



**Darrang College
(Autonomous),
Tezpur-784001**

**Syllabus for
FYUGP**


**Subject: EDUCATION
Course Type: SEC**

Approved by:

Board of Studies meeting held on 23-12-2025

&

Academic Council vide Resolution no. 2, dated- 29-12-2025



Darrang (Autonomous) College
Four Year Undergraduate Programme (FYUGP) Syllabus
1ST SEMESTER
Subject: Education
Course Title: MENTAL HEALTH AND HYGIENE (SEC)
Course Code: EDU-SEC-01013
Total Credits: 3 (Theory: 2, Practical: 1)
Contact Hours: 60 (Lecture: 30, Practical: 30)
Distribution of Marks: Practical=25 | Internal – 20 | External – 30 | Total – 75

Aims of the Course:

- To develop mental resilience and emotional well-being among undergraduate students.
- To promote awareness of mental hygiene and positive mental health practices.
- To cultivate lifelong habits for physical and psychological wellness, including the use of yoga and meditation.

Program Outcome:

Students will:

- Explain the meaning and importance of mental health and hygiene.
- Identify common mental health challenges and implement appropriate coping mechanisms.
- Cultivate emotional intelligence and enhance personal resilience.
- Integrate self-care practices, including yoga, mindfulness, and healthy routines, into daily life.
- Recognize and utilize the supportive role of peers, schools, and communities in fostering mental well-being.

Teaching-Learning Process:

- Interactive lectures
- Group activities and reflection
- Practical yoga and mindfulness sessions
- Journaling and project work
- Role plays and peer collaboration

Teaching-Learning Tools:

- Multimedia presentations, audio-guided meditations.
- Physical activity sessions (yoga and breathing exercises).
- Self-assessment tools and wellness trackers.

Evaluation/Assessment:

- **Internal Assessment (20Marks):**

Attendance, Assignments, Practical Journal/Participation

- **External Examination (30 Marks):**

Written exam at the end of the semester

- **Practical Examination (25 Marks)**

Course Outcomes:

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

- Define and comprehend key concepts related to mental health and hygiene.
- Identify the causes of stress and emotional imbalance.
- Employ strategies such as positive thinking, effective time management, and self-care to enhance mental well-being.
- Perform yoga, pranayama, and mindfulness techniques to regulate emotions and reduce stress.
- Develop a personalized wellness plan and contribute to supporting others in maintaining mental wellness.

Detailed Syllabus

Unit	Content	Lecture Hours	Tutorial Hours	Practical Hours	Total Hours
Unit I	<p>Understanding Mental Health and Hygiene</p> <ul style="list-style-type: none"> - Meaning and importance of mental health and hygiene - Characteristics of Mental Well-being and Indicators of Positive Mental Health - Myths vs. facts about mental health - Common emotional issues: stress, anxiety, sadness – nature and impact - Biological, social, and psychological factors influencing mental health - Emotional hygiene: strategies for recognizing and managing emotions - Importance of seeking help and support 	12	3	—	15
Unit II	<p>Staying Mentally Healthy – Strategies and Skills</p> <ul style="list-style-type: none"> - Stressors: Identifying Causes and Understanding Everyday Challenges - Simple and effective ways to manage stress - Developing Positive Cognition: Positive Thinking, Self-Confidence, and Goal Setting - Role of sleep, nutrition, exercise, and friendship in mental wellness - Time Management Techniques for Balanced Living - Building resilience: Coping with Adversity and Promoting Post-Traumatic Growth - Developing emotional intelligence: understanding and handling emotions - Fostering Prosocial Behaviour and Compassion: Building Supportive Communities - Social media and mental health 	12	3	—	15
Unit III	<p>Practical: Practicing Mental Wellness</p> <ul style="list-style-type: none"> - Introduction to yoga: philosophy and mental health benefits - Basic yoga asanas (e.g., Tadasana, Bhujangasana, Sukhasana) - Breathing techniques (Pranayama) and guided meditation 	—	—	30	30

	<ul style="list-style-type: none"> - Creating a personal mental wellness routine - Using stress diaries and mood trackers - Designing a peer group poster or mini-campaign on mental health 				
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Suggested References:

1. Chauhan, S.S. (2009). *Advanced Educational Psychology, Seventh Edition*. Vikas Publishing House Pvt. Ltd
2. Crow & Crow. (1951). *Mental Hygiene*. McGraw Hill
3. Online course on *Yoga for stress management*. https://onlinecourses.swayam2.ac.in/aic23_ge10/preview
4. Morgan, C.T. (1993). *Introduction to Psychology. 7th edn*. Tata mc Graw - Hill Publishing Company Ltd.
5. NCERT, (2020) *Training and Resource Material Health and Wellness of School-going Children*. Publication Division, NCERT, New Delhi.
6. NCERT, (2017). *Yoga: A Healthy Way of Living*. Publication Division, NCERT, New Delhi.

2ND SEMESTER
Subject: Education
Course Title: Public Speaking Skills (SEC)
Course Code: EDU-SEC-02013
Total Credits: 3 (Theory: 2, Practical: 1)
Contact Hours: 60(Lecture: 30, Practical: 30)
Distribution of Marks: Practical – 25 | Theory – 30 | Internal- 20
Total – 75

Aims of the Course:

- To develop students' oral communication and public speaking abilities.
- To foster confidence, clarity, and persuasion in public discourse.
- To prepare students for real-life situations like interviews, presentations, debates, and group discussions.

Program Outcome: Upon successful completion of this program, students will be able to:

- Refine articulation, body language, and verbal expression for effective communication.
- Demonstrate confidence in speaking effectively before diverse audiences.
- Transfer learned public speaking skills to academic, social, and professional contexts.

Teaching-Learning Process:

- Lecture-demonstrations, workshops, and peer evaluations.
- Role-playing, video feedback, and small-group activities.
- Practice-oriented learning with student-led presentations.

Teaching-Learning Tools:

- Audio-visual aids, microphones, podiums, cuecards.
- Video recording and feedback for performance review.
- Performance assessment checklists.

Evaluation/Assessment:

- **Practical: (25 Marks):**

Viva voce, performance-based evaluation (preparation and delivery of a speech on a topic of students' choice to be evaluated by an External Examiner)

• **Theory: (30 Marks):**

Written exam at the end of the semester

• **Internal: (20 Marks)**

Course Outcomes:

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

1. Explain the foundational principles of effective public speaking.
2. Utilize vocal techniques, appropriate body language, and audience engagement strategies in public speaking.
3. Construct and deliver structured speeches for various occasions with confidence and clarity.

Detailed Syllabus

Unit	Content	Lecture hours	Tutorial hours	Practical hours	Total Hours
Unit I	Fundamentals of Public Speaking - Meaning and Importance of Public Speaking - Types of Speeches: Informative, Persuasive, Extempore, Special Occasion - Speech Planning: Topic Selection, Audience Analysis, Purpose and Structure - Managing Public Speaking Anxiety	12	3	—	15
Unit II	Effective Communication Techniques - Principles of effective communication - Voice Modulation, Pronunciation, Pitch and Pace - Use of Non-Verbal Communication: Eye Contact, Gestures, Posture - Integrating Visual Aids and Technology in Presentation - Listening and Feedback Skills	12	3	—	15
Unit III	Practical Module: Speech Delivery - Practice Sessions: Prepared Speech, Extempore, Storytelling - Group Discussions and Debates - Peer Evaluation and Self-Reflection - Speech Recording and Review	—	—	30	30

Suggested Reference Books:

1. Carnegie, Dale. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster, New York
2. Lucas, Stephen E. (2020) *The Art of Public Speaking*. McGraw-Hill Education, New York
3. Mohan, Krishna & Banerji, Meera. (2000). *Developing Communication Skills*. Macmillan India Limited
4. Kaul, Asha. (2015). *Effective Business Communication*. PHI
5. TED Talks (YouTube / TED.com)

3RD SEMESTER
Subject: Education
Course Title: Writing Bio-Data and Facing an Interview(SEC)
Course Code: EDU-SEC-03013
Total Credits: 3 (Theory: 2, Practical: 1)
Contact Hours: 60(Lecture: 30, Practical: 30)
Distribution of Marks: Practical – 25 | Theory – 30 | Internal-20
Total – 75

Aims of the Course:

- To impart knowledge about the key components of a bio-data.
- To Develop skills in writing clear and concise personal and professional Bio-data.
- To Develop effective communication skills for interviews.

Program Outcome: Upon successful completion of this program, students will:

- Understand the key components of a bio-data.
- Develop skills in writing clear and concise personal and professional information.
- Learn to tailor bio-data for specific job roles or academic opportunities.
- Develop effective communication skills for interviews.
- Understand common interview formats and questions.
- Learn strategies for handling difficult questions and situations.

Teaching-Learning Process:

- Lecture-demonstrations and workshops on writing Bio-data.
- Mock interviews, video feedback, and small-group activities.
- Practice-oriented learning with student-led presentations.

Teaching-Learning Tools:

- Audio-visual aids.
- Video recording of interviews, peer and teacher feedback.
- Performance assessment checklists.

Evaluation/Assessment:

- **Practical (25 Marks):**

Viva voce, performance-based evaluation (preparation of Bio-data and facing interview to be evaluated by an External Evaluator)

- **Theory : (30 Marks):**

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Written exam at the end of the semester

- **Internal: (20 Marks)**

Course Outcomes:

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

- write bio-data for different purposes and
- develop skills and confidence to face different types of interview.

Detailed Syllabus

Unit	Content	Lecture hours	Tutorial hours	Practical hours	Total Hours
Unit I	Writing an effective Bio-data <ul style="list-style-type: none">• Meaning, Purpose and Types of Bio-data• Differences between bio-data, resume, and CV.• Key Components of Bio-data: Personal information, Educational qualifications, Work experience, Skills and competencies, References.• Formatting and Presentation: Structuring a bio-data, Choosing the right format and style, Importance of consistency and clarity.• Common Mistakes to Avoid: Overloading with irrelevant information, Grammatical and formatting errors.	12	3	—	15

Unit II	Facing an Interview <ul style="list-style-type: none"> • Understanding the Interview Process: <ul style="list-style-type: none"> - Types of interviews (e.g., face-to-face, telephonic, panel). - Common stages of an interview. • Preparation for an Interview: <ul style="list-style-type: none"> - Researching the organization and role. - Preparing answers to common questions. - Dressing appropriately and managing body language. • Effective Communication in Interviews: <ul style="list-style-type: none"> - Techniques for clear and confident verbal communication. - Active listening and responding to questions. - Using examples to illustrate skills and experience. • Handling Difficult Questions: <ul style="list-style-type: none"> - Strategies for answering behavioural and situational questions. - Managing stress and staying composed. 	12	3	—	15
Unit III	Practical: Students shall: <ul style="list-style-type: none"> - Write and revise a personal bio-data. - Face Mock interviews with peer and teacher feedback 	—	—	30	30

Suggested Reference Books:

- Innes, James (2009). *The CV Book-Your Definite Guide to Writing the Perfect CV.*Prentice Hall.
- Evan, Pellett (2016). *Cracking the Code to a Successful Interview.* Blackstone Publishing
- Brown, Lola M (1998). *Resume Writing Made Easy.*Upper Saddle River, N.J. : Prentice Hall