**CMR UNIVERSITY**

# HANDBOOK ON HUMAN VALUES AND PROFESSIONAL ETHICS

## Vision

To nurture creative thinkers who will drive positive global change..

## Mission

- To offer multi, inter and cross-disciplinary modular programmes with technology-enabled teaching-learning processes.

- To focus on research-led teaching and learning in an innovative and interdisciplinary learning environment; to create critical thinkers.

- To create leaders for knowledge based economy, with ethical demands of a society base.

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# Table of Contents

## Handbook on Human Values and Professional Ethics

### 1. Introduction

### 1.1 Purpose of the Handbook

The serves as a comprehensive guide to understanding and implementing ethical principles and human values within the university community. It aims to:

- **Define** the core values and ethical standards expected of students, faculty, staff, and administrators.
- **Provide** practical guidance on applying these principles in daily academic and professional activities.
- **Promote** a culture of integrity, respect, and responsibility.
- **Ensure** compliance with legal and institutional policies.

**Importance:**

- Establishes a common understanding of acceptable behavior.
- Enhances the university's reputation for excellence and integrity.
- Prepares students for ethical challenges in their future careers.

### 1.2 Vision and Mission Alignment

CMR University's vision is to be a leader in providing quality education that fosters creativity, innovation, and responsible citizenship. This handbook aligns with that vision by:

- Encouraging ethical behavior that supports academic excellence.
- Promoting human values that enhance social harmony and global citizenship.
- Integrating professional ethics into all aspects of university life.

**Mission Statement:**

"To create and disseminate knowledge by developing the intellect of our students with enthusiasm and excellence, which is rooted in Indian ethos and societal values."

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## 1.3 Scope of the Handbook

This handbook applies to:

- **Students:** Undergraduate, postgraduate, and doctoral candidates.
- **Faculty:** Full-time, part-time, and visiting professors.
- **Staff:** Administrative and support personnel.
- **Administrators and Governing Bodies:** Decision-makers at all levels.

It covers:

- Academic conduct
- Research ethics
- Professional behavior
- Interpersonal relationships
- Use of university resources

## 2. Core Human Values at CMR University

### 2.1 Integrity

**Definition and Importance**

**Integrity** is the quality of being honest and having strong moral principles. It is the foundation of trust and is crucial in academic and professional settings.

**Why It Matters:**

- Builds trust within the university community.
- Upholds the university's reputation.
- Encourages personal growth and accountability.

**Application in Academic and Personal Life**

- **Academic Work:** Submit original work, properly cite sources, and avoid plagiarism.
- **Examinations:** Do not engage in cheating or use unauthorized materials.

- **Research:** Report data honestly and acknowledge contributions from others.
- **Personal Conduct:** Be honest in communications and actions with peers and faculty.

- 

## Case Studies and Examples
### Case Study 1: Plagiarism in Assignments

*Situation:* A student copies significant portions of an assignment from the internet without proper citation.

*Discussion:*

- **Violation of Integrity:** The student has presented someone else's work as their own.
- **Consequences:** Academic penalties, loss of trust, and potential disciplinary action.
- **Resolution:** Educate the student on proper citation methods, and assign a failing grade for the assignment with an opportunity to redo it ethically.

### Example of Good Practice:

- A student conducts original research, properly cites all sources, and acknowledges collaborators, demonstrating integrity and scholarly honesty.

## 2.2 Respect for Diversity
### Understanding Diversity

**Diversity** encompasses differences in race, ethnicity, gender, age, religion, disability, sexual orientation, socioeconomic status, and more.

**Importance:**

- Enriches the learning environment.
- Promotes creativity and innovation.
- Prepares students for global citizenship.

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## Promoting Inclusivity

- **Inclusive Language:** Use language that is respectful and non-discriminatory.
- **Cultural Sensitivity:** Be aware of cultural differences and avoid stereotypes.
- **Equal Opportunities:** Ensure all students have access to resources and participation.

## Cultural Sensitivity Examples

### Example 1: Inclusive Classroom Discussions

- Encourage participation from all students.
- Respect differing viewpoints.
- Avoid making assumptions based on cultural backgrounds.

### Example 2: Celebrating Cultural Events

- Organize events that celebrate various cultures.
- Provide platforms for students to share their heritage.

## 2.3 Compassion and Empathy

### Definitions and Significance

- **Compassion:** Sympathy and concern for the sufferings or misfortunes of others.
- **Empathy:** The ability to understand and share the feelings of another.

### Why They Matter:

- Foster a supportive community.
- Enhance collaboration and teamwork.
- Improve mental well-being.

### Practical Applications

- **Peer Support:** Offer help to classmates struggling academically or personally.
- **Active Listening:** Pay attention to others' perspectives without judgment.
- **Volunteerism:** Participate in community service and outreach programs.

## Scenarios and Role-Playing Exercises

### Scenario 1: Supporting a Classmate

*Situation:* A student notices a classmate is withdrawn and missing classes.

*Application:*

- Approach the classmate with kindness.
- Offer assistance or guide them to support services.
- Respect their privacy and choices.

### Role-Playing Exercise:

- Practice conversations that show empathy and provide support without being intrusive.

## 2.4 Responsibility

### Personal and Social Responsibility

- **Personal Responsibility:** Accountability for one's own actions and well-being.
- **Social Responsibility:** Contributing positively to society and the environment.

### Importance:

- Encourages self-discipline and reliability.
- Promotes ethical behavior that benefits the community.

### Academic and Professional Responsibility

- **Students:** Attend classes, meet deadlines, and uphold academic standards.
- **Faculty:** Prepare thoroughly, provide constructive feedback, and mentor students.
- **Staff:** Perform duties efficiently and support the university's mission.

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## Case Studies

### Case Study 1: Meeting Deadlines

*Situation:* A student habitually submits assignments late, affecting group projects.

*Discussion:*

- **Impact:** Delays the group's progress, unfair to peers.
- **Responsibility:** The student must manage time effectively.
- **Solution:** Implement time-management strategies and set reminders.

## 2.5 Fairness and Justice

### Ethical Decision-Making

- **Fairness:** Treating people equally without favoritism or discrimination.
- **Justice:** Upholding moral rightness and lawfulness.

### Decision-Making Models:

- **Utilitarianism:** Choosing actions that maximize overall happiness.
- **Deontological Ethics:** Following moral rules and duties.

### Ensuring Equity

- **Admissions:** Transparent criteria and processes.
- **Assessments:** Unbiased grading and feedback.
- **Opportunities:** Equal access to resources and extracurricular activities.

### Models and Frameworks

- **Ethical Dilemma Resolution Framework:**
1. Identify the ethical issues.
2. Consider the affected parties.
3. Evaluate alternatives.
4. Make a decision and implement it.
5. Reflect on the outcome.

## 2.6 Civic and Social Responsibility

### Community Engagement

- **Volunteer Work:** Participate in local community projects.
- **Service Learning:** Integrate community service with academic learning.
- **Advocacy:** Support causes that promote social justice.

### Environmental Stewardship

- **Sustainability Practices:** Reduce waste, conserve energy.
- **Campus Initiatives:** Participate in tree planting, recycling programs.
- **Awareness Campaigns:** Educate others about environmental issues.

### Guidelines and Best Practices

- **Ethical Engagement:** Ensure activities respect local cultures and needs.
- **Collaboration:** Work with community leaders and organizations.
- **Reflection:** Assess the impact of activities and learn from experiences.

## 3. Professional Ethics at CMR University

### 3.1 Academic Honesty

### Policies and Expectations

- **Original Work:** All submitted work must be the student's own.
- **Proper Citation:** Use appropriate referencing styles.
- **Collaboration:** Follow guidelines on group work and individual contributions.

### Plagiarism and Cheating

- **Plagiarism:** Using someone else's work without proper acknowledgment.
- **Cheating:** Unauthorized assistance during exams or assignments.

## Detection Methods and Consequences

- **Detection Tools:** Software like Turnitin for plagiarism checking.
- **Consequences:**
  - **First Offense:** Warning, redo assignment.
  - **Repeated Offenses:** Academic probation, suspension.
  - 

## Educational Resources

- **Workshops:** On citation and research skills.
- **Guides:** Access to writing and referencing guides.

## 3.2 Confidentiality

### Data Privacy Laws

- **Compliance:** Adherence to laws like the Data Protection Act.
- **Rights:** Respecting individuals' rights to privacy.

## Handling Sensitive Information

- **Student Records:** Secure storage and limited access.
- **Research Data:** Anonymization and secure handling.

## Scenarios and Compliance

### Scenario 1: Protecting Student Information

*Situation:* A staff member shares a student's grades publicly.

*Violation:*

- Breach of confidentiality.

*Correct Practice:*

- Share information only with authorized individuals.

## 3.3 Professional Accountability

### Roles and Duties

- **Faculty:** Teaching, research, mentoring.
- **Staff:** Administrative support, student services.
- **Students:** Learning, participation, adherence to policies.

### Performance Metrics

- **Evaluations:** Regular assessments of teaching effectiveness.
- **Feedback:** Mechanisms for students to provide feedback.

### Examples of Ethical Professionalism

- **Timeliness:** Punctuality in classes and meetings.
- **Responsiveness:** Timely replies to communications.
- **Commitment:** Following through on promises and obligations.

## 3.4 Conflict of Interest

### Identifying Conflicts

- **Personal Relationships:** Grading or supervising family or friends.
- **Financial Interests:** Personal gain from university contracts.

### Resolution Mechanisms

- **Disclosure:** Informing authorities of potential conflicts.
- **Recusal:** Stepping aside from decision-making roles.

### Prevention Strategies

- **Policies:** Clear guidelines on conflicts of interest.
- **Training:** Regular ethics training sessions.

### 3.5 Respect in Professional Relationships

### Communication Skills

- **Active Listening:** Fully concentrating on the speaker.
- **Constructive Feedback:** Providing helpful and respectful critiques.
- **Non-Verbal Cues:** Being aware of body language and tone.

### Managing Workplace Dynamics

- **Teamwork:** Collaborating effectively with colleagues.
- **Conflict Resolution:** Addressing disagreements professionally.
- **Inclusivity:** Ensuring all voices are heard.

### Code of Conduct

- **Professional Boundaries:** Maintaining appropriate relationships.
- **Harassment Policies:** Zero tolerance for harassment or bullying.

### 3.6 Social Media and Online Conduct

### Digital Citizenship

- **Responsible Use:** Posting content that reflects positively on oneself and the university.
- **Privacy Settings:** Managing online profiles to protect personal information.

### Ethical Online Behavior

- **Cyberbullying:** Not engaging in or tolerating harassment online.
- **Academic Integrity:** Avoiding sharing or accessing unauthorized academic materials.

### Consequences of Misuse

- **Reputation Damage:** Negative impact on personal and university image.
- **Disciplinary Actions:** Penalties ranging from warnings to expulsion.

## 4. Ethical Guidelines for Research

### 4.1 Research Integrity

### Principles of Ethical Research

- **Honesty:** Reporting data truthfully.
- **Objectivity:** Avoiding bias in experimental design and data interpretation.
- **Accountability:** Being responsible for the validity of research.

### Case Studies of Misconduct

### Case Study 1: Data Fabrication

*Situation:* A researcher invents data to support a hypothesis.

*Impact:*\*

- Misleads the scientific community.
- Damages credibility.

*Resolution:*\*

- Retraction of publications.
- Disciplinary action.

### Best Practices

- **Peer Review:** Subjecting work to scrutiny by others.
- **Replication:** Encouraging others to replicate findings.

### 4.2 Informed Consent

### Consent Procedures

- **Information Sheet:** Providing participants with study details.
- **Consent Form:** Obtaining written agreement.

### Ethical Considerations

- **Voluntariness:** Participation without coercion.
- **Comprehension:** Ensuring participants understand the information.

## Templates and Examples

- **Standardized Forms:** Templates provided by the university.
- **Examples:** Sample consent documents for different types of studies.

## 4.3 Protection of Human Subjects

### Ethical Standards

- **Beneficence:** Maximizing benefits, minimizing harm.
- **Justice:** Fair selection of participants.

### Institutional Review Board (IRB) Processes

- **Review:** All research involving humans must be approved by the IRB.
- **Monitoring:** Ongoing oversight of research projects.

### Safeguarding Participants

- **Confidentiality:** Protecting personal information.
- **Right to Withdraw:** Participants can leave the study at any time.

## 4.4 Conflict of Interest in Research

### Disclosure Requirements

- **Financial Interests:** Revealing funding sources.
- **Personal Relationships:** Disclosing relationships that may influence research.

### Managing Dual Interests

- **Transparency:** Openly communicating potential conflicts.
- **Independent Review:** Having research reviewed by unbiased parties.

### Prevention and Monitoring

- **Policies:** Clear guidelines on acceptable practices.
- **Training:** Education on recognizing and avoiding conflicts.

## 5. Environmental Ethics

### 5.1 Commitment to Sustainability

**University Initiatives**

- **Green Buildings:** Energy-efficient facilities.
- **Renewable Energy:** Solar panels, wind energy projects.
- **Waste Management:** Recycling programs, composting.

**Individual Actions**

- **Reducing Consumption:** Limiting use of paper, electricity.
- **Sustainable Transportation:** Encouraging cycling, carpooling.
- **Awareness:** Participating in environmental clubs and events.

**Case Studies**

**Case Study 1: Campus Energy Conservation**

*Situation:* Implementation of motion-sensor lighting to reduce energy use.

*Outcome:**

- Significant reduction in electricity bills.
- Promotion of sustainability culture.

### 5.2 Environmental Stewardship

**Green Campus Programs**

- **Tree Planting Drives:** Increasing green cover.
- **Organic Gardens:** Growing food sustainably on campus.

**Community Outreach**

- **Educational Workshops:** Teaching local communities about sustainability.
- **Partnerships:** Collaborating with NGOs on environmental projects.

**Practical Applications**

- **Research Projects:** Student-led studies on environmental impact.
- **Innovation:** Developing sustainable technologies.

## 6. Ethics in Administration and Governance

### 6.1 Transparency in Administration

**Decision-Making Processes**

- **Inclusivity:** Involving stakeholders in decisions.
- **Documentation:** Keeping records of meetings and decisions.

**Financial Ethics**

- **Budget Transparency:** Open disclosure of financial allocations.
- **Audits:** Regular external audits for accountability.

**Accountability Measures**

- **Performance Reviews:** Regular evaluations of administrative staff.
- **Feedback Mechanisms:** Channels for reporting concerns.

### 6.2 Governance with Integrity

**Ethical Leadership**

- **Role Modeling:** Leaders demonstrating ethical behavior.
- **Mentorship:** Guiding others in ethical practices.

**Legal Compliance**

- **Regulatory Adherence:** Following education laws and regulations.
- **Policy Enforcement:** Implementing university policies fairly.

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### Best Practices

- **Continuous Improvement:** Regularly updating policies to reflect best practices.
- **Training:** Providing leadership training focused on ethics.

### 7. Case Studies and Best Practices

### Real-Life Ethical Dilemmas

- **Academic Pressure:** Balancing performance with integrity.
- **Cultural Conflicts:** Navigating differing values in a diverse community.

### Solutions and Discussions

- **Open Forums:** Facilitating discussions on ethical issues.
- **Expert Panels:** Inviting ethicists to provide insights.

### Lessons Learned

- **Reflective Practices:** Encouraging self-assessment.
- **Policy Revisions:** Updating guidelines based on experiences.

### 8. Implementation and Enforcement

### 8.1 Education and Awareness Programs

### Workshops and Seminars

- **Orientation Programs:** Introducing new members to the handbook.
- **Ethics Week:** Annual events focusing on ethical topics.

### Training Modules

- **Online Courses:** Accessible training on ethics.
- **Interactive Sessions:** Role-playing and scenario analysis.

### Resources

- **Handbook Access:** Available in print and online.
- **Support Services:** Offices dedicated to ethics and compliance.

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## 8.2 Grievance Redressal Mechanism

### Reporting Procedures

- **Confidential Channels:** Anonymous reporting options.
- **Clear Steps:** Defined process for lodging complaints.

### Whistleblower Policies

- **Protection:** Safeguards against retaliation.
- **Encouragement:** Promoting a culture of accountability.

### Support Systems

- **Counseling Services:** Emotional and psychological support.
- **Mediation:** Facilitating resolution between parties.

## 8.3 Disciplinary Actions

### Types of Violations

- **Minor Infractions:** Late submissions, minor disruptions.
- **Major Infractions:** Academic dishonesty, harassment.

### Penalties and Rehabilitation

- **Warnings:** Formal notices.
- **Probation:** Temporary restrictions.
- **Expulsion:** Removal from the university in severe cases.
- **Rehabilitation Programs:** Opportunities for learning and improvement.

### Appeals Process

- **Fair Hearing:** Right to appeal decisions.
- **Review Boards:** Committees to reassess cases.

## 9. Conclusion

### Reflecting on Ethical Practices

- **Continuous Reflection:** Encouraging regular self-evaluation.
- **Community Commitment:** Collective responsibility for upholding values.

### Continuous Improvement

- **Feedback Integration:** Updating the handbook based on community input.
- **Staying Current:** Adapting to new ethical challenges.

### Commitment to Values

- **Pledge:** Encouraging members to commit to the handbook's principles.
- **Recognition:** Acknowledging those who exemplify ethical behavior.

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# Sample Professional Ethics Courses at CMRU

In this category we have provide six sample courses from our list of all courses. Please find them below.

1. 2BAR86: Professional Practice I
2. 4BHS5A1: Business Management for Engineers
3. 4BHS801: Professional Ethics For Engineers
4. 5BAL902: Professional Ethics and Professional Accounting System
5. 7PSYH6151: Business Ethics
6. CKSAM1041: Ethics and Values

The details of the syllabus and other information you can find in the following pages.

| 2BAR86: PROFESSIONAL PRACTICE I | |
|---|---|

| A. | Course Framework | |
|---|---|---|

| Credits: L-T-P-C: 2-0-0-2 | Syllabus Version: *V1.0* |
|---|---|

| Contact Hours / Week: 2 | Total Contact Hours: 26 | Level: 100 |
|---|---|---|

| Prerequisite/Corequisite:<br>(If applicable) | |
|---|---|

**Course Learning Objectives:**

CL01: To understand the responsibilities and liabilities of the profession and the process of contract management.

**Course Outcomes: On successful completion of the course, Students will be able to,**

CO1: Grasp professional responsibilities and liabilities.

| PO: PO1/PO3/PO6 | PSO: PSO2 |
|---|---|

| B. | Syllabus |
|---|---|

**Module 1:**
Profession: idea of profession and essential difference among profession, trade and business. Profession of architecture, its essential tenets, duties and liabilities. Types and extent of service offered by architects, scale of fees, stages of payment and contract between clients and architect. Code of professional conduct, Architects Act of 1972. Role of Council of Architecture and the Indian Institute of Architects in the functioning of the profession.

**Hours: 6**

**Module 2:**
Practice: types of architectural firms, proprietorship, partnership, associate ship and private limited concerns. Advantages and disadvantages of each type of firm. Various means of building client base and gaining projects. Architectural competitions, guidelines of COA, procedure of conduct of such competitions. Administration and basic accounting procedures. Taxes and implication of service tax. Implication of GATS on the profession in India.

**Hours: 6**

**Module 3:**
Building industry: general overview of the industry. Various participants and dimensions of the building industry. Finance, statutory controls, construction procedures, enforcement issues related to building industry and the role of architect, employer and contractor

Contract management: overview of procedures in contract management with a focus on the Architect's role.

**Hours: 4**

**Module 4:**

Tender: Procedure of calling for tender, documents necessary for tendering process. Tender documents and its content. Types of tenders, suitability of different types to various categories of project. Advantages and disadvantages of each type of tender. Tender notice, opening, scrutiny, process of selection and award. Architect's role in the tender process. Essential characteristics of tender notice, earnest money deposit security deposit retention amount, mobilization amount and bonus and clauses. Various issues arising out of tendering process and the role of an architect in maintaining objectivity in the process.

**Hours: 3**

**Module 5:**

Contract: general principles, types of contract, definitions of various terms used in the contract document. Contract document, contents and sections dealing with various aspects of contract management. Conditions and scope of contract and the role of an architect in ensuring a positive completion of contract. Architect's role in ensuring a positive completion of contract. Architect's role in the contract and vested authority.

**Hours: 6**

**Module 6:**

Issues of contract: I) termination of contract, II) certificates of value and quality, III) virtual completion and final completion, IV) defects liability period, V) latent and patent defects, VIII) non tendered items, extra work, additional work, variations, rate analysis and architect's role in certification of variations, IX) prime cost, provisional sum, X)types of insurance necessary during contract including fire insurance for safeguarding client's interest.variations, IX) prime cost, provisional sum, X)types of insurance necessary during contract including fire insurance for safeguarding client's interest.

**Hours: 8**

**C. References**

1. Roshan H Namavati, "Professional Practice: With Elements of Existing Valuation Contract and Arbitration", Lakhani Book Depot, 2016.
2. Roshan H Namavati – "Theory and Practice of Valuation", Lakhani Book Report, 2010
3. Robert Grreenstreet, David Chappell and Michael Dunn, "Legal and Contractual Procedures for Architecture", Routledge, 2010

**D. Mode of Assessment**

CIE

**E. Scheme of Evaluation**

## 1. Continuous Internal Assessment (CIE)

| Components | Average of 2 IATs | CCE | Total Marks |
|---|---|---|---|
| Max. Marks | - | 50 | 50 |

## 2. Semester End Examination (SEE) Scheme: 50 Marks

| Section | No of Questions | No of Questions to be attempted | Marks / Question | Total Marks for the Section | Revised Bloom's Taxonomy |
|---|---|---|---|---|---|
| A | 8 | 5 | 20 | 100 | |

| 4BHS5A1: BUSINESS MANAGEMENT FOR ENGINEERS | | |
|---|---|---|

**Course Frame Work:**

| Credits: L–T–P: 3–0–0 | | Total Credits: 3 |
|---|---|---|
| Contact Hours/Week: 3 | Direct Teaching Hours: 45 | Total Contact Hours: 45 |

**Course Learning Objectives:**

The objective of the course is to make students familiar with fundamentals of theory and practice of management, entrepreneurship and economics with special emphasis on application in engineering focused industries and organizations. The course broadly covers the essential management, economics and entrepreneurship issues, an engineering graduate is likely to face at the start of their career.

**Course Outcomes (COs):**

**On successful completion of the course, students will be able to:**

| CO1 | Apply the concepts related to entrepreneurship issues in business ideas | L3 |
|---|---|---|
| CO2 | Explain the factors influencing the practice of management in different contexts | L2 |
| CO3 | Develop suitable economic strategy regarding common business problems | L3 |
| CO4 | Analyze the marketing strategy for common engineering business problems | L4 |
| CO5 | Illustrate the leadership qualities in the operation of a new venture | L2 |

| SYLLABUS | Hours |
|---|---|
| **Module-I : Entrepreneurship** | **10** |
| Meaning and importance, entrepreneur, types, characteristics, traits, role of entrepreneurs in economic development (National & International context), problems faced by entrepreneurs, emerging. Entrepreneurial environment in India (government initiatives). Stages of enterprise development: business ideas, feasibility study, opportunity recognition till commercialization | |
| **Module-II : Management** | **10** |
| Concepts, nature, importance & scope, functions: basic and operative (finance, marketing, HR, production & MIS), levels of management. Evolution of management: scientific management principles, modern management principles, human relations approach; managerial roles, basics of strategic management: vision, mission, objectives & strategies | |
| **Module-III : Business Plan, Fundamentals of Economics and Finance:** | **12** |
| GDP, GNP, per capita income & national income, capital Structure. Fundamentals of investment: debt, equity, bond & debentures, break even analysis, budgets and its types, fundamentals of tax, financing for new ventures–various options, financial aspects | |

| | |
|---|---|

| **Module-IV : Market and Competitive Analysis** | **08** |
|---|---|

Marketing mix, segmentation, targeting & positioning, product pricing and promotion, sales and distribution, product life cycle, fundamentals of branding**–CBBEM**

| **Module-V : Leadership Styles** | **05** |
|---|---|

Entrepreneurial leadership, traits, skills and motives, entrepreneurial dreams and aspirations. Charismatic, transformational & situational, social responsibility, influence, power, politics and ethics. Strategic leadership, innovative leadership, issues and challenges for entrepreneurial leadership

<div align="center">

**EVALUATION SCHEME**

</div>

### A. Continuous Internal Evaluation (CIE):

| Components | IAT | Assignments | Creating a new Venture | Total Marks |
|---|---|---|---|---|
| Max. Marks | 15 | 10 | 25 | 50 |

**Note:** A student shall obtain a minimum of 50% in CIE to be eligible to appear for SEE.

### B. Semester End Evaluation (SEE): 100 Marks

### Question paper pattern:

1. The question paper shall have FIVE main questions corresponding to the FIVE modules. Internal choices shall be given only in the main questions.

2. Each main question will have TWO full questions carrying TWENTY marks each.

3. A full question may have a maximum of FOUR sub questions, covering the topics under the module.

4. The students will have to answer all FIVE main questions, selecting ONE full question from each module.

| Weightage for Final Evaluation | |
|---|---|
| CIE | SEE |
| 1.0 | 0.50 |

<div align="center">

**BOOKS and REFERENCES**

</div>

**TEXT BOOKS:**

| [1] | Koontz H and Weihrich H, *Essentials of Management*, Tata McGraw-Hill, 2010, ISBN: 978-9339222864 |
|---|---|
| [2] | Khan M & Jain P, *Financial Management*, Tata McGraw-Hill, 2014, ISBN: 978-9339213053 |

| [3] | O'Brien James A, *Management Information System*, Tata McGraw-Hill, 2012, ISBN: 978-1259026713 |

**REFERENCES:**

| [1] | Charantimath P, *Total Quality Management,* Pearson India, 2011, ISBN: 978-8177586473 |
| [2] | Robbins S. & Coulter M, *Management*, Pearson India, 2014, ISBN: 978-9353067229 |
| [3] | Prasad L, *Principles and Practices of Management*, 2012, ISBN: 978-9351610502 |

| 4BHS801: PROFESSIONAL ETHICS FOR ENGINEERS | | |
|---|---|---|
| **Course Framework:** | | |
| **Credits: L–T–P: 2–0–0** | | **Total Credits: 2** |
| **Contact Hours/Week: 2** | **Direct Teaching Hours: 30** | **Total Contact Hours: 30** |
| **Course Learning Objectives:** | | |
| The objective is to provide the students with an introductory and broad overview of Remote sensing. | | |
| **Course Outcomes (COs):**<br><br>**On successful completion of the course, students will be able to:** | | |

| | | |
|---|---|---|
| CO1 | Describe the Moral Values and Ethics | L1 |
| CO2 | Explain the Engineering Ethics | L1 |
| CO3 | Discuss the Responsibility as Engineers | L2 |
| CO4 | Examine the Safety and Risk | L2 |
| CO5 | Predict the working Ethics for Engineers | L2 |

| SYLLABUS | Hours |
|---|---|
| **Module–I: Human Values** | **06** |
| Morals, values and ethics, integrity, work ethic, service learning, civic virtue, respect for others, living peacefully, caring, sharing, honesty, courage, valuing time, introduction to yoga and meditation for professional excellence and stress management | |
| **Module–II: Engineering Ethics** | **06** |
| Senses of 'Engineering Ethics', variety of moral issues, types of inquiry, moral dilemmas, moral autonomy, Kohlberg's theory, consensus and controversy, models of professional roles | |
| **Module–III: Engineering as Social Experimentation** | **06** |
| Engineering as experimentation, engineers as responsible experimenters, codes of ethics, a balanced outlook on law | |
| **Module–IV: Safety, Responsibilities and Rights** | **06** |
| Safety and risk, assessment of safety and risk, risk benefit analysis and reducing risk, | |

respect for authority, confidentiality, conflicts of interest, occupational crime, professional rights, Intellectual Property Rights (IPR)

| Module–V: Global Issues | 06 |
|---|---|

Multinational corporations, environmental ethics, computer ethics, engineers as managers,
consulting engineers, engineers as expert witnesses and advisors, moral leadership, code of conduct, corporate social responsibility

## EVALUATION SCHEME

### A. Continuous Internal Evaluation (CIE):

| Components | Internal Assessment Test | Assignment | Presentation | Total |
|---|---|---|---|---|
| Max. Marks | 20 | 10 | 20 | 50 |

**Note:** A student shall obtain a minimum of 50% in CIE to be eligible to appear for SEE.

### B. Semester End Evaluation (SEE): Nil

| Weightage for Final Evaluation |
|---|
| CIE |
| 1.00 |

## BOOKS and REFERENCES

**TEXT BOOKS:**

[1] Dr N Venkateshwaran, *Professional ethics in engineering*, Sree Kamalamani Publications, 2016, ISBN-13: 978-8192663616

[2] Charles E. (Ed) Harris, *Engineering Ethics*, Cengage Learning, 2008, ISBN-13: 978-0495502791

| Course Code: 5BAL902 | Course Title: Professional Ethics and Accountancy for Lawyers | |
|---|---|---|
| **Course Frame Work:** | | |
| **Credits: L-T-P: 4-0-0** | | **Total Credits: 4** |
| **Contact Hours/Week: 5** | **Direct Teaching Hours:60** | **Total Contact Hours:60** |
| **Pre requisites:** | | |

**Course Learning Objectives:**

Legal Profession plays an important role in administration of justice.

The legal practitioners, their position in Ancient India and how they contributed for the country in the best possible way with high morals. Morals play the most important role for becoming a lawyer successful.

It also discusses the ethics of lawyers, what are their duties towards court, client, opponents and colleagues. Advocates Act, 1961 provides for Bar Council Rules for the proper conduct of the Advocates and they are bind by these duties. In case they do not follow, then there is remedy in the form of punishment which has been discussed with the help of case laws.

The Bar has set enviable standards of ethics and scrupulously adhere to them as also enforce them. The Bar should live up to the expectations of the society. The society has a right to expect of the professionals such ideal behaviour. The course is designed to imbue students with these high values forming the basis of the profession so that they can live up to those standards in their professional life.

**Course Outcomes:**

Every profession has rules of ethics to which its members are bound and the one who violates them will be imposed with liability in various forms.

Likewise, a lawyer who does not follow ethical and other rules of professional conduct can be censured and can also be suspended from law practice or even disbarred.

This course will introduce students to the rules of professional ethics which applies to lawyers in India.

This course is designed with a main purpose of making law students [on the verge of completing their law course] to get acquainted with, analyze and critically examine such rules of professional ethics.

**Module – 1:**

The legal profession and its responsibilities; The equipment of the lawyer; Conduct in court;
Professional conduct in general; Privileges of a lawyer; The *Advocates Act, 1961-* Introduction, Bar
Councils, Admission and Enrolment of Advocates, Right to Practise, Conduct of Advocates etc.

**Module – 2:**

Duty to the Court; Duty to the profession; Duty to the opponent; Duty to the client; Duty to the self;
Duty to the public and the state, Bar and Bench Relation, Misconduct, Disciplinary Committee, Senior
and other Advocate and Restrictions.

*1.*      Misconduct and Cheating by Advocate:
●      In the matter of D, An Advocate, AIR 1956 SC 102
●      V.C.Rangadurai v. D.Goplan and others, AIR 1979 SC 201.
●      Chandra Shekhar Soni v. Bar Council of Rajasthan and Others, AIR 1983 SC 1012.
*2.*      Misappropriated the clients money:
●      P.J.Ratnam v. D.Kanikaram, AIR1964 SC 244.
*3.*      Demand for money:
 N.B.Mirzan v. The disciplinary committee of Bar Council of Maharastra and Another, AIR 1972 SC 46
*4.*      Soliciting the clients:
●      Bar Council Of Maharastra v. M.V.Dabholkar, etc., AIR 1976 SC 242

**Module – 3:**

Contempt of Court Act, 1972: Definitions, remedies, punishments and important judgments of the
Supreme Court:

1.      *In Re an Advocate*, AIR 1989 SC 245.
2.      *In Re Vinay Chandra Mishra*, 1995 (Vol-I) IBR 118
3.      *Supreme Court Bar Association* v. *Union of India*, AIR 1998 SC 1895.
4.      *Ex-Capt. Harish Uppal* v. *Union of India*, AIR 2003 SC 739.

**Module – 4:** Selected opinions of the Disciplinary Committee of the Bar council of India:

| SL.No. | PARTICULARS | |
|---|---|---|
| | **NEGLIGENCE IN CONDUCTING CASE** | |
| 1 | DC Appeal No. 16/1993 | 25(1) 1 998 IB R 1 35 |
| 2 | DC Appeal No. 8 /1994 | 25(1) 1 998 IB R 1 53 |

| | | |
|---|---|---|
| 3 | DC Appeal N o. 20/1994 | 24(3&4) 1997 I BR193 |
| 4 | BCI Transfer Case N o. 7 6/1995 | 24(3&4) 1 997 I BR 2 01 |
| 5 | BCI Transfer Case N o. 1 04/1990 | 23(1) 1 996 I BR 1 55 |
| 6 | BCI Transfer Case N o. 5 2/1989 | 21(1) 1 994 I BR 1 87 |
| 7 | BCI Transfer Case N o. 1 4/1980 | 16(2) 1 989 I BR 2 64 |
| 8 | DC Appeal N o. 3 5/1987 | 16(3&4) 1 989 I BR 536 |
| 9 | DC Appeal N o. 4 0/1986 | 14(3) 1 987 IB R 4 88 |
| 10 | DC Appeal N o. 7 /1981 | 14(4) 1 987 IB R 7 35 |
| 11 | DC Appeal No. 19/1993 | 23(1) 1996 IBR 152 |
| 12 | DC Appeal No. 24/1987 | 16(2) 1989 IBR 273 |
| 13 | DC Appeal No. 3/1988 | 16(2) 1989 IBR 285 |
| | **WITHHOLDING OF DOCUMENTS** | |
| 14 | DC Appeal No 1 0/1986 & 10 A/ 1986 | 14(3) 1 987 I BR 4 91 |
| 15 | DC Appeal No . 1 2/1986 | 14(4) 1 987 IB R 7 45 |
| | **FAILURE TO RENDER ACCOUNTS, MISAPPROPRIATION OF CLIENT'S MONEY, BREACH OF TRUST, MISUSE OF CLIENT'S CONFIDENCE** | |
| 16 | DC Appeal N o. 1 3/1991 | 24(1&2) 1 997 I BR 2 71 |
| 17 | DC Appeal N o. 2 4/1990 | 23(1) 1 996 IB R 1 35 |
| 18 | DC Appeal N o. 4 1/1987 | 16(1) 1 989 IB R 1 22 |
| 19 | DC Appeal N o. 2 1/1985 | 15(3&4) 1 988 I BR 3 59 |
| 20 | BCI Transfer Case N o. 4 3/1982 | 15(3&4) 1 988 I BR 3 64 |
| 21 | DC Appeal N o. 2 8/1986 | 15(3&4) 1 988 I BR 3 74 |
| 22 | DC Appeal N o. 3 8/1984 | 14(2) 1 987 IB R 3 19 |
| 23 | DC Appeal N o. 7 /1986 | 14(3) 1 987 IB R 4 96 |
| | **MISLEADING CLIENT, CHEATING THE CLIENT, MAKING FALSE ASSURANCES** | |

| 24 | BCI Transfer Case N o. 1 27/1988 | 19(3&4) 1 992 I BR 1 25 |
|----|----------------------------------|-------------------------|
| 25 | BCI Transfer Case N o. 2 7/1988 | 16(3&4) 1 989 I BR 5 42 |
| 26 | BCI Transfer Case N o. 2 4/1986 | 16(3&4) 1 989 I BR 5 63 |
| 27 | DC Appeal N o. 2 3/1987 | 15(1&2) 1 988 I BR 1 87 |
| 28 | DC Appeal N o. 3 4/1985 | 14(4) 1 987 IB R 7 57 |
| | **THREATENING CLIENT, BLACKMAILING THE CLIENT** | |
| 29 | BCI Transfer Case N o. 2 9/1981 | 16(2) 1 989 I BR 2 45 |
| | **DISREGARD OF CLIENT'S INTEREST** | |
| 30 | DC Appeal N o. 3 3/1986 | 15(3&4) 1 988 I BR 3 54 |
| | **WITHDRAWAL FROM CASE WITHOUT SUFFICIENT REASON AND SUFFICIENT NOTICE** | |
| 31 | BCI Transfer Case N o. 1 6/1986 | 15(1&2) 1 988 I BR 1 97 |
| | **REPRESENTING THE OTHER SIDE, CHANGING OF SIDE, APPEARING FOR BOTH SIDES** | |
| 32 | BCI Transfer Case N o. 3 9/1987 | 19(3&4) 1 992 I BR 1 47 |
| 33 | BCI Transfer Case N o. 3 9/1989 | 19(3&4) 1 992 I BR 1 49 |
| 34 | BCI Transfer Case N o. 5 2/1988 | 16(1) 1 989 I BR 1 10 |
| 35 | DC Appeal N o. 6 /1981 | 15(1&2) 1 988 IB R 1 93 |
| 36 | DC Appeal N o. 6 4/1974 | 14(2) 1 987 IB R 3 14 |
| | **MISGUIDING COURT** | |
| 37 | BCI Transfer Case e N o. 4 0/1991 | 25(1) 1 998 I BR 1 39 |
| 38 | BCI Transfer Case N o. 6 /1984 | 16(3&4) 1 989 I BR 5 50 |
| | **INTERFERING WITH THE DECISION BY INFLUENCING THE JUDGE** | |
| 39 | DC Appeal N o. 4 6/1986 | 16(2) 1 989 IB R 2 80 |
| 40 | BCI Transfer Case N o. 2 /1980 | 16(2) 1 989 I BR 2 89 |
| | **MAKING SCANDALOUS ALLEGATIONS AGAINST THE PRESIDING OFFICER** | |
| 41 | BCI Transfer Case N o. 1 01/1988 | 16(3&4) 1 989 I BR 5 24 |
| 42 | DC Appeal N o. 4 1/1986 | 15(1&2) 1 988 I BR 2 00 |
| | **CONDUCT UNBECOMING OF AN ADVOCATE, LOWERING DIGNITY OF PROFESSION** | |
| 43 | BCI Transfer Case N o. 1 6/1988 | 16(1) 1 989 I BR 9 9 |
| 44 | DC Appeal N o. 1 4/1988 | 16(2) 1 989 IB R 2 58 |

| | | |
|---|---|---|
| 45 | DC Appeal N o. 1 0/1988 | 16(3&4) 1 989 I BR 5 72 |
| | **ACTING IN A CASE IN WHICH THE ADVOCATE HAS PECUNIARY INTEREST, SHARING PROFITS OF CASE AND LENDING MONEY TO THE CLIENT** | |
| 46 | DC Appeal N o. 2 3/1988 | 16(3&4) 1 989 I BR 5 32 |
| | **CONVICTION FOR OFFENCE INVOLVING MORAL TURPITUDE** | |
| 47 | BCI Transfer Case N o. 1 0/1986 | 16(3&4) 1 989 I BR 5 20 |
| 48 | DC Appeal N o. 4 5/1974 | 15(1&2) 1 988 I BR 1 82 |
| | **FORGERY** | |
| 49 | BCI Transfer Case N o. 2 /1988 | 16(1) 1 989 I BR 1 02 |
| 50 | BCI Transfer Case N o. 5 7/1987 | 14(4) 1 987 I BR 7 53 |
| | **OTHER MISCONDUCT -MAKING ALLEGATIONS AGAINST VARIOUS AUTHORITIES** | |
| 51 | DC Appeal N o. 4 3/1996 | 24(3&4) 1 997 I BR 2 07 |

**Module – 5:** Accountancy for lawyers-

Need for maintenance of accounts- Books of accounts that need to be Maintained- Cash Book, journal and ledger
Elementary aspects of bookkeeping: Meaning, object, journal, double entry system, closing of accounts
The cash and bulk transaction- The Cash book- Journal proper especially with reference to client's accounts-
Ledger, Trial balance and final accounts- Commercial mathematics.

**Scheme of Evaluation Continuous Internal Evaluation (CIE)Scheme: 100 Marks**

| Components | Cumulative score of two Internal Tests(IAT) | 5 Assignments (CCE) | Viva voce | Quiz/Seminar | Total Marks |
|---|---|---|---|---|---|
| Max. Marks | 80 | -- | 20 | --- | 100 |

|  | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | * |  |  |  |  |  |  |  | * |  |  |  |
| 2 | * |  |  |  |  |  |  |  | * |  |  |  |
| 3 |  |  |  |  | * |  |  |  | * |  |  |  |
| 4 |  |  |  |  | * |  |  |  |  | * |  |  |
| 5 |  |  |  |  | * |  |  |  |  | * |  |  |

| **7PSYH6151 :Business ethics** | | |
|---|---|---|
| **B. Course Framework** | | |
| **Credits: L-T-P-C: 3-0-0-3** | | **Syllabus Version: 1** |
| **Contact Hours / Week: 3** | **Total Contact Hours: 45** | **Level: 600** |
| **Prerequisite (If applicable)** | **Industrial Psychology** | |
| **Course Learning Objectives:** | | |

**CLO1**:Understanding the basic concepts of ethics and its role in business, entrepreneurship and economy.  **CLO2**:Apply ethical principles in the process of leadership and decision-making. **CLO3**:Become familiar with the benefits of corporate social responsibility in the context of globalized  economic and social relations .

**Course Outcomes: On successful completion of the course, Students will be able to,**

**CO1**:Evaluate the application of fundamental ethical principles in the business decision-making and action taking (Level 5)
**CO2**:Be able to prepare a code of ethics as a statement of norms and beliefs, and shape the company and strategy in business practice companies (Level 5)
**CO3**:To understand the importance of ethics in business and business communication interpersonal relationships (Level 2)

**PO:** PO1/PO2/PO6 **PSO**: PSO6

**E. Syllabus**

**Module:1: Business Ethics Hours:8**

Introduction – Meaning - Scope – Types of Ethics – Characteristics – Factors influencing Business Ethics – Importance of Business Ethics - Basics of business ethics - Defining morality, ethics and ethical theo Relevance of globalisation for business ethics.

| **Module:2: Personal Ethics Hours: 8** |
|---|
| Introduction – Meaning – Emotional Honesty – Virtue of humility – Promote happiness – karma yoga – proactive – flexibility and purity of mind. |

| **Module:3: Ethical theories Hours: 8** |
|---|
| Traditional ethical theories : Consequentialist theories, Non consequentialist, limitation of traditional theories. Contemporary ethical theories: Virtue ethics, feminist ethics, discourse ethics, post modern perspective on business ethics. |

| **Module:4: Making decisions in business ethics Hours:8** |
|---|
| Models of ethical decision making: Stages in ethical decision making, relationship and normative theory, influence on ethical decision making, limitations of ethical decision making. Individual influences on ethical decision making: Age and gender, national and cultural characteristics, education and employment, psychological factors, personal values, moral imagination. Situational influences on decision making: Issues related factors and context related factors. |

| **Module:5:Managing business ethics Hours: 8** |
|---|
| Components of business ethics management, Evolution of Business ethics management. Setting standards in business ethics: prevalence of code of ethics, content of code of ethics, effectiveness of code of ethics, global |

| CKSAM1041 : Ethics and Values (PG) [EVP] |
|---|

| A. | Course Framework |
|---|---|

| Credits: L-T-P-C: 2 | Syllabus Version: 1.0 |
|---|---|

| Contact Hours / Week: 2 | Total Contact Hours: 30 | |
|---|---|---|

| Prerequisite: (If applicable) | NA |
|---|---|

**Course Learning Objectives:**

O1: To enable students to examine basic questions in moral philosophy and how to answer them.
O2: To provide the students the ability to reason through and articulate their ethical positions.
O3: To enhance the students ability to assess the ethical dilemmas in personal and professional spaces and equip them with tools to address those dilemmas.
04: To create ethical practitioners/professionals, and citizens who understand and can share their understanding of moral matters in their personal and professional lives.

**Course Outcomes: On successful completion of the course, Students will be able to,**

O1: Understand the importance of Morality in social and private life and recognize the role moral philosophy plays in the contemporary world.
O2: Analyze and compare different moral philosophies and determine which they find the most reasonable/coherent.
O3: Create a moral foundation for their ethical action in personal and professional spheres.

| B. | Syllabus |
|---|---|

| Module: 1 | What is Morality? | Hours:   6 |
|---|---|---|

- What are the distinctions between Ethics and Morality?

- Explore the definitions of Morality with specific focus on Utilitarian, Aristotelian and Buddhist theories of Morality.

| Module: 2 | Why should we be moral beings? | Hours:   6 |
|---|---|---|

- Why should we be moral beings? How does our understanding of the world affect our understanding of the importance of morality?
- Morality as the key to a well-lived life. *Book 1, Nicomachean Ethics, Aristotle*

- Morality as a social construct. *First Essay, On the Genealogy of Morals, Nietszche*

| Module: 3 | Is Morality Objective or Relative? | Hours: | 6 |
|---|---|---|---|

● Is Morality/Ethics objective? Are 'Good' and 'Bad' universal? What is the history of a universalized morality? *'Four Freedoms speech', FDR; UN Charter on Human Rights*
● Is Morality/Ethics relative? Are 'Good' and 'Bad' different for different cultures? Is there a danger in universalizing cultural norms of Morality? *Moral Relativism - Stanford Encyclopedia of Philosophy* [https://plato.stanford.edu/entries/moral-relativism/](https://plato.stanford.edu/entries/moral-relativism/);

| Module: 4 | Morality, Ethics and Law | Hours: | 6 |
|---|---|---|---|

● The aim of this module is to engage the students in a discussion of the differences between Ethics and Morality
● To explore the moral limits of the State
● To explore the relationship between the individual and the State (When should we follow the State's instructions and when are we morally bound to break the State's instructions)
● How do we interact with ethical imperatives that go against our individual morality?

| Module: 5 | Professional Ethics | Hours: | 6 |
|---|---|---|---|

● How does an understanding of our ethical obligations aid us in our professional spaces?

● What are the contemporary ethical debates within our professional fields and how do we critique them?

● What are the underlying ethical theories that can aid us in addressing ethical dilemmas that arise in the practice of our professions?

**C.** **References**

1.     On the Genealogy of Morals, Friedrich Nietzsche
2.     Book 1, Aristotle, Nicomachean Ethics
3.     'Dukha, Nirvana, and the Holy Man', BK Matilal, Ethics and Epics
4.     Famine, Affluence, and Morality, Peter Singer, Philosophy and Public Affairs, Vol. 1, No. 3 (Spring, 1972), pp. 229-243

5.     Psychological Assessment Testing Tribulations, Gerald Koocher & Patricia Keith-Spiegel, Ethics in Psychology and the Mental Health Professions, pp. 193-231

Online references:

1) FDR's Four Freedoms Speech, Annual Message to the Congress of the United States (1941), https://www.archives.gov/milestone-documents/president-franklin-roosevelts-annual-message-to-congress

2) *Moral Relativism - Stanford Encyclopedia of Philosophy* *https://plato.stanford.edu/entries/moral-relativism/*

## D.     Mode of Assessment

**CIE : IAT/CCE & SEE**

## E.     Scheme of Evaluation

| EAS/ EVP | IAT | | | | | CCE | | | | CIE | SEE | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Evaluation | IAT-1 | IAT-1 Scaled Down | IAT-2 | IAT-2 Scaled Down | Average IAT [(B+D)/2] | CCE-1 | CCE-2 | CCE-3 | Total CCE (F to H) | CIE (IAT + CCE) (E + I) | SE E | SEE Scaled Down | Grand Total (J + L) |
| Column Identifier > | A | B | C | D | E | F | G | H | I | J | K | L | M |
| Max. Marks | 20 | 10 | 20 | 10 | 10 | 5 | 5 | 5 | 15 | 25 | 50 | 25 | 50 |