# Vivekanand Education Society's

## Institute of Technology

(Affiliated to University of Mumbai, Approved by AICTE & Recognized by Govt. of Maharashtra)

**Report on Professional Ethics Programmes for students, teachers, administrators & other staffs**
**AY- 2021-22**

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Since 1962

Dr. (Mrs.) J. M. Nair
M. Tech., Ph.D. (IIT-B)
Principal


Ref. No.: VESIT/ JMN/ 1325/2023-24

Date : 26/10/2023

**TO WHOM SO IT MAY CONCERN**

I, Dr. (Mrs.) Jayalekshmi M Nair, Principal (HOI), Vivekanand Education Society's Institute of Technology, do hereby state that the documents uploaded on NAAC portal are duly signed by Principal (HOI).

The additional documents uploaded on Institute's website (https://vesit.ves.ac.in/) are also authentic and does not need any extra validation.

Jayalekshmi

**Dr. (Mrs) Jayalekshmi M Nair**
**Principal**
Vivekanand Education Society's Institute of Technology
Hashu Advani Memorial Complex,
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Chembur, Mumbai, Maharashtra 400074

VIVEKANAND EDUCATION SOCIETY'S INSTITUTE OF TECHNOLOGY
CHEMBUR, MUMBAI-400 074 INDIA

VESIT is a learning temple founded on the principles of ethics and value-based education. Academic freedom, intellectual integrity, and the fair and respectful treatment of others are all ethical principles that faculty and students must enshrine. The concept of academic freedom is central to the academic enterprise. From a student's perspective, the basic pillars of ethical practices such as independence, prevention of harm to others, extending a helping hand to all, justice, and fidelity are constantly discussed and etched in the minds of our students. The basic cultures instilled on campus are universal brotherhood, self-confidence development, a broad and open mind to help the poor and needy, empathy for the oppressed, and ready-to-help attitudes.

Professional ethics is an inevitable standard that should be deeply ingrained in the minds of young students in order to transform them from the heavily contaminated commercial environment to which they are exposed. As Swami Vivekananda visualized our youth we celebrate National Youth Day and conduct blood donation camps to mark the occasion.

Student orientation Programs on Professional Ethics and Human Values are conducted every year during the start of Academic session. Induction programs are conducted for undergraduate students. During the induction programs academic professionals from different fields will address the students about the various ethics that a student should follow during the course of study. The Code of ethics to be followed is available in the VESIT website and circulated to the students. An Exclusive program on professional ethics and Human values was conducted for the First year engineering students during the start of the academic. The school of engineering offers a course on "Professional Communication & Ethics" to all the engineering students

# 1.Report on FE UHV Activities 21-22

## Introduction

The biggest motivation and intention behind starting an Engineering degree in VES Society was not only to train young and dynamic students in their respective branches but also to transfer them into individuals having a holistic approach towards life and burning desire to work for the betterment of the country. VESIT firmly believes in inculcating and nurturing good values in its students so that they will not only become successful engineers but also responsible members of the society and nation.

## Universal Human Values

This year, since the college started in offline mode, UHV FE induction sessions were conducted in offline mode in the Auditorium for all the First year students. The main motive behind conducting these sessions was to familiarize the students with the ethos and environment of the institution and inculcate and reinforce basic universal human values in them.

The sessions were taken by Dr. Pooja Kundu and Dr. Sushil Dhuldhar, Assistant Professors ,Humanities and Applied Sciences Department. Dr. Pooja Kundu commenced the session with the basic introduction to values and Universal Human Values and its prime importance in one's life. The session then outlined that the prime need of value education is to understand human aspirations, to discover what is truly valuable (human value) in life. Students were asked to draw their tree of life and give their introduction in a particular given format. The content of education as being universal, rational, natural, verifiable and leading to harmony was described. It was stressed that the process of value education has to be a process of self

exploration, rather than being prescriptive. It explored the role of right understanding, relationship and physical facility for the happiness and prosperity of human beings. Dr. J.M. Nair, Principal VESIT also motivated the students and told them to work hard in order to achieve their goals in life. She also acquainted the students with the holistic approach which the college employs to develop the overall personalities of the students.

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The students thoroughly enjoyed and enthusiastically shared their introductions and basic human aspirations.

Through various concrete and diverse examples it was proposed that basic human aspiration for all human beings is happiness and prosperity. A short film was also screened called"Identity" after which the literal and implied meaning of the movie was discussed. The students thoroughly enjoyed the sessions and gave the feedback that more sessions like this should be organized to build the right understanding and confidence in students.

## 2.Activities conducted under VESIT UHV Club Report

### Universal Human Values Report 21-22

The new education policy has come with great clarity on the expectations from education and its outcomes. It states that "education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development". That means the graduates coming out of our educational institutions must have the commitment and competence to work on and realize the aspirations articulated in NEP 2020.

It has been observed that students are diligently working to get good grades but yet struggle to gain employment. It's really essential that along with theoretical knowledge prescribed in their curriculum the students should also learn and inculcate the ability to manage stress, solve problems, and understand the business/corporate environment and good values which make them successful and happy in true sense. In today's cut throat competition it's even more essential to know oneself and the things which bring real happiness in one's life. One has to adapt to different roles and work in different environments. With this pressure to cope, it is very vital that students are taught the importance of empathy and Universal Human Values which make them not only good professionals but also responsible human beings and citizens.

VESIT firmly believes in inculcating and nurturing good values in its students. With this objective in mind the college is conducting sessions/activities on Universal Human Values mandatorily for first year students from the last two years as a part of their induction program. A sincere effort was being made by the assiduous faculty to bring a change in students' perception and to inculcate and polish the Universal Human Values in students like

Empathy, compassion, kindness, patience, tolerance and forgiveness. The main emphasis was on reinforcing basic Universal Human Values as without ethics and values no matter what one

achieves it will not give any real happiness and contentment. UHV helps the students to explore themselves and experience the joy of learning, prepares them to stand up against peer pressure and make decisions with courage, be aware of relationships and sensitivity towards others and experience the feeling of prosperity.

But since the program was exclusively in the induction program for the first year students only the college took the initiative to form a **Universal Human Values Club** in college so that these values can be polished and reinforced in the students of higher semester, the faculty and non-teaching staff as well. With this objective in mind under the honorable guidance of Principal and Vice

Principal Madam the foundation of this club was laid in November 2020. All the professors of the college were motivated to attend the UHV FDP conducted by AICTE. Along with it an action plan was made to conduct various activities under this club.

Tentative Plan 21- 22

| **Name of the activity** | **Targeted Audience** |
|---|---|
| Workshop for Teaching Staff | All teaching staff of college |
| Workshop for Non-Teaching Staff | All Non-Teaching Staff of College |
| Workshop for students | Students from second year |

## UHV Cell members

1. **Dr.Shiv Kumar Goel**
2. **Ms. Kajal Jewani**
3. **Dr. Pooja Kundu**

**Workshop on "Understanding Human Being and Human Aspirations"**

**18 September and 25 September 2021**

**3.00 - 5.00 p.m.**

**Speaker:** Dr.ShivKumar Goel

**Coordinators**: Dr.Pooja Kundu , Mrs Kajal Jewani

We at VESIT firmly believe in the importance of Universal Human Values for both the staff members and students of our college and the need to move from a skill biased education to a holistic education perspective.

The college believes in the overall growth of our staff members so that they can transform into not only skilled but also ethical professionals human beings. The college has established its UHV Club in 2020 according to the norms of AICTE. The objective of the club is to ensure that faculty members have a genuine interest in understanding the concept of UHV and are well versed, well trained in UHV curriculum in order to impart it to the students. We aim to achieve this by promoting the faculty members to participate in AICTE organized FDPs and arranging workshops and seminars in college.

With this objective in mind the UHV Club members organized their first workshop for staff members on 18 and 25 September 2021 from 3.00 - 5 p.m. The speaker of the workshop was Dr. Shiv Kumar Goel . He

commenced the workshop by highlighting the importance of values as values form the basis for all our thoughts, behaviors and actions. He also reinforced and restated the universality of various human values as only then one can have a definite and common program for value education. The process of self-exploration was explained to the faculty members and a lot of thought provoking questions were asked about their natural acceptance, inner harmony, tranquility and fulfillment followed by discussion for further clarity on these concepts.

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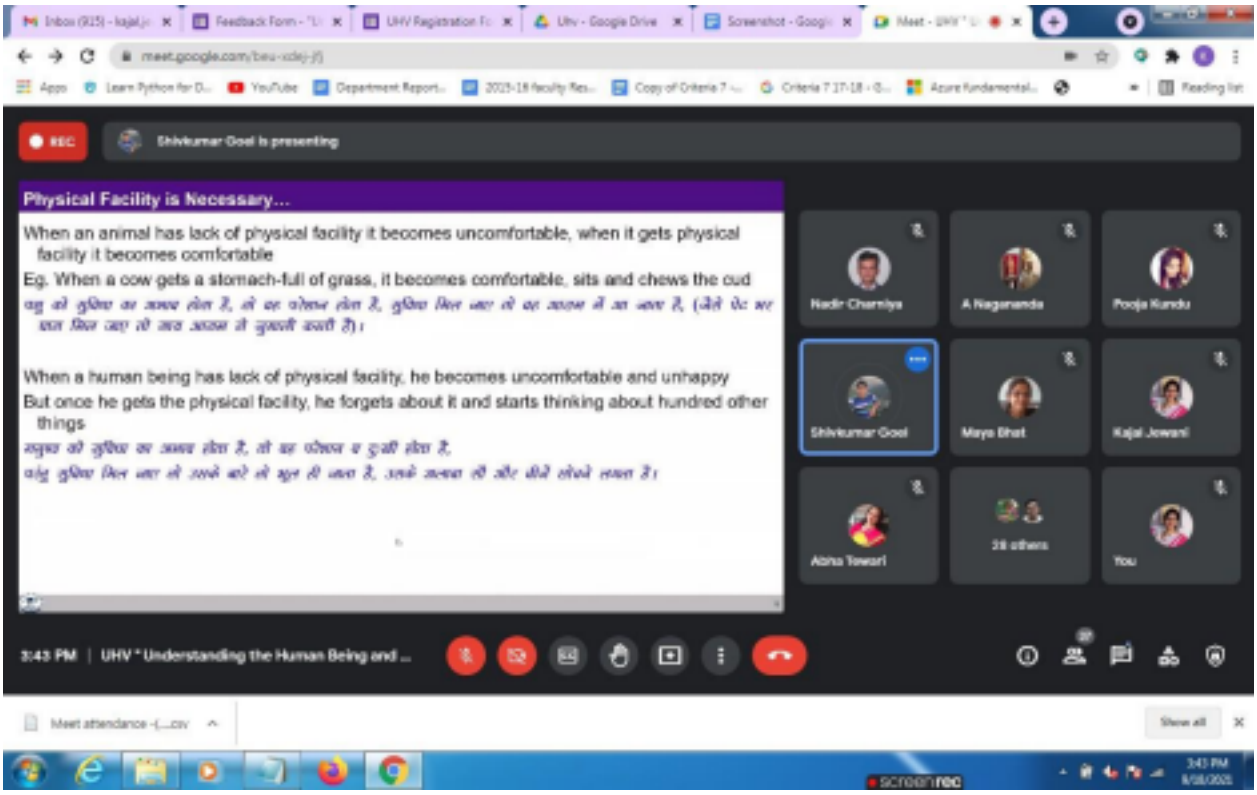
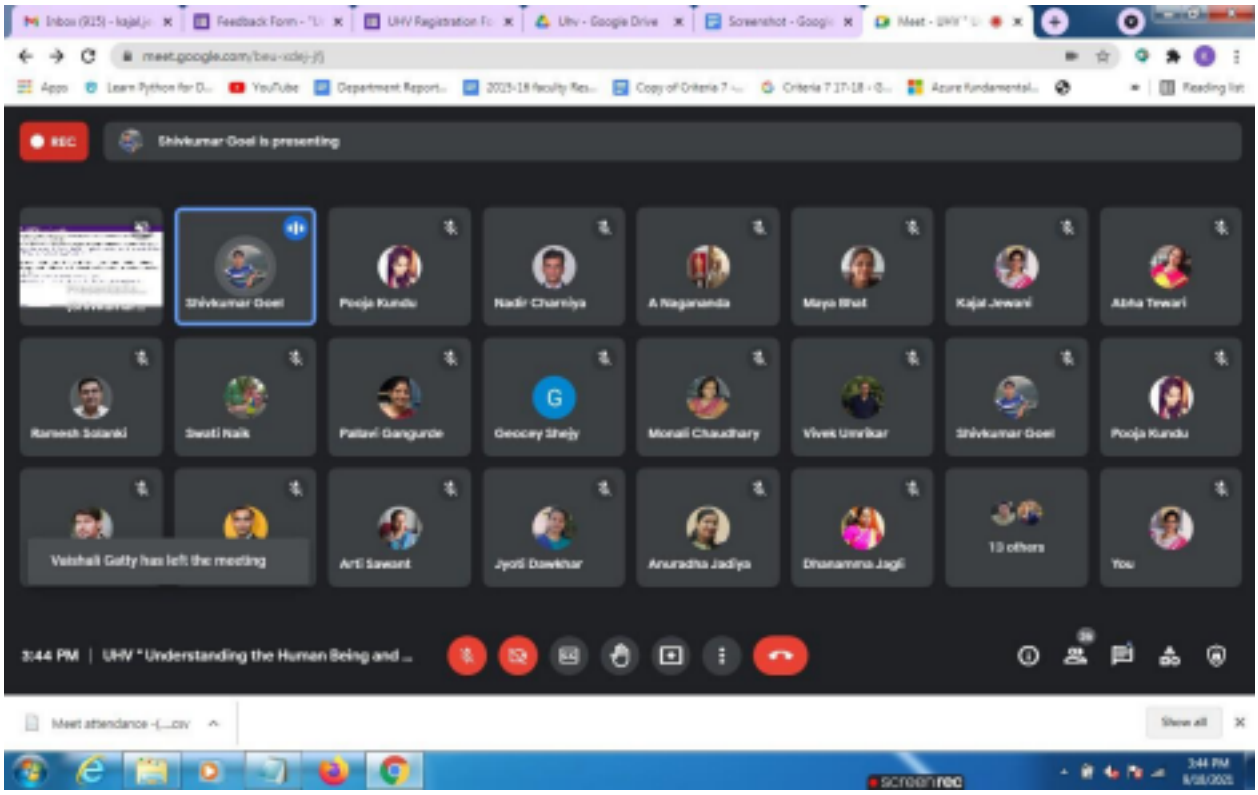
The methodology of self-realization is adopted by pinpointing the current scenario where generally everyone is trying to achieve happiness and prosperity by maximizing accumulation and consumption of physical facilities. Some relatable relevant examples were explained in detail to make their understanding better. The repercussions of leading such a life is self-defeating. As neither one can achieve continuous happiness through sensory interactions nor prosperity, as it amounts to trying to fulfill unlimited wants through limited resources.




Since the workshop design was exploratory in nature and presented only in form of proposals all the participants actively participated without any inhibitions. Dr. Shiv Kumar Goel was able to clear all their doubts, apprehensions and confusions related to the proposals.




## Attendance 18 September 2021

| | | |
|---|---|---|
| 1 | A Nagananda | Department of Electronics and Telecommunication Engineering |
| 2 | Abha Tewari | Department of Computer Engineering |
| 3 | Ajinkya Valanjoo | AIDS Department |
| 4 | Amrita Jhaveri | Electronics Department |
| 5 | Amruta Shinde | Department of Humanities and Applied Sciences |
| 6 | Anjali Yeole | AIDS |
| 7 | Anuradha Jadiya | Department of Electronics and Telecommunication Engineering |

| | | |
|---|---|---|
| 8 | Arti Sawant | Department of Electronics and Telecommunication Engineering |
| 9 | DATTATRAYA GAME | Department of Humanities and Applied Sciences |
| 10 | DR RANJIT DHUNDE | Department of Humanities and Applied Sciences |

| | | |
|---|---|---|
| 11 | DR. SUSHIL HULDHAR | Department of Humanities and Applied Sciences |
| 12 | Dhanamma Jagli | Master of Computer Applications |
| 13 | Gaurav Tawde | Department of Electronics and Telecommunication Engineering |
| 14 | Geocey Shejy | Master of Computer Applications |
| 15 | JESSY P.J. | Department of Humanities and Applied Sciences |
| 16 | Jyoti Dawkhar | Department of Electronics and Telecommunication Engineering |
| 17 | Kajal Jewani | Information Technology Department |
| 18 | M Vijayalakshmi | AIDS Department |
| 19 | Manisha Chattopadhyay | Department of Electronics and Telecommunication Engineering |
| 20 | Maya Bhat | Department of Humanities and Applied Sciences |
| 21 | Monali Chaudhary | Department of Electronics and Telecommunication Engineering |
| 22 | Monali Rajput | Department of Electronics and Telecommunication Engineering |
| 23 | Nadir Charniya | Department of Electronics and Telecommunication Engineering |
| 24 | Pallavi Gangurde | Department of Electronics and Telecommunication Engineering |
| 25 | Pooja Kundu | Department of Humanities and Applied Sciences |

| | | |
|---|---|---|
| 26 | Ramesh Solanki | Master of Computer Applications |
| 27 | Ramya Tirumalasetti | Department of Humanities and Applied Sciences |
| 28 | Rasika Naik | Department of Electronics and Telecommunication Engineering |
| 29 | Richard Joseph | Department of Computer Engineering |
| 30 | Ruchi Rautela | Master of Computer Applications |
| 31 | Sangeeta Oswal | Instrumentation Department |
| 32 | Sanjay Mirchandani | Department of Electronics and Telecommunication Engineering |
| 33 | ShashwatiRoy M | Department of Humanities and Applied Sciences |
| 34 | Shivkumar Goel | Master of Computer Applications |
| 35 | Swati Naik | Department of Humanities and Applied Sciences |
| 36 | Vaishali Gatty | Master of Computer Applications |
| 37 | Vivek Umrikar | Department of Humanities and Applied Sciences |
| 38 | manju ahuja | Master of Computer Applications |
| 39 | vijay shejwalkar | Department of Humanities and Applied Sciences |

**Attendance 25 September 2021**

| Name of Participant | Department |
|---|---|
| Dr. Sushil Dhuldhar | Department of Humanities & Applied Sciences |
| Prashant Kanade | Department of Computer Engineering |

| | |
|---|---|
| | NDGOPAL VALANJOO Department of Artificial Data Science |
| Ramya Tirumalasetti | Department of Humanities & Applied Sciences |
| Mr. Gaurav Yashwant Tawde | Department of Electronics & Telecommunications |
| Sunita Suralkar | Department of Computer Engineering |
| Dr.Ramesh Solanki | Department of Master of Computer Applications |
| Arti Sawant | Department of Electronics & Telecommunications |
| Kajal Jewani | Department of Information Technology |
| CHANDAN SINGH RAWAT | Department of Electronics & Telecommunications |
| Chintan Jethva | Department of Electronics & Telecommunications |
| Nagananda Anantharamiah | Department of Electronics & Telecommunications |
| Dr. Minakshi Jha | Department of Humanities & Applied Sciences |
| Dr. Nandini Ammanagi | Department of Electronics & Telecommunications |
| Mr. Dattatraya Game | Department of Humanities & Applied Sciences |
| Nusrat Ansari | Department of Computer Engineering |
| Abhishek Chaudhari | Department of Electronics Engineering |

## Outcome of the workshop:-

The workshop achieved its basic objective by helping all the participants to have a better

understanding of themselves and their aspirations. Most of the faculty members were able to recognize their natural acceptance through what was discussed and proposed.

## Conclusion

This initial exposure of UHV content needs to be reinforced among faculty members through regular engagements like weekly meetings and workshops.

The UHV Cell is organizing another workshop for Non-Teaching Staff on 5 February 2022.

## 3. Professional Communication & Ethics-II

| Course Code: | Course Title | Credit |
|---|---|---|
| ITL505 | Professional Communication & Ethics-II (PCE-II) | 02 |
| **1)Prerequisite:** | | |
| **2)Course Objectives:** | | |
| 1 | To discern and develop an effective style of writing important technical/business documents | |
| 2 | To investigate possible resources and plan a successful job campaign. | |
| 3 | To understand the dynamics of professional communication in the form of group discussions, meetings, etc. required for career enhancement. | |
| 4 | To develop creative and impactful presentation skills. | |
| 5 | To analyze personal traits, interests, values, aptitudes and skills. | |
| **6** | To understand the importance of integrity and develop a personal code of ethics. | |
| **3)Course Outcomes:** | | |
| 1 | plan and prepare effective business/ technical documents which will in turn | |
| 2 | provide a solid foundation for their future managerial roles. | |

| | |
|---|---|
| 3 | strategize their personal and professional skills to build a professional image and meet the demands of the industry. |
| 4 | emerge successful in group discussions, meetings and result-oriented agreeable solutions in group communication situations. |
| 5 | develop creative thinking and interpersonal skills required for effective professional communication. |
| 6 | apply codes of ethical conduct, personal integrity and norms of organizational behavior. |

**4) syllabus**

| Module | | Content | Hrs |
|---|---|---|---|
| Module 1 | | **ADVANCED TECHNICAL WRITING :PROJECT/PROBLEM BASED LEARNING (PBL):**<br>1.1 Purpose and Classification of Reports:<br>Classification on the basis of:<br>Subject Matter (Technology, Accounting, Finance, Marketing, etc.) Time Interval (Periodic, One-time, Special) Function (Informational, Analytical, etc.) Physical Factors (Memorandum, Letter, Short & Long)<br>1.2. Parts of a Long Formal Report: Prefatory Parts (Front Matter) Report Proper (Main Body) Appended Parts (Back Matter)<br>1.3. Language and Style of Reports<br>Tense, Person & Voice of Reports<br>Numbering Style of Chapters, Sections, Figures, Tables and Equations<br>Referencing Styles in APA & MLA Format<br>Proofreading through Plagiarism Checkers | 06 |

| | | | |
|---|---|---|---|
| | | 1.4. Definition, Purpose & Types of Proposals<br>Solicited (in conformance with RFP) & Unsolicited Proposals<br>Types (Short and Long proposals)<br>1.5. Parts of a Proposal<br>Elements<br>Scope and Limitations<br>Conclusion<br>1.6. Technical Paper Writing<br>Parts of a Technical Paper (Abstract, Introduction, Research Methods, Findings and Analysis, Discussion, Limitations,<br>Future Scope and References)<br>Language and Formatting<br>Referencing in IEEE Format | |
| Module 2 | | EMPLOYMENT SKILLS<br>2.1. Cover Letter & Resume<br>Parts and Content of a Cover Letter<br>Difference between Bio-data, Resume & CV<br>Essential Parts of a Resume<br>Types of Resume (Chronological, Functional & Combination)<br>2.2 Statement of Purpose<br>Importance of SOP<br>Tips for Writing an Effective SOP<br>2.3 Verbal Aptitude Test<br>Modelled on CAT, GRE, GMAT exams<br>2.4. Group Discussions<br>Purpose of a GD<br>Parameters of Evaluating a GD<br>Types of GDs (Normal, Case-based & Role Plays)<br>GD Etiquettes<br>2.5. Personal Interviews<br>Planning and Preparation<br>Types of Questions<br>Types of Interviews (Structured, Stress, Behavioural, Problem Solving & Case-based) | 06 |

| | | | |
|---|---|---|---|
| | | Modes of Interviews: Face-to-face (One-to one and Panel) Telephonic, Virtual | |
| Module 3 | | **BUSINESS MEETINGS**<br>1.1. Conducting Business Meetings<br>Types of Meetings<br>Roles and Responsibilities of Chairperson, Secretary and Members<br>Meeting Etiquette<br>3.2. Documentation<br>Notice<br>Agenda<br>Minutes | 02 |
| Module 4 | | **TECHNICAL/ BUSINESS PRESENTATIONS**<br>1.1 Effective Presentation Strategies<br>Defining Purpose<br>Analyzing Audience, Location and Event<br>Gathering, Selecting &Arranging Material<br>Structuring a Presentation<br>Making Effective Slides<br>Types of Presentations Aids<br>Closing a Presentation<br>Platform skills<br>1.2 Group Presentations<br>Sharing Responsibility in a Team<br>Building the contents and visuals together<br>Transition Phases | 0<br>2 |
| Module 5 | | **INTERPERSONAL SKILLS**<br>1.1. Interpersonal Skills<br>Emotional Intelligence<br>Leadership & Motivation<br>Conflict Management & Negotiation<br>Time Management<br>Assertiveness<br>Decision Making | 0<br>8 |

| | | | |
|---|---|---|---|
| | | 5.2 Start-up Skills<br>Financial Literacy<br>Risk Assessment<br>Data Analysis (e.g. Consumer Behaviour, Market Trends, etc.) | |
| Module 6 | | **CORPORATE ETHICS**<br>6.1Intellectual Property Rights<br>Copyrights<br>Trademarks<br>Patents<br>Industrial Designs<br>Geographical Indications<br>Integrated Circuits<br>Trade Secrets (Undisclosed Information)<br>6.2 Case Studies<br>Cases related to Business/ Corporate Ethics | 0<br>2 |
| | | **Total** | |

| 5) Textbooks & refrence boos | |
|---|---|
| 1 | Arms, V. M. (2005). Humanities for the engineering curriculum: With selected chapters from Olsen/Huckin: Technical writing and professional communication, second edition. Boston, MA: McGrawHill. |
| 2 | Bovée, C. L., &Thill, J. V. (2021). Business communication today. Upper Saddle River, NJ: Pearson. |
| 3 | Butterfield, J. (2017). Verbal communication: Soft skills for a digital workplace. Boston, MA: Cengage<br>Learning. |
| | |
| 4 | Masters, L. A., Wallace, H. R., & Harwood, L. (2011).Personal development for life and work. Mason: South-Western Cengage Learning. |
| 5 | Robbins, S. P., Judge, T. A., & Campbell, T. T. (2017). Organizational behaviour. Harlow, England: Pearson.<br>Press |

**7) Internal Assessment:**
**Term Work:**
Term work shall consist of a minimum 8 experiments.
The distribution of marks for term work shall be as follows:
Assignment : 10 Marks
Attendance : 5 Marks
Presentation slides : 5 Marks
Book Report (hard copy) : 5 Marks
The final certification and acceptance of term work ensures the satisfactory performance of laboratory work
and minimum passing in the term work

| Sr.no | Rubrics | Marks |
|---|---|---|
| 1. | *Certificate course for 4 weeks or more:- NPTEL/ Coursera/ Udemy/any MOOC | 10 marks |
| 2. | Wins in the event/competition/hackathon | 10 marks |
| 3. | Content beyond syllabus presentation | 10 marks |
| 4. | Creating Proof of concept | 10 marks |
| 5. | Mini Project / Extra Experiments/ Virtual Lab | 10 marks |
| 6. | GATE Based Assignment test/Tutorials etc | 10 marks |
| 7. | Participation in event/workshop/talk / competition followed by small report and certificate of participation relevant to the subject(in other institutes) | 5 marks |
| 8. | Multiple Choice Questions (Quiz) | 5 marks |

*For sr.no.1, the date of the certification exam should be within the term and in case a student is unable to complete the certification , the grading has to be done accordingly.

**9)Rubrics for slow learners:-**

1.) Case study, Presentation, group discussion, technical debate on recent trends in the said course (10 marks)

2. Project based Learning and evaluation / Extra assignment / Question paper solution (10 marks)

3) Multiple Choice Questions (Quiz) (5marks)

4) Literature review of papers/journals (5 marks)

5) Library related work (5 marks)