

<b>PaperCode: ICT114</b>	<b>Paper: Human Values and Ethics</b>						<b>L</b>	<b>P</b>	<b>C</b>				
<b>PaperID: 164114</b>							<b>1</b>	<b>-</b>	<b>1</b>				
<b>Marking Scheme:</b>													
<ol style="list-style-type: none"> <li>Teachers Continuous Evaluation: 25 marks</li> <li>Term end Theory Examinations: 75 marks</li> <li>This is an NUES paper, the examinations are to be conducted by the concerned teacher.</li> </ol>													
<b>Instruction for paper setter:</b>													
<ol style="list-style-type: none"> <li>There should be 9 questions in the term end examinations question paper.</li> <li>The first (1<sup>st</sup>) question should be compulsory and cover the entire syllabus. This question should be objective, single line answers or short answer type question of total 15 marks.</li> <li>Apart from question 1 which is compulsory, rest of the paper shall consist of 4 units as per the syllabus. Every unit shall have two questions covering the corresponding unit of the syllabus. However, the student shall be asked to attempt only one of the two questions in the unit. Individual questions may contain upto 5 sub-parts / sub-questions. Each Unit shall have a marks weightage of 15.</li> <li>The questions are to be framed keeping in view the learning outcomes of the course / paper.</li> </ol>													
<b>Course Objectives:</b>													
1:	To help students regulate their behavior in a professional environment as employees												
2:	To make students aware of the impact of taking non-ethical engineering decisions.												
3:	To understand that mind and desire control is needed for being ethical.												
4:	To understand organizational culture and to adapt to varying cultures without compromising ethical values												
<b>Course Outcomes (CO):</b>													
CO1:	Realize the importance of human values.												
CO2:	Understand that excessive desires of the mind make a person unethical and restless, while fewer desires lead to peace and professional progress												
CO3:	Assess different types of risks involved in unethical practices. Know various means of protesting against unethical practices.												
CO4:	Assess the benefits of restraining from unethical practices like bribery, extortion, nepotism, nexus between politicians and industrialists.												
<b>Course Outcomes (CO to Programme Outcomes (PO) Mapping (scale 1: low, 2: Medium, 3: High)</b>													
<b>CO/PO</b>	<b>PO01</b>	<b>PO02</b>	<b>PO03</b>	<b>PO04</b>	<b>PO05</b>	<b>PO06</b>	<b>PO07</b>	<b>PO08</b>	<b>PO09</b>	<b>PO10</b>	<b>PO11</b>	<b>PO12</b>	
<b>CO1</b>	-	-	-	-	-	3	-	3	1	1	-	1	
<b>CO2</b>	-	-	-	-	-	3	-	3	1	1	-	1	
<b>CO3</b>	-	-	-	-	-	3	-	3	1	1	-	1	
<b>CO4</b>	-	-	-	-	-	3	-	3	1	1	-	1	

**Unit I**

Human Values: Morals, Values, Ethics, Integrity, Work ethics, Service learning, Virtues, Respect for others, Living peacefully, Caring, Sharing, Honesty, Courage, Valuing time, Cooperation, Commitment, Empathy, Self-confidence, Challenges in the work place, Spirituality [3Hrs]

**Unit II**

Engineering Ethics: Senses of engineering ethics, Variety of moral issues, Types of inquiries, Moral dilemma, Moral autonomy, Moral development (theories), Consensus and controversy, Profession, Models of professional roles, Responsibility, Theories about right action (Ethical theories), Self-control, Self-interest, Customs, Religion, Self-respect, Case study: Choice of the theory  
Engineering as experimentation, Engineers as responsible experimenters, Codes of ethics, Industrial standards, A balanced outlook on law, Case study: The challenger [3Hrs]

**Unit III**

Safety definition, Safety and risk, Risk analysis, Assessment of safety and risk, Safe exit, Risk-benefit analysis  
Safety lessons from 'the challenger', Case study: Power plants, Collegiality and loyalty, Collective bargaining, Confidentiality, Conflict of interests, Occupational crime, Human rights, Employee rights, Whistle blowing, Intellectual property rights. [4Hrs]

**Unit IV**

Globalization, Multinational corporations, Environmental ethics, Computer ethics, Weapons development, Engineers as managers, Consulting engineers, Engineers as expert witness, Engineers as advisors in planning and policy making, Moral leadership, Codes of ethics, Engineering council of India, Codes of ethics in Business Organizations [3Hrs]

**Textbooks:**

1. *A Textbook on Professional Ethics and Human Values*, by R. S. Naagarazan, New Age Publishers, 2006.

**References:**

1. *Professional Ethics and Human Values* by D. R. Kiran, McGraw-Hill, 2014.