



Jindal Global Business School
Course Outline

Course Title	Sustainable Marketing
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	NA
Name of the Faculty Member/Course Instructor	Vibha Trivedi
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Faculty Member's Open Office Day/s & Time	TBD

Introduction to the Course

Three interrelated dimensions - Environmental Sustainability (protecting and restoring the Earth's ecosystem), Social Sustainability (acting as if people matter), and Economic Sustainability (operating profitably) - form the basis of Sustainable Strategy formulation and implementation by any country or a company (Werbach, 2009).

The role played by sustainable marketing encompasses the environmental (green) and social aspects primarily the changing consumer behaviour and promotion of environmentally and socially responsible products. This course proposes understanding the changing consumer behaviour, challenges, and the way forward in these 2 aspects.

The proposed course will enable the students to understand how marketing plays a key role in sustainability through understanding changing consumer behaviours with respect to the environment, ethical advertising, sustainable supply chain, sustainable packaging, green marketing etc. As future leaders and custodians of natural resources, the students at our University play a vital role in understanding sustainability issues and their challenges. It is important for them to know the Sustainable Development Goals (SDGs) and their relevance for companies and businesses. This course will give them an understanding of issues related to sustainable marketing, making them appreciate the role played by the firm, state, community and international agencies to achieve the triple bottom line.

Course Learning Objectives

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

CLO1-Responsible Global Leadership- Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues.

CLO2- Critical Thinking- Ability to identify, analyse business problems, and propose effective solutions.

CLO3- Effective Communication- Ability to effectively exchange ideas and information.

Programme Competency Goals

MBA (BA) Programme Competency Goals (PCGs)		MBA (BA) 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		15. Take initiative

	Leadership: Ability to take initiative, inspire and collaborate with others	16. Contribute effectively in groups
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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- Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues regarding sustainable environment	PLO1, PLO2, PLO3; PLO4; PLO5; PLO6, PLO7, PLO10	PCG2, PCG3	A1, A2, A3
CLO 2- Ability to identify, analyse business problems, and propose effective solutions toward sustainable environment.	PLO1, PLO2, PLO3, PLO4, PLO5, PLO7, PLO10; PLO11; PLO12	PCG3, PCG4	A2; A3
CLO 3- Ability to effectively exchange ideas and information to reflect the understanding of sustainable marketing practices for meeting UNSDGs.	PLO1, PLO2, PLO3, PLO4, PLO5, PLO7; PLO8; PLO9, PLO10	PCG3	A1, A3, A4

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage	Nature	Week of Assessment	PLOs to be Assessed
A1. In-class participation	10 marks	Individual: Meaningful contributions and quality will differentiate a better grade from a lower one.	Continuous	PLO3, PLO4, PLO5, PLO6, PLO7, PLO 8, PLO 9, PLO 10, PLO12
A2. Group Presentation + Individual Report Submission	20+20 marks	Group+ Individual	8 th week-12 th week	PLO1, PLO2, PLO3, PLO 4, PLO5, PLO6, PLO7, PLO8, PLO9, PLO10, PLO11, PLO12
A3. Reflective note on Guest Lecture-pre (10 marks) and post (10 marks) GL	20 marks	Group	15 th week	PLO1, PLO2, PLO3, PLO 4, PLO8, PLO9, PLO10
A4 End-Term Examination	30 marks	Individual	In examination Week	PLO1, PLO2, PLO3, PLO 4, PLO8, PLO9, PLO10

Description of Assessments:

A1. Class Participation: It covers the ongoing class discussion. The mentioned pre-reads in the manual are important for fruitful takeaways from the class in terms of enrichment as well as credits. CP can be gained through in the form of constructive participation in the class. This assessment will continue throughout the semester. General conduct in the classroom and the amount of contribution in class proceedings – to be measured by the instructor. Participation and submission of a write-up about the Guest Lecture session would have a significant weightage.

A2. Group Presentation + Individual Report Submission- Analysis of a brand's sustainable marketing strategy. Select a brand and describe how they are applying the strategy for sustainability in their marketing activities. The students will be evaluated on their understanding of sustainable marketing concepts and their application. A written formal report should be submitted individually just before/after the presentations.

Students (in groups) should prepare a 10-slide presentation on an assigned topic. Select a company and discuss its overall strategy for sustainability. The students will be assessed on their understanding of the concept of the strategy of sustainability, description of the company's activities with ref to sustainability, and effective communication. They are expected to do thorough research on the topic and include the underlying marketing concepts, theories, and examples to present their findings.

A3. Reflective note on Guest Lecture- Pre (10 marks) and Post (10 marks) GL: This individual assessment is designed to evaluate your preparedness and comprehension of key concepts related to Marketing for a Sustainable Environment, which will be discussed in the upcoming Guest Lecture. The assessment will be in the form of a written, pen-and-paper assignment. The lecture topic will be announced one week prior to the scheduled GL, and students must submit their pre-lecture write-up before the session begins. The post-GL write-up will assess how the student's understanding has deepened or changed after hearing from the industry expert.

A4. End-term examination: Written examination to be conducted in accordance with the university norms.

Rubrics for Assessments

Group and Individual Assignment- The group and individual project will be evaluated out of 40 marks based on the following parameters-

1. A1: The CP component will be evaluated in two parts.

Part 1 (5 marks): For this part, students are expected to make active and relevant contributions to the class discussions. In addition to their voluntary participation instructor will do cold calling in class to assess attentiveness and learning. This is an extremely important component if one wishes to develop critical thinking in this discipline. This will be a major differentiator in the final grades. Extra points will be given to students for bringing relevant examples in the class.

Part 2 (5 marks): For this part students are expected to lead the discussion of assigned readings and chapters in the class. Students will be assigned readings based on ascending order of their names in the attendance sheet, starting from first five names. This activity will start from second session onwards. Students are expected to cover the topic in-depth.

2. A2: General Structure and problem identification (10 marks)- Introduction, Logical Sections that flow from one to the next as discussed above. Background, problem/issues, and current situation in relation to the identified problems/issues. The report should contain the following heads-

1. Defining the objective
2. Background of the issue (gravity, Impact, seriousness, root cause etc)
3. Major stakeholders
4. Key challenges
5. Identifying the target audience

Detailing of the strategy for sustainability and suggestions- 10 marks- detailed sustainability strategy and plan and way forward and suggestions- this part will be judged on creativity, originality, and relevancy.

Presentation skills and answering of Q&A- 10+10 marks- Every student will be evaluated on their presentation skills and communication of the ppt. Group members should provide clear and concise answers to the questions.

Rubric only for A3- Reflective note on Guest Lecture- Pre (10 marks) and Post (10 marks) GL

Criteria	Excellent (9-10 marks)	Good (7-8 marks)	Satisfactory (5-6 marks)	Needs Improvement (3-4 marks)	Poor (0-2 marks)
Pre-GL Preparedness	Demonstrates thorough understanding of key concepts related to Marketing for a Sustainable Environment, with	Demonstrates good understanding of key concepts, providing relevant	Shows basic understanding of the topic, with some relevant points but limited depth.	Limited understanding of the topic, with minimal or vague points, lacking clear	No clear understanding of the topic, with irrelevant or off-topic points.

	well-researched and insightful points relevant to the announced topic.	points, but lacks depth or originality.		connection to marketing or sustainability.	
Pre-GL Critical Thinking	Insightful and original ideas, showcasing critical thinking in analyzing the pre-announced topic.	Good ideas, but with limited depth or originality, demonstrating some critical thinking.	Some critical thinking evident, but points are mostly descriptive, lacking analysis.	Minimal critical thinking, with a mostly surface-level, descriptive approach to the topic.	No evidence of critical thinking; the response is purely descriptive or unrelated.
Post-GL Understanding	Demonstrates significant enrichment in understanding, integrating insights from the expert and clearly articulating how new knowledge has enhanced or altered prior understanding.	Demonstrates a good understanding of new concepts, with some connection to previous knowledge, but lacks depth in reflecting on changes.	Shows some enrichment, but with minimal reflection on how understanding has changed or been enhanced.	Minimal enrichment; response shows little or no change in understanding after the lecture.	No noticeable enrichment or understanding; post-GL write-up repeats pre-GL ideas without reflection.
Post-GL Application	Skillfully applies new knowledge from the lecture to real-world scenarios or theoretical contexts in marketing and sustainability.	Applies new knowledge, but with limited real-world or theoretical application; ideas remain somewhat general.	Attempts to apply new knowledge, but lacks clarity or relevance to marketing and sustainability contexts.	Minimal or weak application of new knowledge, with few connections to the field of marketing or sustainability.	No application of new knowledge; fails to link concepts to real-world or theoretical contexts.

Rubrics for Assessments of other components (Prepared By Prof. Lekhnath Jaysinghe)

	Not Attempted	Fail	Pass	Credit	Distinction	High Distinction
	0	0-49	50-64	65-74	75-84	85-100
Research Quality and number of peer reviewed academic journal articles (10%)	Not attempted or entirely or significantly plagiarized from other sources.	Insufficient number of quality peer reviewed academic journal articles that indicate relevant theories.	Minimum number of, or one additional, quality peer reviewed academic journal articles that indicate relevant theories.	2-3 additional quality peer reviewed academic journal articles that indicate relevant theories.	4-5 additional quality peer reviewed academic journal articles that indicate relevant theories.	6 or more additional quality peer reviewed academic journal articles that indicate relevant theories.

Analysis Relevantly applying research theories to topic (40%)	Not attempted or entirely or significantly plagiarized from other sources.	Minimal application of research theories to topic.	Some application of research theories to topic, little or no detail/explanation.	Frequent application of research theories to topic showing some detail/explanation.	Consistent application of research theories to topic with detail and showing some insight.	Consistent and highly insightful application of research theories to topic. Plentiful detail/clearly explained.
Logical flow Organisation of ideas; Ability to sustain audience interest (20%)	Not attempted or entirely or significantly plagiarized from other sources.	Organisation of ideas not clear. The presentation does not develop audience interest due to poor engagement techniques.	Organisation of ideas is sometimes unclear. Presentation displays basic use of techniques (examples / headings / visuals etc.) to develop audience interest.	Organisation of ideas generally clear. Presentation displays general use of techniques (examples / headings / visuals etc.) to develop audience interest.	Organisation of ideas clear. Presentation uses a variety of techniques (examples / headings / visuals etc.) that are used well to sustain audience interest.	Organisation of ideas extremely clear. Presentation solidly uses varied and innovative engagement techniques (examples / headings / visuals etc.) to sustain audience interest throughout.
Quality of class discussion Interaction with audience (20%)	Not attempted or entirely or significantly plagiarized from other sources.	The audience invited to ask questions, but the presentation group does not develop class discussion beyond a mere summary of analysis.	Basic questions asked to forward discussion and/or basic answers given to audience questions.	Interesting questions posed (incl. questions regarding theory in light of findings / analysis) to audience and/or helpful answers given to audience questions.	Discussion questions (incl. questions regarding theory in light of findings / analysis) and/or answers create some spontaneous and solid discussion.	Stimulating and sustained class discussion resulted from thoughtful questions (incl. questions regarding theory in light of findings / analysis), and strong group answers and comments to audience contributions.

Attention to Detail <ul style="list-style-type: none"> • Group cohesion/synergy (2%) • Clarity of speech / eye contact / pacing & enthusiasm (2%) • Visual tools (e.g., PowerPoint slides) (2%) • Dress standard (2%) • Citations and referencing (2%) 	Not attempted or entirely or significantly plagiarized from other sources.	The problems in one or more of the areas listed prevented audience understanding. Group details and/or references were absent from visuals.	The problems in one or more of the areas listed reduced audience understanding.	Group performance in the areas listed mostly assisted audience understanding.	Group performance in all areas listed considerably assisted audience understanding.	Group performance in all areas listed was of a high quality and greatly assisted audience understanding.
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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.

Textbook / Other Readings

Textbook:

- Sustainable Marketing: How to Drive Profits with Purpose by Michelle Carvill
- Strategy for Sustainability by Adam Werbach

Guest lecture

S. No.	Faculty member(s)	Guest Speakers [Name, designation, and company]	Week # (Tentative)
1	Vibha Trivedi	Dr. Yashaswini Balaraju	15 th week

Session Plan

Session Details	Topics	PLOs Covered
Session 1	What is Sustainability- Introduction to ESG Discussion on how “doing good is profitable” for	PLO1

Session 1	What are the basic concepts of Sustainability and ESG?	PLO1; PLO2
Objective of the session	To introduce the concept of sustainability and ESG	
Topic	ESG	
Subtopics to be covered	Triple bottom-line; discussion on companies like Patagonia	
Readings	None	
Case Title & Number	NA	
Pedagogy	Lecture and Discussion	
Session 2	What are Sustainable Development Goals? (SDGs)	PLO1
Objective of the session	To introduce and explain SDGs and their significance	
Topic	UNSDGs	
Subtopics to be covered	History of SDGs; current view on SDGs	
Readings	https://sdgs.un.org/goals	
Case Title & Number	NA	
Pedagogy	Lecture and Discussion	
Session 3	What are the relevance of SDGs for businesses?	PLO1; PLO2
Objective of the session	To discuss how SDGs are being applied to businesses	
Topic	SDGs of specific businesses	
Subtopics to be covered	Examples of companies implementing sustainability	
Readings	Case study	
Case Title & Number	HBR Case study- Unilever's Lifebuoy in India: Implementing the Sustainability Plan https://hbsp.harvard.edu/product/914417-PDF-ENG?activeTab=overview&itemFindingMethod=	
Pedagogy	Lecture and Discussion	
Session 4	Changing Consumer Behaviour- What is sustainable consumption?	PLO1; PLO2
Objective of the session	Understanding consumer behavior for sustainability	
Topic	Consumer behaviour	
Subtopics to be covered	Perception, Heuristics, Learning and Consumer behavior trends	
Readings	Gen Z supports sustainability – and fuels ultra-fast fashion. How does that work? https://theconversation.com/gen-z-supports-sustainability-and-fuels-ultra-fast-fashion-how-does-that-work-238874	

Case Title & Number	NA	
Pedagogy	Lecture and Discussion	
Session 5	What do Green consumers want? Current thinking about Green Marketing	PLO1; PLO2
Objective of the session	To introduce the concept of green marketing	
Topic	Marketing mix adjustments	
Subtopics to be covered	4Ps and their application in green marketing	
Readings	Choosing the right green marketing strategy https://hbsp.harvard.edu/product/SMR157-PDF-ENG?Ntt=green%20marketing	
Case Title & Number	NA	
Pedagogy	Lecture and Discussion	
Session 6	Success stories of Sustainable marketing	PLO1; PLO2; PLO3
Objective of the session	To enable students to understand which companies have successfully implemented sustainable marketing	
Topic	Success stories	
Subtopics to be covered	Discussion on Patagonia; Body Shop	
Readings	Coca Cola Goes Green- the launch of Coke Life	
Case Title & Number	https://hbsp.harvard.edu/product/W16333-PDF-ENG?Ntt=GREEN%20CONSUMERS	
Pedagogy	Lecture and Discussion	
Session 7	Failures of Sustainable Marketing	PLO1; PLO2; PLO3
Objective of the session	To understand areas where sustainable marketing has not worked	
Topic	Sustainability as Fad	
Subtopics to be covered	Electric cars; Organic food, Plant-based Meat, Energy buildings, tapping renewable energy sources	
Readings	Suku Bhaskaran et al (2006): "Environmentally sustainable food marketing an opportunity or hype?" British food Journal	
Case Title & Number	NA	
Pedagogy	Discussion	
Session 8	Guest Lecture	PLO3
Objective of the session	To have an industry speaker talk about sustainability and ESG	

Topics	Sustainable food options	
Subtopics to be covered	Mushrooms/leaf protein	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture	
Session 9	Ethical dilemmas in communication	PLO1; PLO2; PLO3
Objective of the session	To discuss ethical issues in communication	
Topics	Green Washing	
Subtopics to be covered	Advertising and ethics	
Readings	Purkayastha, D. and Maseeha, S. (2009): "Complan vs. Horlicks: comparative advertising and the question of ethics" ICMR center for management research available on caseplace.org Advertising Standards council of India (2007): "Code for self-regulation in advertising"	
Case Title & Number	NA	
Pedagogy	Discussion	
Session 10	Segmentation, targeting, and positioning in Sustainable Marketing in a social and cultural environment & Related Experiential learning exercise	PLO1; PLO2; PLO3
Objective of the session	To understand how brands are using sustainability as a marketing tool. At the end of this session, students will learn how segmentation and targeting strategies is important in sustainable marketing to identify priority groups. In addition, they will learn about the different approaches of segmentation and targeting.	
Topics	STP Strategies	
Subtopics to be covered	Rationale behind using Metaphor -“Go native” Teabox Tea, an authentic and fresh tea, no acidity, flavors of India etc.	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Discussion based on Videos- in.teabox.com	
Session 11	Ethical marketing- Tobacco Industry	PLO1; PLO2; PLO3
Objective of the session	Ethics of marketing tobacco products	

Topic	Covert advertising	
Subtopics to be covered	Cigarette industry; Pan masala industry- Issues and ethical viewpoints	
Readings	NA	
Case Title & Number	https://hbsp.harvard.edu/product/LBS246-PDF-ENG?Ntt=tobacco%20advertising	
Pedagogy	Discussion	
Session 12	Discussion on Nike and Reebok- sweatshops	PLO1; PLO2; PLO3
Objective of the session	To understand issues in ethical outsourcing	
Topic	Labour issues	
Subtopics to be covered	Labor laws; Child labor issues; Work conditions in Global South	
Readings	NA	
Case Title & Number	https://hbsp.harvard.edu/product/394189-PDF-ENG	
Pedagogy	Discussion	
Session 13	Technology and Sustainability	PLO1; PLO2; PLO3
Objective of the session	To understand the evolving issues in sustainability when it comes to technology companies	
Topics	Net-zero buildings, Biomaterials, Food innovation, Packaging innovation	
Subtopics to be covered	Emerging issues and opportunities due to technology for sustainability	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture and discussion	
Session 14	Google and Facebook and its sustainability issues	PLO1; PLO2; PLO3
Objective of the session	To understand sustainability issues with tech companies like Facebook and Google	
Topic	Carbon Footprints/handprints	
Subtopics to be covered	Technology and sustainability; Servers and carbon footprint, Carbon Sequestration through Mangroves and other examples; Ecosia	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture and discussion	

Session 15	Role of labelling: Marketing Choices and information decision-making	PLO1; PLO2; PLO3
Objective of the session	To understand how Labelling can nudge the consumer choices that are sustainable. At the end of this session, students will learn the importance and psychological mechanism labelling has on consumer choice-making	
Topic	Reasoned Action approach	
Subtopics to be covered	Learning how labelling systems, by including more actionable information, such as the health, environmental and societal benefits of products, can lead to increased consumers perceived behavioral control for further strengthening intentions to purchase organic products.	
Readings	NA	
Case Title & Number	NA	
Pedagogy	Lecture and 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 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