



UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A ++' GRADE' UNIVERSITY)
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

Academic Section

NOTIFICATION

(26/Sept./Adp/45)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the syllabi and courses of study of the following **Foundation Courses of Semester-I for Five Year Integrated Under Graduate Post Graduate Programme** as per NEP-2020 (as given in the Annexure) for the examinations to be held in the years as per the details given below:

S.No.	Courses	Course Code	Group	For the examinations to be held in the year
1.	Technological Trends and Digital Skills	IUGPGF-101	A	December 2026, 2027 and 2028
2.	Mathematical Reasoning and Problem Solving	IUGPGF-102		December 2026, 2027 and 2028
3.	Economics in Daily Life	IUGPGF-103		December 2026, 2027 and 2028
4.	Financial Literacy	IUGPGF-104		December 2026, 2027 and 2028
5.	Skills for effective communications	IUGPGF-105		December 2026, 2027 and 2028
6.	The Art & Science of Happiness	IUGPGF-106		December 2026, 2027 and 2028
7.	Statistical Thinking and Data Interpretation	IUGPGF-107	B	December 2026, 2027 and 2028
8.	Sustainability and Climate action	IUGPGF-108		December 2026, 2027 and 2028
9.	Exploring the World with AI	IUGPGF-109		December 2026, 2027 and 2028
10.	Exploring Creativity	IUGPGF-110		December 2026, 2027 and 2028
11.	Understanding India	IUGPGF-111		December 2026, 2027 and 2028
12.	Constitutional Literacy	IUGPGF-112		December 2026, 2027 and 2028

Note: The students belonging to Group 'A' shall have to opt all six courses from S. No. 1 to 6 and the students belonging to Group 'B' shall have to opt all six courses from S.No. 7 to 12.

The Syllabi of the courses is available on the University website: www.jammuuniversity.ac.in.

Sd/-
DEAN ACADEMIC AFFAIRS

No. F. Acd/II/26/6050-60

Dated: 10/09/2026

Copy for information and necessary action to:

1. Special Secretary to the Vice Chancellor, University of Jammu for the kind information of the Worthy Vice-Chancellor please
2. Sr. P.A. to the Dean Academic Affairs



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3. Convener, Board of Studies in Five Year Integrated UG-PG Programme
4. Sr. P.A.to the Controller of Examinations
5. Course Coordinators Concerned
6. Director, Computer Centre, University of Jammu for urgent necessary action in this regard.
7. Joint Registrar/Deputy Registrar/Asst. Registrar (Conf. /Exam UG/Exam. Non Prof./C.A. to the Controller of Examinations)
8. Guard File

[Signature]
10/09/26
Assistant Registrar (Academic)

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10/9/26

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Course structure for Five Year Integrated Under Graduate Post Graduate Programme as per NEP-2020 for Semester-I for the Examinations to be held in the December 2026, 2027 and 2028.

Semester-I			
S.No.	Title of the courses	Credits	Course Code
1.	Technological Trends and Digital Skills	4	IUGPGF-101
2.	Mathematical Reasoning and Problem Solving	4	IUGPGF-102
3.	Economics in Daily Life	3	IUGPGF-103
4.	Financial Literacy	3	IUGPGF-104
5.	Skills for effective communications	3	IUGPGF-105
6.	The Art & Science of Happiness	3	IUGPGF-106
	TOTAL	20 CREDITS	

Semeser-I			
S.No.	Title of the courses	Credits	Course Code
1.	Statistical Thinking and Data Interpretation	4	IUGPGF-107
2.	Sustainability and Climate action	4	IUGPGF-108
3.	Exploring the World with AI	3	IUGPGF-109
4.	Exploring Creativity	3	IUGPGF-110
5.	Understanding India	3	IUGPGF-111
6.	Constitutional Literacy	3	IUGPGF-112
	TOTAL	20 CREDITS	



Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per National Education Policy (NEP) 2020 for Semester I examinations to be held in December 2026, 2027 and 2028

Course Code : IUGPGF-101

Course Title : Technology Trends and Digital Skills

Semester :1st

Credits : 4

Teaching Scheme :40 Hrs

Mid-Semester: 20

End Semester: 40

Activity: 40

Total Marks: 100

Course Description

This course introduces undergraduate students to emerging technologies transforming society and equips them with essential digital and AI-enabled skills required for higher education, research, entrepreneurship, and future careers. The course emphasizes experiential learning, interdisciplinary thinking, creativity, ethical technology use, and hands-on exploration of modern digital tools and Generative AI.

Course Objectives

The course aims to:

- Introduce students to emerging technologies driving digital transformation.
 - Develop awareness of technological innovations across disciplines.
 - Build practical digital skills for learning, communication, collaboration, and productivity.
 - Familiarize students with Generative AI tools for academic and professional applications.
 - Promote responsible, ethical, and innovative use of digital technologies.
-

Course Outcomes

After successful completion of the course, students will be able to:

- Use/apply emerging technologies for the benefit of society, industry for sustainable development.
 - Analyze technological trends and identify their interdisciplinary applications.
 - Demonstrate essential digital skills for academic, professional, and collaborative work.
 - Apply Generative AI tools effectively to enhance learning, creativity, research, and productivity.
-

Teaching-Learning Methodology: Interactive Lectures, Experiential Learning, Activity-Based Learning, Laboratory Sessions, Case Studies, Project-Based Learning, Seminar Presentations.

MODULE 1: Emerging Technology Trends and Digital Transformation

Drone Fundamentals, Robotics, Autonomous Systems and UAV Technologies,

Introduction to Digital Twins and Blockchain Technology,

IPV6 addressing Scheme, Cybersecurity, Cyber Forensics, Cryptography, Digital Signatures and Private & Public Key Infrastructure (PKI),

Digital Identity Management: Digital Signatures, PKI and Digital Certificates,

Extended Reality (XR): Augmented Reality (AR), Virtual Reality (VR) and Mixed Reality (MR)

Learning Outcomes

Students will be able to:

- Understand major technological trends shaping the future.
- Explain the role of emerging technologies in digital transformation.
- Identify interdisciplinary applications of modern technologies.

Activity-Based Learning: Track one emerging technology and present its recent developments, create a visual timeline of major technological revolutions, and debate on which technology will have the greatest societal impact by 2035?

Hands-on Practical: Explore demonstrations of IoT devices, drones, AR/VR applications, and AI-powered systems, prepare a concept map showing relationships among emerging technologies.

Mini Project: Technology for My Discipline (Students to explore one emerging technology and explain its applications in their chosen discipline).

Expected Deliverables: Technology Trend Report, Concept Map, Mini Project Report, Presentation

MODULE 2: Technology Innovation for Smart Society and Sustainable Development

Idea of Smart Cities, Digital Health, Telemedicine, and Wearable Technologies,

Smart Agriculture: Precision Farming, IoT in Agriculture, Smart Sensors, and Precision Irrigation,

Digital Financial Technologies and E-Governance (Digital Banking, Mobile Banking, UPI, Digital Wallets, and E-Payments),

Satellite Technologies, Remote Sensing, Geographic Information Systems (GIS), and Geospatial Intelligence,

Sustainable Technologies, Social Innovation, and Neurocomputing

Learning Outcomes:

Students will be able to:

- Explain the role of technology in solving societal and industrial challenges.
- Analyze interdisciplinary applications of emerging technologies.
- Develop innovative solutions aligned with sustainable development.

Activity-Based Learning: Map an emerging technology to a Sustainable Development Goal, identify a local problem and propose a technology-enabled solution, a case study on successful smart city traffic management, digital healthcare, or precision agriculture initiative.

Hands-on Practical: Explore case studies of smart systems and digital platforms, design a technology solution using Design Thinking principles.

Mini Project: Technology for Community Development (Students have to propose a technology-driven solution for a local or regional challenges).

Expected Deliverables: Innovation Canvas, Case Study Report, Technology Solution Proposal, Presentation

MODULE 3: Digital Skills for Academic, Professional and Career Success

Digital Productivity Tools for Documents, Spreadsheets, Presentations.

Digital Content Creation and Multimedia Design (Infographics, Posters, Graphics, and Videos)

Designing Networks for institutions and organizations for Global connectivity.

Data Visualization, Dashboards.

Digital Identity, E-Portfolio, Personal Branding, and Professional Networking.

Learning Outcomes:

Students will be able to:

- Use digital tools for effective learning and communication.
- Create professional digital content.
- Collaborate using cloud-based platforms.
- Build a secure and responsible digital presence.

Activity-Based Learning: Create a professional digital portfolio, develop an infographic or multimedia presentation, analyze and visualize a simple dataset, Conduct a cybersecurity awareness audit.

Hands-on Practical: Create presentations, dashboards, and multimedia content, collaborate using cloud-based tools, build an e-portfolio and professional profile.

Mini Project: My Digital Success Portfolio

Expected Deliverables: E-Portfolio, Presentation, Infographic, Dashboard, Project Report

MODULE 4: Generative AI for Learning, Creativity and Productivity

Introduction to Generative AI and AI-Assisted Workflows

General-Purpose AI Assistants for Learning, Research, and Knowledge Management

AI for Writing, Communication, and Content Creation (Presentations, Graphics, Multimedia, and Videos)

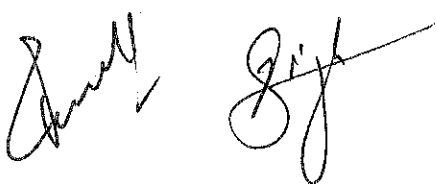
AI for Data Analysis, Visualization, and Problem Solving

Prompt Engineering, AI Agents, and Emerging Trends in Generative AI

Learning Outcomes:

Students will be able to:

- Use Generative AI tools for learning, research, creativity, and productivity.
- Apply prompt engineering techniques for academic and professional tasks.
- Create AI-assisted digital content.
- Demonstrate responsible and ethical use of Generative AI.



Activity-Based Learning: Compare different categories of Generative AI tools for a common task, develop and refine prompts for academic writing and presentations, build an AI-assisted workflow for completing an assignment, critically evaluate AI-generated content for quality and reliability.

Hands-on Practical: Generate study notes, presentations, and reports using AI, Create AI-assisted multimedia content, build a categorized prompt library, explore AI tools for research, productivity, and collaboration.

Mini Project: AI-Enhanced Learning and Productivity Toolkit (Students design an AI-enabled workflow that improves learning, research, creativity, or professional productivity).

Expected Deliverables: Prompt Library, AI Workflow Diagram, AI-assisted Digital Artifact, Reflection Report, Presentation

Books

1. Klaus Schwab, *The Fourth Industrial Revolution*, Crown Business.
2. Bernard Marr, *Future Skills: The 20 Skills and Competencies Everyone Needs to Succeed in a Digital World*, Wiley.
3. Kai-Fu Lee, *AI 2041: Ten Visions for Our Future*, Currency.
4. Erik Brynjolfsson & Andrew McAfee, *The Second Machine Age*, W. W. Norton.
5. Jake VanderPlas, *Python Data Science Handbook*, O'Reilly (selected chapters for digital literacy and data handling).

Evaluation Scheme

Syllabus to be covered in the examination	Syllabus to be covered for the examination	% Weightage	Marks
Mid-Semester Test	50 %		20
End-Semester Test	100 %		40
Activity			40
Total	100 %		100

The student shall be continuously evaluated during the conduct of each course based on his/ her performance as follows:

- The Mid-Semester Examination will carry a weightage of 20 marks and will be based on Unit-I and Unit-II.
- The End-Semester Examination will carry a weightage of 40 marks.
- The Activity will carry weightage of 40 marks. This will be based on real life practical problem involving various tool / technologies discussed in the syllabus. The evaluation will be based on the following criteria.
 - Content Accuracy and Research
 - Creativity and Presentation
 - Teamwork and Participation
 - Communication Skills
 - Performance Viva-Voce
 - Practical Implementation

Semester-I

Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per National Education Policy (NEP) 2020 for examinations to be held in December 2026, 2027 and 2028

Course Code: IUGPGF-102

Credits: 3+1

Course Title : Mathematical Reasoning and Problem Solving

Mid Semester: 20

End Semester: 40

Activity: 40

Total Marks: 100

Course Outcomes:

To cultivate mathematical thinking, logical reasoning, and creative problem-solving by grounding abstract concepts in visual intuition, real-world exploration, and hands-on activity, so that learners experience mathematics as a living language for describing nature and change, with the following outcomes:

- Reason logically and construct valid arguments using the principles of mathematical logic, deductive and inductive inference, and formal methods of proof.
- Apply the language of sets, relations, and functions to model structure and dependence, and classify them by their defining properties.
- Visualize and interpret functions through graphs, developing intuition for behaviour, transformation, limit, and continuity before formal definition.
- Understand the idea of rate of change and area under a curve as the twin foundations of the calculus, connecting geometric intuition to precise definition.
- Integrate creativity, collaboration, and critical thinking through projects, activities, and debates that reveal mathematics as an engaging and human endeavour.

Module-I : Logic, Reasoning and Methods of Proof

Introduction to mathematical logic: statements, truth values, logical connectives (negation, conjunction, disjunction, implication, bi-conditional), truth tables, tautologies and contradictions. Logical equivalence, converse, inverse and contrapositive.

Quantifiers: universal and existential. Deductive versus inductive reasoning and the distinction between conjecture and proof.

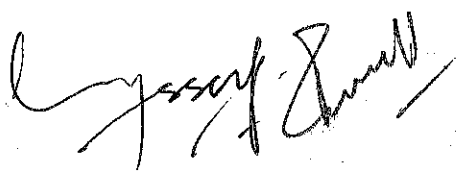
Methods of proof: direct proof, proof by contrapositive, proof by contradiction, and proof by counterexample. The Principle of Mathematical Induction and its use in establishing statements over the natural numbers.

Experiential Task: In pairs, take a well-known formula (e.g., the sum of the first n natural numbers or n odd numbers) and “discover” it by tabulating small cases, conjecturing the pattern, and then proving it by induction — experiencing the journey from data to theorem.

Creative Element: “Logic in the Wild” — students collect everyday claims from advertisements, headlines, or social media and rewrite them as formal logical statements, identifying hidden assumptions and fallacies (affirming the consequent, false dilemmas, etc.).

Class Activity: “Knights and Knaves” puzzle session — solve a graded set of truth-teller/liar puzzles to build fluency with implication and negation, culminating in students designing their own puzzle for a classmate.

Debate: “Is a proof by computer a real proof?” Discuss the Four Colour Theorem and what does it mean for a mathematical statement to be certain.



Semester-I

Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per National Education Policy (NEP) 2020 for examinations to be held in December 2026, 2027 and 2028

Course Code: IUGPGF-102

Credits: 3+1

Course Title : Mathematical Reasoning and Problem Solving

Mid Semester: 20

End Semester: 40

Activity: 40

Total Marks: 100

Module-II : Sets, Relations and Functions

Basics of sets: notation, subsets, power set, universal set, operations (union, intersection, difference, complement), Venn diagrams and the algebra of sets. Cartesian product.

Relations on a set: reflexive, symmetric, transitive and equivalence relations; equivalence classes and partitions; partial orders (introductory).

Functions: definition as a special relation, domain, co-domain and range.

Types of functions: injective, surjective and bijective; composition and inverse of functions. Elementary functions and their properties (polynomial, rational, modulus, exponential, logarithmic and trigonometric).

Experiential Task: Model a real classroom relation – e.g., “... shares a birthday month with ...” or “... lives in the same locality as ...” – across the class, tabulate it, and test which of reflexive/symmetric/transitive it satisfies, discovering equivalence classes from real data.

Creative Element: “Function Machines” – students build simple input-output “machines” (physical cards or a short spreadsheet) and challenge peers to guess the rule, then classify each as one-one, onto, or bijective.

(A)

Class Activity: Venn diagram survey – poll the class on two or three interests (e.g., cricket, music, coding) and place students physically or on a chart into the correct regions, then compute set cardinalities and verify the inclusion–exclusion count.

- (ii) **Activity:** Explore how relations and functions underlie everyday systems – seat-to-student assignments, roll-number-to-marks records, or a simple encryption map – identifying where the bijection property is essential.

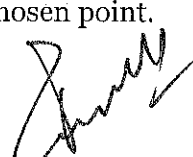
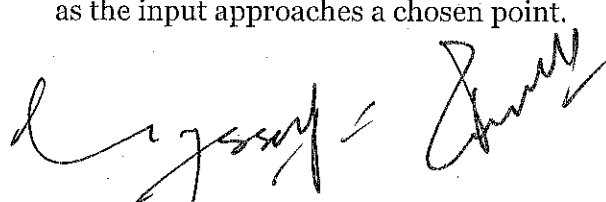
Module-III: Graphs, Limits and Continuity

Graphing of functions: plotting and reading graphs of standard functions; intercepts, symmetry, increasing and decreasing behaviour. Transformations of graphs: shifts, reflections.

Introducing the idea of a limit through graphs: behaviour of a function near a point, one-sided limits, and the intuitive meaning of a limit. Continuity described graphically – the pencil-lifting idea – and simple types of discontinuity (removable, jump, infinite). Transition from graphical intuition towards the precise formulation of limit and continuity.

Lab Activity:

Use Desmos, GeoGebra, or Python (Matplotlib) to plot families of functions and interactively vary parameters, observing how graphs transform and how a function behaves as the input approaches a chosen point.



Semester-I

Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per National Education Policy (NEP) 2020 for examinations to be held in December 2026, 2027 and 2028

Course Code: IUGPGF-102

Credits: 3+1

Course Title : Mathematical Reasoning and Problem Solving

Mid Semester: 20

End Semester: 40

Activity: 40

Total Marks: 100

Experiential Task: “Zoom In” investigation — pick a function and a point, then repeatedly zoom the graph towards that point on a graphing tool, recording what value the output approaches and connecting this experience to the idea of a limit.

“Graph Your World” Project:

Represent a real time-varying quantity — daily temperature, a plant’s height, or a phone’s battery level — as a graph, then describe where it is continuous, where it jumps, and what the graph reveals about the underlying process.

Creative Element: “Spot the Break” — given a set of real-world graphs (stock prices, step tariffs, staircase pricing), students identify and classify each discontinuity and explain its real meaning.

Module-IV: Rate of Change and Area under a Curve

The idea of rate of change: average rate of change over an interval and its interpretation as the slope of a chord. Passage to the instantaneous rate of change as the chord approaches a tangent, leading to the notion of the derivative and its geometric and physical meaning (slope, velocity). Derivatives of simple functions and their interpretation.

The idea of area under a curve: approximating area by rectangles and refining the approximation, leading to the notion of the definite integral. Intuitive statement of the connection between the derivative and the integral (the two central problems of calculus) as motivation for the Fundamental Theorem.

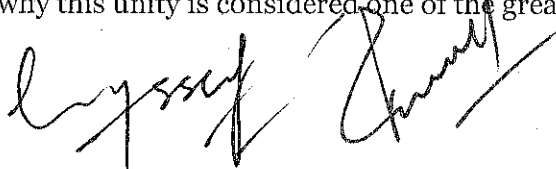
Real-Life Case Study: Analyse a motion dataset — distance versus time for a walk, a vehicle, or an athlete — estimating speed as a rate of change and interpreting the slope of the graph at different instants.

Experiential Task: “Area by Counting” — students estimate the area under a curve (or of an irregular leaf/lake outline on graph paper) by counting squares and by rectangle approximation, refining the grid and watching the estimate stabilise towards a limiting value.

Mini-Project:

“Calculus around Me” — in small groups, identify a phenomenon involving change or accumulation (filling a tank, savings growth, temperature over a day) and present both its rate-of-change and its accumulated-quantity interpretation using simple graphs and estimates.

Critical Thinking / Debate: “Which came first — the slope or the area?” Discuss how two seemingly unrelated problems (tangents and areas) turn out to be inverse to one another, and why this unity is considered one of the great ideas of mathematics



Semester-I

Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per National Education Policy (NEP) 2020 for examinations to be held in December 2026, 2027 and 2028

Course Code: IUGPGF-102

Credits: 3+1

Course Title : Mathematical Reasoning and Problem Solving

Mid Semester: 20

End Semester: 40

Activity: 40

Total Marks: 100

Books Recommended

1. Grimaldi, R. P. (2004). Discrete and combinatorial mathematics: An applied introduction (5th ed.). Pearson Education.
2. Mott, J. L., Kandel, A. and Baker, T. P. (1986). Discrete Mathematics for Computer Scientists and Mathematicians (2nd ed). Prentice-Hall.
3. Liu, C. L. (1985). Elements of discrete mathematics (2nd ed.). McGraw-Hill.
4. Rosen, K. H. (2019). Discrete mathematics and its applications (8th ed.). McGraw-Hill Education.
5. Lay, S. R. (2014). Analysis with an introduction to proof (5th ed.). Pearson.
6. Stewart, J. (2015). Calculus: Early transcendentals (8th ed.). Cengage Learning.
7. Thomas, G. B., Weir, M. D., & Hass, J. (2018). Thomas' calculus (14th ed.). Pearson.
8. Spivak, M. (2008). Calculus (4th ed.). Publish or Perish.
9. Bartle, R. G., & Sherbert, D. R. (2011). Introduction to real analysis (4th ed.). John Wiley & Sons.
10. Devlin, K. (2012). Introduction to mathematical thinking. Keith Devlin.

Scheme of Examinations

	Syllabus to be covered in the examination	Time allotted for the examination	%Weightage (Marks)
Mid-Semester Test	40 % (Module 1 and 2)	1 hour	20
End-Semester Test	100 % (All modules)	3 hours	40
Activity/Continuous Assessment/Seminar /Quiz etc.	100%		20 (individual) +20 (Group) = 40
Total			100

Mid Semester Scheme of Examinations: 20 Marks

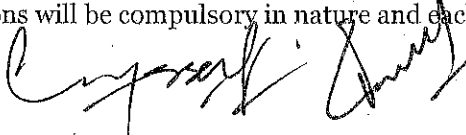
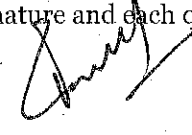
Mid semester examination will be of one-hour duration and will consists of three sections A, B and C covering Module 1 and Module 2 of the syllabus in a course as per following details.

- i) In section A, there will be 10 Multiple Choice questions (MCQ) each carrying one Mark. All questions will be compulsory in nature. The MCQ test will be of **Ten Minutes duration**.
- ii) Section B and Section C will consist of two questions each. The section B will be based on the Module 1 of the syllabus and Section C will be based on the Module 2 of the syllabus. The candidate has to attempt one question from each section. Each question will carry 05 marks. The questions of these sections (B&C) will be short answer type.

End Semester scheme of Examination: 40 Marks

End semester examination will be of Three hours duration and will consists of two sections A and B covering 100% of the syllabus in a course as per following details:

The Section A will comprise 10 Short answer type questions based on the entire syllabus and all the questions will be compulsory in nature and each question will carry One Mark.

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The Section B will comprise 3 long answer type questions out of the remaining modules (not covered in Mid Semester Examinations) of the syllabus and Each question will carry 10 Marks and there will be an internal choice in each question.

Activity - 40 marks of which Individual Performance will carry 20 Marks and Group Performance will carry 20 Marks.

Following criteria will be adopted for assessment of the activity performance:

- Content Accuracy and Research
- Creativity and Presentation
- Teamwork & Participation
- Communication Skills
- Response to Questions



Dr. Anurag Kumar

**Syllabus for Five-Year Integrated Under Graduate- Post Graduate Programme
National Education Policy (NEP) 2020 Semester -I
(Examination to be held in December 2026, 2027, and 2028)**

Course Code: IUGPGF-103

Credits: 2+1

Duration of Examination: 3 Hours

Course Title: Economics in Daily Life

Total Marks: 100

Mid Semester: 20

End Semester: 40

Activity : 40

Mode: Lecture/Practical/ Fieldwork

Course Description

Economics as a course is often perceived as a subject of graphs, theories, and statistics. In reality it is deeply embedded in everyday life. Every decision—from choosing a mode of transport and managing a monthly budget to paying digitally, responding to changing prices, or understanding government welfare programmes—is influenced by economic reasoning. This course introduces students to economics through familiar experiences rather than abstract models. It encourages them to observe economic activities in homes, markets, workplaces, educational institutions, and communities. By combining classroom learning with field-based activities, the course helps students appreciate how economic principles shape individual behaviour, social interactions, and public policy. The course is designed to develop economically informed citizens who can analyse everyday problems, make responsible decisions, and appreciate the role of economics in building sustainable and inclusive societies.

Course Objectives

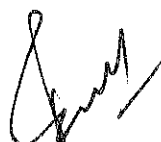
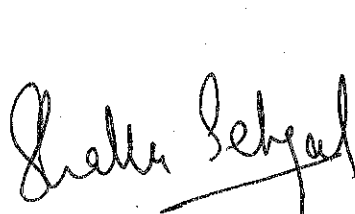
The course is designed to:

- introduce economics as a practical tool for understanding everyday life.
- help students recognise the economic dimensions of personal, household, and community decisions.
- develop the ability to make informed financial and consumer choices.
- encourage observation and analysis of economic issues through real-life experiences.
- strengthen problem-solving, communication, and collaborative learning skills; and

Learning Outcomes

By the end of the course, students will be able to:

- relate basic economic ideas to situations encountered in everyday life.
- examine household decisions regarding income, expenditure, saving, and budgeting.
- explain how prices, markets, and consumer choices influence daily living.
- use simple economic reasoning to interpret real-life issues and propose practical solutions.
- gather and present basic economic information through observation, surveys, and field activities.



Semester-I

Course Code: IUGPGF-103

Course Title: Economics in Daily Life

- describe the contribution of government policies and public services to economic well-being.

Module I: Understanding Everyday Choices

Meaning and scope of economics in everyday life; limited resources and unlimited wants; making choices and setting priorities; opportunity cost in personal and household decisions; distinguishing needs from wants; factors influencing economic choices; economic decision-making in daily life.

Experiential Learning Activities

- Record personal spending and non-spending decisions for one week and identify the reasons behind each choice.
- Participate in group discussions on everyday situations involving trade-offs.
- Write a reflection on a personal decision where choosing one alternative meant giving up another.

Module II: Managing Household Resources

The household as a decision-making unit; sources of income; patterns of expenditure; saving and financial discipline; introductory understanding of investment and borrowing; household budgeting; financial planning for present and future needs.

Experiential Learning Activities

- Prepare a monthly household budget using hypothetical or actual data.
- Conduct an interview with a family member to understand saving habits and expenditure priorities.
- Prepare a simple personal financial plan including expenditure, savings, and emergency provisions.

Module III: Markets and Price

Meaning and functions of markets; local, organized, and digital markets; basic concepts of demand, supply, and price determination; inflation and its impact on households; consumer rights and informed purchasing.

Experiential Learning Activities

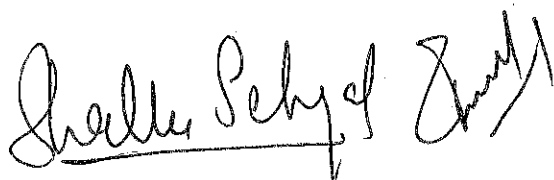
- Conduct a survey of prices of commonly used household commodities in different markets.
- Compare prices of selected products across local shops and online platforms.

Module IV: Economics, Society and Government

Government and public services; taxes, subsidies and welfare support; access to health, education and social security; poverty, inequality and living conditions; environmental challenges

Experiential Learning Activities

- Study one government welfare programme and discuss its impact on the community.



Semester-I

Course Code: IUGPGF-103

Course Title: Economics in Daily Life

- Conduct a neighbourhood survey of schools, health centres, roads, parks, transport and sanitation facilities.
- Observe differences in facilities and living conditions across two localities and discuss possible reasons.

References/List of Books

Module I:

Core Reading

- **Introductory Microeconomics**, T. R. Jain & V. K. Ohri
Chapters: Nature of Economics; Scarcity; Central Problems; Opportunity Cost
Publisher: VK Global Publications
- **Frank, Robert H., Ben S. Bernanke, Kate Antonovics, and Ori Heffetz.** *Principles of Economics*. McGraw-Hill Education.
- **Lipsey, Richard G., and Alec Chrystal.** *Economics*. Oxford University Press

Supplementary Reading

- **Principles of Economics**, N. Gregory Mankiw
Chapters 1–2 (Selected sections)
Publisher: Cengage India

Practice / Concept Clarity

- **Schaum's Outline of Microeconomics**, Dominick Salvatore
Units on basic economic problems and opportunity cost
Series: McGraw-Hill Schaum's Outlines

Module II

Core Reading

- **Introductory Macroeconomics**, T. R. Jain & V. K. Ohri
Chapters on income, consumption, saving, and household budgeting

Supplementary Reading

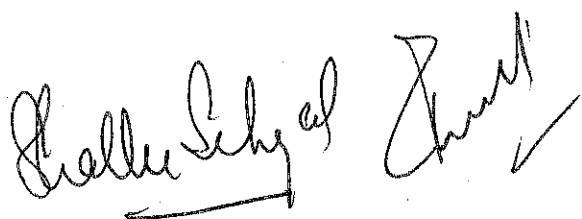
- **Principles of Economics**, N. Gregory Mankiw
Chapter on saving, investment, and financial system (selected)
- **Indian Economy**, Ramesh Singh
Sections on household income, savings, and financial inclusion
Publisher: McGraw Hill India

Practice / Numericals

- **Schaum's Outline of Macroeconomics**, Richard T. Froyen
Units on income, consumption, and saving

Applied Reading

- Reserve Bank of India – Financial Literacy Material
RBI Financial Education



Semester-I

Course Code: IUGPGF-103

Course Title: Economics in Daily Life

Module III

Core Reading

- **Micro Economics**, T. R. Jain
Chapters on demand, supply, market equilibrium, price determination
- **Public Finance**, H. L. Bhatia
Chapters on public goods, taxation, subsidies, public expenditure

Supplementary Reading

- **Principles of Microeconomics**, Joseph Stiglitz & Carl Walsh
Introductory sections on markets and price mechanism
- **Economics**, Samuelson & Nordhaus
Sections on prices and inflation

Module IV

Core Reading

- **Indian Economy**, Ramesh Singh
Chapters on welfare schemes and role of government
- **Macroeconomics**, Dornbusch, Fischer & Startz
Introductory sections on fiscal policy

Practice / Diagrams

- **Schaum's Outline of Microeconomics**, Dominick Salvatore
Units on demand-supply diagrams and price changes
- **Schaum's Outline of Macroeconomics**, Richard T. Froyen
Units on government intervention

Legal Awareness

Consumer Protection Act, 2019 (student-friendly material)

Government and Economy in Daily Life

Applied Reading

- Economic Survey of India (Selected sections)
Economic Survey India
- Government welfare schemes portal
MyGov Schemes

Scheme of Examinations

	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (Marks)
Mid-Semester Test	40 % (Module 1 and 2)	1 hour	20
End-Semester Test	100 % (All modules)	3 hours	40
Activity/Continuous Assessment/Seminar/Quiz etc.	100%		20 (individual) +20 (Group) = 40
Total			100

Shalini Sehgal

Semester-I

Course Code: IUGPGF-103

Course Title: Economics in Daily Life

Mid Semester Scheme of Examinations: 20 Marks

Mid semester examination will be of one-hour duration and will consist of three sections A, B and C covering Module 1 and Module 2 of the syllabus in a course as per following details.

- i) In section A, there will be 10 Multiple Choice questions (MCQ) each carrying one Mark. All questions will be compulsory in nature. The MCQ test will be of **Ten Minutes duration**.
- ii) Section B and Section C will consist of two questions each. The section B will be based on the Module 1 of the syllabus and Section C will be based on the Module 2 of the syllabus. The candidate has to attempt one question from each section. Each question will carry 05 marks. The questions of these sections (B&C) will be short answer type.

End Semester scheme of Examination: 40 Marks

End semester examination will be of Three hours duration and will consist of two sections A and B covering 100% of the syllabus in a course as per following details.

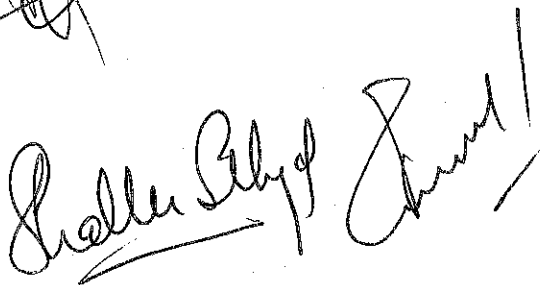
The Section A will comprise 10 Short answer type questions based on the entire syllabus and all the questions will be compulsory in nature and each question will carry One Mark.

The Section B will comprise 3 long answer type questions out of the remaining modules (not covered in Mid Semester Examinations) of the syllabus and Each question will carry 10 marks and there will be an internal choice in each question.

Activity - 40 marks of which Individual Performance will carry 20 Marks and Group Performance will carry 20 Marks.

Following criteria will be adopted for assessment of the activity performance:

- Content Accuracy and Research
- Creativity and Presentation
- Teamwork & Participation
- Communication Skills
- Response to Questions



UNIVERSITY OF JAMMU

Syllabus for Five-Year Integrated Under Graduate-PostGraduate Programme Semester-I

National Education Policy (NEP) 2020

Title: FINANCIAL LITERACY

Course Code: IUGPGF104

Credits: 3

Duration of Examination: 3 hours

Mid Semester: 20%

Activity: 40%

End-Semester: 40%

Total: 100%

(Examinations to be held in December 2026, 2027 and 2028)

Course Outcomes

To equip students with foundational concepts of personal and household finance while nurturing prudent money-management habits, quantitative reasoning, and ethical decision-making in the context of real-world financial choices and the modern digital-finance ecosystem, with the following outcomes:

- Understand core financial vocabulary, the time value of money, and the process of setting and achieving SMART financial goals through disciplined budgeting and saving.
- Evaluate banking products and digital payment systems, and adopt safe practices to protect against banking and financial fraud.
- Assess investment avenues, risk-return trade-offs and portfolio management principles, and evaluate mutual fund, insurance and health-cover products to build a diversified, risk-appropriate financial plan.
- Apply the principles of personal tax planning and the taxation system in India, and utilise e-filing and emerging digital finance tools to plan systematically for short-term and long-term financial goals.
- Integrate creativity and critical thinking in storytelling, debates and projects to apply financial literacy ethically and meaningfully to personal and societal issues.

Module I: Financial Literacy and Time Value of Money

Importance of financial literacy; Core financial vocabulary: asset, budget, credit score, creditworthiness, debt, default, emergency fund, interest, opportunity cost, pay-yourself-first, predatory lending, principal, Rule of 72, wealth; Steps in spending management; Budgeting (income, expenses, savings); Saving and financial discipline; Financial goals; SMART attributes of sound financial goals; Time value of money.

Experiential Task: Prepare a one-month personal or household budget using a spreadsheet, track actual income and expenses, reconcile variances against the plan, and set at least one SMART financial goal with a supporting time-value-of-money calculation (e.g., monthly saving required to reach the goal).

Creative Element: "Financial Fitness Diary" — students maintain a one-week diary of every rupee earned and spent, build a small personal glossary of financial terms encountered, and present a visual summary highlighting spending leaks and savings opportunities.

Debate: "Is frugality a virtue or a constraint on economic growth?" Discuss the ethical and behavioural dimensions of spending, saving and consumerism.

Semester-I
Title: FINANCIAL LITERACY
Course Code: IUGPGF-104

Module II: Banking, Digital Payments and Fraud Protection

Banking products and services: retail banking and corporate banking products; Digital payment initiatives; Aadhaar Enabled Payment System (AEPS), net banking, and types of funds transfer (NEFT, RTGS, IMPS); Unified Payment Interface (UPI) and digital wallets; Credit score (CIBIL) and its determinants; Responsible borrowing; Over-indebtedness and debt trap; Grievance redressal mechanisms (RBI Ombudsman); Protection against banking and financial fraud.

Case Study: Compare the effective cost of borrowing across a bank personal loan, a credit card cash advance and an informal moneylender for the same principal amount, and discuss how such choices can lead to over-indebtedness or a debt trap.

Experiential Task: Visit (physically or virtually) a bank branch or its website to compare savings account features, interest rates and digital banking facilities across at least three banks; identify the fund-transfer method (NEFT/RTGS/IMPS/UPI) best suited to a given transaction scenario.

Creative Element: "Spot the Scam" — students collect real or simulated examples of Ponzi schemes, phishing messages or fraudulent investment offers, and prepare a short awareness poster or reel explaining the red flags.

Module III: Investment Planning, Mutual Funds and Insurance

Investment planning; Portfolio management; Investment avenues; Mutual funds: Entry/exit load, Net Asset Value (NAV) and common misconceptions, types of schemes, Systematic Investment Plan (SIP), Systematic Withdrawal Plan (SWP); Insurance: Principles of insurance and types of risk covered; Life insurance: Need, benefits, types; Health insurance; Government-sponsored schemes.

Real-Life Case Study: Analyse the risk-return profile of a fixed deposit, a debt mutual fund and an equity mutual fund over a five-year period using publicly available data.

Lab Activity: Use a spreadsheet and a mutual fund fact sheet to compute the entry/exit load and NAV-based return of a chosen scheme, and set up a hypothetical SIP and SWP to observe their effect on accumulated value over time.

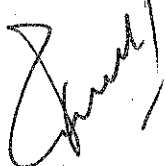
"Build Your Portfolio" Project: Design a hypothetical diversified investment portfolio for a young working professional with a fixed monthly surplus, including at least one equity, one debt and one insurance component justifying the asset allocation and risk profile chosen.

Debate: "Should health insurance be made mandatory for all citizens?" Discuss using India's government-sponsored health insurance schemes as reference points.

Module IV: Tax Planning and Digital Finance

Personal tax planning; Taxation system in India; Reforms in Indirect Tax Laws: Goods and Services Tax (GST); Taxation administration and terminology; Residential status and its relevance; Basics of e-filing of income tax returns; Financial planning across life stages and estate planning basics; Fintech and digital finance: Robo-advisory, peer-to-peer lending, crypto currency and its regulatory status in India.

Case Study: Analyse how an individual's residential status (resident, non-resident, or resident but not ordinarily resident) affects the taxability of their income in India.



Semester-I
Title: FINANCIAL LITERACY
Course Code: IUGPGF-104

Experiential Task: Prepare a five-year financial plan for a hypothetical individual, incorporating a savings goal, an insurance need and a tax-saving investment.

Critical Thinking Debate: "Should financial literacy be made a compulsory school-level subject?" Explore the societal implications of widespread financial ignorance.

Books Recommended

1. Singh, A. K. *Financial Literacy*. Taxmann Publications.
2. Gitman, L. J., Joehnk, M. D., & Billingsley, R. *Personal Financial Planning*. Cengage Learning.
3. Sinha, M. *Financial Planning: A Ready Reckoner*. McGraw Hill Education
4. Kapoor, J. R., Dlabay, L. R., Hughes, R. J., & Hart, M. (2019). *Personal Finance*. McGraw-Hill Education.
5. Madura, J. *Personal Finance*. Pearson Education.
6. Halan, M. *Let's talk money: You've worked hard for it, now make it work for you*. Harper Business.
7. Graham, B. *The Intelligent Investor* (Rev. ed.). Harper Business.
8. Chandra, P. *Investment Analysis and Portfolio Management*. McGraw Hill Education.

Scheme of Examinations

	Syllabus to be covered in the examination	Time allotted for the examination	%Weightage (Marks)
Mid-Semester Test	40 % (Module 1 and 2)	1 hour	20
End-Semester Test	100 % (All modules)	3 hours	40
Activity/Continuous Assessment/Seminar/ Quiz etc.	100%		20 (individual) +20 (Group) = 40
Total			100

Mid Semester Scheme of Examinations: 20 Marks

Mid semester examination will be of one-hour duration and will consists of three sections A, B and C covering Module 1 and Module 2 of the syllabus in a course as per following details.

- i) In section A, there will be 10 Multiple Choice questions (MCQ) each carrying one Mark. All questions will be compulsory in nature. The MCQ test will be of **Ten Minutes duration**.
- ii) Section B and Section C will consist of two questions each. The section B will be based on the Module 1 of the syllabus and Section C will be based on the Module 2 of the syllabus. The candidate has to attempt one question from each section. Each question will carry 05 marks. The questions of these sections (B&C) will be short answer type.

End Semester scheme of Examination: 40 Marks

End semester examination will be of Three hours duration and will consists of two sections A and B covering 100% of the syllabus in a course as per following details:

The Section A will comprise 10 Short answer type questions based on the entire syllabus and all the questions will be compulsory in nature and each question will carry One Mark.

The Section B will comprise 3 long answer type questions out of the remaining modules (not covered in Mid Semester Examinations) of the syllabus and Each question will carry 10 Marks and there will be an internal choice in each question.

Activity - 40 marks of which Individual Performance will carry 20 Marks and Group Performance will carry 20 Marks.

Following criteria will be adopted for assessment of the activity performance:

- Content Accuracy and Research
- Creativity and Presentation
- Teamwork & Participation
- Communication Skills
- Response to Questions

UNIVERSITY OF JAMMU

Semester -I

**Syllabus for Five-Year Integrated Under Graduate- Post Graduate Programme
National Education Policy (NEP) 2020 (Examination to be held in December
2026, 2027, and 2028)**

Course Code: IUGPGF-105

Title: Skills for Effective Communication (English)

Credits: 3

Total Marks: 75

Duration of External Examination: 3 hours

Mid-Semester: 20

End-Semester: 40

Cont. Assessment: 15

Mode: Lectures/Practical Lab/Fieldwork

Course Outcomes: Upon completion of the Effective Workplace Communication course, students will be able to:

- Demonstrate effective listening, speaking, and writing skills for clear and professional workplace communication.
- Interpret verbal and non-verbal cues to foster empathy, connection, and understanding in diverse communication contexts.
- Construct well-structured messages and documents tailored to professional, academic, and social settings.
- Apply communication strategies to enhance collaboration, problem-solving, and conflict resolution in workplace scenarios.
- Reflect on ethical and cultural aspects of communication to engage effectively with people from diverse backgrounds.

Module- I:

Listening: Techniques of Effective Listening, Listening and Comprehension, Barriers to Listening, Listening Styles

Activities: Role-playing scenarios for active listening practice, Comprehension exercises with multimedia content, Identifying and overcoming barriers to effective listening, Personality assessments to understand individual listening styles.

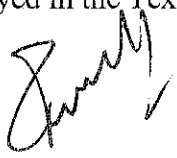
Module- II :

Speaking: Pronunciation and Enunciation, Vocabulary development, Fluency, Common Errors, Interview Skills and Body Language

Activities: Pronunciation drills and tongue twisters, Enunciation exercises for clarity, Vocabulary building games, Fluency practice through impromptu speaking and debates, Role-playing with focus on body language, Mock interviews and presentations.

Module- III

Reading: Techniques of Effective Reading, Evaluating Ideas and Information in the Text, Identify the Arguments Employed in the Text, Interpret and Analyse the Text



Semester –I

Course Code: IUGPGF-105

Title: Skills for Effective Communication (English)

Activities: Guided reading sessions with comprehension questions, Annotation exercises for identifying arguments and main ideas, Text analysis focusing on bias and tone, Critical reading/reviewing activities to analyze perspective.

Module- IV

Writing: Principles of Effective Writing (Clarity, Conciseness, Coherence and Signposting), Avoiding Ambiguity in Writing, Organization of Ideas (Logical Sequence, Narrative Sequence, Category Grouping)

Different Modes of Writing: Proposal Writing for Higher Studies, Recording the Proceedings of Meetings

Activities: Ambiguity elimination exercises, Signposting techniques practice, Narrative writing exercises for structure and development, Categorization activities for organizing ideas, Proposal writing workshops, Mock meeting simulations for minute-taking.

Books Recommended

- 1. Moos, Michel, and Marshall McLuhan. Media Research: Technology, Art and Communication. Routledge, 2014.
- 2. Williams, Raymond. Communications. Random House, 2016.
- 3. Luhmann, Niklas. Art as a Social System. Stanford University Press, 2000.
- 4. Davidson, Drew. Cross-Media Communications: An Introduction to the Art of Creating Integrated Media Experiences. Lulu.com, 2010.
- 5. Kester, Grant H. Conversation Pieces: Community and Communication in Modern Art. University of California Press, 2004.

Evaluation Scheme:

	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (Marks)
Mid-Semester Test	50%		20
End-Semester Test	100%	3 hours	40
Continuous Assessment/Seminar/Quiz etc.	100%		15
Total			75

The student shall be continuously evaluated during the conduct of each course based on his/her performance as follows:

- The Mid-Semester examination will carry a weightage of 20 marks and will be based on Unit 1 and Unit 2 as per following details.
 - i) 10 Multiple Choice questions each carrying one Mark. All questions are compulsory. The MCQ test will be of **Fifteen Minutes duration**.
 - ii) Two Short answer questions each out of 20% of the syllabus carrying 5 marks and Mid Semester will be **One Hours duration**. There will be an internal Choice in each question.

Course Code: IUGPGF-105

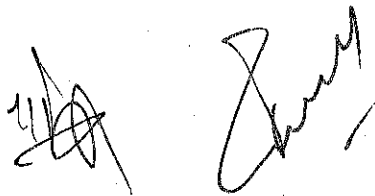
Title: Skills for Effective Communication (English)

- The End-Semester examination will carry a weightage of 40 marks. The question paper will be divided into two sections viz., A and B.

Section A will comprise 10 Short answer type questions from the entire syllabus and all the questions are compulsory and each carrying One Mark.

Section B will comprise 3 long answer type answer questions out of the remaining 60% of the syllabus and Each question will be carry 10 Marks and there will be an internal choice in each questions. The end Semester will be of **Three Hours duration**.

- The remaining 15 marks will be assessed through Continuous practical assessment/ assignment/ tutorial/ group discussion/ presentation/ quiz/ project, emphasizing on development of skills in application, effective communication and teamwork, as may be specified in the course.



UNIVERSITY OF JAMMU

Semester I

Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per National Education Policy (NEP) 2020 for examinations to be held in December 2026, 2027 and 2028

Course Code: IUGPGF-106	Course Title : The Art and Science of Happiness
Credits : 2+1	Mid Semester: 20
Teaching Scheme : 40 Hrs	End Semester: 40
	Activity: 40
	Total Marks: 100

Duration of Examination: 3 hours Mid-semester: End-semester

Course Description

Happiness cannot be learned by reading alone it develops through intentional practice. This course transforms scientific findings from positive psychology into daily habits and life skills. This course introduces students to the scientific study of happiness and psychological well-being through the lens of positive psychology. It examines the biological, psychological, social, cultural, and philosophical foundations of well-being while integrating evidence-based interventions that promote flourishing, resilience, meaning, and life satisfaction. The course combines scientific research with experiential learning, enabling students to apply principles of well-being in their personal, academic, and professional lives. Every week, students will learn one scientific principle and immediately practice it in their own lives through reflection, challenges, projects, and community engagement.

Course Objectives:

1. Explain the psychological foundations of happiness and well-being
2. Differentiate between hedonic, eudemonic, and psychological well-being
3. Analyze biological, psychological, social, and cultural determinants of well-being

Course Outcomes (COs)

By the end of the course, students will be able to

1. Assess personal strengths and psychological resources using validated psychological tools
2. Apply evidence-based positive psychology interventions to enhance well-being
3. Design a personal well-being plan based on scientific principles
4. Assess their own psychological well-being
5. Develop healthy daily habits
6. Build emotional resilience
7. Improve relationships and communication
8. Develop gratitude, optimism and self-compassion
9. Design their own evidence-based Happiness Plan

Semester-I

Course Code: IUGPGF-106

Course Title : The Art and Science of Happiness

Module-I: Know Yourself: The Foundation of Happiness

What is Happiness? Myths about Happiness, Introduction to positive Psychology, meaning and nature of happiness, Hedonic vs Eudemonic perspective, subjective well-being, psychological well-being (Ryff), PERMA Model (Seligman), Flourishing, Growth Mindset

Experiential Activities

1. My Happiness Timeline
2. Happiness Audit & Reflection
3. Wheel of Well-being
4. Vision Board
5. Reflection Journal

Module- II: Positive Emotions and Strengths

Positive emotions, Character strengths (VIA Classification), Emotional intelligence, self-esteem and self-competence, optimism and hope, resilience and grit, social relationships and belongingness, meaning and purpose in life

Experiential Activities

1. VIA Character Strength Assessment & Assignment
2. Gratitude Experiment
3. Kindness Challenge
4. Appreciation Letter
5. Compliment Circle
6. Reflection

Module- III: Science of Happiness

Brain and happiness, neurochemistry of happiness: Dopamine, serotonin, oxytocin, endorphins, genetics and happiness, stress, mindfulness and well-being, physical health, sleep and exercise, digital well-being and social media, happiness across the life span

Experiential Activities

1. Sleep Experiment, Track
2. Digital Detox, Challenge
3. Reflection: What did I miss? / What did I gain?
4. Mindfulness Walk
5. Silent nature walks. & record
6. Mood Tracker
7. Happiness Playlist
8. Breath Awareness

Semester-I

Course Code: IUGPGF-106

Course Title : The Art and Science of Happiness

Module- IV: Applications of positive Psychology

Gratitude interventions, mindfulness-based practices, flow experience, strength-based intervention, positive relationships, compassion and kindness, happiness at work, happiness in

education, Indian perspectives on happiness: Yoga, Mindfulness, Bhagavad Gita, Buddhist psychology

Experiential Activities

1. Random Acts of Kindness Week
2. Service Learning, Community engagement & Reflection
3. Flow Diary: Students identify activities during which they lose track of time
4. Analyze: Why?, How often?, How can I create more flow?
5. Personal Happiness Blueprint: Students prepare, "My Flourishing Life Plan" including Morning Routine, Stress Plan, Relationship Goals, Gratitude Habit, Purpose Statement, Digital Wellness Goals, Monthly Self-care Plan

Instead of lectures, include:

- Happiness Cafés (small-group discussions over tea)
- Reflection Circles
- Well-being Buddy System
- No-Phone Hour
- Mindful Mornings
- Nature Classes
- Guest sessions with psychologists, artists, yoga practitioners, and social entrepreneurs
- Happiness Labs where students test one intervention each week
- Monthly "Joy Festival" showcasing music, storytelling, gratitude walls, and creative expression

Suggested Readings

- Achor, S. (2010). *The happiness advantage: The seven principles of positive psychology that fuel success and performance at work*. Crown Business.
- Compton, W. C., & Hoffman, E. (2020). *Positive psychology: The science of happiness and flourishing* (3rd ed.). SAGE Publications.
- David, S. (2016). *Emotional agility: Get unstuck, embrace change, and thrive in work and life*. Avery.
- Dalai Lama, & Tutu, D. (2016). *The book of joy: Lasting happiness in a changing world* (D. Abrams, with D. C. Abrams, Ed.). Avery.
- Frankl, V. E. (2006). *Man's search for meaning* (I. Lasch, Trans.). Beacon Press. (Original work published 1946)
- Grant, A. (2021). *Think again: The power of knowing what you don't know*. Viking.

Semester-I

Course Code: IUGPGF-106

Course Title : The Art and Science of Happiness

- Haidt, J. (2006). *The happiness hypothesis: Finding modern truth in ancient wisdom*. Basic Books.
- Kern, M. L. (2023). *Positive psychology in practice: Promoting human flourishing in work, health, education, and everyday life*. Wiley.
- Lyubomirsky, S. (2007). *The how of happiness: A scientific approach to getting the life you want*. Penguin Press.
- Lyubomirsky, S. (2020). *The myths of happiness: What should make you happy, but doesn't, what shouldn't make you happy, but does*. Penguin.
- Pawelski, J. O. (2022). *Positive psychology for more meaningful lives*. Oxford University Press.
- Santos, L. (2020). *The happiness lab: How to be happy*. Harper Wave.
- Seligman, M. E. P. (2002). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Free Press.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Wiking, M. (2017). *The little book of hygge: Danish secrets to happy living*. Penguin Life.

Scheme of Examinations

	Syllabus to be covered in the examination	Time allotted for the examination	%Weightage (Marks)
Mid-Semester Test	40 % (Module 1 and 2)	1 hour	20
End-Semester Test	100 % (All modules)	3 hours	40
Activity/Continuous Assessment/Seminar /Quiz etc.	100%		20 (individual) +20 (Group) = 40
Total			100

Mid Semester Scheme of Examinations: 20 Marks

Mid semester examination will be of one-hour duration and will consists of three sections A, B and C covering Module 1 and Module 2 of the syllabus in a course as per following details.

- In section A, there will be 10 Multiple Choice questions (MCQ) each carrying one Mark. All questions will be compulsory in nature. The MCQ test will be of **Ten Minutes duration**.
- Section B and Section C will consist of two questions each. The section B will be based on the Module 1 of the syllabus and Section C will be based on the Module 2 of the syllabus. The candidate has to attempt one question from each section. Each question will carry 05 marks. The questions of these sections (B&C) will be short answer type.

Semester-I

Course Code: IUGPGF-106

Course Title : The Art and Science of Happiness

End Semester scheme of Examination: 40 Marks

End semester examination will be of Three hours duration and will consists of two sections A and B covering 100% of the syllabus in a course as per following details:

The Section A will comprise 10 Short answer type questions based on the entire syllabus and all the questions will be compulsory in nature and each question will carry One Mark.

The Section B will comprise 3 long answer type questions out of the remaining modules (not covered in Mid Semester Examinations) of the syllabus and Each question will carry 10 Marks and there will be an internal choice in each question.

Activity - 40 marks of which Individual Performance will carry 20 Marks and Group Performance will carry 20 Marks.

Following criteria will be adopted for assessment of the activity performance:

- Content Accuracy and Research
- Creativity and Presentation
- Teamwork & Participation
- Communication Skills
- Response to Questions

Digital Resources

1. Positive Psychology Center — University of Pennsylvania

Positive Psychology Center – University of Pennsylvania

2. VIA Character Strengths

VIA Character Strengths

3. Greater Good Science Center — UC Berkeley

Greater Good Science Center

4. The Happiness Lab — Yale University

The Happiness Lab – Yale University

5. TED / TED-Ed — Happiness and Well-Being

TED-Ed

6. Noba Project — Positive Psychology

7. OpenStax Psychology

OpenStax Psychology 2e

8. World Happiness Report

World Happiness Report

9. APA — Positive Psychology

American Psychological Association

10. PsycINF.

APA PsycINFO

**Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per
National Education Policy (NEP) 2020 for Semester-I examinations
to be held in December 2026, 2027 and 2028**

Course Code: IUGPGF-107

**Title: Statistical Thinking and
Data Interpretation**

Credits: 3+1

Total Marks: 100

Duration of Examination: 3 hours

Mid-Semester: 20

End Semester: 40

Activity: 40

Mode: Lectures/Practical Lab/Fieldwork

Course Outcomes: To equip students with foundational concepts in descriptive statistics and data representation while nurturing data intuition, mathematical reasoning, and creativity in the context of real-world problems and modern data science with following outcomes:

- Organise and classify data effectively using statistical methods, surveys, and classification techniques while recognising ethical concerns in data collection and reporting.
- Summarise and interpret datasets using measures of central tendency, dispersion, and distribution shapes to draw meaningful comparisons across real-world contexts.
- Create and evaluate data visualisations with traditional and modern tools to communicate insights clearly and avoid misleading representations.
- Analyse relationships and patterns between variables through correlation, regression, and hypothesis testing to support evidence-based decision-making.
- Integrate creativity and critical thinking in storytelling, debates, and projects to apply statistics ethically and meaningfully to societal and personal issues

Module 1

Introduction to Statistics and types of data, **Types of variables:** discrete, continuous, qualitative, quantitative, **Types of Data:** Nominal, Interval, Ordinal and Ratio, **Tabulation and classification** of data, Concept of frequency distribution, Cumulative Frequencies.

Designing effective **questionnaires** and different data collection techniques.

Experiential Task:

Conduct a peer survey using Google Forms on a topic of societal relevance (e.g., sustainable habits, social media usage, consumer behaviour) and classify results into meaningful categories.

Creative Element:

“Statistical Detective” challenge, students analyse misleading data presentations in media and present corrective visuals.

Debate:

“How can statistics lie?” Discuss the ethical implications of data manipulation in public policy or advertising.

Semester-I

Course Code: IUGPGF-107

Title: Statistical Thinking and Data Interpretation

Module 2

Introduction to **graphs and data visualisation** tools, Bar graphs, histograms, pie charts, box plots, line graphs, scatter plots, line graphs, and stem-and-leaf plots, boxplots, violin plots, candle charts

Infographics and storytelling with data, Introduction to **modern visualisations used in Machine Learning**: heatmaps, pair plots, Fish file and map representation of data.

Storytelling with data: Principles of effective infographics and avoiding visual distortions.

Lab Activity:

Use Excel, Google Sheets to create visualisations for a real-world dataset (e.g., public health or economic data or any other data).

“Visualise Your Life” Project:

Design an infographic titled “A Week in Data: You!” to depict personal data (e.g., sleep, study hours, screen time) using creative visualisations.

Module 3

Measures of central tendency: Mean, Median, Mode, Harmonic Mean and Geometric Mean, Weighted averages and mathematical inequalities ($AM \geq GM \geq HM$) and their applications, Measures of dispersion: Range, Variance, Standard Deviation, Coefficient of Variation, Quartiles, concept of absolute deviation, Concepts of Skewness and kurtosis to describe data distribution shapes; introduction to robust statistics (e.g., trimmed means, median absolute deviation), Concept of error bars and confidence intervals.

Experiential Task: Analyse some historical data for example Climate data and use the tools and techniques learnt in the second module for insightful meanings and to make interpretations out of the data (e.g., average monthly temperatures, rainfall, sunshine hours etc. of Indian cities).

Module 4

Introduction to hypothesis testing (null vs. alternative hypotheses, Type-1 and Type 2 errors, significance level, critical region, pvalue, confidence interval)

Simple Linear **Correlation coefficients** and its interpretation, positive, negative, zero, **Pearson’s and Spearman’s correlation coefficients**, Concept of **multiple and partial correlation**, **Regression analysis**: simple linear regression,

Real-Life Case Study: Analyse the relationship between education levels and internet usage in rural vs urban India, Case Study: Income vs. education vs. life expectancy

Experiential Task: Collect personal data (e.g., hours studied vs. test scores) and compute a regression line, interpreting slope and intercept.

Critical thinking: Debate: “Should statistical significance dictate policy decisions?” Explore the ethical use of inferential statistics or any such topic.

Semester-I

Course Code: IUGPGF-107

Title: Statistical Thinking and Data Interpretation

Books Recommended

1. Bruce, P., Bruce, A., & Gedeck, P. (2020). *Practical statistics for data scientists* (2nd ed.). O'Reilly Media.
2. Diez, D. M., Barr, C. D., & Çetinkaya-Rundel, M. (2019). *Intro statistics* (4th ed.). OpenIntro.
3. Field, A., Miles, J., & Field, Z. (2012). *Discovering statistics using R*. SAGE Publications.
4. Freedman, D., Pisani, R., & Purves, R. (2007). *Statistics* (4th ed.). W. W. Norton & Company.
5. Mendenhall, W., Beaver, R. J., & Beaver, B. M. (2012). *Introduction to Probability and Statistics* (14th ed.). Cengage Learning.
6. Newbold, P., Carlson, W. L., & Thorne, B. (2013). *Statistics for business and economics* (8th ed.). Pearson.
7. Spiegelhalter, D. (2019). *The Art of Statistics: How to learn from data*. Pelican Books.
8. Wheelan, C. (2013). *NakedStatistics: Stripping the dread from the data*. W. W. Norton & Company.

Scheme of Examinations

	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (Marks)
Mid-Semester Test	40 % (Module 1 and 2)	1 hour	20
End-Semester Test	100 % (All modules)	3 hours	40
Activity/Continuous Assessment/Seminar/ Quiz etc.	100%		20 (individual) +20 (Group) = 40
Total			100

Mid Semester Scheme of Examinations: 20 Marks

Mid semester examination will be of one-hour duration and will consists of three sections A, B and C covering Module 1 and Module 2 of the syllabus in a course as per following details.

- i) In section A, there will be 10 Multiple Choice questions (MCQ) each carrying one Mark. All questions will be compulsory in nature. The MCQ test will be of **Ten Minutes duration**.
- ii) Section B and Section C will consist of two questions each. The section B will be based on the Module 1 of the syllabus and Section C will be based on the Module 2 of the syllabus. The candidate has to attempt one question from each section. Each question will carry 05 marks. The questions of these sections (B&C) will be short answer type.

Semester-I

Course Code: IUGPGF-107

Title: Statistical Thinking and Data Interpretation

End Semester scheme of Examination: 40 Marks

End semester examination will be of Three hours duration and will consists of two sections A and B covering 100% of the syllabus in a course as per following details:

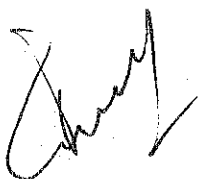
The Section A will comprise 10 Short answer type questions based on the entire syllabus and all the questions will be compulsory in nature and each question will carry One Mark.

The Section B will comprise 3 long answer type questions out of the remaining modules (not covered in Mid Semester Examinations) of the syllabus and Each question will carry 10 Marks and there will be an internal choice in each question.

Activity - 40 marks of which Individual Performance will carry 20 Marks and Group Performance will carry 20 Marks.

Following criteria will be adopted for assessment of the activity performance:

- Content Accuracy and Research
- Creativity and Presentation
- Teamwork & Participation
- Communication Skills
- Response to Questions



Syllabus for Five-Year Integrated UG-PG Programme as per National Education Policy (NEP)-2020 for Semester-I examinations to be held in December 2026, 2027 and 2028

Course Code: IUGPGF-108

Credits: 4

Duration of Examination: 3 hours

Title: Sustainability and Climate Action

Total Marks: 100

Mid-Semester: 20

Activities: 40

End Semester: 40

Course Description

This foundation course introduces students to the principles of sustainability and climate action, promoting environmental awareness, responsible citizenship, and sustainable decision-making. It explores the interconnections between society, economy, and the environment, the causes and impacts of climate change, and practical approaches to sustainable development. Through interactive learning, field-based activities, campus initiatives, and community engagement, the course equips students with the knowledge, skills, and values needed to adopt sustainable lifestyles and contribute to local and global sustainability efforts.

Course Outcomes:

Upon successful completion of this course, students will be able to:

- Explain the basic concepts of sustainability and sustainable development
- Describe the causes and impacts of climate change
- Identify sustainable practices for resource conservation and environmental protection
- Apply sustainability principles through campus, community, and field-based activities

MODULE 1: INTRODUCTION TO SUSTAINABILITY AND ENVIRONMENT

Concept and dimensions of sustainability (environmental, social, economic); Sustainable Development Goals (SDGs): Overview and significance; Human-environment interactions; current environmental challenges; Sustainable lifestyles and responsible consumption

Activity-based Learning (Individual-based activities)

1. Choose any one SDG and identify three local examples (campus or city) that contribute to achieving that goal. Prepare a brief write-up with photographs or illustrations.
2. Identify one environmental issue in your locality (e.g., waste dumping, water pollution, loss of green spaces, or air pollution). Document its causes, impacts, and suggest practical solutions in a short report (300–500 words).

MODULE 2: CLIMATE CHANGE AND ITS IMPACTS

Weather and climate; greenhouse effects; causes and effects of climate change; climate change in India and the Himalayan region: Trends and impacts; Climate justice and equity; Principles, challenges, and role in sustainable climate action

Activity-based Learning (activities to be performed in groups)

1. Collect one week of local weather data and compare it with long-term climate normals for the region. Present the differences using charts/graphs. Also, prepare a brief report on perceived climate changes.

Semester-I

Course Code: IUGPGF-108

Title: Sustainability and Climate Action

2. Design an infographic titled "4.5 billion years of Earth: A climate story".
3. Investigate any one climate-related issue (e.g., glacier retreat, cloud bursts, flash floods, heat waves, changing rainfall patterns, biodiversity loss, or water scarcity) affecting the Himalayan region. Present the causes, impacts, and possible adaptation measures using maps, photographs, and scientific data.

MODULE 3: SUSTAINABLE SOLUTIONS AND CLIMATE ACTION

Climate change: mitigation and adaptation; Waste minimization and circular economy; Citizen-science for climate action; Sustainable living and green technologies

Activity-based Learning(Individual-based activities)

1. Record and categorize household waste generated over five consecutive days. Suggest measures to reduce, reuse, recycle, or compost each waste category following circular economy principles.
2. Conduct a campus or household carbon footprint assessment and propose mitigation and adaptation measures aligned with SDGs and India's climate policies.

MODULE 4: ENVIRONMENTAL GOVERNANCE AND COMMUNITY ENGAGEMENT

Environmental laws and policies (overview); Role of government, industries and NGOs in environmental protection; Environmental education, awareness and communication; Green campus initiatives with special focus on University of Jammu

Activity-based Learning(activities to be performed in groups)

1. Analyze any one of the following successful sustainability initiatives and present a PowerPoint presentation: Swachh Bharat Mission/Jal Shakti Abhiyan/ Namami Gange/ Mission LiFE.
2. Undertake any one outreach activity: Cleanliness drive/Awareness drive on any of the burning environmental issues/ Biodiversity documentation of the campus. Prepare and submit a project report with photographs and reflections.
3. Design an eco-friendly product or develop a waste-to-wealth prototype.

Books recommended

1. Bharucha, E. (2023). *Textbook of Environmental Studies for Undergraduate Courses*. Universities Press.
2. Cunningham, W.P. & Cunningham, M.A. (2024). *Principles of Environmental Science*. McGraw-Hill.
3. Divan, S. and Rosencranz, A. (2022). *Environmental Law and Policy in India*. Oxford University Press.
4. Kaushik, A. and Kaushik, C. P. (2021). *Perspectives in Environmental Studies*. New Age International.
5. Miller, G.T. and Spoolman, S.E. (2025). *Living in the Environment*. Cengage Learning.

Semester-I

Course Code: IUGPGF-108

Title: Sustainability and Climate Action

6. Rajagopalan, R. (2021). *Environmental Studies: From Crisis to Cure*. Oxford University Press.
7. Sachs, J.D. (2015). *The Age of Sustainable Development*. Columbia University Press.
8. Sharma, P. D. (2022). *Ecology and Environment*. Rastogi Publications.

Suggested web resources

1. Central Pollution Control Board (CPCB) – <https://cpcb.nic.in>
2. ICIMOD (2019). *The Hindu Kush Himalaya Assessment* – <https://www.icimod.org>
3. India Meteorological Department (IMD) – <https://mausam.imd.gov.in>
4. Intergovernmental Panel on Climate Change (IPCC, 2023). *Climate Change 2023: Synthesis Report*. <https://www.ipcc.ch>
5. Ministry of Environment, Forest and Climate Change (MoEFCC). *National Action Plan on Climate Change*. – <https://moef.gov.in>
6. NITI Aayog. *SDG India Index and Dashboard* – <https://www.niti.gov.in>
7. United Nations (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development* – <https://sdgs.un.org>

Scheme of Examinations

	Syllabus to be covered in the examination	Time allotted for the examination	%Weightage (Marks)
Mid-Semester Test	40 % (Module 1 and 2)	1 hour	20
End-Semester Test	100 % (All modules)	3 hours	40
Activity/Continuous Assessment/Seminar /Quiz etc.	100%		20 (individual) +20 (Group) = 40
Total			100

Mid Semester Scheme of Examinations: 20 Marks

Mid semester examination will be of one-hour duration and will consist of three sections A, B and C covering Module 1 and Module 2 of the syllabus in a course as per following details.

- i) In section A, there will be 10 Multiple Choice questions (MCQ) each carrying one Mark. All questions will be compulsory in nature. The MCQ test will be of **Ten Minutes duration**.
- ii) Section B and Section C will consist of two questions each. The section B will be based on the Module 1 of the syllabus and Section C will be based on the Module 2 of the syllabus. The candidate has to attempt one question from each section. Each

Semester-I

Course Code: IUGPGF-108

Title: *Sustainability and Climate Action*

iii) question will carry 05 marks. The questions of these sections (B&C) will be short answer type.

End Semester scheme of Examination: 40 Marks

End semester examination will be of Three hours duration and will consists of two sections A and B covering 100% of the syllabus in a course as per following details:

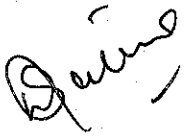
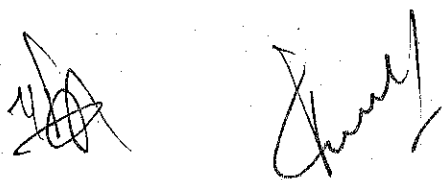
The Section A will comprise 10 Short answer type questions based on the entire syllabus and all the questions will be compulsory in nature and each question will carry One Mark.

The Section B will comprise 3 long answer type questions out of the remaining modules (not covered in Mid Semester Examinations) of the syllabus and Each question will carry 10 Marks and there will be an internal choice in each question.

Activity - 40 marks of which Individual Performance will carry 20 Marks and Group Performance will carry 20 Marks.

Following criteria will be adopted for assessment of the activity performance:

- Content Accuracy and Research
- Creativity and Presentation
- Teamwork & Participation
- Communication Skills
- Response to Questions



Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per National Education Policy (NEP) 2020 for Semester I examinations to be held in December 2026, 2027 and 2028 .

Course Code: IUGPGF-109	Course Title : Exploring the World with Artificial Intelligence
Semester : Ist	Credits :3
Teaching Scheme : 40 Hrs	Mid-Semester: 20
	End Semester: 40
	Activity: - 40
	Total Marks: 100

Course Description

This course introduces the fundamental concepts of Artificial Intelligence (AI), Machine Learning (ML), intelligent algorithms, and AI programming using Python. It covers core AI methodologies, supervised, unsupervised, and reinforcement learning techniques, implementation of AI models using Python libraries, and interdisciplinary applications of AI in healthcare, earth sciences, IoT, biotechnology, and intelligent systems. The course adopts an experiential and project-based approach to develop foundational AI competencies aligned with NEP-2020.

Course Objectives:

The course aims to:

- Introduce the fundamentals of Artificial Intelligence and Machine Learning.
 - Explain major machine learning paradigms and intelligent algorithms.
 - Develop basic AI programming skills using Python.
 - Enable students to implement simple AI models.
 - Explore interdisciplinary applications of Artificial Intelligence.
 - Promote responsible and ethical use of AI technologies.
-

Course Outcomes:

After successful completion of the course, students will be able to:

- Explain the fundamental concepts, methodologies, and enabling technologies of Artificial Intelligence.
 - Differentiate machine learning paradigms and identify suitable algorithms for solving real-world problems.
 - Develop and implement basic AI models using Python and standard machine learning libraries.
 - Analyze interdisciplinary AI applications and evaluate their technological, societal, and ethical implications.
-

Teaching-Learning Methodology: Interactive Lectures, Experiential Learning, Activity-Based Learning, Laboratory Sessions, Case Studies, Project-Based Learning, Seminar Presentations.

MODULE 1: Foundations of Artificial Intelligence

Introduction to Artificial Intelligence, History and Evolution of AI, AI vs. Traditional Programming, Types of AI (ANI, AGI and ASI), Introduction to Machine Learning and Artificial Neural Networks, Building Blocks of AI (Data, Algorithms and Models), AI Methodology and Intelligent Decision-Making

Semester-I

Course Code: IUGPGF-109

Course Title : Exploring the World with Artificial Intelligence

Process, Data Pre-processing and Data Preparation Techniques, Future Trends in Artificial Intelligence.

Learning Outcomes:

Students will be able to:

- Explain the foundations and evolution of Artificial Intelligence.
- Describe AI methodologies and enabling technologies.
- Identify the role of AI in modern intelligent systems.

Activity-Based Learning : AI Around Me, AI Timeline, AI Myth vs. Reality

Hands-on Practical: Explore AI-enabled applications, Prepare a concept map of AI technologies.

Mini Project: AI in My Discipline

Expected Deliverables: Concept Map, Mini Project Report, Presentation

MODULE 2: Machine Learning Techniques and Intelligent Algorithms

Supervised Learning: Concept and Characteristics, Classification and Regression, Algorithms: Linear Regression, Logistic Regression, Decision Tree, Random Forest, Support Vector Machine (SVM).

Unsupervised Learning: Concept and Characteristics, Clustering and Association, Algorithms: K-Means Clustering, Apriori Algorithm.

Reinforcement Learning: Concept and Characteristics, Agent-Environment Interaction, Reward and Policy.

Introduction to Deep Learning: Artificial Neural Networks (ANN), Deep Neural Networks (DNN), Convolutional Neural Networks (CNN), Recurrent Neural Networks (RNN).

Model Training and Performance Evaluation: Training, Validation and Testing, Overfitting and Under fitting, Accuracy, Precision, Recall, F1-Score and Confusion Matrix.

Learning Outcomes:

Students will be able to:

- Explain machine learning paradigms.
- Select appropriate algorithms for different learning tasks.
- Evaluate machine learning models.

Activity-Based Learning : Dataset Search, Algorithm Comparison, Learning Paradigm Identification

Hands-on Practical: Explore benchmark datasets, Implement basic machine learning models.

Mini Project: Student Performance Prediction using Machine Learning

Expected Deliverables: Dataset Analysis, Model Comparison, Mini Project Report

MODULE 3: Implementing AI Algorithms using Python

Python Fundamentals for AI, Data Structures and Functions, NumPy for Numerical Computing, Pandas for Data Handling, Matplotlib and Seaborn for Data Visualization, Introduction to Scikit-learn, Implementing Classification Algorithms, Implementing Clustering Algorithms, Model Training, Testing and Prediction, Mini AI Application Development

Semester-I

Course Code: IUGPGF-109

Course Title: Exploring the World with Artificial Intelligence

Learning Outcomes

Students will be able to:

- Develop AI programs using Python.
- Implement machine learning algorithms.
- Analyze model performance.

Activity-Based Learning : Python Coding Exercises, Dataset Exploration, Model Visualization

Hands-on Practical: Install Python and Jupyter Notebook/Google Colab, Load and preprocess datasets, Train and evaluate AI models.

Mini Project: Development of a Simple AI Prediction Model

Expected Deliverables: Python Programs, Source Code, Model Performance Report, Mini Project Report

MODULE 4: Exploring AI Applications Across Disciplines

AI in Medical Diagnosis, Brain Computing, Earth Sciences, Image Classification, Internet of Things (IoT), Agriculture and Smart Farming, Generative Artificial Intelligence, Building AI Agents, Biotechnology, Explainable AI, Responsible AI and Human-Centered AI

Learning Outcomes

Students will be able to:

- Explain interdisciplinary AI applications.
- Analyze AI solutions across multiple domains.
- Understand emerging AI technologies.

Activity-Based Learning : AI Application Case Studies, Group Seminar, Technology Review

Hands-on Practical: Explore AI application demonstrations, Study image classification and IoT.

Mini Project: AI for Sustainable Development

Suggested Themes: Disease Diagnosis, Flood Prediction, Precision Agriculture, Smart Campus, Wildlife Monitoring, Air Quality Prediction, Brain Signal Analysis, Disaster Management

Expected Deliverables: Case Study Report, Mini Project Report, Presentation

Suggested Software: Python, Jupyter Notebook / Google Colab, NumPy, Pandas, Matplotlib, Seaborn, Scikit-learn

References

1. Artificial Intelligence: A Modern Approach — Stuart Russell and Peter Norvig, Pearson.
2. Hands-On Machine Learning with Scikit-Learn, Keras&TensorFlow — Aurélien Geron, O'Reilly Media.
3. Introduction to Machine Learning — Ethem Alpaydin, MIT Press.
4. Introduction to Machine Learning with Python — Andreas C. Müller and Sarah Guido, O'Reilly Media.

Python Data Science Handbook — Jake VanderPlas, O'Reilly Media

Semester-I

Course Code: IUGPGF-109

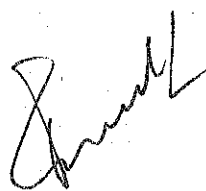
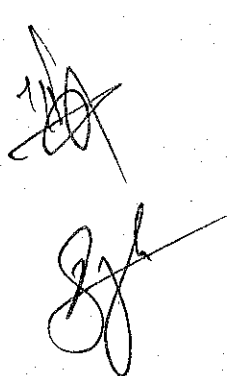
Course Title : Exploring the World with Artificial Intelligence

Evaluation Scheme

Syllabus to be covered in the examination	Syllabus to be covered for the examination	% Weightage	Marks
Mid-Semester Test	50 %		20
End-Semester Test	100 %		40
Activity			40
Total	100 %		100

The student shall be continuously evaluated during the conduct of each course based on his/ her performance as follows:

- The Mid-Semester Examination will carry a weightage of 20 marks and will be based on Unit-I and Unit-II.
- The End-Semester Examination will carry a weightage of 40 marks.
- The Activity will carry weightage of 40 marks. This will be based on real life practical problem involving various tool / technologies discussed in the syllabus. The evaluation will be based on the following criteria.
 - Content Accuracy and Research
 - Creativity and Presentation
 - Teamwork and Participation
 - Communication Skills
 - Performance Viva-Voce
 - Practical Implementation



UNIVERSITY OF JAMMU

Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per National Education Policy (NEP) 2020 for Semester-I examinations to be held in December 2026, 2027 and 2028

Course Code: IUGPGF-110

Credits: 3

Duration of Examination: 3 hours

Title: Exploring Creativity

Total Marks: 75

Mid-Semester:15

End Semester :30

Cont. Assessments : 35

Course Overview

Human cognition possesses an extraordinary capacity to synthesize imagination, spiritual philosophy, and cultural memory into transformative creative expression across generations. This foundational course invites first-year students to explore the mechanics of creativity through a dual lens, active studio creation and the critical appreciation of artistic heritage. Anchored in Jammu's identity as the "City of Temples" and its syncretic spiritual sanctuaries, students engage with regional Dogra folk music, oral folklore, traditional craftsmanship, local history, campus biodiversity, and media production. By balancing analytical art criticism with hands-on practice, students learn to interpret, critique, and study produce original works that reflect Jammu's multi-layered roots and personal lived experiences.

Learning Objectives

Master core concepts, cognitive mechanics, and approaches underlying creative thinking and aesthetic appreciation.

Analyze, critique, and document Jammu's heritage, traditional arts, Dogra folk music, campus biodiversity, and temple architecture using modern media formats.

Develop interpersonal, vocal, written, broadcasting, visual, and performance-based expression skills.

Create, refine, and present original creative works drawing from personal experiences, local history, and regional lore.

Engage in structured peer review, media production, and collaborative cross-disciplinary projects.

Mentoring Strategy

To ensure effective mentoring, monitoring, and evaluation across large number of students, the course will operate via Sub-Batches of 50 students each. Within each batch, students form Peer Studio Circles (5 students per group). Coursework balances individual digital submissions with group projects evaluated live using standardized scoring.

Course Modules

Module 1: Fine Arts, Dogra Folk Art, and Sacred Architectural Heritage

This module explores visual, physical, and sacred artistic traditions, covering Basohli miniature painting techniques, Dogra folk crafts, temple architectural motifs, calligraphic traditions, traditional painting styles, sculpture, and visual symbolism rooted in local spiritual spaces.

Activity 1 (Group): "Aesthetic Analysis & Motif Canvas." Each 5-member team selects an iconic regional artwork or temple architectural feature (e.g., Basohli painting or temple carving), writes a 200-word critical appreciation essay analysing its aesthetic balance, and creates an A3 response artwork inspired by it.

Activity 2 (Individual/Group): "Living History & Micro-Museum Design." Students photograph, sketch, or curate physical artifacts, oral accounts, or historical family heirlooms representing Jammu's cultural roots, creating a digital mini-catalogue or physical tabletop exhibit.

Module 2: Audio-Visual Media, Radio Jockeying, and Folk Heritage

This module merges modern digital tools and audio broadcasting with traditional auditory and visual arts, focusing on RJ/radio show hosting, audio podcasting, digital video documentation, sound design, recording regional folk instruments (such as the Tumbaknari, Flute, or Dholak), capturing oral folklore, and editing heritage vlogs.

Activity 1 (Individual): "60-Second Cultural Capsule & Soundscape." Students record a 60-second audio/video clip documenting local oral folklore or presenting a critical review analysing the melodic structure of a traditional Dogra folk song (e.g., Bhaakh or Karak).

Activity 2 (Group - 5 Students/Group): "Campus Airwaves (Radio Jockey Show)." Teams conceptualize and record a 3-minute RJ audio segment or podcast episode featuring regional folk tunes, campus news, storytelling, and lively banter celebrating Jammu culture.

Module 3: Literary Writing, Print Media, and Campus Biodiversity

This module focuses on written creative expression, media publishing, and ecological observation, examining newsletter curation, journalistic reporting, regional poetic forms, adaptation of local folk fables, flash fiction, theatrical scriptwriting, contemporary blogging, and environmental creative writing inspired by local flora and fauna.

Activity 1 (Individual): "Eco-Poetry & Campus Biodiversity Journal." Students explore the campus grounds, observe local flora/fauna, and write an eco-journal entry paired with a short poem or reflective prose capturing the biodiversity of the university campus.

Activity 2 (Group - 5 Students/Group): "University Creative Newsletter Feature." Teams design and edit a single-page digital newsletter section combining event reports, opinion pieces on regional heritage, photo-features, and student creative writing.

Module 4: Folk Music, Folk Dance, and Oral Performance

This module builds vocal, dramatic, and broadcasting performance skills, covering traditional folk songs (Karak, Bhaakh), folk dances (Kud, Jagarna), storytelling techniques, extempore speaking, declamation, theatrical drama, voice modulation, and stage presence.

Activity 1 (Group - Live Showcase): "3-Minute Live Performance & Peer Critique." 5-member teams present a 3-minute live performance (a folk dance/singing routine, oral storytelling act, or theatrical scene) within their batch. Observing student groups complete standardized peer-appreciation scorecards evaluating stage presence, emotional delivery, and cultural authenticity.

Activity 2 (Individual): "Street Play (Nukkad Natak) Pitch." Students present an unscripted 2-minute oral pitch for a street play focused on local social issues or historical legends of Duggarland, judged on vocal projection and storytelling impact.

Projects

Project 1: Transforming (Mini TED Talk & Critical Review)

Students individually present or record a 3-minute Mini TED-style presentation proposing an innovative solution to preserve regional heritage, document campus biodiversity, or address

Semester-I

Course Code: IUGPGF-110

Title: Exploring Creativity

modern societal issues through traditional wisdom, evaluated via rubric-based peer and mentor reviews.

Project 2: Integrated Ensemble Performance (Theatrical Drama - "Tales of Duggarland")

Executed by combining two Studio Groups (10 students per ensemble). Ensembles script, stage, and perform an original 7-to-10-minute theatrical production integrating folk music, radio commentary, set visuals, and narrative acting. Non-performing student groups act as peer reviewers, writing brief post-performance critical appreciations of other teams' productions across dedicated Batch Showcase days.

Learning Outcomes

After completion of the course, the students will be able to:

Understand key concepts, theories, and approaches to creative expression and art appreciation.

Critically analyze, reframe, and articulate traditional wisdom, historical roots, and campus ecology using modern broadcasting and print platforms.

Produce polished original works of art, media content, and newsletters from initial concept and drafting through final execution.

Apply constructive aesthetic criticism and combine analytical insights with artistic subjects.

Collaborate effectively in diverse, multidisciplinary teams to deliver large-scale creative and media projects.

Scheme of Examinations

	Syllabus to be covered in the examination	Time allotted for the examination	%Weightage (Marks)
Mid-Semester Test	40 % (Module 1 and 2)	1 hour	15
End-Semester Test	100 % (All modules)	3 hours	30
Activity/Continuous Assessment/Seminar /Quiz etc.	100%		15 (individual) +15 (Group) = 30
Total			75

Mid Semester Scheme of Examinations: 15 Marks

Mid semester examination will be of one-hour duration and will consists of three sections A, B and C covering Module 1 and Module 2 of the syllabus in a course as per following details.

- In section A, there will be 10 Multiple Choice questions (MCQ) each carrying 0.5 Mark. All questions will be compulsory in nature. The MCQ test will be of **Five Minutes duration**.
- Section B and Section C will consist of two short answer-based questions each. The section B will be based on the Module 1 of the syllabus and Section C will be based on the Module 2 of the syllabus. The candidate has to attempt one question from each section. Each question will carry 05 marks.

Semester-I

Course Code: IUGPGF-110

Title: Exploring Creativity

End Semester scheme of Examination: 30 Marks

End semester examination will be of Three hours duration and will consists of two sections A and B covering 100% of the syllabus in a course as per following details:

The Section A will comprise 03 Short answer type questions based on the entire syllabus and all the questions will be compulsory in nature and each question will carry Two Mark.

The Section B will comprise 3 long answer type questions out of the remaining modules (not covered in Mid Semester Examinations) of the syllabus and Each question will carry 08 Marks and there will be an internal choice in each question.

Activity - 30 marks of which Individual Performance will carry 15 Marks and Group Performance will carry 15 Marks.

Following criteria will be adopted for assessment of the activity performance:

- Content Accuracy and Research
- Creativity and Presentation
- Teamwork & Participation
- Communication Skills
- Response to Questions

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Syllabus for Five Year Integrated Under Graduate Post-Graduate Programme as per National Education Policy (NEP) 2020 for Semester I examinations to be held in December 2026, 2027 and 2028

Course Code: IUGPGF-111
Credits: 3

Course Title: Understanding India
Mid Semester: 20
End Semester: 40
Activity: 40
Total Marks:-100

Course Objectives

The course introduces students to the history, culture, society, and constitutional values of India. It aims to develop awareness about India's diversity and heritage.

Course Outcomes

Students will be able to:

1. Understand the idea of India and its diversity.
 2. Appreciate Indian culture and traditions.
 3. Develop awareness about citizenship and contemporary India.
-

Module - I: India and Its Civilisational Heritage

- Idea of Bharat
- Geographical and cultural diversity
- Sources of Indian culture and history
- Indian knowledge traditions

Activity: Prepare a short presentation or poster on any one aspect of India's civilisational heritage.

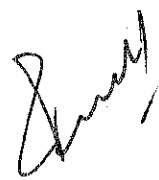
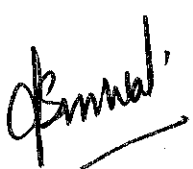
Module - II: Society and Culture in India

- 
- Family and social life
 - Religions and philosophical traditions
 - Languages, literature and folk culture
 - Art, music, dance and festivals

Activity: Document a local festival, folk tradition, art form or social custom in a two-page report.

Module - III: Modern India

- Indian freedom movement
- Growth of Indian nationalism
- Indian Constitution
- Indian democracy



Semester-I

Course Code: IUGPGF-111

Course Title: Understanding India

Activity: Prepare a timeline of major events of the freedom movement or participate in a classroom reading of the Preamble.

Module - IV: Contemporary India

- Environment
- Sustainability
- Science and technology
- Digital India

Activity: Undertake a simple environmental-awareness activity or prepare a brief report on any Digital India initiative.

Suggested Readings

1. A.L. Basham, *The Wonder That Was India*
2. Upinder Singh, *A History of Ancient and Early Medieval India*
3. R.C. Majumdar, *Ancient India*
4. K.A. Nilakanta Sastri, *A History of South India*
5. Debiprasad Chattopadhyaya, *Indian Philosophy*
6. Niharranjan Ray, *An Introduction to Indian Art*
7. Tara Chand, *History of freedom Movement in India*
8. Amartya Sen, *The Argumentative Indian*
9. D.D. Basu, *Introduction to the Constitution of India*
10. Debiprasad Chattopadhyaya, *Science and Society in Ancient India*

Scheme of Examinations

	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (Marks)
Mid-Semester Test	40 % (Module 1 and 2)	1 hour	20
End-Semester Test	100 % (All modules)	3 hours	40
Activity/Continuous Assessment/Seminar/Quiz etc.	100%		20 (individual) +20 (Group) = 40
Total			100

Mid Semester Scheme of Examinations: 20 Marks

Mid semester examination will be of one-hour duration and will consists of three sections A, B and C covering Module 1 and Module 2 of the syllabus in a course as per following details.

- i) In section A, there will be 10 Multiple Choice questions (MCQ) each carrying one Mark. All questions will be compulsory in nature. The MCQ test will be of **Ten Minutes duration**.
- ii) Section B and Section C will consist of two questions each. The section B will be based on the Module 1 of the syllabus and Section C will be based on the Module 2 of the syllabus. The candidate has to attempt one question from each section. Each question will carry 05 marks. The questions of these sections (B&C) will be short answer type.

End Semester scheme of Examination: 40 Marks

End semester examination will be of Three hours duration and will consists of two sections A and B covering 100% of the syllabus in a course as per following details:

The Section A will comprise 10 Short answer type questions based on the entire syllabus and all the questions will be compulsory in nature and each question will carry One Mark.

The Section B will comprise 3 long answer type questions out of the remaining modules (not covered in Mid Semester Examinations) of the syllabus and Each question will carry 10 Marks and there will be an internal choice in each question.

Activity - 40 marks of which Individual Performance will carry 20 Marks and Group Performance will carry 20Marks.

Following criteria will be adopted for assessment of the activity performance:

- Content Accuracy and Research
- Creativity and Presentation
- Teamwork & Participation
- Communication Skills
- Response to Questions


Amal. J.

Syllabus for Five Year Integrated Under Graduate-Post Graduate Programme as per NEP-2020 for Semester-I for the Examinations to be held in the year December 2026, 2027 and 2028

Course Code: IUGPGF-112
Credits: 03
Duration of Examination: 3 hours

Course Title: Constitutional Literacy
Total Marks: 100
Mid Semester: 20
End Semester: 40
Activity: 40

Course Description

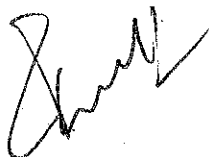
The Constitution of India is not merely a legal document governing the institutions of the State; but also, a framework that shapes the rights, responsibilities, values and everyday conduct of citizens. In a diverse democratic society like India, constitutional literacy becomes essential to enable the young Indians to understand the basic principles of the Constitution and appreciate how these principles influence their lives. The **"Constitutional Literacycourse"** is designed to provide the students with a simple, practical and contextual understanding of the Constitution, laying emphasis on the **Preamble, Constitutional Values, Fundamental Duties and Responsible Citizenship**. The course shall also equip students with basic awareness of **FIRs, Arrest and Bail Safeguards, RTI, Consumer Protection, Legal Aid, Access to Justice and Digital Redressal Mechanisms**, enabling them to recognise common problems and identify appropriate avenues for assistance. Rather than focusing on detailed constitutional provisions or legal interpretation, the course broadly seeks to connect constitutional ideas with everyday situations and behaviour. Through discussions, Youth Parliament, case studies, role plays, campus activities, community engagement and reflective exercises, students will be encouraged to move from **Constitutional Awareness to Constitutional Responsibility and Action**. The course ultimately aims to develop informed, responsible and participative citizens who understand not only their rights but also their duties towards the Constitution, society, the environment and fellow citizens.

Course Objectives

- 
1. To develop basic and practical understanding of the Constitution of India.
 2. To create awareness of Fundamental Rights, Fundamental Duties and constitutional values.
 3. To promote responsible citizenship, democratic participation and digital responsibility.
 4. To develop practical awareness of common legal safeguards, remedies and avenues of assistance.
 5. To develop constitutional, legal communication and problem-solving skills through experiential learning.

Course Learning Outcomes

1. Explain the basic framework and functioning of the Constitution.
2. Identify Fundamental Rights, Duties and constitutional values in everyday situations.
3. Demonstrate responsible and democratic citizenship.
4. Recognise basic legal safeguards and appropriate avenues of redressal.
5. Apply constitutional awareness to common civic, legal and digital problems.
6. Demonstrate communication, critical thinking, problem-solving and basic legal-awareness skills.



Semester-I

Course Code: IUGPGF-112

Course Title: Constitutional Literacy

Course Contents

Module-1: Understanding Vision and Working of our Constitution

Constitution: A Social Contract

Concept, Making, Purpose and Relevance of the Constitution.

Philosophy of the Constitution

Meaning and significance of the Preamble

Constitutional System at Work

Foundational Knowledge of the Legislature, Executive and Judiciary

Activities:

- *Simulating Constituent Assembly Debates.*
- *Youth Parliament/Mock Parliament Sessions*
- *Lok Adalat Sessions*

Skill Development: Critical Thinking, Public Speaking, Democratic Participation and Constitutional Awareness.

Module-2: Fundamental Rights, Duties & Directive Principles of State Policy

Fundamental Rights

Basic Understanding of Fundamental Rights

Fundamental Duties

Understanding of Fundamental Duties (Article 51A): Public Property, Protection of Environmental, Social Harmony and Scientific Temper.

Directive Principles of State Policy

Welfare State, Free Legal Aid, Public Health, and Relationship between Fundamental Rights & DPSPs

Activities:

- *Article 21 Around Me: Students to identify things around them that are necessary for dignified life.*
- *Environment Protection Drives*
- *Free Legal Aid: Legal Aid Clinics*

Skill Development: Critical Thinking, Responsible Citizenship & Legal Literacy



Semester-I

Course Code: IUGPGF-112

Course Title: Constitutional Literacy

Module-3: Legal Safeguards, Awareness & Mechanisms

Legal Safeguards

Legal Safeguards: Constitutional Remedies, FIR& Bail.

Right to Information& Consumer Awareness

Understanding of Right to Information and Consumer Rights

Grievance Redressal Mechanisms

Centralised Public Grievance Redress and Monitoring System (CPGRAMS), Consumer Courts, Lokpal&Lokayuktas.

Activities:

- *Modal Consumer Court*
- *Public Grievance Portals*
- *RTI Application Drafting*

Skill Development: Legal Awareness, Digital Literacy& Financial Literacy

Module-4: E-Governance

Government to Government (G2G)

Understanding digital governance and inter-governmental coordination through E-Office and E-Samiksha

Government to Citizen (G2C)

Accessing citizen-centric digital services through Umang, Digilocker, MyGov and CPGRAMS

Government to Business (G2B)

Analysing government-business interactions through e-Marketing (GeM)&Udyam Registration Portal

Activities:

- *Digital Governance Case Study*
- *Exploring Citizen Service Portal*
- *E-Governance Service Mapping*

Skill Development: E-Governance Awareness, Digital Literacy&Online Public Service Delivery

Semester-I

Course Code: IUGPGF-112

Course Title: Constitutional Literacy

Suggested Readings:

Austin, Granville, *The Indian Constitution: Cornerstone of a Nation*, Delhi: OUP, 1999

Basu, Durga Das, *Introduction to the Constitution of India*, New Delhi: LexisNexis, 2024

Chakrabarty, Bidyut and Pandey, Rajendra K., *Indian Government & Politics*, New Delhi: Sage Publications, 2008

Fadia, B. L. & Fadia, Kuldeep, *Indian Government & Politics*, Agra: Sahitya Bhawan, 1991

Chakrabarti, Rajesh And Sanyal, Kushiki, *Public Policy in India*, India: OUP, 2017

Muttoo, Sunil K., Gupta, Rajan & Pal, Saibal K., *E-Governance in India: The Progress Status*, Singapore: Palgrave Macmillan, 2023

Scheme of Examinations

	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (Marks)
Mid-Semester Test	40 %	1 hour	20
End-Semester Test	100 %	3 hours	40
Activity/Continuous Assessment/Seminar/Quiz etc.	100%		20 (individual) +20 (Group) = 40
Total			100

Mid Semester: 20 Marks

Mid semester will be conducted out of 40% of the syllabus in a course as per following details.

- 10 Multiple Choice questions each carrying one Mark. All questions are compulsory. The MCQ test will be of **Ten Minutes duration**.
- Two Short answer questions each out of 20% of the syllabus carrying 5 marks and Mid Semester will be **One Hours duration**. There will be an internal choice in each question.

End Semester: 40 Marks

Section A will comprise 10 Short answer type questions from the entire syllabus and all the questions are compulsory and each carrying One Mark.

Section B will comprise 3 long answer type questions out of the remaining 60% of the syllabus and each question will carry 10 Marks and there will be an internal choice in each question. The end Semester will be of **Three Hours duration**.

Semester-I

Course Code: IUGPGF-112

Course Title: Constitutional Literacy

Activity - 40 marks

Individual Performance-20 Marks

Group Performance-20 Marks

Note: - The activity based on assessment shall be 50% group based and 50% individual performance on the following criteria such as Content Accuracy and Research, Creativity and Presentation, Teamwork & Participation, Communication Skills and Response to Questions.

Pani, Niranjana & Mishra, SantapSanhari, *E-Governance*, Mumbai: Himalayan Publishing House, 2009

Yadav, Surya Narain & Baghel, Indu, *Good Governance: Issues, Challenges & Prospects*, New Delhi: Global Vision Publishing House, 2009

Panneervel, P., *E-Governance: A Change Management Tool*, Jaipur: Rawat Publication, 2005

Hazarika, Niru (ed.), *Democratic Administration for Good Governance*, New Delhi: Kanishka Publishers, 2012

