

IN THE PRESENCE OF THE MASTER SERIES

conversations with **SADHGURU JAGGI VASUDEV**



Inspire Your Child
Inspire the World

Inspire Your Child Inspire the World Sadhguru

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Introduction

In the Presence of the Master series are discourses and answers to an intricate array of questions, by disciples and seekers amidst the challenges of life. Sadhguru - yogi, mystic, visionary and poet - leads us towards a more profound understanding and experience of the most pressing, yet thoroughly confusing issues of human life. In the following discourse, "Inspire your Child," Sadhguru answers probing questions, discussing the state of modern education and the need to inspire a child to reach his or her true potential.

Inspire Your Child Inspire the World

"It would be wonderful if this world was guided by little children, because they are closer to life than anybody else."

Sadhguru

Question: I have two small children. They are very happy at home, but when they go to school, it becomes a war zone. They have to be equipped to fight a battle everyday.

Sadhguru: If children are very unhappy at school, I think we need to examine the teachers, because it is a natural human trait that when you get to know something that you did not know, it brings much joy to you. Learning is a natural human trait; it should make you joyful. If learning is making people miserable, then we have not understood what learning is.

Unfortunately you are not sending your children to school because you want them to know or you want them to learn, but because you want them to earn. that is why you are sending them to school. It is an unfortunate way to handle education. that is not education. You want them enslaved, so the teachers are doing the job for you. You want them enslaved to what you call as economic wellbeing, so the teachers are just doing the job for you. You are not sending your children to school because you want them to develop a thirst for knowing, irrespective of whether they are going to make money or not. So you better change your attitudes about education.

At Isha, we have come up with a school where the whole focus of education is not about suppressive information, but about kindling the thirst for knowledge. If the thirst for knowledge is kindled in the child, you cannot stop him from learning, he is going to learn anyway. But instead of kindling that, you are suppressing it, beating it down with your idea of what education is; because your idea of education is social status and money. This is a wrong way to approach education altogether.

So children, these joyful bursting pieces of life, slowly become sad like this, because you are just disorienting them completely with the kind of compulsions that you have built within yourself. You are trying to put the same compulsions upon the children, which is not necessary.

Question: I find the concept of your [Inner Engineering](#) as a way of life for children very difficult, because they have to meet children from different walks of life and different social backgrounds. How does this Inner Engineering, which I would like to give my children at home, withstand the competition, the pressure, the kind of lifestyle that other children have. How can my children go into this?

Sadhguru: The pressure is only because you are putting two absolutely unique beings in comparison. Is there one more person exactly like you on this planet? No. There is only one like you. So each being is an absolutely unique being. That is so for your child also. But now you are trying to put them all into the same compartment and compare them with something that they can learn - ABC or 123 or something - and make them feel better or worse about it.

So it is you who brought that competition and comparison, because for most parents it is not about education; it is about first rank. All they want is their children to sit on top of every other child's head. They are not interested in learning, they are not interested in education, they are not interested in career, they are not interested in anything. Their whole effort in their life is how to sit on top of the pile. Isn't it so? Everybody wants to sit on top of the pile. Everybody cannot sit on top of the pile. Only a few will sit. Others will naturally end up at the bottom and get suppressed, isn't it so? Whatever activity, if our focus is just to sit on top of the pile, naturally many others will get suffocated under the pile. This is bound to happen, there is no other way. So that orientation of education has to go. You may think, "No, no, I cannot do anything, the schools are like that." No, schools are just catering to your attitudes. If your attitudes change, the schools will change. They want to run the business the way it works, isn't it? All you want is your child to somehow get 100%. It does not matter

what happens to the child. You want your child to get first rank. They are just trying to cater to it because you are paying them. They are just trying to fulfill their job. In the course of your activity, the child is getting ruined, but it does not matter. Your child is unhappy, it does not matter. You want him to be first rank. This is a sickness which has to go.

True human genius will not flower if this kind of education happens. True human capabilities will not find expression in competition. True human capabilities will find expression only in absolute relaxation. Your mind, your body will work best, will find fullest expression, only when you are joyful and peaceful, and quiet within yourself. When you are trying to race with somebody, you are only thinking of going one step ahead of him, that is all. You are not thinking of what your ultimate potential is. We are just ruining a whole generation of people with the kind of schooling we are providing.

Question: Sadhguru, you mentioned the [Isha Home School](#). What is your vision in using education to produce an ideal human being? How do you balance an international standard of education along with spiritual values?

Sadhguru: In the Isha Home School there is no spirituality taught. No spirituality at all. We don't want to bring spirituality into a child's life. We teach them some simple forms of yoga for mental and physical health, that is different. But no spirituality will be brought to them as a part of education, never, because spirituality should not be brought about like that. Maybe after they finish their education, if they want to go through a stint of three months or six months of spiritual training, they can. That is by choice. That, anybody can go through.

This school does not try to teach any spirituality. At the same time, we want to cultivate a certain openness in the human being. Somebody becomes or turns successfully spiritual because he has developed a certain openness about life. He has no conclusions about anything. He is willing to look at everything. This is something we cultivate in the child - that the child learns to look at every aspect of life with absolute openness, without

prejudice, without any religious, cultural, or any other kind of inclinations. If that happens, whether you talk spirituality to him or you don't, he will anyway turn spiritual. Spirituality will be a natural part of his life, not something that he pursues by going to an ashram or some other place. It will be just a natural part of his life because he has developed a certain openness to every aspect of life; actually education was supposed to be like that right from the beginning. The very purpose of educating people is to broaden their horizons, isn't it? But please look and see, as people are getting educated are they broadening their horizons or are they becoming very narrow?

Just fifty years ago, everywhere in the world people lived in large families; in India there still are such families. Three hundred, four hundred people lived in one house, huge families. There was no big problem, you know? They knew how to adjust with each other and go on, because four hundred people living in one place is a challenge. that is what the ashram is. Now we're back into that old system of being one large family; and this is even more challenging because there are different types of people from different cultures, different languages, different attitudes, different likes and dislikes. Living together like this, without friction, needs enormous maturity and a very broad way of looking at life; otherwise you cannot.

But just see now, as modern education came, slowly we cannot even live with our own parents anymore. We thought just husband, wife, children - this is the family. But now, in the last fifteen to twenty years even that is going away. Family means just you. Your husband has to live in a separate house, you in a separate house, together you will not last ten days. Children have to be there separately. In one place even two, three people cannot live together, isn't it? This is what education has done to you. It has not broadened your horizons. It somewhere made you so narrow and individualistic.

you are no more inclusive, you are becoming very exclusive, isn't it? The inclusion is totally gone. The whole idea of educating a person is that he is just living in a narrow sphere of life - you educate him, make him know about the whole world and broaden his whole perspective of life. Education means inclusion, isn't it? But the kind of education we're

imparting to the children is making them so highly exclusive, they cannot even stand one more person in their life. See, most people have gotten themselves into situations where they cannot live with anybody anymore. So that is not just an individual phenomenon; it is the phenomenon of the world. It is a generational phenomenon because of the kind of education that is being imparted. So we want to impart an education which is highly inclusive, so that as you grow, you include the whole world as yourself and live, and that is spirituality. That's why spirituality is not taught. Education itself is spirituality because education is about broadening your horizons, not about talking about God or some nonsense. We want children to grow up keeping their intelligence intact - not suppressive education - where a child's thirst to know is kindled, but he is not forced to learn.

The longing to know, the longing to learn has to be brushed up within the child, not just feeding him with enormous amount of information and expecting him to pass, pass, pass. Isha Home School is not like that. It has a very different type of structure. At the same time, by the time they are sixteen, seventeen, we will prepare them for any university in the world. They will be ready enough to get into any kind of university, according to their individual capabilities, of course. Apart from that, they are fundamentally learning to live better. They are learning to handle themselves better and live better with themselves and with people around them, which is a very important factor. And people are successful in their life not because they have degrees, not because they have university certificates; it is because they are capable, isn't it? So this school is more capability-oriented, not qualification-oriented. We are seeing how to enhance the capability of the child in whatever area his natural talent is, rather than trying to just make him qualified with a certain certificate attached to him.

Question: Sadhguru, whatever you said about Isha Home School and education just now, it is modern and contemporary, but what about the ancient schools, the *gurukuls* of the past, were they not successful in producing good human beings?

Sadhguru: The ancient gurukuls were definitely like this. The ancient gurukul was 100% the way I am talking. The very purpose and the basic function of the guru is to destroy all the things that you have assumed as true. But now the education also involves equipping the person to earn his living and make his living in the world, so we have those twin challenges. At that time the guru was not trying to impart skills for the child to go and survive in the society, because if your father was a cobbler you naturally became a cobbler.

If your father was a king, you became a king; if your father was something else, you became that. You didn't have to be equipped to make a living in some other way in ancient times. The guru was only educating them towards their realization. So the job was, I would say, more simple because it was one-dimensional, but now it is not like that, both things need to happen. We have to equip the child to live in the modern world and still not mess him up with the nonsense that is happening in the name of modernity. So it is a much bigger challenge today than what it was back then.

And at that time, once the parents gave the children to the guru, they left him there in his complete authority. Now the parents will not leave the children fully. They want to constantly meddle with him, they want to put their own stuff into him. All those issues are there, so it is much more complex today than it was in the gurukul. In the gurukul, the guru had to just teach them how to exist, how to live, how to be with somebody else, how to be with himself, that was all. He was not trying to equip him for a modern university. In those days, only a few children who had a very academic bent of mind or a very scholastic bent of mind, such children were trained in scholarly matters. All the other children naturally went to their father's profession, whatever it was. Now it is not so. Even if the father is a cobbler, he wants his son to become a professor. that is the situation in the world today, isn't it?

Question: But you are saying there is no spirituality in Isha Home School; isn't that a shortcoming?

Sadhguru: I am saying no spirituality as a teaching, as a method. But at the same time, if a child grows without assuming anything, if he grows up without any nonsense, he is naturally spiritual. If he lives without the influence of other people upon him, if he lives by his own natural intelligence, turning spiritual is a very natural process. Only because most people are not living by their natural intelligence, they are living by the education imposed upon them, spirituality is a far away thing in their lives. Otherwise, if people lived by their natural intelligence, turning spiritual will be a very normal process for most, except a very small percentage, who will not go that way for various other reasons.

So when I say no spirituality, we are not going to sit there and talk to them about how to attain enlightenment and what to do. No. But at the same time the education process itself is such that there is no messing with the child - no influence, no religion, no imposition of any kind of ideas or beliefs - where the child has to figure out things for himself. If you are allowed to figure out things for yourself, there is no other way but to turn inward to know things about life. Only if you listen to your Bible or Gita or what this person said or what that person said, then you don't have to turn inward to know. It is already written there. If you don't read any of that stuff, when you start thinking about life, when you start looking at life, the only place to look is naturally inward, isn't it? Where else will you look?

One day it happened, a lady who was a big professor in the university bought herself a little complex home appliance. She took it home, she read the instructions and tried to put it together with all those pieces that came in the package. She just tried very hard, she couldn't put it together. So she left all those parts in a heap and went to work. When she came back in the evening, to her surprise, the appliance was properly assembled and already used. She called the maid and asked, "Who fixed this?" The maid said, "I did." She couldn't believe it. She said, "How did you do this?" Then the maid said, "When you don't know how to read and write, you have to use your brains."

So we want to teach the children how to use their brains, not just to read and write. Reading and writing are important, but using your brains is more important. Just see, a lot of educated people who are very successful

in their careers, just see what a mess they are in with their own lives. Obviously they are not using their brains when it comes to their life. The very way they are, it is very obvious. They know how to go and become doctors, engineers, become big academics and all that stuff, but when it comes to their own life, it looks like they have no brains at all, because they have forgotten how to use it - it is not that they don't have it. So education should stimulate your brain, not dull your brain. Education should stimulate your intelligence, not take it off. Today, education scientists around the world are saying if a child goes through twenty years of formal education, seventy percent of his intelligence is irrevocably destroyed. That means you are coming out as a knowledgeable idiot, and that is a huge disservice to humanity. It is a huge disservice to humanity if you are just destroying the child's intelligence, because the future of the world is just in their brains, isn't it so? Whether we are going to produce beautiful things on the planet or very destructive bombs on the planet, or something else more destructive than that, simply depends on how well coordinated this person's emotions, intelligence, and all these things are - how well-coordinated a human being he is. That is how he is going to use his intelligence and that is what he is going to produce in the world.

The most intelligent people in the world have contributed to all the violence on the planet, otherwise violence wouldn't be happening at the scale in which it is happening. A certain segment of the people, have always been essentially violent. Whether he was a caveman or later on, Bronze Age, Iron Age, whatever you take, he has always been violent. Initially when he was a caveman he killed with stone, that is Stone Age. Iron Age means he killed with iron; Bronze Age means he killed with bronze. Nuclear Age means he kills with nuclear. People have always been essentially violent, but the scale of violence that can happen today has happened because the best brains in the world have cooperated with this. They have worked to create the most violent ways to kill humanity. If the intelligent in the world had not cooperated, the violent man would kill one or two, with a stick or a stone or something. But only because the intelligent person in the world has cooperated, now the violent man can kill in millions.

Intelligence twisted out against our own wellbeing is no intelligence. Right now, human intelligence has become like this. This is not a blessing, it is a curse. Intelligence is the biggest blessing that a human being has, but right now it has become a curse upon humanity simply because the human being is not coming out as a well-coordinated being. he is dislocated the human being within himself. This intelligence is dangerous. If you were like a donkey, you would only kick, nothing more. The maximum violence you would cause is a kick with both your legs, nothing more. But now human intelligence has become so dangerous. What should have been a blessing has become such a big curse, and education is definitely playing a huge role in that.

Whatever we wish to do with the youth, one thing that the older generation should understand is - what you are referring to as youth is that segment of humanity which is more alive than you. What I see is, if the world was guided by the young, it would be a better place to live. It is just that because youth means it is that segment of humanity which is in a high-energy state - because they are in a certain level of high-energy compared to the other part of the humanity, every little thing that they do is a little exaggerated, it is a little bigger than what the other people can do. If something constructive has to happen in the world, it has to be the youth. If something destructive has to happen in the world, it has to also be the youth, isn't it? Because they are much more alive than anybody else on the planet. So instead of always treating youth as some kind of a disease that needs to be handled, you must understand youth is much more alive than the other parts of humanity. It is better to be guided by the youth, than trying to fix them to do what somebody else thinks is right. It is just that, because they are in a certain state of listless energy, if there is no inspiration, if there is no proper guidance, it very easily turns negative. But otherwise, definitely they are closer to life.

Actually, it would be wonderful if this world was guided by little children, because they are closer to life than anybody else. See, after all, everything that you wish to do on the planet is just for human wellbeing. Human wellbeing means human happiness. If you look at your children and yourself, definitely your children are a lot happier than you. Isn't it so? they

are capable of more happiness than you in twenty four hours' time. Yes? So when that is the case, tell me who should be a consultant for life, you or your child? Definitely the children, isn't it?

You are carried away in your thoughts and emotions; they are much more close to life. If only the world learnt from children, rather than trying to teach the children, this would be a very beautiful place.

So youth is not a disease. Usually, the older generation is trying to handle youth as if it is some kind of a disease that needs to be fixed, that needs treatment. It does not need any treatment. It is people who have gone away from life who need treatment. Those who are close to life don't need treatment, they have to just live.

One big lapse that is happening today in the world is our educational systems have become 100% informative - there is no inspiration. Without inspiration, no human being raises beyond the limitations in which he lives. It is only when he is inspired that a human being wants to go beyond the limitations in which we're existing in right now, and today education has become totally bereft of inspiration. A teacher is not somebody that is worth looking up to unfortunately, because when all that is given is information, you can as well get it from an audio, or a video, or internet or wherever. You don't really have to listen to a teacher. A teacher is not the best means of transmission when it comes to pure information. A book is better, internet is even better. Only if the teacher's role is to inspire people to learn, to create a thirst for knowledge, only then a teacher's role has something to give. If he is just trying to transmit information, the other means of transmission are better than a human being, because human beings can always misinterpret, isn't it? Making the whole education system purely informational has caused an enormous damage, and that time of life when you are youthful, when you are capable of many things, that span of life unfortunately goes to waste simply because the necessary inspiration is not there.

Generally, most leaders in the world have always inspired people only by creating an external enemy. If you create an external enemy, you can inspire everybody on the street. Action, isn't it? But when you point out to

people that the real enemy is within you - your limitations are your biggest enemies, your fear, your anxiety, your anger, your hatred, whatever the limitations from which one suffers - when you say the enemy is within you, then to inspire you need much more commitment and dedication. Unfortunately, dedication and commitment have become such scarce material on the planet. Everybody is thinking of doing one big *mela* one day and getting the youth inspired into wonderful states. Such things will not happen. It needs a daily committed and dedicated work. it is a lifelong thing. it is not that today you do something and everything is fixed. There is no such possibility. it is like nurturing a plant; it is like nurturing a tree. If you want it to bear fruit, you have to nurture it every day. Every day you have to water it, every day you have to take care of it. If this dedication is shown by the adults, the grown-ups, you will see youth will do miraculous things. Only because such dedication is missing in the general population, youth seem to be disoriented, they don't know what to do, they do their own things, short-term things. Because everybody is working on short-term goals, youth also work on short-term goals.

See, after all, every human being in the world is concerned about human wellbeing, isn't it? If you think, "No, there is a criminal, no, there is a thief, no, there is somebody else," see, they are also concerned about human wellbeing. It is just that their idea of human wellbeing is just this human being (*points at himself*). Yes? A criminal is also concerned about human wellbeing, but his idea of humanity is just himself. Somebody's idea of humanity is him and his family; somebody else's idea of humanity is him and his country; somebody else's includes the whole world. Everybody is concerned about human wellbeing in different proportions.

One big thing that needs to happen with the youth and with everybody, is that their identification with humanity should not be limited to just themselves, and that it includes a larger society and the larger world around them; this is missing in education today. The modern education is constantly training people only to think about themselves and nothing else but themselves. All the science that you see in the world - there is nothing wrong with the science itself - the way in which science is conducted, the attitude is like everything here is here only to be exploited for our

wellbeing, isn't it so? Now we destroy wantonly, and then we talk about protecting the environment, then do something else; all patch-up jobs, because the whole process of science is only about how to use everything for your comfort, for your benefit. Initially, you use the planet, then the trees and plants, then the animals, then of course the human beings also. You use everybody to your comfort and wellbeing. That attitude has been deeply set with the process of modern education. So, as we are investing our time, resources and energies in transmitting informative knowledge, we have to invest a certain amount of time, energy and resources to inspire people - the inspirational dimension of the education which has not been done at all.

For example, fifty years ago, this country, during the freedom struggle, had an inspired population. Suddenly people were willing to come out and throw their lives on the street for the nation. In fifty years' time, we did not do any work about inspiring people, and suddenly we are such a disgruntled and disoriented population. To get Indians to think as Indians is a huge problem, isn't it? Because the necessary inspiration has been missing. No organized work has been done. Haphazardly, small groups of people doing this and that has happened, but no organized work has been done.

We need to do something about inspiring people in an organized way. Haphazardly, individuals doing this and that is fine, but a very organized effort to inspire people without creating an external enemy, making people understand the biggest enemy for a human being is always within himself - this inspiration is what is needed. Every forum that stands up thinking about the wellbeing of the youth, or thinking about harnessing that enormous energy which we refer to as youth, must always think of integrating in terms of moving people to do things which are beyond limitations.

When we are not inspired, we tend to function only within the limitations in which we are placed. Only when we are inspired, we go beyond and do things that human beings wouldn't normally do. Only then, the society surges ahead and does something worthwhile. Unfortunately, that happens only when strife happens. In normal peaceful situations, people should be inspired. It is very important. When there is war, people want to go and die, that is not the point. When everything is well, to be

highly inspired, to keep and to create the situations that we want in the country and in the world is what is needed. And this is not one day's work, it is a lifelong work.



Sadhguru



Founder
Isha Foundation

Yogi, mystic, visionary and poet, Sadhguru is a spiritual master with a difference. An arresting blend of profundity and pragmatism, his life and work serve as a reminder that yoga is not an esoteric discipline from an outdated past, but a contemporary science, vitally relevant to our times. Probing, passionate and provocative, insightful, logical and unfailingly witty, Sadhguru's talks have earned him the reputation of a speaker and opinion-maker of international renown.



With speaking engagements that take him around the world, he is widely sought after by prestigious global forums to address issues as diverse as human rights, business values, and social, environmental and existential issues. He has been a delegate to the United Nations Millennium World Peace Summit, a member of the World Council of Religious and Spiritual Leaders and Alliance for New Humanity, a special invitee to the Australian Leadership Retreat, Tallberg Forum, Indian Economic Summit

2005-2008, as well as a regular at the World Economic Forum in Davos. He was awarded the Indira Gandhi Paryavaran Puraskar (IGPP) for the year 2008 for Isha Foundation's Project GreenHands' efforts.

With a celebratory engagement with life on all levels, Sadhguru's areas of active involvement encompass fields as diverse as architecture and visual design, poetry and painting, ecology and horticulture, sports and music. He is the author and designer of several unique buildings and consecrated spaces at the Isha Yoga Center, which have wide attention for their combination of intense sacred power with strikingly innovative eco-friendly aesthetics.

Listeners have been ubiquitously impressed by his astute and incisive grasp of current issues and world affairs, as well as his unerringly scientific approach to the question of human wellbeing. Sadhguru is also the founder of Isha Foundation, a non-profit organization dedicated to the wellbeing of the individual and the world for the past three decades. Isha Foundation does not promote any particular ideology, religion, or race, but transmits inner sciences of universal appeal.

Isha Foundation



Isha Foundation is a non-profit human-service organization, supported by over two million volunteers in over 150 centers worldwide. Recognizing the possibility of each person to empower another, Isha Foundation has created a massive movement that is dedicated to address all aspects of human wellbeing, without ascribing to any particular ideology, religion or race.

Isha Foundation is involved in several path-breaking outreach initiatives: Action for Rural Rejuvenation (ARR) enhances the quality of rural life through healthcare and disease prevention, community revitalization, women empowerment, the creation of sustainable livelihoods, and yoga programs. Isha Vidhya empowers rural children with quality education. Project GreenHands (PGH) initiates mass tree planting and creates a culture of care for the environment to keep this planet liveable for future generations.

Isha's unique approach in cultivating human potential has gained worldwide recognition and reflects in Isha Foundation's special consultative status with the Economic and Social Council (ECOSOC) of the United Nations.

The Foundation is headquartered at the Isha Yoga Center, set in the lush rainforest at the base of the Velliangiri Mountains in southern India, and at the Isha Institute of Inner-sciences on the spectacular Cumberland Plateau in central Tennessee, USA.

www.ishafoundation.org www.ishaoutreach.org www.ishashoppe.com
www.midnightswiththemystic.com www.ishausa.org

Isha Yoga



Isha Yoga is a customized system of yoga which distills powerful, ancient yogic methods for a modern person, creating peak physical, mental, and emotional wellbeing. Isha Yoga's flagship program, Inner Engineering, introduces Shambhavi Mahamudra a simple but powerful *kriya* (inner energy process) for deep inner transformation.

Inner Engineering Online

Inner Engineering is also available online. Inner Engineering Online is a practical approach to inner transformation in a fast-paced world. The online course designed by Sadhguru presents simple, yet powerful tools for an individual to experience life on a deeper level with more awareness, energy and productivity. It establishes a positive and open approach to life, by improving mental clarity and the ability to handle stressful situations, while generating inner peace and fulfillment. Interpersonal relationships are deepened, cultivating a greater sense of connectivity at home, work and in the community.

To LEARN more and SIGN-UP visit
www.InnerEngineering.com or call 1-877-831-2705



Isha Kriya

Be
Breathe
BLOSSOM

Isha Kriya™ is a simple yet potent practice created by Sadhguru, which is drawn from the wisdom of Indian spirituality. The word “kriya” literally means “internal action,” while “Isha” refers to that which is the source of creation. The whole purpose of Isha Kriya is to help an individual get in touch with the source of one’s existence, in order to create life according to one’s wish and vision. Provided as a free guided meditation online and available with written instructions as well, Isha Kriya offers the possibility to go beyond your limitations and live life to your fullest potential.

ishakriya.com

Isha Yoga Center



Isha Yoga Center, founded under the aegis of Isha Foundation, is located on 150 acres of lush land at the foothills of the Velliangiri Mountains that are part of the Nilgiris Biosphere, a reserve forest with abundant wildlife.

Created as a powerful *sthana* (a center for inner growth), this popular destination attracts people from all parts of the world. It is unique in its offering of all aspects of yoga – *gnana* (knowledge), *karma* (action), *kriya* (energy), and *bhakti* (devotion) and revives the *Guru-shishya parampara* (the traditional method of knowledge transfer from Master to disciple).



Dhyanalinga Yogic Temple



The Dhyanalinga is a powerful and unique energy form created by Sadhguru from the essence of yogic sciences. Situated at the Isha Yoga Center, the Dhyanalinga is the first of its kind to be completed in over 2000 years. The Dhyanalinga Yogic Temple is a meditative space that does not ascribe to any particular faith or belief system nor does it require any ritual, prayer, or worship.

The Dhyanalinga was consecrated by Sadhguru after three years of an intense process of prana pratishtha. Housed within an architecturally striking pillarless dome structure, the Dhyanalinga's energies allow even those unaware of meditation to experience a deep state of meditateness, revealing the essential nature of life.

www.dhyanalinga.org

Isha Home School



Isha Home School, founded by Sadhguru, offers a stimulating curriculum which encourages a child's natural curiosity and eagerness to learn. The school is affiliated to the ICSE Board for class X and to the ISC Board for the XIth and XIIth standards.

Isha Home School aims at providing high quality education in a home-like setting. The child grows up in an atmosphere where students of multiple ages live together in "houses." Each child forms a sibling-like relationship with fellow housemates and each household is headed by house-parents. Certain subjects are taught by specialists, who visit the home to give instruction. The school allows the child to progress at their own pace, while also ensuring that they are prepared for the board examinations at an

appropriate age. The school does not place emphasis wholly on academic pursuits. It provides a well-balanced syllabus which gives children an opportunity to explore every aspect of themselves.

www.ishahomeschool.org

Isha Samskriti



Envisioned by Sadhguru as an offering to children, Isha Samskriti allows them to explore their innate capabilities rather than imposing merely informative education on them. Essentially rooted in the ancient Indian yogic systems and sciences, it does not propagate any particular religion, but establishes the right situation for the child to seek a deeper experience and inner understanding of the fundamentals of life.

As in the ancient Gurukulas of India, where students lived and learned in proximity of their Guru, the Isha Samskriti children grow up as an integrated part of the ashram amongst the Brahmacharis, Sanyasis and residents – all under the guidance of Sadhguru.

Institute of Inner-sciences (iii)



Nestled on a breathtaking mountain top in the beautiful Cumberland Plateau of Tennessee, Isha Institute of Inner-sciences (iii) is established as an infrastructure for raising human consciousness – fostering global harmony through individual transformation.

The Institute offers a variety of programs that provide methods for anyone to attain physical, mental, and spiritual wellbeing. It is a unique space created for human beings to deepen their experience of life, and to reach their ultimate potential.



Worldwide Centers

INDIA

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MIDDLE EAST

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End Notes

[Inner Engineering](#): Isha's flagship program which distills powerful, ancient yogic methods for the modern person, to create harmony in the body, mind and emotions.

[Isha Home School](#): Founded by Sadhguru, Isha Home School is a residential school situated in the premises of the Isha Yoga Center.