

B.COM (H+G) SYLLABUS-2018

Year 2: Semester IV

| | | Marks | Credit Hours | Remarks |
|------------|---|-------|--------------|---------|
| GE 4.1 Chg | | | | |
| CC 4.1 Chg | Entrepreneurship Development (50 Marks) and Business Ethics (50 marks) | 100 | 6 | |
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CC 4.1 Chg

Entrepreneurship Development and Business Ethics

Internal Assessment of Entrepreneurship Development----20 Marks

Internal Assessment of Business Ethics-----20 marks

Semester-end Examinations: 80 marks

Total 100 marks

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| Module II |
| Business Ethics |
| Internal Assessment: 10 marks |
| Semester-end Examinations: 40 marks |
| Total 50 marks |

DETAILS OF SYLLABUS

Unit 1: Business Ethics

No. of classes: 8 / Marks: 8

Introduction – Meaning - Scope – Types of Ethics – features – Factors influencing Business Ethics – significance of Business Ethics - Arguments for and against business ethics- Basics of business ethics - Corporate Social Responsibility and Business Ethics

Unit 2: Principles of Business Ethics

No. of classes: 8 / Marks: 8

Introduction – Meaning – Element – Ethics, Morale, Business ethics, Ethical dilemma [basic idea, features and significance of each of element]

Unit 3: Ethics in Management

No. of classes: 8 / Marks: 8

Introduction – Ethics in HRM – Ethics in Marketing — Ethics in Accounting and finance - Work place Ethics - Value and Ethics.

Unit 4: Corporate Culture

No. of classes: 8 / Marks: 8

Meaning – Role – Functions – Impact of Corporate Culture – Globalization and cross culture issues in ethics, Corporate Code of ethics

Unit 5: Ethics & Corporate Governance

No. of classes: 8 / Marks: 8

Concept of Corporate Governance, Scope, Reports on Corporate Governance and its benefits

CC2 (SEMESTER 1, CODE - ENG-A-CC-1-2-TH/TU)
EUROPEAN CLASSICAL LITERATURE: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Group A: Social and intellectual background

Group B:

Homer, *The Iliad* (Books I and II) translated by E.V. Rieu
Sophocles, *Oedipus the King*, in *The Three Theban Plays*, translated by Robert Fagles

Group C:

Ovid, Selections from *Metamorphosis*, 'Bacchus' (Book III)
Plautus, *Pot of Gold*, translated by E.F. Watling OR
Horace, *Satires*, I: IV in *Horace: Satires and Epistles* and Persius, translated Niall Rudd, Penguin, 2005.

End Semester Question Pattern:

Objective - 5 marks (from Group B and Group C)
Two questions of 15 marks (one from each text) from Group B (out of four, two from each text)
Two questions of 15 marks (one from each text) from Group C (out of four, two from each text)

Suggested Readings:

1. S.H. Butcher, *Aristotle's Theory of Poetry and Fine Art*, New Delhi: Kalyani Publishers
2. *Aristotle/Horace/Longinus: Classical Literary Criticism*, Translated with an Introduction by T.S. Dorsch, London: Penguin Books

CC3 (SEMESTER 2, CODE - ENG-A-CC-2-3-TH/TU)
INDIAN WRITING IN ENGLISH: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Poetry

Henry Louis Vivian Derozio, 'To India, My Native Land'
Toru Dutt, 'Our Casuarina Tree'
Kamala Das, 'Introduction'
A.K. Ramanujan, 'River'
Nissim Ezekiel, 'Enterprise'
Jayanta Mahapatra, 'Dawn at Puri'

Novel

Bankimchandra Chattopadhyay: *Rajmohan's Wife*

CC11 (SEMESTER 5, CODE - ENG-A-CC-5-11-TH/TU)
WOMEN'S WRITINGS: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Poetry

Emily Dickinson, 'I cannot live with you'
Elizabeth Barrett Browning, 'How do I love thee'
Eunice De Souza, 'Advice to Women'

Fiction

Alice Walker, *Color Purple* OR Emily Bronte, *Wuthering Heights*
Mahasweta Devi, 'Draupadi', translated Gayatri Chakravorty Spivak
Katherine Mansfield, 'Bliss'

Non-Fiction

Mary Wollstonecraft, *A Vindication of the Rights of Woman*, Chapters I
& II (New York: Norton, 1988)

Rassundari Devi, *Amar Jiban*, translated Enakshi Chatterjee, Writers'
Workshop.

End Semester Question Pattern:

Objective - 5 marks

One question of 15 marks from poetry (out of two)

Two questions of 15 marks each from fiction (out of three, one
from each)

One question of 15 marks from non-fiction (out of two, one from
each)

CC11 (SEMESTER 5, CODE – ENG-A-CC-5-11-TH/TU)
WOMEN'S WRITINGS: 6 CREDITS

(5 CREDITS THEORY AND 1 CREDIT TUTORIAL)

Poetry

Emily Dickinson, 'I cannot live with you'
Elizabeth Barrett Browning, 'How do I love thee'
Eunice De Souza, 'Advice to Women'

Fiction

Alice Walker, *Color Purple* OR Emily Bronte, *Wuthering Heights*
Mahasweta Devi, 'Draupadi', translated Gayatri Chakravorty Spivak
Katherine Mansfield, 'Bliss'

Non-Fiction

Mary Wollstonecraft, *A Vindication of the Rights of Woman*, Chapters I
& II (New York: Norton, 1988)

Rassundari Devi, *Amar Jiban*, translated Enakshi Chatterjee, Writers'
Workshop.

End Semester Question Pattern:

Objective – 5 marks

One question of 15 marks from poetry (out of two)

Two questions of 15 marks each from fiction (out of three, one
from each)

One question of 15 marks from non-fiction (out of two, one from
each)

Philosophical Foundation of Education

Objectives:

- To understand the meaning and relation of philosophy and education
- To understand the importance of philosophy in education
- To be acquainted with the Indian schools of philosophy and their impact on education
- To be acquainted with the western schools of philosophy and their impact on education
- To develop an understanding of philosophy for development of humanity

Unit 1 = Concept of educational philosophy

- Meaning of philosophy
- Etymological meaning of education
- Relation between philosophy and education
- Importance of philosophy in education

Unit 2 = Indian schools of philosophy

- Vedic school - Sankhya
- Vedic school - Yoga
- Non-vedic School - Buddhism
- Non-vedic School - Jainism

Unit 3 = Western schools of philosophy

- Idealism
- Naturalism
- Pragmatism
- Realism

Unit 4 = Philosophy for development of humanity

- Education and development of values
- Education for national integration
- Education for international understanding
- Education for promotion of peace and harmony

- b) Normative and Meta Ethics
- c) Philosophy of language (Indian)

PHI-A-DSE-B(1)

(Any one text from the following texts)

- a) An Enquiry Concerning Human Understanding – D. F
- b) The Problems of Philosophy – B. Russell
- c) Vedāntasāra- Sadananda Yogindra Saraswati
- d) Śrīmadbhagavadgīta

Semester 6

PHI-A-DSE-A(2)(Any one from the following options)

- a) Western Logic -II
- b) Applied Ethics
- c) Philosophy of Language (Western)

PHI-A-DSE-B(2)

(Any one philosophical system from four philosophical systems contemporary Indian thought)

- a) Swami Vivekananda
- b) Rabindranath Tagore
- c) Sri Aurobindo
- d) M.K. Gandhi

Skill Enhancement Elective Course :**Semester 3**

PHI-A-SEC-A (Any one from the following options)

- a) Logical Reasoning and Application: Indian and Western
- b) Man and Environment

Semester 4

PHI-A-SEC-B(Any one from the following options)

- a) Emerging Trends of Thought
- b) Philosophy of Human Rights

SEMESTER-I**Core Course**

- Ethics in Management : S. K. Chakraborty (Chapter 1&5)
- Management by Values -towards cultural congruence : S.K.Chakraborty
- Management Ethics-integrity at work: J.A.Patrick & John F. Quinn
- Business Ethics and Corporate Governance, Pearson Education India
- Business Ethics-an introduction to the ethics of values:Lucjan Klimsza

B. Environmental Philosophy

Suggested Readings:

English :

1. 'Attitudes to Nature' John Passmore,, Environmental Ethics (ed.) Robert Elliot, Oxford University Press, Oxford, 1998
2. Respect for Nature: A Theory of Environmental Ethics (Select Parts),Paul Taylor, Princeton University Press, Princeton, 1986
3. 'Intrinsic value, Environmental Obligation and Naturalness', Robert ElliotMonist, 1975
4. 'The Shallow and the Deep, Long-Range Ecology Movements: A Summary',Arne Naess, Inquiry, 1973
5. Nature, Self and Gender: Feminism, Environmental Philosophy and the Critique of Rationalism, Val Plumwood, Environmental Ethics (ed.) Robert Elliot, Oxford University Press, Oxford, 1998

CC-4 : Social Formations and Culture: Patterns of the Medieval World other than India

- **CANDIDATES CAN CHOOSE EITHER GROUP- A OR B, GROUP -C IS COMPULSORY**

GROUP- A

I. Arabia: Bedouin Society:

- a) Tribal Organization (families and clans)
- b) System of Alliances
- c) Economic Structure
- d) Language and poetry

II. The Steppes:

- a) A brief outline of Central Asia (Geography and History)
- b) Mongols :
 - (i) The strategic location of Mongolia;
 - (ii) Mongol Society: Tribal organization, different tribal formations, unification of the tribes under Chinghiz Khan
 - (iii) Brief outlines of the Mongol Empire: Case Study: The Golden Horde, Tatar rule in Russia
- c) The Turks:
 - (i) Conversion of the Turks to Islam from Buddhism
 - (ii) Brief history of the Seljuks and the Ottomans
 - (iii) The rise of the Ottoman Empire
 - (iv) Ottoman Society and Administration.

GROUP- B

III. Crisis of the Roman Empire and its principal causes: Historiography

IV. Religion and Culture in Medieval Europe: Society, Religious organizations (Church and Monastery), Carolingian renaissance 12th century renaissance, Position of Women in Medieval Europe, Witchcraft and Magic, Urbanization, Rise of University, Medieval art and architecture.

V. The feudal society its origins and its crisis: Historiography

GROUP- C

VI. Judaism and Christianity under Islam

Essential Reading:

Human Rights: Theory and Indian Context Code: PLS-G-DSE-B-6-2B-TH+TU**Module I**

1. History of the Idea of human rights; Evolution of generations of human rights.
2. Universal Declaration of Human Rights: provisions and significance.
3. UN and human rights: charters; UN Human Rights Commission; Vienna Declaration and Programme of Action.

Module II

4. Indian Constitution and the foundation of rights.
5. National and State Human Rights Commissions: structure and functions.
6. Human rights in India: problems and remedies.

Readings:

Universal Declaration of Human Rights, www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

Alok Kumar Meena, *Human Rights in India: Concepts and Concerns*, India: Pointer Publishers.

S.C. Joshi, *Human Rights: Concepts, Issues and Laws*, India: Akansha Publishing House.

Amit Bhattacharya and Bimal Kanti Ghosh (eds.), *Human Rights in India, Historical Perspective and Challenges Ahead*

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson.

M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswar

Press).

Human Rights in a Comparative Perspective

Code: PLS-A-D5E-6-B(4)-TH+TU

Module I

Human Rights: Theory and Institutionalization

Understanding Human Rights: Three Generations of Rights
 Institutionalization: Universal Declaration of Human Rights
 Rights in National Constitutions: South Africa and India

Issues:

Torture: USA and India; Surveillance and Censorship: China and India; Terrorism and Insecurity of Minorities: USA and India

Module II

Structural Violence:

Caste and Race: South Africa and India

Gender and Violence: India and Pakistan

Adivasis/Aboriginals and the Land Question: Australia and India

READING LIST

Human Rights: Theory and Institutionalization

Essential Readings:

I. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

Issues

Torture: USA and India

Essential Readings:

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55

J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.

Surveillance and Censorship: China and India

Essential Readings:

D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106-138.

D. Lyon, (2008) Surveillance Society, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp. 1-7.

Fu Hualing, (2012) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

Terrorism and Insecurity of Minorities: USA and India

Essential Readings:

E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.

M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

Structural Conflicts

Caste and Race: South Africa and India

Essential Readings:

A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R.