

Concept Note
Dept. of Education
B.A Part III Honours
Session- 2015-2016

Field visit at Nalanda, Bihar on and from 9th February to 12nd February, 2016

1. Introduction:

The field visit of B.A Part III Honours program of Academic Session of 2015-2016 was conducted the Nalanda, Bihar. It helps them to present their research practice in future.

Nalanda was an ancient Mahavihara, a revered Buddhist monastery which also served as a renowned centre of learning, in the ancient kingdom of Magadha (modern-day Bihar) in India. The university of Nalanda obtained significant fame, prestige and relevance during ancient times, and rose to legendary status due to its contribution to the emergence of India as a great power around the fourth century. The site is located about 95 kilometres (59 mi) southeast of Patna near the city of Bihar Sharif, and was one of the greatest centres of learning in the world from the fifth century CE to c. 1200 CE. Today, it is a UNESCO World Heritage Site.

At its peak the school attracted scholars and students from near and far, with some travelling from Tibet, China, Korea, and Central Asia. The highly formalised methods of Buddhist studies helped the establishment of large teaching institutions such as Taxila, Nalanda, and Vikramashila, which are often characterised as India's early universities. Archaeological evidence also notes contact with the Shailendra dynasty of Indonesia, one of whose kings built a monastery in the complex. Nalanda flourished under the patronage of the Gupta Empire in the 5th and 6th centuries, and later under Harsha, the emperor of Kannauj. The liberal cultural traditions inherited from the Gupta age resulted in a period of growth and prosperity until the ninth century CE. The subsequent centuries were a time of gradual decline, a period during which the tantric developments of Buddhism became most pronounced in eastern India under the Pala Empire.

According to the prescribed syllabus of UGB of Part-III honours students one field work have to undertake. Field visit and writing Dissertation is an important part of the syllabus. It is the easiest way to improve subject knowledge. Dissertation writing could help them in getting better at the academic writing. Field visit will help the students to improve their analytical and cognitive abilities.

2. Objectives:

- Offers the perfect informal setup for discussion, dialogues and experiences which helps in developing various life-skills.
- To accept the importance of differences and diversity, and to be sensitive to every individual, historical places irrespective of the difference in opinions.
- Educational tour exposes students to different lifestyles, places, people and era.
- Students gain first hand experiences and which allows to expand the topic which is not possible during the normal class.

- Educational tour stimulates student's reasoning skills.
- It helps to expose to ideas, customs and social behavior of other societies in respect of evolution.

3. Study Area:

Nalanda University was located in Nalanda, Bihar as a budhhist Monestary. Its length was 240 meter (800 ft),width 490 meter(1600 ft),total area is 12 hectares(30 acres) . It was build by Karmagupta-I in 5th century and was abandoned by 13th of century. It was a mixed culture places of Budhhism and Hinduism and was ransacked by Bakhtiar Khalji in 1200 CE.

4. Itinerary:

Day 1: 9th February, 2016, Time- 5.00am All the students were asked to present at Itahar Chourasta (pick Point) and started our journey by bus. On arrival at Budhhgaya meet and assist by our guide check in hotel, refresh and lunch at hotel. Evening visit Mahabodhi temple and Bodhi tree.

Day 2: 10th February, 2016, after breakfast at hotel visit Thai, Bhutan and Srilanka monestaries. After lunch visit Sujata village the next budhhist site matrks the location where the young maiden offered the rice milk bowl and ended Sakyamuni's hard asceticism.

Day 3: 11th February, 2016, Excursion to Rajgir, Rajgir is a site of sanctity and significance for budhhist. Afternoon visit Gridhkutta hill, Bimbisar jail and Ajatsatru's fort.After that we visit Nalanda which was 12 kms far from Rajgir and itn was one of the oldest university of the world and International centre for budhhist studies.

Day 4: 12th February, 2016 we started our journey to back to the pick point at morning 6.00 am.

5. Participant Statistics

- a. Number of Boys-02
- b. Number of Girls-03
- c. Number of Guide Teacher- 01

6. Outcome

- Empowers them with a new and enhanced perspective to look at things and develops them into considerate personalities, well aware of the world issues at large and in depth.
- As students travel to different places, they interact with different people. Interacting with locals and other students on educational tours they develop amazing social skills and networks

- They become more empathetic and respectful towards other cultures as well as towards their own surroundings.
- Makes students face real-life problems. Coming up with solutions and makes them innovative thinkers.
- It offers the student to get the first hand knowledge about the planned area.

Concept Note
Dept. of Education
B.A Part III Honours
Session- 2016-2017

Field visit at Shantiniketan, Birbhum (Visva Bharati University) on and from from 12th January to 14th January, 2017

1. Introduction:

The field visit of B.A Part III Honours program of Academic Session of 2016-2017 was conducted the Shantiniketan, Bolpur. It helps them to present their research practice in future. In 1863, Debendranath Tagore took on permanent lease 20 acres (81,000 m²) of land, with two chhatim (alstonia scholaris) trees, at a yearly payment of Rs. 5, from Bhuban Mohan Sinha, the talukdar of Raipur, Birbhum. He built a guest house there and named it Shantiniketan (the abode of peace). Gradually, the whole area came to be known as Shantiniketan.

Rabindranath Tagore first visited Shantiniketan in 1873 when he was 12 years old. In 1888, Debendranath dedicated the entire property for the establishment of a Brahmavidyalaya through a trust deed. In 1901, Rabindranath started a Brahmacharyaashrama and it came to be known as Patha Bhavana from 1925. In 1913, Rabindranath Tagore won the Nobel Prize in Literature. It was a new feather in the cap of the Tagore family which was the leading family contributing to the enrichment of life and society in Bengal in many fields of activity over a long period of time. The environment at Jorasanko Thakur Bari, one of the bases of the Tagore family in Kolkata, was filled with literature, music, painting, and theatre. Founded in 1921 by Rabindranath Tagore, Visva Bharati was declared to be a central university and an institute of national importance, in 1951.

According to the prescribed syllabus of UGB of Part-III honours students one field work have to undertake. Field visit and writing Dissertation is an important part of the syllabus. It is the easiest way to improve subject knowledge. Dissertation writing could help them in getting better at the academic writing. Field visit will help the students to improve their analytical and cognitive abilities.

2. Objectives:

- Offers the perfect informal setup for discussion, dialogues and experiences which helps in developing various life-skills.
- To accept the importance of differences and diversity and to be sensitive to every individual, historical places irrespective of the difference in opinions.
- Educational tour exposes students to different lifestyles, places, people and era.
- Students gain first hand experiences and which allows expanding the topic which is not possible during the normal class.
- Educational tour stimulates student's reasoning skills.
- It helps to expose to ideas, customs and social behavior of other societies in respect of evolution.

3. Study Area:

Shantiniketan is a neighborhood of Bolpur city in Bolpur subdivision of Birbhum district in West Bengal, India, approximately 152 km north of Kolkata . It was established by Maharshi Devendranath Tagore, and later expanded by his son Rabindranath Tagore whose vision became what is now a university town with the creation of Visva-Bharati.

4. Itinerary:

Day 1: 12th January, 2017, Time- 5.00a.m All the students were asked to present at Itahar Chourasta (pick Point) and started our journey by bus. On arrival at Bolpur bus stand meet and assist by our guide check in hotel, refresh and lunch at hotel. Evening visit Kala Bhavan and Patha Bhavan.

Day 2: 13th January, 2017, after breakfast at hotel visit all the departments or Bhavana one by one and Tagore Ashrama One of the most valued places in all of Santiniketan, Tagore's Aashram is located in the Uttrayan Complex. It is the place that Tagore's father first built when he arrived many years ago. After lunch visit Rabindra Bhavan Museum, Amar Kutir and Poush Mela math.

Day 3: 14th January, 2017, On morning we visit Upasana Ghar and we prayed there. Then we go to Kankalitala, The small rural town is located about 7 km from Santiniketan. The drive, and if you prefer the walk, takes you through the beautiful landscape of semi urban India. After that we returned to the hotel and started our journey for back to the pick point.

5. Participant Statistics:

- a. Number of Boys-04
- b. Number of Girls-02

c. Number of Guide Teacher- 02

6. Outcome

- Empowers them with a new and enhanced perspective to look at things and develops them into considerate personalities, well aware of the world issues at large and in depth.
- As students travel to different places, they interact with different people. Interacting with locals and other students on educational tours they develop amazing social skills and networks
- They become more empathetic and respectful towards other cultures as well as towards their own surroundings.
- Makes students face real-life problems. Coming up with solutions and makes them innovative thinkers.
- It offers the student to get the first hand knowledge about the planned area.
- This tour offers the students to understand the relevance of nature in education system.
- They understand the nature and forms of the traditional Gurukul system in education.

Concept Note
Dept. of Education
B.A Part III Honours
Session- 2017-2018

Field visit at Hazarduari, Murshidabad, West bengal on and from from 26th January to 28th
January, 2018

1. Introduction:

The field visit of B.A Part III Honours program of Academic Session of 2017-2018 was conducted the Hazarduari, Murshidabad, West bengal on and from 26th January to 28th January. It helps them to present their research practice in future.

Hazarduari Palace, earlier known as the *Bara Kothi*, is located in the campus of Kila Nizamat in Murshidabad, in the Indian state of West Bengal. It is situated near the bank of river Ganga. It was built in the nineteenth century by architect Duncan Macleod, under the reign of Nawab Nazim Humayun Jah of Bengal, Bihar and Orissa (1824–1838).

The foundation stone of the palace was laid on 9 August 1829, and that very day the construction work was started. William Cavendish was the then Governor-General. Now, Hazarduari Palace is the most conspicuous building in Murshidabad.

It has also become a tourist attraction all over India. In 1985, the palace was handed over to the Archaeological Survey of India for better preservation.

According to the prescribed syllabus of UGB of Part-III honours students one field work have to undertake. Field visit and writing Dissertation is an important part of the syllabus. It is the easiest way to improve subject knowledge. Dissertation writing could help them in getting better at the academic writing. Field visit will help the students to improve their analytical and cognitive abilities.

2. Objectives:

- To help to understand about the historical civilization, culture, policies, rituals, rituals and their relation with the present education system.
- To raise the different perspectives of the ancient culture.
- Educational tour exposes students to different lifestyles, places, people and era.
- Students gain first hand experiences and which allows to expand the topic which is not possible during the normal class.
- Educational tour stimulates student's reasoning skills.
- It helps to expose to ideas, customs and social behavior of other societies in respect of evolution.

3. Study Area:

Hazarduari palace is one of the historical evidences in India. The former name was Bara Kothi and the alternative name is Nizammat Kila. It is situated at Murshidabad district of West Bengal North side. It was starting to established on 1829 and finished on 1837. The palace is 80 feet height, breadth 61 meters and length is 130 meters. The palace was designed by the great architecture Colonel Duncan Macleod.

4. Itinerary:

Day 1: 26th January, 2018, Time- 5.00am All the students were asked to present at Itahar Chourasta (pick Point) and started our journey by bus. We have arrived at 12.00 a.m. On arrival at Hazarduari bus stand meet and assist by our guide and visit the half of the palace.

Day 2: 27th January, 2018, After breakfast at hotel visit rest of the palace and Nizammat Imambara, On the northern side of the palace lies The Nizammat Imambara, built in 1847 AD by Nawab Nazim Mansoor Ali Khan Feradun Jah, son of Humayun Jah. The stunning mosque was built after the Imambara built by Siraj-ud-Doula got burnt down in a fire. After lunch we return to the hotel and back at pick point at evening 6.00 p.m.

5. Participant Statistics

- a. Number of Boys-05
- b. Number of Girls-05
- c. Number of Guide Teacher- 01

6. Outcome

- Empowers them with a new and enhanced perspective to look at things and develops them into considerate personalities, well aware of the world issues at large and in depth.
- As students travel to different places, they interact with different people. Interacting with locals and other students on educational tours they develop amazing social skills and networks
- They become more empathetic and respectful towards other cultures as well as towards their own surroundings.
- Makes students face real-life problems. Coming up with solutions and makes them innovative thinkers.
- It offers the student to get the first hand knowledge about the planned area.
- This tour offers the students to understand the historical evidences and historical importance.

Concept Note
Dept. of Education
B.A Part III Honours
Session- 2018-2019

Field visit at Gour, Malda, West bengal on and from from 04th January to 04th January, 2019

1. Introduction:

The field visit of B.A Part III Honours program of Academic Session of 2018-2019 was conducted the Gour, Malda, West bengal on and from 04th January to 04th January. It helps them to present their research practice in future.

Gauḍa (also known as Gaur, Gour, Lakhnauti, and Jannatabad) is a historic city of Bengal in the eastern part of the Indian subcontinent, and one of the most prominent capitals in classical and medieval Indian subcontinent. Located on the border between India and Bangladesh, with most of its ruins on the Indian side and a few structures on the Bangladeshi side, it was once one of the most populous cities in the world. The ruins of this former city now straddle the international border and are divided between the Malda district of West Bengal and Chapai Nawabganj District of Rajshahi Division. The Kotwali Gate, formerly part of the citadel, now marks the border checkpoint between the two countries.

Gauda was the capital city of Bengal under several kingdoms. The Gauda region was also a province of several pan-Indian empires. During the 7th century, the Gauda Kingdom was founded by King Shashanka, whose reign corresponds with the beginning of the Bengali calendar. The Pala Empire was founded in Gauda during the 8th century. The empire ruled large parts of the northern Indian subcontinent. Gauda became known as Lakhnauti during the Sena dynasty. Gauda gradually became synonymous with Bengal and Bengalis. It was conquered by the Delhi Sultanate in 1204.

For 115 years between 1450 and 1565, Gauda was the capital of the Bengal Sultanate. In 1500, Gauda was the fifth-most populous city in the world, with a population of 200,000. The Portuguese left detailed accounts of the city. The Sultans built a citadel, many mosques, a royal palace, canals and bridges. Buildings featured glazed tiles. It became one of the most densely populated cities in the Indian subcontinent.

According to the prescribed syllabus of UGB of Part-III honours students one field work have to undertake. Field visit and writing Dissertation is an important part of the syllabus. It is the easiest way to improve subject knowledge. Dissertation writing could help them in getting better at the academic writing. Field visit will help the students to improve their analytical and cognitive abilities.

2. Objectives:

- To help to understand about the historical civilization, culture, policies, rituals, rituals and their relation with the present education system.
- To raise the different perspectives of the ancient culture.
- Educational tour exposes students to different lifestyles, places, people and era.
- Students gain first hand experiences and which allows to expand the topic which is not possible during the normal class.
- Educational tour stimulates student's reasoning skills.
- It helps to expose to ideas, customs and social behavior of other societies in respect of evolution.

3. Study Area:

Gaud is a historical place of ancient India. It is situated at Malda district of West Bengal beside the Indo-Bangladesh border. It was founded in 7th century as the capital of Bengal. The total length of the place is 7-8 kilometers and width of 1-2 kilometers.

4. Itinerary:

Day 1: 04th January, 2019, Time- 5.00 a.m All the students were asked to present at Itahar Chourasta (pick Point) and started our journey by bus. We had arrived at 12.00 a.m. at Gaud, then meet and assist by our guide and visit the place. We visited the most important place of

the site like Dakhal Darwaja, Hide and seek doorway, Kotwali gate, Do-chala tomb and many more and collect data by observation and conduct some conversation with local natives for collecting some secondary data.

After lunch we return to our bus and back at pick point at evening 6.00 p.m.

5. Participant Statistics:

a. Number of Boys-06

b. Number of Girls-04

c. Number of Guide Teacher- 02

6. Outcome:

- Empowers them with a new and enhanced perspective to look at things and develops them into considerate personalities, well aware of the world issues at large and in depth.
- As students travel to different places, they interact with different people. Interacting with locals and other students on educational tours they develop amazing social skills and networks
- They become more empathetic and respectful towards other cultures as well as towards their own surroundings.
- Makes students face real-life problems. Coming up with solutions and makes them innovative thinkers.
- It offers the student to get the first hand knowledge about the planned area.
- This tour offers the students to understand the historical evidences and historical importance.

Concept Note
Dept. of Education
B.A Part III Honours
Session- 2019-2020

Field visit at nearby places on and from from 08th February to 12th February, 2020

1. Introduction:

The field visit of B.A Part III Honours program of Academic Session of 2019-2020 was conducted at nearest Ranipur village. It helps them to present their research practice in future.

Field visit and writing Dissertation is an important part of the syllabus. It is the easiest way to improve subject knowledge. Dissertation writing could help them in getting better at the academic writing. Field visit will help the students to improve their analytical and cognitive abilities.

The students will get to know about time management. They have to balance dissertation alongside other modules and to prioritize certain types of work over others depending on deadlines. Dissertation writing could help them in getting better at the academic writing.

Ranipur village is mainly based on agriculture. Against this backdrop, an attempt has been made to examine the sanitation and nutrition and school visit of the targeted populations. This field visit also identified some emerging areas where alternative livelihood opportunities may be materialized provided by the Govt. and other agencies are sufficient enough to take the initiative for rural development. Data are collected from primary and secondary sources.

2. Objectives:

- To consider the rising trends among the villagers they are still in the traditional occupation.
- To assess the consciousness regarding sanitation among the villagers.
- To assess the consciousness regarding nutrition among the villagers.
- To know about the food habit and food culture of the villagers.
- To identify sanitation systems in the locality.

3. Study Area

According to Census 2011 information the location code or village code of Ranipur village is 310196. Ranipur village is located in Itahar Block of Uttar Dinajpur district in West Bengal, India. It is situated 3km away from sub-district headquarter Itahar. Raiganj is the district Headquarter of Ranipur village. As per 2009 statistics, Itahar is the gram panchayat of Ranipur village.

The total geographical area of village is 164.61 hectares. Ranipur has a total population of 1,127 peoples. There are about 240 houses in Ranipur village. Raiganj is nearest town to Ranipur which is approximately 23km away.

4. Itinerary:

Day 1: 8th February, 2020, Time- 10.00am to 2.00pm, House Survey in Ranipur with the survey schedule provided by the Department

Day 2: 9th February, 2020, Time- 10.00am to 2.00pm, House Survey in Ranipur with the survey schedule provided by the Department

Day 3: 10th February, 2020, Time-10.00am to 2.00pm, House Survey in Ranipur with the survey schedule provided by the Department

Day 4: 11th February, 2020, Time- 10.00am to 2.00pm, Analysis of the data which have been collected from the field

Day 5: 12th February, 2020, after analyzing the data, Report writing has been done.

5. Participant Statistics:

- a. Number of Boys-06
- b. Number of Girls-08
- c. Number of Guide Teacher- 02

6. Outcome

- Empowers them with a new and enhanced perspective to look at things and develops them into considerate personalities,
- They become more empathetic and respectful towards the habits and cultures as well as towards their own surroundings.
- Makes students face real-life problems. Coming up with solutions and makes them innovative thinkers.
- It offers the student to get the first hand knowledge about the planned area.
- The students got opportunity to explore the socio-cultural environment and recent trends of culture of the village.
- Doing house survey enabled them to analyze the societal issues and will help them in choosing right research topic and making informed decision.

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