



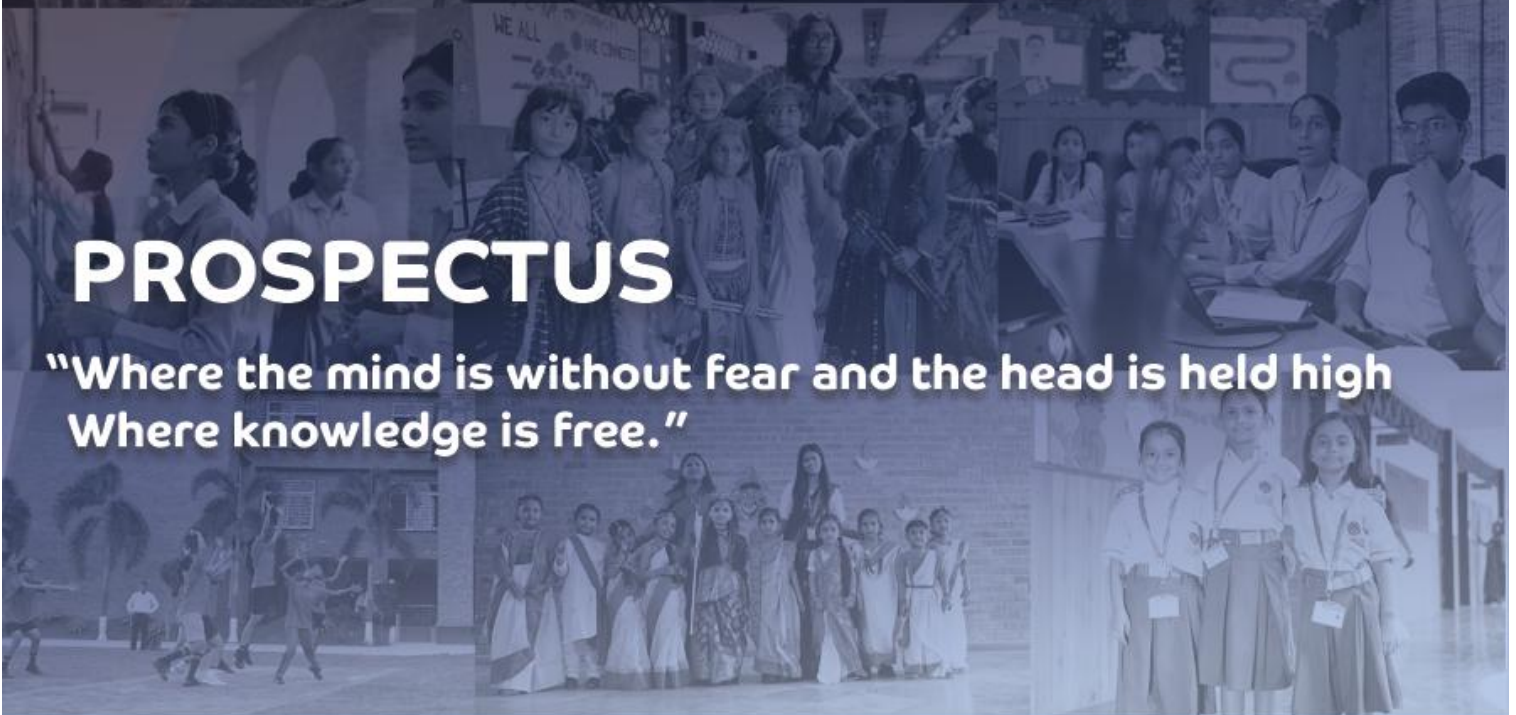
# MANAVA BHARATI INTERNATIONAL SCHOOL

AFFILIATED TO CBSE, NEW DELHI

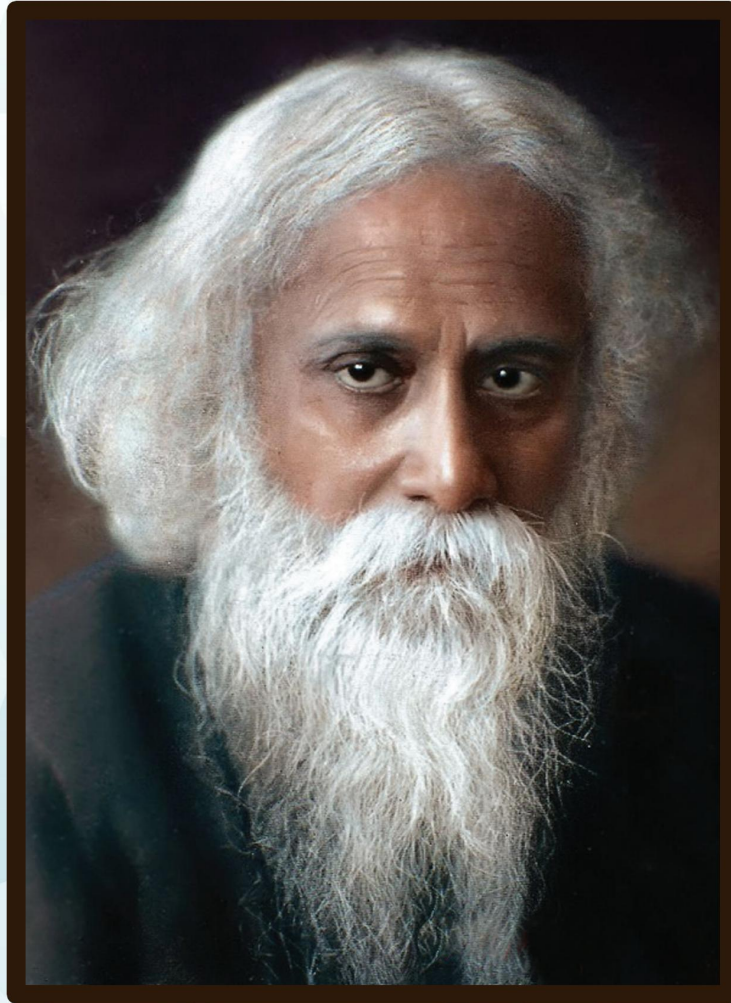


## PROSPECTUS

"Where the mind is without fear and the head is held high  
Where knowledge is free."



Our  
**INSPIRATION...**



Rabindra Nath Tagore

## 'Where the mind is without fear..'

*"Where the mind is without fear  
and the head is held high;  
Where knowledge is free;  
Where the world has not been broken up  
into fragments by narrow domestic walls;  
Where words come out from the depth of truth;  
Where tireless striving stretches  
its arms toward perfection;  
Where the clear stream of reason has not lost its way into the  
dreary desert sand of dead habit;  
Where the mind is led forward by  
thee into ever-widening thought and action -  
Into that heaven of freedom, my Father,  
let my country awake."*

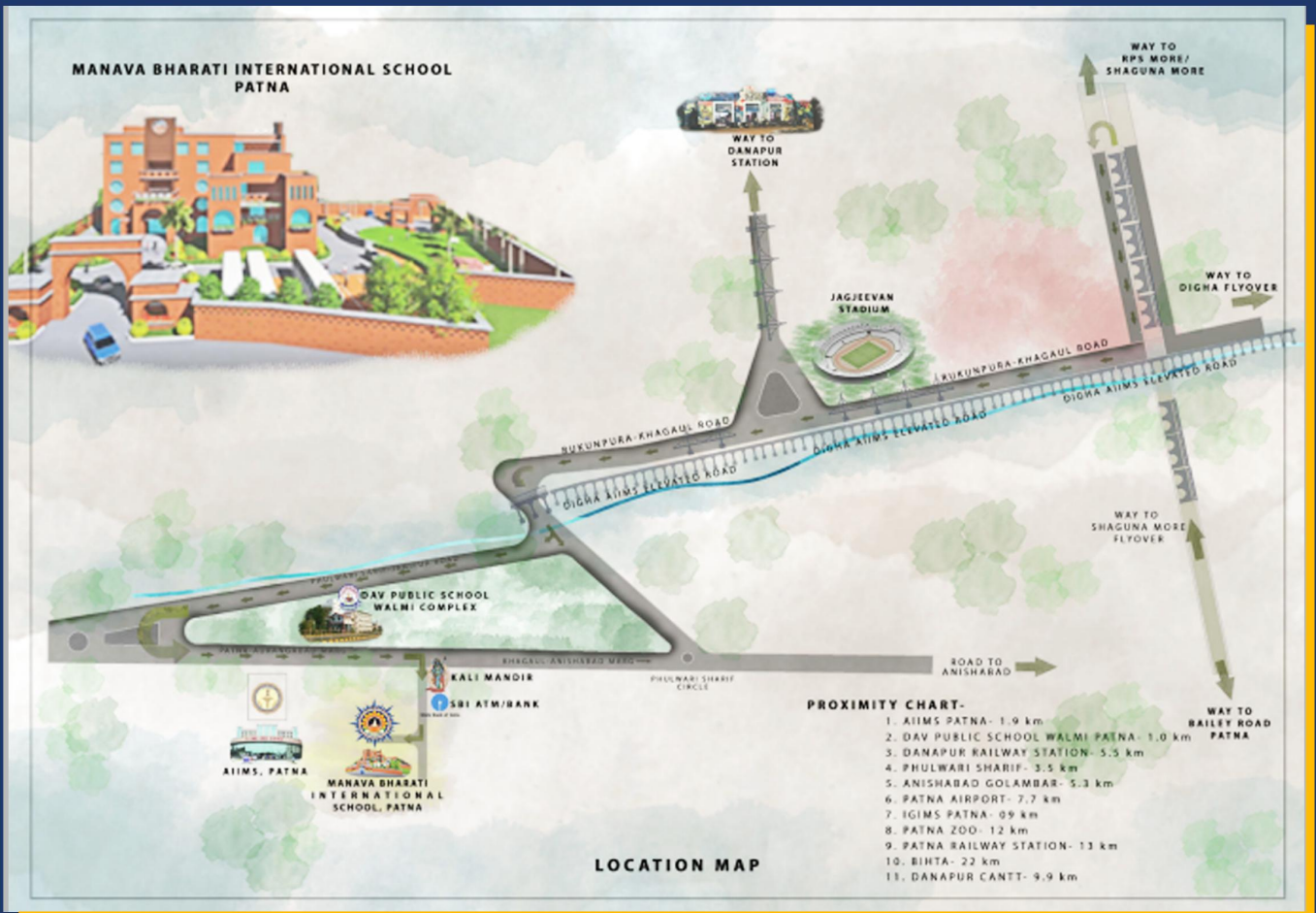
~ Rabindranath Tagore

The above, by the Nobel Laureate Rabindra Nath Tagore, reflects his aspirations for an awakened society. He, himself, has been experimenting with various ideas and instrumentalities on how the aspiration could be realized. His experiments have been diverse leading to enunciation of his educational philosophy. Freedom, empathy and nature have been essential elements, in his scheme of things, **for preparing minds without fear!**

**Dr. Durga Prasad Pandey** (fondly called Babu Ji), a passionate visionary and an erudite scholar, had great influence of the Nobel Laureate . After spending time with him, at Shanti Niketan, he chose to devote his life to work with the children and offer education in an environment of freedom, passion, empathy, collaboration and cocreation which could prepare fearless

minds keeping their head high and humble. Manava Bharati, in the Himalyas-Dehardoon and Masoorie - became Babu Ji's center for experimenting with his humnism approach to education. He also had a great influence of Maria Montessori, in his work, and adopted Child Centric approach to help them develop their multi-dimensional potentials.

Inspired by Babuji's core vision and fundamentals of his philosophy **Manava Bharati International School, at Patna, was founded by Mr. Pradeep Kumar Mishra and his wife Monika Dutt Mishra who, earlier, established two public schools in rural Bihar (Buxar) and a semi-urban locality – Khagual (Patna). Dr. Himanshu Shekhar, a friend and a psychologist encouraged their initiatives and extended a supportive hand in establishing MBIS, Patna.**



## Patna, Bihar -Why?

Students from Bihar, presumably, have registered their iconic presence all over with their academic and professional achievements in different walks of life. It, however, sends thousands of students outside Bihar for education including school education.

## Location and Space

MBIS is located along NH-139, an upcoming address and institutional hub on the outskirts of the state capital of Patna. The surrounding landscape is dotted with the All India Institute of Medical Sciences (AIIMS), Water and Land Management Institute (WALMI), Administrative Training Institute, National Institute of Hydrology, Hydraulic Research Center, ITBT Sector Head Quarters, Indian Council of

Considering the large volume of migrating students need for 'quality education and institution', at home, is greatly felt. **Manava Bharati International School** is a modest institutional intervention to fill this void.

Agriculture Research (ICAR), Regional office of the Ministry of Road Transport and Highways and the famous Mahavir Cancer Hospital. This makes MBIS part of a diverse institutional neighbourhood which can allow important multi-disciplinary interface to learn and benefit from. A network of connecting roads and flyovers make MBIS conveniently accessible from all parts of the city and adjoining areas.



## Infrastructure

Built on a sprawling campus of approximately two acres MBIS's iconic architecture, using exposed brick technology, is a great attraction in the locality. Its location, at the side walks, allows peace and tranquility to go undisturbed offering the much needed serenity for the hassle free academic and allied activities. The architecture is so designed that every area /location allows adequate air, light and physical space to engage in various activities requiring an informal and unstructured format. The large play ground is used for multiple activities including open air teaching and demonstration.



## Academic Environment

The school has modern scientific laboratories, computer, media and communication labs, library, and auditoria, play areas and pleasantly built creative arena for the tiny tots. The classrooms are spacious and well ventilated with scientifically designed furniture and teaching gadgets and equipments.



*Manava Bharti International School (MBIS)  
is a public school promoted by  
Lord Budha Educational Foundation Society  
(Registered under Government of Bihar Society's Act)  
and is affiliated to the Central Board of Secondary Education (CBSE),  
New Delhi - affiliation number being 330864*

## MBIS Is Different - VISION Is To Transform!

Our vision is to evolve visible changes in the existing landscape and character of school education making it transformational. School education offers foundation for life, it prepares the children for a meaningful pursuit based on their choice and orientation –

**'what one feels strongly about'.**

School education must allow space for reflection, analysis and freedom to choose from what is available and what one may imagine /aspire pursuing. In this context, we are guided by our own vision of preparing children to be :

**Reflective:** Ask questions from one self on ones position and actions.

**Analytical:** Why and how questions about evolving realities.

**Pro-active:** An ability to imagine future and evolve action accordingly.

**Self-efficacious:** Belief in ones abilities to succeed / execute / achieve what one wishes to.

**Collaborative:** Being able to cultivate, nurture and enjoy partnership and collaboration.



We strive to inculcate freedom, empathy and solidarity with nature through our participatory pedagogy, inclusive culture and physical and infrastructural ambience. Our ambition is to transform our school into a vibrant and inclusive knowledge production center making education :

## Holistic | Flexible | Multidisciplinary

Aimed, at bringing out and nurturing the unique capabilities of each student. This is in conformity with the vision and aim of the **National Education Policy – (NEP-2020)**. We are an English medium school but our intention is to use English as medium to link and communicate globally with various spectrum of knowledge. Languages, for us, are to help the children communicate effectively and relate realistically with the existing possibilities. The languages are not to demonstrate superiority and one upmanship but to help develop holistically

## MAKING THE DIFFERENCE Is Possible!



The physical infrastructure and architecture is important, no doubt, but they cannot be meaningful unless there are catalysts and change agents capable of and committed to turning the vision into reality. **MBIS considers this as central and therefore has been careful in identifying, sensitizing and preparing the agents for the ambitious goals it espoused.** We have competent teachers with shared vision and commitment. The teachers, at MBIS, are selected not only on the basis of their academic background but on the basis of their orientation and sensitivity to the vision for a

### Our Students - A mosaic of cultural diversity and richness

In its third year, MBIS enjoys the confidence of parents who represent various strata and ethnic and cultural groups symbolizing a congregation of socio-economic and cultural pluralism. We have students from the adjoining villages and urban localities-this offers opportunities for exchanging and widening perspectives and world views. The parents working, at the national and state institutions, prefer sending their children at MBIS. This brings students from different parts of the country from different strata making us a courtyard of diversity. We have learned how to use and take advantage of the diversity in creating a vibrant and inclusive knowledge production centre.

transformational education. They undergo orientation / induction training and a continuous renewal and mentoring by our mentor group which is group of experienced experts psychologists and practitioners. Besides classroom transactions they undergo experiential learning opportunities to understand empathy, collaboration, participatory approaches and application of practical tools and lively narratives such as **story telling, reflective learning processes and the like.** The collaborative perspective, used by the school, offers answers to many questions often asked by the students. Our school considers itself as a community, which also includes parents as the integral part. The parents have contributed significantly and continue to participate as mentors and collaborators.



Children studying at MBIS create and enjoy a cosmopolitan environment.





## Collaborative Perspective And 3A Strategy

Catering to the specific needs of the children calls for a transformational perspective and appropriate approach. MBIS cultivates and encourages collaborative perspective in which teachers are considered as facilitators and partners rather than knowledge dispensers (givers). This is a major shift which is perceived empowering by the students. Under the perspective the students and the teachers think and ideate together. Together they would evolve commensurate actions.



Following a child centric strategy that MBIS has evolved a 3A strategy. The strategy involves:



**Self-assessment** and understanding of ones strengths and weaknesses ,competencies, aspirations and aptitude by the students themselves subsequently shared and discussed with the parents and the teachers /mentors

**Self analysis** of what one feels about him /herself and factors influencing his/her existing situation. Analysis is shared with the parents and the teachers to evolve way forward for the students as well as the school

**Collaborative actions.** Based on the above a collaborative action plan is developed underlining what, how, who and when elements. Responsibilities are assumed and regular reviews carried out.

*The 3A strategy helps in planning and tracking development of capabilities and emotional and behavioral changes. Collaborative perspective helps constructive actions minus 'an often practiced blame game -'not me –some body else' scenario.*

## Our Unique Pedagogy

We are not focused on and rigid about classroom teaching and completion of courses pushing the pupils to parrot and get the lessons by heart. We encourage exploration, reflection, application and hands on. This is achieved through a number of activities:

- *Group discussion, workshops, seminars, debates*
- *Developing communication effectiveness through communication labs*



- *Collaborative and peer-learning - students - teachers; Students - Students*
- *Experimentation at the labs with the teachers and others*
- *Socio - emotional engagement through - gap - shap (chats) and story telling*
- *Practical immersion into realities*
- *Projects based learning and*
- *Exposure visits*
- *Global exposure through planned interaction with global community and experts*

## Dealing With Crises- *We have learned our ways fairly well*

MBIS has withstood the current pandemic and its aftermath demonstrating resilience and consistency. It evolved, intrinsically, appropriate strategies and programs to deal with the crises and maintained academic and allied activities using virtual platform. Our students and the

teachers, happily, steered through the difficult journey. The crises helped us consolidating spirit of bonding, partnership and collaboration. We treasure this learning which would be useful in future should such crises continue and emerge.

## A Balance Sheet

We consider our balance-sheet as promising. We are constantly growing-many students joined us during the pandemic for our virtual classes and decided to continue and stay back, our teachers have been able to address complex issues including psycho-emotional ones, we evolved new perspectives and strategies, we were able to

test and try them and interestingly we have been able to confirm several of them for their relevance and authenticity. Our collaborative perspective and 3A strategy is considered as significantly relevant and compliant to the spirit and provision of NEP- 2020.

## Governance At MBIS

As a knowledge institution MBIS follows deliberative and participatory governance and work culture. There is no rigid authority system – collaboration, mutual appreciation, transparency and flexibility define MBIS governance which has led to an empathetic culture. This has ensured bonding, interpersonal trust, emotional well being and academic excellence - a combination which define our vision.

With this culture MBIS has been able to, proactively, deal with the crises situation arising out of the pandemic. Our mentor, Dr. Rajeshwar Mishra, has been facilitating the deliberative and participatory processes which make MBIS as an institution with a difference to foster and nurture these basic human values.



## Invitation

*We invite you to be part of this interesting journey and partner in making education in general and school education in particular transformational. You are most welcome!*

## From The Mentor :

*'Reminiscences and a shared vision ...'*



First, I met Babu Ji (Dr. D.P. Pandey) during a chance visit to Mussorie and Manava Bharati in early seventies. Was hesitant to interact but soon found myself nearer to him – don't know how it all happened. Sensing my hesitation and lack of words Babu ji encouraged education. None of my letters ever went unanswered and there I realized the essence of greatness and generosity in Babuji . He was showing interest in the subjects I shared from the villages of Bihar where I worked with. He started sharing issues on and invited me to the prayers, discussions and walk throughs. The feeling, for me was ecstatic and humbling. With a sense of great accomplishment I returned back to Patna and kept communicating with him touching upon various subjects centered around

institution building and his thoughts on education as a transformational intervention in building of an inclusive and creative society. It was enchanting to hear from him his experiences of Shanti Niketan and his time with Guru Ravidra Nath Tagore. With no opportunity of any exposure to the outside world, I felt better informed and accomplished. The most important aspect of Babu Ji's persona was his humility and attention he would pay to anything one can bring for discussion. The last string of discussions, before his sad demise, included exploring possibilities of visiting Bihar and initiating child centric educational activities as an institutional intervention.

When I learned that Pradeep and his wife Monika have established Manava Bharati International School (MBIS), Patna I had great feeling. Association of Dr. Himashu Shekhar, in the pursuit, was encouraging and reassuring. I felt the vision and hope of Babu Ji getting re-kindled through MBIS. I was not sure, however, about which way things would turn. I first visited MBIS during an event and was impressed to see the ambience and infrastructure, specially the architecture. My interaction with Pradeep and Mona was positive which continued and

extended to many more sessions with the students and the teachers.

We decided to plan a visit of the children and the teachers to the Anghyela Hills where Babuji's dream school was located. We could observe the children and the teachers enjoying the serene environment and exploring and inspiring setting. I, too, kept contemplating! What an inspiration and impact the visit seemed to have spelt! A stray incidence taught me lessons to remember. The incident resonated what Babu ji might have cherished!



*Children were playing football and suddenly  
the ball struck a flower plant.  
Abandoning their game, in the middle, the children ran to the plant,  
supported it with care and fixed the plant  
with additional layer of soil.  
The plant stood erect and the children had smiling gaze,  
the feeling reflected -  
'we could help the plant stand up with vigour  
and regain its pride'!.  
This was an example of empathy in full view!  
I felt - 'the setting was conducive to rediscovery' -  
this needs to be considered  
as option for self - learning and discovery at*

*MBIS, Patna*

For me this was a great lesson and perhaps a reflection of empathy which Babuji greatly valued. During the visit the children also met and interacted with Padmabhushan Sundar Lal Bahuguna ji and heard his passionate tale of

environmental conservation and restoring their dignity. Children's response was tremendously emotional. It gave positive feeling about the way education could turn transformational!

Back from the trip we saw great values in our strategy and pedagogy :

- *We began working with individual students, working through their strengths and limitations and putting up commensurate efforts to turn limitations into strives for corrections.*
- *The teachers showed tremendous tenacity to follow this and the result proved quite fulfilling.*
- *The parents felt overwhelmed by the result and the outcome.*

For me it was a great hope - I reassured my self of the potentials the school has and the leadership which was ready to move forward with the onerous task ahead. For me this was the time to consolidate and commit my involvement. They may call me 'Mentor' but I took it as the opportunity to refresh my learning and keep Babuji's vision of a child centric education moving.

**Centric'** - perspectives. I found out enough reason for me to keep supporting the school pursuing the two perspectives which may prove watershed in school education.

Pradeep and his wife Monika reconfirmed their commitment to this vision. Subsequent actions / events led us to believe and confirm our faith in the inevitability of collaborative perspective where everyone mattered evenly. **MBIS** witnessed evolving of the two – '**Collaborative and Child**

The pandemic and the lockdown offered opportunity for all of us to witness the efficacy of the two perspectives as the task of responding to the academic and emotional demands of the children was too onerous to have been addressed by the school alone 'in a business as usual frame work'. The teachers, the students and the parents demonstrated high level of partnership and collaboration-proving that '**everyone matters evenly-in fact every body mattered most!**

I am happy with the development so far and would wish to have better and clearer understanding of what education is all about and how this could be achieved. I would, therefore, like to invite prospective parents, well wishers and the children to join us not only to have the benefits of our perspectives and learning but to be partners in furthering and nurturing '**Child Centric'** and '**Collaborative Perspective'** that we have and are adopting. These would go a long way in making education transformational, here at **MBIS**.

## Testimonials By Parents

MBIS has a very welcoming environment, the teaching methods are exceptionally innovative. I'm grateful for the positive impact this educational institution has on my kids.

- Mrs. Nazia Praveen



I'm 100% satisfied with the quality of education at MBIS. They cultivate strong moral values in students and I've witnessed its impressive effects on my child's mental-development.

- Mr. Kumar Uttam

At first my child was reluctant about going to school, the notable change in his enthusiasm after joining MBIS is truly remarkable. This made a significant & inspiring shift in his overall demeanor.

- Dr Mansi Upadhayay



The confidence instilled in my kids by MBIS is commendable. My kids love going to school, they insist to go even when they are sick. The teachers have unwavering supportive attitude towards the kids.

- Mrs. Anjali Ojha

### Notes

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**We offer  
enabling environment  
to explore, discover  
and excel!**



## **Manava Bharati International School**

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