

PREFACE

Education Relief And Welfare Section (ERAWS) of Ananda Marga Pracarak Samgha is running schools with the mission- **“SA VIDYA YA VIMUKTAYE”-“Education for liberation”**. The aim of Ananda Marga is self-realization and welfare of humanity. Here, it is relevant to mention that **ANANDA MARGA** has been Registered by the honourable Supreme Court of India as Religious Denomination under Article 26 of the Constitution of India (vide AIR-1984 SC 51). The **ERAWS** Dept. of Ananda Marga runs hundreds of Schools in India and abroad at present. This Ananda Marga School of Khowai is one of those Schools whose system of teaching and Education is well established and reputed in Khowai. Let the children of the locality be benefited by the school.

How the School is run

Ananda Marga Pracarak Samgha
(Registered under Societies Registration Act, 1961
Vide Regd.-No-S/6086 of 1963-64)



ERAWS DEPARTMENT
(Education Relief And Welfare Section)



Central Education In-charge
Ananda Marga Board of Education
[GURUKULA]



Sectorial Education In-charge



Regional Education In-charge



Diocese Education In-charge

Here, in Tripura, the Education In-charge of Agartala Diocese runs the schools with the help of the Principals, Teacher-In-Charges and the Advisory committees of the schools.

MEANING OF EDUCATION

As per the great Philosopher and the great Educationist Sri Prabhat Ranjan Sarkar- The motto of Ananda Marga education is “Education for liberation”. Education means the development of the child’s potentiality in all three spheres of existence: physical, mental and spiritual.

Three fundamentals of education are: 1. It must be based on factuality,

2. It must awaken a thirst for knowledge, and

3. Students and teachers must both have a balanced mind.

EDUCATION stands for-

E ♦ Enlargement of mind.

D ♦ DESMEP [D-Discipline, E-Etiquette, S-Smartness, M-Morality, E-English, P-Pronunciation]

U ♦ Universal Outlook.

C ♦ Character.

A ♦ Active Habits.

T ♦ Trustworthiness.

I ♦ Ideation of the Supreme.

O♦ Omniscient's Grace.

N♦ Nice Temperament.

Neohumanist Education

Education is for all-around liberation: physical, psychic and spiritual. The guiding philosophy of Ananda Marga schools is Neohumanist Education. Neohumanism is the philosophy of the innate oneness of all things. Studying about the "web of life" helps one to understand the interconnections between self, others and the natural environment.

Neohumanist education fosters love and respect for all, regardless of culture, religion, race or nationality, and for animals and plants and the earth's ecosystems. Children learn these principles both through lessons and teacher modeling, as well as through developing their own intuitional feeling about the interconnectedness of all things.

Aims and ideals of Neohumanist Education

- *To develop the full potential of each child: physical, mental and spiritual*
- *To awaken a thirst for knowledge and love of learning*
- *To equip students with academic and other skills necessary for higher education*
- *To facilitate personal growth in areas such as morality, integrity, self-confidence, self-discipline and cooperation.*
- *To develop physical wellbeing and mental capabilities through yoga and concentration techniques, sports and play.*
- *To develop a sense of aesthetics and appreciation of culture through drama, dance, music and art.*
- *To encourage students to become active and responsible members of society*
- *To promote an awareness of ecology in its broadest sense (i.e. the realization of the inter-relatedness of all things) and to encourage respect and care for all living beings.*
- *To encourage a universal outlook, free from discrimination based on religion, race, creed or gender*
- *To recognize the importance of teachers and parents in setting an example*

Some general principles of Neohumanist Education

1. Integrated development of the whole personality:- *Neohumanist Education facilitates the integral development of all aspects of the human personality: body, senses, intellect, imagination, intuition and spirit. It emphasizes not only the content of thought - the subject matter - but the very process of thinking itself, to develop methodical thought processes and creative intelligence. This provides a harmonious balance between academic learning, creativity and inner growth to awaken the highest potential in every child.*

2. Value-oriented curriculum:- *Universal moral values form the basis of an emotionally-balanced and discriminating individual life and a truly harmonious and cooperative human society. Neohumanist Education employs a comprehensive approach for imparting these values throughout all phases of school life and curriculum. The classrooms become moral communities in which the teacher serves as a role model, caregiver and mentor. Students deepen their own moral understanding through study and discussion, self-reflection, cooperative learning, conflict resolution and community service. This constant nurturing of moral values allows children to confront the moral challenges of today's society and to grow into exemplary human*

beings who both respect and take responsibility for all members of their universal family.

3. Spiritual oneness as the goal of life:- The entire learning process is rooted in the conviction that the universe is an integrated whole in which everything is connected. In contrast to the separation and fragmentation that prevails in the contemporary world, the realisation of this oneness fosters a deep sense of connection to self, to others, and to all of life. Based on the current paradigm shift from a mechanistic, materialistic view of the universe to a new vision of wholeness and interdependence, the entire curriculum helps the students rediscover the meaning and purpose of existence. An education that values their inner, subjective world instills in students a profound respect for the mystery of life and a commitment to care for all creation.

4. Integrated approach to learning:- Instead of fragmenting knowledge into narrow and isolated academic disciplines, Neohumanist Education encourages the students in an active, multi-sensory and multi-disciplinary exploration of the world around them. Learning is a process, not a product: it is not merely an accumulation of objective facts, but rather seeing the world as a dynamic whole composed of a myriad of interrelated phenomena. Child-directed play in the early grades and self-chosen projects in later years stimulate a thirst for knowledge and a joy of learning which will remain with the children throughout their lives.

5. All disciplines:- The subtle expression of beauty in music, art, literature and other aspects of life uplifts the human mind and nurtures a deeply intuitional awareness of the oneness of all. This universalistic love for all created beings is the essence of Neohumanism. In Neohumanist Education, aesthetic appreciation and experience suffuse all aspects of learning. The classroom environment is aesthetically vibrant and integrated with artistic activity: painting, sculpture, drawing, music, dance, mime and drama. The curriculum also includes systematic training to develop the creative imagination of the right brain through fantasy, guided imagery and metaphoric thinking. This training not only develops the child's creativity, but also enhances learning and academic performance and builds character by fostering a greater ability to empathize with others.

6. Blending of local culture and universal vision:- Neohumanist Education emphasizes the teaching of local languages and cultural traditions hand-in-hand with the inculcation of a universalistic outlook. Deepening our understanding of our culturo-linguistic heritage develops our strength of character, while ignorance or neglect of our cultural roots makes us vulnerable to suppression and exploitation. Neohumanist Education also fosters an appreciation of the magnificent diversity of human experience, for our diverse cultures form the flowers of the garland of a universal human society which transcends caste, creed, colour and race. Through a multicultural curriculum, students realize that this universe is all of ours; humans, animals, plants and the inanimate world. Only through such a universal outlook can we move collectively towards a global future of harmony and peace.

7. A new environmental consciousness :- Environmental education must not merely impart the values and skills necessary for responsible stewardship of our planetary resources (organic agriculture, waste recycling, renewable energy, land and water management, etc.); it must also help the children develop an intimate living relationship with the web of life around them. Through intensive study of the local area,

with its complex cycles and interdependencies, the students will naturally replace linear and analytic thought processes with the synthetic cyclical thinking that is essential for a sustainable society of the future. A more subtle environmental education will develop an entirely new consciousness that experiences on the deepest level of being a sense of wonder at the beauty and harmony of the world and a feeling of kinship with all life.

8. Exemplary role of the educator:- In Neohumanist Education, the role of the teacher is of paramount importance, for teaching requires a subtle blending of intuitional insight, creative sensitivity, and scientifically grounded practices. Teachers must embody the noblest qualities of humanity: selflessness, strength of character, leadership and love for all life. They must constantly cultivate their own inner selves and therefore invite a co-learning, co-creating process with the students. They are the counselors and friends who treat each individual with special respect and affection. They facilitate the unfolding of the creative learning process by being attentive to the needs and abilities of each child. Teachers have the power to transform the students by their own example and loving guidance; to nurture the highest aspirations of the human spirit.

9. Inculcation of the spirit of service:- Neohumanist Education imparts a sense of responsibility to children: the sense that education is not a passport to privilege but a sacred responsibility to serve others. Thus the spirit of service is inculcated in the children from their earliest years by fostering a sense of compassion that makes them want to alleviate the suffering of others. Through loving and caring interactions with their surrounding bio-community, through service projects and stories, skill-development and self-discipline, they are encouraged to work not only for themselves but for all members of their universal family.

10. Social justice and upliftment:- Society in the true sense means individuals moving together towards a common goal, with no one lagging behind. Neohumanist Education encourages students to develop an awareness of social problems and equips them with the practical skills to solve them. They are thus inspired to work for social justice and for the upliftment of the neglected all over the world. A curriculum that liberates the intellect from dogmas and subtle forms of psychic exploitation instills in the students the conviction that change is possible and offers them the tools to create that change.

Methodology

For physical development :

- Inculcating practical habits of preventive self-health through proper diet, yoga asanas and personal hygiene.
- Imparting curative techniques of alternative medical therapies (medicinal plants, naturopathy, acupressure massage, etc.).
- Competitive and cooperative games and exercises to develop discipline, initiative, leadership, cooperation and active habits.
- Participating in individual and group dancing to develop rhythm and grace, and collective spirit.
- Exercises and crafts to develop fine motor coordination and respect for the mundane world.
- Sensory exercises and games to sharpen the senses.

- *Aesthetic learning environments to awaken creativity and thirst for knowledge in the students.*
- *Practices for personal and environmental safety.*

For cognitive development :

- *Acquiring knowledge in all spheres of life through analytical study and problem-solving, exploration and experimentation.*
- *Techniques to develop memory (repetition, association, visualisation and ideation), concentration, methodical thinking and rationality.*
- *Practical training in transforming psychic energy and enhancing positive thinking and self-esteem.*
- *Bio-psychological techniques to develop emotional equilibrium and higher order thought processes.*

For moral development :

- *Dramas, songs, moral dilemmas, games, stories and other literary forms to inspire a natural morality in the students.*
- *Moral examples of teachers of high integrity.*
- *Reinforcement of moral behaviour.*
- *Ethical values underlying all disciplines.*
- *Recitation of moral aphorisms.*
- *Ideational techniques by teachers and students to transform non-moral attitudes.*
- *Cooperative learning and conflict resolution.*
- *Creation of a moral community in the school.*

For creative development:

- *Training in the arts (music, theatre, painting, modeling, crafts, etc.) and their utilisation in all other disciplines to enhance learning.*
- *Use of fantasy through stories and drama.*
- *Techniques of metaphoric and lateral thinking.*
- *Training in visualisation skills.*

For intuitional and spiritual development :

- *Elevating music, song and dance.*
- *Mind-expanding techniques of concentration and relaxation ('quiet time').*
- *Systematic exercises in deep-breathing and sensory withdraw.*
- *Concept of interconnectedness underlying curriculum design.*
- *Experiences of oneness with nature.*
- *Spiritual stories and dramas.*
- *Inspiration of the teacher.*

For social and environmental development:

- *Service projects in the local community.*
- *Lessons/discussions about social justice and human rights.*
- *Environmental excursions and campaigns.*
- *Inculcation of sense of responsibility through schools duties.*
- *'Child-to-child' programs (children teaching other children).*
- *Vocational skills developed and applied in community service.*
- *Communication and group dynamics exercises.*
- *Leadership training.*

Specialties of Ananda Marga School

- *Play way method and Kindergarten System.*
- *English medium but Local language (here Bengali) is compulsory.*
- *STU-VOL is a special subject for all-round development of a child.*
- *Class-teaching with Kin individual care.*
- *Qualified and well-trained Volunteer Teachers.*
- *Educational excursion, Stu.Vol camp etc. are arranged as extracurricular activities.*
- *Periodical Medical Checkup.*
- *Regular P.T. parade, Asana, Games, & Sports and Annual Sports for physical development.*
- *Daily prayer, Cultural activity and Annual Cultural function for cultural development of the children.*
- *Drawing is also a subject of the curriculum.*
- *Guardian contact and guardian meeting for the better parent-teacher co-operation.*
- *Monthly and Terminal Tests to know the progress of the students.*
- *Periodical arrangement of teacher training and Practical Workshop.*
- *Sanskrit Slokas are taught for moral and spiritual development of the pupil.*

A Few Information

- ❁ **School calendar :-** i) Session :- January to December. ii) Annual Sports on the last week of January or the 1st week of February. iii) Annual Cultural Function in the month of September.
- iv) Yearly medical checkup in the month of February. v) Three vacations : Summer vacation (in May-June), Puja holidays (in September/October), winter vacation (in December/January) and other Public holidays. vi) Weekly cultural & Literary activities by experienced teachers. vii) Music, Drawing, P.T.-Parade, Asana, Games & Sports are in the weekly routine.
- ❁ **School hour:- As per the School Routine.**
- ❁ **Uniform :-** **For Nursery to Std-V:** Boys-Red Shirt, Black Pants, Black Shoes, White Socks, White Monogram and Necktie. Girls: Red Shirt, Black Skirt, Black Leggings (from Std-III onward) Black Shoes, White Socks, White Monogram and Necktie. But on Thursday: White Shirt, White Skirt/Pant, White Leggings (for Girls from Std-III onward) White Shoes, White Socks, White necktie.
- For Std-VI and Onward:** Boys: Maroon colour Shirt, White Pant, Black Shoes, White Socks, White Monogram and Necktie. Girls: Maroon colour Shirt, White Skirt, White Leggings, Black Shoes, White Socks, White Monogram and Necktie. But on Thursday: White Shirt, White Skirt/Pant, White Leggings, White Shoes, White Socks, White necktie.
- N.B :- (a) Everyone is to wear the monogram or the identity card as prescribed by the school. (b) In winter, students may wear Red sweater.
- ❁ **Admission :-** A child of 3 years+ may apply for admission into Nursery class, 4 years+ into KG-I, 5 years+ into KG-II, 6 years+ into Std-I accordingly. In case of new admission, Xerox copy of birth certificate, Report of last Annual Examination

(if any) and Transfer certificate from previous school should be submitted along with the admission form.

- ✿ **Conveyance Facility:-** The school has Buses are available to carry the students. (No compulsion).
- ✿ **Availability of books etc.:-** The books, Uniform, bags, monograms, shoes, etc are supplied from the school on cash payment.
- ✿ **Tiffin :-** Tiffin should be strictly Vegetarian (**Without Onion & Garlic**).
- ✿ **Computer Teaching:-** Computer Teaching is provided from Class-Std -I onward.
- ✿ **Admission schedule:-** Distribution & Submission of forms: In between 8th February to 6th March,2024.

Interview and Tests: 10th March(Sunday), at 11.00am.

Result declaration: 15st March(Friday),2024.

Admission: 1st April (Monday) to 10th April (Wednesday)
2024.

* Seats are limited. Avail Admission within specified date.

* Classes will be started on and from the 12th April , 2024 (Fridayday).

- ✿ **Affiliation / Recognition of the school :-** Ananda Marga School, Ganki, Khowai is affiliated by the Ananda Marga Gurukul (Affiliation No. N/3/8/2011; Dt.- 24.08.2011). It is also recognised by the Education Department of Govt. of Tripura. (Reg. No .16061501412; Dt- 18.11.2014).

Ananda Marga School, Ramchandra Ghat, Khowai,Ananda Marga School, Asharambari, Khowai & Ananda Marga School Jambura are three satellite schools of Ananda Marga School, Ganki, Khowai.

- ✿ **Conclusion :** - Parents / Guardians are requested to know more and more about the system of Ananda Marga Education. We will be happy if your child / ward get admitted in our school and enjoy the Education in a Spiritual environment.

N.B.- Rules for Admission to Std-I(New) will be as per Right To Education Act.

2009

If any change takes place,it will be notified later on