz	20%	Individual	Continous	PLO 9,10,12,13
A4: Project Presentation* + 10% Viva)	20% (10% Presentation + 10% Viva)	Group	After session 12	PLO 8, 9, 10, 11, 12, 15, 16
A5: End-term Examination	30 %	Individual	At the End of Course	PLO 5,7,10

* Groups of 4-6 members will be formed by students themselves and informed to the faculty member

Description of Assessments:

A1 - Class Participation- Class participation can take the shape of quizzes, case questions, in-class exercises, and (or) home-work. They will also include participating in guest sessions by asking relevant questions/queries.

A2 - Case Study Preparation- Students will analyse and solve the case in groups and prepare PPTs covering questions that will be shared a day or two before the class. Groups can be called randomly to present their solution. It will be a excel based exam where students will need to generate output as directed either by using a given dataset or by simulating it based on the properties of variables as given in the question paper.

A3 – Quiz Will take at least two in-class quizzes – the target is to have three quizzes, after every 4 sessions. Assuming we have ‘n’ quizzes, I will take the marks of the best (n-1) quizzes for final grading. · To take care of a missed quiz due to various reasons, or bad marks in one quiz.

A4 - Project- The group project’s main goal is for you to apply the in class learning in a real-world scenario. This project is intended to demonstrate proof of learning that occurs outside of the classroom, which is equally, if not more important. Further details about the project is given below, under the sub-heading “Group Project Details”. This is a two-step submission. 2 page-proposal by the end of the 5th session (40% Marks). Final Project submission (60% Marks) by the end of 12th session.

A5 - End term examination- This will be a sit-down assessment meant to test students on the essential concepts learned during the course. The exam will be most likely a case-based exam.

Rubrics for Assessments

A. Case Preparation

Component	2	1	0
Identification of Main Issue	Identifies and understand all issues in the case	Identifies and understand some issues in the case	Unable to identify case issue
Analysis of the Issue	Insightful and thorough analysis of the case	Superficial analysis of the issues identified	Incomplete or no analysis
Comments on effective Solution and Strategy	Well documented and reasoned comments on solution or proposal for all the issues in the case	Well though solution to the case and issues the identified.	No action or suggestion. Inappropriate solution without proper reasoning.
Linking to course reading and additional research	Good research and referencing to the readings	Limited research and no clear linking to the readings	Incomplete or no research and no link to any reading
Delivery of presentation and responding to class questions	Very clear and concise with logical flow & excellent response to the questions.	Flow in presentation missing. Satisfactory response to class query	No clarity on the case issue and topic, flow missing and limited or inability to response to class query.

B. Project Work

Component	Details	5	5	5	Maximum Marks
Viva-voce (Individual Component)	3 Questions each of 5 marks	Answer three questions correctly	Answer two questions correctly	Answer one question correctly	15
		2	1	0	
Presentation (Group Component)	Valuable content in the presentation	Presentation had exceptional and valuable material for the class	Presentation had some valuable content but as a whole content was lacking	Presentation contained no valuable content	2
	Everyone contributed in the presentation	It was evident that all group members contributed equally	Certain did not work in the presentation	The team as a whole did not put efforts towards the project work or presentation	2
	Classroom learning incorporated in the work	The project was well	The project was not very	The class learning and	2

		linked with the concepts discussed in the class	clear in relating the work with the concepts discussed in the class	the project had no links whatsoever.	
	Did presenters speak clearly	Presenters were clear and confident, were able to engage the class	Presenter were inconsistent with the confidence and preparedness	Presenter were not confident and no evidence of prior planning	2
	Flow of the presentation	The presentation was easy to follow and was well organised	The presentation flow was at times abrupt.	The presentation lacked organization and flow	2

Group Project Details

The project is intended to study a pricing topic that is of interest to you. For instance, groups may elect to pursue an in-depth study of a firm's pricing strategy applying the concepts and framework covered in class. Groups may also study a specific pricing practice (e.g., dynamic pricing, pricing software as service, price promotions, quantity discounts, etc.) within a firm or across firms or industries. Data analysis is encouraged but not a requirement.

Groups will be required to submit a presentation at the conclusion of the semester and present their analysis to the class during the last session of the class. Please submit the names of your team members, topic and a 4 to 5-page progress report providing a brief outline of the project and its status due before 5th session. A soft/hard copy of the presentation slides is due before the project presentation, and the final written report of the project is due at the beginning of 13th session.

When writing the group project report and preparing for the presentation, try to address the following questions.

- Who is the target customer for the company? What is the value that the company offers to this target customer(s)? What is their pricing strategy? Is it a value pricing strategy?
- Is their pricing strategy consistent with their other marketing and strategy initiatives? In other words, is there consistency between their value creation and value extraction strategies.
- Can the company deliver better value to this target customer than competition? Does the company have the resources and capability to create and deliver a value pricing strategy to extract value that is consistent with their value creation strategy?
- Would you recommend any change in their pricing strategy?
- Is the company communicating the pricing value to its target customers as well as they could?

Each student will receive the group grade for the group assignment. Therefore, it is important to divide the work equitably. The grade will be based on the quality of the logic provided to justify the pricing recommendation/ pricing strategy, the creativity and quality of the presentation, and how the group handles questions.

Teaching Method

The course will be conducted in a highly collaborative manner. So, this course will be a combination of lectures, class discussions, case presentations, and short assignments. For most sessions, students will have a list of pre-readings, preassigned case studies, and a self-selected group of 4-5 students will initiate the case discussion. I believe that the instructor's role is to facilitate an active classroom learning environment. Hence, the onus of learning will be with the student. Each student is expected to come to class (physical or online) prepared to learn, to participate, to be intellectually curious, to act with high integrity, and to work collaboratively with the team.

Textbook / Other Readings

Textbook: Pricing Strategies: A Marketing Approach. Robert M. Schindler, Rutgers University–Camden
All the readings along with their link are given in the session plan. The PDF file for the case study and few readings will be given before the session.

Reference Books

1. The Strategy and Tactics of Pricing, by Thomas T. Nagle and Georg Muller, 6th Edition, Routledge (2018).
2. Pricing: Making Profitable Decisions, Kent B. Monroe, 2nd Edition, Amacon, NY 1990.
3. Price Theory and Applications, Peter B. Pashigian, McGraw-Hill, 1995

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
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1.	Dr Ashish Gupta	1. Mr. Rahul Ganatra – Associate Manager – Zensar Technologies	7
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Session Plan

Session Details	Topics	PLOs Covered
Session 1	Course Administration; Overview of course	PLO 10, PLO11, PLO 14,
Objective of the session	Discussion about the course outline and assessments. Discussion on project details and grading rubrics. Case Handout. Ethics and Team work. Use of MS-Teams and UMS (JGBS's learning management system)	
Subtopics to be covered	Why study pricing strategy ? Some Interesting examples to be discussed	
Readings		
Case Title & Number		
Pedagogy	Discussion	
Session 2	Pricing as an element of Marketing Mix	PLO 10, PLO 14, PLO11
Objective of the session	History of transaction and exchange How Marketing drives Pricing How Pricing helps capture the value created by other three Ps	
Subtopics to be covered	Price Vs Cost, Early Pricing Patrice, Pricing Issues that Business face	
Readings	Schindler Chapter 1 Executives Zero in on Price, WSJ, Sept. 27, 2010 https://web.archive.org/web/20190927191923/https://www.wsj.com/articles/SB10001424052748703793804575512272902268314	
Case Title & Number		
Pedagogy	Discussion	
Session 3	Setting the initial Price	PLO 12, PLO 2, PLO 16
Objective of the session	How an item's costs and competitors' prices serve as starting points for determining an item's initial price. Value – as an alternative to determine the price.	
Subtopics to be covered	Customer based Pricing	

	Cost Based Pricing Competition Based pricing	
Readings	Schindler Chapter 2 “The Price is Really Right,” Business Week, March 2003. “Setting Value, not Price,” Leszinski and Marn, McKinsey Quarterly 1997	
Case Title & Number	SenseAim Technologies: Pricing to Win (521049-PDF-ENG)	
Pedagogy	Hands on Exercise & Discussion	
Session 4	Estimating Value to the customer using Conjoint Analysis	
Objective of the session	Identifying product's differentiating factor Conjoint Analysis	PLO 13, PLO 12, PLO 10, PLO 11, PLO 14, PLO 8
Subtopics to be covered	Product Characteristics Customer Needs – B2B vs B2C Steps of Conjoint Analysis on Excel	
Readings	Schindler Chapter 3 A Quick Guide to Value-Based Pricing (H0325I-PDF-ENG) Conjoint Analysis: A Do it Yourself Guide (515024-PDF-ENG)	
Case Title & Number	Fidelity Incorporated: Pricing the Fidelity Blue Chip Growth Fund (UV0323-PDF-ENG)	
Pedagogy	Hands on & Discussion	
Session 5	Estimating Customer Value & Willingness to Pay	
Objective of the session	Assigning Monetary value to the customer value Assessing price sensitivity through survey questions	PLO 13, PLO 12, PLO 10, PLO 11, PLO 14, PLO 8
Subtopics to be covered	Using surveys to asses minimum and maximum willingness to pay. Analyzing survey data to make judgement about optimal price	
Readings	Pricing: A Value-Based Approach (500071-PDF-ENG)	
Case Title & Number	Adios Junk Mail (UV0317-PDF-ENG)	
Pedagogy	Hands on & Discussion	
Session 6	Basic Pricing Strategy	
Objective of the session	Differentiate between fixed and variable costs Bounds of Price – Value to customer to variable cost	PLO7, PLO 13, PLO 12, PLO 10, PLO 11, PLO 14
Subtopics to be covered	Price Skimming Penetrative Pricing In line pricing	
Readings	Schindler Chapter 4	
Case Title & Number		
Pedagogy	Discussion	
Session 7	Use of Break-Even Analysis in Pricing	PLO 13, PLO

Objective of the session	Introduction to break even analysis to arrive at “best price” (price that gives you maximum profit)	12, PLO 10, PLO 11, PLO 14, PLO 8
Subtopics to be covered	Contribution Margin Price Change and break-even formula Fixed costs change and break-even formula Variable costs change and break-even formula	
Readings	Schindler Chapter 5 Note on Break-Even Analysis in Marketing (578072-PDF-ENG)	
Case Title & Number	Hohner Musikinstrumente GmbH & Co. KG: Break-Even Analysis (KEL682-PDF-ENG)	
Pedagogy	Discussion	
Session 8	Measures of price change response	PLO 13, PLO 12, PLO 10, PLO 11, PLO 14
Objective of the session	Measuring the price change response	
Subtopics to be covered	Price Elasticity Break-even price elasticity Critical Price Elasticity	
Readings	Schindler Chapter 6 A Refresher on Price Elasticity (H02A5M-PDF-ENG)	
Case Title & Number	The Apple iPhone (Abridged) (UV6702-PDF-ENG)	
Pedagogy	Discussion	
Session 9 & 10	Factors affecting the market response to price change	PLO 13, PLO 12, PLO 10, PLO 11, PLO 14, PLO 3
Objective of the session	Understanding the economic factors affecting price change Role of competition in price change	
Subtopics to be covered	Customer Switching cost Customer Search cost Three basic competitive instances	
Readings	Schindler Chapter 6 & 7	
Case Title & Number	Pricing Simulation: Universal Rental Car V2 (7005-HTM-ENG)	
Pedagogy	Simulation	
Session 11	Behavioral Pricing	PLO 13, PLO 12, PLO 10, PLO 11, PLO 14
Objective of the session	Understand the psychology of mental banking and mental amortization of consumption Understanding how consumer's feeling about price and its	

	influence on consumer's buying decision.	
Subtopics to be covered	Prospect Theory Value Function Weber-Fechner Law Framing and Price Sunk Cost Rational Logic Vs Accounting logic Vs Mental Accounting logic Rip-off effect, flat-rate bias Tendency of hoarding	
Readings	Schindler Chapter 8 Note on Behavioral Pricing (599114-PDF-ENG) Consumers' Mental Accounting (UV7656-PDF-ENG) What Feels Good is Not Always Good for Our Bodies (H06L56-PDF-ENG)	
Case Title & Number		
Pedagogy	Discussion	
Session 12	Freemium Pricing	PLO 13, PLO
Objective of the session	Understanding the freemium model	12, PLO 10,
Subtopics to be covered	Appeal of freemium strategy Difficulties with freemium and dealing with them	PLO 11, PLO 14, PLO 1, PLO 2
Readings	Making "Freemium" Work (F1405A-PDF-ENG) How Companies Can Get the Most Out of a Freemium Business Model (H04UID-PDF-ENG)	
Case Title & Number	Freemium Pricing at Dropbox (514053-PDF-ENG)	
Pedagogy	Discussion	
Session 13	The Role of Price in Marketing Strategy	PLO 13, PLO
Objective of the session	Understanding the strategic prominence of price in marketing.	12, PLO 10,
Subtopics to be covered	Pricing as lead variable and background variable Effect of technological advances on traditional pricing models	PLO 11, PLO 14
Readings	Schindler Chapter 16	
Case Title & Number	Carolina Lunker Sauce (KEL215-PDF-ENG)	
Pedagogy	Discussion	
Session 14	Guest Session	PLO 9, PLO7,
Objective of the session	We will have an industry guest speaker in this session discussing how pricing happens in B2B context	PLO15, PLO 1 , PLO 2
Subtopics to be covered	N.A.	
Readings	N.A.	
Case Title & Number	N.A.	

Pedagogy	Lecture	
Session 15	Presentations-I	PLO 10, PLO 7,
Objective of the session	Student to demonstrate applied learning in the class project Evaluation and feedback	PLO 8, PLO 9, PLO 11, PLO 12, PLO 13, PLO 14
Subtopics to be covered	Evaluation of the project work Viva Presentation	
Readings		
Case Title & Number		
Pedagogy	Project Presentation	

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 wellbeing. 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