

AL AMMEN MEMORIAL MINORITY COLEGE
JOGIBATTALA, BARUIPUR, KOLKATA – 700145

1.3.3. No. of students undertaking project / field work

Sl. No	Name of Programme	Subject, Paper & Project Name	Year	Number of Students
1.	Project Work	HISA CC – 4 Art & Architecture in Medieval Europ	2023	23
2.	Project Work	HISA CC – 10 Mughel architecture	2023	38

Department : History and Islamic History and Culture
Date :

Gobinda Mandal

Full Signature of Teachers



AL AMEEN MEMORIAL MINORITY COLLEGE
HISA, Sem 5

Name of the Students

01. Masud Laskar
02. Saniya Khatun
03. Salma Khatun
04. Rina Sardar
05. Sabana Sultana Sardar
06. Sanoyar Gazi
07. Firoja Sardar
08. Taniya Khatun
09. Najis Tamannah
10. Arif Hossain Dhali
11. Reshmi Khatun
12. Sabnam Khatun
13. Masuda Khatun
14. Lalbanu Khatun
15. Roshni Bagani
16. Saba Afrin
17. Masura Khatun
18. Jasmina Khatun
19. Rojina Sardar
20. Jasmina Khatun
21. Sabina Khatun
22. Rinku Sardar
23. Md. Masbaul Haque Molla
24. Sumaiya Khatun
25. Umme Ruman Jinat Rumi
26. Sanjira Parvin
27. Mobasira Khatun
28. Rubaiya Khatun
29. Khadija Khatun
30. Sahin Sultana Khatun
31. Tagdira Laskar
32. Sahida Khatun
33. Abu Horaiya Laskar
34. Fatema Khatun
35. Noasieda Khatun
36. Mustak Mallick
37. Matina Sekh
38. Saddam Hossain Mondal



Gobinda Mondal

AL AMEEN MEMORIAL MINORITY COLLEGE
HISA, Sem 3

Name of the Students

- 01.Nargis Sk
- 02.Touhid Sekh
- 03.Sabnam Naskar
- 04.Rabiya Khatun
- 05.Kainat Parvin
- 06.Umme Salma
- 07.Muniba Molla
- 08.Asmira Khatun
- 09.Sayeda Monowara
- 10.Twinkle Naskar
- 11.Tuhina Khatun
- 12.Alima Khatun
- 13.Irfan Ali Mondal
- 14.Asmira Khatun
- 15.Sapnam Sultana
- 16.Meraj Dhali
- 17.Irfan Sekh
- 18.Ruia Sardar
- 19.Rasida Khatun
- 20.Riya Khatun
- 21.Samina Laskar
- 22.Saniya Laskar
- 23.Sohini Khatun



Gobinda Mandal

AL AMMEN MEMORIAL MINORITY COLEGE
JOGIBATTALA, BARUIPUR, KOLKATA – 700145

1.3.3. No. of students undertaking project / field work

Sl. No	Name of Programme	Subject, Paper & Project Name	Year	Number of Students
1.	Project Work	HISA CC – 13 Swadeshi Movment CC – 14 Decolonization and its impact on the African state DSE – A – 3 Khilafat movment DSE – B – 3 Zaibatus contribution to Japans economic development	2023	25
2.	Project Work	HISG DSE – B – 2 Renaissance, Origin, Spread and dominant Features	2023	45

Department : History and Islamic History
Date :

Gobinda Mandal

Full Signature of Teachers



AL AMEEN MEMORIAL MINORITY COLLEGE
HISA, Sem 6

Name of the Students

1. Alisha Khatun
2. Umma Salma Purkait
3. Sahanara Khatun
4. Albira Khatun
5. Suja Uddin Laskar
6. Sahina Sultana
7. Rukaiya Molla
8. Firaj Ali Fakir
9. Jasmin Khatun
10. Asefa Khatun
11. Rexona Gazi
12. Sujana Mondal
13. Tuhina Khatun
14. Jaiyada Khatun
15. Tajmira Khatun
16. Pue Naskar
17. Saarif Laskar
18. Sainaj Sekh
19. Samsunnehar Laskar
20. Muskan Khan
21. Reefat Jahan
22. Sadiya Rashid
23. Esma Khatun
24. Samsunnehar Khatun
25. Saruk Molla



Gobinda Mandal

AL AMEEN MEMORIAL MINORITY COLLEGE
HISG, Sem 5

Name of the Students

- | | |
|----------------------------|---------------------|
| 01. Sumaiya Khatun | 36. Mijbahul Khatun |
| 02. Rana Sanfui | 37. Ajmira Khatun |
| 03. Rina Khatun | 38. Jasmin Khatun |
| 04. Mijanur Rajaman Sardar | 39. Jasmin Mondal |
| 05. Mustakim Laskar | 40. Masuma Khatun |
| 06. Rumaiya Khan | |
| 07. Rina Khatun | |
| 08. Miftaful Mondal | |
| 09. Beauty Khatun | |
| 10. Sumaiya Khatun | |
| 11. Shaklim Gazi | |
| 12. Afsana Khatun | |
| 13. Reshmi Sanfui | |
| 14. Nargis Akhan | |
| 15. Rejina Khatun | |
| 16. Mst Sahanur Molla | |
| 17. Afrina Khatun | |
| 18. Jahangir Laskar | |
| 19. Suhana Khatun | |
| 20. Tamanna Mondal | |
| 21. Mahafuj Rh. Middea | |
| 22. Salma Khatun | |
| 23. Mir Jasmin Khatun | |
| 24. Sabana Khatun | |
| 25. Sarika Sultan | |
| 26. Alima Khatun | |
| 27. Samim Khatun | |
| 28. Amina Khatun Laskar | |
| 29. Tajmira Khatun | |
| 30. Kashmir Khatun | |
| 31. Md. Nakibullah | |
| 32. Parbina Khatun | |
| 33. Anisha Khatun | |
| 34. Siria Khatun | |
| 35. Suhana Parvin | |



Gobinda Mandal

AL AMEEN MEMORIAL MINORITY COLLEGE

JOGIBATTALA, BARUIPUR, KOLKATA - 700145

1.3.3. No. of students undertaking project / field work

Sl. No.	Name of Programme	Subject, Paper & Project Name	Year	Number of Students
1.	Project Work	HISA - 6th SEM CC-13 Aligar Movement & Sir Syed Ahmed Khan CC-14 Liberation Struggle of Vietnam DSE-A3 Rule of Ilyas Shahi Dynasty of Bengal Sultanate DSE-B3 Fall of Tokugawa Shogunate	2022	37

Department : *HISA / IHEA*

Date :

Hosneara Khatoon

Full Signature of Teachers



HISA - 6th SEMESTER 2022

NAME OF THE STUDENTS

1. SUNDARI MOLLA
2. SOHELINA KHATUN
3. AFSANA KHATUN
4. ROBIUL MONDAL
5. SK MUSKAN
6. ARPINA KHATUN
7. ANISHA KHATUN
8. NASIRA KHATUN
9. AFRIN KHATUN
10. PAYEL KHAN
11. SAMRIN MISTRY
12. MASUMA KHATUN
13. SAIFUL DHALI
14. RAJESH SARDAR
15. NAJIRA KHATUN
16. RUBAIYA SULTANA
17. TANUJA KHATUN
18. JAHANARA KHATUN
19. SUMAIYA KHATUN
20. RUHINA GAZI
21. FARHA SANAM
22. TAMANNA KHATUN
23. MD. INAYATULLAH
24. SOBNOM KHATUN
25. REHENA KHATUN
26. SUMAIYA SEKH
27. SARFRASH GAZI
28. SOMA SARDAR
29. RESHMI GAZI
30. SONABANU ZAMADAR
31. SAKINA KHATUN
32. ALISHA KHATUN
33. SUSRITA ADHIKARI
34. ASMA KHATUN
35. RABEYA KHATUN
36. REXONA PARVIN
37. ABDUL RAHIM GAZI



Hosneara Khatun

AL AMEEN MEMORIAL MINORITY COLLEGE

No.of Students undertaking Project/Field Work:

Name of Programme	Project Work
Subject	HISA
Semester	VI
Paper & Project name	CC-13: Raja Rammohan Roy as a Social Reformer CC-14: Origin and Impact of Cold War DSE-A3: Gandhis' Satyagraha DSE-B3: Meiji Constitution in Japan
Year	2020-21
No.of Student's	23

STUDENT NAME

- 1.Khadem Md. Al Amin Sk
- 2.Mainul Islam Mondal
- 3.Parbin Sardar
- 4.Wahid Reza
- 5.Dipika Naskar
- 6.Jahir Seikh
- 7.Priya Laskar
- 8.Sahina Sultana
- 9.Momotaz Khatun
- 10.Mir Sahil
- 11.Iptesum Khatun
- 12.Suraiya Khatun
- 13.Farhin Sultana
- 14.Sumaiya Khatun
15. Momtaj Khayun
- 16.Reshma Khatun
- 17.Maskura Sultana
- 18.Rubina Sanpui
- 19.Sahid Akram Laskar
- 20.Mst.Nu rani Gayen
- 21.Mst.Habiba Gayen
- 22.Suhana Khan
- 23.Khursid Alam Hossain Molla

Bablu Naskar

Bablu Naskar

Department of History



AL-AMEEN MEMORIAL MINORITY COLLEGE

Name of the Course : B.A. Semester-VI,H/G,Under CBCS-2022-23

Details of experiments learning thought : Project Work

Semester -2

Subject name: HISG

Paper name : CC/GE 2

Project name: pallava art and architecture

Full Marks : of Project : 15

Project details including It's aim : -

Pallava art and architecture represent an early stage of Dravidian art and architecture, which reached blossomed to its fullest extent under the Chola Dynasty. the first stone and mortar temples of South India were constructed during Pallava rule and were based on Earlier brick and timber prototypes. Pallava architecture progressively evolved from rock-cut temples to monolithic rathas, and finally, it gave way to structural temples. The evolution of Pallava architecture can be divided into four different stages or styles, viz. Mahendra Style, Mamalla Style, Rajasimha Style, Nandivarman Style. The combination of the mention art style has made this art flourish.

This project is given to students to develop an understanding of the progress of Pallava architecture in India.

Nasifa Laskar

Nasifa Laskar

Department of History



Nasifa Laskar

AL-AMEEN MEMORIAL MINORITY COLLEGE

Name of the Course : B.A. Semester-VI,H/G,Under CBCS-2022-23

Details of experiments learning thought : Project Work

Semester -ii

Subject name: HISA

Paper name : CC-3

Project name : Career and Achievement of Samudragupta

Full Marks : of Project : 15

Project details including It's aim :

Samudragupta is a benevolent king under whom India enjoyed peace and relative prosperity. During his reign, Samudragupta was a warrior king. He led Gupta armies to conquer most of northern and eastern India. He had dominion the India. He had dominion the Indian mainland as well. For these conquests, Samudragupta has been nicknamed the Napoleon of India. also during his time Gupta Empire witnessed the progress of knowledge and Science.

This project is given to the student to understand the various function of Emperor Samudragupta, the largest empire in ancient India. This project has been undertaken with the aim for overall progress by encouraging all these thoughts.

Nasifa Laskar
Nasifa Laskar

Department of History



Nasifa Laskar

AL AMEEN MEMORIAL MINORITY COLLEGE

Name of the course: B.A

Details of experimental learning through project work/ field work

Semester- 4th

Subject Name- History (General)

Paper Name- CC/GE-4

Project Name- Uprising of 1857

Full Marks: 15

Project details including its Aim:

The Sepoy Mutiny of 1757 was one of the revolts against British imperialism in colonial India. Political, social, economic inequality as well as religious discontent accumulated among the sepoys, which soon spread to the Indian populace. Under the leadership of Nana Saheb, Tantiatopi, Lakshibai, etc., this rebellion took a larger form. Many have called this rebellion the "First Freedom Struggle". The project was undertaken to learn that through united struggle the foundations of foreign exploitation and rule can be shaken.

Hosneara Khatoon

Hosneara Khatoon

Department of History



Hosneara Khatoon

Al-Ameen Memorial Minority College
Jogibattala , Baruipur , Kol - 700145

- A. Name of the course : B.A. Honours
- B. Details of Experimental Learning through project work/Field work
- C. semester : II
- D. Subject Name : History
- E. Project Name : Art and Architecture in medieval Europe
- F. Paper Name : CC-4
- G. F.M For Project : 15
- H. Project details including Itsaims

Art and architecture in medieval Europe were heavily influenced by religious beliefs and the power of the Church. The dominant architectural style during this period was Gothic, characterized by pointed arches, ribbed vaults, and flying buttresses. Cathedrals, such as Notre-Dame in Paris and Chartres Cathedral, were grand examples of Gothic architecture, showcasing intricate stained glass windows and towering spires. In terms of art, religious themes prevailed, with the Church commissioning artworks to educate and inspire the faithful. Iconography played a significant role, with paintings, sculptures, and illuminated manuscripts depicting biblical stories and saints. The art of this era often emphasized symbolism and spiritual devotion.

Medieval Europe also saw the rise of manuscript illumination, where skilled scribes and artists created beautifully illustrated books, such as the Book of Kells and the Lindisfarne Gospels. These manuscripts showcased intricate designs, vibrant colors, and intricate calligraphy. Overall, art and architecture in medieval Europe were deeply intertwined with religious beliefs, serving as a means to express devotion, educate the masses, and glorify the Church.

This project was undertaken to gain a clear understanding of the unique development of art, architecture and style in the feudal framework of medieval Europe.



Gobinda Moulal

Al Ameen Memorial Minority College

Jogibattala, Baruipur, Kolkata-700145

A: Name of the course : B.A(Honours)

B: Details of experimental learning through project work/field work

C: Semester-4

D. Subject name : History

E. Project name : Mughal architecture

F. Paper name : CC-10

G. Full marks for project: 15

H. Project details including its aims.

The nature or characteristics of Mughal architecture are used of domes in architecture. Gombuj means a huge pillered palac. Domes were not used in India before the arrival of the Mughals. Domes were used in Baghdad. the Mughals brought. this style to India from thera. Also tower over. minarers and mounments. A featule of Mughal architecture. such architecture is seen in mosques in Bangalore and outside Bengal. On the other hand Indian craftsmen approached Mughal architecture. He built spectacular palaces, moszues. etc.

Through this project the students use of. domes learn the use of minareteed



Gobinda Paul

Al Ameen Memorial Minority College

Name of the Course : B.A. Semester-IV,H/G,Under CBCS-2020-21

Details of experiments learning thought : Project Work

Semester -IV

Subject name: HISA

Paper name : CC-8

Project name : Renaissance in Europe in 15th Century

Full Marks of Project : 15

Project details including It's aim :

The fifteenth century was a period of renaissance in European history. During this time overall progress in knowledge and science, literature, philosophy, painting etc. can be seen throughout Europe. With that, Europe entered modernity. This renaissance first started in Italy but later spread throughout Europe. This project was undertaken to know how Europe crossed the boundaries of the Middle Ages and descended into the modern era and the overall development of knowledge and science.

Bablu Naskar

BABLU NASKAR

Department of History



AL-AMEEN MEMORIAL MINORITY COLLEGE

Name of the course: B.A

Semester-4th

Detail of experimental learning through project work

Subject Name: History

Paper Name: CC9

Project Name: Mughal Mansabdari System

Full marks for project: 15

Project details including aim:

Mansabdari system was one of the most important part in mughal administration. The word 'Mansab' means rank. The mansabdari system was associated with Mughal military administration, where a Mansabdar was required to maintain an army for the emperor in exchange for a salary or jagir. As the Mughals had to engage in continuous military campaigns, the Mansabdari system became the mainstay of the Mughal Empire's stability.

In this 'Mansabdari system' project students can learn about the Mughal military system and also how to manage the military system through land distribution without cash exchange.

Sabnam Khan

Sabnam Khan

Department of History



Sabnam Khan

Al Ameen Memorial Minority College

Name of the Course : B.A. Semester-VI,H/G,Under CBCS-2022-23

Details of experiments learning thought : Project Work

Semester -VI

Subject name: HISA

Paper name : CC-13

Project name : Swadeshi Movement

Full Marks : of Project : 15

Project details including It's aim :

At the beginning of the 20th century (1905), Lord Curzon tried to divide Bengal which was one of the important places of mass movement in India. Although said to be of administrative necessity, the main motive behind it was to weaken the Indian nationalist movement and create communal disunity.

In the wake of Curzon's implementation of the partition policy, the Bengali nation spontaneously roared and protested. Students, youth, farmers, workers, artisans, middle class, educated people of both Hindu and Muslim communities jumped in and it soon took the form of a mass movement. In view of this, on July 13, 1905, the proposal of boycott of foreign goods was accepted and the policy of boycotting foreign goods, English education and the use of home-made goods was adopted in the whole of Bengal. Through its projects, efforts are made to promote unity among the students along with efforts to protect the integrity of the country and nation.

Bablu Naskar

BABLU NASKAR

Department of History



Al Ameen Memorial Minority College

Name of the Course : B.A. Semester-VI,H/G,Under CBCS-2021-22

Details of experiments learning thought : Project Work

Semester -VI

Subject name: HISA

Paper name : CC-13

Project name : Aligarh Movement and Sir Syed Ahmed Khan

Full Marks of Project : 15

Project details including It's aim :

The nineteenth century was an important period of social reform movements in the history of India. Syed Ahmed Khan was the pioneer of modernization and reform movement of Muslim society at this time. The Aligarh movement launched by him endeavored to form the mindset of independent truth seeking in the Muslim student-youth society through western English and science practice.

He realized that the progress of Muslim society is possible through modern education, English education and scientific practice. For that reason he established English school and Mahamedan Anglo-Oriental College. He advocated against divorce, polygamy and initiated the expansion of women's education in Muslim society. At the same time, he outlined the overall progress of the nation by raising the distinct political demands of the Muslim community. This project has been undertaken with the aim of striving for overall social progress by encouraging all these thoughts.

Bablu Naskar

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Department of History



Al Ameen Memorial Minority College

Name of the Course : B.A. Semester-VI,H/G,Under CBCS-2020-21

Details of experiments learning thought : Project Work

Semester -VI

Subject name: HISA

Paper name : CC-13

Project name : Raja Rammohan Roy as a Social Reformer

Full Marks of Project : 15

Project details including It's aim :

Nineteenth century was a period of renaissance in the history of India. Raja Rammohan Roy was one of the pioneers of the formation of modern society by spreading rational thinking through western education and getting familiar with western culture. He strove to legislate for the abolition of sati-dah or cohabitation, polygamy, child marriage, Kanyapan, Kaulinya caste system, untouchability, well practices such as child abandonment in the Ganges.

Besides, he tried to spread the equal rights of men and women, the remarriage of widows, the abolition of polygamy of men and the education of women. He founded the Anglo Hindu School in Kolkata and tried to build a progressive society through the practice of Western science, technology and philosophy. That is to say, this project has been adopted to inculcate human values in the students with education from the ideals of Rammohan Roy and also to inculcate the ideals of sociability among them.

BABLU NASKAR

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Department of History



Al Ameen Memorial Minority College

Name of the Course : B.A. Semester-VI,H/G,Under CBCS-2020-21

Details of experiments learning thought : Project Work

Semester -VI

Subject name: HISA

Paper name : CC-14

Project name : Origin and Impact of Cold War

Full Marks of Project : 15

Project details including It's aim :

After the Second World War, the clash of capitalist and socialist ideals between the United States and Soviet Russia, which divided the world into two poles. The United States formed one global treaty organization (NATO, SEATO, CENTO, ANZUS) with its allies England, France etc. On the other side, the Cold War intensified when Soviet Russia formed a joint military alliance (Warsaw Pact Organization) with East Germany, Poland, Hungary and other states of Eastern Europe. The impact of which caused the Korean crisis, the Hungarian crisis, the Arab-Israeli conflict, the Suez crisis and the Palestinian crisis in the Middle East. This project was undertaken with the aim of imparting a thorough knowledge of the upheaval in world politics due to its impact.

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Al Ameen Memorial Minority College

Name of the Course : B.A. Semester-VI,H/G,Under CBCS-2021-22

Details of experiments learning thought : Project Work

Semester -VI

Subject name: HISA

Paper name : CC-14

Project name : The Liberation Struggle of Vietnam

Full Marks of Project : 15

Project details including It's aim :

The Vietnam crisis is one of the instances of the aggression policy of the imperialist powers in the history of the world after the Second World War. This liberation struggle was a shining example of Third World anti-colonialism, which gradually descended into the Cold War. A small country under the leadership of Ho Chi Minh embarked on a mortal struggle inspired by the ideal of patriotism to protect its national dignity and was able to defeat a superpower like the United States of America, which is considered a unique chapter in world history.

Japan occupied Vietnam during World War II, but they were forced to leave Vietnam in 1945 as a result of the struggle led by Ho Chi Minh. Then the French and American aggression thwarted all-out efforts through guerrilla warfare. The main objective of this project is to provide clear knowledge about how Vietnamese people were able to form a united Socialist Republic of Vietnam free from foreign power in 1975.

Bablu Naska

BABLU NASKA

Department of History



Al Ameen Memorial Minority College

Name of the Course : B.A. Semester-VI,H/G,Under CBCS-2022-23

Details of experiments learning thought : Project Work

Semester –VI

Subject name: HISA

Paper name : CC-14

Project name : Decolonization and It's Impact on the African States.

Full Marks of Project : 15

Project details including It's aim :

From the beginning of the 20th century, national liberation struggles intensified in European colonies in Asia, Africa and Latin America, along with the gradual decline of colonialism. During this time, nationalism and the freedom spirit for the right of self-control of nations was awakened worldwide. As a result, one by one, like other parts of the world, the colonial power ended in countries like Gold Coast, Ghana, Nigeria, Uganda, Kenya, Tunisia, Morocco etc. The objective of this project is to provide an overall knowledge of the rise and fall of colonial exploitation and governance in the context of world history, and to be aware of the political power generated by the movements unleashed by newly independent states worldwide.

Bablu Naskar

BABLU NASKAR

Department of History



Al-Ameen Memorial Minority College
Name of the course: B.A (H)
Details of experimental learning through project work:
Semester-VI
Subject Name: History
Paper Name: DSE- A3 History of Bengal (1905-1947)
Project Name: Swadeshi Movement
Full Marks for project: 15

Project details including its aim:

The Swadeshi movement was a part of the Indian independence movement. Its main objective was to economically damage the British rule and evict them from India. As a result, to improve the country's economy by using domestic products by boycotting their products, as well as improving domestic industries and processes.

Through swadeshi movement, how the countrymen have tried to face the adverse situation and turn around. An attempt has been made to convince the students with his correct concept.

Usman Ali Laskar
Usman Ali Laskar
Department of History



Usman Ali Laskar

Al-Ameen Memorial Minority College

Name of the course: B.A (H)

Details of experimental learning through project work
Semester-VI

Subject Name: History

Paper Name: DSE- A3 History of Bengal (1905-1947)

Project Name: Khilafat Movement

Full Marks for project: 15

Project details including its aim:

After the defeat in the First World War, the Ottoman Caliphate came to an end in Turkey. The British were directly involved in the overthrow of this caliph of Turkey, who is known as the caliph of the Muslim world. So the Indian Muslims started an anti-British movement demanding the reinstatement of the Caliphate. Which later took the form of non-cooperation Khilafat movement under the leadership of Gandhiji.

How the Khilafat Movement took the form of a national movement from a communal movement crossing the boundaries of communalism. This project is introduced to clearly know and understand that.

Usman Ali Laskar

Usman Ali Laskar

Department of History



Usman Ali Laskar

Al-Ameen Memorial Minority College

Name of the course: B.A (H)

Details of experimental learning through project work:

Semester-VI

Subject Name: History

Paper Name: DSE- A3 History of Bengal (1905-1947)

Project Name: Gandhis' Satyagraha

Full Marks for project: 15

Project details including its aim:

Gandhiji joined the Satyagraha movement in 1917 AD after returning from South Africa. He stood by the oppressed farmers and laborers through the 'Satyagraha' movement to protect farmers and laborers from the oppression of landlords and mill owners in Champaran in Bihar, Ahmedabad in Gujarat and Kheda in Gujarat. Through this movement he tried to get them justice and finally he succeeded in getting justice.

How did Gandhiji stand by and help the productive power of the society through the 'Satyagraha' movement of the organized farmers and workers? To know and understand it clearly, the 'Satyagraha' project is introduced.

Usman Ali Laskar

Usman Ali Laskar

Department of History



Usman Ali Laskar

AL Ameen Memorial Minority College
Jogibattala, Baruipur, Kolkata -700145

- A .Name of the course : B.A, Honours.
B .Details of experimental learning through project work / Field work.
C. Semester – vi
D. Subject name : History
E. Paper name : DSE – B -3
F.Project name : Zaibatsu's contribution to Japan's financial development.
G. Full marks for project : 15
H. Project details including its aims :

Japan's economy played a positive role in the rapid expansion of the Japanese economy and industry. There were about 20 families in the Zaibatsu clan in Japan. After the Meiji Rolta –ration, these families expanded rapidly. The zaibatmu clan accepted the authority of the government. They helped the government in various way. Especially in the development of agriculture and industry, Jaibatsudra played an important role.

Through this project, the tricksters will get to know the financial situation in Japan at that time, who the Maibatmu are, how they helped the government.



Gobinda Mandal

Al ameen Memorial Minority College
Jogibattala, Baruipur, Kolkata -700145

A. Name of the course : B.A, Honours

B. Details of experimental learning through project/field work.

C. Semester : vi

D. Subject name : History.

E. Paper name : DSE -B -3

F. Project name : The Meiji Constitution.

G. Full marks for projects :15

H. Project details including its aims :

Characteristic of systematic Monarchy in seji Favani it became clear that this falsification was only marginal. Tools that are more than establishing people's rights. Helped to establish a strong centralized government was done.

Through this project, students learn about Japan's systematic monarchy, features of Japanese constitution and its nature.



Gobinda Mandal

Al ameen Memorial Minority College
Jogibattala, Baruipur, Kolkata -700145

- A. Name of the course: B.A Honours
- B. Details of Experimental learning through project work/ field work
- C. Semester -vi
- D. Subject name: History
- E. Project name : The fall of Taku Guwa Shakun Tantra.
- F. Paper name :DSE -B -3
- G. Full marks for project :15
- H. Project details including its aims

The shogun shaman that began under Minamoto Maritomo ended the shogun era in 1867 AD with the abdication of Shogun Feiki. This feudalism Muga ruled by the Shogun lasted from 1192-1867 AD. Accumulated resentment of Japan's successful class against shogunate rule, the incompetence of subsequent shogunate rulers, etc. Caused its downfall.

Through this project students will learn who the shoguns were, the public's anger against them, and why the shogunate was incompetent.



Gobinda Mandal