

Learning Un Learning

exploring cognition and re-cognizing the being

An existential/ experiential and collaborative enquiry on exploring how one learns, what one learns naturally, how learning happens in nature , What nature learns and why nature learns.....

What

' Learning Un Learning 'is an year long program for recovering one's biologically rooted natural learning process by imbibing the same by being in nature, with children or where natural learning happens. This would entail one to enquire deeply the whole mechanics of learning process and understand the natural, organic, integrated and holistic nature of learning. This would also makes one examine the impacts like alienation, fragmentation and mechanization of human beings which has become the way we exist today. One would also have to ask the very purpose of learning and what is one supposed to learn.

In a way the attempt is to reawaken one's connection to nature or to reawaken the nature in oneself

Why

The present schooling damages the natural cognitive process based on biological aspects of the being. This natural process is replaced by conditioning the mind with language. This kills sensitivity, creativity, intuitive and insight abilities. Understanding this deeply would help the participants regain their own authenticity and autonomy.

De contextualized knowledge imposition has resulted in alienation from oneself and nature. The modern human being is fragmented at all levels by making language the cognitive source and reasoning the cognitive tool, both being mind activity.

Mind body divide is a direct result of the neglect of body/ experience in rooting oneself to the world. To know is to live is to be rooted. The domination of mind over body has set in motion processes that are detrimental to life. Dependence on external source has led to the mechanization of human being ready to be led and engineered.

How

These questions being existential, deeper inquiry is called for. Naturally from intellectual knowledge one has to go in to existential knowledge.

The very 'process' of enquiry itself is part of this inquiry.

Are there personal, individualistic processes? Or is there a process that is common to all living beings? Are we free to choose a method?

The inquiry could be conducted by keeping uncertainty and unknown as the ground, keeping certainty and conclusions at bay, awareness, meditation and silence as the central process. This could awaken awe, humility and spontaneity , the very qualities that might lead us to understanding.

For whom

Any one and every one -

no age bar-

Parents or would be parents who want to be sensitive to children's natural existential needs,

Teachers who are unhappy with present schooling system, who want to assist children in their natural blossoming,

Youth, who are enquiring about the loss of authenticity and the true purpose of living,

Phd candidates who are looking for fresh questions relevant to living and learning

or any one interested in creativity, children, beauty, nature...

Where/ duration

The program is being planned as an year long one, in which ten days of each month will be at the Sadhana village school premises and the rest of the month for independent exploration at various selected locations.

Each month there will be sharing, reflections, new questions etc

Participants

Maximum number of participants will be 20

out of which 4 to 6 will be for the year long program

and 16 for people who want to come for few sessions.

Proposed plan

First two months would be spent in unlearning, re awakening senses, learning to observe, awakening the sense of beauty.

Four months would be for observation , documentation of selected spaces of learning- shephards, potters, tribal village, schools, urban homes, urban children, conditions of urban and rural children, learning in nature etc

One month to explore biological roots of beauty and values.

Two months for theoretical explorations

Two months of spending time with practitioners

Last month for sharing the year long journey.

Team

Sadhana village school team & the initiative for **re imagining schools** is offering this space where we are all involved in understanding children and to reclaim the natural learning process.

Other Potential mentors/ support

People who have worked in understanding natural learning, natural farming, natural healing in various parts of the country would be assisting us in this enquiry. These are practicenors / scholars who have looked at education, colonization, architecture, traditional wisdom knowledge, ayurveda, traditional crafts people, tribal cultures, environmental activism, spiritual practitioners etc.

Process

The Program would be assisted by the Sadhana village school team but the participants are expected to take total responsibility.

First step being to work on oneself to reclaim natural learning with assistance from children, nature & some reading.

So exploring the self is the center of all activities.

Observation, silence, documentation, sharing, reflections and discussions will be the general procedure.

Medium of communication-

Language is not much of a bar as participants will have to learn on their own and more over the whole program is rooted in experience.

How ever for communication purposes the team at Sadhana knows Marathi, Hindi, English , Kanada, Tamil, Malayalam, Gujrathi etc

CONTENT

- 1.The primary content is oneself.So exploring the self is the center of all activities keeping objectivity as the check point. Or in other words rooted in subjectivity, exploring objectively.
2. Keeping this in awareness to explore how learning happens in nature, children, adults in various paradigms (experiential, textual and digital) How cognitive paradigms forms the person.
3. Exploring the role of language and mind in constructing 'knowledge' and its further process.
4. Exploring the process involved among the non literates in understanding the world which is invariably the real world and also explore our learning ecology which is rooted in language.
5. Exploring the impact of formal schooling on the self. For example the impact of history on ones psyche and also other 'subjects'
6. Exploring school, class room, text books, teachers etc as cognitive space and condition.
6. Exploring other cognitive spaces and conditions.
7. exploring cognitive system the way digestive system is understood.
8. Experiential exploration to understand culture. Examining how one lives actually and what one has been made to believe as ones culture. (Socio cultural space for conditioning, control, homogenization, freedom, originality, authenticity, autonomy etc)
9. Exploring beauty, senses, feelings

10. Exploring values, emotion, behavior

11. Theoretical explorations from books, net etc on history, politics, anthropology, sociology, educational and psychological understanding on learning and knowledge. Various aspects of knowledge- Politics of knowledge, history of formal learning, biology of learning, anthropology of learning, Culture and cognition, learning in experiential, literate and digital conditions. Cognitive damages of modern schooling.

12. Visiting various spaces of learning- road side vendor to artisan to scientist. Learning how people learn skills of making to managing. How learning takes place in nature, animals. How illiterate people learn. How children learn.

13. Co exploration with people who have done work in some of these areas.

Some Questions to be enquired

Senses and its role in cognition, Biological roots of knowledge and knowing, What is the purpose of learning and what is one supposed to learn, Natural farming, natural healing and natural learning

Reading matter

History of modern schooling, Politics of knowledge, Anthropological studies on learning, Culture and cognition, Recent researches in cognitive and related sciences., learning in experiential, literate and digital conditions, .Cognitive damages of modern schooling. Impact of expert dependent modern parenting, Impact of literacy on consciousness, Impact of digital tools on consciousness, Ivan Illich, Claude , A.K Saran etc