

**Internal Assessment Test – II Scheme & Sol**

|  |  |           |         |            |    |      |      |         |     |     |
|--|--|-----------|---------|------------|----|------|------|---------|-----|-----|
| Sub:   | Research Methodology & IPR   | Code:     | 22MBA23 |            |    |      |      |         |     |     |
| Date:  | 20-09-2023   | Duration: | 90 mins | Max Marks: | 50 | Sem: | II   | Branch: | MBA |     |
| <b>SET - 1</b>   |  |           |         |            |    |      |      |         |     |     |
|  |  |           |         |            |    |      |      | OBE     |     |     |
|  |  |           |         |            |    |      |      | Marks   | CO  | RBT |
| <b>Part A - Answer Any Two Full Questions ( 2* 20 = 40 marks)</b><br><b>Part B – Compulsory – Case Study (1*10 = 10 marks)</b> |  |           |         |            |    |      |      |         |     |     |
| 1 (a)  | What is intellectual property?<br>Intellectual property (IP) refers to the creations of the human mind like inventions, literary and artistic works, and symbols, names, images and designs used in commerce   |           |         |            |    |      | [03] | CO3     | L1  |     |
| (b)  | Discuss the essentiality of tabulation.<br>1. It conserves space and reduces explanatory and descriptive statement to a minimum.<br>2. It facilitates the process of comparison.<br>3. It facilitates the summation of items and the detection of errors and omissions.<br>4. It provides a basis for various statistical computations.  |           |         |            |    |      | [07] | CO4     | L2  |     |
| (c)  | Outline the various types of patent applications.<br>1. Ordinary Application, i.e., an Application which has been filed directly in the Indian Patent Office.<br>2. Convention Application.<br>3. PCT Application.<br>4. Divisional Application, which can result from division of a Patent Application.<br>• 5. Patent of Addition, which may be filed subsequent to the Filing of an Application for Patent, for an improvement or modification. [Section 7, 54,135] |           |         |            |    |      | [10] | CO5     | L4  |     |
| 2 (a)  | What is validation of data?<br>• When a test or measurement is "validated," it simply means that the researcher has come to the opinion that the <b>instrument measures what it was designed to measure</b> .<br>• In other words, <b>validity is no more than an expert opinion</b> .   |           |         |            |    |      | [03] | CO4     | L1  |     |
| (b)  | Determine the steps involved in Delphi technique, mention advantages and disadvantages.<br>• <b>Group of experts in the field gather together.</b>   |           |         |            |    |      | [07] | CO3     | L3  |     |

|     |   |      |     |    |
|-----|---|------|-----|----|
|     | <ul style="list-style-type: none"> <li>• They may have to <b>reach a consensus on forecasts</b>.</li> <li>• <b>Judgement may be made</b> by some group members who have <b>strong personalities</b>.</li> <li>• The <b>group members are asked</b> to make <b>individual judgement about a particular subject</b> ('sales forecasts')</li> <li>• <b>These judgement are compiled and returned to the group members</b>.</li> <li>• They can <b>compare their previous judgement</b> with those of others.</li> <li>• They are given opportunity to <b>revise their judgement</b>, if it differs from others.</li> <li>• <b>They can also say, why their judgement is accurate</b>.</li> <li>• After <b>5-6 rounds of interaction</b>, the group members <b>reach conclusion</b>.</li> </ul> <p><b>Advantages:</b></p> <ul style="list-style-type: none"> <li>• <b>Forecasting can be made quickly</b> and inexpensively.</li> <li>• <b>Viewpoints of different sector people are weighed</b> <ul style="list-style-type: none"> <li>– Policy makers, entrepreneurs, executive from industry, govt officials, etc.,</li> </ul> </li> <li>• If basic data is inadequate or not available, <b>no other alternative to delphi technique</b>.</li> </ul> <p><b>Limitations</b></p> <ul style="list-style-type: none"> <li>– <b>Expert's opinions and facts may be different</b>.</li> <li>– <b>Good and bad estimates are given equal weightage</b></li> </ul> |      |     |    |
| (c) | <p>Outline the scope of TRIPS in the area of IPR.</p> <ul style="list-style-type: none"> <li>(i) Copyright and related rights (i.e. the rights of performers, producers of sound recordings and broadcasting organisations);</li> <li>(ii) Trade marks including service marks;</li> <li>(iii) Geographical indications including appellations of origin;</li> <li>(iv) Industrial designs;</li> <li>(v) Patents including protection of new varieties of plants;</li> <li>(vi) The lay-out designs (topographies) of integrated circuits;</li> <li>(vii) The undisclosed information including trade secrets and test data</li> </ul> <p><b>Issues Covered under TRIPS Agreement</b></p> <ul style="list-style-type: none"> <li>• How basic principles of the trading system and other international intellectual property agreements should be applied.</li> <li>• How to give adequate protection to intellectual property rights.</li> </ul>  | [10] | CO5 | L4 |

|       |   |      |     |    |
|-------|---|------|-----|----|
|       | <ul style="list-style-type: none"> <li>• How countries should enforce those rights adequately in their own territories.</li> <li>• How to settle disputes on intellectual property between members of the WTO.</li> <li>• Special transitional agreements during the period when the new system is being introduced.</li> </ul> <p><b>The main three features of the TRIPS Agreement are as follows-</b></p> <ul style="list-style-type: none"> <li>• <b>Standards:</b> The TRIPS Agreement sets out the minimum standards of protection to be provided by each Member.</li> <li>• <b>Enforcement:</b> The second main set of provisions deals with domestic procedures and remedies for the enforcement of intellectual property rights. The Agreement lays down certain general principles applicable to all IPR enforcement procedures.</li> <li>• <b>Dispute settlement:</b> The Agreement makes disputes between WTO Members about the respect of the TRIPS obligations subject to the WTO's dispute settlement procedures.</li> </ul> |      |     |    |
| 3 (a) | <p>What are invention and discovery?</p> <ul style="list-style-type: none"> <li>• a patent is granted for an invention which may be related to any process or product.</li> <li>• An invention is different from a discovery.</li> <li>• Discovery is something that already existed but had not been found.</li> <li>• Not all inventions are patentable.</li> <li>• An invention must fulfill certain requirements known as conditions of patentability.</li> <li>• The word “invention” under the Patents Act 1970 means “a new product or process involving an inventive step and capable of industrial application. (Section 2(1)(j)).</li> </ul>  | [03] | CO5 | L1 |
| (b)   | <p>Describe the structure of project report.</p> <p>(A) Preliminary pages;<br/> (B) the main text; and<br/> (C) The end matter</p> <p><b>(A) Preliminary Pages</b></p> <ul style="list-style-type: none"> <li>• In its preliminary pages the report should carry a title and date, followed by acknowledgements in the form of ‘Preface’ or ‘Foreword’.</li> <li>• Then there should be a table of contents followed by list of tables and illustrations so that the decision-maker or anybody interested in reading the report can easily locate the required information in the report.</li> </ul> <p><b>(B) Main Text</b></p> <ul style="list-style-type: none"> <li>• The main text provides the complete outline of the research report along with all details.</li> <li>• Title of the research study is repeated at the top of the first page of the main text and then follows the other</li> <li>• details on pages numbered consecutively, beginning with the second page.</li> </ul>   | [07] | CO4 | L2 |

|     |  |      |     |    |
|-----|--|------|-----|----|
|     | <ul style="list-style-type: none"> <li>Each main section of the report should begin on a new page. The main text of the report should have the following sections: <ul style="list-style-type: none"> <li>(i) Introduction;</li> <li>(ii) Statement of findings and recommendations;</li> <li>(iii) The results;</li> <li>(iv) The implications drawn from the results; and</li> <li>(v) The summary</li> </ul> </li> </ul> <p><b>(C) End Matter</b></p> <ul style="list-style-type: none"> <li>At the end of the report, appendices should be enlisted in respect of all technical data such as questionnaires, sample information, mathematical derivations and the like ones.</li> <li>Bibliography of sources consulted should also be given.</li> <li>Index (an alphabetical listing of names, places and topics along with the numbers of the pages in a book or report on which they are mentioned or discussed) should invariably be given at the end of the report.</li> <li>The value of index lies in the fact that it works as a guide to the reader for the contents in the report</li> </ul>   |      |     |    |
| (c) | <p>Analyze the application of any two non-comparative scales.</p> <p><b>Likert Scale</b></p> <ul style="list-style-type: none"> <li>It is known as <b>summated rating scale</b>.</li> <li>This consists of a <b>series of statements concerning an attitude object</b>.</li> <li>Each statement has <b>'5points,' Agree and Disagree</b> on the scale.</li> <li>Also called as summated scale, <b>because scores of individual items are summated to produce a total score for the respondent</b>.</li> <li>The Likert scale <b>consists of two parts: 'item part' and 'evaluation part.'</b></li> <li>A Likert scale is a commonly used survey tool for measuring attitudes, opinions, and perceptions.</li> <li>It typically consists of a statement or question followed by a range of response options that allow respondents to express their level of agreement or disagreement.</li> </ul> <p><b>Agreement Scale:</b></p> <p><b>How strongly do you agree or disagree with the following statement?</b></p> <ul style="list-style-type: none"> <li>Strongly Disagree</li> <li>Disagree</li> <li>Neither Agree nor Disagree</li> <li>Agree</li> <li>Strongly Agree</li> </ul> <p><b>Satisfaction Scale:</b></p> <p><b>Please indicate your level of satisfaction with our product/service:</b></p> <ul style="list-style-type: none"> <li>Very Dissatisfied</li> </ul> | [10] | CO3 | L4 |

|          |   |      |     |    |    |    |    |            |    |        |         |    |    |    |   |    |    |    |           |         |    |    |    |   |    |    |    |           |      |    |    |    |   |    |    |    |       |          |    |    |    |   |    |    |    |            |  |  |  |
|----------|---|------|-----|----|----|----|----|------------|----|--------|---------|----|----|----|---|----|----|----|-----------|---------|----|----|----|---|----|----|----|-----------|------|----|----|----|---|----|----|----|-------|----------|----|----|----|---|----|----|----|------------|--|--|--|
|          | <ul style="list-style-type: none"> <li>• Dissatisfied</li> <li>• Neutral</li> <li>• Satisfied</li> <li>• Very Satisfied</li> </ul> <p><b>Semantic differential scale</b></p> <ul style="list-style-type: none"> <li>• Its is very similar to Likert scale.</li> <li>• Consists of number of items to be rated by the respondents.</li> <li>• Uses “Bipolar” adjectives and phrases.</li> <li>• No statements in the Semantic Differential scale.</li> <li>• Each pair of adjectives are separated by a seven point scale.</li> <li>• Some individuals have favorable descriptions on right side, while some have on the left side</li> </ul> <p><b>The reason for the reversal is to have a combination of both favorable and unfavorable statement:</b></p> <div style="background-color: black; color: yellow; padding: 5px; text-align: center; font-weight: bold;">       Semantic differential scales     </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Kind</td> <td style="padding: 2px;">+3</td> <td style="padding: 2px;">+2</td> <td style="padding: 2px;">+1</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;">-1</td> <td style="padding: 2px;">-2</td> <td style="padding: 2px;">-3</td> <td style="padding: 2px;">Unkind</td> </tr> <tr> <td style="padding: 2px;">Helpful</td> <td style="padding: 2px;">+3</td> <td style="padding: 2px;">+2</td> <td style="padding: 2px;">+1</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;">-1</td> <td style="padding: 2px;">-2</td> <td style="padding: 2px;">-3</td> <td style="padding: 2px;">Unhelpful</td> </tr> <tr> <td style="padding: 2px;">Patient</td> <td style="padding: 2px;">+3</td> <td style="padding: 2px;">+2</td> <td style="padding: 2px;">+1</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;">-1</td> <td style="padding: 2px;">-2</td> <td style="padding: 2px;">-3</td> <td style="padding: 2px;">Impatient</td> </tr> <tr> <td style="padding: 2px;">Calm</td> <td style="padding: 2px;">+3</td> <td style="padding: 2px;">+2</td> <td style="padding: 2px;">+1</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;">-1</td> <td style="padding: 2px;">-2</td> <td style="padding: 2px;">-3</td> <td style="padding: 2px;">Angry</td> </tr> <tr> <td style="padding: 2px;">Friendly</td> <td style="padding: 2px;">+3</td> <td style="padding: 2px;">+2</td> <td style="padding: 2px;">+1</td> <td style="padding: 2px;">0</td> <td style="padding: 2px;">-1</td> <td style="padding: 2px;">-2</td> <td style="padding: 2px;">-3</td> <td style="padding: 2px;">Threat'ing</td> </tr> </table> | Kind | +3  | +2 | +1 | 0  | -1 | -2         | -3 | Unkind | Helpful | +3 | +2 | +1 | 0 | -1 | -2 | -3 | Unhelpful | Patient | +3 | +2 | +1 | 0 | -1 | -2 | -3 | Impatient | Calm | +3 | +2 | +1 | 0 | -1 | -2 | -3 | Angry | Friendly | +3 | +2 | +1 | 0 | -1 | -2 | -3 | Threat'ing |  |  |  |
| Kind     | +3  | +2   | +1  | 0  | -1 | -2 | -3 | Unkind     |    |        |         |    |    |    |   |    |    |    |           |         |    |    |    |   |    |    |    |           |      |    |    |    |   |    |    |    |       |          |    |    |    |   |    |    |    |            |  |  |  |
| Helpful  | +3  | +2   | +1  | 0  | -1 | -2 | -3 | Unhelpful  |    |        |         |    |    |    |   |    |    |    |           |         |    |    |    |   |    |    |    |           |      |    |    |    |   |    |    |    |       |          |    |    |    |   |    |    |    |            |  |  |  |
| Patient  | +3  | +2   | +1  | 0  | -1 | -2 | -3 | Impatient  |    |        |         |    |    |    |   |    |    |    |           |         |    |    |    |   |    |    |    |           |      |    |    |    |   |    |    |    |       |          |    |    |    |   |    |    |    |            |  |  |  |
| Calm     | +3  | +2   | +1  | 0  | -1 | -2 | -3 | Angry      |    |        |         |    |    |    |   |    |    |    |           |         |    |    |    |   |    |    |    |           |      |    |    |    |   |    |    |    |       |          |    |    |    |   |    |    |    |            |  |  |  |
| Friendly | +3  | +2   | +1  | 0  | -1 | -2 | -3 | Threat'ing |    |        |         |    |    |    |   |    |    |    |           |         |    |    |    |   |    |    |    |           |      |    |    |    |   |    |    |    |       |          |    |    |    |   |    |    |    |            |  |  |  |
|          | <b>Part B - Compulsory (01*10=10 marks)</b>   |      |     |    |    |    |    |            |    |        |         |    |    |    |   |    |    |    |           |         |    |    |    |   |    |    |    |           |      |    |    |    |   |    |    |    |       |          |    |    |    |   |    |    |    |            |  |  |  |
| 4        | <b>Case Study</b>   |      |     |    |    |    |    |            |    |        |         |    |    |    |   |    |    |    |           |         |    |    |    |   |    |    |    |           |      |    |    |    |   |    |    |    |       |          |    |    |    |   |    |    |    |            |  |  |  |
|          | <p>A coffee planter from Coorg, exploring on establishing chain of coffee stores to compete with CCD and Starbucks. Visited several coffee shops across the states. Prepared a extensive report before establishing new coffee shops. But the enthusiastic entrepreneur focusing on college students aged between 18 and 25. Hired a group of MBA students to assist in establishing business</p> <p>As a business research consultant choose any two projective techniques to provide valuable inputs to entrepreneur.</p> <p>Sentence completion</p> <p>Story completion</p> <p>Cartoon test</p> <p>TAT- Thematic Apperception Test</p> <p>Any two methods can be discussed.</p>  | [10] | CO4 | L5 |    |    |    |            |    |        |         |    |    |    |   |    |    |    |           |         |    |    |    |   |    |    |    |           |      |    |    |    |   |    |    |    |       |          |    |    |    |   |    |    |    |            |  |  |  |

| Course Outcomes (COs) |  | PO1 | PO2       | PO3       | PO4 | PO5 | PS01 | PS02      | PS03 | PS04 |
|-----------------------|--|-----|-----------|-----------|-----|-----|------|-----------|------|------|
| CO1                   | Understand various research approaches, techniques and strategies in the appropriate in business   |     |           |           |     |     |      |           |      |      |
| CO2                   | Apply a range of quantitative / qualitative research techniques to business and day to day management problems.  |     |           |           |     |     |      |           |      |      |
| CO3                   | Demonstrate knowledge and understanding of data analysis, interpretation and report writing.   | 1a  | 2b        | 3c        |     |     | 1a,  | 2b,<br>3c |      |      |
| CO4                   | Develop necessary critical thinking skills in order to evaluate different research approaches in Business  | 2a  | 1b,<br>3b |           |     | 4   | 2a   | 1b,<br>3b | 4    |      |
| CO5                   | Discuss various forms of the intellectual property, its relevance and business impact in the changing global business environment and leading International Instruments concerning IPR | 3a  |           | 2c,1<br>c |     |     | 3a   | 2c,<br>1c |      |      |

| Cognitive level | KEYWORDS   |
|-----------------|--|
| L1 - Remember   | list, define, tell, describe, recite, recall, identify, show, label, tabulate, quote, name, who, when, where, etc.   |
| L2 - Understand | describe, explain, paraphrase, restate, associate, contrast, summarize, differentiate interpret, discuss   |
| L3 - Apply      | calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, experiment, show, examine, modify  |
| L4 - Analyze    | classify, outline, break down, categorize, analyze, diagram, illustrate, infer, select   |
| L5 - Evaluate   | asses, decide, choose, rank, grade, test, measure, defend, recommend, convince, select, judge, support, conclude, argue, justify, compare, summarize, evaluate |
| L6 - Create     | design, formulate, build, invent, create, compose, generate, derive, modify, develop, integrate  |

**PO1–Theoretical Knowledge; PO2–Effective Communication Skills; PO3–Leadership Qualities; PO4 –Sustained Research Orientation; PO5 –Self-Sustaining Entrepreneurship**

CI

CCI

HOD