

AL AMEEN MEMORIAL MINORITY COLLEGE

No. of Students undertaking Project/Field Work:

Nane of Programme	Project Work
Subject	IHCA
Semester	vi
Paper & Project name	CC-13: Bakhtiyar Khiljis' Conquest of Bengal CC-14: Land Revenue System of Murshid Quli Khan DSE-A4: Mughal Painting DSE-B4: Rise of Mysore
Year	2020-21
No. of Student's	14

STUDENT NAME

1. Samena Sardar
2. Abida Piyada
3. Najrul Islam Molla
4. Mst. Monira Khatun
5. Nafisa Khatun
6. Faruk Abdullah Gazi
7. Md. Safiqur Rahaman Molla
8. Taimiya Parvin
9. Fatema Khatun
10. Najira Khatun
11. Tahanna Khatun
12. Mahamudul Hasan Halder
13. Noor Khatun
14. Umme Mahabuba Khatun



Bablu Naskar

Bablu Naskar

Department of Islamic History & Culture

AL AMEEN MEMORIAL MINORITY COLLEGE

No.of Students undertaking Project/Field Work:

Name of Programme	Field Work
Subject Semester	IHCA VI
Paper & Project Name	CC-14 : Excursion of Hazarduari in Murshidabad
Year	2022
No.of Student's	13

STUDENT NAME

- 1.Mst.Rubina Khatun
- 2.Omar Faruk Molla
- 3.Asfaqur Rahaman Molla
- 4.Aminur Islam
- 5.Md.Ansar Islam
- 6.Md.Jakariya Sardar
- 7.Md.Ramiz Laskar
- 8.Md.Margubul Islam Molla
- 9.Md.Sujauddin Molla
- 10.Nargis Molla
- 11.Marfuj Rahaman Sanfui
- 12.Sajahan Gazi
- 13.Abdul Hakim Gazi



Bablu Naskar
Bablu Naskar

Department of Islamic History & Culture

Al Ameen Memorial Minority College

Number of students undertaking project/field work

Sl. No.	Name of Programme	Subject	Paper	Project name	Year	No. of Students
1	Project Work	Islamic History And Culture	CC-13	Ilyas Shahi rule in Bengal	2021-22	16
2	Project Work	Islamic History And Culture	CC-14	Murshid Quli Khan and land revenue system	2021-22	16
3	Project Work	Islamic History And Culture	DSE-A4	Mughal Paintings	2021-22	16
4	Project Work	Islamic History And Culture	DSE-B4	Hydar Ali and Mysore	2021-22	16

Usman Ali Laskar
Usman Ali Laskar

Department of Islamic History and Culture



Usman Ali Laskar

of students

- | Sl.no | Name of students |
|-------|--------------------------|
| 1. | Mst. Rubaiya Khatun |
| 2. | Omor Faruk Molla |
| 3. | Asfaqur Rahaman Molla |
| 4. | Aminur Islam |
| 5. | Md. Ansar Mistry |
| 6. | Md. Jakaria Sardar |
| 7. | Md. Ramiz Laskar |
| 8. | Md. Margubul Islam Molla |
| 9. | Md. Sujauddin Molla |
| 10. | Nargis Molla |
| 11. | Md. Marfuj Rahman Sanfui |
| 12. | Sajahan Gazi |
| 13. | Abdul Hakim Gazi |
| 14. | Suraiya Khatun |
| 15. | Ferdaus Rahaman Laskar |
| 16. | Umbe Habiba Khatun |



Usman Ali Laskar

AL-AMEEN MEMORIAL MINORITY COLLEGE

Jogibattala, Baraipur Kolkata-700145

No. of students undertaking project/Field work:-

Sl. No.	Name of Programme	Subject	Paper	Project name	Year	No. of Students
1	Project Work	Islamic History And Culture	CC-13	Hussen shahi rule in Bengal	2023	09
2	Project Work	Islamic History And Culture	CC-14	Role of Borobhuniy in Bengal	2023	09
3	Project Work	Islamic History And Culture	DSE-A4	Easten Indian Painting	2023	09
4	Project Work	Islamic History And Culture	DSE-B4	Achievements of Tipu Sultan	2023	09

Sabnam Khan

Sabnam Khan
Department: Islamic History and Culture



Sabnam Khan

SL NO.	ID No	Name
1	201211	Taniya Khatun
2	201355	Saniya Sultana
3	201145	Md. Aktar Hossain Molla
4	201429	Md. Sahid Hossain Molla
5	201430	Samim Sk
6	201611	Mobarak Pailan
7	201197	Md. Saiful Gazi
8	201475	Julfikar Molla
9	201278	Harun Rashid.



Sabnam Khan

Al Ameen Memorial Minority College

Number of students undertaking project/field work:-

Sl. No.	Name of Programme	Subject	Paper	Project name	Year	No. of Students
1	Project Work	Islamic History And Culture	CC-03	Incident of Karbala	2022-23	21
2	Project Work	Islamic History And Culture	CC-04	Progress of knowledge & science in Abbasid Khilafat	2022-23	21

List of students

Sl.No	Student Id	Name
1.	22i018	Sumaiya Khatun
2.	22i042	Kohinur Piyada
3.	22i189	Sabira Khatun
4.	22i242	Manjuara Khatun
5.	22i342	Amina Begum
6.	22i422	Jasmina Molla
7.	22i506	Apsana Dhali
8.	22i004	Muslima Khatun
9.	22i130	Sainas Parbin
10.	22i144	Mantasa Farhana
11.	22i173	Mst Umama Nasrin
12.	22i203	Akhsa Khatun
13.	22i243	Sahanaz Pervin
14.	22i310	Shamima Khatun
15.	22i343	Javed Sk
16.	22i403	Sahadat Laskar
17.	22i409	Samim Jamadar
18.	22i448	Samsuddin Middy
19.	22i463	Md Rajin Islam Gazi
20.	22i424	Mustafiz Rahaman Paik
21.	22i552	Azharuddin Sardar

Usman Ali Laskar

Usman Ali Laskar
Department of Islamic History and Culture



Usman Ali Laskar

Al Ameen Memorial Minority College

Number of students undertaking project/field work:-

Sl. No.	Name of Programme	Subject	Paper	Project name	Year	No. of Students
1	Project Work	Islamic History And Culture	CC-08	Economic reforms of Alauddin Khalji	2022-23	11
2	Project Work	Islamic History And Culture	CC-09	Mughal Mansabdari system	2022-23	11
3	Project Work	Islamic History And Culture	CC-10	Santhal rebellions in Colonial India	2022-23	11

List of students

Sl.no	Student Id	Name
1.	21i205	Latifuddin Piyada
2.	21i496	Sahadat Hossain Mollah
3.	21i226	Manowara Mistri
4.	21i649	Tasmina Khatun
5.	21i327	Muslima Khatun
6.	21i210	Mafuja Khatun
7.	21i394	Rajuyana Khatun
8.	21i006	Abdullahil Maruf Mollah
9.	21i456	Rumana Khatun
10.	21i386	Raihan Laskar
11.	21i041	Aktar Hossain Molla

Usman Ali Laskar

Usman Ali Laskar

Department of Islamic History and Culture



Usman Ali Laskar

AL-AMEEN MEMORIAL MINORITY COLLEGE

Name of the course: BA,

Semester: 2nd

Detail of experimental learning through project work

Subject Name: Islamic History And Culture

Paper Name: CC3

Project Name: The incident of Karbala

Full marks for project: 15

Project details including aim:

The tragic event of the Karbala incident, involving the planned merciless killing of Hazrat Hussain and all members of his family, is considered a stain in Islamic history. Hazrat Hussain had embarked on a journey to Kufa upon an invitation from its residents, but the ruler of Kufa, Abdullah bin Ziyad, turned out to be a fierce enemy. Consequently, Hussain, overlooking the imminent danger, proceeded with the Kufa journey. Ibn Ziyad, with a force of 4,000 soldiers, intercepted him near Karbala. In the Karbala region, Hazrat Hussain established a camp, and Ibn Ziyad's forces blocked their access to the waters of the Euphrates, causing severe suffering. The Imam and his followers, including children, faced death due to thirst. Finally, Imam Hussain made the decision to engage in battle. The tumultuous battle ensued, leading to the martyrdom of all male members of the Imam's family and his young followers. Imam Hussain himself was beheaded, and his head was sent to Damascus as a prize. This heart-wrenching incident has left a lasting mark on Islamic history, symbolizing courage and sacrifice.

Students can learn from this event that in any challenging situation, embracing the truth and following the path of Imam Hussain can lead to advancement in life.

Sabnam Khan

Sabnam Khan

Department of Islamic History & Culture



Sabnam Khan

Al-Ameen Memorial Minority College

Name of the course: B.A (H)

Details of the experimental learning through project work

Semester: II

Subject Name: Islamic History and Culture

Paper Name: CC-4 Abbasid Khilafat

Project Name: Progress of knowledge & science in Abbasid Khilafat

Full Marks for project: 15

Project details including its aim:

A glorious period in Arab and world history is the overall progress of society, literature, architecture and even knowledge and science during the Abbasid regime. Especially during the time of Caliph Al Mamun Harunur Rashid Abu Jafar Al Mansur and Hakam. Not only this, the Maan Mandir built by Hakam played an important role in the establishment of this glorious Chapter

Through this project, the scientific progress that took place during the Abbasid regime has been highlighted to the students. Through which they can understand thoroughly about the advancement of knowledge and science in the time of Abbasids.

Usman Ali Laskar
Usman Ali Laskar

Department of Islamic History and Culture



Usman Ali Laskar

Al-Ameen Memorial Minority College

Name of the course: B.A (H)

Details of the experimental learning through project work

Semester: IV

Subject Name: Islamic History and Culture

Paper Name: CC-8 Early Medieval and the Sultanate

Project Name: Economic reforms of Alauddin Khalji

Full Marks for project: 15

Project details including its aim:

Alauddin Khalji started a unique period in the history of India's sultanate era through his economic reforms. He was the first Sultan in India who made economic reforms so that the common people could easily get daily necessities. Through these reforms, he wanted to build a clean market system and a clean society. Through the success of Alauddin Khalji in achieving this reform, he built a clean society. Moreover, he tried to build a new revenue administration system by carrying out various reforms in the existing revenue system.

This project tries to explain how a ruler can make a corrupt society a clean society by following some rules. It has been presented to the students.

Usman Ali Laskar
Usman Ali Laskar

Department of Islamic History and Culture



Usman Ali Laskar

AL-AMEEN MEMORIAL MINORITY COLLEGE

Name of the course: B.A

Semester-4th

Detail of experimental learning through project work

Subject Name: Islamic History And Culture

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 Islamic History & Culture



Sabnam Khan

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: IHCA

Paper name : CC-10

Project name : Santhal Rebellion in Colonial India

Full Marks of Project : 15

Project details including It's aim :

The Santhal Rebellion of 1855 was one of the revolts against British imperialism in colonial India. The revolt was originally a fierce protest against the exploitation of foreign feudal landlords and police brutality. Excessive exploitation by the zamindar and his servants made life miserable for the Santhal. However, it soon took the form of a struggle against the British government under the leadership of Sidhu, Kanhu, Chand, Bhairav. The project was undertaken to learn about how foreign discriminatory exploitation and rule can be overthrown through united struggle.

Bablu Naskar

BABLU NASKAR

Department of History



Al-Ameen Memorial Minority College

Name of the course: B.A (H)

Details of the experimental learning through project work

Semester: VI

Subject Name: Islamic History and Culture

Paper Name: CC-13 History of Sultanate Bengal (1206-1576)

Project Name: Conquests of Bengal: Bakhtiyar Khalji

Full Marks for project: 15

Project details including its aim:

Bengal is a province located in the eastern part of India. The first Muslim commander to defeat the ruler of Bengal was Lakshmana Sen in 1204 AD with only 17 cavalry. Then he started the first sultanate rule in Bengal and also helped spread Islam in Bengal.

How Bakhtiar Khalji with less number of soldiers could use his zeal and manpower to conquer a new kingdom. It is presented to the students through this project.

Usman Ali Laskar

Usman Ali Laskar

Department of Islamic History and Culture



Usman Ali Laskar

Al-Ameen Memorial Minority College

Name of the course: B.A (H)

Details of the experimental learning through project work

Semester: VI

Subject Name: Islamic History and Culture

Paper Name: CC-13 History of Sultanate Bengal (1206-1576)

Project Name: Iliyes Shahi rule in Bengal

Full Marks for project: 15

Project details including its aim:

Samsuddin Ilyas Shah started the first independent Sultanate of Bengal in medieval India in the fourteenth century. Before him this Bengal was only a province under Delhi. He freed the subjugation of Delhi and ruled Bengal independently for the first time. Along with this, Delhi's subjugation free rule began in Bengal. Before this, many rulers tried but none could succeed in liberating Bengal. This rule ended in 1487 by the Abyssinians.

How can a provincial ruler free himself from the central rule and run the government independently. This project is presented to clearly know and understand that.

Usman Ali Laskar

Usman Ali Laskar

Department of Islamic History and Culture



Usman Ali Laskar

Al-Ameen Memorial Minority College

Name of the course: B.A (H)

Details of the experimental learning through project work

Semester: VI

Subject Name: Islamic History and Culture

Paper Name: CC-13 History of Sultanate Bengal (1206-1576)

Project Name: Husen Shahi rule in Bengal

Full Marks for project: 15

Project details including its aim:

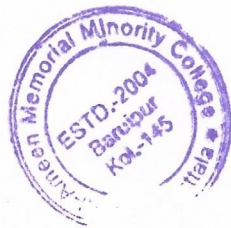
After the end of independent Ilyas Shahi rule in Bengal, Habsi rule continued for about six years. The period which is called Dark Age of Bengal. Alauddin Hossain Shah brought an end to this dark age and started an independent sultanate in Bengal. As a result, a glorious and bright chapter began in Bengal.

Through this project, an attempt has been made to explain how to end the tyrannical regime and build the foundation of good governance in its place. Which has emerged in front of the students through the character of Alauddin Hossain Shah.

Usman Ali Laskar

Usman Ali Laskar

Department of Islamic History and Culture



Usman Ali Laskar

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

- A. Name of the course : B.A, Honours.
B. Detaila of experimental learning through project work/field work.
C. Semester : vi
D. Subject name : Islamic History and Culture.
E. Paper name :CC -14.
F. Project name :Battle of Sirajuddaula and Palashi.
G. Full marks for project : 15
H. Project details including itsaims :

The Battle of palashi ended the independent Nawab of Bengal and Ushered in Storr's rule. This war exposed the weakness of India power. After Palashi,Bengla's sammach discharge began an a large scale.

Through this project,students will learn how India became a colonial after the palashi war,and how Indian raw materials went ashore, leading to the destruction of Indian Cottage industries.



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 :Islamic History and Culture.
- E. Project name : Murshidquli Khan and Land Revenue System.
- F. Paper name : CC -14
- G. Full marks for project : 15
- H. Project details including its aims:

As a result of Murshidquli Khan subadar, a new era in the history of Bangladesh began. He reformed the feudal system of Bengal. Surveyed the land before fixing the rate of revenue. The productive power of the land does not determine the revenue of the city.

Through this project you can understand the land and king system. Learn about the revenue system prevalent during the medieval subadari sashan period.



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 :Islamic History and Culture.
- E. Project name:Baro Bhuiyan.
- F. Paper name : CC -14
- G. Full marks for project : 15
- H. Project details including its aims:

When the rule of the Karrani dynasty weakened in Bengal, a number of zamindars ruled like independent kings in areas like Sonargaon, Skhalna, Barisal etc. After Akbar conquered Bengal in 1575, all these zamindars united and fought against the Mughals. They are known as Baro Bhuiyan.

Through this project, the students will know that the Hindu Muslims of Bengal were able to maintain their independent existence for some time against their many zamindars, Sughral shaman.



Gobinda Mandal

AL AMEEN MEMORIAL MINORITY COLLEGE

Name of the course: B.A 6th Sem IHCA

Details of experimental learning through project work/ field work. Session-2021

Semester- 6th Sem

Subject Name- IHCA

Paper Name- DSE- A4

Project Name- Mughal Painting

F. M for project- 15

Project details including its Aim:

Mughal Painting:

The development of Mughal art in painting began during the time of Babur, the founder of the Mughal Empire. In Mughal painting, a unique fusion of Persian, Chinese, and Central Asian styles blended with Indian artistic traditions. Mughal art displayed remarkable diversity in its subjects, featuring a rich array of plants, animals, natural landscapes, mythological narratives, and individual portraits.

Babur was an admirer of natural beauty. To depict such scenes, he appointed artists in his court. During the period of exile in Persia, Humayun developed a fascination for the local art scene. Upon his return to India, he brought two Persian artists, Mir Sayyid Ali and Khwaja Abdus Samad. They created paintings in the Persian style, particularly illustrating the "Dastan-e-Amir Hamza" epic, during their tenure in the Mughal court.

To promote the expansion of art, Akbar, under the leadership of Abdus Samad, established an independent department.

Under his patronage, a unique blend of Hindu and Muslim cultures emerged in the realm of art. Among the first 17 artists working in this department, 13 were Hindus.

Notable Muslim artists during this period included Samad, Sayyid Ali, and Faruk Beg.

Prominent Hindu artists included Taram Chand, Jagannath, and Basawan. According to Abul Fazl, Akbar would spend at least one day a week observing the artists' painted compositions, encouraging and inspiring them.

Jahangir was a discerning patron of art. His contribution to elevating art from political and religious constraints to the realm of naturalistic beauty is noteworthy. Renowned artists under his patronage included Agha Riza, Muhammad Nadir, Ustad Mansur, Kesav, and Tulsi. During Jahangir's reign, Indian art seamlessly integrated Iranian influences and evolved into a distinctly Indian style, breaking free from Iranian dominance.

In reality, after Jahangir, a decline in Mughal painting begins. In the words of Percy Brown, "With his (Jahangir's) passing, the soul of Mughal painting also departed." This is because Shah Jahan, being more inclined towards architecture, showed indifference towards painting. Dara Shikoh had some interest in art, but due to political uncertainties, it didn't materialize effectively. Aurangzeb, on the other hand, was outright opposed to all forms of art. Perhaps, under his rule, artists struggled to find an environment conducive to artistic expression, and following his directives, numerous priceless paintings were unfortunately lost.

Project Objectives:

1. Through the realization of this project, students will be able to learn about the subtle artistic inclinations of Mughal emperors.
2. Students will gain an understanding of which emperors had a profound appreciation for art.
3. The project aims to foster interest in art among the students.

Hosneara Khatoon

Hosneara khatoon

Department: Islamic History and culture.



Hosneara Khatoon

AL AMEEN MEMORIAL MINORITY COLLEGE

Name of the course: B.A 6th Sem IHCA

Details of experimental learning through project work/ field work. Session-2022

Semester- 6th Sem

Subject Name- IHCA

Paper Name- DSE- A4

Project Name- Western Indian Painting

F. M for project- 15

Project details including its Aim:

Western Indian Painting:

In the ancient medieval period, depictions primarily show the influence of Pal rulers in the practice of Buddhism, especially in the regions of Gujarat and Rajasthan in western India, where Jain manuscripts were particularly prevalent. During the early part of the 13th century, numerous Jain religious texts featured illustrations portraying the patronage of kings and high-ranking officials towards Jainism. Primarily centered around the lives of Jain nobles, these manuscript paintings focused on scenes from the Kalpasutra, depicting events and incidents narrated in this sacred Jain text. During this period, Jain manuscripts were typically written and illustrated on palm leaves. Contrary to prevalent practices in Indian traditions, the use of watercolors or oil-based pigments was not common. Puthi-chitra, or manuscript painting, primarily employed the 'Tempara' technique, involving a mixture of gum and chalk or crushed conch shell for the base color, often combined with a blend of indigo or other pigments to create intricate illustrations. Indeed, white, blue, yellow, green, red, and black colors were commonly used in Jain manuscript illustrations during that time. From the late 13th century, the use of Tula-patra (palm leaf) was gradually replaced by Tuloor Kagaj (Tula paper) in manuscript illustration. A lot of information about contemporary men's and women's dressings can be found from Gujarati paintings.

Project Objectives:

1. Through this project, students will gain comprehensive knowledge about Western Indian art, especially Jain art, through visualization.
2. They will understand how the depictions of deities in Jain manuscripts articulate the intricacies of Jain philosophy.
3. Students will be introduced to the subtle imaginative abilities of artists.
4. The project aims to foster the development of students creative imagination through the medium of visualization.

Hosneera Khatoon

Hosneera khatoon

Department: Islamic History and culture.



Hosneera Khatoon

AL AMEEN MEMORIAL MINORITY COLLEGE

Name of the course: B.A 6th Sem IHCA

Details of experimental learning through project work/ field work. Session-2023

Semester- 6th Sem

Subject Name- IHCA

Paper Name- DSE- A4

Project Name- Eastern Indian Painting

F. M. for project- 15

Project details including its Aim:

The art of the early medieval period can primarily be divided into two categories: temple art and manuscript illustrations.

Temple art is mainly found in South India, while manuscript illustrations are associated predominantly with the patronage of the Pal rulers. During the Christian tenth to thirteenth centuries, twenty-two illustrated palm leaf manuscripts of the Sahasramanjari have been discovered. Some manuscripts of the Buddhist Mahayana text,

'Ashtasahasrika Prajnaparamita,' mention the names of the Pal rulers. Since Buddhism flourished under the rule of the Pal kings, the historical records note the style of Buddhist manuscript illustration in Eastern India as the Eastern Indian manuscript tradition.

Most manuscripts written between the eleventh and twelfth centuries had text inscribed on palm leaves. Almost all illustrations depicted idols approved by the Mahayana tradition. In addition, the greatness of deities related to Shaivism or other Brahminical deities was described in the scriptures dedicated to them. The sculptures of these deities were often highlighted in those manuscripts. In manuscript illustrations, various colors were used, including the natural white of the palm leaf, deep blue, black from lamp soot, vermilion red, green, and yellow. Apart from depicting deities, friends and companions, vines and foliage, and ornamentation were notably emphasized as subjects in the artwork. During this period, artists in manuscript illustrations were particularly conscientious in creating compositions with precision and artistic sensibility concerning the use of color and lines.

Project Objectives:

1. Through the implementation of this project, students will be able to acquire knowledge about the art of Eastern Indian or Pal dynasty through the creation of the project.
2. Students will learn about the specific interests of certain Pal rulers in art or their subtle appreciation of art.
3. Students will gain knowledge about the use of various colors in Eastern Indian art.

Hosneara Khatoon

Hosneara khatoon

Department: Islamic History and culture.



Hosneara Khatoon

AL-AMEEN MEMORIAL MINORITY COLLEGE

Name of the course:BA, Srsemester-6th 2023

Detail of experimental learning through project work

Subject Name: Islamic History And Culture

Paper Name: DSE-B4

Project Name: Tipu Sultan's Achievement

Full marks for project: 15

Project details including aim:

In the history of India, Tipu Sultan is one of those who fought to their deaths to resist foreign invasion. He was a great warrior, patriot, and independent personality. He formed a disciplined and modern army on the model of the European military. To achieve his goals, the British used Marathas and formed the 'Trishakti alliance' with the Nizam. When Lord Wellesley invited Tipu Sultan to adopt a policy of subordinate alliance, he grudgingly refused. Finally, the battle of Anglo-Mysore began between the two sides. Independent-minded Tipu fought like a hero and sacrificed his life. After that, his Raj was divided. The defeat of King Tipu was like a falling star to resist the imperialists.

Making the project 'Tipu Sultan's Achievement' will make the students aware of Tipu Sultan's contribution to Mysore. This will also raise interest among pupils in knowing more about the history of Mysore.

Sabnam Khan

Sabnam Khan

Department: Islamic History And Culture



Sabnam Khan

AL-AMEEN MEMORIAL MINORITY COLLEGE

Name of the course: BA, Srsemester-6th 2022
Detail of experimental learning through project work
Subject Name: Islamic History And Culture
Paper Name: DSE-B4
Project Name: Anglo - Mysore Relations
Full marks for project: 15

Project details including aim:

British colonists like Maratha or Nizam did not accept the rise of Mysore in the south. Initially, Hyder Ali did not have any conflict with the English, but after some time, the conflict started in the north. Basically, the British could not accept Hyder Ali's closeness with the French. After this, one by one, the British fought the first Anglo-Mysore war with Hyder Ali and the second Anglo-Mysore war. After the death of Hyder Ali during the Second Anglo-Mysore War, Hyder Ali's son, Tipu Sultan, continued the war valiantly. This was followed by the Tipu Sultan's third war with the British and the fourth Anglo-Mysore war. During the fourth Anglo-Mysore war, the British besieged Srirangapatna, the capital of Tipu Sultan, and Tipu Sultan was defeated and killed in the battle. During the death of Tipu Sultan, the independent state of Mysore fell.

From this project on 'Anglo-Mysore Relations', students will learn about the ingenuity, intelligence, foresight, nobility, valour of Hyder-Ali and Tipu Sultan and the selfishness of the British. Besides, from this project, students will be interested in learning about the history of other kings.

Sabnam Khan

Sabnam Khan

Department: Islamic History And Culture



Sabnam Khan

AL-AMEEN MEMORIAL MINORITY COLLEGE

Name of the course: BA, Semester-6th 2021

Detail of experimental learning through project work

Subject Name: Islamic History And Culture

Paper Name: DSE-B4

Project Name: Rise of Mysore

Full marks for project: 15

Project details including aim:

In the middle of the 18th century, the politics of Deccan was very uncertain and unstable. Hydar Ali gradually tried to expand his dominions in Mysore capitalizing on this fickle and unstable political situation in Dashishatya. In 1765 A.D. Hydar Ali dindi Gul was appointed as Fauzdar. At that time, the Hindu king of Mysore Chikka Krishnaraja was under the control of Oriya Nangaaraj. Taking advantage of this situation, Hyder Ali overthrew his lord Nanjaraj in 1751 AD and became the ruler of the Mysore kingdom. By 1764 AD, he expanded the empire of Mysore by conquering regions like Bednut, Guli, Suda, Sera etc. Under his leadership, Mysore became a powerful kingdom through the reorganization of the army, the introduction of rauthwari settlements, land surveying and the development of industrial trade.

Students will learn about politics in the Deccan and understand how the state of Mysore became an independent state while developing the project 'Rise of Mysore'. Also learn the history of how Hydar Ali rose from a commoner to the ruler of Mysore kingdom.

Sabnam Khan

Sabnam Khan

Department: Islamic History And Culture



Sabnam Khan