



Kot Bhalwal, Jammu



Model Institute of Engineering  
& Technology (Autonomous)  
Dr. Arun K. Gupta Teaching-Learning Centre

## Department of SOL

### Details of Lesson Plan

S. No.	Particulars	Details
1.	Course Name	Introduction to Intellectual Property Law
2.	Course Code	BBALLB-409
3.	Academic Year	2025
4.	Semester	4 <sup>th</sup>
5.	Number of Lesson plans	25
6.	Faculty Assigned	Sharad Sharma

Sharad Sharma

Faculty Signature





<b>Lesson Plan No. 1</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 1.1 Origin and Meaning</b>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> <li>a. Understand the fundamental meaning of Intellectual Property.</li> <li>b. • Analyze why certain creations are protected under IP laws.</li> <li>c. • Appreciate the role of IP in innovation and economic growth.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a. PowerPoint Presentation</li> <li>b. Case Studies</li> <li>c. Flowcharts &amp; Diagrams</li> </ul>
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction (5 minutes)</b> <ul style="list-style-type: none"> <li>- Ask questions. <ul style="list-style-type: none"> <li>What do you understand from word Intellectual?</li> <li>where is your understanding about Corporeal and Incorporeal Property?</li> <li>What do you understand from Intellectual Property?</li> <li>What do you understand by right to Intellectual Property?</li> </ul> </li> <li>- Give introduction about Intellectual Property.</li> <li>- Give brief introduction about Intellectual Properties.</li> </ul> </li> <li>2. <b>Development (30 minutes)</b> <ol style="list-style-type: none"> <li>a. Introduce the concept of the Intellectual Property and its Implication. <ul style="list-style-type: none"> <li>- What would it entail getting intellectual properties recognized:</li> <li>- What is the meaning and reasoning behind having a right in Intellectual Properties.</li> </ul> </li> <li>b. <b>Actual meaning and diversity of these properties:</b> <ul style="list-style-type: none"> <li>- Types</li> <li>-How has the right evolved</li> <li>-Concept as per Lockean theory of Property</li> </ul> </li> </ol> </li> </ol>
<b>Closure</b>	<p>Summarize key takeaways from the lesson.</p> <ul style="list-style-type: none"> <li>• Suggested readings and case laws for further study.</li> <li>• Homework: Write a short reflection on how this topic impacts individuals and society.</li> </ul> <p>By the end of the lesson, learners will have a clear understanding of Intellectual Rights.</p> <ul style="list-style-type: none"> <li>- <b>Suggested Reading</b></li> <li>-</li> <li>- <b>Homework</b></li> <li>- Write a Paragraphs on Intellectual Property Rights and its origin.</li> </ul> <p><b>Reflective Questions</b></p> <ol style="list-style-type: none"> <li>1. What distinguishes intellectual property from real property?</li> </ol>



	2. Do you believe society benefits from granting exclusive rights over ideas? Why or why not?
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<b>Lesson Plan No. 2</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 1.1 Origin and Meaning</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	At the end of the lesson the student shall be able to: <ul style="list-style-type: none"> <li>a. Understand the definition and significance of intellectual property (IP).</li> <li>b. Differentiate between corporeal and incorporeal property.</li> <li>c. Appreciate the rationale for legally protecting intangible assets.</li> <li>d. Analyze the philosophical justification for recognizing IP as a right.</li> </ul>	
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a. PowerPoint Presentation</li> <li>b. Flowcharts and Diagrams (Corporeal vs. Incorporeal)</li> <li>c. Short video on the concept of IP (optional)</li> </ul>	
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Initiate interactive discussion: <ul style="list-style-type: none"> <li>○ What is “property” in law?</li> <li>○ Can knowledge be “owned”?</li> <li>○ Have you ever created something worth protecting?</li> </ul> </li> <li>• Briefly explain: <ul style="list-style-type: none"> <li>○ Tangible vs. Intangible property</li> <li>○ Examples: Land (corporeal), book copyright (incorporeal)</li> </ul> </li> </ul> <p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>What is Intellectual Property?</b> <ul style="list-style-type: none"> <li>○ Definition from WIPO and Indian law.</li> <li>○ Characteristics: intangible, exclusive, territorial, time-bound</li> </ul> </li> <li>• <b>Why Protect IP?</b> <ul style="list-style-type: none"> <li>○ Reward for innovation and creativity.</li> <li>○ Economic incentive and cultural advancement.</li> </ul> </li> <li>• <b>Classifications</b> <ul style="list-style-type: none"> <li>○ Copyright, Patent, Trademark, Design, GI, Trade Secrets, etc.</li> </ul> </li> <li>• <b>Examples in Practice</b> <ul style="list-style-type: none"> <li>○ Songs, logos, inventions, traditional knowledge.</li> </ul> </li> </ul> <p><b>3. Exercise (5 minutes)</b></p> <p><b>Activity: “Name That IP”</b></p> <ul style="list-style-type: none"> <li>• Display real-world items (e.g., iPhone, Nike, Taj Mahal Tea)</li> <li>• Ask students to identify what kind of IP protection applies.</li> </ul>	
<b>Closure</b>	<ul style="list-style-type: none"> <li>- Summarize key concepts:</li> <li>- IP protects non-tangible creations of the mind.</li> <li>- It serves individual innovation and societal interest.</li> <li>- Connect to next topic: <i>Evolution of IP</i></li> </ul>	



	<p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>- V.K. Ahuja, Law Relating to IPR in India, Ch. 1, Lexis Nexis (3rd ed., 2017)</li> <li>- WIPO Website: <a href="https://www.wipo.int/about-ip/en/">https://www.wipo.int/about-ip/en/</a></li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Write a short essay (200–250 words):</li> <li>- “Why should ideas be protected like property?”</li> <li>-</li> </ul>
<b>Evaluation</b>	<p><b>1. Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• What makes intellectual property different from physical property?</li> <li>• How does IP law support or hinder creativity and innovation?</li> <li>• Can knowledge truly be “owned”? Why or why not?</li> <li>• Why is it important to protect something intangible like an idea?</li> </ul>

<b>Lesson Plan No. 3</b>	<p><b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 1.2 Evolution of Intellectual Property</b></p>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	<p>At the end of the lesson the students will be able to:</p> <p>Conceptualize the Philosophy of Intellectual Property Law</p> <ul style="list-style-type: none"> <li>- Discuss the historical development of IP laws.</li> <li>- • Analyze key milestones in global IP evolution.</li> <li>- • Compare the evolution of IP in India and other countries.</li> </ul>
<b>Teaching Aids (if any)</b>	e. PowerPoint Presentation
<b>Teaching Development</b>	<ol style="list-style-type: none"> <li>1. Introduction (5 minutes) <ul style="list-style-type: none"> <li>• Ask students thought-provoking questions about the topic.</li> <li>• Discuss the importance of IP in everyday life.</li> </ul> </li> <li>2. Development (30 minutes) <ul style="list-style-type: none"> <li>• Explain core concepts using real-life examples.</li> <li>• Discuss legal frameworks governing the topic.</li> <li>• Highlight case studies relevant to the topic.</li> </ul> </li> <li>3. Exercise (5 minutes) <ul style="list-style-type: none"> <li>• Reflective questions or a short discussion on the topic.</li> </ul> </li> </ol>
<b>Closure</b>	<p><b>Summarize the Lesson Learning</b></p> <ul style="list-style-type: none"> <li>- Understand how socio-economic shifts affect legal protections</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> WIPO Timeline: <a href="https://www.wipo.int/about-ip/en/history.html">https://www.wipo.int/about-ip/en/history.html</a></li> <li><input type="checkbox"/> P. Narayanan, <i>Intellectual Property Law</i>, Ch.1</li> </ul>



	<ul style="list-style-type: none"> <li>- <b>Homework</b></li> <li>- Prepare a list of 5 landmark events in global IP history.</li> </ul>
<b>Evaluation</b>	<p><b>1.Reflective Questions</b></p> <p>How has the purpose of IP changed over centuries? What role did colonial laws play in shaping India’s IP system?</p> <p>-</p>

<b>Lesson Plan No. 4</b>	<p><b>Course Name: Introduction to Intellectual Property Law</b></p> <p><b>Topic: 1.2 Evolution of Intellectual Property</b></p>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	<p>At the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> <li>• Trace the historical development of IP law globally and in India.</li> <li>• Identify major international treaties and conventions influencing IP.</li> <li>• Understand how socio-economic changes shape IP legislation.</li> <li>• Evaluate the technological evolution that necessitated IP reforms.</li> </ul> <p>-</p>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a. PowerPoint Presentation</li> <li>b. PPT slides (key milestones)</li> <li>c. Flowchart on Indian IP legislative developments</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b> Ask students:</p> <ul style="list-style-type: none"> <li>• Do you know who invented the printing press?</li> <li>• How did it change how knowledge was shared?</li> <li>• What happens when ideas are not protected?</li> </ul> <p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Early Global Developments</b> <ul style="list-style-type: none"> <li>○ Statute of Monopolies (England, 1624)</li> <li>○ Statute of Anne (UK Copyright Act, 1710)</li> <li>○ Paris Convention (1883)</li> <li>○ Berne Convention (1886)</li> <li>○ Formation of WIPO (1967)</li> <li>○ TRIPS Agreement (1994)</li> </ul> </li> <li>• <b>India’s Evolution</b> <ul style="list-style-type: none"> <li>○ Indian Copyright Act, 1914 (Colonial)</li> <li>○ Indian Patents Act, 1970</li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>○ Trademarks Act, 1999</li><li>○ India's WTO Membership and TRIPS compliance</li><li>○ National IPR Policy, 2016</li><li>● <b>Modern Trends</b><ul style="list-style-type: none"><li>○ Rise of digital IP, biotech patents, software copyrights</li></ul></li></ul> <p><b>3. Exercise (5 minutes)</b></p> <ul style="list-style-type: none"><li>● <b>Group-Task:</b> Create a mini-timeline of at least 3 global and 3 Indian events in IP history.</li></ul>
<b>Closure</b>	<p><b>Summarize the Lesson Learning</b></p> <ul style="list-style-type: none"><li>● IP is a reflection of technological and societal advancement.</li><li>● India's IP journey reflects both colonial legacy and globalization.</li></ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"><li>● P. Narayanan, <i>Intellectual Property Law</i>, Chapter 2, Eastern Law House</li><li>● WIPO History: <a href="https://www.wipo.int/about-ip/en/history.html">https://www.wipo.int/about-ip/en/history.html</a></li></ul> <p><b>Homework</b></p> <p>Choose any one international treaty related to IP and write:</p> <ul style="list-style-type: none"><li>- When it was signed</li><li>- Its purpose</li><li>- How it affects Indian law today</li><li>- .</li></ul>
<b>Evaluation</b>	<p><b>1.Reflective Questions</b></p> <ul style="list-style-type: none"><li>● Why was the Statute of Anne considered revolutionary?</li><li>● What role does WIPO play in harmonizing global IP law?</li><li>● How did TRIPS change India's approach to IPR?</li><li>● Can you identify any social or technological trends that influenced IP law evolution?</li></ul>

<b>Lesson Plan No. 5</b>	<b>Course Name: Introduction to Intellectual Property Law</b>	<b>Course No.: BBALLB-409</b>
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	<b>Topic: 1.3 Justification / Theories of IP</b>	
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<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> <li>Understand philosophical frameworks justifying IP.</li> <li>Analyze the Lockean labor theory and Hegel’s personality theory.</li> <li>Examine economic and moral arguments behind IP protection.</li> </ol>	
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Flow chart and diagram</li> <li>Quiz on RTI</li> </ol>	
<b>Teaching Development</b>	<b>1. Introduction (5 minutes)</b> <b>Introduction (5 mins)</b> <ul style="list-style-type: none"> <li>Ask: “Why should someone ‘own’ an idea?”</li> </ul> <b>Development (30 mins)</b> <ul style="list-style-type: none"> <li>Locke’s Labor Theory: Property from labor</li> <li>Hegel’s Personality Theory: Expression of self</li> <li>Utilitarian Perspective: Public benefit through innovation</li> <li>Discussion of critiques and relevance</li> </ul> <b>Exercise (5 mins)</b> <ul style="list-style-type: none"> <li>Group discussion: Which theory best supports copyright?</li> </ul>	
<b>Closure</b>	<b>1. Summarize the Lesson Learning Outcomes</b> - Insight: IP laws are not just economic tools—they reflect values. <b>2. Suggested Reading</b> <ul style="list-style-type: none"> <li>V.K. Ahuja, <i>Law Relating to IPR</i>, Ch.2</li> <li>Stanford Encyclopedia of Philosophy: “Intellectual Property”</li> </ul> <b>3. Homework</b> - Choose one theory and critique it in 150 words	
<b>Evaluation</b>	<b>1. Reflective Questions</b> <ul style="list-style-type: none"> <li>Do these theories justify monopolies?</li> <li>Which theory do you find most practical today?</li> </ul>	
<b>Lesson Plan No. 6</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 1.3 Justification / Theories of IP</b>	<b>Course No.: BBALLB-409</b>

<b>Objectives</b>	At the end of the lesson the student shall be able to: <ol style="list-style-type: none"> <li>Understand philosophical frameworks justifying IP.</li> <li>Analyze the Lockean labor theory and Hegel’s personality theory.</li> <li>Examine economic and moral arguments behind IP protection.</li> </ol>	
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<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>d. PowerPoint Presentation</li> <li>e. Flow chart and diagram</li> <li>f. Quiz on RTI</li> </ul>
<b>Teaching Development</b>	<p><b>2. Introduction (5 minutes)</b></p> <p><b>Introduction (5 mins)</b></p> <ul style="list-style-type: none"> <li>• Ask: “Why should someone ‘own’ an idea?”</li> </ul> <p><b>Development (30 mins)</b></p> <ul style="list-style-type: none"> <li>• Locke’s Labor Theory: Property from labor</li> <li>• Hegel’s Personality Theory: Expression of self</li> <li>• Utilitarian Perspective: Public benefit through innovation</li> <li>• Discussion of critiques and relevance</li> </ul> <p><b>Exercise (5 mins)</b></p> <ul style="list-style-type: none"> <li>• Group discussion: Which theory best supports copyright?</li> </ul>
<b>Closure</b>	<p><b>1. Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>- Insight: IP laws are not just economic tools—they reflect values.</li> </ul> <p><b>2. Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• V.K. Ahuja, <i>Law Relating to IPR</i>, Ch.2</li> <li>• Stanford Encyclopedia of Philosophy: “Intellectual Property”</li> </ul> <p><b>3. Homework</b></p> <ul style="list-style-type: none"> <li>- Choose one theory and critique it in 150 words</li> </ul>
<b>Evaluation</b>	<p><b>1. Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• Do these theories justify monopolies?</li> <li>• Which theory do you find most practical today?</li> </ul>

<b>Lesson Plan No. 6</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 1.4 Nature and Scope of IP</b>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	<p>At the end of this lesson, students shall be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the philosophical theories underlying intellectual property law.</li> <li>2. Distinguish between natural rights, personality, and utilitarian approaches.</li> <li>3. Critically evaluate how these justifications influence current legislation and enforcement.</li> <li>4. Reflect on the ethical dimensions and societal implications of IP law.</li> </ol>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a. PowerPoint Presentation</li> <li>b. Flow chart and diagram</li> <li>c. Quiz on RTI</li> </ul>



<p><b>Teaching Development</b></p>	<p><b>Teaching Development</b></p> <p><b>1. Introduction (5 minutes)</b></p> <p>Prompt students:</p> <ul style="list-style-type: none"> <li>• Why should anyone be granted exclusive rights over an idea?</li> <li>• Should ideas be shared or owned?</li> </ul> <p><b>2. Development (30 minutes)</b></p> <p><b>1. Lockean Labour Theory</b></p> <ul style="list-style-type: none"> <li>• Based on the idea of natural entitlement through effort</li> <li>• “Mixing labor with nature creates ownership”</li> <li>• IP examples: Inventions, books, music</li> </ul> <p><b>2. Hegelian Personality Theory</b></p> <ul style="list-style-type: none"> <li>• IP as an extension of the creator’s self</li> <li>• Moral rights: integrity, attribution</li> <li>• Application in moral rights laws</li> </ul> <p><b>3. Utilitarian/Economic Justification</b></p> <ul style="list-style-type: none"> <li>• Focus on societal benefit and innovation</li> <li>• Rewards incentivize progress</li> <li>• Critiques: monopolies, access issues</li> </ul> <p><b>4. Social and Moral Perspectives</b></p> <ul style="list-style-type: none"> <li>• Communitarian approach</li> <li>• Right to access knowledge vs. right to reward creation</li> </ul> <p><b>Interactive Discussion Prompt:</b> "Which theory justifies copyright better: Lockean or Utilitarian?"</p> <p><b>3. Exercise (5 minutes)</b></p> <p><b>Group Debate:</b></p> <p>Split students into two teams:</p> <ul style="list-style-type: none"> <li>• Team A: IP should be protected as a moral/natural right</li> <li>• Team B: IP should be protected only if it benefits society</li> </ul>
<p><b>Closure</b></p>	<p><b>1. Summarize the Lesson Learning Outcomes and get affirmation from students on these.</b></p> <ul style="list-style-type: none"> <li>- Philosophical theories lay the foundation for understanding why we protect IP.</li> <li>- Real-world laws often combine these theories to balance individual and societal needs.</li> <li>-</li> </ul> <p><b>2. Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• V.K. Ahuja, <i>Law Relating to IPR</i>, Chapter 2</li> <li>• Stanford Encyclopedia of Philosophy – Entry on Intellectual Property <a href="https://plato.stanford.edu/entries/intellectual-property/">https://plato.stanford.edu/entries/intellectual-property/</a></li> <li>•</li> </ul> <p><b>3. Homework</b></p> <ul style="list-style-type: none"> <li>• Write a short critical essay (250–300 words):</li> <li>• "Which justification—Lockean, Hegelian, or Utilitarian—do you think best supports the concept of patent protection? Justify with examples."</li> </ul>
<p><b>Evaluation</b></p>	<p><b>1. Reflective Questions</b></p>



	<ul style="list-style-type: none"> <li>• How does Locke’s idea of labor apply to modern software development?</li> <li>• Should IP be viewed as an individual’s moral right or a tool for social welfare?</li> <li>• Can any one theory alone justify the entire IP system?</li> <li>• Which theory could better address challenges in digital copyright?</li> </ul>
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<b>Lesson Plan No. 7</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 1.5 General Overview of IP</b>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	<p>At the end of the lesson the student shall be able to:</p> <ul style="list-style-type: none"> <li>• Understand structure and legal framework for IP in India.</li> <li>• Identify governing statutes and enforcement bodies.</li> <li>• Explore challenges in IP administration and litigation.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Flow chart and diagram c. Quiz on RTI</p>
<b>Teaching Development</b>	<p><b>Teaching Development</b> Introduction (5 mins) Questions: Who grants patents in India? What IP laws are most used? Development (30 mins) IP Acts: Patents Act 1970, TM Act 1999, Copyright Act 1957, Designs Act 2000 Controller General of Patents, Designs &amp; Trademarks (CGPDTM) Indian Copyright Office Role of courts, IPAB, WIPO membership Exercise (5 mins) Map activity: Match IP type to administering authority</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</b></p> <ul style="list-style-type: none"> <li>- Learners understand the Indian IP legal system’s infrastructure.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• V.K. Ahuja, Law Relating to IPR, Ch.3</li> <li>• <a href="https://ipindia.gov.in/">https://ipindia.gov.in/</a></li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• Prepare a 1-page summary on an Indian IP regulatory body.</li> </ul>
<b>Evaluation</b>	<p>1. Reflective Questions</p> <ul style="list-style-type: none"> <li>• Is India’s IP system business-friendly?</li> <li>• What reforms could make IP enforcement better?</li> </ul>



<b>Lesson Plan No. 8</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 1.5 General Overview of IP</b>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	<p>After this session, students will:</p> <ol style="list-style-type: none"> <li>1. Gain familiarity with the structure of Indian IP law and institutions.</li> <li>2. Understand the legislative framework for patents, trademarks, copyrights, and designs.</li> <li>3. Identify key enforcement mechanisms and regulatory authorities.</li> <li>4. Appreciate the policy evolution toward TRIPS compliance.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>d. PowerPoint Presentation</li> <li>e. Flow chart and diagram</li> <li>f. Quiz on RTI</li> </ol>
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b> Prompt students:</p> <ul style="list-style-type: none"> <li>• Who issues patents in India?</li> <li>• What does “IPR filing” mean?</li> </ul> <p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Statutory Framework</b> <ul style="list-style-type: none"> <li>○ Patents Act, 1970</li> <li>○ Copyright Act, 1957</li> <li>○ Trademarks Act, 1999</li> <li>○ Designs Act, 2000</li> </ul> </li> <li>• <b>Regulatory Authorities</b> <ul style="list-style-type: none"> <li>○ CGPDTM, Indian Copyright Office</li> <li>○ Role of IPAB (now merged into Tribunals)</li> </ul> </li> <li>• <b>TRIPS Compliance</b> <ul style="list-style-type: none"> <li>○ 1995 WTO membership impact</li> <li>○ Amendments in Indian law post-TRIPS</li> </ul> </li> <li>• <b>Administrative Bodies</b> <ul style="list-style-type: none"> <li>○ Patent Offices: Delhi, Mumbai, Chennai, Kolkata</li> <li>○ TM and Copyright Registration Portals</li> </ul> </li> </ul> <p><b>Exercise (5 minutes)</b> <b>Research Task (Classroom):</b> Match each type of IP with its governing Act and registration office.</p> <p>-</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</b></p> <ul style="list-style-type: none"> <li>• India has developed a strong legislative and institutional structure for IP.</li> <li>• It balances global commitments with national priorities.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• V.K. Ahuja, <i>Law Relating to IPR</i>, Ch. 3</li> <li>• <a href="https://ipindia.gov.in">https://ipindia.gov.in</a></li> <li>• Ministry of Commerce – IPR Policy (2016)</li> </ul>



	<ul style="list-style-type: none"> <li>•</li> </ul> <p><b>Homework:</b> write a brief note on any of IP legislation of your Choice (e.g., <b>Patents Act 1970</b>):</p> <ul style="list-style-type: none"> <li>• When it was enacted</li> <li>• What it covers</li> <li>• Why it is important today</li> <li>•</li> </ul>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• What challenges does India face in IP enforcement?</li> <li>• Why are IP laws different for patents and designs?</li> <li>• How has India adapted its laws post-TRIPS?</li> <li>• Are India's IP institutions accessible to the public?</li> </ul>

<b>Lesson Plan No. 10</b>	<p><b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 2.1 Overview of International Regime in IP field</b></p>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	<p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the concept and significance of international IP regimes.</li> <li>2. Analyze how globalization has influenced IPR law.</li> <li>3. Identify the major treaties and global platforms for IP harmonization.</li> <li>4. Recognize the role of cross-border enforcement and cooperation.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>g. PowerPoint Presentation</li> <li>h. Flow chart and diagram</li> <li>i. Quiz on RTI</li> </ol>
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b> Pose questions to students:</p> <ul style="list-style-type: none"> <li>• Why do we need global rules for intellectual property?</li> <li>• What happens if someone in the US copies an Indian invention?</li> </ul> <p><b>2. Development (30 minutes)</b> <b>Why an International Regime?</b></p> <ul style="list-style-type: none"> <li>○ Cross-border enforcement</li> <li>○ Piracy &amp; counterfeiting</li> <li>○ Tech and digital globalization</li> <li>• <b>Major Treaties (Overview):</b> <ul style="list-style-type: none"> <li>○ Paris Convention, 1883</li> <li>○ Berne Convention, 1886</li> <li>○ Madrid Agreement</li> <li>○ TRIPS, 1994</li> <li>○ WIPO Internet Treaties</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>• <b>Modern Issues:</b> <ul style="list-style-type: none"> <li>○ AI, digital copyright, e-commerce &amp; patent jurisdiction</li> </ul> </li> </ul> <p><b>Exercise (5 minutes)</b> <b>Research Task (Classroom): Write the development of: TRIPS, Berne, Paris.</b></p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</b></p> <ul style="list-style-type: none"> <li>• Global harmonization of IP law is essential for effective cross-border innovation and protection.</li> <li>• This sets the foundation for deeper treaty-based discussions in subsequent lessons.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• V.K. Ahuja, <i>Law Relating to IPR</i>, Chapter 4</li> <li>• WIPO Overview: <a href="https://www.wipo.int/treaties/en/">https://www.wipo.int/treaties/en/</a></li> </ul> <p><b>Homework:</b> Write a short paragraph: "Why is it important for India to be part of international IP treaties?"</p>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• What makes IP protection challenging in a globalized world?</li> <li>• Should developing countries have the same obligations as developed ones?</li> <li>• How do international treaties help stop online piracy?</li> <li>• What are the downsides of global IPR regimes?</li> </ul>

<b>Lesson Plan No. 11</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 2.2 World Intellectual Property Organization (WIPO)</b>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	By the end of this lesson, students will be able to: <ol style="list-style-type: none"> <li>1. Understand the structure and mandate of WIPO.</li> <li>2. Analyze WIPO's role in policy-making, arbitration, and IP harmonization.</li> <li>3. Identify WIPO-administered treaties.</li> <li>4. Assess India's relationship with WIPO.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>j. PowerPoint Presentation</li> <li>k. Flow chart and diagram</li> <li>l. Quiz on RTI</li> </ol>
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Who handles international copyright or trademark disputes?</li> </ul>



	<ul style="list-style-type: none"><li>• Why do we need a specialized IP UN agency?</li></ul> <p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"><li>• <b>Formation &amp; Mandate</b><ul style="list-style-type: none"><li>○ WIPO established in 1967; UN specialized agency since 1974</li></ul></li><li>• <b>Structure</b><ul style="list-style-type: none"><li>○ General Assembly, Committees, Secretariat</li></ul></li><li>• <b>WIPO-administered Treaties</b><ul style="list-style-type: none"><li>○ Patent Cooperation Treaty</li><li>○ Madrid System</li><li>○ Lisbon Agreement</li><li>○ Copyright &amp; Performers Treaty</li></ul></li><li>• <b>India and WIPO</b><ul style="list-style-type: none"><li>○ India's participation, policy role, IP Development Programmes</li></ul></li></ul> <p><b>Exercise (5 minutes)</b> <b>In-class Task:</b> Visit <a href="https://www.wipo.int">https://www.wipo.int</a> and explore "Treaties" section. Write one fact about a treaty India is a member of.</p> <p>-</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes and get affirmation from students on these.</b></p> <ul style="list-style-type: none"><li>• WIPO is central to IP cooperation globally.</li><li>• India's active participation reflects its growing innovation economy.</li></ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"><li>• WIPO Web Resource: <a href="https://www.wipo.int/about-wipo/en/">https://www.wipo.int/about-wipo/en/</a></li><li>• P. Narayanan, <i>Intellectual Property Law</i>, Ch. 4</li></ul> <p><b>Homework:</b> Prepare a short note on: "The WIPO Arbitration and Mediation Center and its relevance for businesses."</p>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"><li>• How does WIPO support innovation in developing countries?</li><li>• Why do countries need a global IP referee like WIPO?</li><li>• What challenges does WIPO face in digital enforcement?</li><li>• Should WIPO be given more enforcement powers?</li></ul>



<b>Lesson Plan No. 12</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 2.4 Paris Convention, 1967 and Berne Convention for the Protection of Literary and Artistic Works</b>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	At the end of the lesson the students will be able to: a. Identify the key features of the Paris and Berne Conventions. b. Understand the difference between industrial property and literary/artistic works. c. Analyze how both conventions address territoriality, reciprocity, and rights. d. Evaluate the impact of these treaties on Indian IP law.
<b>Teaching Aids (if any)</b>	a. PowerPoint Presentation b. Flow chart and diagram c. Quiz on RTI
<b>Teaching Development</b>	<b>1. Introduction (5 minutes)</b> Ask: Is copyright automatic in India? Can you enforce an Indian patent in Germany? - What types of organizations or entities are classified as public authorities? <b>2. Development (30 minutes)</b> - <b>Paris Convention (1883)</b> - Focus: Industrial Property - Key principles: - National Treatment - Right of Priority - Independence of Rights - Common Office: WIPO - <b>Berne Convention (1886)</b> - Focus: Literary and Artistic Works - Key Principles: - Automatic Protection - Moral Rights - “Three-step test” - Duration: Life + 50 years (at least)



	<p><b>Exercise (5 minutes) –</b> Does India follow the minimum standards of Berne? How does it implement moral rights?</p> <p>-</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>- Paris and Berne form the historical foundation of global IPR.</li> <li>- They continue to shape modern treaties and national laws.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• V.K. Ahuja, <i>Law Relating to IPR</i>, Ch. 5</li> <li>• <a href="https://www.wipo.int/treaties/en/ip/berne/">https://www.wipo.int/treaties/en/ip/berne/</a></li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast:</li> <li>- “Paris vs. Berne: A 1-page comparison focusing on scope, principles, and impact on India.”</li> <li>- .</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- <b>Reflective Questions</b></li> <li>- What’s the practical benefit of “right of priority” in patent law?</li> <li>- Should moral rights be enforceable after a creator’s death?</li> <li>- Why doesn’t Berne require registration?</li> <li>- How do these conventions affect global film and book markets?</li> </ul>

<b>Lesson Plan No. 13</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 2.5 WTO – TRIPS</b>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	<p>By the end of this lesson, students will:</p> <ol style="list-style-type: none"> <li>1. Understand the TRIPS Agreement’s objectives and scope.</li> <li>2. Identify TRIPS standards in patents, copyright, and enforcement.</li> <li>3. Analyze India’s legislative adjustments post-TRIPS.</li> <li>4. Reflect on TRIPS flexibilities and compulsory licensing.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>d. PowerPoint Presentation</li> <li>e. Flow chart and diagram</li> <li>f. Quiz on RTI</li> </ol>
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• What is WTO’s role in IP?</li> <li>• Can patents be enforced through international tribunals?</li> </ul>



	<p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>What is TRIPS?</b> <ul style="list-style-type: none"> <li>○ Part of WTO (1994)</li> <li>○ Binding: Enforcement and disputes</li> </ul> </li> <li>• <b>Minimum Standards</b> <ul style="list-style-type: none"> <li>○ 20-year patents</li> <li>○ Life + 50 years copyright</li> <li>○ TM registration &amp; well-known marks</li> </ul> </li> <li>• <b>Enforcement</b> <ul style="list-style-type: none"> <li>○ Border measures, civil/criminal procedures</li> </ul> </li> <li>• <b>Flexibilities</b> <ul style="list-style-type: none"> <li>○ Compulsory licensing</li> <li>○ Public health exceptions (Doha Declaration)</li> </ul> </li> <li>• <b>India's Response</b> <ul style="list-style-type: none"> <li>○ Patent Act Amendments (2002, 2005)</li> <li>○ Opposition to “evergreening”</li> </ul> </li> </ul> <p><b>Exercise (5 minutes) –</b> Discuss: “Should countries be allowed to break patents during a pandemic?”</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>- TRIPS is the most powerful IP treaty; but also, most contested.</li> <li>- India has used its flexibilities carefully to balance public interest.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.wto.org/english/tratop_e/trips_e/trips_e.htm">https://www.wto.org/english/tratop_e/trips_e/trips_e.htm</a></li> <li>• Novartis AG v. Union of India (2013) 6 SCC 1</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Prepare a summary:</li> <li>- “How did TRIPS influence Indian patent law?”.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>- <b>Reflective Questions</b></li> <li>- Does TRIPS protect pharma giants at the cost of access to medicine?</li> <li>- How did India prevent evergreening in the Novartis case?</li> <li>- Is TRIPS biased toward developed nations?</li> <li>- Should TRIPS have a separate digital content clause?</li> </ul>

<b>Lesson Plan No. 14</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 3.1 Patentable Inventions</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	By the end of this lesson, students will: 1. Understand what constitutes a patentable invention.	



	<ol style="list-style-type: none"><li>2. Learn the legal requirements of novelty, inventive step, and industrial application.</li><li>3. Distinguish between patentable and non-patentable inventions in India.</li><li>4. Critically analyze real case scenarios relating to patent eligibility.</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>g. PowerPoint Presentation</li><li>h. Flow chart and diagram</li><li>i. Quiz on RTI</li></ol>
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b> <b>Ask:</b></p> <ul style="list-style-type: none"><li>• Can someone patent a living organism?</li><li>• What if I invent a new yoga pose — is that patentable?</li></ul> <p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Definition of Invention (Sec 2(1)(j))</li><li>• Essential Requirements:<ul style="list-style-type: none"><li>○ Novelty: Not disclosed anywhere</li><li>○ Inventive Step: Not obvious to a skilled person</li><li>○ Industrial Applicability: Must be usable</li></ul></li><li>• Non-Patentable Inventions (Sec 3 &amp; 4):<ul style="list-style-type: none"><li>○ Frivolous, immoral inventions</li><li>○ Plants/animals in whole or part</li><li>○ Traditional knowledge, mathematical methods</li></ul></li></ul> <p>Case Reference:</p> <ul style="list-style-type: none"><li>• <i>Novartis v. Union of India (2013)</i> — interpretation of "enhanced efficacy"</li></ul> <p><b>Exercise (5 minutes) –</b> Classify 5 given examples into "Patentable" or "Non-Patentable" with reasons.</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"><li>- Patentability is tightly regulated in India to balance innovation and public interest.</li><li>- Understanding Sections 3 &amp; 4 is key to determining what gets legal protection.</li></ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"><li>• Patents Act, 1970 – Sections 2, 3, and 4</li><li>• V.K. Ahuja, <i>Law Relating to IPR</i>, Ch. 6</li></ul> <p><b>Homework</b></p> <ul style="list-style-type: none"><li>- Find one real-world Indian patent (search: <a href="https://ipindiaservices.gov.in/publicsearch">https://ipindiaservices.gov.in/publicsearch</a>) and explain its novelty in 150 words.</li></ul>



<b>Evaluation</b>	<b>Reflective Questions</b> <ul style="list-style-type: none"> <li>• Why do you think business methods are not patentable in India?</li> <li>• How is “inventive step” different from just being “new”?</li> <li>• Should traditional knowledge be granted patent protection?</li> <li>• Do India's strict exclusions encourage or discourage innovation?</li> </ul>
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<b>Lesson Plan No. 15</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 3.2 Procedure, Opposition, Injunctions and Remedies w.r.t. Patent</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	By the end of this lesson, students will: <ol style="list-style-type: none"> <li>1. Learn the procedural steps to file a patent in India.</li> <li>2. Understand provisional and complete specification.</li> <li>3. Identify the timeline, fees, and documentation required.</li> <li>4. Appreciate the examination and publication stages.</li> </ol>	
<b>Teaching Aids (if any)</b>	j. PowerPoint Presentation k. Flow chart and diagram l. Quiz on RTI	
<b>Teaching Development</b>	<b>1. Introduction (5 minutes)</b> <b>Ask:</b> <ul style="list-style-type: none"> <li>• How do you turn an idea into a legal patent?</li> <li>• What’s the difference between a provisional and a complete patent?</li> </ul> <b>2. Development (30 minutes)</b> Steps to File a Patent: Step 1: Determine patentability Step 2: Draft a provisional/complete specification Step 3: File Application (Form 1) Step 4: Publication (18 months) Step 5: Request for Examination Step 6: Office Actions and Responses Step 7: Grant or Refusal Forms & Fees: Form 1, 2, 3, 5, 18 Timelines and priority dates <ul style="list-style-type: none"> <li>• "</li> </ul> <b>Exercise (5 minutes) –</b>	



	<p><b>In-Class Task:</b> Students draft a simple “provisional specification” for a fictional invention.</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b> Filing procedure protects the inventor’s rights and triggers statutory protection timelines.</p> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• Patents Act, 1970 – Sections 2, 3, and 4</li> <li>• V.K. Ahuja, <i>Law Relating to IPR</i>, Ch. 6</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Prepare a step-by-step visual map (diagram) of the patent filing lifecycle in India.</li> </ul>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• What risks exist if a patent is not published or examined in time?</li> <li>• How can the filing system be made more accessible to individuals or startups?</li> <li>• Why does India allow provisional applications?</li> <li>• What are the benefits and limitations of the first-to-file rule?</li> </ul>

<b>Lesson Plan No. 16</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 3.2 Procedure, Opposition, Injunctions and Remedies w.r.t. Patent</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	<p>By the end of this lesson, students will:</p> <ol style="list-style-type: none"> <li>1. Understand the pre-grant and post-grant opposition procedures in India.</li> <li>2. Analyze the legal grounds for patent revocation.</li> <li>3. Identify legal remedies available for infringement.</li> <li>4. Evaluate interim, permanent injunctions and damages in patent disputes.</li> </ol>	
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>a. PowerPoint Presentation</li> <li>b. Flow chart and diagram</li> <li>c. Quiz on RTI</li> </ol>	
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b></p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• Can someone challenge a patent after it’s granted?</li> <li>• What is the difference between revocation and opposition?</li> </ul>	



	<p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Opposition to Patents</li> <li>• Pre-grant opposition (Section 25(1))</li> <li>• Post-grant opposition (Section 25(2))</li> <li>• Common grounds: Lack of novelty, prior publication, obviousness</li> <li>• Time limits and process</li> <li>• Revocation (Section 64)</li> <li>• Infringement Remedies</li> <li>• Civil remedies: Injunctions (temporary/permanent), damages, account of profits</li> <li>• Criminal remedies (rare in patent law)</li> </ul> <p>Case Law Highlight</p> <ul style="list-style-type: none"> <li>• Roche v. Cipla (2009) — Interim relief denied due to public interest"</li> </ul> <p><b>Exercise (5 minutes) –</b> <b>In-Class Task:</b> <b>Group Activity:</b> Review a short case scenario and decide whether opposition should be allowed.</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Opposition safeguards public interest and patent integrity.</li> <li><input type="checkbox"/> Injunctions and remedies protect the patentee while balancing access.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• Patents Act, 1970 – Sections 25 &amp; 64</li> <li>• V.K. Ahuja, Ch. 8</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Write a 200-word note on the difference between <b>opposition and revocation</b> with examples.</li> </ul>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• Why is opposition a critical part of the patent system?</li> <li>• Should public health concerns justify denial of injunctions?</li> <li>• How does the “balance of convenience” test work in patent injunctions?</li> <li>• Can a patent be revoked without going to court?</li> </ul>

<b>Lesson Plan No. 17</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 3.3 Assignment and Licensing of Patents</b>	<b>Course No.: BBALLB-409</b>
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<b>Objectives</b>	Students will be able to: <ol style="list-style-type: none"><li>1. Understand the distinction between assignment and licensing of patents.</li><li>2. Identify statutory provisions under the Patents Act, 1970 for assignments and licenses.</li><li>3. Examine compulsory licensing and public interest.</li><li>4. Analyze case law dealing with licensing disputes.</li></ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"><li>d. PowerPoint Presentation</li><li>e. Flow chart and diagram</li><li>f. Quiz on RTI</li></ol>
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b> Prompt students:</p> <ul style="list-style-type: none"><li>• Can I sell my patent to someone else?</li><li>• Can I allow someone to use it for a fee?</li></ul> <p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"><li>• Assignment of Patent (Section 68)<ul style="list-style-type: none"><li>○ Legal transfer of ownership</li><li>○ Must be in writing and registered</li></ul></li><li>• Licensing of Patents<ul style="list-style-type: none"><li>○ Voluntary and compulsory</li><li>○ Exclusive vs. Non-exclusive licenses</li><li>○ Government use provisions</li></ul></li><li>• Compulsory Licensing (Section 84)<ul style="list-style-type: none"><li>○ Public interest, price, and availability</li><li>○ First Compulsory License: <i>Natco v. Bayer (2012)</i></li><li>○ TRIPS flexibilities</li></ul></li></ul> <p><b>Exercise (5 minutes) –</b> <b>In-Class Task:</b> Should a patent on a life-saving drug be licensed compulsorily?</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Patent transfer and licensing allow monetization and accessibility.</li><li><input type="checkbox"/> Legal tools like compulsory licensing bridge rights and public health.</li></ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"><li>• V.K. Ahuja, Ch. 9</li><li>• Bayer Corp. v. Natco Pharma (2012) Order</li></ul> <p><b>Homework</b></p> <ul style="list-style-type: none"><li>- Write a summary of <b>Section 84</b> and explain its significance using a case example.</li></ul>



<b>Evaluation</b>	<b>Reflective Questions</b> <ul style="list-style-type: none"> <li>• How is compulsory licensing different from revocation?</li> <li>• What protections does a licensee have?</li> <li>• Can licensing override the patentee's consent?</li> <li>• Should Indian law permit more compulsory licenses?</li> </ul>
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<b>Lesson Plan No. 18</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 3.4 Trademark Act, 1999 - Rationale of protection of TM as an aspect of commercial and consumer rights</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	By the end of this lesson, students will: <ol style="list-style-type: none"> <li>1. Define trademarks and their legal purpose.</li> <li>2. Understand the process of registration and key rights acquired.</li> <li>3. Distinguish between infringement and passing off.</li> <li>4. Analyze enforcement strategies in Indian trademark law.</li> </ol>	
<b>Teaching Aids (if any)</b>	g. PowerPoint Presentation h. Flow chart and diagram i. Quiz on RTI	
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b></p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• What do brands like Adidas and Apple have in common legally?</li> <li>• What is the difference between a fake product and a confusingly similar one?</li> </ul> <p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Definition and Types             <ul style="list-style-type: none"> <li>○ Word mark, logo, shape, sound, smell</li> </ul> </li> <li>• Registration Procedure (Sections 18–23)             <ul style="list-style-type: none"> <li>○ Application, examination, publication, opposition, registration</li> </ul> </li> <li>• Infringement vs. Passing Off             <ul style="list-style-type: none"> <li>○ Infringement: Violation of registered mark</li> <li>○ Passing off: Common law action without registration</li> <li>○ Key case: <i>Cadila Healthcare v. Cadila Pharma</i> (2001)</li> </ul> </li> <li>• Remedies             <ul style="list-style-type: none"> <li>○ Civil (injunctions, damages)</li> <li>○ Criminal (in rare cases)</li> </ul> </li> </ul> <p><b>Exercise (5 minutes) – In-Class Task:</b></p> <p>Given two similar brand logos, determine if it qualifies as infringement or passing off.</p>	



<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Trademark law protects consumer interest and brand identity.</li> <li><input type="checkbox"/> Registration is crucial but not absolute for protection.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• Trademarks Act, 1999</li> <li>• V.K. Ahuja, Ch. 10</li> <li>• Cadila Healthcare Ltd. v. Cadila Pharmaceuticals Ltd. (2001)</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Find one Indian passing off case and summarize its outcome in 200 words.</li> </ul>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• Should color or sound be trademarked?</li> <li>• How does passing off protect unregistered businesses?</li> <li>• Can two businesses use the same name in different industries?</li> <li>• How do courts determine “likelihood of confusion”?</li> </ul>

<b>Lesson Plan No. 19</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 3.5 Registration, Passing Off and Infringement of Trademark</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	<p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the legal remedies for trademark infringement and passing off.</li> <li>2. Distinguish between civil and criminal remedies under the Trademark Act.</li> <li>3. Identify key defences in trademark disputes.</li> <li>4. Analyse major judicial decisions shaping Indian trademark law.</li> </ol>	
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>j. PowerPoint Presentation</li> <li>k. Flow chart and diagram</li> <li>l. Quiz on RTI</li> </ol>	
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b></p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• What should a company do if someone is copying its brand logo?</li> <li>• Can someone go to jail for trademark infringement?</li> </ul> <p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Legal Remedies for Infringement (Section 134, 135)             <ul style="list-style-type: none"> <li>○ Civil Remedies:</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"><li>▪ Injunctions (Temporary &amp; Permanent)</li><li>▪ Damages and Account of Profits</li><li>▪ Delivery up of infringing goods</li><li>○ Criminal Remedies:<ul style="list-style-type: none"><li>▪ Imprisonment (minimum 6 months to 3 years)</li><li>▪ Fine (₹50,000 to ₹2 lakhs)</li></ul></li><li>• Passing Off<ul style="list-style-type: none"><li>○ Tripartite Test: Goodwill, Misrepresentation, Damage</li><li>○ Common law remedy even without registration</li></ul></li><li>• Defenses to Infringement (Sec 30)<ul style="list-style-type: none"><li>○ Prior use</li><li>○ Bona fide use of own name or description</li><li>○ Lack of confusion/dissimilarity</li></ul></li><li>• Landmark Case Analysis<ul style="list-style-type: none"><li>○ <i>Yahoo Inc. v. Akash Arora</i> (1999): Domain names as trademarks</li><li>○ <i>Cadila Healthcare v. Cadila Pharma</i> (2001): Pharma trademarks</li><li>○ <i>DM Entertainment v. Baby Gift House</i> (2003): Celebrity rights as TM</li></ul></li></ul> <p><b>Exercise (5 minutes) –</b> <b>In-Class Task:</b> <b>Role Play:</b> Students simulate a courtroom hearing: Plaintiff (trademark owner) vs. Defendant (accused of passing off). Teams argue on:</p> <ul style="list-style-type: none"><li>• Similarity</li><li>• Intent</li><li>• Consumer confusion</li></ul>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Trademark remedies serve to preserve goodwill and protect consumers.</li><li><input type="checkbox"/> Both civil and criminal remedies are available, but enforcement often depends on evidence and swift action.</li></ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"><li>• Trademarks Act, 1999 – Sections 27, 29, 30, 134, 135</li><li>• V.K. Ahuja, <i>Law Relating to IPR</i>, Ch. 11</li><li>• Case: <i>Yahoo Inc. v. Akash Arora</i>, (1999) 78 DLT 285</li></ul> <p><b>Homework</b></p> <ul style="list-style-type: none"><li>- Choose any recent Indian trademark infringement case (2015–2024) and write a <b>1-page case brief</b> explaining the facts, issue, court ruling, and reasoning.</li></ul>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"><li>• Why are both civil and criminal remedies provided under trademark law?</li><li>• Can two similar brand names legally coexist? Under what conditions?</li><li>• Should celebrity names be treated as trademarks?</li><li>• What makes the “likelihood of confusion” a complex legal test?</li></ul>



<b>Lesson Plan No. 20</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 4.1 Meaning of Copyright</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Define copyright and identify its key features.</li> <li>2. Understand the difference between economic and moral rights.</li> <li>3. Analyze what constitutes an original work.</li> <li>4. Examine examples of protectable and non-protectable works.</li> </ol>	
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>a. PowerPoint Presentation</li> <li>b. Flow chart and diagram</li> <li>c. Quiz on RTI</li> </ol>	
<b>Teaching Development</b>	<p style="text-align: center;"><b>1. Introduction (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask: Can an Instagram caption be copyrighted?</li> <li>• Is a remix of a song original enough?</li> </ul> <p style="text-align: center;"><b>2. Development</b></p> <ul style="list-style-type: none"> <li>• Definition &amp; Characteristics (Sec 13)</li> <li>• Scope of Works: Literary, Musical, Artistic, Dramatic, Cinematograph, Sound</li> <li>• Rights of Author (Sec 14): Reproduction, Adaptation, Communication</li> <li>• Economic Rights vs. Moral Rights (Sec 57)</li> <li>• Non-Protectable Works: Ideas, facts, slogans (unless creative)</li> </ul> <p><b>3. Exercise</b></p> <p><b>Exercise (5 minutes) – In-Class Task:</b></p> <p><b>Role Play:</b></p> <p>List 5 original works and classify them under copyright categories.</p>	
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Copyright gives creators exclusive rights over original expression.</li> <li><input type="checkbox"/> It safeguards both money-making and personal dignity aspects.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• Copyright Act, 1957 – Sections 13, 14, 57</li> <li>• V.K. Ahuja, Ch. 12</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Find any recent copyright infringement issue in music or publishing and write a 200-word summary.</li> </ul>	
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• Can you copyright an idea?</li> <li>• Why is originality important in copyright law?</li> <li>• Should memes be protected as original works?</li> </ul>	



	<ul style="list-style-type: none"> <li>What is the scope of moral rights in India?</li> </ul>
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<b>Lesson Plan No. 21</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 4.2 Registration, Effects and Term of Copyright</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	Students will: <ol style="list-style-type: none"> <li>Learn the official procedure for voluntary copyright registration in India.</li> <li>Understand ownership rules for works created in employment or partnership.</li> <li>Know copyright duration for each category of work.</li> <li>Apply legal concepts to real-world ownership disputes</li> </ol>	
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Flow chart and diagram</li> <li>Quiz on RTI</li> </ol>	
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b></p> <p>Pose:</p> <ol style="list-style-type: none"> <li>Can a song be owned by the singer if the lyrics were written by someone else?</li> <li>Is copyright registration mandatory in India?</li> </ol> <p><b>2. Development (30 minutes)</b></p> <ol style="list-style-type: none"> <li>Registration Process</li> <li>Voluntary under Section 45</li> <li>Online portal: <a href="http://copyright.gov.in">copyright.gov.in</a></li> <li>Filing Form XIV + affidavit + fee</li> <li>30-day objection period</li> <li>Benefits of Registration: Evidentiary value, easier enforcement</li> <li>Ownership (Section 17)</li> <li>Author as first owner, except:             <ol style="list-style-type: none"> <li>Employer-employee: employer owns (Sec 17(b))</li> <li>Commissioned work: owner is commissioner unless contract says otherwise</li> <li>Assignment &amp; Licensing (Sections 18–19)</li> <li>Written agreement + registration for validity</li> <li>Period, rights, territory must be specified</li> <li>Duration (Section 22)</li> <li>Author's works: Life + 60 years</li> <li>Anonymous: 60 years from publication</li> <li>Sound/cinematographic: 60 years from publication</li> </ol> </li> </ol>	



	<p><b>Exercise (5 minutes) –</b> Students match different types of works (book, song, film, speech) to their respective durations and ownership rules.</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Copyright can exist without registration but formalities help enforcement.</li> <li>• Ownership is nuanced—based on agreements and context.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• Copyright Act, 1957 – Sections 17–22</li> <li>• V.K. Ahuja, Ch. 13</li> <li>• EBC v. D.B. Modak (AIR 2008 SC 809)</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Identify a real or hypothetical case involving employer vs. employee copyright ownership dispute. Summarize in 200 words.</li> </ul>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• Is registration a substitute for originality?</li> <li>• Can a YouTube editor claim copyright over videos edited for a company?</li> </ul>

<b>Lesson Plan No. 22</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 4.3 Infringement of Copyright and Remedies</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	<p>Students will be able to understand:</p> <ol style="list-style-type: none"> <li>1. Understand what constitutes copyright infringement.</li> <li>2. Analyze the scope of fair use/fair dealing.</li> <li>3. Learn about civil and criminal remedies under Indian law.</li> <li>4. Study key case law on infringement interpretation.</li> </ol>	
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>b. PowerPoint Presentation</li> <li>c. Flow chart and diagram</li> <li>d. Quiz on RTI</li> </ol>	
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b> <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• Can I copy 10 pages from a book and share it with friends?</li> <li>• Is parody a form of copyright violation?</li> </ul> <p><b>2. Development (30 minutes)</b></p> <p>A. What is Infringement?</p> <ul style="list-style-type: none"> <li>• Section 51: Unauthorized reproduction, adaptation, sale, import</li> <li>• Primary vs. Secondary Infringement</li> </ul> <p>B. Exceptions – Section 52</p> <ul style="list-style-type: none"> <li>• Fair dealing for:</li> </ul>	



	<ul style="list-style-type: none"> <li>○ Research/Private study</li> <li>○ Criticism/Review</li> <li>○ Reporting current events</li> <li>○ Classroom use</li> </ul> <p>C. Remedies (Sec 55–63)</p> <ul style="list-style-type: none"> <li>● Civil: Injunctions, Damages, Seizure</li> <li>● Criminal: Imprisonment (6 months–3 years), Fines (₹50k–₹2 lakh)</li> </ul> <p>D. Landmark Case:</p> <ul style="list-style-type: none"> <li>● <i>Civic Chandran v. Ammini Amma</i> – critical interpretation protected under fair use</li> </ul> <p><b>Exercise (5 minutes) –</b> Students are given 5 use cases. They must mark them as infringement or fair dealing and justify.</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b> Enforcement must balance creator rights with public access and academic freedom.</p> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>● Copyright Act, 1957 – Sections 17–22</li> <li>● V.K. Ahuja, Ch. 13</li> <li>● EBC v. D.B. Modak (AIR 2008 SC 809)</li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>- Find any Indian case of copyright infringement and write a case brief including facts, issue, holding</li> </ul>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>● Is teaching from pirated books a fair use?</li> <li>● Why is parody allowed but plagiarism is not?</li> <li>● Are criminal penalties excessive in civil nature disputes?</li> </ul>

<b>Lesson Plan No. 23</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 4.4 Criteria for Protection of Design</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	Students will be able to understand: <ol style="list-style-type: none"> <li>1. Define design under the Designs Act, 2000.</li> <li>2. Understand criteria and procedure for registration.</li> <li>3. Explore duration, rights, and enforcement mechanisms.</li> <li>4. Contrast designs with other forms of IP.</li> </ol>	
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>c. PowerPoint Presentation</li> <li>e. Flow chart and diagram</li> <li>f. Quiz on RTI</li> </ul>	



<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b> <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• What makes a Coke bottle shape instantly recognizable?</li> <li>• Can a sofa design be protected?</li> </ul> <p><b>2. Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Definition (Sec 2(d))</li> <li>• Registrable Designs: Visual appeal, not functional</li> <li>• Requirements: Novelty, originality, capable of industrial application</li> <li>• Term: 10 years + renewal of 5 years</li> <li>• Infringement: Sec 22 – Civil remedies</li> </ul> <p><b>Exercise (5 minutes) –</b> Students were asked reflective questions</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b> Designs are key in fashion, packaging, consumer electronics They offer fast-track protection with clear scope</p> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• Designs Act, 2000</li> <li>• V.K. Ahuja, Ch. 15</li> </ul> <p><b>Homework</b> - Search Indian Design Registry and find 2 unique registered designs. Write a note on each.</p>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• How is a design different from a copyright?</li> <li>• Can a new design be created by AI and still get protection?</li> </ul>

<b>Lesson Plan No. 24</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 4.5 Registration and Term of Protection</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	<p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the <b>legal procedure for registering</b> a design in India under the Designs Act, 2000.</li> <li>2. Identify the <b>eligibility criteria</b> and limitations for registration.</li> <li>3. Explain the <b>duration of design protection</b>, including renewal and expiration.</li> <li>4. Analyze the implications of registration in <b>commercial and legal disputes</b>.</li> <li>5. Apply concepts of registration and term in real-world industrial examples.</li> </ol>	



<b>Teaching Aids (if any)</b>	d. PowerPoint Presentation g. Flow chart and diagram h. Quiz on RTI
<b>Teaching Development</b>	<p><b>1. Introduction (5 minutes)</b> <b>Interactive Prompt:</b></p> <ul style="list-style-type: none"><li>• “If you create a new chair design, how long can you keep others from copying it?”</li><li>• “Is the protection automatic, or do you have to register it like a patent?”</li></ul> <p>Set context by discussing the purpose of design registration in fashion, automotive, packaging, and consumer electronics industries.</p> <p><b>2. Development (30 minutes)</b></p> <p>a. Registration Procedure (Sections 3–10 of the Designs Act, 2000)</p> <p>b. What is registrable? (Sec 2(d))</p> <ul style="list-style-type: none"><li>○ A design must be new or original, not previously published, and visually appealing.</li><li>○ Only applies to features of shape, configuration, pattern, ornamentation on an article.</li></ul> <ul style="list-style-type: none"><li>• Filing Process<ul style="list-style-type: none"><li>○ Form 1 – Application</li><li>○ Form 2 – Representations of design (drawings/images)</li><li>○ Filed with Controller of Designs (located in Kolkata)</li><li>○ Payment of prescribed fees</li></ul></li><li>• Examination &amp; Objections<ul style="list-style-type: none"><li>○ Formality check → Substantive examination → Accept/Refuse</li><li>○ Opposition allowed during this period</li></ul></li><li>• Registration<ul style="list-style-type: none"><li>○ If accepted, design is entered in the register and granted protection</li></ul></li></ul> <p><b>Term of Protection (Section 11)</b></p> <ul style="list-style-type: none"><li>• <b>Initial Term:</b> 10 years from date of registration</li><li>• <b>Renewal:</b> Can be extended by 5 years (one-time) by filing Form 3 and paying renewal fee</li><li>• <b>Lapse &amp; Restoration</b><ul style="list-style-type: none"><li>○ If not renewed → Lapses</li><li>○ Restoration available within 1 year of lapse under Section 12</li></ul></li></ul> <p><b>Importance of Timely Registration and Renewal</b></p> <ul style="list-style-type: none"><li>• Registration gives <b>exclusive rights</b> to use, license, or assign the design</li><li>• Useful in litigation: Burden of proof is on the infringer</li><li>• Protects <b>market differentiation</b> in competitive industries (e.g., mobile phones, bottles)</li></ul>



	<p><b>Exercise (5 minutes) –</b> Students were asked reflective questions</p>
<b>Closure</b>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Timely registration and maintenance of a design are crucial to retaining <b>commercial exclusivity</b>.</li> <li>Failure to renew may lead to public domain status, ending all exclusive rights.</li> </ul> <p><b>Suggested Reading</b></p> <p>Designs Act, 2000 – Sections 2(d), 3–12 V.K. Ahuja, Law Relating to IPR in India, Chapter 15 Official Design Registry: <a href="https://ipindia.gov.in/design.htm">https://ipindia.gov.in/design.htm</a></p> <p><b>Homework</b> Write a note on design registration process in India, including required forms, time limits, and renewal process. Submit with real-life example screenshots from IP India.</p>
<b>Evaluation</b>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>Why does the law limit design protection to a maximum of 15 years? Should there be a possibility for further renewal?</li> <li>In what ways is design registration both simpler and more limited than a patent? Could design law be used as a loophole to avoid stringent patenting processes?</li> <li>If a designer forgets to renew their registration, should they have a legal right to restoration? Is the 1-year grace period fair and sufficient?</li> </ul>

<b>Lesson Plan No. 25</b>	<b>Course Name: Introduction to Intellectual Property Law</b> <b>Topic: 5.1 Geographical Indication</b>	<b>Course No.: BBALLB-409</b>
<b>Objectives</b>	<p>By the end of this lesson, students will be able to:</p> <ol style="list-style-type: none"> <li>Understand the concept and legal definition of Geographical Indications (GIs).</li> <li>Identify criteria for GI registration and protection under Indian law.</li> <li>Appreciate how GIs preserve cultural heritage and rural economies.</li> <li>Analyze notable Indian GI products and legal enforcement examples.</li> </ol>	
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Flow chart and diagram</li> <li>Quiz on RTI</li> </ol>	
<b>Teaching Development</b>	<p><b>1. Introduction (5 mins)</b> <b>Ask:</b></p> <ul style="list-style-type: none"> <li>Why can't any tea producer label their tea "Darjeeling"?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can “Scotch” be produced in India?</li> </ul> <p><b>2. Development (30 mins)</b></p> <ul style="list-style-type: none"> <li>• Definition (Sec 2(1)(e)): GI is an indication that identifies a product as originating from a specific location where a given quality, reputation, or other characteristic is essentially attributable to its geographical origin.</li> <li>• Key Features:             <ul style="list-style-type: none"> <li>○ Linked to location &amp; community practices</li> <li>○ Collective right</li> <li>○ Not assignable/transferrable</li> </ul> </li> <li>• Indian Law: GI of Goods (Registration and Protection) Act, 1999</li> <li>• Registration Process (Sec 11–16)             <ul style="list-style-type: none"> <li>○ Who can register? (Producers/associations)</li> <li>○ GI Registry: Chennai</li> <li>○ Term: 10 years (renewable)</li> </ul> </li> <li>• Protection &amp; Enforcement (Sec 21–26)             <ul style="list-style-type: none"> <li>○ Infringement = misuse of GI</li> <li>○ Civil remedies; no criminal provision</li> </ul> </li> <li>• Famous Indian GIs:             <ul style="list-style-type: none"> <li>○ Darjeeling Tea, Banarasi Saree, Mysore Silk, Kolhapuri Chappal</li> <li>○ Basmati dispute (India vs. US)</li> </ul> </li> </ul> <p><b>Exercise (5 minutes) –</b> Students were asked reflective questions</p>
<p><b>Closure</b></p>	<p><b>Summarize the Lesson Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• GIs preserve traditional knowledge and promote rural economies.</li> <li>• They offer unique branding in global markets.</li> </ul> <p><b>Suggested Reading</b></p> <ul style="list-style-type: none"> <li>• GI Act, 1999</li> <li>• V.K. Ahuja, Ch. 17</li> <li>• WIPO Guide on GIs: <a href="https://www.wipo.int/geo_indications/en/">https://www.wipo.int/geo_indications/en/</a></li> </ul> <p><b>Homework</b> Write a note on design registration process in India, including required forms, time limits, and renewal process. Submit with real-life example screenshots from IP India.</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions</b></p> <ul style="list-style-type: none"> <li>• Should GI be granted to traditional recipes like Hyderabadi Biryani?</li> <li>• What makes GI different from trademarks?</li> <li>• How do GIs help indigenous and local communities?</li> </ul>



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