

As per the NEP 2020
(Effective from Academic Year 2024-2025 onwards)

VALUE ADDED COURSES

For Under-Graduate Programme

Semester-IV



Faculty of Arts/Commerce/Science

(CBCS) As per the NEP 2020 (Semester I to IV)

w.e.f. the Academic Session 2024-25

Pandit Deendayal Upadhyaya Shekhawati University

Sikar (Rajasthan) 332024

E-mail: reg.shekhauni@gmail.com

Website: www.shekhauni.ac.in


Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,
Sikar (Rajasthan)

Semester-IV

VALUE ADDED COURSES

| Semester | Course title | Credits | Course Code | Credit distribution of the course | | | Eligibility criteria |
|----------|--|---------|-------------|-----------------------------------|----------|------------------------|--------------------------------|
| | | | | Lecture | Tutorial | Practical/ Practice | |
| IV | Ayurveda and Nutrition | DSC (2) | 24BVC6401T | 2 | 0 | 0 | 10+2 from any recognized Board |
| OR | | | | | | | |
| IV | Constitutional Values And Fundamental Duties | DSC (2) | 24BVC6402T | 2 | 0 | 0 | |
| OR | | | | | | | |
| IV | Culture and Communication | DSC(2) | 24BVC6403T | 2 | 0 | 0 | |
| OR | | | | | | | |
| IV | Digital Empowerment | DSC (2) | 24BVC6404T | 2 | 0 | 0 | |

21
Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,
Sikar(Rajasthan)

VALUE ADDED COURSE

SYLLABUS : Ayurveda and Nutrition

Learning Objectives

- To introduce the basic principles of nutrition in Ayurveda
- To link the Ayurvedic nutrition with modern dietary practices for health
- Analyse basic tenets of traditional diets and health recipes
- To understand the contemporary food habits in everyday life


Learning outcomes

- The Learning outcomes of the Course are:
- Awareness of traditional food cultures of India
- Evaluate changing food patterns and lifestyle over the years
- Understand Indian Knowledge Systems (IKS) and key Vedic principles with respect to Food and Nutrition
- Apply basic tenets of traditional diets for health and disease
- Prepare selected healthy recipes based on Ayurvedic principles

| | | | |
|-----------------------|---|--------------|------------|
| Course Title: | Ayurveda and Nutrition | Course Code: | 24BVA5301T |
| Total Lecture hour 26 | | | Hours |
| Unit I | Introduction to Ayurvedic Nutrition: Ayurveda and Indian food cultures , Nutrition and lifestyle transition over the years , Regional Food Traditions of India | 7 | |
| Unit II | Basic principles of Food and Nutrition and Ayurveda: Understanding rich sources of nutrients, Concept of Doshas & assessment, Ayurvedic Principles of food habits and factors determining quality of food (Ahara vidhi visheshaayatana), FSSAI regulations on Ayurvedic Aahar | 7 | |
| Unit III | Ayurvedic Diets: Principles of Diet: Aharavidhi vidhan, Sattvic, Rajasi, Tamasic foods, Incompatible food (Viruddha Ahara), Pathya; Apathya; Viprita Ahaar, Lifestyle Management with Dincharya and Ritucharya, Application of Ayurvedic diets to stress linked food behaviour | 6 | |
| Unit IV | Practical component (if any) : 1. Visit your local market and classify the available food items according to | 6 | |

21
Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,
Sikar(Rajasthan)

| | | |
|--|--|--|
| | <p>Sattvic, Rajasi, Tamasic foods,</p> <p>2. Conduct a survey of 10-15 households in your</p> <p>3. To study food behaviour and analyse them in light of Ayurvedic dietary principles of Sattvic, Rajasi, Tamasic</p> <p>4. To study the food consumption patterns and intake of incompatible food: Viruddha Ahara, Pathya; Apathya; Viprita Ahaar</p> | |
| <p>Reference and Reading Books:</p> <ol style="list-style-type: none">1. Rastogi S (2014) Ayurvedic Science of Food and Nutrition. ASIN: BOOHWMV094, Springer: ISBN-13:978-14614962742. Rastogi S (2010) Building bridges between Ayurveda and modern science. Int J Ayurveda Res. 1(1):41-46.3. FSSAI regulations on Ayurveda Aahar Regulations 2022. Gazette of India4. CG-DL-E-07052022-235642. New Delhi, Friday, May 6, 2022/ Vaisakha 16, 1944.5. Frawley D (2012) Ayurvedic healing: A comprehensive guide. Lotus Press, India.6. https://iksindia.org/: Indian Knowledge Systems7. Charaka Samhita, Charaka (1998) In: Tripathi BN (ed) Sutra Stahan Maharashitiya Adhyay. Chaukhamba Orientalia, Varanasi.8. Kapoor Kapil & Singh AK Indian Knowledge Systems Volume - 1. Indian Institute of Advanced Study Shimla. Published by DK Printworld (P) Ltd, N.Delhi.9. https://www.lkouniv.ac.in. | | |


Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,

VALUE ADDED COURSE

SYLLABUS : Constitutional Values And Fundamental Duties

Learning Objectives

The Learning Objectives of this course are as follows:


- Enrich students with knowledge and relevance of the Constitution.
- Develop awareness about Duties and Values.
- Inculcate a sense of Constitutionalism in thought and action.

Learning outcomes

The Learning Outcomes of this course are as follows:

- Understand the Constitution and its relevance
- Appreciate the values and goals embedded in the Constitution.
- Recognise the importance of Fundamental Duties enshrined in the Constitution.
- Apply the spirit of fundamental values and duties in everyday national life.

| Course Title: | Constitutional Values And Fundamental Duties | Course Code: 24BVA5302T |
|-----------------------|---|----------------------------|
| Total Lecture hour 26 | | Hours |
| Unit I | The Constitution of India - An Introduction Federal Republic, Rule of Law, Separation of Powers, Sovereignty, Socialism, Democracy, Secularism and Sarva Dharma Sama Bhava | 7 |
| Unit II | Constitutional Values: Justice: Social, Political, Economic, Liberty: Thought, Expression, Belief, Faith, Worship, Equality: Equality before law & equal application of laws, Fraternity: Dignity, Unity and Integrity | 7 |
| Unit III | Fundamental Duties: Reflecting on the ancient Indian notions of righteousness and duty consciousness, Fundamental Duties- Article 51A [(a)- (k)] , Legal status of Fundamental Duties - Judicial approach | 6 |
| Unit IV | Practical component (if any) - 1. Reflections on some of the constitutional values/ fundamental | 6 |


Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,
Sikar (Rajasthan)

| | | |
|--|---|--|
| | <p>duties and its contemporary relevance in day-to-day national life through group discussions and projects.</p> <ol style="list-style-type: none"> 2. Conduct workshops to spread awareness on the Fundamental Duties and Values. 3. Students are required to conduct a survey (minimum 25 respondents) on assessing the awareness of the constitutional duties amongst the citizens. 4. Students may share their experiences on Fundamental Duties and Values in the form of a Project Report. 5. Any other Practical/Practice as decided from time to time | |
|--|---|--|

Reference and Reading Books:

1. Preamble to the Constitution of India, 1950.
2. The Constitution of India, Articles - 14, 19, 21.
3. The Constitution of India, Fundamental Duties [Ar. 51 A (a)- (k)].
4. Durga Das Basu, et al., Introduction to the Constitution of India (LexisNexis, 26th edn, 2022).
5. Leila Seth, We, the Children of India: The Preamble to Our Constitution (New Delhi, Puffin Books, Penguin Books India, 2010).
6. Mahendra Pal Singh, V.N. Shukla's Constitution of India, (Eastern Book Company, Lucknow, 13th revised edn. 2017)
7. B.R. Ambedkar Selected Speeches, (Prasar Bharati, New Delhi, 2019) available at: https://prasarbharati.gov.in/whatsnew/whatsnew_653363.pdf.


Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,
Sikar(Rajasthan)

VALUE ADDED COURSE

SYLLABUS : Culture and Communication

Learning Objectives

- To focus on traditional values disseminated from Indian cultural heritage.
- To understand the interconnections between the legacy of our past and needs of our contemporary society.
- To learn to adapt, interact and celebrate our diversity and pluralistic culture.
- To develop communication skills in speaking, listening, reading and writing and apply them in our quotidian life as young citizens of contemporary India.
- To integrate ethical values and life skills.

Course Outcomes

- Students will be able to appreciate the relevance of ancient Indian wisdom and core ethical values in our contemporary life.
- Students will be able to engage in a dialogue between the past and the present and inculcate the best principles towards a meaningful life.
- Students will be encouraged to involve themselves in team work and group activities to address challenges faced in metropolitan cities.
- Students will be able to develop communication skills, that is, analytical reading, empathetic listening, considerate speaking as well as informed writing.
- Extension activities will equip the students, drawn from diverse backgrounds, with life skills and confidence to integrate with a multicultural environment and work towards an inclusive community.
- Students will be encouraged to envisage and work towards an ethically robust society and thereby strengthen the nation.

| | | |
|------------------------------|---|--|
| Course Title: | Culture and Communication | Course Code: 24BVA5303T |
| Total Lecture hour 26 | | Hours |
| Unit I | Ethical Values from Indian Cultural Heritage Vasudhaiva Kutumbakam United We Stand, Divided We Fall Ek Bharat, Shresht Bharat | 7 |
| Unit II | Developing Life Skills Empathy Adaptability Conserving our natural resources Sharing knowledge resources | 7 |
| Unit III | Effective Communication in Everyday Life Empathetic listening Considerate speaking | 6 |

21
Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,
Sikar(Rajasthan)

| | | |
|---|---|---|
| | Analytical reading Informed writing | |
| Unit IV | <p>Practical/ Practice Component : As hands-on experience is an essential component of the course, this section will focus on the practical aspects to correlate with the fundamental principles and learnings of the theory portion. Students will be encouraged to use the communication tools learnt through Unit 3 and corroborate. the continuities of core principles studied in Unit 1 and 2.</p> <ol style="list-style-type: none"> 1. Students will be asked to conduct surveys/interviews in their neighbourhood or commuting routes to assess the nature and quality of negotiating our cultural diversity and pluralist traditions. 2. Students would be assigned visits to old-age homes, hospitals, cancer wards, etc. to interact and write about their experiences with old people, caregivers, patients, nursing staff, helpers, etc. 3. They will also be assigned visits to historically important places and monuments within the city and also converse with the tourists in order to trace a comprehensive view of the rich cultural history of India. They may create video documentaries, take and record tourists' interviews and/or write a journal entry of the visit using the communication skills learnt. 4. Students shall make group presentations or individual reports on the activities undertaken. Discussions with classmates and the teacher shall be undertaken to evolve clarity of vision on the ethical values and effective communication skills learned through this course. 5. Any other related activity. | 6 |
| <p>Reference and Reading Books:</p> <ol style="list-style-type: none"> 1. Aurobindo, Sri. <i>Introduction To The Gita</i>. Sri Aurobindo Ashram Press, 2017. pp 23-40 2. Dhanavel. S.P. <i>English and Soft Skills</i>. Orient Black Swan, 2010. 3. Haksar, A. N. D. 'Chanakya Niti Shastra', <i>Chanakya Niti</i>. India, Penguin Random House India Private Limited, 2020. 4. Malik, Keshav. "A Dehumanized Environment". <i>Culture of Peace: Experience and Experiment</i>, edited by Baidyanath Saraswati. Indira Gandhi National Centre for the Arts, New Delhi, 1999. pp 77-79 5. Murthy, Sudha. 'How to Beat the Boys', <i>Three Thousand Stitches: Ordinary People, Extraordinary Lives</i>. Penguin Books, 2017. 6. Ramanujan, A.K. 'A Flowering Tree', <i>Cultural Diversity, Linguistic Plurality & Literary Traditions in India</i>. Department of English, OUP, 2015. pp 125-138. 7. Vande Mataram Song from Chatterji, Bankimcandra. <i>Anandamath, or The Sacred Brotherhood</i>. Translated by Julius J. Lipner, Oxford University Press, 2005. pp 297-299. 8. Vivekananda, Swami. "Response to the Welcome and Address at the Final Session." <i>Swami Vivekananda: A Contemporary Reader</i>, edited by Makarand R. Paranjape, Routledge, New Delhi, 2015, pp. 3-4,18-19. | | |

21-

Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,
Sikar (Rajasthan)

VALUE ADDED COURSE

SYLLABUS : Digital Empowerment

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the digital world and need for digital empowerment
- Create awareness about Digital India.
- Explore, communicate and collaborate in cyberspace.
- Building awareness on cyber safety and security.

Course Outcomes

The Learning Outcomes of this course are as follows:

- Use ICT and digital services in daily life.
- Develop skills to communicate and collaborate in cyberspace using social platforms, teaching/learning tools.
- Understand the significance of security and privacy in the digital world.
- Evaluate ethical issues in the cyber world

| | | |
|-----------------------|--|----------------------------|
| Course Title: | Digital Empowerment | Course Code: 24BVA5304T |
| Total Lecture hour 26 | | Hours |
| Unit I | Digital inclusion and Digital Empowerment Needs and challenges Vision of Digital India: DigiLocker, E-Hospitals, e-Pathshala, SHIM, e-Kranti (Electronic Delivery of Services), e-Health Campaigns Public utility portals of Govt. of India such as RTI, Health, Finance, Income Tax filing, Education | 7 |
| Unit II | Communication and Collaboration in the Cyberspace Electronic Communication: electronic mail, biogs, social media Collaborative Digital platforms Tools/platforms for online learning Collaboration using file sharing, messaging, video conferencing | 6 |

21-
Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,
Sikar(Rajasthan)

| | | |
|----------|---|---|
| Unit III | Towards Safe and Secure Cyberspace Online security and privacy Threats in the digital world: Data breach and Cyber Attacks Blockchain Technology Security Initiatives by the Govt of India | 6 |
| Unit IV | Ethical Issues in Digital World Netiquettes Ethics in digital communication Ethics in Cyberspace Practical component (if any) <ol style="list-style-type: none"> 1. The course should be conducted in an interactive mode through demonstration, using appropriate tools. 2. Conduct workshops one-services initiated under Digital India. 3. Spread digital literacy/awareness amongst the vulnerable groups and marginalised sections of the society like street vendors, domestic help, security guards, senior citizens. 4. Students will take up team activities/ projects exploring digital services in the areas such as education, health, planning, farming, security, cyber security, financial inclusion, and justice, e-Kranti. | 7 |

Reference and Reading Books:

1. Rodney Jones and Christoph Hafner. "Understanding digital literacies: A practical Introduction". Routledge Books, 2nd edition, 2021.
2. <https://www.digitalindia.gov.in>
3. <https://www.digilocker.gov.in>
4. <https://www.cybercrime.gov.in>
5. <https://www.cybersafeindia.in>
6. <https://www.meity.gov.in/cyber-su> HYPERLINK
 "http://www.meity.gov.in/cyber-su" rakshit-bharat-program me
7. David Sutton. "Cyber security: A practitioner's guide", BCS Learning & Development Limited, UK, 2017.
8. <https://www.mha.gov.in/document/downloads/cyber-safety>- HYPERLINK
 "http://www.mha.gov.in/document/downloads/cyber-safety-handbook"handbook


Dy. Registrar
Pandit Deendayal Upadhyaya
Shekhawati University,
Sikar(Rajasthan)