

*Progressive Education Society's*  
**Modern College of Arts, Science and Commerce (Autonomous),**  
**Shivajinagar, Pune - 5**  
**First Year of B.B.A. (IB)**  
**(2019 Course)**  
**Course Code : : 19BaBIBU206**                      **Course Name : Holistic Management**

**Teaching Scheme: TH : 4 Hours/Week**                      **Credit : 03**

**Examination Scheme: CIA : 40 Marks**                      **End-Sem : 60 Marks**

**Prerequisite Courses : 1) Knowledge of English**  
**2) The faith in the “ Entry for Knowledge and Exit to Serve and Build the Nation”.**

**Course Objectives:**

- To encourage students to develop and use balanced Self determined Behavior.
  
- To help students for self financing, increasing life satisfaction and Improving relationships with others.
  
- To develop new ability to practice new problem solving skills in group and use these skills in personal life.

**Course Outcomes:**

On completion of the course, student will be able to–

- 1) Implement Holistic Managerial Skills in Corporate
- 2) Apply holistic management practices to build the nation.

## Course Contents

	Introduction of life skills	09 lectures	Mode of T/L
	1.1 Definition of Life Skills , Assumptions about Life Skills, Concept of Skill in Life Skills, 1.2 Primary goal of Life Skills programme, 1.3 Life Skills Process model, Group development and group behaviors.		Chalk & Talk PPT's GD's Blended
	Importance of Moral development	6 lectures	
	Moral development, Meaning, Interpersonal influences on Moral development, Moral development and social exclusion, Morality and culture, Morality and Intergroup attitudes, moral emotions.		Chalk & Talk PPT's GD's Blended
	Holistic Approach and Health of an employee	10 lectures	
	Definition and meaning of Health, Holistic approach to health, Basic information relating to health, Historical development of health care system in India		Chalk & Talk PPT's GD's Blended
	CSR	10 lectures	
	Definition of CSR and its Importance, Role of CSR in Indian economy A study on Infosys foundation reflecting the values profounder by Sudha Murthy		Chalk & Talk PPT's GD's Blended
	Versatile Personality	13 lectures	
	Versatility – importance of versatility in converting threats in to Opportunities, how to become a versatile executive. b. Focus -importance of focus in exploiting the change, how to become a focused executive. 08 3,4 c. Patience:- importance of patience in lasting the excellence, how to become a patient executive <b>Experiential Learning(A Field Visit) :</b> A visit to Yoga Ashram/Vipashyana Kendra		Chalk & Talk PPT's GD's Case-let (A small case study) Blended
	Revision/Solving of model Q.P.		
	<b>TOTAL</b>	<b>48</b>	

### **Recommended Books :**

1. Business Communication : Dr. Anjali Ghanekar
2. Effective Business Communication :Murhy
3. Journal of Infosys Foundation
4. **Corporate Social Responsibility in India: A Practitioner's Perspective – by ... Preeti Singh Rajput**
5. **Moral Development in Professions : James r. Rest**

### **Websites/E-Books**

[https://www.aicte-india.org/sites/default/files/AICTE\\_MBA.pdf](https://www.aicte-india.org/sites/default/files/AICTE_MBA.pdf)

<https://www.india.gov.in/topics/art-culture>

<https://thevianovagroup.com/great-sites-for-csr-and-sustainability/>

### **Extra Reading :**

**Wings of Fire : Dr. A. P. J. Abdul Kalam**

**I Dare : Dr. Kiran Bedi (IPS)**

**Man Me Hi Vishwas : Vishwas Patil (IPS)**

### **Articles by/of/on SWAMI VIVEKANAND**

Dailies :

The Hindu

Loksatta

प्रोग्रेसिव एज्युकेशन सोसायटी का  
मॉडर्न कला, विज्ञान और वाणिज्य महाविद्यालय (स्वायत्त), पुणे- 05

हिंदी विभाग

हिंदी के पाठ्यक्रम में मूल्यों, मानवीय अधिकारों, स्त्री-पुरुष समानता के विचारों की अभिव्यक्ति :

हिंदी विभाग, मॉडर्न महाविद्यालय द्वारा निर्माण किए गए स्नातक और स्नातकोत्तर स्तर के पाठ्यक्रमों में हिंदी के सभी विषयों में मूल्यों, मानवीय अधिकारों, स्त्री-पुरुष समानता के विचारों की अभिव्यक्ति हुई है। इनके उदाहरण इस प्रकार दिए जा सकते हैं - हमारे हिंदी के पाठ्यक्रम में कहानी, कविता, उपन्यास आदि विधाओं की रचनाओं में जो तत्व उद्धाटित हुए हैं प्रतिनिधिक तौर पर उनका विवरण इस प्रकार किया जा सकता है -

क्र.	कक्षा	पाठ्यक्रम में समाहित साहित्यिक रचना	लेखक / कवि	मूल्य / अधिकार/ स्त्री-पुरुष समानता
1.	प्रथम वर्ष, कला (सामान्य हिंदी 01)	पंच परमेश्वर (कहानी)	प्रेमचंद	सच्चाई, ईमानदारी, सच्ची मित्रता, न्याय
		हार की जीत (कहानी)	सुदर्शन	अहिंसा, प्रेम शांति का मार्ग
		क्लेम (कहानी)	मोहन राकेश	मानवता
		सुभान खां (कहानी)	रामवृक्ष बेनीपुरी	मानवता, धर्म निरपेक्षता
		पुष्प की अभिलाषा (कविता)	माखनलाल चतुर्वेदी	राष्ट्रीयता
		हो गई है पीर (ग़ज़ल)	दुष्यंत कुमार	राष्ट्रप्रेम, मानवता, समता
2.	प्रथम वर्ष, वाणिज्य (वैकल्पिक हिंदी)	परीक्षा (कहानी)	प्रेमचंद	सच्चाई, ईमानदारी, लगन, कार्य के प्रति निष्ठा
		गुदड़ी में लाल (कहानी)	जयशंकर प्रसाद	स्वाभिमान
		अग्निपथ (कहानी)	मालती जोशी	नारी अधिकार, स्वतंत्रता
		वृन्दावन (कविता)	कुसुम अंसल	नारी अधिकार
		मनुष्यता (कविता)	अलीक	मानवता
		महाशूद्र (कविता)	मोहनदास नैमिशराय	मानवता, सामाजिक समता
3.	द्वितीय वर्ष, कला (सामान्य हिंदी 02)	उसने कहा था (कहानी)	चंद्रधर शर्मा गुलेरी	त्याग, समर्पण, राष्ट्रप्रेम
		नमक का दरोगा (कहानी)	प्रेमचंद	सच्चाई, ईमानदारी, कर्तव्य निष्ठा



		पेड़ (कहानी)	चंद्रकांत देवताले	पर्यावरण बोध
		मीरा नाची (कहानी)	मृदुला गर्ग	स्त्री- शिक्षा और स्त्री स्वतंत्रता । अन्याय का विरोध
		झूठी है तेतरी दादी (कहानी)	संजीव	ग्रामीण स्त्रियों के जीवन के प्रश्न, समस्याओं का उद्घाटन
		सिलिया (कहानी)	सुशीला टाकभौरे	नारी समानता, अधिकारों की मांग, समाज में नारी का स्थान
		चुनौती (कविता)	उषा यादव	नारी का पारिवारिक स्थान, उसके कार्य की प्रतिष्ठा
		बेजगह (कविता)	अनामिका	नारी का समाज में स्थान, नारी के प्रति दृष्टि बदलने की आवश्यकता का प्रतिपादन
4.	द्वितीय वर्ष, कला (हिंदी विशेष 02)	वीरांगना झलकारीबाई (उपन्यास)	मोहनदास नैमिशराय	नारी का वीर रूप
		कबीरा खड़ा बाजार में (नाटक)	भीष्म साहनी	सामाजिक समानता,
		प्राचीन और मध्ययुगीन काव्य	कबीर, सूरदास, रहीम, बिहारी	प्रेम, सदाचरण, अहंकार- विहीनता, मानवता, मित्रता, आत्मियत, समता, ईश्वर के प्रति आस्था, भक्ति, राष्ट्रीयता
5.	तृतीय वर्ष, कला (विशेष हिंदी 03)	हिंदी साहित्य का इतिहास	विविध लेखक, कवि	मनुष्यता, भक्ति में समर्पण, धर्म-निरपेक्षता, समता, आडंबर का विरोध वैश्विक शांति, अहिंसा, प्रेम, नारी अधिकार, महिला साहित्यकारों की पहचान – सभी मूल्य / अधिकार/ स्त्री- पुरुष समानता की विविध प्रकारों से अभिव्यक्ति
6.	तृतीय वर्ष, कला (सामान्य हिंदी 03)	अपने अपने पिंजरे (आत्मकथांश)	मोहनदास नैमिशराय	सामाजिक समानता, जाति- धर्म भेद का विरोध
		संतप्त (आत्मकथांश)	सूरजपाल चौहान	दलित शोषण का विरोध
		और और औरत (आत्मकथांश)	कृष्ण सोबती	नारी जीवन का वास्तविक चित्रण, समाज में उसका स्थान
		गुमशुदा दोस्त की तलाश (आत्मकथांश)	सुधा अरोड़ा	नारी का प्रेरक रूप
		जो कहा नहीं गया (आत्मकथांश)	कुसुम अंसल	स्त्री- पुरुष समानता, नारी के प्रति परंपरावादी दृष्टि पर

				व्यंग्य
7.	एम.ए. हिंदी साहित्य , प्रथम वर्ष	सूर्य की अंतिम किरण से सूर्य की पहली किरण तक (नाटक)	सुरेन्द्र वर्मा	नारी का समाज में सामान अधिकारों के लिए लड़ना, शोषण का विरोध
8.	एम.ए. हिंदी साहित्य , द्वितीय वर्ष	कामायनी (महाकाव्य)	जयशंकर प्रसाद	समरसता, समन्वय भाव, अहिंसा, वैश्विक शांति, प्रेम, अतिभौतिकता का विरोध, नारी का मातृत्व- प्रेम रूप
		नई कविता (कविता संकलन)	मेरी प्यारी आजादी – दामोदर मोरे	राष्ट्रप्रेम
			सावित्री से सावित्री तक – दामोदर मोरे	सावित्रीबाई फुले और वर्तमान समय में नारी का महत्व
		हिंदी साहित्य का इतिहास (आधुनिक काल)	राष्ट्रीय-सांस्कृतिक काव्यधारा, नारी विमर्शवादी साहित्य, विविध विचारों का साहित्य	राष्ट्रप्रेम, भारतीय संस्कृति के प्रति प्रेम, नारीवाद
		भारतीय साहित्य	अछूत (अनुदित उपन्यास)- दामोदर खडसे	सामाजिक समता , शोषण का विरोध ,
			नागमंडल (नाटक) – गिरीश कार्नाड	स्त्री-जीवन की व्यथा
			खानाबदोश (आत्मकथा)- अजित कौर	नारी-जीवन की कहानी, समाज में उसका स्थान
		कन्नड़ साहित्य का इतिहास	कन्नड़ लेखक और रचनाओं का परिचय	अन्य भारतीय साहित्य रचनाओं के प्रति लगाव, रुचि; भारतीयता मूल्य
		भारतीयता और भारतीय साहित्य	सैद्धांतिक परिचय, साहित्य में भारतीय जीवन- मूल्यों की अभिव्यक्ति	भारतीयता का महत्व, विश्व-में भारतीय संस्कृति का महत्व, योगदान, भारतीय जीवनमूल्य

P. Ubale

डॉ. प्रेरणा उबाले  
सहायक प्राध्यापक  
हिंदी विभागाध्यक्ष

**H.O.D.**

Dept of Hindi 3  
M C.A.S.C Pune-5



# The syllabus

## Course I

### Introduction to Human Rights and Duties

Credit: 1

#### I) Basic Concept

- a) Human Values- Dignity , Liberty, Equality , Justice, Unity in Diversity, Ethics and Morals
- b) Meaning and significance of Human Rights Education

#### II) Perspectives of Rights and Duties

- a) Rights: Inherent-Inalienable-Universal- Individual and Groups
- b) Nature and concept of Duties
- c) Interrelationship of Rights and Duties

#### III) Introduction to Terminology of Various Legal Instruments

- a) Meaning of Legal Instrument- Binding Nature
- b) Types of Instruments: Covenant-Charter-Declaration-Treaty-Convention-Protocol- Executive Orders and Statutes

#### IV) United Nations And Human Rights

- a) Brief History of Human Rights- International and National Perspectives
- b) Provision of the charters of United Nations
- c) Universal Declaration of Human Rights- Significance-Preamble
- d) Civil and Political Rights-(Art. 1-21)
- e) Economic, Social and Cultural Rights-(Art.22-28)
- f) Duties and Limitations-(Art. 29)
- g) Final Provision (Art. 30)

## **Course II**

### **Human rights of vulnerable and disadvantaged groups**

**Credit: 1**

#### **I) General Introduction**

- a) Meaning and Concept of Vulnerable and Disadvantaged
- b) Groups, Customary, Socio-Economic and Cultural Problems of
- c) Vulnerable and Disadvantaged Groups

#### **II) Social status of women and children in International and national perspective**

- a) Human Rights and Women's Rights –International and National Standards
- b) Human Rights of Children-International and National Standards

#### **III) Status of Social and Economically Disadvantaged people**

- a) Status of Indigenous People and the Role of the UN
- b) Status of SC/ST and Other Indigenous People in the Indian Scenario
- c) Human Rights of Aged and Disabled
- d) The Minorities and Human Rights

#### **IV) Human rights of vulnerable groups**

- a) Stateless Persons
- b) Sex Workers
- c) Migrant Workers
- d) HIV/AIDS Victims



### **Course III**

#### **Human Rights and Duties in India: Law, Policy, Society and Enforcement**

#### **Mechanism**

**Credit: 1**

#### **I. Human Rights in Indian Context**

- a) Indian Bill of Rights And Sarvodaya
- b) Preamble- Fundamental Rights- Directive Principles-Fundamental Duties

#### **II. Human Rights- Enforcement Mechanism**

- a) Human Rights Act, 1993
- b) Judicial Organs- Supreme Court (Art 32) And High Courts(Art 226)
- c) Human Rights Commission- National and State of Maharashtra
- d) Commission of Women, children , Minority, SC/ST
- e) Survey of International Mechanism

#### **III. Human Rights Violations and Indian Polity**

- a) Inequalities in society-population-illiteracy-poverty-caste-inaccessibility of legal redress
- b) Abuse of Executive Power-Corruption-Nepotism and favoritism
- c) Human Rights and Good Governance
- d)

#### **IV. Role of Advocacy Groups**

- a) Professional Bodies: Press, Media, Role of Lawyers-Legal Aid
- b) Educational Institutions
- c) Role of Corporate Sector
- d) NGO's

**Progressive Education Society's**  
**Modern College of Arts, Science and Commerce, (AUTONOMOUS)**  
**Shivajinagar, Pune - 5**  
**Third Year of B.Sc. (Physics)**

**Course Code:** 19ScPhyU608 (Elective 2)

**Course Name:** Renewable Energy Sources

**Teaching Scheme:** TH: 4 Hours/Week

**Credit:** 2.5

**CIA:** 40 Marks

**ESE:** 60 Marks

**Prerequisite Courses:**

- Awareness of Renewable and Non-renewable energy

**Course Objectives:**

- Understand the various forms of conventional energy resources.
- Learn the present energy scenario and the need for energy conservation
- Explain the concept of various forms of renewable energy
- Analyze the environmental aspects of renewable energy

**Course Outcomes:**

On completion of the course, students will be able to–

- Understand of renewable and non-renewable sources of energy
- Describe the environmental aspects of non-conventional energy resources
- Know the need of renewable energy resources and its development

**Course Contents**

Chapter 1	<b>An Introduction to Energy Sources</b>	09 Lectures
	<ul style="list-style-type: none"> <li>● Conventional and non-conventional sources of energy</li> <li>● Structure and Characteristics of the Sun</li> <li>● Solar Constant</li> <li>● Electromagnetic energy spectrum</li> <li>● Solar radiations outside earth atmosphere and at the earth surface</li> <li>● Problems</li> </ul>	
Chapter 2	<b>Photothermal Applications</b>	10 Lectures
	<ul style="list-style-type: none"> <li>● Liquid flat plate collector: construction and working, Energy balance equation</li> <li>● Concentrating collectors</li> <li>● Solar distillation, Solar drying, Solar cooker</li> <li>● Domestic hot water system</li> </ul>	
Chapter 3	<b>Photovoltaic systems</b>	10 Lectures
	<ul style="list-style-type: none"> <li>● Photovoltaic principle, Power output and conversion efficiency</li> <li>● Limitation to photovoltaic efficiency</li> <li>● Basic photovoltaic system for power generation</li> <li>● Advantages and disadvantages</li> <li>● Types of solar cells</li> <li>● Applications of solar photovoltaic system</li> </ul>	
Chapter 4	<b>Energy from Biomass</b>	10 Lectures
	<ul style="list-style-type: none"> <li>● Bio -mass conversion technologies</li> <li>● Bio-gas generation</li> <li>● Factors affecting bio-digestion</li> <li>● Working of biogas plant</li> <li>● Advantages and disadvantage of floating and fixed dome type plant</li> <li>● Methods for obtaining energy from biomass</li> <li>● Thermal gasification of biomass</li> <li>● Working of downdraft gasifier</li> <li>● Advantages and disadvantages of biological conversion of solar energy</li> </ul>	
Chapter 5	<b>Wind Energy</b>	6 Lectures
	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Classification and description of wind machines</li> </ul>	

	<ul style="list-style-type: none"><li>• Horizontal wind mills</li><li>• Vertical wind mills</li><li>• Wind data</li></ul>	
	Experiential Learning/Problem Solving	03 Lectures

**Reference Books:**

1. Non-conventional Energy sources, G. D. RAI (4th edition), Khanna Publishers, Delhi
2. Solar Energy, S.P. Sukhatme (second edition), Tata Mc.Graw Hill Ltd, New Delhi
3. Solar Energy Utilization, G. D. RAI (5th edition), Khanna Publishers, Delhi

**Savitribai Phule Pune University, Pune**  
**For All faculties**

**2 credit Compulsory course for all the First Year students in All  
Faculties**

**Democracy, Election and Governance**

**Objectives:**

1. To introduce the students meaning of democracy and the role of the governance
2. To help them understand the various approaches to the study of democracy and governance

**Module 1 Democracy- Foundation and Dimensions**

- a. Constitution of India
- b. Evolution of Democracy- Different Models
- c. Dimensions of Democracy- Social, Economic, and Political

**Module 2 Decentralization**

- a. Indian tradition of decentralization
- b. History of panchayat Raj institution in the lost independence period
- c. 73<sup>rd</sup> and 74<sup>th</sup> amendments
- d. Challenges of caste, gender, class, democracy and ethnicity

**Module 3 Governance**

- a. Meaning and concepts
- b. Government and governance
- c. Inclusion and exclusion

**References:**

1. Banerjee-Dube, I. (2014). *A history of modern India*. Cambridge University Press.
2. Basu, D. D. (1982). *Introduction to the Constitution of India*. Prentice Hall of India.
3. Bhargava, R. (2008). *Political theory: An introduction*. Pearson Education India.



4. Bhargava, R., Vanaik, A. (2010) *Understanding Contemporary India: Critical Perspective*. New Delhi: Orient Blackswan.
5. Chandhoke. N., Proyadardhi.P, (ed) (2009), '*Contemporary India: Economy, Society, Politics*', Pearson India Education Services Pvt. Ltd, ISBN 978-81-317-1929-9.
6. Chandra, B. (1999). *Essays on contemporary India*. Har-Anand Publications.
7. Chatterjee, P. (1997). *State and Politics in India*.
8. Dasgupta. S., (ed) (2011), '*Political Sociology*', Dorling Kindersley (India) Pvt. Ltd., Licensees of Pearson Education in south Asia. ISBN: 978-317-6027-7.
9. Deshpande, S. (2003). *Contemporary India: A Sociological View*, New Delhi: Viking Publication.
10. Guha, R. (2007). *India After Gandhi: The History of the World's Largest Democracy*, HarperCollins Publishers, New York.
11. Guha, R. (2013). *Gandhi before India*. Penguin UK.
12. Jayal. N.G. (2001). *Democracy in India*. New Delhi: Oxford University Press.
13. Kohli, A. (1990). *Democracy and discontent: India's growing crisis of governability*. Cambridge University Press.
14. Kohli, A., Breman, J., & Hawthorn, G. P. (Eds.). (2001). *The success of India's democracy* (Vol. 6). Cambridge University Press.
15. Kothari, R. (1989). *State against democracy: In search of humane governance*. Apex Pr.
16. Kothari, R. (1970). *Politics in India*. New Delhi: Orient Blackswan.
17. Kothari, R. (1995). *Caste in Indian politics*. Orient Blackswan.
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***Progressive Education Society's***  
**Modern College of Arts, Science and Commerce (Autonomous)**  
**Shivajinagar, Pune – 5**

**S.Y. BBA (SEMESTER – III)**  
**(2020 Course)**

**Course Code:** 19BaBBAU307

**Course Name:** Business Ethics Tutorial

**Teaching Scheme: TH:** 2 Lectures/Week

**Credit:** 02

**Examination Scheme: CIE/ESE:** 100 Marks

**Prerequisite Courses:**

- Students should have basic ethical values instilled in them at an early stage of life which will enable them to act non-violently and ethically.

**Course Objectives:**

- The subject introduces students to contemporary issues in business and ethics, thus highlighting the importance of ethical values in every aspect of industry and business.
- To make the students aware about the practices of good governance to encourage moral imagination and heightening sensitivity towards the ethical dimension of managerial problems.
- To help students link the concept of business and its existence for societies contribution.

**Course Outcomes:**

On completion of the course, student will be able to –

- Understand the importance of ethics and corporate governance in management of organizations.
- Identification of issues involved and how to deal with it
- Understand laws related to corporate governance and ethical practices to be followed by organizations
- Understand organizations' responsibility towards society and different stakeholders
- Adopt use of case study approach in ethical problem solving

**Course Contents**

<b>Chapter 1</b>	<b>Case Study Approach to Solving Ethical Issues</b>	<b>No. of Lectures</b>
	<ul style="list-style-type: none"> <li>• Steps in solving case studies</li> <li>• Some case studies to be covered on relevant social issues (which are the outcomes of business decisions or practices)</li> <li>• Class assignment will be given on solving some case studies based on different ethical issues.</li> </ul>	<b>8</b>
<b>Chapter 2</b>	<b>Business Ethics in Global Economy</b>	<b>No. of Lectures</b>
	Assignment on case study on: Unethical business practices of any one company in any sector and its implications on market, its stakeholders, its goodwill and its survival.	<b>5</b>
<b>Chapter 3</b>	<b>Corporate Governance &amp; Code of Ethics</b>	<b>No. of Lectures</b>
	Study of concept of corporate governance and preparation of a report on code of ethics followed by a company.	<b>5</b>
<b>Chapter 4</b>	<b>Corporate Social Responsibility (CSR) of Business</b>	<b>No. of Lectures</b>
	<p>A detailed report is to be prepared on corporate responsibilities of a specific company and submission of report along with its importance in sustainable development.</p> <ul style="list-style-type: none"> <li>• CSR for employees</li> <li>• CSR for customers</li> <li>• CSR for various stakeholders</li> </ul>	<b>6</b>
<b>TOTAL</b>		<b>24</b>

**Recommended Books:**

1. A Study in Business Ethics– Rituparna Raj, Himalaya Publishing House
2. Business Ethics: A Case Perspective - O.C. Ferrell, John Fraedrich & Linda Ferrell; Cengage Learning
3. Business Ethics – Gautam Pherwani, Everest Publishing House

***Progressive Education Society's***  
**Modern College of Arts, Science and Commerce (Autonomous)**  
**Shivajinagar, Pune – 5**

**S.Y. BBA (SEMESTER – III)**

**(2019 Course)**

**Course Code:** 19BaBBAU302

**Course Name:** Business Ethics

**Teaching Scheme: TH:** 4 Lectures/Week

**Credit:** 03+02 (Tutorial)

**Examination Scheme: CIA:** 40 Marks

**End-Sem:** 60 Marks

**Prerequisite Courses:**

- Students should have basic ethical values instilled in them at an early stage of life which will enable them to act non-violently and ethically.

**Course Objectives:**

- The subject introduces students to contemporary issues in business and ethics, thus highlighting the importance of ethical values in every aspect of industry and business.
- To make the students aware about the practices of good governance to encourage moral imagination and heightening sensitivity towards the ethical dimension of managerial problems.
- To help students link the concept of business and its existence for societies contribution.

**Course Outcomes:**

On completion of the course, student will be able to –

- Understand the importance of ethics and corporate governance in the day-to-day working of organizations.
- Learn the issues involved in maintaining ethics/corporate governance and how to deal with such situations.
- Understand the role of auditors and whistle blowers in fulfilling organizations' responsibility towards society.

**Course Contents**

Chapter 1	Introduction to Ethics & Business Ethics	No. of Lectures
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	<p>1.1 Definition of Ethics  1.2 Importance of Ethics  1.3 Types of Ethics  1.4 Definition of Business Ethics  1.5 Nature of Business Ethics  1.6 Importance of Ethics in Business  1.7 Types of Business Ethics  1.8 Determinants of Business Ethics  1.9 Principles of Business Ethics</p>	13
<b>Chapter 2</b>	<b>Business Ethics in Global Economy</b>	<b>No. of Lectures</b>
	<p>2.1 Concept of Globalization  2.2 Developing Business Ethics in Global Economy  2.3 Ethics in Global Marketing &amp; Advertising  2.4 Ethical perspectives in Employment  2.5 Ethics in IT &amp; E-commerce  2.6 Environmental Ethics  2.7 Ethics and Cross- culture influences  2.8 Role of Business Ethics in Developing a Civilized Society</p>	12
<b>Chapter 3</b>	<b>Corporate Governance &amp; Code of Ethics</b>	<b>No. of Lectures</b>
	<p>3.1 Definition of Corporate Governance (CG)  3.2 Features of Good Governance  3.3 Role of CEO, Board and Senior Executives  3.4 Right of Investors and Shareholders  3.5 Financial Regulations and their scope in CG  3.6 Meaning of Code of Ethics  3.7 Intellectual Property Rights: Patents, Copy-rights, Trade Marks, Designs  3.8 Ethical Challenges for Managers in the 21st Century</p>	12
<b>Chapter 4</b>	<b>Corporate Social Responsibility (CSR) of Business</b>	<b>No. of Lectures</b>
	<p>4.1 Meaning &amp; Concept  4.2 Social Responsibility of Business towards Diverse Groups (Interest Groups) of Society  4.3 CSR and Sustainable Development  4.4 Legal Aspects of Corporate Social Responsibility</p>	10
<b>Experiential Learning</b>		<b>No. of Lectures</b>
Case study: Unethical business practices of any one company in any sector and its implications on market.		01

<b>TOTAL</b>	<b>48</b>
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**Experiential Learning:**

Students are encouraged to take up case study of any company and study its ethical/unethical practices and its impact on its stakeholders, its goodwill and its survival.

**\*\* Tutorials will be conducted for the following topics:** Case studies on relevant social issues (which are the outcomes of business decisions or practices)

**Recommended Books:**

1. A Study in Business Ethics– Rituparna Raj, Himalaya Publishing House
2. Business Ethics: A Case Perspective - O.C. Ferrell, John Fraedrich & Linda Ferrell;  
Cengage Learning
3. Business Ethics – Gautam Pherwani, Everest Publishing House

## **INTRODUCTION TO CONSTITUTION**

(TWO CREDITS)

**Course Objectives:** This course introduces students to the Constitution of India. The Constitution, being supreme law of the land, must be known to every citizen of India. It begins with the Preamble, which indicates the source and objects of it. We, the people of India, are the source of the Constitution and have resolved to constitute India into a sovereign, socialist, secular, democratic and republic. The Course has been designed for everyone to make acquaint themselves with their fundamental rights and of others. No right is absolute one; it is subject to others right, as well. Directive Principles of State Policy are nothing but rights, though not enforceable by any court. These Directive Principles are basically 'Fundamental Principles' in the governance of the country. Powers and freedoms come with responsibility, State's responsibility to implement Directive Principles and citizens must perform their duties towards others, society and nation.

### **Expected Course Outcomes:**

To introduce the philosophy of Constitution of India to students.  
To acquaint them with their freedoms and responsibilities.

### **UNIT 1: PHILOSOPHY OF THE INDIAN CONSTITUTION (5 Hours)**

- a) Constitutional History of India
- b) Role of Dr. B.R. Ambedkar in Constituent Assembly
- c) Preamble – Source and Objects
- d) Sovereign and Republic
- e) Socialist and Secular
- f) Democratic – Social and Economic Democracy
- g) Justice – Social, Economic and Political
- h) Liberty – Thought, Expression, Belief, Faith and Worship
- i) Equality – Status and Opportunity
- j) Fraternity, Human Dignity, Unity and Integrity of the Nation

## **UNIT 2: FUNDAMENTAL RIGHTS (10 Hours)**

- a) Right to equality
- b) Right to freedoms
- c) Right against exploitation
- d) Right to freedom of religion
- e) Cultural and educational rights
- f) Right to property
- g) Right to constitutional remedies

## **UNIT 3: DIRECTIVE PRINCIPLES OF STATE POLICY (10 Hours)**

- a) Equal Justice and free legal aid
- b) Right to work and provisions for just and humane conditions of work
- c) Provision for early childhood, Right to education and SC,ST, weaker section
- d) Uniform Civil Code
- e) Standard of Living, nutrition and public health
- f) Protection and improvement of environment
- g) Separation of Judiciary from executive
- h) Promotion of International peace and security

## **UNIT 4: FUNDAMENTAL DUTIES (5 Hours)**

- a) Duty to abide by the Constitution
- b) Duty to cherish and follow the noble ideals
- c) Duty to defend the country and render national service
- d) Duty to value and preserve the rich heritage of our composite culture
- e) Duty to develop scientific temper, humanism, the spirit of inquiry & reform
- f) Duty to safeguard public property and abjure violence
- g) Duty to strive towards excellence

### **Text/Reference Books:**

- a) D. D. Basu, Introduction to the Constitution of India, LexisNexis
- b) Granville Austin, The Constitution of India: Cornerstone of a Nation, Oxford University Press
- c) Subhash Kashyap, Our Constitution, National Book Trust
- d) M.P. Jain, Indian Constitutional Law, LexisNexis



- e) V.N.Shukla, Constitution of India, Eastern Book Company
- f) P.M. Bakshi, The Constitution of India, Universal Law Publishing
- g) M.V.Pylee, Constitutional Government in India, S. Chand
- h) V. S. Khare, Dr. B.R.Ambedkar and India's National Security
- i) डॉ. सत्यरंजन साठे, भारताच्या राज्यघटनेची ५० वर्षे, कॉन्टिनेन्टल प्रकाशन
- j) नरेन्द्र चपळगावकर, राज्यघटनेचे अर्धशतक, मौज प्रकाशन गृह
- k) सुहास पळशीकर, राजकारणाचा ताळेबंद भारतीय लोकशाहीची वाटचाल, साधना प्रकाशन
- l) जयदेव गायकवाड, संविधान सभेत डॉ. आंबेडकर, पद्मगंगा प्रकाशन
- m) झिया मोदी, टेन जजमेंट्स दॅट चेंज् इंडिया, सकाळ प्रकाशन
- n) डॉ. रावसाहेब कसबे, डॉ. आंबेडकर आणि भारतीय राज्यघटना, सुगावा प्रकाशन

## **Induction Programme Academic Year 2023-24**

### **(For First Year UG Students)**

The **Induction Programme** for entry level undergraduate students is scheduled from **Wednesday, 2<sup>nd</sup> August 2023 (Offline Mode)** at '**Gansamradni Lata Mangeshkar Auditorium**' on 1<sup>st</sup> floor of our new building. All the students who have taken admission to first year UG course(s) in Progressive Education Society's, Modern College of Arts, Science and Commerce (Autonomous), Shivajinagar, Pune 411005 should attend this induction programme.

The schedule for induction programme is as below:

Day, Date	Names of the FY UG classes	Vice-Principal	Start Time
Wednesday, 2 <sup>nd</sup> August 2023	B.Sc. (Animation), B.Sc. (Biotech), B.Sc. (Blended Bioscience), BVoc. (Animator), B.Voc. (FT & AD)	Prof. S.S. Deshmukh	10.30 am
Thursday, 3 <sup>rd</sup> August 2023	B.Sc. (Computer Science) B.C.A. (Science)	Prof. S.S. Deshmukh	10.30 am
Friday, 4 <sup>th</sup> August 2023	B.Sc. B.Sc. (Microbiology)	Prof. S. S. Thengadi	10.30 am
Saturday, 5 <sup>th</sup> August 2023	B.A.	Dr. Amruta Oke	10.30 am
Monday, 7 <sup>th</sup> August 2023	B.Com.	Dr. Vijay Gaikwad	10.30 am

Following is the sequence of the sessions for all the classes

Topic	Speakers	Designation	Scheduled Time
Vice Principal Address	Prof. S.S. Deshmukh / Prof. S.S. Thengadi / Dr. Amruta Oke / Dr. Vijay Gaikwad	Vice Principal, Modern College, Pune 5	10.30 am to 10.50 am
Principal's Address	Dr. R. S. Zunjarrao	Principal, Modern College, Pune 5	10.50 am to 11.20 am

Topic	Speakers	Designation	Scheduled Time
NEP, NEP Verticals, Academics, Credit System, Examination Pattern	Dr. Anjali Sardesai	Vice Principal (Academics) & IQAC Coordinator	11.20 am to 11.50 am
Library	Dr. Shantashree Sengupta	Librarian	11.50 am to 12.00 pm
Sports	Prof. Vikram Phale	Director, Physical Education	12.00 pm to 12.10 pm
NSS	Dr. P. S. Varade	Program officer NSS	12.10 pm to 12.20 pm
NCC	Prof. A. V. Kamble	NCC (Naval) Program officer	12.20 pm to 12.30 pm
Arts Circle	Prof. A. V. Kamble	Chairperson	12.30 pm to 12.40 pm
Student Development Cell	Dr. Shubhangi Puranik	Student Development officer	12.40 pm to 12.50 pm
Science Association	Dr. Kalyani Salla	Chairperson	12.50 pm to 1.00 pm
Commerce Association	Dr. Rupesh Bansode	Chairperson	1.00 pm to 1.10 pm
Arts Association	Dr. Nisha Bhandare	Chairperson	1.10 pm to 1.20 pm
Institutional Innovation Council	Prof. Sheetal Pardeshi	Convener	1.20 pm to 1.30 pm
Best Student Trophy	Dr. Pooja Paratane	Chairperson	1.30 pm to 1.40 pm
Placement Cell	Prof. Manisha Suryawanshi	Placement officer	1.40 pm to 1.50 pm

The scheduled lectures and practicals of the FY UG classes will not be conducted on the day time of Induction program of respective class in between 10.30 am to 2.00 pm. All the students of these classes should attend the induction program as per the schedule. The teachers teaching to these classes should attend the induction program if they do not have other class lecture or practical



Dr. Pooja M. Paratane  
Coordinator  
Induction Program (UG)



Dr. Anjali Sardesai  
Vice-Principal  
(Academics)



Dr. R. S. Zunjarrao  
Principal