



**SGT UNIVERSITY**

**VALUE ADDED COURSES**



**Faculty of Law 2023-24**



## About the University

SGT University, established in 2013 and recognized by the University Grants Commission (UGC), has set its sights on fostering a culture of research, innovation, and interdisciplinary education. Nestled on a sprawling 70-acre campus on the outskirts of Gurgaon, the university boasts state-of-the-art resources and infrastructure designed to facilitate cutting-edge academic and research achievements.

Driven by a relentless pursuit of excellence, SGT University has earned the prestigious NAAC A+ accreditation, becoming one of the youngest institutions in the country to receive this honour. This recognition highlights the university's commitment to maintaining high standards in education and research.

Among its broad array of academic programs, the university offers premier medical courses through the SGT Medical College, Hospital & Research Institute, which are considered among the best in the nation. These programs are seamlessly integrated with practical training and research opportunities, ensuring that students receive a comprehensive, world-class education in the medical field.

## Our Vision

To nurture individual's excellence through value based, cross-cultural, integrated and holistic education adopting the contemporary and advanced means blended with ethical values to contribute in building a peaceful and sustainable global civilization.

## Our Mission

- To impart higher education at par with global standards that meets the changing needs of the society
- To provide access to quality education and to improve quality of life, both at individual and community levels with advancing knowledge in all fields through innovations and ethical research.
- To actively engage with and promote growth and welfare of the surrounding community through suitable extension and outreach activities
- To develop socially responsible citizens, fostering ethical values and compassion through participation in community engagement, extension and promotion activities.
- To create competitive and coordinated environment wherein the individual develops skills and a lifelong learning attitude to excel in their endeavours.

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## INTRODUCTION

In the dynamic and ever-changing global landscape, the need for lateral thinking, innovation, and entrepreneurial spirit has never been greater. Traditional educational approaches that focus solely on specific skill sets often become outdated due to the rapid pace of technological advancements. As such, no university curriculum can comprehensively address all areas of importance or relevance. To ensure that students are better equipped to meet industry demands, it is crucial for higher education institutions to supplement the core curriculum, helping students develop both their aptitudes and interests.

### Objectives:

The primary objectives of the Value-Added Course (VAC) are:

1. **To enhance industry understanding:** Equip students with knowledge of industry expectations and requirements.
2. **To improve employability:** Enhance students' employability skills, making them more competitive in the job market.
3. **To bridge skill gaps:** Address existing gaps in skills and ensure students are industry ready.
4. **To foster inter-disciplinary skills:** Provide students with opportunities to develop diverse skills across various disciplines.
5. **To encourage entrepreneurship:** Inspire students to become job creators rather than just job seekers.

### Course Design

Departments designing Value-Added Courses should begin by conducting a **Training Need Analysis** and engaging with industry experts, alumni, and employers to identify skill gaps and emerging trends. This will guide the creation of a syllabus tailored to current demands.

### Conduction of Value-Added Courses

- **Voluntary Participation:** VAC is not a mandatory requirement for completing any academic program, and the credits earned through these courses are additional to the degree's total credit requirement.
- **Learning Format:** VAC is an instructor-supported learning course, available to all students without any additional fee. Classes are typically scheduled during reserved time slots, beyond regular class hours, and may also be conducted on weekends or during vacations.
- **Course Registration:** Students may register for only one Value-Added Course per semester, preferably offered by their own department. However, with prior permission from the Dean, they can take courses from other departments.



- **Minimum Participants:** A minimum of 5 students must opt for a course for it to be offered.
- **Industry and Expert Involvement:** Eminent industry professionals or academicians may conduct VACs. This broadens students' exposure and enhances the learning experience.

### **Course Duration and Structure**

- **Duration:** Each Value-Added Course should last at least 30 hours, with a balanced structure of 18 hours (60%) theory and 12 hours (40%) practical. The exact division of theory and practical hours will be determined by the course instructor with the approval of the Dean.
- **Location:** The courses will be conducted within the respective schools, with classrooms assigned by the Dean based on student numbers.

### **REGISTRATION PROCEDURE**

1. **Course Listings:** A list of available Value-Added Courses, along with syllabi, will be posted on the university website.
2. **Registration Process:** Students must complete and submit a registration form to enroll in a course. The Department Head will group students based on their choices and send them to the Dean for final approval.
3. **Attendance and Assessment Records:** The course instructor is responsible for maintaining attendance and assessment records, including details on assignments, seminars, and other activities. These records must be signed by both the course instructor and the Department Head and kept for future reference.
4. **Attendance Requirements:** Students must maintain at least 75% attendance in the Value-Added Course to be eligible for a certificate. Up to a 10% relaxation in attendance may be granted for valid reasons, such as illness or extracurricular participation.

### **Certification**

Upon successfully completing a Value-Added Course, students will be awarded a **certificate** signed by the authorized university signatories, recognizing their accomplishment in the course.

Course Code: VAC/FLAW/001

## **COURSE OBJECTIVES:**

- Provide a comprehensive overview of the different types of IP, including patents, trademarks, copyrights, trade secrets, and geographical indications.
- Explain the importance and role of IP in fostering innovation, creativity, and economic growth.
- Familiarize students with national and international IP laws, treaties, and agreements.
- Understand the principles and criteria for obtaining IP protection.
- Equip students with the knowledge and skills to drafting and filing IP applications, conducting IP searches, and analyzing IP cases and manage IP portfolios.
- Develop strategies for IP enforcement and dispute resolution.
- Encourage critical thinking and problem-solving through case studies and practical exercises.

## **COURSE OUTCOMES:**

- Understand Key IP Concepts in Ip
- Define and explain the different types of IP and their significance.
- Identify the key elements and requirements for IP protection.
- Navigate IP Legal Frameworks by interpreting and applying national and international IP laws and treaties.
- Understand the processes for obtaining and enforcing IP rights.
- Conduct IP Searches and Analysis
- Develop and implement strategies for managing and protecting IP assets.
- Critically evaluate the ethical and policy issues related to IP law and participate in discussions on how IP laws can balance the interests of creators, users, and the public.
- Use case studies and practical exercises to develop problem-solving and analytical skills.

## **COURSE CONTENT:**

### **Module I: Historical Evolution of Intellectual Property Rights**

- Concept of Intellectual Property
- Historical Perspective of IPR
- Role of IPR: protection of private interests
- Role of IPR: protection of public interests
- Impact of IPR Protection

### **Module II: Nature & Rationale for IPR Protection**

- Theories on the Concept of Property
- Property: Public vs. Private – Tangible vs. Intangible – Protected vs. Open Source



- Rationale for Protecting IP: Balancing of Interests
- Territorial Nature of IPR
- Monopolistic nature of IPR
- Term of different IPRs.

### Module III: Kinds of IPRs

- Patents
- Copyright,
- Trademark
- Industrial Designs
- Trade Secrets
- Geographical Indications
- IC Layout designs
- Traditional Knowledge
- Plant Variety Protection and Farmers Rights

### MODULE IV: International Instruments relating to IP

- Berne Convention for protection of literary and artistic works
- Rome Convention for the Protection of Performers, Producers of Phonograms, and Broadcasting Organizations (1961)
- WIPO Copyright Treaty, 1996
- Paris Convention, 1883
- TRIPS agreement, 1994
- World Intellectual Property Organization (WIPO) - Functions of WIPO
- Other important International Treaties and Conventions

### REFERENCES:

- N S Gopalakrishnan, T G Agitha, Principles of Intellectual Property, EBC Publishers, 2014.
- Elizabeth Verkey, Jithin Saji Isaac, Intellectual Property, EBC Publishers, 2024.
- Narayanan, P. (2017). Patent Law. Eastern LAW HOUSE
- Copyright Act, 1957
- Berne Convention for protection of literary and artistic works
- TRIPS Agreement, 1994.
- WIPO Copyright Treaty, 1996
- Study material on recent updates on the syllabi topics will be provided by the respective faculty member.

# Road Safety and Motor Vehicles Act



SGT UNIVERSITY

Course Code: VAC/FLAW/002

## COURSE OBJECTIVE:

- To provide an understanding of the importance of road safety and traffic rules in reducing road accidents.
- To familiarize students with the characteristics of road accidents and the distinction between accidents and crashes.
- To introduce students to multidisciplinary planning approaches for traffic safety and injury control, with a focus on vulnerable road users.
- To identify the roles and responsibilities of individuals and authorities in accident prevention and road safety measures.
- To educate students about the provisions of road safety education and its integration into various levels of education.

## COURSE OUTCOMES:

- Understand the road traffic accident scenario in India and globally and explain the importance of road safety in daily life.
- Analyse the characteristics of accidents and differentiate between accidents and crashes.
- Apply a multidisciplinary approach to planning for traffic safety, focusing on the safety needs of vulnerable road users such as pedestrians, bicyclists, and individuals with disabilities.
- Identify the key stakeholders responsible for accident prevention and their roles, including police, community members, and policymakers.
- Explain the "E's of Accident Prevention" (Engineering, Enforcement, Encouragement, Education) and implement strategies for promoting road safety education.
- Demonstrate an understanding of the legal framework provided under the Motor Vehicles Act, 2019, including third-party risks, claims tribunals, and liability provisions.

## COURSE CONTENT:

### Module I: Introduction

- Road traffic accidents scenario in India and in world. Road Safety and its importance.
- Traffic Rules and Driving Behavior.
- Characteristics of accidents. accidents vs. crash.

### Module II: Planning for Road safety

- Assisting Traffic control authorities.
- Multidisciplinary approach to planning for traffic safety and injury control.





- Vulnerable-road users: crashes related to pedestrian and bicyclists, their safety, provision for disabled

### Module III: Responsibility of Road accidents and Safety measures

- People responsible for accident prevention: Police, Politicians, Community members, Policy makers, Teachers, Parents, Infrastructure authorities, Drivers and Official road safety body.
- Reasons of students/ children have accidents.
- E's of Accidents Prevention: 1. Engineering - by altering the environment 2. Enforcement - by imposing laws 3. Encouragement - by the use of publicity campaigns 4. Education - by gaining and using knowledge.
- Road Safety Education: Introduction to Road Safety Education, 5 P's of Road safety education: 1. Pre-school road safety education 2. Practical rather than theory education 3. Principles of own development as regards to road safety education 4. Presentations on road safety education 5. Place for road safety education in syllabus

### Module IV: The Motor Vehicles Act, 2019

- Objects and reasons for the Motor Vehicles Act as Amended by Motor Vehicles (Amendment) Act, 2019.
- Insurance of Motor Vehicles against Third Party Risks
- Liability without Fault, Hit and Run Cases etc. (Sections 145 to 164D)
- Claims Tribunal (Sections 165 to 176)

### References:

- L. Kadiyali L.R., Traffic Engineering & Transport Planning, Khanna Publishers, 2003 TRRL OVERSEAS UNIT, 1991, Towards safer roads in developing countries: a guide for planners and engineers. Crow Thorne; Transport and Road Research Laboratory. Indian Roads Congress, Highway Safety Code, IRC: SP-44:1996 4 2. Indian Roads Congress, Road Safety Audit Manual, IRC.SP-88-20 R.K. Bangia, Law of Torts including Compensation under the Motor Vehicles Act and Consumer Protection Laws, Allahabad Law Agency, 2013

## **COURSE OBJECTIVES:**

- To provide an in-depth understanding of the three-tier Panchayat system at the village, block, and district levels, including their structure, authority, and responsibilities.
- To familiarize students with the constitutional provisions of Panchayati Raj, particularly the 73rd Constitutional Amendment.
- To explore the Eleventh Schedule of the Constitution and its assigned subjects, emphasizing planning and implementing economic development and social justice initiatives.
- To understand the role of Panchayats in implementing Union and State Government schemes.
- To equip students with practical insights into the functioning of Panchayati Raj Institutions through field visits, discussions, and observations.
- To enhance students' knowledge of the Gram Panchayat Development Plan and the District Planning Committee.

## **COURSE OUTCOMES:**

- Explain the structure, formation, and responsibilities of the three-tier Panchayat system, including Gram Panchayat, Block Panchayat, and District Panchayat.
- Demonstrate knowledge of the 73rd Constitutional Amendment and its significance in promoting self-governance at the local level.
- Analyse the subjects listed in the Eleventh Schedule and their importance in economic development, social justice, and scheme implementation.
- Evaluate the role of Panchayats in executing Union and State Government schemes.
- Participate in and critically assess the proceedings of Gram Panchayat meetings and District Panchayat offices.
- Understand and contribute to the planning process for creating a "Gram Panchayat Development Plan."
- Develop practical skills by engaging in thematic discussions with Panchayat members and officials, and studying the workings of the District Planning Committee.

## **COURSE CONTENT:**

### Module I: Form of three-tier Panchayat system

- Village Level- Ward Sabha, Gram Sabha, Gram Panchayat,
- Nyaya Panchayat: structure, constitution, authority and responsibilities,



- Block level- Block Panchayat: Structure, Formation, Authority and Responsibilities,
- District Level- District Panchayat: Structure, constitution, authority and responsibilities

#### Module II: Constitutional form of Panchayat

- 73rd Constitutional Amendment- The key provisions in the forms of Self Government. District Planning Committee - Structure, constitution, authority and responsibilities

#### Module III: Eleventh Schedule- Subjects assigned to Panchayats

- Planning and implementing
- Economic development and social justice
- Implementation of Union Government schemes
- Implementation of State Government schemes

#### Module IV: Activities

- Participating directly in the Gram Panchayat meeting and studying its proceedings,
- Thematic discussion with the Chairman or Executive Officer of the Block Panchayat,
- Visit to the District Panchayat office and observation and discussion of its functioning,
- Study of the process of making “Gram Panchayat Development Plan” of a village
- Planning discussions with any member or secretary of the District Planning Committee

#### References:

Indian constitution Panchayat raj act Haryana Panchayat Raj Act 1994