



**International School of Business & Media  
Kolkata**

**Examination Policy for Students**

**2-Year Post Graduate Diploma in  
Management (PGDM) Program**

**Batch: 2021-2023**

## **VISION**

To create a world-class educational environment that allows students to fully develop their professional abilities and that fosters a strong sense of responsibility and ethics.

## **MISSION**

- To develop dynamic professionals who lead in a changing global business environment.
- To further develop a quality network with renowned educationists and professionals in the corporate and social arena.
- To continuously innovate academic systems and processes to meet the demands of changing business environment and meaning of talent.

## **OPERATING PHILOSOPHY**

We demonstrate courage and ability to live by our values. Our values remain in our heart and are visible in our actions.

- Always look for and follow the best practices and standards.
- Operate with spirit of responsibility, liberty, integrity and openness.
- Act with high speed, entrepreneurship and flexibility.
- Work with colleagues with a sense of responsible democracy and egalitarianism.
- Respect for one and all.
- Maintain national and global character.
- What must happen, we must make it happen, even though there are good reasons why it can't.
- Create a rewarding sense of belongingness for mutual growth.
- It is better to make things rather than complaining.
- Develop a sense of partnership among all.
- Innovative thinking and proactive approach in our working.
- Recognition of independence, interdependence and team working.

*The objective of these policies and procedures is not to encroach unduly on students' freedom but to guide them to develop into "well-rounded professionals" who could work in the global environment with comfort.*

## **Introduction**

PGDM Programme is ideal for graduates aiming to develop long-term high profile corporate careers and wish to seek promising opportunities.

ISB&M Kolkata envisages its PGDM program as a learning program. The institute considers itself a community defined by three core qualities- inspiring & sharing success, thinking fearlessly, and driving total transformation. The learning program at ISB&M Kolkata is designed to develop skills, an attitude of endurance, independent and rational thinking ability that builds lifelong relationship. Aligning with the three core qualities of ISB&M Kolkata, the academic learning program strives to drive transformation among students and develop their vision and attributes required to achieve it through its systems and processes.

## **Course Structure and Outline**

The learning program at ISB&M Kolkata blends concept, theories, and information to develop cognitive, social, emotional and leadership competencies. Based on the AICTE model curriculum, the PGDM program is spread over six trimesters that include classroom learning, action-oriented development, and clearly focused culture and values.

ISB&M Kolkata provides outcome-based education to make the students' industry-ready. Pedagogy includes Lectures, case analysis, group projects, business simulations, management games, live assignments and forms the core of the PGDM program. The curriculum is designed with a greater emphasis on the application in the real world.

## **Course Structure and Outline**

1. Each Course consists of 20 sessions of one and half hour each (Total 30 hours).
2. Each Course must include basic concepts as well as advanced applications with a proper course outline. Course outline with a detail of each session is shared with the students before the trimester starts. A sample format is given in the annexure.
3. The Course must have industry relevance. To incorporate the industry relevance, each area may consult with the industry experts to modify the course outline. To make the students understand the Course's industry relevance and the latest industry practice, each course instructor can invite an industry expert to take two sessions for the specific Course. The topic discussed by the external expert should be included in the course outline.
4. To ensure the learning, Course must include a continuous evaluation process. The continuous evaluation process consists of a minimum of five components (as mentioned in the grading system). Evaluation components must include application-oriented assignments.
5. Course instructors require to update the students with adequate feedback for each Evaluation components from time to time.



## International School of Business & Media Kolkata

### Course Outline

Programme: PGDM

Name of the Course: Consumer Behaviour

Credit: 3.0

Term: 1

Academic Year: 2020-22

Faculty: Dr Soumik Gangopadhyay

Email:

---

| Course Credit | Lectures(L) in hours | Tutorial (T) in hours | Practical(P) in hours |
|---------------|----------------------|-----------------------|-----------------------|
| 3             | 20                   | 10                    |                       |

### 1. INTRODUCTION TO COURSE:

Consumer behavior is simply a subset of human behavior. As marketers and future marketers, it is important for us to recognize why and how individuals make their consumption decisions so that we make better strategic marketing decisions. Without doubt, marketers who understand Consumer behavior have a great competitive advantage in the marketplace. During this Course we will explore, many social, cultural and marketing factors that influence the selection and usage of products and services. To understand this process, you will be exposed to perspectives on consumer behavior from marketing, psychology, sociology and anthropology. You will also learn about, and try to use, some of the techniques that marketers use to understand and influences consumers, and how these techniques contribute to our daily lives and the culture in which we live. At the end of the Course, the course participants are expected to be: Familiar with nature and processes of consumer behavior as well as consumer decision making, and Confident to identify important but invisible elements of consumer behavior, and Equipped to respond to those processes, trends, complexities and issues through an appropriate marketing strategy and plan.

### 2. COURSE OUTCOME (CO):

By the end of this Course, students should be able:

- i. To analyze importance of consumer in today's competitive market with a special emphasis of customer expectation and satisfaction.
- ii. To understand why and how consumer behave through different business models.
- iii. To able to analyze the impact of consumer behavior in businesses to formulate business strategies. To understand shifting trend of consumer behavior and its role in sustenance of business.
- iv. To analyze the role of consumer communication in versatile category of businesses.
- v. To able to design customer feedback format and map the level of customer satisfaction.

### **CO – PO MAPPING :**

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 |
|------|------|------|------|------|------|------|
| CO 1 | H    | H    | M    | L    | L    | L    |
| CO 2 | H    | L    | H    | M    | H    | M    |
| CO 3 | L    | L    | L    | M    | M    | M    |
| CO 4 | L    | L    | M    | M    | H    | M    |
| CO 5 | H    | H    | H    | L    | M    | L    |

#### **NOTE :**

- **Place H , M , L in the matrix.** H : High Attainment Level ; M : Medium Attainment Level  
L : Low Attainment Level
- Number of COs may be 4 or 5 depending upon the Course.
- PO is Program Outcomes which are attached separately. We have 6 of them.

#### **TOOLS TO ACHIEVE COs:**

**CO1: Case studies, current examples, visits to entrepreneurial firms, guest speakers.**

**CO2: Tutorial to assess understanding of learning organization and practice.**

**CO3: Students to visit the cooperative societies, federations, etc; and interview the focused groups on social awareness like, child education, disaster management, etc.**

**CO4: Sensitize the students by encouraging them to select a product/service and start selling innovatively on the campus, their respective societies, amongst friends' circles, etc. Role plays on innovative selling for 'concept products' (e.g.-vacuumizer).**

**CO 5 : To able to design customer feedback format and map the level of customer satisfaction.**

### **PROGRAM OUTCOMES (PO) :**

1. Apply knowledge of management theories and practices to solve business problems.
2. Foster Analytical and critical thinking abilities for data-based decision making.
3. Ability to develop Value based Leadership ability.
4. Ability to understand, analyze and communicate global, economic, legal, and ethical aspects of business.
5. Ability to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment.
6. Creating niche courses and workshops suited to industry needs

### **3. CONTENTS OF THE COURSE:**

1. Introduction to consumer Behavior
2. Segmentation, Targeting and Positioning
3. Consumer Motivation

4. Personality
5. Consumer Perception
6. Consumer Learning
7. Consumer Attitude Formation and Change
8. Communication and Consumer Behavior (Persuading Consumers)
9. Reference Groups and Word-of-Mouth
10. The Family and Its Social Class Standing
11. Culture's Influence on Consumer Behavior
12. Cross-Cultural Consumer Behavior/: An International Perspective
13. Consumer Decision-Making and Diffusion of Innovations

#### 4. TEACHING PEDAGOGY:

1. Class lecturing
2. Quiz
3. Case study / current articles
4. Videos
5. Class assignment / Presentation
6. Peer learning

#### 5. COMPONENTS OF EVALUATION (Mandatory):

| Scheme                  | Marks      |
|-------------------------|------------|
| Quiz                    | 20         |
| Tutorial                | 15         |
| Project and Assignments | 15         |
| Mid Term                | 20         |
| End Term                | 30         |
| <b>Total</b>            | <b>100</b> |

#### 6. SUGGESTED READINGS:

##### A. Core Text Book:

1. Consumer behavior; Shiffman, Lean G. and Kanuk, Leslite Lazar; Prentice Hall.
2. Consumer behavior : buying, having, and being; Solomon, Michael R; Consumer Behaviour, Pearson Education
3. Consumer behavior; Blackwell, Roger; Miniard, Poul and Engel, Tames; Vikas Pub

##### B. Reference Books:

4. Consumer behavior and Marketing Action; Assael, Henry; Thomson Learning.
5. Loudon & Bitta, Della: Consumer Behaviour; TMH

##### B. Journals:

1. Indian Journal of Marketing (ISB&M Library)
2. Indian Journal of Commerce and Management Studies (Downloadable)
3. Indian Journal of Management (ISB&M Library)

**C. Newspapers,**

1. Business Standard
2. Outlook Business

**D. Important URLs**

1. <https://www.ibef.org/industry/indian-consumer-market.aspx>
2. <https://www.bcg.com/en-in/publications/2017/marketing-sales-globalization-new-indian-changing-consumer.aspx>
3. <https://home.kpmg.com/in/en/home/industries/consumer-markets.html>
4. <https://www.ebscohost.com/> (EBSCO Online Research Databases)

**E. Forum, News Channels & Blog**

1. CNBC, ND TV, CNN etc.
2. Bob Bly, copywriter blogs URL <http://bly.com/blog/>

**Department: Marketing**

|   |                         |
|---|-------------------------|
| Names and Signature of Faculty Members:     | Dr. Soumik Gangopadhyay |
| Reviewed and Forwarded by Area Chair:       | Prof. Ajay Ramdasi.     |
| Recommended for Approval by Academic Chair: | Dr. Subhasis Bera       |

# Session Plan

## CONSUMER BEHAVIOR

Term III (2018)

### Session 1 & 2: Complex decision making

|   |   |
|---|---|
| Pre-session Reading   | Consumer behavior; Schiffman, Lean G. and Kanuk   |
| Classroom Session   | Introduction to consumer behavior<br>Nature of complex decision making<br>Hedonistic consumption and product symbolism<br>Complex decision making and store choice<br>Consumerism & consumer paradigm shift |
| Group Work (In Classroom)                                     | Extempore on 'India's consumer point of view (Rural vs. Urban).   |
| Assignments   | Are Consumer taste and preferences changing?  |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study | <b>Case study 1:</b> Shri Subramaniam Buys A Moped : TVS 50 (Case study analysis)   |
| Learning Outcome  | Define Consumer Behavior.<br>Explain why we study Consumer Behavior.  |

### Session 3: Segmentation, Targeting and Positioning

|   |  |
|---|--|
| Pre-session Reading   | <ul style="list-style-type: none"> <li>Consumer behavior; Schiffman, Lean G. and Kanuk, Pp.52-85.(Chapter 1)</li> </ul>  |
| Classroom Session   | <ul style="list-style-type: none"> <li>Concepts of market segmentation and targeting;</li> <li>Positioning and repositioning strategies at different PLC stages.</li> </ul>  |
| Group Work (In Classroom)                                     | <ul style="list-style-type: none"> <li><b>Presentation Group 1</b> on "Acceptability of TATA NANO compared to other low priced private car".</li> </ul>  |
| Assignments   |  |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study | <ul style="list-style-type: none"> <li><b>Case study 2 - Maggi.</b></li> </ul>   |
| Learning Outcome  | <ul style="list-style-type: none"> <li>The interrelationship among market segmentation, targeting, and positioning, and how to select the best target markets.</li> <li>The bases used to segment consumers, including demographics, psychographics, product benefits sought and product usage-related factors.</li> <li>Behavioral targeting and its key role in today's marketing.</li> <li>How to position, differentiate and reposition products.</li> </ul> |



#### Session 4: Consumer Motivation

|   |   |
|---|---|
| Pre-session Reading   | <ul style="list-style-type: none"> <li>• Consumer behavior; Schiffman, Lean G. and Kanuk, Pp.88-117.(Chapter 4)</li> </ul>  |
| Classroom Session   | <ul style="list-style-type: none"> <li>• Dynamics of motivation</li> <li>• Motivational theories</li> <li>• Measurement of Motives</li> </ul>   |
| Group Work  |   |
| Assignments   | <b>Assignment:</b> Impact of economic meltdown on Life Insurance products acceptance.   |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study | <ul style="list-style-type: none"> <li>• <b>Presentation (Group 2)</b> on “Indian’s Preference of Veg Toothpaste – a Myth”.</li> </ul>  |
| Learning Outcome  | <p>By the end of these sessions, students should understand:</p> <ul style="list-style-type: none"> <li>• The dynamics of motives, needs and goals and how they shape consumer behavior.</li> <li>• Motivation theories and their applications to consumer behavior.</li> <li>• How to identify and measure motives.</li> </ul> |

#### Session 5: PERSONALITY

|   |   |
|---|---|
| Pre-session Reading   | Consumer behavior; Schiffman, Lean G. and Kanuk. Pp. 188-157. (Chapter 5)   |
| Classroom Session   | <ul style="list-style-type: none"> <li>• Personality traits</li> <li>• Brand personification</li> <li>• Self-image</li> </ul>   |
| Group Work<br>(In Classroom)                                  | <ul style="list-style-type: none"> <li>• Debate on impact of ‘Smart Cities’ on consumer behavior in India.</li> </ul>   |
| Assignments   | <ul style="list-style-type: none"> <li>• Impact of ‘Smart Phone’ on rural consumer of India.</li> </ul>   |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study | <ul style="list-style-type: none"> <li>• <b>Presentation (Group 3)</b> on Role of Titan Lady watches in Market Exploration.</li> </ul>  |
| Learning Outcome  | <p>By the end of these sessions, students should understand:</p> <ul style="list-style-type: none"> <li>• The scope of personality and theories of its development.</li> <li>• How innovativeness and other personality traits influence consumer behavior.</li> <li>• The personification of products and brands and its strategic applications.</li> <li>• Self-image and its impact on consumer behavior.</li> </ul> |

### Session 6: CONSUMER PERCEPTION

|  |   |
|--|---|
| Pre-session Reading  | Consumer behavior; Schiffman, Lean G. and Kanuk, Pp – 158-195.  |
| Classroom Session  | Elements of perception and their role in consumer behavior<br>Consumer imagery  |
| Group Work<br>(In Classroom)                                     | <b>Case Study 4: A day in a Hospital.</b>   |
| Assignments  |   |
| Conceptual Exercises/<br>Application<br>Exercises/<br>Case Study | <b>Presentation (Group 4) based on the case study.</b>  |
| Learning Outcome   | By the end of this session, students should understand:<br>The elements of perception and their role in consumer behavior.<br>Why consumers process only a small amount of the information they receive.<br>How consumers organize consumption-related information.<br>Why and how consumers “add” biases to stimuli and the implications of this tendency for marketing.<br>The elements of consumers’ imagery.<br>How consumers determine the quality of products and services.<br>Consumers’ perceived risks and how they handle and reduce those risks. |

### Session 7: CONSUMER LEARNING

|   |   |
|---|---|
| Pre-session Reading   | Consumer behavior; Schiffman, Lean G. and Kanuk, Pp – 196 - 231.  |
| Classroom Session   | Elements of consumer learning and their role in consumer behavior<br>Behavioral learning.   |
| Group Work<br>(In Classroom)                                  | Classroom discussion on Reinforcement   |
| Assignments   |   |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study | <b>Presentation (Group 5) on “Changing trend of FMCG product purchase”.</b>   |
| Learning Outcome  | By the end of these sessions, students should understand:<br>The elements of learning in the context of consumer behavior<br>Behavioral learning, classical conditioning and the roles of stimulus generalization and discrimination in developing and branding new products<br>Instrumental conditioning and the objectives and methods of reinforcement<br>The role of observational learning in consumer behavior<br>The elements of information processing, including receiving, storing and retrieving consumption-related information.<br>Cognitive learning as a framework for consumer decision making<br>Consumer involvement and passive learning and their impact on purchase decisions and the retention and recall of promotional communications<br>How to measure the results of consumer learning. |

### Session 8: CONSUMER ATTITUDE FORMATION and CHANGE

|   |   |
|---|---|
| Pre-session Reading   | Consumer behavior; Schiffman, Lean G. and Kanuk, Pp – 232-269.  |
| Classroom Session   | Attitudes and their formation<br>Tri component attitude model<br>Altering consumer attitude   |
| Group Work<br>(In Classroom)                                  | Presentation (Group 6) on “Consumer perception on Sabse Shasta Din campaign”  |
| Assignments   |   |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study |   |
| Learning Outcome  | By the end of these sessions, students should understand:<br>What attitudes are, how they are formed, and their role in consumer behavior.<br>The tri-component attitude model and its applications.<br>The structures of multi-attribute models and their use in altering consumers’ attitudes.<br>How to alter consumers’ attitudes by making particular needs prominent.<br>The role of cognitive elaboration in altering attitudes.<br>How attitudes can precede behavior in the form of cognitive dissonance and the resolution of conflicting attitudes.<br>The ways people assign causality to events and apply this knowledge to consumer behavior. |

### Session 9: Persuading Consumers

|   |   |
|---|---|
| Pre-session Reading   | Consumer behavior; Schiffman, Lean G. and Kanuk, Pp – 270-311   |
| Classroom Session   | Communication process<br>Persuasive advertising appeals<br>Broadcasting vs. narrowcasting   |
| Group Work<br>(In Classroom)                                  | <b>Presentation (Group 7) on “Role of POP in, POP up, Zipping &amp; zapping”</b>  |
| Assignments   |   |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study | Case Study : FAST TRACK advertising campaign.   |
| Learning Outcome  | By the end of these sessions, students should understand:<br>The elements and persuasive capabilities of communication, as well as the barriers to effective communication.<br>To understand the distinctions between broadcasting and narrowcasting.<br>To understand how to design persuasive messages effectively.<br>To understand the effectiveness and limitations of prominent advertising appeals.<br>To understand how to measure the effectiveness of advertising messages.<br>The strategic superiority of impression-based (eyeballs) targeting over segment-based targeting.<br>Google’s targeting and advertising capabilities and its value to both consumers and marketers.<br>The dynamics of social media and its strategic and promotional advantages over other media.<br>How consumers use mobile media and their reactions to mobile advertising.<br>How to measure the effectiveness of advertising in traditional and social media.<br>The advancement of print and broadcast media into electronic communications. |

### Session 10 and 11: REFERENCE GROUPS AND WORD-OF-MOUTH

|   |   |
|---|---|
| Pre-session Reading   | Consumer behavior; Schiffman, Lean G. and Kanuk, Pp. 250-273.   |
| Classroom Session   | Types of reference groups<br>Factors affecting reference group influence<br>Opinion leadership and word of mouth  |
| Group Work<br>(In Classroom)                                  | <b>Case Study 7: Zappos.com</b>   |
| Assignments   |   |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study | . Presentation (Group 8) on “Changing perception regarding 2 wheeler in India”.   |
| Learning Outcome  | By the end of this session, students should understand:<br>The credibility of reference groups and their influence on consumer behavior.<br>The persuasive power and credibility of spokespersons, endorsers, celebrities, salespersons, vendors, and media.<br>The dynamics and measurement of opinion leadership and word-of-mouth.<br>The strategic applications, advantages, and potential perils of word-of-mouth.<br>The process for diffusion of innovations, and adopter categories as distinct market segments |

### Session 12: THE FAMILY AND ITS SOCIAL CLASS STANDING

|   |  |
|---|--|
| Pre-session Reading   | <ul style="list-style-type: none"> <li>Consumer behavior; Schiffman, Lean G. and Kanuk, Pp312- 339.</li> </ul>   |
| Classroom Session   | <ul style="list-style-type: none"> <li>Family life cycle</li> <li>Consumption patterns of nontraditional families and non-family households</li> <li>Impact of Social stratification on consumer behaviour</li> </ul>  |
| Group Work<br>(In Classroom)                                  |  |
| Assignments   | <b>Presentation of project in tutorial classes</b>   |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study | <ul style="list-style-type: none"> <li>Presentation (Group 9) on “Changing preference of choice of mobile internet among middle class”.</li> </ul>   |
| Learning Outcome  | By the end of this session, students should understand: <ul style="list-style-type: none"> <li>The family as a consumer socialization agent.</li> <li>Family decision making and its members’ consumption related roles.</li> <li>The role of the family life cycle in market segmentation and targeting.</li> <li>The consumption patterns of nontraditional families and non-family households.</li> <li>The impact of social stratification on consumer behavior.</li> <li>How to measure social class and segment consumers accordingly.</li> <li>The demographics, lifestyles, and consumption patterns of India’s social classes.</li> <li>How to employ geo-demographics to locate target markets.</li> </ul> |

### Session 13: CULTURE'S INFLUENCE ON CONSUMER BEHAVIOUR

|   |  |
|---|--|
| Pre-session Reading   | Consumer behavior; Schiffman, Lean G. and Kanuk, Pp.340- 369.  |
| Classroom Session   | Culture's role and dynamics<br>Indian core values<br>Frequently used product categories in India   |
| Group Work<br>(In Classroom)                                  | Presentation (Group 10) on "Consumer mindset regarding using plastic bags in shopping malls".  |
| Assignments   |  |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study | Quiz on session 4, 5, 6, 7, 8, 9, 10, 11 and 12.   |
| Learning Outcome  | By the end of this session, students should understand:<br>Culture's role, dynamics, evolution, and impact on consumers' priorities and behaviors.<br>Language, symbols and rituals as expressions of a learned culture.<br>How to measure the influence of culture on consumer behavior.<br>Indian core values and how to apply them to persuasive communications.<br>Green marketing and ecologically responsible consumption. |

### Session 14: CROSS-CULTURAL CONSUMER BEHAVIOR: AN INTERNAL PERSPECTIVE

|   |   |
|---|---|
| Pre-session Reading   | Consumer behavior; Schiffman, Lean G. and Kanuk, Pp370- 393.  |
| Classroom Session   | Customs of different cultures<br>Measures of cross cultural aspects<br>Cross cultural segmentation  |
| Group Work<br>(In Classroom)                                  | Presentation (Group 11) on "Contemporary trend of acceptance of matrimonial sites".   |
| Assignments   |   |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study |   |
| Learning Outcome  | By the end of this session, students should understand:<br>How to study the values and customs of different cultures in order to develop effective marketing strategies.<br>How to decide whether to customize products for global markets or to sell standardized ones.<br>How to identify global marketing opportunities.<br>How to apply psychographics to segmenting multinational markets. |

**Session 15 & 16: CONSUMER DECISION-MAKING AND DIFFUSION OF INNOVATION**

|   |  |
|---|--|
| Pre-session Reading   | Consumer behavior; Schiffman, Lean G. and Kanuk, Pp396- 463.   |
| Classroom Session   | Diffusion and adoption of innovations<br>Types of innovations<br>Consumer gifting behavior   |
| Group Work<br>(In Classroom)                                  |  |
| Assignments   |  |
| Conceptual Exercises/<br>Application Exercises/<br>Case Study |  |
| Learning Outcome  | By the end of this session, students should understand:<br>The Consumer's decision-making process.<br>The dynamics of buying gifts.<br>How innovative offerings gain acceptance within market segments and how individual consumers adopt or reject new products and services. |

**SAMPLE QUESTION PAPER**

**International School of Business and Media, Kolkata**  
**Post Graduate Diploma in Management**  
**End Term Examination (2020)**  
**Batch (2019-2020) Trimester- III**  
**Subject: CONSUMER BEHAVIOR-SAMPLE**

**Time: 2 Hours**

**Max Marks: 100**

**Instructions:**

- a. This question paper contains 1 Page
  - b. Possession and use of cell phone is prohibited
  - c. Only Non-Programmable calculator can be used
  - d. Be brief and to the point in the response
  - e. State assumptions made, if any
  - f. Answer all questions
  - g. Marks are indicated in the right hand parenthesis against each question.
- 

1. In light of the Tricomponent model of attitude, explain the critical Indian consumer decision-making aspect of purchasing restaurant service in post-COVID-19.

[20]

2. Classical conditioning is practical whereas, instrumental conditioning is a myth in the case of a compromised economy – Justify with your viewpoint with four examples.

[20]

3. Explain the following topic with respect to Consumer behaviour

(a) Dogmatism (b) Subliminal perception (c) Halo effect (d) Acculturation (g) Cognitive dissonance

[20]

4. Justify the critical role of Normative & comparative influence in consumer decision making to purchase Sanitizer with the help of a contemporary example. With an example, briefly describe the issues of Lexicographic decision making.

[20]

5. Design a marketing strategy and promotional message suitable for a different personality and different attitude of people for a corporate brand selling high priced diamond jewellery to be purchased by subjects with a hedonic lifestyle in 'New Normal'.

[ 20]

# Appendix

## PROJECT WORK

**Design a feedback format to study the student's perception on online apparels purchase.**

**Find the drive level of the respondents and submit a project on it in a prescribed format as follow.**

1. **Internship project report (Document Attached)**

**Evaluation will be done on the basis of Understanding and analyzing the respondent's perception, Preparation of project, Presentation of the project.**

## Tutorials

CONSUMER BEHAVIOR (Term III-2021-23)

In order to focus more on each individual student's growth and sustainable learning, the section/class was divided in groups. Eight tutorials conducted for each group after class sessions.

**Tutorial EXECUTION is as follows:**

1. Feedback of the students' progress based on their evaluation and performance
2. Clarifying doubts of weak students in the subject
3. Discussion on current trend in consumer behavior & viva to be conducted separately for each student beyond class hours on full subject.
4. Guiding them for live project

**Actual Tutorial plan is as follows:**

Tutorial 1: Class discussion on Global customer vs. Indian customer involved in online purchase

Tutorial 2: Class discussion on shifting paradigm of Indian consumer due to easy access of information

Tutorial 3: Discussion on shopping goods and impulse goods.

Tutorial 4: Discussion on changing trend of Banking service products

Tutorial 5: Discussion on personality and lifestyle related to unsought goods related to sports.

Tutorial 6: Discussion on social media and Mobile media acceptance among urban consumers.

Tutorial 7: Group discussion on role of promotion in consumer awareness creation

Tutorial 8: Feedback of Quiz-II will be given to students and doubt clearance.

Hand written assignment submitted by all on the following 3 topic are

Topic 1 - Are consumer taste and preferences changing ?

Topic 2 - Impact of economic meltdown on life insurance product acceptance

Topic 3 - Impact of smartphone on rural consumers of India.



## **Student Feedback**

1. To monitor the quality of the education, students' feedback will be taken twice during the Course. First feedback will be taken before the mid-term examination, i.e., (after completion of 10 sessions) and the second one before the end term examination.
2. The academic office will be responsible for receiving the student's feedback and compile it.
3. The academic office will prepare a student feedback report and send a copy to the course instructor once the concerned faculty submit all evaluation components and grade to the academic office.