



VISWAJYOTHI

COLLEGE OF ENGINEERING & TECHNOLOGY

Approved by AICTE New Delhi & Affiliated to APJ Abdul Kalam Technological University

Vazhakulam P.O., Muvattupuzha
Ernakulam Dist., Kerala - 686 670
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7.1.10

**B.Tech and MBA Syllabus Related to Code of
Ethics,
Handbooks, Manuals and Brochures on Human
Values and Professional Ethics
November 2020**



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B.TECH SYLLABUS REGULATION 2019



CODE	SUSTAINABLE	CATEGORY	L	T	P	CREDIT
MCN201	ENGINEERING		2	0	0	NIL

Preamble: Objective of this course is to inculcate in students an awareness of environmental issues and the global initiatives towards attaining sustainability. The student should realize the potential of technology in bringing in sustainable practices.

Prerequisite: NIL

Course Outcomes: After the completion of the course the student will be able to

CO 1	Understand the relevance and the concept of sustainability and the global initiatives in this direction
CO 2	Explain the different types of environmental pollution problems and their sustainable solutions
CO 3	Discuss the environmental regulations and standards
CO 4	Outline the concepts related to conventional and non-conventional energy
CO 5	Demonstrate the broad perspective of sustainable practices by utilizing engineering knowledge and principles



Syllabus

Sustainability- need and concept, technology and sustainable development-Natural resources and their pollution, Carbon credits, Zero waste concept. Life Cycle Analysis, Environmental Impact Assessment studies, Sustainable habitat, Green buildings, green materials, Energy, Conventional and renewable sources, Sustainable urbanization, Industrial Ecology.

Module 1

Sustainability: Introduction, concept, evolution of the concept; Social, environmental and economic sustainability concepts; Sustainable development, Nexus between Technology and Sustainable development; Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs), Clean Development Mechanism (CDM).

Module 2

Environmental Pollution: Air Pollution and its effects, Water pollution and its sources, Zero waste concept and 3 R concepts in solid waste management; Greenhouse effect, Global warming, Climate change, Ozone layer depletion, Carbon credits, carbon trading and carbon foot print, legal provisions for environmental protection.

Module 3

Environmental management standards: ISO 14001:2015 frame work and benefits, Scope and goal of Life Cycle Analysis (LCA), Circular economy, Bio-mimicking, Environment Impact Assessment (EIA), Industrial ecology and industrial symbiosis.



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Module 4

Resources and its utilisation: Basic concepts of Conventional and non-conventional energy, General idea about solar energy, Fuel cells, Wind energy, Small hydro plants, bio-fuels, Energy derived from oceans and Geothermal energy.

Module 5

Sustainability practices: Basic concept of sustainable habitat, Methods for increasing energy efficiency in buildings, Green Engineering, Sustainable Urbanisation, Sustainable cities, Sustainable transport.

Reference Books

1. Allen, D. T. and Shonnard, D. R., Sustainability Engineering: Concepts, Design and Case Studies, Prentice Hall.
2. Bradley, A.S; Adebayo, A.O., Maria, P. Engineering applications in sustainable design and development, Cengage learning
3. Environment Impact Assessment Guidelines, Notification of Government of India, 2006
4. Mackenthun, K.M., Basic Concepts in Environmental Management, Lewis Publication, London, 1998
5. ECBC Code 2007, Bureau of Energy Efficiency, New Delhi Bureau of Energy Efficiency Publications-Rating System, TERI Publications - GRIHA Rating System
6. Ni bin Chang, Systems Analysis for Sustainable Engineering: Theory and Applications, McGraw-Hill Professional.
7. Twidell, J. W. and Weir, A. D., Renewable Energy Resources, English Language Book Society (ELBS).
8. Purohit, S. S., Green Technology - An approach for sustainable environment, Agrobios Publication



Code.	Course Name	L	T	P	Hrs	Credit
HUT 200	Professional Ethics	2	0	0	2	2

Preamble: To enable students to create awareness on ethics and human values.

Prerequisite: Nil

Course Outcomes: After the completion of the course the student will be able to

CO 1	Understand the core values that shape the ethical behaviour of a professional.
CO 2	Adopt a good character and follow an ethical life.
CO 3	Explain the role and responsibility in technological development by keeping personal ethics and legal ethics.
CO 4	Solve moral and ethical problems through exploration and assessment by established experiments.
CO 5	Apply the knowledge of human values and social values to contemporary ethical values and global issues.



Syllabus

Module 1 – Human Values.

Morals, values and Ethics – Integrity- Academic integrity-Work Ethics- Service Learning- Civic Virtue- Respect for others- Living peacefully- Caring and Sharing- Honestly- courage-Cooperation commitment- Empathy-Self Confidence -Social Expectations.

Module 2 - Engineering Ethics & Professionalism.

Senses of Engineering Ethics - Variety of moral issues- Types of inquiry- Moral dilemmas –Moral Autonomy – Kohlberg’s theory- Gilligan’s theory- Consensus and Controversy-Profession and Professionalism- Models of professional roles-Theories about right action –Self interest-Customs and Religion- Uses of Ethical Theories.

Module 3- Engineering as social Experimentation.

Engineering as Experimentation – Engineers as responsible Experimenters- Codes of Ethics- Plagiarism- A balanced outlook on law - Challenges case study- Bhopal gas tragedy.

Module 4- Responsibilities and Rights.

Collegiality and loyalty – Managing conflict- Respect for authority- Collective bargaining- Confidentiality- Role of confidentiality in moral integrity-Conflicts of interest- Occupational crime- Professional rights- Employee right- IPR Discrimination.

Module 5- Global Ethical Issues.

Multinational Corporations- Environmental Ethics- Business Ethics- Computer Ethics -Role in Technological Development-Engineers as Managers- Consulting Engineers- Engineers as Expert witnesses and advisors-Moral leadership.



Text Book

1. M Govindarajan, S Natarajan and V S Senthil Kumar, Engineering Ethics, PHI Learning Private Ltd, New Delhi, 2012.
2. R S Naagarazan, A text book on professional ethics and human values, New age international (P) limited, New Delhi, 2006.

Reference Books

1. Mike W Martin and Roland Schinzinger, Ethics in Engineering, 4th edition, Tata McGraw Hill Publishing Company Pvt Ltd, New Delhi, 2014.
2. Charles D Fleddermann, Engineering Ethics, Pearson Education/ Prentice Hall of India, New Jersey, 2004.
3. Charles E Harris, Michael S Protchard and Michael J Rabins, Engineering Ethics- Concepts and cases, Wadsworth Thompson Learning, United states, 2005.
4. <http://www.slideword.org/slidestag.aspx/human-values-and-Professional-ethics>.



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MBA SYLLABUS REGULATION 2016



Course No.	Course Name	L-T-P	Credits	Year of Introduction
12	Organizational Behaviour I	3-0-0	3	2015

Course Objectives

The course focuses on managing individuals at work. The objective is to equip the students with an essential knowledge base on behavioural dynamics of individuals with necessary models,, tools, and techniques, for diagnosing, predicting and controlling human behaviour and to develop the basic human relations skills as a prospective manager.

Syllabus

Fundamentals of Organizational Behaviour, Understanding Organizational Behaviour, Effectiveness in organizations, Social systems and organizational culture, Understanding and Managing Individual Behaviour, Job Design, Work and Motivation, Evaluation, Feedback and Rewards, Stress and Counselling.

Expected Outcome

On completion of the course, the students are expected to enable the students to learn what actions are appropriate for different situations and apply the theory in order to be effective leaders in the context of organisational behaviour theories, models and concepts.

References

1. Robbins, Judge & Sanghi, *Organizational Behaviour*, 12th Ed. Prentice Hall India
2. McShane, Glinow, *Organizational Behaviour*, Tata McGraw Hill
3. Don Hellriegel; John W. Slocum; Richard W. Woodman, *Organizational Behavior*, 8th Ed., Thomson South-Western



COURSE PLAN

Unit	Topics	% of marks in final Exam.
I	Disciplines contributing to OB - Psychology, Sociology, Anthropology, Social Psychology, Economics & Political Science Approaches to the study of OB - Human Resource Approach, Contingency Approach, Productivity Approach, and System Approach - Fundamental principles, theories and concepts in organization design and development	20
II	Understanding Organizational Behaviour - Fundamental Concepts, Organizational processes, Organizational structure, Organizational Change and Innovation processes - Effectiveness in organizations - Models of Organizational Behaviour, Systems theory and time dimension of effectiveness, Developing competencies, Limitations of Organizational Behaviour, Continuing challenges	15
First Internal Examination		
III	Individual differences and work behaviour - Why individual differences are important, The basis for understanding Work Behaviour, Individual differences influencing Work Behaviour. Personality - Sources of personality differences, Personality structure, Personality and Behaviour, Measuring Personality Attitudes - The nature of Employee Attitudes, Effects of Employee Attitudes, Studying Job satisfaction, Changing Employee Attitudes. Perceptions, Attributions and Emotions - The perceptual process, Perceptual grouping, Impression management, Emotions, Emotional Intelligence - Motivation - Concept of Motivation, Content approaches, Process approaches, Motivation and psychological contract	30



IV	Managing Individuals at Work: Measuring personality attitudes; managing employee attitudes Managing Teams at Work: Definition of Group - group development- group structure - teams -Formal Organization and Informal Groups and their interaction	10
Second Internal Examination		
IV	Developing high performance teams - turning individuals into team players developing interpersonal awareness - Johari Window- Transactional Analysis- leadership - theories – developing leadership skills	10
V	Managing Power, Politics and Conflict: Power - basis of power - power tactics- Politics – consequences of political behavior - Conflict Management: Different views of conflict - conflict process - levels of conflict - Constructive and Destructive conflict - Conflict process - strategies for encouraging constructive conflict - Conflict resolution strategies	15
Final Examination		



Course No.	Course Name	L-T-P	Credits	Year of Introduction
17	Managerial Skills I	0-2-0	-*	2017

- Internal Evaluation Mark to count towards credit in the Third trimester

Course Objectives

The objective of this course is to enable students to acquire soft skills which complement the hard skills which are occupational requirement for a job. The course also emphasize on personal grooming and development, relationship, communication and presenting oneself. This course enables the student an effective manager with adequate soft skills required for any organization. In addition, he/she would acquire skills to enhance his/her career as well.

Syllabus

Managerial skill, Self-assessment, Goal setting, Time Management, Stress management, Leadership

Expected Outcome

1. Enhancement of the holistic development of students and improvement of their employability skills.
2. To understand self and so decide his/ her goal
3. To understand how to manage time and stress
4. To develop leadership skills



References

1. Soft Skills for Everyone, Butterfield Jeff, Cengage Learning India Pvt Ltd; 1 edition (2011)
2. The Emotionally Intelligent Manager: How to Develop and Use the Four Key Emotional Skills of Leadership, Caruso, D. R. and Salovey P, John Wiley & Sons (20 April 2004)
3. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson Education; 1 edition (2013)



Course plan		
Sl No	Topics	% of marks for T3 Final
1	<p>What are Managerial skills? Why it is important? Need for personality Development, Misconceptions and clarifications. Developing positive attitude-Improving perceptions-Forming values</p> <p>Emotional Intelligence (EI) – Benefits of EI, 5 Dimensions of Trait EI Model, Self-Awareness (SA), Managing Emotions (ME), Motivation (M), Empathy (E), Social Skills (SS), Determine your EQ.</p> <p>Self-Assessment : SWOT analysis of the individual, exercises</p>	12%
2	<p>Goal Setting- SMART Goals, Fixing own goals, importance of attainment of goals. exercises</p> <p>Time Management: Importance of time management, techniques for managing time effectively, priority setting, completion tasks on time</p> <p>Stress Management: Factors leading to stress, Management of stress. keeping both body and mind healthy.</p>	12%
3	<p>Leadership Skills –How to influence others in a positive manner using verbal and non-verbal techniques? Coaching, Delegating, Empowerment and Use and misuse of power. Awareness of one's own leadership style, Procrastination</p>	6%
	Internal Evaluation only	



Course No.	Course Name	L-T-P	Credits	Year of Introduction
27	Managerial Skills II	0-2-0	-*	2017

*- Internal Evaluation Marks to count towards credit in the Third trimester

Course Objectives

The objective of this course is to enable students to acquire soft skills which complement the hard skills which are occupational requirement for a job. The course also emphasize on personal grooming and development, relationship, communication and presenting oneself. This course enables the student an effective manager with adequate soft skills required for any organization. In addition, he/she would acquire skills to enhance his/her career as well.

Syllabus

Communication skills, Business Etiquettes, persuasive and interpersonal skills

Expected Outcome

1. Enhancement of the holistic development of students and improvement of their employability skills.
2. To develop communication skill
3. To understand business etiquettes
4. To learn persuasive and interpersonal skills



References

1. Soft Skills for Everyone, Butterfield Jeff, Cengage Learning India Pvt Ltd; 1 edition (2011)
2. Training in Interpersonal Skills: Tips for Managing People at Work, Pearson Education India; 6 edition (2015)
3. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson Education; 1 edition (2013)



Course Plan		
Sl No	Topics	% of marks for Final (T3) Evaluation
1	Communication Skills / Communication with others- Art of listening- Art of reading-Art of speaking-Art of writing- Extempore, JAM, Role Plays, Debate, Its Review, Book and article Reviews & writing Summaries , Presentation (PPT) on given topics The art of Public speaking, Prepared Speech by students	12%
2	Ethics & Etiquettes Business Etiquettes - Get the first impression well, Greet others & introduce yourself, Body language- speak well, Dressing sense- appeals to others Social Media Etiquettes, Use & Abuse . E Mail & Telephone etiquettes, Office Manners Role of Value systems in life , Role Models in Society & Business	8%
3	Persuasive Skills- ability to analyze and persuade others to see the problem from multiple perspectives without hurting the other group members. Negotiation skill : Game on negotiation Interpersonal Skills/ Understanding Others - Developing interpersonal relationship-Team building-group dynamics- Team building exercises	5%
	T 2: Internal Evaluation only*	



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HUMAN VALUES & PROFESSIONAL ETHICS

MANUAL



CHAPTER 1

HUMAN VALUES

INTRODUCTION

Education beyond schools is education given for a position of leadership. Future leaders are not born to this world. Instead, they are molded by their experiences in universities. If this must come into reality, then it is the primary role of the educational institution to impart a sense of social commitment using the technological skills acquired from the same. For this to happen systematically, every staff and student at the college needs to stick onto a code of ethics for their guidance.

HUMAN VALUES

The human values that are expected from every staff and student of Viswajyothi College of Engineering and Technology regardless of whether they are inside or outside the campus are:

- Self - Reliance: contains values such as faith and confidence.
- Integrity: contains values such as courage and awareness
- All round development: contains values such as open-mindedness and humbleness.
- Selfless service: contains values such as humility and perseverance.
- Responsible: contains values that nurture eco-friendliness and care.



CHAPTER 2

PROFESSIONAL ETHICS

RESPONSIBILITIES OF TEACHERS

If teaching is the adopted profession, then he / she must have a sense of obligation to adhere to the highest ideals of the profession. Since every teacher is under the watchful eyes of the society, he / she must endure that there is no difference between what the teacher preaches and practices.

Every teacher must:

1. Stick on to a fixed mode of conduct and behaviour demanded by the society.
2. Use the nobility of the profession to manage matters that are beyond the profession in a sensible manner.
3. Strive to reach greater professional heights by following research methodologies.
4. Have the freedom to express his / her opinion at intra-collegiate meetings, activities, etc.
5. Execute their theoretical and practical duties in the college with fervor and patience.
6. Reach out to co-curricular as well as extra-curricular activities inside and outside the campus.



RESPONSIBILITY TOWARDS STUDENTS

Every teacher must:

1. Imbibe within students a modern outlook and encourage a hands-on approach and promote a vision of democracy and peace.
2. Give all the freedom a student needs to openly express his or her ideas publicly or personally.
3. Be present outside college hours without expectation of any monetary benefit.
4. Promote a sense of brotherhood among students in the college.
5. Be compassionate to the students and unbiased towards all students.
6. Dedicate whole-hearted effort to uplift their students to the highest level.

RESPONSIBILITY TOWARDS COLLEAGUES

Every teacher must:

1. Abstain from making baseless accusations against colleagues and higher authorities.
2. Behave equally well with all colleagues without any bias.
3. Not make decisions in the profession based on religion or sex.
4. Treat all faculty with respect and offer help for attaining academic excellence.

RESPONSIBILITY TOWARDS AUTHORITIES

Every teacher must:

1. Assume any responsibility dictated by the higher authorities of the college.
2. Abide by the rules and regulations of the institution.
3. Make prior arrangements to handle their class hours in case of absence and inform the concerned authorities before availing leave.
4. Follow all the conditions mentioned in the contract at the time of appointment.



RESPONSIBILITY TOWARDS NON-TEACHING STAFF

Every teacher must:

1. Provide adequate cooperation where teaching and non-teaching staff need to work together that will result in the smooth functioning of the college.
2. View all non-teaching staff as peers and not impose any authority over non-teaching staff.

RESPONSIBILITY TOWARDS SOCIETY

Every teacher must:

1. Keenly monitor problems in the society and initiate measures that require the expertise of the teacher.
2. Understand that the role of a teacher is to serve the public and take measures to keep the public up to date about the various programmes that may be beneficial to them.
3. Be free from bigotry, not get involved in matters relating to race and religion in the society and work towards national unity.
4. Shift their attention to uplift the local community and reinforce the community's ethical values.

RESPONSIBILITY TOWARDS GUARDIANS

Every teacher must:

1. Maintain regular conversations with the parents and share reports of the students' academic performance.
2. Hold parent-teacher meetings so that there is an all-round exchange of information that will in turn result in the betterment of the institution.