

FAKIRAGRAM COLLEGE

FAKIRAGRAM, KOKRAJHAR, B.T.R. (ASSAM) 783345

Phone – 03661-295600

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Website: www.fakiragramcollege.ac.in



FIRST CYCLE NAAC ACCREDITATION 2022

CRITERION 1

Curricular Aspects

Curriculum Enrichment

1.3.2.1: Number of students undertaking project work/field work / internships

Submitted to



THE NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

1.3.3 Percentage of students undertaking field project/internships (5) (Current year Data)

Serial No	Proramme Code	Name of Students Undertaking field Projects/internships	Link of relevant document
1	B A (TTM)	Rakesh Basumatary	https://fakiragramcollege.ac.in/wp-content/uploads/2023/02/Rakesh-Basumatary_TTM.pdf
2	B A (TTM)	Siddartha Roy	
3	B A (TTM)	Pankaj Roy	
4	B A (TTM)	Rahul Debnath	
5	B A (TTM)	Sajibul Sk	
6	B A (TTM)	Heremba Basumatary	
7	B A (TTM)	Ringchand Brahma	
8	B A (TTM)	Dwmwilu Basumatary	
9	B A (Ass)	Anjana Barman	
10	B A (Ass)	Azminara Aktar	
11	B A (Ass)	Barnali Roy	https://fakiragramcollege.ac.in/wp-content/uploads/2023/02/Barnali-Roy_Assamese.pdf
12	B A (Ass)	Binita Chetry	
13	B A (Ass)	Deepanjali Roy	
14	B A (Ass)	Dipti Rani Nath	
15	B A (Ass)	Jayen Narzary	
16	B A (Ass)	Kanaklata Roy	
17	B A (Ass)	Khadija Sultana	
18	B A (Ass)	Mofleja Begum	
19	B A (Ass)	Mujahar Ali Sheikh	
20	B A (Ass)	Priya Poddar	
21	B A (Ass)	Subarna Roy	
22	B A (Ass)	Suma Chauhan	
23	B A (Ass)	Sunita Nath	
24	B A (Ass)	Urmila Roy	
25	B A (Edu)	Bishnu Sutradhar	
26	B A (Edu)	Sweetynass Parbin	https://fakiragramcollege.ac.in/wp-content/uploads/2023/02/Sweetynass-Parvin_Education.pdf
27	B A (Edu)	Amit Dey	
28	B A (Edu)	Piyali Dey	
29	B A (Edu)	Mridul Hussain	
30	B A (Edu)	Sopiul Ali	
31	B A (Bodo)	Ansumwi Brahma	
32	B A (Bodo)	Fwrndan Brahma	
33	B A (Bodo)	Nijira Wary	https://fakiragramcollege.ac.in/wp-content/uploads/2023/02/Nijira-Wary_Bodo.pdf

34	B A (Bodo)	Paban Mushahary	
35	B A (Bodo)	Ranjita Brahma	
36	B A (Bodo)	Risha Narzary	
37	B A (Bodo)	Shima Basumatary	
38	B A (His)	Selim Aktar	
39	B A (His)	Hasmira Sultana	
40	B A (His)	Karishma Lakra	
41	B A (His)	Dipanjali Karmakar	https://fakiragramcollege.ac.in/wp-content/uploads/2023/02/Dipanjali-Karmakar_History.pdf
42	B A (His)	Sankar Brahma	

PAPER 618
Marks-100 (80+20)
Credit- 6 (5+1) 6.4 ✓

WORLD SINCE 1945

- Unit I : Cold War-Development of Cold War
- Unit-II : UNO- Structure, Difference with the League of Nations
Peace-keeping and other activities of UNO
- Unit-III : Conflict in the Middle-East:
i) Arab- Israel Conflict, Suez Crisis of 1956,
ii) Iran-Iraq war, The Gulf War (1970-91)
- Unit-IV : China, Korean War, Vietnam.
- Unit V : Africa after Decolonization- Problems of the African states:
i) Ghana
ii) The Congo/Zaire
iii) South Africa.

- Reading list**
✓ W. C. Langsam : *The World since 1919* (Relevant Chapters)
✓ F. Lee Benns : *Europe since 1914 in its World Setting* (Relevant Chapters)
Geir Lundestad : *East, West, North, South: Major Developmental International Politics since 1919*
✓ S. N. Dhar : *International Relations and world Politics since 1919* (Relevant Chapters)
✓ A. C. Roy : *International Relations since 1919* (Relevant Chapter)
M. G. Gupta : *Foreign Policies of Major World Powers*
Lewis Gaddis : *The United States and the Origins of the Cold War 1941-1947*

PAPER 619
Marks-100 (80+20)
Credit- 6 (5+1) 6.5 ✓

HISTORY OF JAPAN (1853-1941)

- Unit-I : Tokugawa Shogunate:
i) Nature and crises,
ii) Factors leading to the end of the policy of Isolation,
iii) Commodore Perry and the Treaty of Kanagawa (1854), The Harris Treaty
- Unit-II : Meiji Restoration:
i) Processes of modernization, Social, Military and Economic,
ii) Popular and democratic movements
- Unit-III : Political developments:
i) End of Feudalism
ii) Meiji constitution
- Unit-IV : Emergence of Japan as a world power:
i) Sino-Japanese Relations
ii) Anglo-Japanese Alliance
iii) Russo-Japanese war
- Unit-V : Japan between the two world wars:
i) Washington Conference
ii) Rise of Militarism
iii) Manchurian crisis and aftermath

- Reading list**
H.M. Vinacke : *A History of the Far East in Modern Times*
P.H. Clyde B.F. Beers : *The Far East*
John Fairbank et al : *East Asia: Traditional and Transformation*
C. Yanaga : *Japan since Perry*

PAPER-620
Marks-100 (80+20)
Credit- 6 (5+1)

PROJECT

Attested
Principal
Fakirgram College

Dept. of History
Fakiragram College

10
o/c

BU General Course

B.A.HISTORY (REGULAR COURSE)

SL. No.	Core (14)	AECC (2)	SEC (2)	DSE (4)	GE (4)
I	English/ Hindi/ MIL-1 DSC-1A: History of India (From the Earliest to 1206) DSC-2A: Other Discipline	(English/Hindi/ MIL/ Communication)			
II	Hindi/ MIL/ English-1 DSC-1B: History of India (1206-1757) DSC-2B: Other Discipline	Environmental Science			
III	English/ Hindi/ MIL-2 DSC-1C: History of India (1757-1947) DSC-2C: Other Discipline		SEC-1: An Introduction to Archaeology		
IV	Hindi/ MIL/ English-2 DSC-1D: Society and Economy of Assam DSC-2D: Other Discipline		SEC-2: Historical Tourism: Theory and Practice		
V			SEC-3: Indigenous Handicrafts of the Bodos	DSE-1A: History of Europe (1780-1945) DSE-2A: Other Discipline	GE-1: History of India (From the Earliest to 1206 A.D.) <u>GE</u>
VI			SEC-4: Project Work (Field Work and Report Writing)	DSE-1B: Patterns of Colonialism (15 th - 19 th Century) DSE-2B: Other Discipline	GE-2: History of India (1206-1757 A.D.)

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দ্বিতীয় বৰ্ষ : চতুৰ্থ মাধ্যমিক

কাকত : Paper M-403 : ক্ষেত্ৰ অধ্যয়ন

মূল্যাংক : ৫০

ওপৰোক্ত দুয়োখন কাকতৰ অৰ্থাৎ M-401 আৰু M-402 আভ্যন্তৰীণ পৰীক্ষাৰ পৰিৱৰ্তে এখনি বাধ্যতামূলক কুস্ত্ৰ গৱেষণা পত্ৰ প্ৰস্তুত কৰিব লাগিব।

এই কাকতখনৰ বাবে ছাত্ৰ-ছাত্ৰীয়ে বিভাগীয় শিক্ষকৰ তত্ত্বাৱধানত কোনো বিশেষ স্থান, জনগোষ্ঠী, উৎসৱ-পাৰ্বনি, লোকভাষা, লোক-পৰিবেশ্য কলা, লোক-সাহিত্য, লোক ভাষা আদি যিকোনো এটা বিষয়ত কুস্ত্ৰ গৱেষণা পত্ৰ প্ৰস্তুত কৰিব লাগিব। গৱেষণা পত্ৰৰ কলেবৰ ৪০০০-৫০০০ শব্দৰ ভিতৰত হ'ব লাগিব। বিভাগৰ মুৰব্বী অধ্যাপক / অধ্যাপিকাই তত্ত্বাবধায়কৰ সহযোগত মূল্যায়নৰ বাবে কুস্ত্ৰ গৱেষণা-পত্ৰ আৰু নম্বৰ তালিকা বিশ্ববিদ্যালয়ৰ পৰীক্ষা নিয়ন্ত্ৰকলে প্ৰেৰণ কৰিব।

তৃতীয় বৰ্ষ : পঞ্চম মাধ্যমিক

কাকত : Paper M-501 : পূৰ্বৰি অসমীয়া নাটক

মূল্যাংক : ৬০+১৫

প্ৰথম গোট	:	শংকৰদেৱ : কল্পিত হৰণ নাট	—	১৫
দ্বিতীয় গোট	:	মাধৱদেৱ : অৰ্জুন ভঞ্জন নাট	—	১৫
তৃতীয় গোট	:	শ্ৰীৰাম আতা : সুভদ্ৰা হৰণ নাট	—	১৫
চতুৰ্থ গোট	:	গোপালদেৱ : অশ্বমেধ	—	১৫
আভ্যন্তৰীণ	:		—	১৫
প্ৰসংগ পুথি				
কলিৰাম মেধি	:	অংকায়নী		
বিধিক্ত কুমাৰ বৰুৱা	:	অংকীয়া নাট		
সত্যেন্দ্ৰ নাথ শৰ্মা	:	অসমীয়া নাট সাহিত্য		
		অংকমালা		
		পৰম্পৰাগত প্ৰাচ্য নাট্যাভিনয়		
হৰিশ্চন্দ্ৰ ভট্টাচাৰ্য	:	অসমীয়া নাট সাহিত্যৰ জিলাভূমি		
শৈলেন্দ্ৰ ভৰালী	:	অসমীয়া লোকনাট্য পৰম্পৰা		
বাম শেখাৰ্মী	:	অসমৰ লোক নাট		
হৰিশ্চন্দ্ৰ শৰ্মা দলৈ	:	শংকৰদেৱৰ সাহিত্য প্ৰতিভা		
ভৱপ্ৰসাদ চলিহা (সম্পাদিত)	:	শংকৰদেৱৰ সাহিত্য		
মহু শেখাৰ্মী	:	চিত্ৰ-প্ৰবাহ		

১৩ তাল

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Ku.bidik- Harenda W Marak
Garo Grammar- Robins Burling
Grao Dima Pandar- Nagendra Nath Brahma
Tiwa Matpadi- V Len Kholar
Kak-Kuthumma-Prabhas C Dhar (ed.)
Anglo Dimasa Grammar and Dictionary- R R Barman (ed.)
Raoni Mohor (part-I, II & III)- Swarna Prabha Chainary & Phukan Basumatary
An Introduction to the Boro language- Phukan Basumatary

BOD-HE-6016

Life Writing in Bodo

Marks: 80

Course outcomes:

- Come to know about life writing and its types
- Come to know about biography and travel works in Bodo

Unit: I Introduction to Life Writings

(Definition of life writings, Growth and development of first person narrator, Expression of Voice, Structure and Style)

20

Unit: II Types of Life Writings

(Autobiography, Biography, Nature writings, personal writings, Literary Journalism, Travel writing, Letter writing, Diary etc.)

20

Unit: III Biography

Swrangni Lamajwng – Bidyasagar Narzary

20

UNIT: IV Travel Works:

Sina Nihao arw Chiye Chiye – Jogesh Deory

20

Suggested readings:

Encyclopedia of life writing-Margaretta Jolly

Essays on Life Writing-Marlene Kadar (ed.)

BOD-HE-6026

Dissertation Writing

(In this paper, students are suggested to prepare a dissertation at least of 50 pages on the topic given by the departmental teachers using research methodology. Examiners will examine this dissertation. Dissertation will carry 80 marks and viva-voce carry 20 marks. Viva –voce will be held in the department in presence of at least one external).

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2. Components of the Environment and their Importance on Human Life
3. Environmental Degradation and its Consequences

UNIT II: ENVIRONMENTAL EDUCATION

1. Nature, Scope and Objectives of Environmental Education
2. Importance of Environmental Education and Sustainable Development
3. Environmental Education at Different Levels—Primary, Secondary and Higher
4. Role of Informal Education Agencies in Environment Protection

UNIT III: ENVIRONMENTAL AWARENESS

1. Awareness and attitude change through formal education
2. Role of Formal and Non-Formal education
3. Role of NGO

UNIT IV: CONCEPT OF POPULATION EDUCATION

1. Population Education—Meaning, Objectives, Scope of population education
2. Importance of Population Education
3. Causes and Consequences of High Population Growth in India
4. Policies and Programme of Government of India Regarding Population Control

UNIT V: POPULATION AND QUALITY OF LIFE

1. Population in Relation to Socio-economic Development, Health Status, Health Services, Nutrition
2. Effect of Population Growth on Natural Resources and Environment

UNIT VI: POPULATION EDUCATION IN SCHOOL

1. Population Education in Different Levels—Primary, Secondary and Higher
2. Teacher Role in Creating Awareness of Population Problems
3. Government Efforts in Controlling High Population Growth in India

REFERENCES

1. Sharma, R.A. – Environmental Education, Meerut – Surya Publications
2. Mahapatra, D – Environmental Education – Kalyani Publishers
3. Rao, D.G. – Population Education, Sterling Publishers
4. Kuppaswami B, Population Education, Asia Publishing House
5. Baldev, K.P. – Population Crisis in India, National

SEMESTER-VI

C-14: PROJECT WORK

CREDIT: 6

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Each student has to complete one project related to any area having educational significance to be evaluated by- Head or nominee of HoD, External examiner and Supervisor jointly through viva-voice test).

The project work will have to be completed according to following steps :

- Selection of the Topic
- Introduction
- Educational importance of the selected topic
- Location of the selected topic
- Delimitation of the study
- Objectives of the study
- Collection of data with proper tools
- Organization of data, analysis and drawing conclusions with findings
- Writing the report

MARKS DISTRIBUTION

- PROJECT REPORT: 40 (EXTERNAL ONLY)
- VIVA-VOCE ON THE PROJECT REPORT: 20 (EXTERNAL EXAMINER)
- CONTINUOUS EVALUATION: 20 (SUPERVISOR ONLY)
- PROJECT REPORT : 20 (Head or Nominee of HoD & supervisor)

SEMESTER-VI
DSE-3: SPECIAL EDUCATION (OPTIONAL)
CREDIT: 6

OBJECTIVES:

1. To help the students to understand the meaning and importance of special education.
2. To acquaint the students with the different government policies and legislations regarding persons with disabilities
3. To familiarise the students with the different types of special children with their behavioural characteristics.
4. To enable the students to know about the different issues, education provisions and support services of special children.

UNIT I: SPECIAL EDUCATION

1. Special Education-Meaning, scope and objectives

Attested

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Fakiragram College



**MEMORANDUM OF UNDERSTANDING
BETWEEN
Fakiragram College, Fakiragram**



And

**Aai Sakati Mandir Management Committee
P.O: Dhanpur Dist: Dhubri, Assam**

Attested

**Principal
Fakiragram College**

This Memorandum of Understanding (MOU) is made on this.. .03 05-.....Day of ..2019, Dhubri, Assam and will remain valid for six months

Between

Fakiragram College, Fakiragram, Kokrajhar Assam, represented by Mr.Chan Miah Ahmed, Principal Fakiragram College, and herein after unless the context otherwise required be referred to as, being Fakiragram College, Fakiragram, Kokrajhar Assam party of the **FIRST PART**

And

Aai-Sakati Mandir, Dhanpur, Dhubri, represented by its designated officer, Mr., President, Aa-isakati Mandir , Dhanpur, Dhubri and herein after unless the context otherwise required be referred to Fakiragram College, Fakiragram, Kokrajhar Assam , being party of the **SECOND PART**

This agreement is mainly made to impart knowledge to collect information about bio diversity of the area and study the eco-system of the mandir premises. The study shall be carried out by the students of Environmental studies of Fakiragram College, Fakiragram from time to time that may be initiated by the Co-ordinator , Environmental Studies.

Now the parties here to agree on the following for implementation of the MOU:

Role and responsibilities of Fakiragram College:

1. To provide a few groups of students proposed to be visiting from Fakiragram College along with the name of guides (Prof-in-Charge)
2. To Suggest Date, Time and topic of the study.
3. To provide necessary infrastructure facilities required for the purpose.

Role and responsibility of Aai Sakati Mandir Management Committee:

1. To provide necessary co-operation for conducting the study within the premises.
2. To ensure the visitors to follow the rules and regulation of the Mandir Committee.
3. To ensure maintenance of neat and cleanliness of the Mandir premises.
4. To make sure that the visitors shall be strictly adhered to Environmental Protection Act.

The MOU is signed, sealed and delivered on the day and date mentioned herein above in the witness of the following:

Attested
Principal
Fakiragram College

1st Party Fakiragram College, Fakiragram

Authorised Signatory:

Name: Mr. Chan Miah Ahmed

Designation: Principal

Signature



Date : 03-05-2019

Principal
Fakiragram College

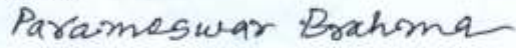
2nd Party Aai Sakati Mandir Management Committee, Dhanpur , Dhubri

1. Authorised Signatory:

Name: Mr.

Designation: President

Signature:



Date: 03-05-2019

President
Aai Sakati Mandir
Parichalana Samitee.

Witness- 1

Name: Mr. Sanowar Hussain

Designation: Assistant Professor (Co-ordinator, Environmental Studies)

Signature:



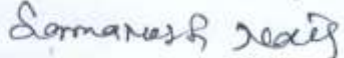
Date: 03-05-2019

Witness- 2

Name: Mr. Samaresh Nath

Designation: Assistant Professor, Fakiragram College

Signature:



Date: 03-05-2019

Attested

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Fakiragram College

DSE 1B TTM-RE-6016 Field Report & ON Job Training

**Total Marks 100
Total Credit 4
External Marks: 80
Internal Marks: 20
Time 3 Hours**

Unit-I On Job Training Report

Marks 40

- **Evaluation of the On Job Training Report and Viva-voce (30 + 10)**

Unit II Field Study Report

Marks 40

- **Evaluation of the Field Study Report and Viva-voce (30 + 10)**

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Fakiragram College**

SEC-II TTM-SE-4014 Practical on Tourist Map Designing and Field Study Report

Total Marks -50
Total Credit-4
External Marks -50

Unit-1

- > Tourist Map Design : Map showing National Parks and Wildlife Sanctuary, Cultural, Historical and religious Tourist spots etc. Marks-20

Unit-2

- > Assesment of Tourism facilities and services at local level and preparation of a report thereof. Marks 20

Unit-3

- > Practical Note Book/Report and Viva Voce Marks-10

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