

**Course Objective:** To enable the students to imbibe and internalize the Values and Ethical Behavior in the personal and Professional lives.

**Course Outcome:** The students will understand the importance of Values and Ethics in their personal lives and professional careers. The students will learn the rights and responsibilities as an employee, team member and a global citizen.

#### UNIT - I

**Introduction to Professional Ethics:** Basic Concepts, Governing Ethics, Personal & Professional Ethics, Ethical Dilemmas, Life Skills, Emotional Intelligence, Thoughts of Ethics, Value Education, Dimensions of Ethics, Profession and professionalism, Professional Associations, Professional Risks, Professional Accountabilities, Professional Success, Ethics and Profession.

#### UNIT - II

**Basic Theories:** Basic Ethical Principles, Moral Developments, Deontology, Utilitarianism, Virtue Theory, Rights Theory, Casuist Theory, Moral Absolution, Moral Rationalism, Moral Pluralism, Ethical Egoism, Feminist Consequentialism, Moral Issues, Moral Dilemmas, Moral Autonomy.

#### UNIT - III

**Professional ethics in pharmacy:** general introduction to code of pharmaceutical ethics, objectives, pharmacists in relation to his job, his trade, to his profession and relation to medicinal professions. Pharmacists oath.

#### UNIT - IV

Work Place Rights & Responsibilities, Ethics in changing domains of Research, Engineers and Managers; Organizational Complaint Procedure, difference of Professional Judgment within the Nuclear Regulatory Commission (NRC), the Hanford Nuclear Reservation.

Ethics in changing domains of research - The US government wide definition of research misconduct, research misconduct distinguished from mistakes and errors, recent history of attention to research misconduct, the emerging emphasis on understanding and fostering responsible conduct, responsible authorship, reviewing & editing.

#### UNIT - V

Global issues in Professional Ethics: Introduction – Current Scenario, Technology Globalization of MNCs, International Trade, World Summits, Issues, Business Ethics and Corporate Governance, Sustainable Development Ecosystem, Energy Concerns, Ozone Deflection, Pollution, Ethics in Manufacturing and Marketing, Media Ethics; War Ethics; Bio Ethics, Intellectual Property Rights.

#### TEXT BOOKS:

1. Professional Ethics: R. Subramanian, Oxford University Press, 2015.
2. Ethics in Engineering Practice & Research, Caroline Whitbeck, 2e, Cambridge University Press 2015.




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## REFERENCE BOOKS

1. Engineering Ethics, Concepts Cases: Charles E Harris Jr., Michael S Pritchard, Michael J Rabins, 4e , Cengage learning, 2015.
2. Business Ethics concepts & Cases: Manuel G Velasquez, 6e, PHI, 2008.
3. Forensic Pharmacy by Dr.Kokate
4. Forensic Pharmacy by Bhaskar Chaurasia



  
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## MC400: GENDER SENSITIZATION LAB

B. Pharm. II Year II Sem

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### Course Objectives:

- To develop students' sensibility with regard to issues of gender in contemporary India.
- To provide a critical perspective on the socialization of men and women.
- To introduce students to information about some key biological aspects of genders.
- To expose the students to debates on the politics and economics of work.
- To help students reflect critically on gender violence.
- To expose students to more egalitarian interactions between men and women.

### Course Outcomes:

- Students will have developed a better understanding of important issues related to gender in contemporary India.
- Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through discussion of materials derived from research, facts, everyday life, literature and film.
- Students will attain a finer grasp of how gender discrimination works in our society and how to counter it.
- Students will acquire insight into the gendered division of labour and its relation to politics and economics.
- Men and women students and professionals will be better equipped to work and live together as equals.
- Students will develop a sense of appreciation of women in all walks of life.
- Through providing accounts of studies and movements as well as the new laws that provide protection and relief to women, the textbook will empower students to understand and respond to gender violence.

### UNIT-I

#### UNDERSTANDING GENDER

**Gender:** Why Should We Study It? (*Towards a World of Equals*: Unit -1)

**Socialization:** Making Women, Making Men (*Towards a World of Equals*: Unit -2)

Introduction. Preparing for Womanhood. Growing up Male. First lessons in Caste. Different Masculinities.

### UNIT-II

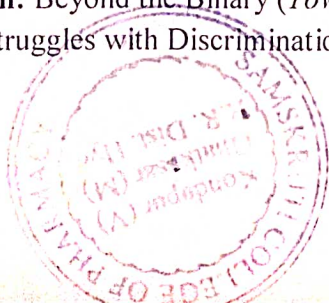
#### GENDER AND BIOLOGY

**Missing Women:** Sex Selection and Its Consequences (*Towards a World of Equals*: Unit -4)

Declining Sex Ratio. Demographic Consequences.

**Gender Spectrum:** Beyond the Binary (*Towards a World of Equals*: Unit -10)

Two or Many? Struggles with Discrimination.



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### UNIT-III

#### GENDER AND LABOUR

**Housework:** the Invisible Labour (*Towards a World of Equals: Unit -3*)

“My Mother doesn’t Work.” “Share the Load.”

**Women’s Work:** Its Politics and Economics (*Towards a World of Equals: Unit -7*)

Fact and Fiction. Unrecognized and Unaccounted work. Additional Reading: Wages and Conditions of Work.

### UNIT-IV

#### ISSUES OF VIOLENCE

**Sexual Harassment:** Say No! (*Towards a World of Equals: Unit -6*)

Sexual Harassment, not Eve-teasing- Coping with Everyday Harassment- Further Reading: “Chupulu”.

**Domestic Violence:** Speaking Out (*Towards a World of Equals: Unit -8*)

Is Home a Safe Place? -When Women Unite [Film]. Rebuilding Lives. Additional Reading: New Forums for Justice.

Thinking about Sexual Violence (*Towards a World of Equals: Unit -11*)

Blaming the Victim-“I Fought for my Life....” - Additional Reading: The Caste Face of Violence.

### UNIT-V

#### GENDER: CO - EXISTENCE

**Just Relationships:** Being Together as Equals (*Towards a World of Equals: Unit -12*)

Mary Kom and Onler. Love and Acid just do not Mix. Love Letters. Mothers and Fathers. Additional Reading: Rosa Parks-The Brave Heart.

#### TEXTBOOK

All the five Units in the Textbook, “*Towards a World of Equals: A Bilingual Textbook on Gender*” written by A. Suneetha, Uma Bhugubanda, Duggirala Vasanta, Rama Melkote, Vasudha Nagaraj, Asma Rasheed, Gogu Shyamala, Deepa Sreenivas and Susie Tharu and published by **Telugu Akademi, Hyderabad, Telangana State** in the year **2015**.

**Note:** Since it is an Interdisciplinary Course, Resource Persons can be drawn from the fields of English Literature or Sociology or Political Science or any other qualified faculty who has expertise in this field from engineering/pharmacy departments.

#### REFERENCE BOOKS:

1. Menon, Nivedita. Seeing like a Feminist. New Delhi: Zubaan-Penguin Books, 2012
2. Abdulali Sohaila. “*I Fought For My Life...and Won.*” Available online at: <http://www.thealternative.in/lifestyle/i-fought-for-my-lifeand-won-sohaila-abdulal/>



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**TIME TABLE (2021-2022)**  
**III YEAR 1<sup>st</sup> Sem. B.PHARMACY SECTION -A**

DAY	9:30 -10:25	10:25-11:20	11.20-12.15	12 :15 01 :15	01:15 - 2:10	2:10 – 3:05	03.05-04.00
	1	2	3	L U N C H	4	5	6
MON	IP	GPD	MC		EMV.SC	SEMINAR	
TUE	P.COLOGY	ENV.SC	GPD		P.COG	IP	MC
WED	MC	P.COG	IP		P.COLOGY	LIB	SPORTS
THU	IP BATCH-I P.COLOGY BATCH-II				MC T/L	P.COLOGY	P.COG T/L
FRI	P.COLOGY BATCH-I P.COG BATCH-II				LIB	P.COG	P.COLOGY
SAT	P.COG BATCH-I IP BATCH-II				IP T/L	GPD	LIB

**TEACHING FACULTY**

S No	Name of the subject	Abbreviation	Faculty Name
1	MEDICINAL CHEMISTRY	MC	T.VIJAYA LAXSHMI
2	INDUSTRIAL PHARMACY I	IP	K.MANISHA
3	PHARMACOLOGY II	P.COLOGY	T.SWATHI
4	PHARMACOGNOSY AND PHYTOCHEMISTRY II	P.COG	B.KRISHNA
5	GENERIC PRODUCT DEVELOPMENT	GPD	M.SHIVA PRASAD
6	ENVIORNMENTAL SCIENCES	EMV.SC	L.SUNIL

CLASS INCHARGE:MR: L.SUNIL

Principal

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**\*MC500: ENVIRONMENTAL SCIENCES\***

**B.Pharm. III Year I Sem.**

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**Course Objectives:** Environmental Sciences is the scientific study of the environmental system and the status of its inherent or induced changes on organisms. It includes not only the study of physical and biological characters of the environment but also the social and cultural factors and the impact of man on environment.

**Course Outcomes:** Upon completion of the course the student shall be able to:

- Create the awareness about environmental problems among learners.
- Impart basic knowledge about the environment and its allied problems.
- Develop an attitude of concern for the environment.
- Motivate learner to participate in environment protection and environment improvement.
- Acquire skills to help the concerned individuals in identifying and solving environmental problems.
- Strive to attain harmony with Nature.

**UNIT – I**

The Multidisciplinary nature of environmental studies

Natural Resources

Renewable and non-renewable resources:

Natural resources and associated problems

- a) Forest resources; b) Water resources; c) Mineral resources; d) Food resources; e) Energy resources; f) Land resources: Role of an individual in conservation of natural resources.

**UNIT – II**

Ecosystems

Concept of an ecosystem.

Structure and function of an ecosystem.

Introduction, types, characteristic features, structure and function of the ecosystems: Forest ecosystem; Grassland ecosystem; Desert ecosystem; Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**UNIT – III**

**Biodiversity and Biotic Resources:** Introduction, Definition, genetic, species and ecosystem diversity. Value of biodiversity; consumptive use, productive use, social, ethical, aesthetic and optional values. India as a mega diversity nation, Hot spots of biodiversity. Field visit. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts; conservation of biodiversity: In-Situ and Ex-situ conservation. National Biodiversity act.

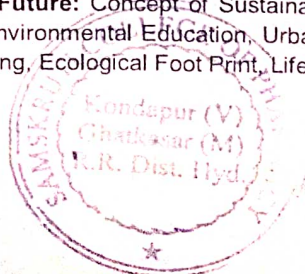
**Unit – IV**

**Environmental Pollution:** Air pollution; Water pollution; Soil pollution, Noise Pollution

**UNIT -- V**

**Environmental Policy, Legislation & EIA:** Environmental Protection act, Legal aspects Air Act- 1981, Water Act, Forest Act, Wild life Act.

**Towards Sustainable Future:** Concept of Sustainable Development, Population and its explosion, Crazy Consumerism, Environmental Education, Urban Sprawl, Human health, Environmental Ethics, Concept of Green Building, Ecological Foot Print, Life Cycle assessment (LCA), Low carbon life style.



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