| Course Code | 21LEM201T | Course Name | PROFESSIONAL ETHICS | Course Category | M | Mandatory Courses | L | T | P | C |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 1 | 0 | 0 | 0 |

| Pre-requisite Courses | *Nil* | Co-requisite Courses | *Nil* | Progressive Courses | *Nil* | | |
|---|---|---|---|---|---|---|---|
| **Course Offering Department** | | *English and Foreign Languages* | | **Data Book / Codes / Standards** | *Nil* | | |

| Course Learning Rationale (CLR): | *The purpose of learning this course is to:* |
|---|---|
| **CLR-1 :** | *To connect the learners to their potential - understand moral, professional and personal values.* |
| **CLR-2 :** | *To introduce the learners to professional ethics and to enable them towards decision making skills* |
| **CLR-3 :** | *To draw the learners' attention towards business ethics.* |
| **CLR-4 :** | *To strengthen and enhance professional ethics through psychological approach* |
| **CLR-5 :** | *To cultivate a spirit of working in diverse world by understanding workplace ethics.* |

| **Course Outcomes (CO):** | *At the end of this course, learners will be able to:* | Engineering Knowledge (1) | Problem Analysis (2) | Design/development of solutions (3) | Conduct investigations of complex problems (4) | Modern Tool Usage (5) | The engineer and society (6) | Environment & Sustainability (7) | Ethics (8) | Individual & Team Work (9) | Communication (10) | Project Mgt. & Finance (11) | Life Long Learning (12) | PSO-1 | PSO-2 | PSO-3 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO-1:** | *Equip themselves with an understanding of moral, professional and personal values* | - | - | - | - | - | - | - | 3 | - | - | - | 3 | - | - | - |
| **CO-2:** | *Understand the need of ethics in shaping their profession The learners will hone their decision - making skills.* | - | - | - | - | - | - | - | 3 | 2 | - | - | 3 | - | - | - |
| **CO-3:** | *Refine their business ethics based on psychological and philosophical perspective.* | - | - | - | - | - | 3 | - | 3 | - | - | - | - | - | - | - |
| **CO-4:** | *Have an edge over the ethical systems in workplace.* | - | - | - | - | - | - | - | 3 | 2 | - | - | 3 | - | - | - |
| **CO-5:** | *assess the need for a balance between ecology, engineering and economy* | - | - | - | - | - | 2 | 3 | 3 | - | - | - | - | - | - | - |

*Unit-1 - Introduction*          *Hour*

| Individual and Professional Ethics: Introduction to Professional Ethics, Morals, Values and Ethics - Personal and Professional - Sensé of Engineering Ethics - Code of Ethics by NSPE - Making decisions with ethical dimensions - definition - roadmap to ethical decision making - common standards - internal obstacles - bias - empathy. | |
|---|---|
| **Unit-2 - Business Ethics** | **Hour** |
| Philosophical approaches to Business Ethics - ethical reasoning - ethical issues in business - Social Responsibility of Business - conflict of interest - cultural relativism - Ethical leadership - Resisting un - ethical authority and domination - Global Business Ethics. | |
| **Unit-3 - Psychological Approaches** | **Hour** |
| Ethical Theories - Psychological and Philosohpical approaches - Myths about Morality - conflict of interest in psychological perspective - Courage - Integrity - ethical dilemma - Emotional Intelligence. | |
| **Unit-4 - Workplace Ethic** | **Hour** |
| Ethics in changing domains of Research - academic integrity - intellectual honesty - Role of Engineers and Managers - Ethical issues in Diverse workplace - competition - free will - Confidentiality - employee rights - Intellectual property rights - discrimination. | |
| **Unit-5 - Safety, Responsibilities and Rights** | **Hour** |
| Ecology, Engineering, Economy - Risk benefit analysis and reducing risk - SDGs - Corporate social responsibility and Corporate Sustainability - CSR in India - Sustainability Case Studies. | |

| **Learning Resources** | 1. Subramanian. R., Professional Ethics, Oxford Publication, 2013.<br>2. Nagarasan. R.S. Professional Ethics and Human Values. New Age International Publications, 2006.<br>3. Mike W Martin and Roland Schinzinger, Ethics in Engineering,4th edition, Tata McGraw Hill Publishing Company Pvt Ltd, New Delhi,2014<br>4. https://soaneemrana.org/onewebmedia/Professional%20Ethics%20and%20Human%20Values%20by%20R.S%20NAAGARAZAN. pdf | 5. https://www.nspe.org/resources/ethics/code - ethics<br>6. https://www.toolshero.com/tag/ethical - decision - making/<br>7. https://pagecentertraining.psu.edu/public - relations - ethics/introduction - to - public - relations - ethics/lesson - 1/ethical - theories/<br>8. https://www.ewh.ieee.org/soc/pes/switchgear/presentations/tp_files/2017 - 1_Thurs_Shiffbauer_Singer_Engineering_Ethics.pdf<br>9. https://peer.asee.org/case - studies - in - engineering - ethics.pdf |
|---|---|---|

**Learning Assessment**

| | Bloom's Level of Thinking | Continuous Learning Assessment (CLA) | | | | | | Summative Final Examination (0% weightage) | |
|---|---|---|---|---|---|---|---|---|---|
| | | Formative CLA-1 Average of unit test (20%) | | Life Long Learning CLA-2 – (60%) | | Summative (20%) | | | |
| | | Theory | Practice | Theory | Practice | Theory | Practice | Theory | Practice |
| Level 1 | Remember | 30% | - | 20% | - | 20% | - | - | - |
| Level 2 | Understand | 40% | - | 20% | - | 20% | - | - | - |
| Level 3 | Apply | 30% | - | 30% | - | 30% | - | - | - |
| Level 4 | Analyze | - | - | 30% | - | 30% | - | - | - |
| Level 5 | Evaluate | - | - | - | - | - | - | - | - |
| Level 6 | Create | - | - | - | - | - | - | - | - |
| | Total | 100 % | | 100 % | | 100% | | - | |

| **Course Designers** | | |
|---|---|---|
| **Experts from Industry** | **Experts from Higher Technical Institutions** | **Internal Experts** |
| 1. Ms. Woanyuh Zoe Tsou Founder and proprietor, IF Lingua Cultural studio, Hsinchu,Taiwan. | 1. Dr. S. Soundiraraj, Professor and Head, Dept.of English, College of Engineering, Anna University Guindy Campus, Chennai. | 1. Dr. P. Tamilarasan Associate Prof & Head(i/c), Dept. of EFL, SRMIST. |
| | 2. Dr. J. Mangayakarasi, Dean of Academics Affairs & Head, PG and | 2. Dr. J. Michael Raj Asst. Professor (SG), Dept. of EFL SRMIST |

| | Research, Dept.of English, Ethiraj College for Woman, Chennai. | |
|---|---|---|
| | | 3. Dr. S. Ramya Asst. Professor(Sr.G), Dept. of EFL, SRMIST |
| | | 4. Dr. K.R. Sondaraya Asst. Professor, Dept. of EFL, SRMIST. |

| Course Code | 21PDM201L | Course Name | VERBAL REASONING | Course Category | M | Mandatory Courses | L | T | P | C |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | 0 | 0 | 2 | 0 |

| Pre-requisite Courses | Nil | Co-requisite Courses | Nil | Progressive Courses | Nil |
|---|---|---|---|---|---|
| **Course Offering Department** | | Career Development Centre | **Data Book / Codes / Standards** | Nil | |

| Course Learning Rationale (CLR): | The purpose of learning this course is to: | Program Outcomes (PO) | | | | | | | | | | | | Program Specific outcomes | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CLR-1 : | Understand the structure, organization, tone, and main idea of the passage | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | | |
| CLR-2 : | Determine the grammatical, syntactical, and logical accuracy of sentences | | | | | | | | | | | | | | | |
| CLR-3 : | Comprehend an argument's line of reasoning | | | | | | | | | | | | | | | |
| CLR-4 : | Enable students understand subtle meanings of words used in academic texts | | | | | | | | | | | | | | | |
| CLR-5 : | Recognize the logical coherence of ideas in a text | | | | | | | | | | | | | | | |
| **Course Outcomes (CO):** | **At the end of this course, learners will be able to:** | Engineering Knowledge | Problem Analysis | Design/development of solutions | Conduct investigations of complex problems | Modern Tool Usage | The engineer and society | Environment & Sustainability | Ethics | Individual & Team Work | Communication | Project Mgt.& Finance | Life Long Learning | PSO-1 | PSO-2 | PSO-3 |
| CO-1: | Build vocabulary through methodical approaches and nurture passion for enriching vocabulary | - | - | - | - | - | - | - | - | 2 | 3 | - | 3 | - | - | - |
| CO-2: | Detect and correct grammatical, syntactical, and logical fallacies | - | - | - | - | - | - | - | - | 2 | 3 | - | 3 | - | - | - |
| CO-3: | Hone critical thinking skills by analyzing arguments with explicit and implicit premises to validate the author's point of view | - | - | - | - | - | - | - | - | 2 | 3 | - | 3 | - | - | - |
| CO-4: | Analyze and evaluate texts critically in multifarious ways | - | - | - | - | - | - | - | - | 2 | 3 | - | 3 | - | - | - |
| CO-5: | Identify relationships between sentences based on their function, usage and characteristics | - | - | - | - | - | - | - | - | 2 | 3 | - | 3 | - | - | - |

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| Unit-1 - | 6 Hour |
|---|---|
| Reading Comprehension, Spotting Errors – Subject Verb Agreement, Pronouns, Tense, Comparisons | |
| Unit-2 - | 6 Hour |
| Sentence Correction – Modifiers, parallelism, Subjunctive Mood | |
| Unit-3 - | 6 Hour |
| Sentence Completion – Single Blank, Double and Triple blanks, Sentence Completion- Grammar, Synonyms and Antonyms | |
| Unit-4 - | 6 Hour |
| Critical Reasoning – Facts, Inference, Judgement, Strengthening and Weakening an Argument | |
| Unit-5 - | 6 Hour |
| Para jumble, Para Completion, One word substitution, | |

| Learning Resources | 1. Charles Harrington Elstor, Verbal Advantage: Ten Easy Steps to a Powerful Vocabulary, Random House Reference, 2002<br>2. Norman Lewis, How to Read Better and Faster, Goyal, 4th Edition | 3. Franklin GRE Word List, 3861 GRE Words, Franklin Vocab System, 2014Wiley's GMAT Reading Comprehension Grail, Wiley, 2016<br>4. Manhattan Prep GRE : Reading Comprehension and Essays, 5th Edition |
|---|---|---|

| Learning Assessment | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Bloom's Level of Thinking | Continuous Learning Assessment (CLA) | | | | | | Summative Final Examination (0% weightage) | | |
| | | CLA-1 Average of first cycle experiments (30%) | | CLA-2 Average of second cycle experiments (30%) | | Practical Examination (40% weightage) | | | | |
| | | Theory | Practice | Theory | Practice | Theory | Practice | Theory | Practice | |
| Level 1 | Remember | | 40% | | 30% | | 30% | | | |
| Level 2 | Understand | | | | | | | | | |
| Level 3 | Apply | | 40% | | 40% | | 40% | | | |
| Level 4 | Analyze | | | | | | | | | |
| Level 5 | Evaluate | | 20% | | 30% | | 30% | | | |
| Level 6 | Create | | | | | | | | | |
| | Total | 100 % | | 100 % | | 100% | | - | | |

| Course Designers | | |
|---|---|---|
| **Experts from Industry** | **Experts from Higher Technical Institutions** | **Internal Experts** |
| 1. Mr.Pratap Iyer, Study Abroad Mentors,pratap.iyer30@gmail.com | 1. Mr Nishith Sinha, dueNorth India Academics LLP, nsinha.alexander@gmail.com | 1. Dr. P. Madhusoodhanan, SRMIST |
| 2. Mr. Ajay Zener, Director, Gradsquare ajayzenner@gmail.com | 2. Dr.Dinesh Khattar, Delhi University, dinesh.khattar31@gmail.com | 2. Dr Jayapragash J, SRMIST |
| | | 3. Dr. M. Snehalatha, SRMIST |