

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

VALUE ADDED COURSES
Faculty of Arts/Commerce/Science
For Post-Graduate Programmes

Semester - III



Pandit Deendayal Upadhyaya Shekhawati University
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Shekhawati University,
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Semester	Course Code	Course Title	Contact Hrs per Week			Credits	Weightage (%)		
			L	T	P		CW\$	MTE	ETE
		(Select Any One)							
III	24MVC9301T	Indian Knowledge System and Integral Humanism - II	2	0	0	2	10	20	70
	24MVC9302T	Human Values and Ethics	2	0	0	2	10	20	70
	24MVC9303T	Financial Literacy	2	0	0	2	10	20	70

Semester – III

Course Objective

1. Deep understanding of the Indian knowledge tradition
2. Study of the principles of Integral Humanism
3. Development of policy thinking from social, cultural and economic perspectives
4. The Study of Nation's Philosophy and Cultural Nationalism
5. Recognition of Social Participation in the Role of Public Order and Development
6. Exchanging self-reliance from the Indian point of view

Course Outcome

1. Students will be able to understand the fundamentals, sources and contemporary relevance of the Indian Knowledge System (IKS).
2. Students will be able to understand the core concepts, philosophy and cultural roots of the Indian knowledge tradition.
3. They will be able to explain the elements of "Integral Humanism" propounded by Pt. Deendayal Upadhyaya and relate it to the current social, political and economic context.
4. Analyse alternative discourses of nation, culture, education, state and economy from an Indian perspective.
5. Evaluate the relevance of ideas like "Antyodaya", "Gram Swaraj", "Democratic Decentralisation" in contemporary policies.
6. They will understand their responsibilities as thoughtful, responsible and culturally minded citizens for building an India-centric, humane and harmonious society.
7. Students will gain a hands-on experience of the practical utility of Indian thought through various activities, group discussions, and case studies.

Course Title:	Indian Knowledge System and Integral Humanism - II	Course Code: 24MVC9301T
Total Lecture hour 30		Hours
Unit I	Integral Economics – Indigenous Economic Vision Objective: To understand Deendayal Ji's indigenous and human-centric economics. Main theme: • Limitations of Capitalism and Socialism	8

	<ul style="list-style-type: none"> • Integral Economics: Communicative, Ethical Development • Small Scale Industries, Cottage Industries, Agro-based Development • Meaning for life, not life for meaning • Suitable Economic Model for India • Ideological Background of "Atmanirbhar Bharat" 	
Unit II	Democratic Decentralization and Gram Swaraj - Objective: To understand the role of local participation and decentralized governance in policy formulation. Main theme: <ul style="list-style-type: none"> • Concept of Gram Swaraj: (Gandhi and Deendayal Vision) • Decentralized Governance : Panchayati Raj, Autonomy and Self-Reliance • Distribution of power to the bottom • Transparency, accountability and public integrity based administration. Decentralization vs Centralization <ul style="list-style-type: none"> • Harmonization of the concept of Gram Swaraj and the present Smart Village. • Participation of youth and women in local development schemes. 	8
Unit III	Antyodaya – Upliftment of the Last Man Objective: To understand the thinking of putting the welfare of the last person in the society at the centre. Main theme: <ul style="list-style-type: none"> • Concept of Antyodaya • Sabka Saath-Sabka Vikas • Harmony, Co-operation and Service • Participation of marginalized sections in policy formulation • Role of Antyodaya in Poverty Alleviation • Need for Service-Based Development Policy 	7
Unit IV	Nation, Nation Spirit and Philosophy of Nation Life - Objective: To understand the cultural outlook of the nation, the role of the soul and the state. Main theme: <ul style="list-style-type: none"> • Nation is not just a geographical concept, but a cultural concept. • Nation Religion and the Soul of the Nation • Role of the State – Protector, Servant • Deendayal Upadhyaya's "Rashtrajeevan Darshan" • Cultural Nationalism vs Political Nationalism • Future of India – From an Indian Perspective 	7
Reference and Reading Books: <ol style="list-style-type: none"> 1. The Vision of Integral Humanism, Edited by: Mahesh Chandra Sharma, Publisher: Deendayal Research Institute 2. Rashtrajeevan Darshan ke Nirmata - Pandit Deendayal Upadhyay, 2024, Prachi Digital Publication by Dr. Anil Saini. 3. Political Diary, Author: Pandit Deendayal Upadhyaya, Publisher: Suruchi Prakashan. 4. Pandit Deendayal Upadhyaya: A Profile, Author: Sudhakar Raje, Publisher: Deendayal Research Institute. 5. The Essentials of Indian Philosophy, Author: M. Hiriyanna, Publisher: Motilal Banarsidass 		

6. Introduction to Indian Knowledge System: Concepts and Applications, Authors: B. Mahadevan, K. Gopinath, Nagendra Pavana R. N., Publisher: PHI Learning.
7. The Beautiful Tree: A Personal Journey Into How the World's Poorest People Are Educating Themselves, Author: James Tooley, Publisher: Penguin Books
8. National Education Policy 2020 (NEP 2020), Publisher: Ministry of Education, Government of India
9. Papers and Publications by Deendayal Research Institute (DRI), Visit:
10. <https://www.dri.org.in>
11. <https://deendayalupadhyaysmriti.org>
12. <https://www.pduss.org>

Course Objectives

1. To develop an understanding of the foundational concepts of human values and ethical principles, and their relevance in personal, professional, and societal contexts.
2. To cultivate moral reasoning and ethical decision-making abilities by exploring various ethical theories, dilemmas, and real-life case studies.
3. To promote self-reflection and personal growth by encouraging students to examine their own values, attitudes, and behaviors in light of ethical frameworks.
4. To foster responsible citizenship and professional integrity by emphasizing the importance of empathy, accountability, and respect for diversity in building a just and sustainable society.

Course Outcomes - After completing this course, the learner will be able to know/understand:

1. The Need, Content and Process for Value Education.
2. The Human Values and Ethics
3. The origin of Integrated Personality and Well-being

4. The Professional Ethics and Global Citizenship

Course Title:	Human Values and Ethics	Course Code: 24MVC9302T
Total Lecture hour: 30		Hours
Unit I	Need, Content and Process for Value Education Understanding the need, content and process for Value Education. (Students should be aware of the difference among skills, values and ethics and their respective needs in life.) Classification of Value Education: understanding Personal Values, Social Values, and Moral Values & Spiritual Values; Understanding the difference between ideology and values. Understanding Harmony with self, Society and Nature. Activity: Debate and discussion on the need and nature of value education; Students should be encouraged to find and analyze suitable case studies to understand various types of values.	8
Unit II	Human Values and Ethics Meaning and nature of human values; Significance of human values in life; Relation between values and ethics. Relevance of Human values: Integrity, Empathy, Loksangrah, Brahmavihara. Theory of Naya (Jainism), Deontology, Virtue Ethics, Utilitarianism Activity: Students should be divided in small groups and should be motivated to reflect	8

	upon their values. Teacher should make an environment to make them realize that everyone has a set of values arisen from their family, social, cultural, religious, and political contexts, some of which correspond to more “human” and “universal” frameworks. This exercise is to encourage students to articulate their values and put them into conversation with values from other contexts.	
Unit III	Integrated Personality and Well-being Understanding the relationship among: Self, Identity and Personality. Understanding Integrated Personality – with the three gunas theory of Sankhya, the four Antah-karanas (inner instruments) in Yoga, and Panchkosha (five sheaths) in Upanishad. Approaching comprehensive understanding of well-being and its relation to Happiness. Activity: Bhramadhyas Dhyana, Chakra Dhyana, Preksha Dhyana, Sakshi Bhava Dhyana, Vipassana, Yog Nidra, Partipakshabhava (yogic way of cognitive restructuring)	7
Unit IV	Professional Ethics and Global Citizenship Nature, characteristics and scope of professional ethics; Types of Professional Ethics; Professional Values: Trusteeship, Inclusiveness, Commitment, Sustainability, Accountability, Transparency, Impartiality. Values for Global Citizenship: Equality, Justice, and Human Dignity. Nature and need of competency based education; Types of Competencies, Core Competencies: communication, teamwork, planning and achieving goals, Functional Competencies: analytical thinking, knowledge sharing and learning, decision making, partnership building.	7
Reference and Reading Books:		
1. R.R. Gaur, R Sangal, G.P. Bagaria (2009): A Foundation Course in Human Values and Professional Ethics, Excel Books. 2. D.R. Kiran (2014) Professional Ethics and Human Values, McGraw Hill Education (India). 3. Happiness and Well-Being, NIOS Module V (Health and well-being) 4. Kiran Kumar, K. Salagame (2016): Meaning and Well-Being: Indian Perspectives, Journal of Constructivist Psychology 5. Dan P. McAdams, Kali Trzesniewski, Jennifer Lilgendahl, Veronica Benet-Martinez, Richard W. Robins (2021) Self and Identity in Personality Psychology, Personality Science, 2021, Vol. 2, Article e6035, https://doi.org/10.5964/ps.603 6. S.K. Kiran Kumar (2003): An Indian conception of wellbeing, in Henry, J. (Ed) European Positive Psychology Proceedings 2002. Leicester, UK: British Psychological Society. 7. Vivian L Vignoles (2017): Identity: Personal and Social, Chapter to appear in Oxford Handbook of Personality and Social Psychology (2nd ed.), edited by Kay Deaux and Mark Snyder. 8. Wong, S.-C. (2020). Competency Definitions, Development and Assessment: A Brief Review. International Journal of Academic Research in Progressive Education and Development, 9(3), 95–114.		

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Course Objectives: The Learning Objectives of this course are as follows:

- Familiarity with different aspects of financial literacy such as savings, investment, taxation, and insurance
- Understand the relevance and process of financial planning
- Promote financial well-being

Learning Outcomes: The Learning Outcomes of this course are as follows:

1. Develop proficiency for personal and family financial planning
2. Apply the concept of investment planning
3. Ability to analyse banking and insurance products
4. Personal tax planning

Course Title:	Financial Literacy	Course Code: 24MVC9303T
Total Lecture hour: 30		Hours
Unit I	Financial Planning and Financial Products <ul style="list-style-type: none"> • Introduction to Saving • Time value of money • Management of spending and financial discipline 	7
Unit II	Banking and Digital Payment <ul style="list-style-type: none"> • Banking products and services • Digitization of financial transactions: Debit Cards {ATM Cards} and Credit Cards, Net banking and UPI, digital wallets • Security and precautions against Ponzi schemes and online frauds 	8
Unit III	Investment Planning and Management <ul style="list-style-type: none"> • Investment opportunity and financial products • Insurance Planning: Life and non-life including medical insurance schemes 	8
Unit IV	Personal Tax <ul style="list-style-type: none"> • Introduction to basic Tax Structure in India for personal taxation • Aspects of Personal tax planning • Exemptions and deductions for individuals • e-filing 	7
Reference and Reading Books:		
<ol style="list-style-type: none"> 1. Introduction to Financial Planning (4th Edition 2017)- Indian Institute of Banking & Finance. 2. Sinha, Madhu. Financial Planning: A Ready Reckoner July 2017, McGraw Hill. 3. Halan, Monika, Lets Talk Money: You've Worked Hard for It, Now Make It Work for You, July 2018 Harper Business. 4. Pandit, Amar The Only Financial Planning Book that You Will Ever Need, Network 18 Publications Ltd. 		

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