

NEO-HUMANIST EDUCATION

Anandanagar, January 1992

THE VISION STATEMENT

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Neohumanism is an ecological, holistic, comprehensive philosophy. Drawing upon ancient yogic teachings on the levels of consciousness, a neohumanist approach to education seeks to develop the subtler capacities and values of the human beings.

GLOBAL NEOHUMANIST EDUCATION NETWORK
Neohumanist Education Research Institute (NERI)

www.neri-network.org

www.gurukul.edu

www.gane-educators.org

Message to Teachers

The noblest form of social service is to educate the public and create a sense of consciousness in them. This sense of consciousness is to be inculcated in each and every human being. This is your duty.

The goal of education is to elevate the all-round standard, and especially the intellectual standard. In addition, the elevation of the moral standard is extremely necessary in the sphere of education. This moral standard is deficient today. It is lacking in the present educational system also.

You are to create a new social order. Therefore, you should first acquire more and more knowledge in different spheres of life and also you are to upgrade your morality. Along with your intellectual standard, if you have morality, then everybody will respect you.

Try to acquire as much knowledge as possible through our own books. Education, which leads to the acquisition of knowledge plus morality, makes for a peaceful society.

Shrii Prabhat Ranjan Sarkar (1987)
Founder of Neohumanist Education

Preamble

Educators, parents and other interested in Neohumanist Education, all from diverse cultural backgrounds, from different parts of the world, came to Anandanagar to share and participate in defining and crystalizing the Neohumanist Education Vision.

Traditional education systems have failed to provide meaningful direction and motivation to build a healthy society. While the materialistic and analytic outlook of contemporary educational systems has brought about material advancement, they have not instilled moral and spiritual values. As a result disparities abound.

Without psycho-spiritual guidance, human beings tend towards exploitation and this exploitation can be more dangerous in the psychic level than in the physical level. In order to avoid intellectual extravaganza or physical subjugation, human beings require proper physical, mental and spiritual training. Neohumanist education provides the system, environment and inspiration for human beings to achieve Perfect Knowledge.

THE PRINCIPLES OF NEOHUMANIST EDUCATION

Principle I- Spirituality and Service

Sa' vidya' ya' vimuktaye means “Education is that which liberates”. The real education is that which brings about trilateral development-simultaneous development in the physical, mental and spiritual realms of human existence.

All people are spiritual beings in human form. Neohumanist education represents a rediscovery of purpose in human existence through a holistic approach. In the scale of evolution, humans are endowed with a special gift, a unique ability to think rationally and creatively. These qualities enable them to perform spiritual practices and seek the answer to the questions: “Who am I?” “What is the purpose of my existence?” and “Where do I come from?”

The mind can play a double role. It can be a source of bondage or of freedom. Neohumanist education, through its scientific methodology encourages the positive aspects of mind, accelerating the elevation of mind from lower planes of existence to higher ones.

Spirituality is a means to unite different cultures and develop a feeling of interconnectedness with all life. Neohumanist education creates a new human being reflecting Cosmic Consciousness, the perfect self. All people on this planet possess some unique qualities, para-psychological abilities, intelligence and intuition. The mind is a treasure of this enormous potential. The mind must be freed from bondage and limitation, so that positive potentialities of the mind can be manifested. How are these abilities of the mind to be utilized?

Here the spirit of service plays the vital role. The totality of these expressions is to be channelized towards the service of the entire creation. We cannot waste human potentials, nor can we allow it to be used in destructive ways. So the mind's treasures must be utilized for higher purpose—welfare for all (humans, plants, animals and so-called inanimate world).

Spirituality brings out the transformation in human consciousness, helps to transcend the materialistic tendencies and empowers the humankind with a moral (*dharmic*) force. This force is needed to create a paradigm shift from a present mechanistic view of the universe to a new holistic vision of the world, a world as a web of interconnected parts.

Principle II-ECOLOGICAL AWARENESS

A neohumanist is one who has a profound reverence for all life forms. The shift from competition to coordinated cooperation; from individualism to collective welfare; from centralized systems to decentralized systems; all point towards a growing realization of the interconnectedness of all things and biological egalitarianism.

The goal of neohumanist ecological awareness is to give dignity to all of nature since each entity of the universe has its own existential value as well as utility value. It may or may not have utility for humans but its importance in the creation is not a bit less. Neohumanist education strives to discover the hidden potentials of each created entity- whether animate or so-called inanimate. In this pursuit lie the secrets of progress and prosperity of all life forms. Here, the role of scientific temperament is paramount.

Principle III- EXEMPLARY ROLE OF EDUCATOR

Teachers are the facilitators of learning which is a natural, organic and holistic process. The teacher should be able to awaken in the student a thirst for knowledge and a deep curiosity for understanding the mysteries of cosmos, social order and the human existence. It is also important that teachers continuously develop in all spheres. Neohumanist education is learner centered where both teachers and students are co-learners. The role of teacher is not only to transmit information, which is now being taken over by technological gadgets, but also to ensure that knowledge is assimilated which is facilitated by human interactions.

It is not enough for teachers to have the academic qualifications. They must also possess the inner aptitude to teach in an innovative and integrated way, always enthusiastic about the subject matter to be taught. The personal inner development of the teacher is an integral part of education.

Teacher is a bridge between family and community. In this interactive play within the family, community and the school, the

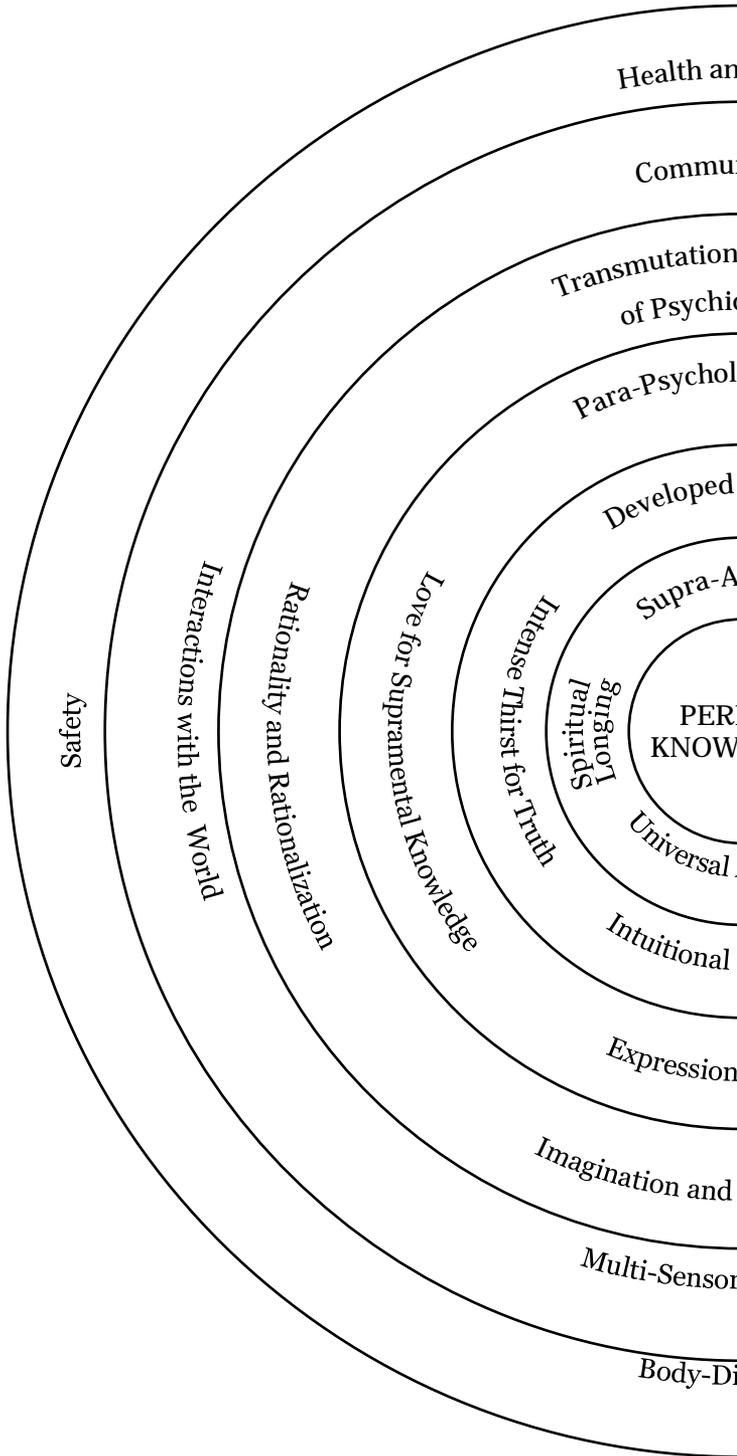
student experiences a mini-universe. Since we are no longer agricultural societies, we are missing out the component of active interaction with nature on a personal daily basis and that now needs to be consciously brought into educational framework. Neohumanist education strives to bring back a space where the students grow in active interaction with plant world, animal world, humanly engineered world and the inner spiritual world.

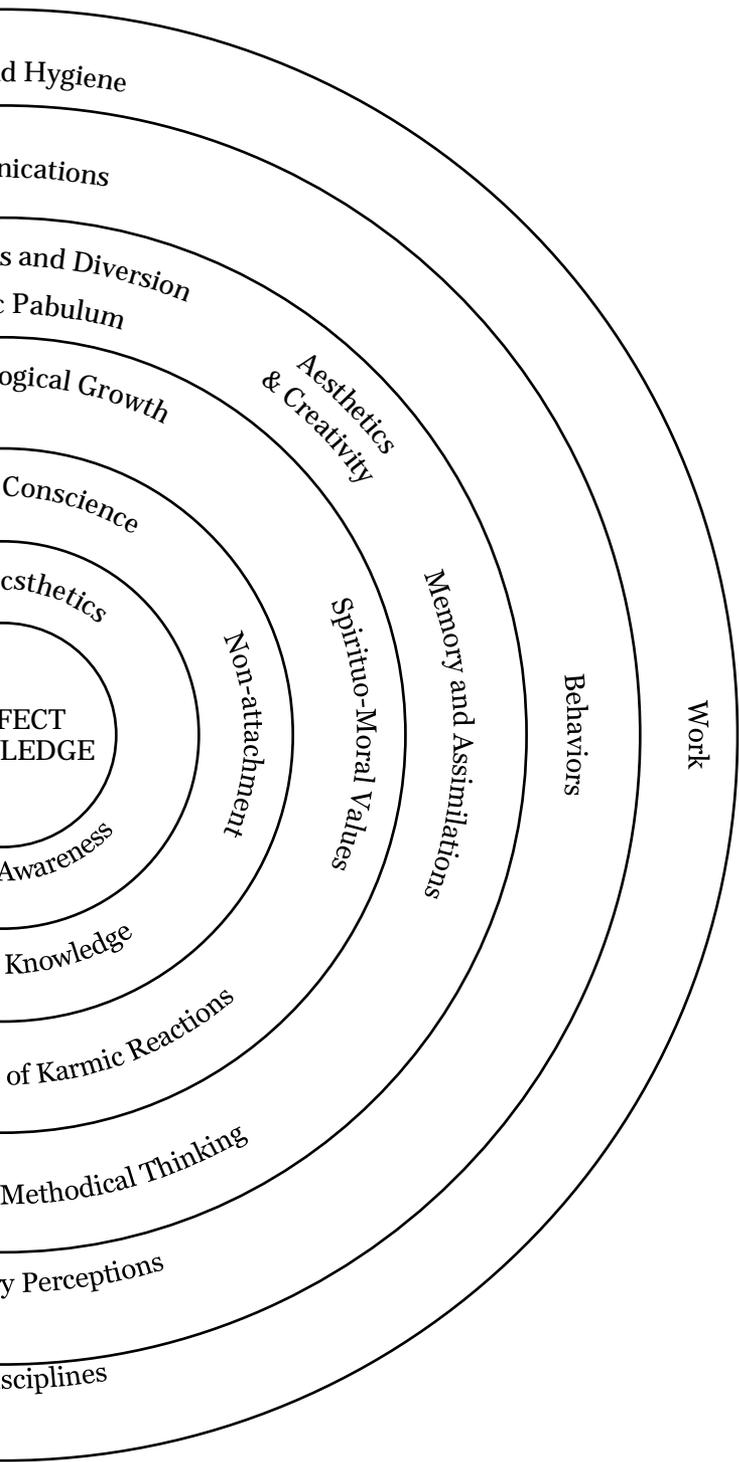
Principle IV- OPENING THE GATE OF INTUITION

Intuition is used and relied upon more often than most people realize. It is such an integral component of our decision-making capacity, learning skills and creativity that it usually goes unnoticed, unappreciated and underdeveloped. As we become more and more aware of the important role of intuition in all aspects of teaching, we can encourage others, especially children, to trust, and develop their intuition. It is not a rare gift limited to a few lucky souls, but a universal capacity accessible to all. Intuitive intelligence can be cultivated through intuitional practice, which can be learnt from *yoga-acaryas*. Intuitive knowledge requires respect for oneself and others, knowing how to trust the self, taking risks, discovering individual uniqueness and accepting responsibility. Ultimately, it brings us in contact with the highest level of consciousness and brings wisdom and deep inner peace.

Principle V- DEVELOPMENT OF PINNACLED INTELLECT

The traditional way of knowing is limited to linear logical thinking, rationality and problem solving within the boundary of the perceived world. There is increasing recognition that there are multiple ways of knowing, extro-internal, intro-external and psycho-spiritual. The sharpening of intellect ultimately allows the entrance into subtler worlds and we can begin to understand the mysteries of creation. It also helps us develop virtues, which are the product of the higher mind. Through regular practice of concentration, pinnacled intellect can be nourished allowing us the access to transcendental realm of knowledge.





and Hygiene

Communications

and Diversion

Pabulum

ological Growth

Conscience

Aesthetics

PERFECT
KNOWLEDGE

Awareness

Knowledge

of Karmic Reactions

Methodical Thinking

Perceptions

Disciplines

Aesthetics
& Creativity

Non-attachment

Spiritual-Moral Values

Memory and Assimilations

Behaviors

Work

Principle VI- SOCIO-ECONOMIC LIBERATION

Social, economic, political and cultural exploitations have torn asunder the peace and harmony in the world. Without economic and distributive justice, even political democracy becomes meaningless. Neohumanist education (NHE) strives to eliminate the roots of psycho-economic and other forms of exploitation by cultivating cosmic-sentiment and by the application of principles of progressive utilization of all potentialities. To uplift the status of the poorest of the poor and tribals or minorities on the verge of extinction through research, service, study and education is an essential element of NHE system.

Principle VII- SCIENCE FOR WELFARE

NHE recognizes that science has been the part of human progress since the beginning of creation. Ants build their anthills, bees build beehives, birds build their nests and humans build their homes. All the creatures utilize the dormant potentiality of their minds to survive and thrive. Scientific temperament can be utilized for building bombs and destroying society or finding ways to free humans of all diseases. Science should be utilized for universal welfare and not for fueling wars. The benevolent use of science and technology can eliminate poverty and ignorance from this globe. That is precisely the thrust of neohumanist educational initiatives.

In the words of ShriiP.R.Sarkar, “We should remember that morality, spirituality and humanity, and a happy blending of occidental extroversial science and introversial philosophy is the very foundation of neohumanist education.”

Principle VIII- BALANCED OUTLOOK (PRAMA)

Prama advocates a balanced approach in all spheres of human existence. This can be achieved through first of all, subjective approach with objective adjustment. Mundane knowledge is the subjectivisation of external objectivities. NHE recommends a movement towards Supreme Subjectivity while mainting adjustment with the mundane knowledge.

Knowledge without action leads to ego and becomes a liability. NHE promotes balanced approach in theory, research and application of knowledge.

Principle IX – DESMEP

DESMEP is an acronym for Discipline, Etiquette, Smartness, Morality, English and Pronunciation.

Discipline allows the transmutation of physical pabulum into psychic pabula and unto the spiritual pabulum. It enables the healthy pursuit of *kama, artha, dharma and moksa*.

Etiquette- Dignity and a sense of appropriateness in social settings.

Smartness- Positive self-concept and personal neatness in dress and appearance.

Morality- It is an attribute of a good citizen and the starting point of the path of divinity. Morality is the base, Intuition is the way and Life divine is the goal. Morality is a dynamic force and not just a rigid set of rules. It is application of discrimination in all actions, big and small.

English- Skill in using the current global lingua-franca.

Pronunciation- Openness and an ability to communicate.

E.D.U.C.A.T.I.O.N.is an acronym for Enlargement of Mind; DESMEP, Universal Outlook, Character, Active Habits, Trustworthiness, Ideation of the Great, Omniscient Grace, Nice Temperament.

Principle X- NEW ROLES OF ARTS AND CREATIVITY

Artistic expressions should be for service and blessedness. Aesthetics impart joy and happiness to all around. Learning which utilizes arts brings joy in the educational process. Human expressions should be refined and these refined expressions of human mind are to be cultivated. They help in promoting the sentient nature and leads the students towards highest fulfillment.

OBJECTIVES OF NEOHUMANIST EDUCATION

1. Create conducive learning environments.
2. Inculcate a culture of healthy habits of sentient living.
3. Make proper use of endowments of nature
4. Learn to honour gratitude in life.
5. Help students develop methodical thinking, power of concentration and visualization.
6. Develop a positive outlook in life.
7. Cultivate *viveka* and *vaeragya*.
8. Develop cognitive, creative and communicative skills of each student.
9. Recognize cardinal human values
10. Nurture service and sacrificing spirit.
11. Become an active and responsible member of society
12. Foster empathy, compassion and universal love.
13. Embrace Univesalism.

QUALITIES OF TEACHERS

- Be neohumanist and encourage others to be neo-humanist.
- Inspire students by their character, behavior and knowledge.
- Educate in such a way that students love to learn, remember what they learn and make use of it in practical life.
- Foster excellence, especially in teaching and administration.
- Maintain a sentient bond of affection and respect between students and the teacher.
- Nice Temperament
- Utilize knowledge of applied psychology in all dealings
- Commitment to personal growth and professional development.
- Thorough knowledge of the subjects designated to teach.
- Always maintain helping attitude towards students.
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“Education is a part of cultural life.
Education should be free,
and education must be
based on Universalism.”

Shrii P. R. Sarkar

GLOBAL
NEOHUMANIST
EDUCATION NETWORK
INVITES
YOU
TO

Acknowledge And Promote
A Vision Of Education
That Fosters
A Happy Blending Of
Occidental Extroversial Science
And Oriental Introversial Philosophy,
Ecological Awareness,
Socio-economic Liberation,
Universal Peace And Harmony.

More Than 1200 Schools In Over Fifty Countries Are
Currently Striving To Apply Neohumanist
Principles And Actualize The Grand Vision Of Neohumanism.