

[Neohumanist College of Asheville](#)
Course Title: Inside Out Personal Development for Neohumanist Educators
Instructors- Vishala Baker and Sid Jordan

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[Sections 107a- Tuesdays, 2 p.m. UTC](#)
[Section 107b- Tuesdays, 11 p.m. UTC](#)

Online and face to face on Zoom

Prerequisite : Neohumanism, and Neohumanist Philosophy of Education

NEOHUMANISM

Neohumanism is a comprehensive philosophy and social outlook first expounded by Prabhat Ranjan Sarkar that redefines Humanism and introduces new concepts intended to improve both individual and collective welfare. Whereas Humanism was designed to increase the well-being and rights of humans, Neohumanism extends this sentiment to all created beings, defined as “universalism.” While grounded in spiritual practice and oriented towards the realization of unity between the individual human and Supreme consciousness, Neohumanism rejects all dogma and irrational beliefs, promoting instead the “liberation of intellect” (the title of Sarkar’s 1982 text on the subject). It has a very practical dimension that promotes love for all living beings, a deep appreciation for the ecology of our planet, sustainable living, and a just social and economic society.

NEOHUMANIST EDUCATION

The philosophy of Neohumanism provides a foundation for the education of young people and adults that aims to support their holistic development and their quest for freedom from all limitations. In this context, learning in all subjects recognizes the worth and dignity of every human, the cultivation of universal love for all species, and a profound and applied sense of ethics. Neohumanist education at all levels fosters the balanced development of rationality and inner wisdom, valuing both science and modern knowledge as well as contemplative practices. Aside from these foundational principles, Neohumanist education is a dynamic movement that will change over time, place, and circumstances. It relies on current research and supports culturally relevant pedagogical imagination and innovation.

Course description

Course: Teaching from the Inside Out; A Very Personal and Relational Story

Our origins are that we are born and/or adopted in a particular place, family and culture. We arrive with a particular genetic structure that includes many traits known as our constitutional self.

Immediately we have the family and surrounding culture imposed upon us. In a struggle to adjust to these external demands we react with our own volitional fervor to somehow find a compromise with our constitutional striving and the demands of our family and environment. A personality born of nature and nurture develops. It is an “inside-out” job of balance with self and others.

Teachers, students and parents have the job of achieving the life-long learning objective of understanding their own personal history of their “inside-out” story to first balance with themselves and then with students, children, family and community.

In this course, we are offering this inside-out opportunity to teachers to achieve a better balance first with self and then with students and the social context that education encompasses.

COURSE OBJECTIVES

Students will:

- **Understand the inside/out personal development concepts.**
- **Be able to articulate in a synthetic manner the ways of knowing and practicing presented and experienced during the course.**
- **Formulate a personal development plan for their internal and external transformative growth throughout the chort two year program.**
- **Demonstrate and co-create elements or activities of inside/out learning during this class..**

Academic skills:

Exploring a balance of intellectual, emotional, intuitive, and multi-sensing engagement to the learning environment will be emphasized.

Online postings and journal reflections will not be assessed for writing quality – it is the IDEAS that are important.

Co-creating and deep engagement both in class and with assignments will be encouraged.

Participant Expectations:

- Classes will meet for 6- 2 hour sessions (15 contact hours). You are expected to attend every session.
- You will be expected to do 2 hours a week of work outside of class (reading, reflective writing, posting to online discussions, assignments).

- Participants will turn in all assignments on the due date and post online reflections and responses in a timely way.
- Participants will observe all co-created guidelines for both thought, verbal and written/behavioral expressions.

Instructor expectations:

- We will communicate clearly, explain concepts thoroughly and answer all questions.
- We will respond to your written work in a timely way; most often before the next class.
- We will give you honest and fair feedback about your work.
- We will respond promptly to email.

Assessment:

We will provide narrative feedback for each assignment you turn in.

At the end of the course, you will write a self-assessment that communicates what you learned, how you have grown, what new questions have come up for you and the plan you will continue throughout the cohort ..

We will write a brief narrative assessment, addressing the three areas of knowing, doing, and being, highlighting any special strengths, skills or capacities that you've developed over the course of study and suggested areas of growth to continue to focus on.

Knowing is about concept formation, understanding the Big Ideas in the topic of study.

Doing refers to the ability to apply what has been learned in relevant activity.

Being addresses the personal inside/out arena – values, interpersonal qualities, commitments, personal growth.

You will have the opportunity to write a brief assessment of the course, communicating what worked well (and didn't), how well prepared your instructor was, how useful the assignments were and any suggestions for improvement.

Portfolio:

It is vital that you keep everything from the course in a file: the syllabus, assignments, all of the work that you have done, and assessments. At the completion of the Teacher Preparation program, you will compile a professional portfolio of work that demonstrates your knowledge, skills and dispositions as a Neohumanist educator. Please save your self assessment, self development, instructor assessments.

Competencies that we will be working on in this course:

Knowing: Students will demonstrate understanding of the readings and classroom experiences by responding clearly to discussions, and reflections and exercises. Students will be able to reflect and respond to different new ways of knowing about themselves and their systems through different learning modalities.

Doing: Students will demonstrate a synthesis in *applied understanding* in journal writing, systemic exercises, sharing collectively about visualizations, developing a personal development plan, and interviewing and reflecting on themselves and their systems and those around them through their own practices..

Being: Students can demonstrate how they embody the practices and principles of biopsychology and their place in their own systems through self reflection and selective sharing with their immediate learning community..

Course outline and assignments

Course outline

Outline for Course

Week One-Creating the container -Ways of knowing about our relationship with belonging, exchange, place and time. What is the Joy Quotient in teaching?

Week Two- My individual system (niyama)-The bio-psychology of personality; physically, mentally and emotionally; meditation and yoga asanas

Week Three- My relational system (yama)- Balancing Individual and Collective Needs; Orchestrating qualities of our personality (individually and socially) via visualization (presence with others) and friendly cooperation

Week Four- My family/local community system-releasing entanglements and increasing love

Week Five- My cultural system- Epigenetics of Cultural Traits (prana dharma); Neohumanism and Prout principles of socio-sentiments and social equality; “becoming universal citizens”

Personal Self development and personal care plan

Week six- Universal Ethics and Levels of the Mind (making use of Vishvarupananda's PP)

Selecting an advisor and developing a resource and support plan. Is Yama,(Niyama mentioned in the first two courses?)

Assignments

You will need access to blank colored paper and colored writing implements if possible.

Weekly Readings

Double entry Journals

Prana Dharma reflective Journal

Systemic Exercises

Personal Development Plan

Week One –Creating the Container

Pre Class Assignment;

Read - The Schools we need-

Read -Belonging hand out-

Reflective Journal- What supports belonging and inclusion for you.

In Class:

How do we create a container that includes everyone in the class in order to have an exchange of well being, creativity and learning.

Create the container exercise-Vishala 30 minutes

Seven Beads

Stilling, breathing and being present with beads

What do students bring to the container

Name- Where they live now

What do they bring

What do they need

After everyone shares

What is missing

Google Jam

Share Resources

Flow of course-Vishala and Sid-10 minutes

Weekly flow

Titles of Weeks

Assignments

Reflective Journal

Mapping exercise

Double entry journal

Co-collaborative creative Brief

Calm and quiet place exercise -Vishala 30 minutes

Need circle of paper and writing / if possible colors

Share

Their name and where they were born

Short share one sentence about calm and quiet place

Share Resources

Guided internal exercise- Sid

My early years of their own schooling

Our student story Relationship with your teachers

Your Call to teaching

Break out group

Questions:

Share for two minutes each about your relationship with your teachers and your call to teaching

Assignment for next week

