



JUNE 2019

TECHNOLOGY APPRECIATION AND INTELLECTUAL  
PROPERTY RIGHTS  
**SCHOOL OF BUSINESS MANAGEMENT**

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**ANURAG GROUP OF INSTITUTIONS  
SCHOOL OF BUSINESS MANAGEMENT**

Course Name : Technology Appreciation and Intellectual Property Rights.

Course Number : **A93003/C**

Course Designation : Elctive

Credits : 3

Prerequisites : Yes

II MBA – I Semester  
(2018-20)

| <b>Name of Faculty</b> | <b>Academic Year/Regulation</b> | <b>Version No</b> |
|------------------------|---------------------------------|-------------------|
| Dr.Syed Mansoor Pasha  | R18                             | 1                 |

Dr.Syed Mansoor Pasha.  
Assistant Professor  
Course Coordinator

## SYLLABUS

|                   |   |
|-------------------|---|
| <b>Unit-I</b>     | <b>Innovation Today:</b> Role of Technology in business, Emerging Trends in Business, Importance of Intellectual Property Rights, Innovation in Global Economy.   |
| <b>Unit – II</b>  | <b>Entrepreneurship Technology:</b> Introduction Entrepreneurship, Qualities and Characteristic of Entrepreneur, Technology Appreciation and Business Opportunities.  |
| <b>Unit – III</b> | <b>Overview of Intellectual Property Rights:</b> Introduction, Types of Intellectual Property, International organization, Agencies and Treaties, Importance of intellectual property rights.   |
| <b>Unit – IV</b>  | <b>Law of Copy Rights and Patents:</b> Fundamental of copy rights law, Originality of material, rights of reproduction, Rights to perform the work publicly, Copy right owner ship issues, Copy right registration, Notice of copy right, International copy right law. |
| <b>Unit – V</b>   | <b>Trade secret law:</b> Determination of trade secrete status, Liability for misappropriation right of trade secrets, Protection for submission, Trade secrete litigation. Misappropriation right of publicity, false advertising.                                     |

### Text Books:

1. Deborah. E. bouchoux, “Intellectual property rights”, Cengage learning.2014
2. Prabuddha gangulli, “Intellectual Property Rights Nleashmy the knowledge economy”, Tata Mc Graw Hill Publishing Company Ltd.2012.

### References:

3. Christopher May, Susan K. Sell, “Intellectual Property Rights”, and Lynne Rienner Publishers.
4. Hideyasu Sasaki, “Intellectual Property Protection for Multimedia Technology”, Information Science Publishing.

### **Program Learning Outcomes:**

The learning outcomes specify the knowledge, skills, values and attitudes students are expected to attain in courses or in a program.

1. ***Business Environment and Domain Knowledge(BEDK)***: Graduates are able to improve their awareness and knowledge about functioning of local and global business environment and society.
2. ***Critical thinking, Business Analysis, Problem Solving and Innovative Solutions(CBPI)***: To develop skills on analyzing the business data, application of relevant analysis, and problem solving in other functional areas.
3. ***Global Exposure and Cross-Cultural Understanding(GECCU)***: Demonstrate a global outlook with the ability to identify aspects of the global business and Cross Cultural Understanding.
4. ***Social Responsiveness and Ethics(SRE)***: Developing responsiveness to contextual social issues/problems and exploring solutions, understanding business ethics and resolving ethical dilemmas
5. ***Effective Communication(EC)***: To develop effective oral and written communication especially in business Communication, Social network platforms and so on.
6. ***Leadership and Teamwork(LT)***: To acquire team management skills and to become a competent leader.

### **Program Educational objectives**

1. To impart the fundamentals of the key elements of a business organization.
2. To provide a critical perspective on theoretical knowledge and practical approach to various functional areas of management and decision making.
3. To develop analytical skills to identify the link between the management practices in the functional areas of an organization and business environment.
4. To establish and realize a creative research culture among the student community.
5. To provide insights into latest technology, business communication, management concepts and to build team work and leadership skills among them.
6. To inculcate the habit of inquisitiveness and creativeness aimed at self actualization and realization of ethical practices.

Blooms Taxonomy

| Definitions  | I.Remembering  | II. Understanding  | III. Applying  | IV. Analyzing   | V. Evaluating   | VI. Creating   |
|--------------|--|--|--|---|---|--|
| <b>Verbs</b> | <ul style="list-style-type: none"> <li>• Choose</li> <li>• Define</li> <li>• Find</li> <li>• How</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Name</li> <li>• Omit</li> <li>• Recall</li> <li>• Relate</li> <li>• Select</li> <li>• Show</li> <li>• Spell</li> <li>• Tell</li> <li>• What</li> <li>• When</li> <li>• Where</li> <li>• Which</li> <li>• Who</li> <li>• Why</li> </ul> | <ul style="list-style-type: none"> <li>• Classify</li> <li>• Compare</li> <li>• Contrast</li> <li>• Demonstrate</li> <li>• Explain</li> <li>• Extend</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Interpret</li> <li>• Outline</li> <li>• Relate</li> <li>• Rephrase</li> <li>• Show</li> <li>• Summarize</li> <li>• Translate</li> </ul> | <ul style="list-style-type: none"> <li>• Apply</li> <li>• Build</li> <li>• Choose</li> <li>• Construct</li> <li>• Develop</li> <li>• Experiment with</li> <li>• Identify</li> <li>• Interview</li> <li>• Make use of</li> <li>• Model</li> <li>• Organize</li> <li>• Plan</li> <li>• Select</li> <li>• Solve</li> <li>• Utilize</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze</li> <li>• Assume</li> <li>• Categorize</li> <li>• Classify</li> <li>• Compare</li> <li>• Conclusion</li> <li>• Contrast</li> <li>• Discover</li> <li>• Dissect</li> <li>• Distinguish</li> <li>• Divide</li> <li>• Examine</li> <li>• Function</li> <li>• Inference</li> <li>• Inspect</li> <li>• List</li> <li>• Motive</li> <li>• Relationships</li> <li>• Simplify</li> <li>• Survey</li> <li>• Take part in</li> <li>• Test for</li> <li>• Theme</li> </ul> | <ul style="list-style-type: none"> <li>• Agree</li> <li>• Appraise</li> <li>• Assess</li> <li>• Award</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Criteria</li> <li>• Criticize</li> <li>• Decide</li> <li>• Deduct</li> <li>• Defend</li> <li>• Determine</li> <li>• Disprove</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Importance</li> <li>• Influence</li> <li>• Interpret</li> <li>• Judge</li> <li>• Justify</li> <li>• Mark</li> <li>• Measure</li> <li>• Opinion</li> <li>• Perceive</li> <li>• Prioritize</li> <li>• Prove</li> <li>• Rate</li> <li>• Recommended</li> <li>• Rule on</li> <li>• Select</li> <li>• Support</li> <li>• Value</li> </ul> | <ul style="list-style-type: none"> <li>• Adapt</li> <li>• Build</li> <li>• Change</li> <li>• Choose</li> <li>• Combine</li> <li>• Compile</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Delete</li> <li>• Design</li> <li>• Develop</li> <li>• Discuss</li> <li>• Elaborate</li> <li>• Estimate</li> <li>• Formulate</li> <li>• Happen</li> <li>• Imagine</li> <li>• Improve</li> <li>• Invent</li> <li>• Make up</li> <li>• Maximize</li> <li>• Minimize</li> <li>• Modify</li> <li>• Original</li> <li>• Originate</li> <li>• Plan</li> <li>• Predict</li> <li>• Propose</li> <li>• Solution</li> <li>• Solve</li> <li>• Suppose</li> <li>• Test</li> <li>• Theory</li> </ul> |

## Learning Outcomes

### Students will be able to

1. Explain the role of technology and innovation in business.
2. Identify the qualities of an entrepreneur and business opportunities.
3. Interpret the Intellectual Property Rights issues for technology innovations
4. Explain the elements and applications of Copy Right laws.
5. Evaluate the status and liability of Trade Secrets.

### MAPPING OF COURSE OUT COMES WITH PO's & PEO's

| Course Outcomes | PO's      | PEO's  |
|-----------------|-----------|--------|
| CO1             | 1,2,3     | 1,2,5  |
| CO2             | 2,4,6,    | 1,,3,6 |
| CO3             | 1,2,3,6,  | 1,2,5  |
| CO4             | 1,2,4,,6, | 2,3,5  |
| CO5             | 1,2,6,    | 2,3,5  |

### Articulation matrix of Course outcomes with PO's & PEO's

|     | Program Outcomes |      |      |      |      |      | Program Educational objectives |       |       |       |       |       |
|-----|------------------|------|------|------|------|------|--------------------------------|-------|-------|-------|-------|-------|
|     | PO 1             | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PEO 1                          | PEO 2 | PEO 3 | PEO 4 | PEO 5 | PEO 6 |
| CO1 | 1                | 2    | 3    |      |      |      | 3                              | 2     |       |       | 2     |       |
| CO2 |                  | 2    |      | 3    | 3    |      | 3                              |       | 2     |       |       | 2     |
| CO3 | 2                | 2    |      | 3    |      | 2    | 3                              | 2     |       |       | 3     |       |
| CO4 | 1                | 2    |      | 2    |      | 3    |                                | 2     | 2     |       | 1     |       |
| CO5 | 3                | 2    |      |      |      | 2    |                                | 2     | 2     |       | 1     |       |

## Course Schedule

Distribution of Hours in Unit – Wise

| Unit          | Topic                                    | Total No. of Hours |
|---------------|--|--------------------|
| I             | Innovation Today                         | 7                  |
| II            | Entrepreneurship Technology              | 7                  |
| III           | Overview of Intellectual Property Rights | 8                  |
| IV            | Law of Copy Rights and Patents           | 8                  |
| V             | Trade secret law:                        | 8                  |
| Total Classes |  | 38                 |

**Lecture Plan:** Technology Appreciation and Intellectual Property Rights

| S. No.   | Topic  | No of Lecture Hours | Teaching Process | Learning |
|--|--|---------------------|------------------|----------|
| <b>UNIT-1 Innovation Today</b>                         |  |                     |                  |          |
| 1  | Role of Technology in business                     | 1                   | Chalk & Board    |          |
| 2  | Emerging Trends in Business                        | 2                   | PPT              |          |
| 3  | Importance of Intellectual Property Rights         | 2                   | Chalk & Board    |          |
| 4  | Innovation in Global Economy                       | 2                   | PPT              |          |
| <b>UNIT-2 Entrepreneurship Technology</b>              |  |                     |                  |          |
| 1  | Entrepreneurship Technology                        | 1                   | Chalk & Board    |          |
| 2  | Introduction to Entrepreneurship                   | 2                   | Chalk & Board    |          |
| 3  | Qualities and Characteristic of Entrepreneur       | 2                   | PPT& Role play   |          |
| 4  | Technology Appreciation and Business Opportunities | 2                   | Group Discussion |          |
| <b>UNIT-3 Overview of Intellectual Property Rights</b> |  |                     |                  |          |



|   |  |   |                  |
|---|--|---|------------------|
| 1   | Introduction to Intellectual Property Rights | 1 | Chalk & Board    |
| 2   | Types of Intellectual Property               | 1 | Chalk & Board    |
| 3   | International organization                   | 1 | PPT              |
| 4   | Agencies and Treaties                        | 2 | Group Discussion |
| 5   | Importance of intellectual property rights   | 1 | Chalk & Board    |
| 6   | Types of Intellectual Property               | 2 | PPT              |
| <b>Unit-4 Law of Copy Rights and Patents</b>            |  |   |                  |
| 1   | Fundamental of copy rights law               | 1 | Chalk & Board    |
| 2   | Originality of material                      | 1 | PPT              |
| 3   | rights of reproduction                       | 1 | Chalk & Board    |
| 4   | Rights to perform the work publicly          | 1 | PPT              |
| 5   | Copy right ownership issues                  | 1 | Group Discussion |
| 6   | Copy right registration                      | 1 | PPT              |
| 7   | Notice of copy right                         | 1 | Chalk & Board    |
| 8   | International copy right law                 | 1 | Chalk & Board    |
| <b>UNIT-5 Trade secret law</b>                          |  |   |                  |
| 1   | Determination of trade secrete status        | 1 | PPT              |
| 2   | Liability for misappropriation               | 1 | Chalk & Board    |
| 3   | right of trade secrets                       | 1 | PPT              |
| 4   | Protection for submission                    | 1 | Chalk & Board    |
| 5   | Trade secrete litigation                     | 1 | PPT              |
| 6   | Misappropriation                             | 1 | Chalk & Board    |
| 7   | right of publicity                           | 1 | Chalk & Board    |
| 8   | false advertising                            | 1 | Group Discussion |
| <b>Total contact classes for Syllabus coverage : 38</b> |  |   |                  |

### Minutes of Course Review Meeting

| Details of Meeting No - |  |
|-------------------------|--|
| Date of Meeting         |  |
| Member's Present        |  |
| Signature of Member's   |  |
| Remarks                 |  |
| Details of Meeting No - |  |
| Date of Meeting         |  |
| Member's Present        |  |
| Signature of Member's   |  |
| Remarks                 |  |
| Details of Meeting No - |  |
| Date of Meeting         |  |
| Member's Present        |  |
| Signature of Member's   |  |
| Remarks                 |  |

# TECHNOLOGY APPRECIATION AND INTELLECTUAL PROPERTY RIGHTS

## QUESTIONS

### Unit I:

#### Short Answer Questions

- 1.Explain about Innovation(CO1,L2)
2. Outline the concept Intellectual Property Rights(CO1,L2)
- 3.Illustrate the role of Innovation in Global Economy(CO1,L2)

#### Essay questions:

1. Explain the Role of Technology in business? (CO1,L2)
2. Identify the Emerging Trends in Business? (CO1,L3)
3. Explain about Importance of Intellectual Property Rights? (CO1,L2)

### Unit II

#### Short Answer Questions

1. Explain the concept Entrepreneurship (CO2,L2)
2. Explain the need to be aware of Technology in Entrepreneurship. (CO2,L2)
3. Outline about Technology Appreciation(CO5,L2)

#### Essay questions

1. Explain the about Technology&Entrepreneurship? (CO2,L2)
2. Identify the Qualities and Characteristic of Entrepreneur. (CO2,L3)
3. Explain about Technology Appreciation and Business Opportunities (CO2,L2)

### UNIT III

#### Short Answer Questions

1. Explain about NAFTA ? (CO3,L2)
2. Write about Berne Convention(CO3,L2)
3. Explain the role of Madrid Protocol in IPR protection(CO3,L2)
5. Discuss about WIPO? (CO3,L2)

#### Essay Questions

1. Explain different Types of Intellectual Property? (CO3,L2)
- 2.Analyze the role of Agencies and Treaties in protection of Intellectual Properties? (CO3,L4)
3. Summarize the Importance of intellectual property rights in the competitive world? (CO3,L2)

## Unit IV

### Short Answer Questions

- 1.Explain the concept Copy right Law(CO4,L4)
- 2.Analyze Rights of Reproduction(CO4,L4)
- 3.Outline the concept Notice of Copyright(CO4,L2)
4. Explain about International copy right law(CO4,L2)

### Essay Questions

- 1 Explain the Fundamental of copy rights law. (CO4,L4)
2. Illustrate the Copy right owner ship issues(CO4,L2)
3. Analyze the Copy right registration process? (CO4,L4)
- 4.Outline the concept Originality of Materials. (CO4,L2)

## Unit V

### Short Answer Questions

1. Explain the concept of Trade Secret(CO5,L2)
2. Discuss the concept Protection for submission (CO5,L2)
3. Analyze the concept Trade secrete litigation (CO5,L4)
4. Explain about False advertising. (CO5,L2)

### Essay Questions

1. Analyze the Determinants of trade secrete status?(CO5,L4)
2. Illustrate the Liability for misappropriation of Trade Secrets? (CO5,L2)
3. Discuss the Right of publicity in Trade Secrets ? (CO5,L2)
4. Explain the Trade secrete litigation? (CO5,L2)

### Case Studies

**1.Case Study:** Your firm’s client, Holiday Cruises, Inc., operates a cruise line. Its various ships make both domestic and international cruises. The cruise ships offer a wide variety of activities for their guests and provide on-board restaurants, offshore excursions, and many other entertainment options. When guests check in, they are issued a “Holi-Day Pass,” a laminated card that allows them to purchase beverages and other items aboard ship. Guests also have access to Fit Ship, the fitness centers on board each ship. These fitness centers offer a wide variety of

exercise classes and fitness machines and equipment, including a new type of resistance band created by one of Holiday's employees. Holiday advertises its cruises on television and in magazines, often using a song, "Holidays Ahead," a song composed by one of Holiday's employees. Holiday is currently considering offering cruises to various ports in Mexico and is conducting confidential market surveys to determine the level of interest in such cruises.

**Activities:** Identify the intellectual property Holiday might own.

**2. Case: Sony Corporation of America v. Universal City Studios, 464 U.S. 417 (1984).**

**Facts:** The owners of copyrighted television shows brought a copyright infringement action against the makers of home videotape recorders, alleging contributory copyright infringement because the equipment was used to record television shows for later home viewing.

**Holding:** There was no copyright infringement. The allegedly infringing equipment has substantial noninfringing purposes, and "time shifting" of television shows for later viewing is permissible fair use. The clause in the Constitution on copyright is a means by which an important public interest is achieved: It is intended to motivate the creative activity of authors and inventors by providing them a special reward in order to induce the release to the public of the products of their creative genius after the limited period of exclusive protection has expired.

**3. Case Study:** Holiday offers a wide variety of entertainment and shows aboard its ships. It has developed its own "theme" song for each show, Holiday: The Fun and Only One. Holiday has also developed a new system to speed embarkation and debarkation of its guests on and off the ship. Holiday has also developed a customer satisfaction survey for its guests to complete as they finish a cruise. Finally, Holiday sells a cookbook featuring recipes served aboard its ships.

**Activities:** Discuss the copyrightability of each of the above works.

**4. Case Study:** Holiday would like to seek copyright protection in several foreign countries for a book of photographs taken during various cruises. The book has been published in the United States and does not bear a copyright notice. The countries in which Holiday would like to seek protection are all members of the Berne Convention.

**Activities:** Discuss the protection that Holiday may be able to secure in these countries for its book of photographs.

**5. Case Study:** Holiday is planning a new series of cruises, targeted at young families. The plans are based on a number of surveys and market studies Holiday has commissioned. Only five of Holiday's top executives know about these planned family-friendly cruises that will include specific itineraries and activities aimed at families. One of the executives, Ellen, has just been

hired by Carnival Cruises. Ellen is subject to a written non-disclosure agreement with Holiday, by the terms of which she is bound not to disclose any of Holiday’s confidential information for three years. Ellen is not subject to a non-competition agreement.

**Activities:** Discuss whether Holiday’s planned family-friendly cruises qualify as trade secrets and whether Ellen can be prohibited from working for Carnival Cruises.

**Tutorial Sheet**

|                                |
|--------------------------------|
| <b>Unit-I Topics Revised</b>   |
| <b>Topic Name</b>              |
|                                |
|                                |
|                                |
| <b>Unit-I Topics Revised</b>   |
| <b>Topic Name</b>              |
|                                |
|                                |
|                                |
| <b>Unit-III Topics Revised</b> |
| <b>Topic Name</b>              |
|                                |
|                                |
|                                |
| <b>Unit-IV Topics Revised</b>  |
| <b>Topic Name</b>              |
|                                |

|                              |
|------------------------------|
|                              |
|                              |
| <b>Unit-V Topics Revised</b> |
| <b>Topic Name</b>            |
|                              |
|                              |
|                              |

**Course Assessment Report**

**Batch: 2018 - 2020**

**Academic Year/Sem: 2019**

**Course Name: Technology Appreciation and Intellectual Property Rights**

**Course Number:**

**Course Attainment (60% of Direct + 40% of Indirect) on a scale of 1 to 3.**

**Remarks and suggestions:**

**Course Coordinator**

**Direct Course Assessment Sheet (As per IonCudos)**

**a) Internal Examination**

**Course assessment sheet Ass1**

| <b>Hall Ticket No</b> | <b>S1</b> | <b>S2</b> | <b>TOT</b> |
|-----------------------|-----------|-----------|------------|
| 1                     |           |           |            |
| 2                     |           |           |            |
| 3                     |           |           |            |

**Course assessment sheet Mid1**

| <b>Hall Ticket No</b> | <b>S1</b> | <b>S2</b> | <b>S3</b> | <b>S4</b> | <b>S5</b> | <b>L1</b> | <b>L2</b> | <b>L3</b> | <b>L4</b> | <b>L5</b> | <b>TOT</b> |
|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| 1                     |           |           |           |           |           |           |           |           |           |           |            |
| 2                     |           |           |           |           |           |           |           |           |           |           |            |
| 3                     |           |           |           |           |           |           |           |           |           |           |            |

**Course assessment sheet Ass2**

| <b>Hall Ticket No</b> | <b>S1</b> | <b>S2</b> | <b>TOT</b> |
|-----------------------|-----------|-----------|------------|
| 1                     |           |           |            |
| 2                     |           |           |            |
| 3                     |           |           |            |



## Course assessment sheet Mid2

| Hall Ticket No | S1 | S2 | S3 | S4 | S5 | L1 | L2 | L3 | L4 | L5 | TOT |
|----------------|----|----|----|----|----|----|----|----|----|----|-----|
| 1              |    |    |    |    |    |    |    |    |    |    |     |
| 2              |    |    |    |    |    |    |    |    |    |    |     |
| 3              |    |    |    |    |    |    |    |    |    |    |     |

### b) External Examination

| Hall Ticket No | Total Marks |
|----------------|-------------|
|                |             |
|                |             |
|                |             |

| CSP Rubric |                                 |   |   |
|------------|---------------------------------|---|---|
| S.No.      | Criteria                        | LEVEL ( Level: 3-Excellent      Level: 2-Good      Level: 1-Poor) |   |
| 1          | Oral Communication              | 3   | Student speaks in phase with the given topic confidently using Audio-Visual aids. Vocabulary is good  |
|            |                                 | 2   | Student speaking without proper planning, fair usage of Audio-Visual aids. Vocabulary is not good   |
|            |                                 | 1   | Student speaks vaguely not in phase with the given topic. No synchronization among the talk and Visual Aids   |
| 2          | Writing Skills                  | 3   | Proper structuring of the document with relevant subtitles, readability of document is high with correct use of grammar. Work is genuine and not published anywhere else  |
|            |                                 | 2   | Information is gathered without continuity of topic, sentences were not framed properly. Few topics are copied from other documents   |
|            |                                 | 1   | Information gathered was not relevant to the given task, vague collection of sentences. Content is copied from other documents  |
| 3          | Social and Ethical Awareness    | 3   | Student identifies most potential ethical or societal issues and tries to provide solutions for them discussing with peers  |
|            |                                 | 2   | Student identifies the societal and ethical issues but fails to provide any solutions discussing with peers   |
|            |                                 | 1   | Student makes no attempt in identifying the societal and ethical issues   |
| 4          | Content Knowledge               | 3   | Student uses appropriate methods, techniques to model and solve the problem accurately  |
|            |                                 | 2   | Student tries to model the problem but fails to solve the problem   |
|            |                                 | 1   | Student fails to model the problem and also fails to solve the problem  |
| 5          | Student Participation           | 3   | Listens carefully to the class and tries to answer questions confidently  |
|            |                                 | 2   | Listens carefully to the lecture but doesn't attempt to answer the questions  |
|            |                                 | 1   | Student neither listens to the class nor attempts to answer the questions   |
| 6          | Technical and analytical Skills | 3   | The program structure is well organized with appropriate use of technologies and methodology. Code is easy to read and well documented. Student is able to implement the algorithm producing accurate results                 |
|            |                                 | 2   | Program structure is well organized with appropriate use of technologies and methodology. Code is quite difficult to read and not properly documented. Student is able to implement the algorithm providing accurate results. |
|            |                                 | 1   | Program structure is not well organized with mistakes in usage of appropriate technologies and methodology. Code is difficult to read and student is not able to execute the program  |

|   |  |   |   |
|---|--|---|---|
| 7 | <b>Practical Knowledge</b>               | 3 | Independently able to write programs to strengthen the concepts covered in theory   |
|   |  | 2 | Independently able to write programs but not able to strengthen the concepts learned in theory                                      |
|   |  | 1 | Not able to write programs and not able to strengthen the concepts learned in theory  |
| 8 | <b>Understanding of Engineering core</b> | 3 | Student uses appropriate methods, techniques to model and solve the problem accurately in the context of multidisciplinary projects |
|   |  | 2 | Student tries to model the problem but fails to solve the problem in the context of multidisciplinary projects                      |
|   |  | 1 | Student fails to model the problem and also fails to solve the problem in the context of multidisciplinary projects                 |

**Indirect Course Assessment Sheet**

**Tools:**

**a) Case Study**

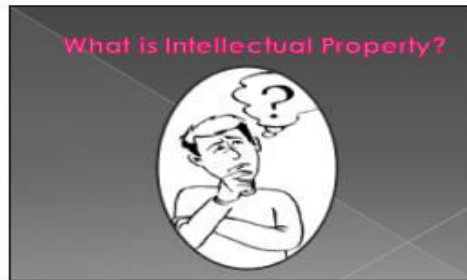
| <b>S.No.</b> | <b>Hall Ticket Number</b> | <b>Rubric Assessment</b> |
|--------------|---------------------------|--------------------------|
| 1            |                           |                          |
| 2            |                           |                          |
| 3            |                           |                          |

**b) Course End Survey Report**

**Add-on** (Guest Lecture/Video Lecture/Certification/Training Program/Poster Presentation.... etc.)

1. Poster Presentation
2. Rank Sheet Certification

### Unit Wise PPT's & Lecture Notes



Memberships as of 11 December 2014\*

| Country       | Date of Membership or Entry into Force |                   |                  |                 |
|---------------|--|-------------------|------------------|-----------------|
|               | Lisieux Agreement                      | Hague Protocol    | Bergen Protocol  | Amstah Protocol |
| Brazil        | 8 February 1985                        | 8 May 1985        | 29 October 2003  | X               |
| Canada        | 10 February 1978                       | 30 January 1989   | X                | 8 July 2011     |
| China         | 10 February 1978                       | 25 April 1984     | X                | 8 July 2011     |
| France        | 10 February 1978                       | 24 October 1984   | X                | X               |
| Germany       | 23 July 1987                           | 23 October 1987   | 12 February 1988 | X               |
| India         | 24 December 2004                       | 24 March 2005     | 24 March 2005    | X               |
| Japan         | 10 February 1978                       | 24 October 1984   | 8 March 1987     | X               |
| Korea         | 8 February 2000                        | 8 May 2000        | X                | 8 July 2011     |
| Mexico        | 14 October 2003                        | 23 April 2004     | 14 January 2004  | X               |
| Netherlands   | 24 June 2011                           | 24 September 2011 | X                | X               |
| New Zealand   | 18 July 2014                           | 18 August 2014    | 27 February 2016 | 8 July 2011     |
| Norway        | 8 December 1980                        | 22 February 1980  | X                | X               |
| South Africa  | 10 March 1981                          | X                 | X                | X               |
| Spain         | 2 May 1978                             | 24 October 1984   | X                | X               |
| Sweden        | 17 December 1982                       | 17 March 1983     | 6 March 1987     | X               |
| Switzerland   | 12 October 1980                        | 1 September 1989  | 1 September 1989 | X               |
| Taiwan        | 8 August 1976                          | 24 October 1984   | 24 November 2000 | X               |
| Thailand      | 10 February 1978                       | 20 February 1988  | X                | X               |
| United States | 11 November 1980                       | 24 October 1984   | 8 March 1987     | X               |

Boston Patent Law Association (BPLA)

BOSTON PATENT LAW ASSOCIATION

Center for Intellectual Property Studies (CIP)

Why Intellectual Property Rights?

- To provide incentive to the individual for new creations.
- Providing due recognition to the creators and inventors.
- Ensuring material reward for intellectual property.
- Ensuring the availability of the genuine and original products.

Why is Intellectual Property Important?

- Intellectual Property Creates and Supports High-Paying Jobs.
- Intellectual Property Drives Economic Growth and Competitiveness.
- Strong and Enforced Intellectual Property Rights Protect Consumers and Families.
- Intellectual Property Helps Generate Breakthrough Solutions to Global Challenges.

Case Study - 1 :

This trademark application for the pizza shop of Eagle Boys Pizza was (P. Australia Trademark No. 305546)

Case Study - 2 :

Terumo's trademark is registered in the United States Patent and Trademark Office (USPTO)

## **COPY RIGHT**

### **INTRODUCTION:**

Copyright is a legal right created by the law of a country that grants the creator of an original work exclusive rights for its use and distribution. This is usually only for a limited time. Copyright is a form of intellectual property, applicable to certain forms of creative work. Under US copyright law, legal protection attaches only to fixed representations in a tangible medium.

Copyright is a form of protection provided by the laws of the United States (title 17, U.S.Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works.

Scope: Copyright may apply to a wide range of creative, intellectual, or artistic forms, or “works”. Specifics vary by jurisdiction, but these can include poems, theses, plays and other literary works, motion pictures, choreography, musical compositions, sound recordings, paintings, drawings, sculptures, photographs, computer software, radio and television broadcasts, and industrial designs. Graphic designs and industrial designs may have separate or overlapping laws applied to them in some jurisdictions.

Copyright does not cover ideas and information themselves, only the form or manner in which they are expressed. For example, the copyright to a Mickey Mouse cartoon restricts others from making copies of the cartoon or creating derivative works based on Disney’s particular anthropomorphic mouse, but does not prohibit the creation of other works about anthropomorphic mice in general, so long as they are different enough to not be judged copies of Disney’s. Note additionally that Mickey Mouse is not copyrighted because characters cannot be copyrighted rather, Steamboat Willie is copyrighted and Mickey Mouse, as a character in that copyrighted work, is afforded protection.

### **What Works Are Protected?**

Copyright protects “original works of authorship” that are fixed in a tangible form of expression. The fixation need not be directly perceptible so long as it may be communicated with the aid of a machine or device. Copyrightable works include the following categories:

1. literary works
2. musical works, including any accompanying words
3. dramatic works, including any accompanying music
4. pantomimes and choreographic works
5. pictorial, graphic, and sculptural works
6. motion pictures and other audiovisual works
7. sound recordings
8. architectural works

These categories should be viewed broadly. For example, computer programs and most “compilations” may be registered as “literary works”; maps and architectural plans may be registered as “pictorial, graphic, and sculptural works.”

The creator of a copyrighted work does not always own the copyright. In some cases other persons or entities own the copyright. There are also rules governing copyright ownership when two or more people create the work. Finally, copyright owners can assign rights to the copyright to others, particularly for the purpose of marketing the protected work.

When Someone Other than the Creator Owns the Copyright:

Copyright Ownership: in Joint Works. When two or more authors prepare a work with the intent to combine their contributions into inseparable or interdependent parts, the work is considered joint work and the authors are considered joint copyright owners. There are several exceptions to the general rule that the creator of a work owns the copyright to the work.

Work for Employer: If an employee creates a work in the course of his or her employment, the employer owns the copyright.

Copyright Ownership: Who Owns What?

What are the exceptions to the rule that the creator of a work owns the copyright?

Copyrights are generally owned by the people who create the works of expression, with some important exceptions:

- If a work is created by an employee in the course of his or her employment, the employer owns the copyright.
- If the work is created by an independent contractor and the independent contractor signs a written agreement stating that the work shall be “made for hire,” the commissioning person or organization owns the copyright only if the work is (1) a part of a larger literary work, such as an article in a magazine or a poem or story in an anthology; (2) part of a motion picture or other audiovisual work, such as a screenplay; (3) a translation; (4) a supplementary work such as an afterword, an introduction, chart, editorial note, bibliography, appendix or index; (5) a compilation; (6) an instructional text; (7) a test or answer material for a test; or (8) an atlas. Works that don’t fall within one of these eight categories constitute works made for hire only if created by an employee within the scope of his or her employment.
- If the creator has sold the entire copyright, the purchasing business or person becomes the copyright owner.

Who owns the copyright in a joint work?

When two or more authors prepare a work with the intent to combine their contributions into inseparable or interdependent parts, the work is considered joint work and the authors are considered joint copyright owners. The most common example of a joint work is when a book or article has two or more authors. However, if a book is written primarily by one author, but another author contributes a specific chapter to the book and is given credit for that chapter, then



this probably wouldn't be a joint work because the contributions aren't inseparable or interdependent.

The U.S. Copyright Office considers joint copyright owners to have an equal right to register and enforce the copyright. Unless the joint owners make a written agreement to the contrary, each copyright owner has the right to commercially exploit the copyright, provided that the other copyright owners get an equal share of the proceeds.

Can two or more authors provide contributions to a single work without being considered joint authors for copyright purposes?

Yes. If at the time of creation, the authors did not intend their works to be part of an inseparable whole, the fact that their works are later put together does not create a joint work. Rather, the result is considered a collective work. In this case, each author owns a copyright in only the material he or she added to the finished product. For example, in the 1950's, Vladimir writes a famous novel full of complex literary allusions. In the 1980's, his publisher issues a student edition of the work with detailed annotations written by an English professor. The student edition is a collective work. Vladimir owns the copyright in the novel, but the professor owns the annotations.

What rights do copyright owners have under the Copyright Act?

The Copyright Act of 1976 grants a number of exclusive rights to copyright owners, including:

- reproduction right — the right to make copies of a protected work
- distribution right — the right to sell or otherwise distribute copies to the public
- right to create adaptations (called derivative works) — the right to prepare new works based on the protected work, and
- performance and display rights — the rights to perform a protected work (such as a stage play) or to display a work in public. This bundle of rights allows a copyright owner to be flexible when deciding how to realize commercial gain from the underlying work; the owner may sell or license any of the rights.

Can a copyright owner transfer some or all of his specific rights?

Yes. When a copyright owner wishes to commercially exploit the work covered by the copyright, the owner typically transfers one or more of these rights to the person or entity who will be responsible for getting the work to market, such as a book or software publisher. It is also common for the copyright owner to place some limitations on the exclusive rights being transferred. For example, the owner may limit the transfer to a specific period of time, allow the right to be exercised only in a specific part of the country or world, or require that the right be exercised only through certain media, such as hardcover books, audiotapes, magazines or computers.

If a copyright owner transfers all of his rights unconditionally, it is generally termed an "assignment." When only some of the rights associated with the copyright are transferred, it is known as a "license." An exclusive license exists when the transferred rights can be exercised only by the owner of the license (the licensee), and no one else — including the person who

granted the license (the licensor). If the license allows others (including the licensor) to exercise the same rights being transferred in the license, the license is said to be non-exclusive.

The U.S. Copyright Office allows buyers of exclusive and non-exclusive copyright rights to record the transfers in the U.S. Copyright Office. This helps to protect the buyers in case the original copyright owner later tries to transfer the same rights to another party. Transfers of copyright ownership are unique in one respect. Authors or their heirs have the right to terminate any transfer of copyright ownership 35 to 40 years after it is made.

#### Procedure for Copyright Registration:

An application for copyright registration may be made at any time during the life of the copyright (see the Bit Law discussion on the duration of copyrights for more information). An application to register a work is made by submitting the following three items to the U.S. Copyright Office:

1. a properly completed application form;
2. a nonrefundable filing fee (see the Copyright Office website for more details on the fee); and
3. a nonreturnable deposit of the work being registered.

There are a variety of copyright registration forms which can be used; the correct form depends upon the type of work being registered:

- Form TX: for published and unpublished nondramatic literary works;
- Form SE: for serials such as periodicals or newspapers;
- Form G/DN: for a complete month's issues of a daily newspaper;
- Form PA: for the performing arts (musical and dramatic works, motion pictures, and other audiovisual works);
- Form VA: for the visual arts (pictorial, graphic, and sculptural works); and
- Form SR: for sound recordings.