



ONLINE COURSE 19 26 JUNE 3 10 JULY 11 AM to 12

# RESET

*from* ANTHROPO CENTRIC  
*to* NATURE CENTRIC

Reclaiming the primacy of  
SENSES, BODY & EXPERIENCE

Registration : [www.ekfoundation.in](http://www.ekfoundation.in)



# Self transformation explorations

## Contemplative – Experiential – Non rational

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### From known to the unknown

- reclaiming our original value system

### From word to the world

- reclaiming our original cognitive system

### Learning to see

- structurally sound but functionally damaged

### Being Beauty

- the biological roots of aesthetics

### Reclaiming the Verb

- the experiential nature of language

### Re Rooting

- Being in experience

## Course Overview

Experientially explore the centrality of experience. The resultant destruction of life around is the result of the denial of experience, body, the senses, and the feminine. To critically explore how the screens (the digital and the textual) have rewired our cognitive architecture, reshaped our behavior, and alienated us from life. The workshop will provide an opportunity to understand the detrimental cognitive habits instilled by the screens- text and digital. Explore ways to de-school and unlearn these habits and establish processes that are life-sustaining from the very start. In that process also help in re-integrating our fragmented selves.

## The objective of the workshop

is to experientially explore and reclaim our senses- the primary knowledge-making tool and to understand how we became fragmented, hierarchical, alienated from our own biology. In other words, trace the journey that led to the making of the anthropocentric humans from their original nature-centric or biocentric being-ness. The modern man is alienated from life in a fundamental way which is evident from the nature of the modern beingness which is linear, fragmented, hierarchical, exclusionary as is evident from the way we use words and the way we respond to symptoms and hardly ever the cause. The use of the following expressions and words point to afterthoughts as our response mechanism. Inclusion, experiential learning, meaningful life, out of box thinking, life long learning, wholistic....

The hierarchical nature is evident from the following words Illiterate, underprivileged, developed, civilized, etc These words also reveal the linear nature in which we see life. Deficit syndrome is the manner in which modern man approaches everything as if only by their intervention, things would be set right. It begins with educating children and extends to controlling nature. The first lesson the children learn subconsciously is that they lack something which the parent and the teacher will provide and once you get educated your subconscious lesson is that you are superior to the uneducated.

The **PROCESS** will revolve around grounding participants into the sensory mode and reclaiming 18th-century skills to address the 21<sup>st</sup> Century needs. The course attempts to draw the participants' attention to their own attitude, aptitude and skills so that they can be on a path of self-improvement. It will also involve shaking up preconceived notions and working towards breaking habits that restrict independent exploration.



## Existential Knowledge Foundation

has been set up to understand why learning is central to life, what knowledge is required to sustain life and how human beings learn naturally. The foundation has been set up naturally in response to dealing with the various damages that modern schooling has been inflicting on almost all aspects of life including the very process of learning. [www.existentialknowledgefoundation.org](http://www.existentialknowledgefoundation.org)

**Jinan** considers himself a victim of modernity, cognitively rewired to understand the written word instead of the real world. He considers cognitive right the most fundamental right which modern society brutally takes away right from childhood. His life with illiterate communities helped him to expand this exploration to include knowledge creation and to shift the focus from sociological aspects to the biological roots of cognition and the formation of our sense of beauty. Another fundamental shift that brought in more clarity was shifting his enquiry from how to teach children to how do children learn. This question revealed the connection between our biological potential and the contextual dictates- between the world and the word, one of awakening and the other of conditioning. He believes that in order to understand the modern crisis we will have to revisit childhood studies and the biological roots of cognition. [www.jinankb.in](http://www.jinankb.in)

