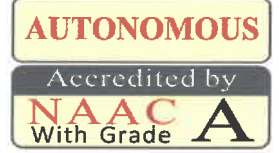


DVR & Dr. HS MIC College of Technology

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Date: 01.05.2023

Proceedings of the Principal

Sub: DVR & Dr. HS MIC College of Technology, Vijayawada – Constitution of Research Advisory Committee – Approved – Orders – Issued – Reg.

ORDERS:

A Research and Advisory Committee has been constituted with the following experts.

S. No.	Name of the Member	Role
1.	Dr. D V L N Somayajula, Director, IIITDM Kurnool	Member
2.	Prof. A. Venugopal, Dept. of Mechanical Engineering, NIT Warangal	Member
3.	Prof. M. Rama Subba Reddy, Dept. of Electronics and Communication Engineering, IIT Madras	Member
4.	Prof. G. Kalyan Kumar, Dept. of Civil Engineering, NIT Warangal	Member
5.	Prof. P. Sankar, Dept. of Electrical and Electronics Engineering, NIT AP	Member
6.	Dr. K.V. Kadambari, Dept. of Computer Science & Engineering, NIT Warangal	Member
7.	Dr. D. Prasad, Dept. of Computer Science & Engineering, DVR & Dr. HS MIC College of Technology (A), Vijayawada	Member
8.	Dr. G. Sai Chaitanya Kumar, Dept. of Artificial Intelligence, DVR & Dr. HS MIC College of Technology (A), Vijayawada	Member
9.	Dr. P. Pradeep, Dept. of Electrical and Electronics Engineering, DVR & Dr. HS MIC College of Technology (A), Vijayawada	Member
10.	Dr. Ch. Pulla Rao Dept. of Electronics and Communication Engineering, DVR & Dr. HS MIC College of Technology (A), Vijayawada	Member
11.	Dr. D. Venkata Siva Reddy, Dept. of Mechanical Engineering, DVR & Dr. HS MIC College of Technology (A), Vijayawada	Member
12.	Dr. T. Vamsee Kiran, Principal, DVR & Dr. HS MIC College of Technology (A), Vijayawada	Member - Convener


Dr. T. Vamsee Kiran
Principal

To
The Individuals.
Copy to:
All HoD's
PS to Chairman / Office of the Principal

DVR & Dr. HS MIC College of Technology
Kanchikacherla, Krishna Dt.
Andhra Pradesh, India – Pin: 521180,





Code of Professional Ethics for Faculty

I. Teachers and their Responsibilities:

Whoever adopts teaching as a profession assumes the obligation to conduct himself/herself by the ideal of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her ideals. The profession further requires that the teacher should be calm, patient, and communicative by temperament and amiable in disposition.

Teacher should:

- (I) Adhere to a responsible pattern of conduct and demeanor expected of them by the community;
- (II) Manage their private affairs in a manner consistent with the dignity of the profession;
- (III) Seek to make professional growth continuous through study and research;
- (IV) Express free and frank opinion by participation at professional meetings, seminars, conferences etc., towards the contribution of knowledge;
- (V) Maintain active membership of professional organizations and strive to improve education and profession through them;
- (VI) Perform their duties in the form of teaching, tutorials, practicals, seminars and research work, conscientiously and with dedication;
- (VII) Discourage and not indulge in plagiarism and other non-ethical behaviour in teaching and research;
- (VIII) Abide by the Act, Statute and Ordinance of the University and to respect its ideals, vision, mission, cultural practices and tradition;
- (IX) Co-operate and assist in carrying out the functions relating to the educational responsibilities of the college and the university, such as: assisting in appraising applications for admission, advising and counseling students as well as assisting the conduct of university and college examinations, including supervision, invigilation and evaluation; and
- (X) Participate in extension, co-curricular and extra-curricular activities, including community service.



II. Teachers and Students

Teachers should:

- (I) Respect the rights and dignity of the student in expressing his/her opinion;
- (II) Deal justly and impartially with students regardless of their religion, caste, gender, political, economic, social and physical characteristics;
- (III) Recognise the difference in aptitude and capabilities among students and strive to meet their individual needs;
- (IV) Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- (V) Inculcate among students scientific temper, spirit of inquiry and ideals of democracy, patriotism, social justice, environmental protection and peace;
- (VI) Treat the students with dignity and not behave in a vindictive manner towards any of them for any reason;
- (VII) Pay attention to only the attainment of the student in the assessment of merit;
- (VIII) Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;
- (IX) Aid students to develop an understanding of our national heritage and national goals; and
- (X) Refrain from inciting students against other students, colleagues or administration.

III. Teachers and Colleagues

Teachers should:

- (I) Treat other members of the profession in the same manner as they themselves wish to be treated;
- (II) Speak respectfully of other teachers and render assistance for professional betterment;
- (III) Refrain from making unsubstantiated allegations against colleagues to higher authorities; and
- (IV) Refrain from allowing considerations of caste, creed, religion, race or sex in their



professional endeavour.

IV. Teachers and Authorities:

Teachers should:

- (I) Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and / or professional organizations for change of any such rule detrimental to the professional interest;
- (II) Refrain from undertaking any other employment and commitment, including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
- (III) Co-operate in the formulation of policies of the institution by accepting various offices and discharging responsibilities which such offices may demand;
- (IV) Co-operate through their organizations in the formulation of policies of the other institutions and accept offices;
- (V) Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with the dignity of the profession;
- (VI) Adhere to the terms of the contract;
- (VII) Give and expect due notice before a change of position takes place; and
- (VIII) Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of the academic schedule.

V. Teachers and Non-Teaching Staff:

Teachers should:

- (I) Treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;
- (II) Help in the functioning of joint-staff councils covering both the teachers and the non-teaching staff.

VI Teachers and Guardians



Teachers should:

- (I) Try to see through teachers' bodies and organizations, that institutions maintain contact with the guardians, and their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

VII. Teachers and Society

Teachers should:

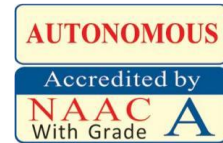
- (I) Recognize that education is a public service and strive to keep the public informed of the educational programme which are being provided;
- (II) Work to improve education in the community and strengthen the community's moral and intellectual life;
- (III) Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;
- (IV) Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;
- (V) Refrain from taking part in or subscribing to or assisting in any way activities, which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.



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Ethics for Research

It is envisaged that all HEIs will have a well-defined policy and establish a well-laid procedure for handling allegations of misconduct in research. For this, there must be a clear definition of misconduct with a sufficient legal foundation that defines the circumstances constituting misconduct and prescribes procedural rules, along with measures to be taken if such allegations are upheld after following due process. The regulations which are enacted by HEIs shall clearly define the responsibility at each step of the procedure, the process for consideration of the available evidence, the provision for constitution/ selection of investigation committee members, provisions to rule out conflicts of interest, the procedural principles of the rule of law and Ombudspersons for resolving any disagreement. The complainant and respondent, both must be allowed to be heard at every stage of the process. It should be ensured that information relating to the persons involved in the ongoing process and the findings of the investigation are treated in confidence until it is demonstrated that misconduct has occurred. If the occurrence of misconduct is established and the appropriate disciplinary proceeding is considered, the responsible bodies should also be included in deliberations. HEIs should also ensure the completion of the entire process as fast as possible and the necessary steps should be promptly taken to complete every stage of the procedure within a given appropriate time frame.

Explanation

It is to be emphasized that every breach of good research practice does not constitute misconduct and the same needs to be distinguished. Only when there is a deliberate or grossly negligent infringement as defined in a set of regulations should be considered scientific misconduct including fabrication or falsification of data, and plagiarism using data from other authors' work.

While this set of rules and regulations centers on all academic aspects of admission, programme, progress, and graduation, reference must also be made to separate (but linked) institutional codes and regulations that shall affect the life of research students at HEIs, notably:

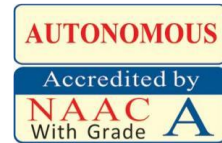
- ✓ Code of Good Academic Research Practices



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- ✓ The Disciplinary Regulations
- ✓ Policy on Harassment Prevention

Registration to the Ph.D. programme at the Higher Educational Institution signifies that she/he has accepted the conditions and guidelines set out in the policies and that she/he commits her/himself to respect all aspects of research throughout the programme on which she/he has registered. To further inform researchers on aspects of research such as academic responsibility and integrity, the Higher Educational Institutions shall from time to time provide courses or workshops on research ethics.

Authorship

For academic accountability, all the authors must make a genuine, identifiable contribution to the content of a research publication in experimental planning, experimentation, collection/ analysis of data, software, and/or writing of the text. It is also important that all authors have agreed on the final version of the work to be published. Unless it has been explicitly stated otherwise, they all share responsibility for the published work.

Principal



M.Tech I Semester

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Research Methodology and IPR (20311T09)

Teaching Scheme

Lectures: 1hrs/week

Course Outcomes:

At the end of this course, students will be able to

1. Understand research problem formulation.
2. Analyze research related information
3. Follow research ethics
4. Understand that today's world is controlled by Computer, Information Technology, but tomorrow world will be ruled by ideas, concept, and creativity.
5. Understanding that when IPR would take such important place in growth of individuals & nation, it is needless to emphasis the need of information about Intellectual Property Right to be promoted among students in general & engineering in particular.
6. Understand that IPR protection provides an incentive to inventors for further research work and investment in R & D, which leads to creation of new and better products, and in turn brings about, economic growth and social benefits.

Syllabus Contents:

Unit 1: Meaning of research problem, Sources of research problem, Criteria Characteristics of a good research problem, Errors in selecting a research problem, Scope and objectives of research problem. Approaches of investigation of solutions for research problem, data collection, analysis, interpretation, Necessary instrumentations

Unit 2: Effective literature studies approaches, analysis Plagiarism, Research ethics,

Unit 3: Effective technical writing, how to write report, Paper Developing a Research Proposal, Format of research proposal, a presentation and assessment by a review committee

Unit 4: Nature of Intellectual Property: Patents, Designs, Trade and Copyright. Process of Patenting and Development: technological research, innovation, patenting, development. International Scenario: International cooperation on Intellectual Property. Procedure for grants of patents, Patenting under PCT.

Unit 5: Patent Rights: Scope of Patent Rights. Licensing and transfer of technology. Patent information and databases. Geographical Indications. New Developments in IPR: Administration of Patent System. New developments in IPR; IPR of Biological Systems, Computer Software etc. Traditional knowledge Case Studies, IPR and IITs.



TEXT BOOKS:

1. Stuart Melville and Wayne Goddard, "Research methodology: an introduction for science & engineering students"
2. Wayne Goddard and Stuart Melville, "Research Methodology: An Introduction".

REFERENCES:

1. Ranjit Kumar, 2nd Edition, "Research Methodology: A Step by Step Guide for beginners"
2. Halbert, "Resisting Intellectual Property", Taylor & Francis Ltd ,2007.
3. Mayall , "Industrial Design", McGraw Hill, 1992
4. Niebel , "Product Design", McGraw Hill, 1974.
5. Asimov , "Introduction to Design", Prentice Hall, 1962.
6. Robert P. Merges, Peter S. Menell, Mark A. Lemley, " Intellectual Property in New Technological Age", 2016.
7. T. Ramappa, "Intellectual Property Rights Under WTO", S. Chand, 2008