



SRI AUROBINDO GNOSTIC CENTRE OF EDUCATION (S.A.G.E.)

S.A.G.E. FRAMEWORK

1. KEY AREAS OF WORK AND FIELDS OF STUDY

The work of S.A.G.E. will develop through a combination of research, experimentation, teacher development and collaborative networks. These activities will contribute to the creation of a rigorous body of knowledge and practice in the field of Integral and Consciousness-based education.

A. Fields of Study and Learning: Research, fellowships, courses and learning programs may develop across a range of interdisciplinary domains. This is the wider framework of fields of learning.

- Consciousness and Integral Yoga Studies
- Philosophy and Integral Psychology
- Integral Free Progress Education
- Indian Knowledge and Culture Studies
- Human Development, Leadership and Ethics
- Arts, Creativity and Aesthetics
- Physical Culture, Healing and Well-Being
- Equine assisted learning and Animal Care
- Environmental Studies and Sustainable Living
- Agriculture, Land Stewardship
- Dialogue and Comparative Study of the World's Spiritual and Religious Traditions in a spirit of openness, inquiry and mutual understanding

These domains reflect an integral understanding of human development, where intellectual inquiry, cultural expression, ecological responsibility and inner growth are interconnected.

B. Research and Knowledge Development: S.A.G.E. will develop a serious and academically rigorous body of research in areas such as:

- Integral Free Progress Education
- Consciousness Studies and Integral Yoga
- Philosophy and Integral Psychology
- Psychology of Learning and Human Development
- Future Architectures of Learning and Education
- Artificial Intelligence and Human Cognition

The research will aim not only to generate theory but also to connect philosophy, psychology and lived educational practice.

C. Educational Innovation and Action-Research: S.A.G.E. will design, pilot and study new models of education through action-research and experimental learning environments, including:

- Alternative and evolving curriculum models
- Developmental learning pathways across life stages
- Non-examination-centric approaches to assessment
- Child-centric and self-directed learning environments
- Learning communities integrating knowledge, creativity, work and reflection

These experiments will serve as prototypes for future learning ecosystems.

D. Teacher Formation: A central objective of S.A.G.E. is to develop a new category of educator — the conscious Facilitator-Practitioner.

Teacher formation will therefore include not only pedagogy but also:

- Self-development and inner growth
- Self-reflection and observation
- Understanding of integral student psychology
- Non-coercive approaches to education
- Facilitation of self-directed learning

This approach seeks to align teaching with the deeper principles of Integral Education.

E. Institutional Collaboration and Affiliation: S.A.G.E. will collaborate with educational institutions and practitioners through an evolving network of partnerships.

Support may include frameworks, fellowships, internships, training programs and research collaboration with:

- Schools
- Colleges and Universities
- Learning Centres and Alternative Education Initiatives
- Independent Educators and Practitioners
- Research Institutions and Knowledge Networks

Through such partnerships, S.A.G.E. seeks to contribute to a wider ecosystem of educational innovation.

F. Experiential Learning: Experiential learning is central to S.A.G.E. Learning takes place through direct participation in living systems—inner and interpersonal dynamics, work and community life, creative and intellectual inquiry, as well as engagement with animals, farming, food, forest, and the natural environment.

A sustained inquiry into art, aesthetics, physical well-being, psychology, philosophy, and culture supports the development of mental clarity, depth, and synthesis. Reflection, dialogue, writing, and shared inquiry ensure that experience is articulated, understood, and integrated rather than remaining instinctive or unexamined.

G. Flexible Personalised, student-led program, allowing learners to progress at their own pace and design their own learning pathways.

2. THE CAMPUS AS A SILENT TEACHER

The existing campus of The Gnostic Centre stands as a living prototype of education integrated with environment and consciousness.

At S.A.G.E., the campus itself is understood as an educator. The physical environment—its architecture, landscape, ecology and spaces for reflection—forms an integral part of the learning experience.

The campus will embody values of harmony with nature, simplicity, beauty and sustainability. Engagement with land, animals, farming, arts and community life becomes part of the educational process, allowing learning to emerge not only from classrooms but from lived experience.

In this way, the environment supports the development of awareness, responsibility and a deeper relationship with the natural world.

3. ASSESSMENT

Assessment includes reflective and project-based evaluation alongside optional credit systems.

Practices of Self-reflection and Self-observation are incorporated in designing methods of assessment and evaluation, including self-evaluation, peer feedback and evaluation by the facilitator-practitioner.

Student/Seekers could opt to take courses without grading or with credits. In case of choosing credits, Student/Seekers will be guided to take self-tests and/or evaluation based on the creative-projects that are submitted.

4. FACILITATOR-PRACTITIONER / FACULTY

Any person, an expert in their field could be a Facilitator-Practitioner. Anyone from a master craftsman, a master-farmer, a master-scientist, an accomplished scholar, artist, etc. – in a spirit of mentor and mentee relationship.

Student/Seekers will choose the pace and content sequencing according to their learning styles and needs in consultation with the Facilitator-Practitioner. The Facilitator-Practitioner will design content according to the needs of the Student/Seeker.

5. GOVERNANCE AND STEWARDSHIP – LONG-TERM EVOLUTION

Governance at S.A.G.E. is conceived in a spirit of service and ‘Karmayoga’ rather than control over structure. The governing bodies’ purpose is to safeguard the vision, integrity and evolutionary direction of S.A.G.E., while allowing freedom for learning, experimentation and organic growth.

S.A.G.E. is understood as a living educational experiment. Its forms may evolve in response to maturity, experience and necessity rather than ambition or expansion. Only the purpose and spirit are held constant; structures remain adaptable.

A. Stewards / Founder Directors: S.A.G.E. is governed by a Board of Directors (Stewards / Founder Directors), whose responsibility is to protect the founding vision, ensure ethical and financial integrity, and uphold the long-term sustainability of the institution.

B. Governing Board – Hub of Wisdom and Orientation: The Governing Board serves as a body of reflective wisdom and long-term guidance. It upholds the Concept in the light of evolving circumstances and ensures coherence between philosophy and institutional development. Its task is to maintain clarity of purpose while encouraging thoughtful evolution.

C. Terms of Appointment and Continuity: Members of the Governing Board shall normally serve a term of four years.

To ensure continuity of institutional memory and stability of direction, the membership will follow a staggered renewal principle, whereby approximately one-third of the members may be renewed or replaced at the end of each cycle.

No member shall normally serve for more than two consecutive terms.

To ensure continuity of the founding vision and stewardship of the institution, two Stewards/Founder Directors may serve as permanent members of the Governing Board without a fixed term.

The same principle of fixed tenure with staggered continuity shall apply, as far as practicable, to other advisory or working bodies of S.A.G.E.

This approach ensures that the institution benefits from fresh perspectives while retaining experience and continuity in its governance.

D. Executive Director: Day-to-day functioning is entrusted to an Executive Director supported by a small coordinating team.

The Executive Director is responsible for strategic execution and for translating the vision into lived practice across campus life, academic programs, partnerships and operational processes.

Leadership is exercised as facilitation, coordination and responsibility rather than authority. The Executive Director serves as a connective centre—ensuring coherence across the Leads, responsiveness to emerging needs and continuity of institutional rhythm.

E. Leads – Extensions of Purpose: From this central orientation, three individual Leads carry distinct domains of S.A.G.E. work forward. Each Lead acts not as a body of committee but as a single point of responsibility — close to the work, answerable to the Governing Board, and free to draw on advisors or working groups as needed.

1. Academic Lead/Dean: Guides research, curriculum and interdisciplinary inquiry within an integral framework. Safeguards intellectual rigour while encouraging synthesis across physical, vital, mental, psychic and spiritual education.

2. Research, Innovation & Technology Lead: Integrates emerging technologies, including Artificial Intelligence, within an ethical and consciousness-centred educational orientation. Ensures that technology serves human development rather than displacing it.

3. Kindred Partnership/Collaborations Lead: Builds reciprocal relationships with institutions, researchers, communities and networks nationally and internationally. Cultivates partnership rather than outreach, and collaboration rather than expansion.

The Learning Community continues to represent and nurture the lived culture of learning at S.A.G.E. — supporting mentorship, Student/Seeker development, community processes and

the integration of study, work, creativity and reflection — as a living culture rather than a separate governing body.

These Leads function collaboratively and generatively. They advise, propose and experiment within their respective domains while remaining aligned with the broader aim of S.A.G.E.

F. Safeguards and Evolution: The governance structure is designed to:

- Prevent institutional drift
- Avoid personalisation of power
- Resist bureaucratic rigidity
- Encourage transparency and collective responsibility
- Allow periodic review and adaptation

Governance remains light, transparent and evolutionary. Structures serve the work; they do not dominate it.

Only the founding purpose and spirit remain constant. Forms may evolve as S.A.G.E. matures.

6. CLOSING PERSPECTIVE – A Campus with and without walls

- A hub and spoke model with affiliations, with multiple learning centres/institutes located in different parts of India and the world.
- Connecting with like-minded and aligned educational institutes and centres.
- Student/Seekers will be able to design their own programs with the help of the Facilitator-Practitioners at S.A.G.E., and intern at affiliating institutions/centres.
- Any centres that S.A.G.E. enters into partnership with will be enshrined in the Act to give a status as autonomous and independent partnering entities.

Defining the Jurisdiction – National and Global campus, with Multiple locations and a Central Administrative Hub. An enabling Provision, wherein S.A.G.E. can affiliate other educational centres, programs and electives.