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**Permission Letter** 

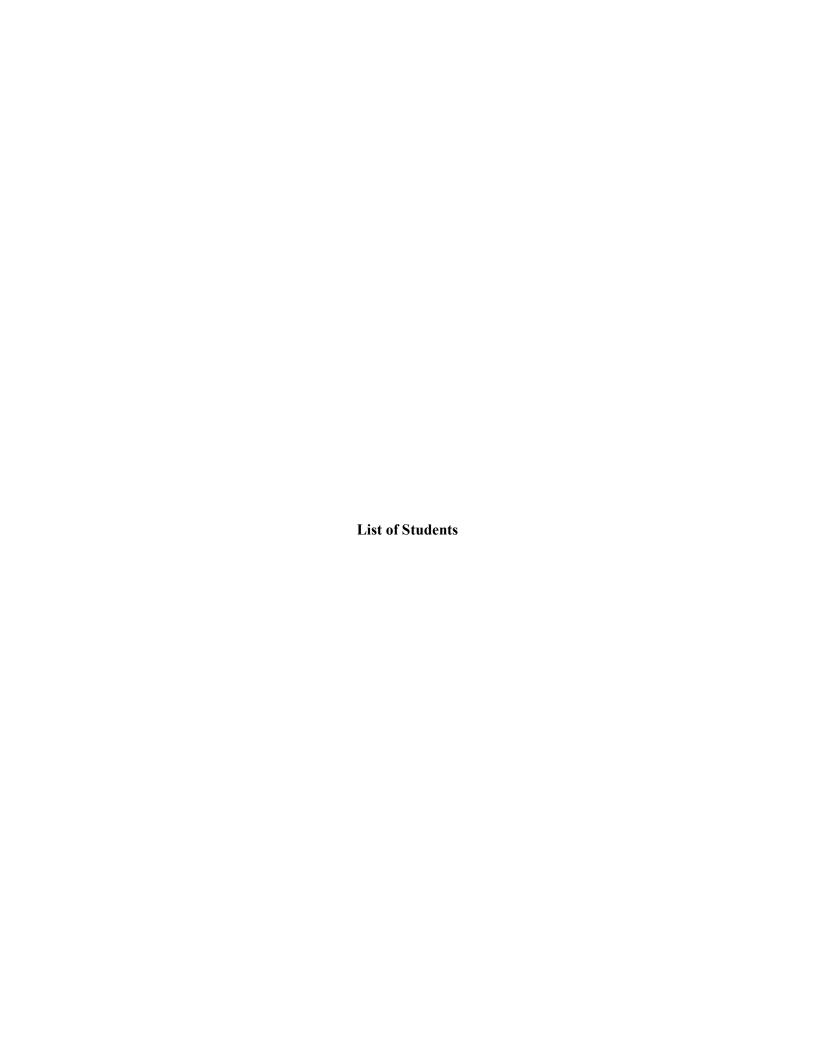
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**Departmental Committee Resolution** 

## মিটিং রেজল্যুশন বহি MEETING RESOLUTION BOOK Form to graf Place fifth at / Meeting No. উপস্থিত সভাগণের নাম STY/Time offed / Date NAME OF MEMBERS PRESENT 02/01/2084 541 15. SIL Solin Shall WI B. 30110 BH 90 112. 341.17 ora. 101 10 5-P1 18. 814. 331 11. >#1 19. 341 12 915. 20120 yœ ( 13. 416 431 21. 117. 38 1 14 group 44 / Resolution Adopted RI/No. Shat

# **Meeting with Parents**





### **Report of the Field Trip**

#### Introduction

On 18 January 2024, 22 students of Department of Education with 3 faculty members went for a trip to Santiniketan with an aim of visiting Viswabharati University which was founded by Rabindranath Tagore who called it Visva-Bharati, which means the communion of the world with India.



The journey started from Bandel Jn. Station at 6:30 in the morning



At Bolpure Station we reached at 8:45 in the morning

A study of the evolution of Visva-Bharati during the lifetime of its founder, Rabindranath Tagore, offers an insight into what this institution was intended to achieve. Rabindranath founded a school for children at Santiniketan and it was around this nucleus that the structure of an unconventional university developed through careful planning.

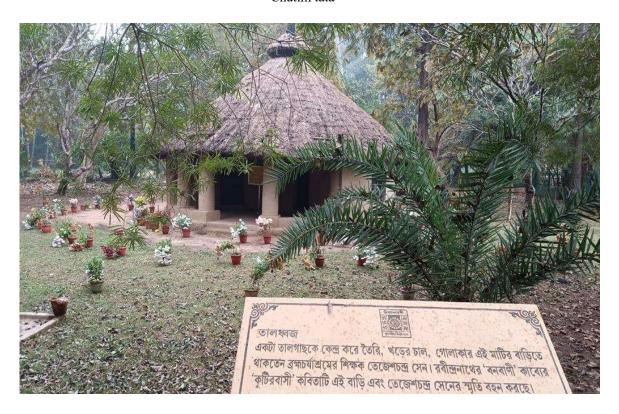


Upasana griha





Chatim tata



Taladhaj

In 1863, on a seven-acre plot at the site of the present institution, Debendranath Tagore, the poet's father, had built a small retreat for meditation, and in 1888 he dedicated, the land and

buildings, towards establishment of a Brahmavidyalaya and a library. Rabindranath's school Brahmacharyasrama which started functioning formally from December 22, 1901 with no more than five students on the roll, was, in part, a fulfilment of the wishes of his father who was a considerable figure of his time in the field of educational reforms. From 1925 this school came to be known as Patha-Bhavana.



Chatim tala



The school was a conscious repudiation of the system introduced in India by the British rulers and Rabindranath initially sought to realize the intrinsic values of the ancient education in India. The school and its curriculum, therefore, signified a departure from the way the rest of the country viewed education and teaching. Simplicity was a cardinal principle. Classes were held in open air in the shade of trees where man and nature entered into an immediate harmonious relationship. Teachers and students shared the single integral socio-cultural life. The curriculum had music, painting, dramatic performances and other performative practices. Beyond the accepted limits of intellectual and academic pursuits, opportunities were created for invigorating and sustaining the manifold faculties of the human personality.





Central Library



# Srajani







## Vinaya Bhavana

We visited Vinaya Bhavana (Department of Education), Viswa Bharati University, Departmental Library and met with the faculty members.







Departmental Library of Vinaya Bhavana



## Conclusion



Our trip ended at about 7:30 pm. It can be concluded that the trip was successful and we believed that our objective was achieved and we learned something new and beneficial for us. We think our students has related the philosophical thought of Tagore with their ideas.

