Seat No.: _____ Enrolment No._____

GUJARAT TECHNOLOGICAL UNIVERSITY
MBA – SEMESTER III– EXAMINATION – WINTER 2019

Subject Code: 4539211 **Date:03/12/2019**
Subject Name: Consumer Behavior
Time:10.30 am to 01.30pm **Total Marks: 70**
Instructions:
1. **Attempt all questions.**
2. **Make suitable assumptions wherever necessary.**
3. **Figures to the right indicate full marks.**

Q. No.			Marks
Q.1	1.	Define the societal marketing concept with one example.	14
	2.	Differentiate between inept set and inert set.	
	3.	What is the difference between need for uniqueness and need for cognition?	
	4.	Define AMBUSH MAREKTING with one example.	
	5.	What are the ways to reduce Post-Purchase Dissonance?	
	6.	What is Neuromarketing?	
	7.	Explain the steps of THREE-HIT Theory.	
Q.2	(a)	What is consumer decision making model?	07
	(b)	Which concept of consumer perception is applied in this logo? Explain in detail.	07

OR

(b) To which core value does this Advertisement appeal? 07

Q.3 (a) Explain the concept of Information Processing. 07

(b) Thinking of your daily routines, identify one routine that you consider a ritual. Describe how marketer can position his product / service that can be used to complete your ritual. 07

OR

Q.3 (a) Explain the Tri-Component Attitude (TRA) Model. 07
(b) As a marketing consultant, you are instructed by IMAGICA THEME PARK to design a study investigating how families make vacation decisions. Among the 07

family members, whom would you interview? What kind of questions would you ask? How would you assess the relative power of each family member in making vacation-related decisions?

Q.4 **(a)** What is consumerism? What the features of consumerism?   **07**
     (b) A school wants to promote ROTI-SUBJI as healthy, nutritious school tiffin snack.   **07**
         How can cultural learning be used in promoting this healthy food option to school children?

<div align="center">**OR**</div>

Q.4 **(a)** Discuss: Howard Sheth Model of Consumer Behavior   **07**
     (b) How can Apple use its knowledge of customers' expectations in designing a   **07**
         marketing strategy for a new iPad?

Q.5   <u>*Online Education in India – An Attitude Problem?*</u>

Ben Wildavsky a senior fellow in research and policy at Ewing Marion Kauffman Foundation reflects on the notion why US online course provisions are often viewed as offering opportunities for learners from across the world to take advantage of Western educational resources. India's National Programme on Technology Enhanced Learning (NPTEL), a home-grown effort to meet the country's urgent need to improve both the quality and the reach of engineering education. The development of NPTEL over the past decade was driven by a combination of three identifiable factors:

1. Huge demand for engineering education.
2. A scarcity of places in the famed Indian Institutes of Technology (IITs), which admit only about 3 percent of applicants; and
3. Deep concerns about the abilities of the 4,00,000 or so engineers India produces each year.

Walsh reportedly quotes a 2005 report by the *McKinsey Global Institute*, that only one in four (i.e.25 percent) engineers in India "*would be suitable ... to work for multinational companies.*" Founded and headed by a renowned educationist, IIT – Madras director M.S.Ananth, the NPTEL initiative aims to give free, high-quality web and video course materials from seven IITs (as well as the Indian Institute of Science) to students and faculty at engineering and science colleges outside the IIT system. There is a selfish motive for the IITs, to be sure – trying to create a pipeline of better-trained candidates for their graduate programmes – but leaders of the project also have much bigger aspirations. According to Ananth, "*The broad aim of the NPTEL project is to facilitate the competitiveness of Indian industry in the global markets.*" There are now more than 250 courses available, with around 1,000 envisioned as the programme expands enormously in its next phase.

Unlocking the Gates reports that while the "vast majority" of NPTEL's users come from within Indian environment, the next largest group is from the US – evidence that the global reach of online offerings need not only go from West to East. But the project's central aim of making the best curriculum available to Indians on a mass basis has not yet been realized. Reliable usage levels are not available, but traffic to the programme's Web site has thus far been less expected. This might be partly because of poor marketing – there are no staff dedicated to this activity, which is not necessarily the central strength of the professors who lead the initiative. Still a second round of government funding in March 2009 had

the programme participants interviewed by Walsh optimistic that NPTEL will be sustained and expanded, possibly with eventual support from the Indian business community. Like their US counterparts, however, IITs have been reluctant to offer course credits or degrees through the programme for the fear of compromising academic quality. That is an understandable concern-after all, elite universities' gatekeeper function is a core part of their valued brands. "Our entrance is very tight, we don't want to just give a certificate or degree to anybody"- according to one IIT who serves as an NPTEL programme organizer.

But since the book was completed, the *Times of India* recently reported that project coordinators have announced plans to offer "the equivalent of a degree or a diploma to students enrolled in the virtual university." Wildavsky, however, doubts that this will take place through a simple or smooth process, but if NPTEL's architects succeed, offering greatly expanded opportunities to earn real-world credentials seems like a logical next step, one that could fulfil the promise of online delivery to bring top-quality, credit-bearing university classes to scale.

Q-1	To what extent would you agree with the contention of Indian Institute of Technology (IITs) that online degrees may compromise academic quality?	**07**
Q-2	Argue for OR against the contention that "US online course provisions are offering opportunities for learners from across the world to take advantage of without earning degrees!"	**07**

OR

Q-1	How can student's attitude towards online degrees/education be changed and/or reinforced?	**07**
Q-2	"Cognitive, Affective and Conative": Select any one or more than one component of attitude and explain how these components can be used to influence/change the attitude of India Students towards online learning.	**07**

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