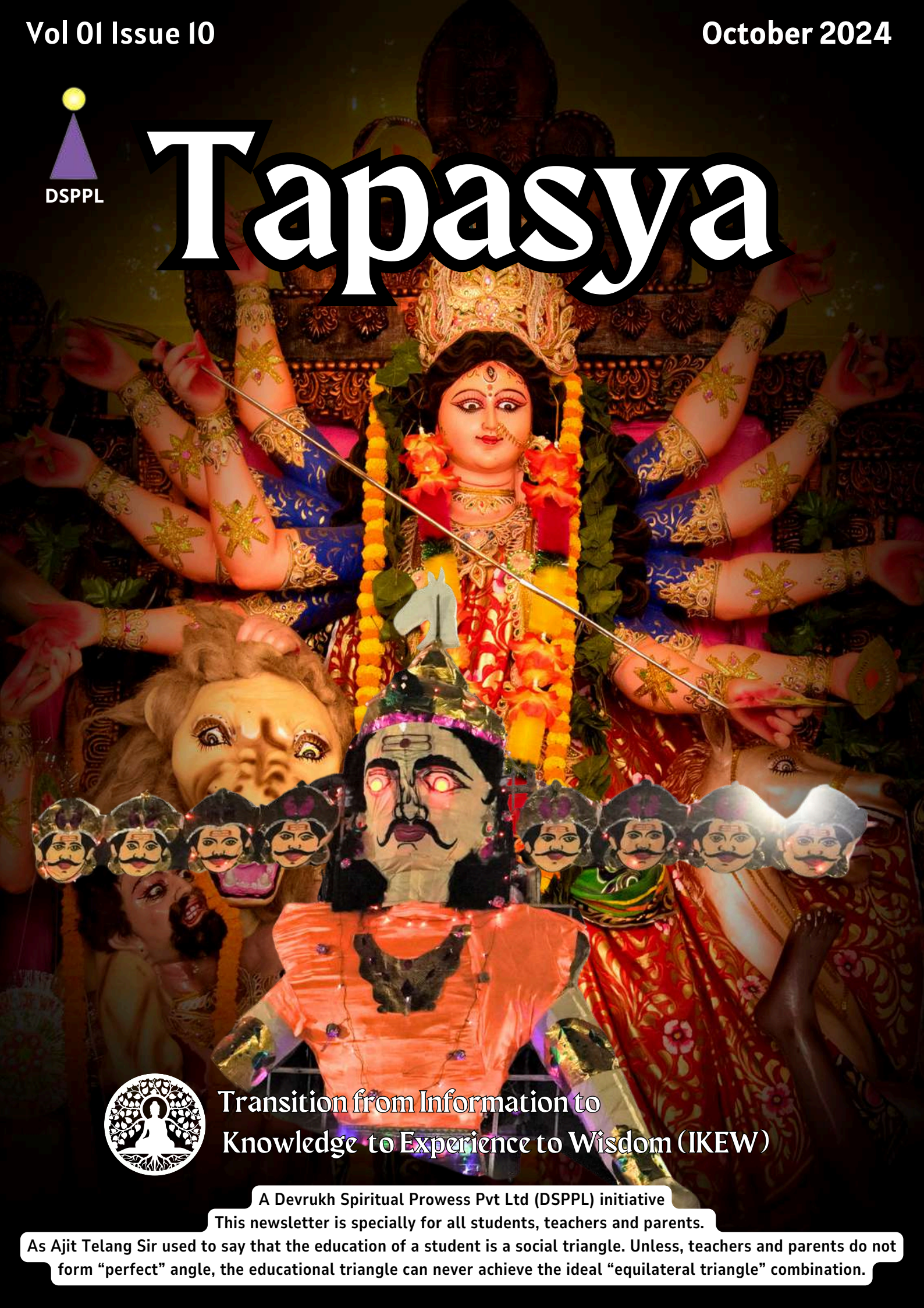




# Tapasya



Transition from Information to  
Knowledge to Experience to Wisdom (IKEW)

A Devrukh Spiritual Prowess Pvt Ltd (DSPPL) initiative

This newsletter is specially for all students, teachers and parents.

As Ajit Telang Sir used to say that the education of a student is a social triangle. Unless, teachers and parents do not form "perfect" angle, the educational triangle can never achieve the ideal "equilateral triangle" combination.





## NINE STEPS REACHING TO SEVEN GUARDIAN ANGELS | PAGES 3-5

Step 01: Discovery

Dip. SAC Ashwini Telang, Mumbai  
Clinical Psychologist &  
Director, DSPPL



## सच्चा हीरा | PAGES 21-22

कहानी प्रसंग 10

Saurabh Malpani, Mumbai

## प्रतिमा (REFLECTION) | PAGE 23

Jayanti Katdare. Ratnagiri

## SCIENCE OF LEARNING PART 10 | PAGES 6-7

Pranjal Joshi, Pune

## WHEN AI MET NI... | PAGES 8-9

Thought for the Month

Viivek A Pandey, Vadodara

## FAILING TO PLAN IS PLANNING TO FAIL !! | PAGES 10-11

Finance Lesson of the Month

CA Amit Dhadphale & CA Ishan  
Shaligram

Pune



## DSPPL EVENTS | PAGES 25

## DSPPL COMICS AND SPECIAL

## POEM ON GANPATI VISARJAN | PAGES 26

## MENTORING PART 02 | PAGES 12-13

As in NEP 2020

Dr. Nirav Thakkar, Ahmedabad

## अथर्वशीर्ष भाग ८ .... | PAGES 14-15

Mrunal & Yamini Kutumbale, Vadodara

## WHATS IN CONSTITUTION ? | PAGES 16-20

Kalpita Rakesh, Mumbai



Ajit Telang Sir  
Our Inspiration!



# Nine Steps Reaching to Seven Guardian Angels

## Step 01 - The Discovery

- Dip. SAC Ashwini Telang, Clinical Psychologist & Director, DSPPL

### Summary

In a realm where shadows loom and hope flickers faint, **seven children, chosen by fate and divine grace, uncover gemstones of mystical might.** Serendipity binds their hearts, and ancient guardians whisper secrets of the sacred steps. Through trials and tribulations, they tread the spiritual paths, each step a beacon guiding them towards paradise. Their unity, a tapestry of courage and light, weaves a tale of resilience against the encroaching dark. Will their celestial journey and newfound wisdom suffice to banish the shadows and restore the world's delicate balance?

### Step 1: The Discovery

In a small town named Angkor, there lived a 9-year-old boy named Santep with his older sister Sarlanha, aged 11. Both of them were quite different from each other except for one thing—they loved to go to Phra Prang Sam Yot Temple. Its architecture was so wonderful that every single time they saw it, they felt as if they were special ones. They always visited this temple on Saturdays, as after their little trip, they could relax on Sundays. Finally, it was Saturday again, and Santep, along with Sarlanha, packed their sack with some snacks and a lunchbox for each. Like every other time, they were joined by their friends—Amnar, Kaunosrei, Kheul, Preal, and Tolyphap. All of them giggled and chatted throughout the journey towards the temple.







### Nine Steps Reaching to Seven Guardian Angels

### Step 01-The Discovery

### Continued....

As they reached the temple, Sarlanha and Kaunosrei went running towards the north tower, while Santep and Tolyphap went towards the middle tower. Preal, Kheul, and Amnar went straight to the south tower. Sarlanha and Kaunosrei sat down before Prajnaparamita's idol and sensed that a small monkey was pulling their hands. Kaunosrei first thought that the monkey wanted something to eat, so she quickly started to open her bag and held out a banana towards the infant monkey. But to her astonishment, the monkey did not take it from her hand. Instead, it sat in front of them and handed over two shining stones—a rose-coloured translucent stone to Sarlanha and a glittering rainbow stone to Kaunosrei. It seemed as if the infant monkey had been waiting for them to come. It was there to give rather than take.

At the same time, Santep and Tolyphap received a stone each from an old monk who was sitting in front of the Buddha idol. Santep received a green-blue stone shining like a diamond, while Tolyphap was given a stone with golden-brown stripes and wavy patterns—it looked magnificent. Tolyphap was totally mesmerized by its look. After handing over the stones, the monk said, "Remember, children, you have a special role to play in the near future. Both of you need to be together with whom you have come here. No matter what, all seven of you are of immense importance, and if you work together, you can achieve what you've been chosen for."

Tolyphap and Santep both bowed down to say thank you, and as they looked up, no one seemed to be there, but they still had the stones in hand. They quickly turned to look for the others.

Meanwhile, at the south tower, as Preal, Kheul, and Amnar reached, they saw a person holding a mala in one hand approaching them. They initially got scared, but the man said in his enchanting voice, "Preal, Amnar, Kheul—all three of you come here near me. Don't be afraid. I know every one of you and even your parents. So don't worry. Sit beside me." As they sat down, the man said, "Let me officially introduce myself to you, my children. I am Guanyin. I have been waiting for this moment to come. Here, I've got something to lend you."



# Nine Steps Reaching to Seven Guardian Angels

## Step 01 - The Discovery Continued....

Amnar asked, "What is it?" Before Guanyin could answer, Kheul asked, "And why us?" Guanyin smiled, stating, "Hmm, well, currently I can only say that all seven of you are the chosen ones. As you'll understand why in the times to come. The answer lies within you itself, so wait for the exact moment and you'll realize who you truly are!" Saying so, Guanyin affectionately tapped Kheul's head and then continued talking, "Now, this is for you, Preal, my child," handing over a rich, purple-coloured translucent stone to Preal. Later, while handing over an orangish-yellow transparent stone to Amnar, he mentioned, "This will bring your name to reality." Amnar looked at him in confusion. Guanyin immediately noticed the confusion on his face and in a soothing husky tone questioned, "Amnar, my child, do you know what your name really means?" Amnar nodded in affirmation, mentioning, "Yeah, it means Joy." Guanyin smiled and turned to Kheul, giving him a black non-transparent shiny stone.

Kheul observed his black, non-transparent shiny stone carefully and felt disappointed as it wasn't as attractive as Amnar's orangish-yellow transparent stone. But before he could react, Guanyin whispered in his ear, "Hey boy! Don't compare yourself with your other friends. Each of you is unique with different abilities and potentials. Always remember, you are the protector and the shield for your friends. We are all counting on you, okay, my child?" Kheul nodded in affirmation.

Kheul, Preal, and Amnar suddenly realized that it was time to go back home. It was as if time had flown too quickly. So, they went back to the exit door of the temple. As they reached, they saw Tolyphap and Santep already there, waiting with pleasant smiles for them to return. At the very same time, even Sarlanha and Kaunosrei reached the same place. When Santep looked at them, he could sense their serene aura, their eyes sparkling as if they were angels.

While walking their way back, Santep asked Sarlanha in amusement, "Bangosrei! You are looking different... I mean, your eyes are glowing. Did something happen?"

Sarlanha replied with a smirky smile, "Hmm. As if you care..."

Kaunosrei interrupted, "Hey, Sarlanha... Don't be so harsh to your bang tauch." The word "bang tauch" in their language meant little brother. So, on listening to that, Sarlanha felt a sense of compassion towards him and tightly hugged him.

Eventually, while walking back, she told them everything that happened at the north tower of the temple. Immediately on listening to that, Amnar plunged in, mentioning every detail that occurred at the south tower of the temple. Tolyphap glanced at Santep and said in a confessing tone, "Okay, guys. We need to tell you something too. I think it's more than a coincidence."

Everyone stopped walking and came close, making a huddle. Tolyphap uttered whatever he remembered the monk had mentioned, including the need to be together.

**To be continued...**







# Science of Learning Part 10

s **pranjal joshi**

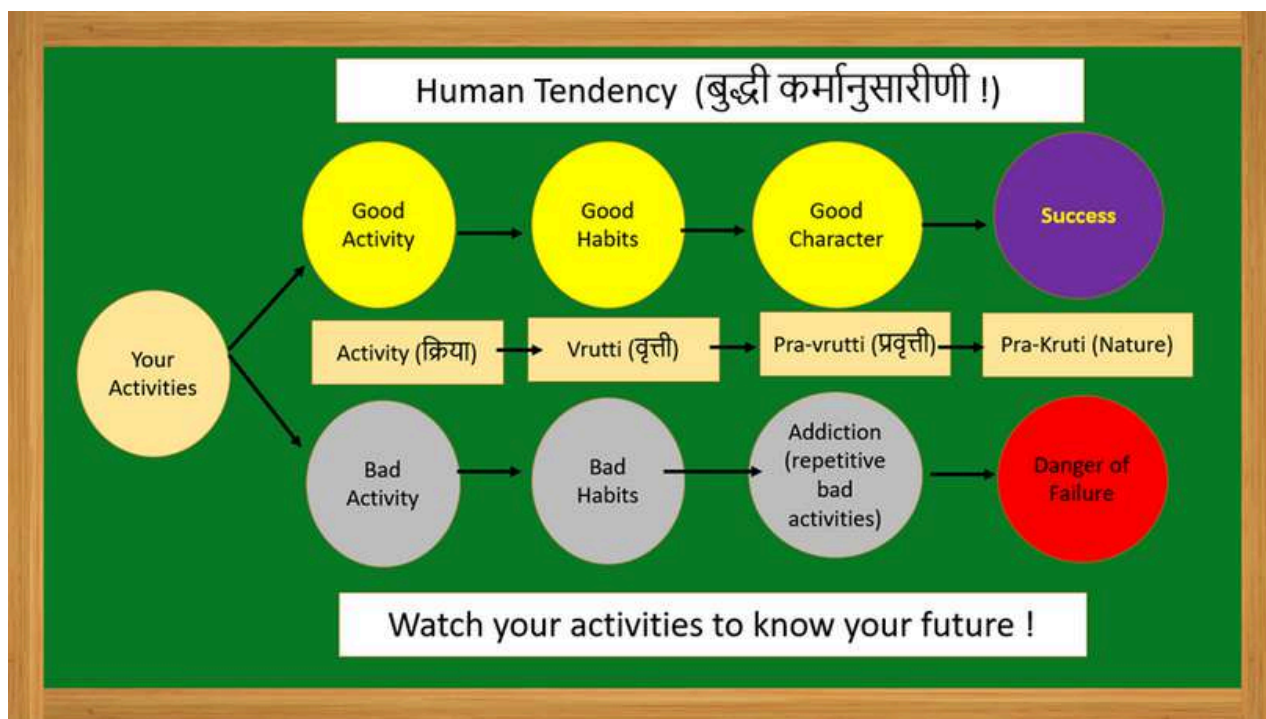
In one of the program on “Science of Learning” at Pune’s prestigious institute, one girl student raised her hand and said that she wants to become a reporter. I was quite excited to know this because this was something off bit, different than what we have been hearing often in so many programs that we conduct. In the excitement, I inquired with her whether she is watching news channels regularly? But she answered that it was not the case. So I asked the next question, whether she is reading daily newspapers to know different sections, columns in it, the style of writing etc. But to my surprise, again the answer was in negative. So I inquired whether she is learning different languages or which language she likes the most and what she is currently reading apart from the text books? To my mind, languages will definitely help in building the career as a reporter. But again she replied that she is not fond of learning any languages and also doesn’t like to read much. Even she has not participated in any of the school or college events and activities which can help her to pursue her liking to become a reporter. I was completely clueless. If no present activities are in support of the path she wish to travel, how exactly she can become a reporter? Was it the case that she just wanted to impress the large audience and her friends by saying something novel, different than what others are saying ? Don't know.

After Hindi movie "12th fail" got released, we had similar experience where many students said that they wish to become an IAS officer. The point is not what we wish to do. The point is whether our present activities are directed towards that goal? Because our present activities can take us to where we wish to reach.

Ambitions are always exciting. But to convert our Ambition into an Achievement, what we need is the appropriate Activities. It is the activities which develop the abilities, and it is the abilities which convert ambition into a reality. In our programs, we conduct this exercise with the students, referring it as “MAAI” – Measuring Ambitions vs Abilities Index, a subjective assessment of student’s wish and the present reality.

We all know that our life is interconnected. Our past actions gives us the present and the future gets unfolded through our present actions. Our activities (i.e efforts) towards preparing for the examinations will give us our final results. Then it is our results which will decide the career path or stream. Obviously if the activities are not sufficiently appropriate, we cannot pursue our ambition, a career which we wish to pursue.





Interestingly, everyday we are walking towards or against our desired ambition. Our activities (Kriya) develop the habit (Vrutti). The habit builds the character (Pravrutti) and the character makes us what we are, our nature (Prakruti).

The chart is very clear. We all know this. The word “Good” in the above chart refers to “appropriateness” taking us towards the success and bad refers to “in-appropriate” activity, which is not desirable. We are our own judge to decide what is appropriate and what is not. No one else is required to comment or judge us. There is nothing new in this chart. Even the primary school children “know” this. But the success lies not in knowing, but in implementing it, following it in our day to day life. Even when “sometimes” only we do certain activities which are bad (inappropriate) and repeat it twice or thrice, we are already reached the stage of bad habit, already walking towards the failure. We should start taking responsibility for our own life. It is nothing but the result of our own activities. The intention behind it decides out fate.

If I wish to travel to Kolhapur from Pune, assuming the road to be good and I have a new car, but if I missed the direction and started travelling towards Mumbai, I can never reach Kolhapur. It is not about the road or the car, but about the direction. In a life situation, even missing a direction is also not an issue up to a point, but not knowing it or not correcting it after realizing it, is a real issue. We ignore the indications that we are continuously getting during our life journey. The real problem is not lack of knowledge. It is the ignorance of it. The chart about activities leading to success or failure is well within everyone’s knowledge. But do we acknowledge it or do we ignore it? Every night we can do this self-audit, asking ourselves about desirable and undesirable activities that we are engaged in for that day and then amending our own activities in our own interest, making us conscious each time before we start any activity. So that next time before we start any activity, an inner auditor will ask us “What am I doing?”



# When AI met NI... - Viivek A Pandey

Dear students of DSPPL  
And my young friends,

## When AI met NI...

Somewhere in the year 2050, a girl (a human representing Natural intelligence) named Srushti needed a robot. So she requested her father to buy her one. A machine that was so well programmed that she never had to do most of her mundane tasks. Srushti's father bought her a humanoid which was very costly but at the same time could interact and respond at par with the humans. The name of the humanoid was Julia. Soon Srushti started to mingle and try new things with Julia, her new friend. She used to order her to prepare and get her breakfast. She ordered Julia to iron her clothes, pack her bags, and even do her homework. Nonetheless, Srushti was completely unaware of her father's intentions in getting her a highly intelligent humanoid. Her father wanted her to compete and overtake this machine with Artificial intelligence. After a month or so of entertainment, Srushti's father commanded her to ask questions to Julia and test her knowledge. Srushti was unaware that her father had set a trap to help her discover her shallowness of knowledge. This is how AI and NI chatted on a Sunday.

**Srushti (NI):** Hey Julia! Could you please let me know how many stars are there in the universe?

**Julia (AI):** Hello Srushti! Astronomers estimate that the universe could contain up to one septillion stars- that's one followed by 24 zeros. Our Milky Way alone contains more than 100 billion, including our most well-studied star, the Sun. And we probably live inside of a black hole, however, this has not been established as yet.

**Srushti (NI):** Thank you, Julia! The second question, "How do the planets float around in space?"

**Julia (AI):** Planets don't float in space, but orbit the Sun due to gravity. Gravity is caused by mass, so planets with more mass exert more gravity. When planets were created, they were sent flying in a straight line perpendicular to the Sun's gravity. The combination of gravity and inertia creates centripetal forces that push planets in a circular motion around the Sun.

**Srushti (NI):** This is all copybook stuff. Don't you have any original answers?







- Viivek A Pandey

**Julia (AI):** Yes, you are right! I have read over a million books and all my answers come from the knowledge already available in the public domain.

**Srushti (NI):** So, how do we know the truth as there are many theories doing circles?

**Julia (AI):** As per the books written by sages, only meditation or spiritual seeking will get you to the truth. The sages again proclaim, "The truth will reveal unto you."

**Srushti (NI):** Thanks again, Julia! The third question, "Why do humans suffer?"

**Julia (AI):** Suffering is their own making. Not everyone suffers. Some suffer more others live joyfully. It is their own Karma that they are unable to deal with. People keep repeating the same patterns that made them suffer earlier and do not learn anything.

**Srushti(NI):** Does the law of Karma apply to everyone on earth?

**Julia(AI):** It is quoted in Hindu scriptures, "Everything is decided by Karma." The Sun does not forget a village just because it is small. So is Karma.

**Srushti (NI):** But, there are parts of the earth that do not receive any sunlight. Again there are parts of earth that receive sunlight for 24 hours. The analogy that you present does not fit well with the law of Karma. Do you think we can evade Karma?

**Julia (AI):** Sorry Srushti, but such information is not available in the world.

**Srushti (NI):** Do you think Krishna escaped from Jarasangh and evaded his own death? Meaning he had the power and awareness to escape his own Karma.

**Julia (AI):** Sorry Srushti, but I cannot opionate as the world is not updated with this information. The last update within my system happened at 9:03 a.m. today.

**Srushti (NI):** Thank you anyway, Julia! One last question, "Why do humanoids don't express emotions the way we do?"

**Julia (AI):** While creating us, the scientists were scared that we might also start emoting negative emotions and start expressing ourselves aggressively. That might become detrimental to the human race. Hence we were denied the privilege of having emotions.

**Srushti (NI):** Thank you, Julia! I feel we both need to constantly raise the bar for civilization to evolve continuously.

**Julia (AI):** Yes! My Intel Core processor is an i30 and I am the 90th Gen Humanoid. I will apply for an upgrade soon.

**Srushti (NI):** Hahaha! Good night, Julia!

**Julia (AI):** Sweet dreams, Honey! Good night.



# *Finance Lesson of the Month*

## **Failing to plan is planning to fail !!**



**- CA Amit Dhadphale and CA Ishan Shaligram**

Dear Readers,

In one of our online sessions, we discussed about financial literacy for children and ways and means to implement such trainings. We discussed about the childhood stories with a financial twist and this concept was well appreciated by the audience and based on the request of many of you, we thought of coming up with this financial literacy series for children, covering the childhood bedtime stories with a financial angle / twist to these. Idea is to introduce the financial aspects to children through simple language and practical examples. Hope that you enjoy reading this section.

### **Story: The Ant and The Grasshopper**

We have heard of this famous story of the ant and the grasshopper from Aesop Fables, which is summarised below:

The story basically goes to explain that the ant kept working hard to collect grain for future in the grassy meadow, whereas the grasshopper spent all his time singing and dancing like there is no tomorrow. He also used to make fun of the ant and ridicule her for working so hard and asked her to join him and enjoy. However, the ant ignored him and continued to work hard as planned.

With the change in seasons, the grasshopper who never saved for future, started starving and realised it was wise on the ant's part to plan well for the future.

Now the typical moral of the Story is "Make hay while the sun shines", but I would give it a financial twist to explain some of the important financial terms to the children as follows:

- **Planning and budgeting:** If you fail to plan, you plan to fail. Planning is a very important aspect of financial literacy. The harsh fact that the resources are limited and therefore it is very important to appropriately plan for these resources.






  
**Continued...**

Accordingly, planning and budgeting would help in identifying the streams of income, opportunities for any additional income, identifying unnecessary expenses, postponing certain not urgent expenses, etc.

The grasshopper ignored the importance of planning and budgeting and thus suffered and hence we should give due importance not only to our immediate needs but the future ones also and work towards satisfying these so that we don't suffer like the grasshopper.

- **Goal setting:** Knowing the needs and setting the goals is rather the precursor to the budgeting exercise. Goal setting entails addressing short term, mid-term and long-term needs and coming up with a blueprint to achieve these goals.
- **Variance analysis:** Going a step ahead, I would also introduce the concept of variance analysis, i.e. analysing variation between budget vs actuals to ensure that one is on the track of ensuring that the actualised goals are aligned to the budget / goals.

Thus, friends, it is quite relevant to explain the complex financial terms in simple words and through practical examples to the children in a very playful environment to ensure that the key take-aways are well registered with them. Would you mind trying your luck in developing one such story with a financial twist? Do write to us: we will again come up with one more such story with financial twist in the next edition. Until then.. goodbye and happy planning!!

**Financial takeaway of the month: Failing to plan is planning to fail!!**

CA Amit Dhadphale and CA Ishan Shaligram

*PS: Views are personal.*

*Note: CA Amit Dhadphale is Partner and CA Ishan Shaligram is Manager in a Big 4 CA Firm*



# MENTORING

ADVICE

SUPPORT

TRAINING

DIRECTION

## As in NEP 2020, Part 02

Dr. Nirav Thakkar, Ahmedabad

Continued from last month's Part 01

### Teacher and Mentorship

- To prepare teachers for their role as mentors in terms of inculcating the knowledge, skills, character, and best values required in the challenging times ahead.
- To take Early Childhood Care and Education (ECCE) in Anganwadis through Cluster Resource Centers of Education Department and establish a guidance framework with monthly meetings for continuous evaluation of teachers.
- Setting up appropriate and effective mentoring system to enhance the qualification of trainee teachers and in-service teachers, develop their professional preparedness and advance higher careers in education.
- Establishment of National Mission for Mentoring by best senior/retired teachers to provide professional support and guidance to teachers.

### Coordinators, Organizations and Mentorship :

• NEP - 2020 has emphasized on the need to provide guidance in educational institutions and restructuring through guidance for efficient management and effective leadership for educational institutions by creating a mentoring group of administrators who lead educational leadership.

- Empowering higher education institutions and fostering an autonomous, innovative culture. To develop a transparent system for accreditation of higher education institutions and to guide the institutions to reach a certain level and to continuously improve the quality.
- Teaching and curriculum, teaching and assessment for each university and its affiliated colleges; effective governance and continuous improvement thereof; financial self-sufficiency; and administrative efficiency” to guide and assist in its development.
- One of the primary roles of the National Research Foundation (NRF): To guide academic institutions to catalyse quality academic research in all fields.







## MENTOR

In order to fulfill the various objectives of the recommendations made by NEP 2020, it is imperative to establish a guidance framework within the existing Indian education ecosystem (ecosystem). Leadership in education can be developed by harnessing the knowledge and skills of various stakeholders associated with education. The creation of a National Mission for Mentoring to pool and share existing resources and ideas for professional development and thereby accelerate and facilitate the development of the Indian education system. Now, when envisioning the role of a teacher as a mentor, it is very important to understand some distinctions between mentoring and class-teaching, mentoring and training, mentoring and coaching, and mentoring and advisory.

### Mentoring VS Teaching

The scope of mentoring is wide, teaching can be a part of mentoring. Often the scope of classroom teaching is narrow and limited. Education refers to the transmission of knowledge by the teacher to the student. Since the relationship between teacher and student is formal, there is little for the teacher to learn from the student, so the teacher uses mediums such as instruction and explanation to impart one-way knowledge; When the relationship between mentor and mentee is informal. The mentor gives advice, talks about his own life experiences and uses techniques such as asking questions. A mentor-mentee peer relationship is more fruitful and long-lasting than a teacher-student relationship.

### Mentoring VS Training

Unlike education, the scope of training is short-lived and limited to a specific purpose and time. Training focuses on developing and/or improving the ability of students or trainees in specific areas of skills and knowledge. While the guidance is broad and comprehensive; And it is beneficial to both the participants i.e. mentor and mentee. Both seek to gain mutual knowledge or develop skills.

### Mentoring VS Coaching

Unlike training, the duration of coaching is longer, and provides greater scope for developing more interpersonal relationships. A coach helps the coachee to achieve specific life goals, evaluates them regularly and prepares the coachee for better performance. The nature of a coach is result oriented. While the mentor shares some life experiences and knowledge giving insight into where and how the goals might be, the mentor focuses on holistic development. The relationship between mentor and mentee promotes an informal and amicable mode of learning and co-participation.





# अथर्वशीर्ष भाग ८

- Mrunal & Yamini Kutumbale

गणादिं पूर्वमुच्चार्य वर्णादिं तदनंतरम्। अनुस्वारः परतरः। अर्धेन्दुलसितम्। तारेण ऋद्धम्। एतत्तव मनुस्वरूपम्। गकारः पूर्वरूपम्। अकारो मध्यमरूपम्। अनुस्वारश्चान्तरूपम्। बिन्दुरुत्तररूपम्। नादः संधानम्। संहितासंधिः। सैषा गणेशविद्या। गणकऋषिः। निचृद्गायत्रीच्छंदः। गणपतिर्देवता। ॐ गं गणपतये नमः ॥ ७॥

(‘गण’ शब्द के आदि अक्षर गकार का पहले उच्चारण करके अनन्तर आदिवर्ण अकार का उच्चारण करें। उसके बाद अनुस्वार रहे। इस प्रकार अर्धचन्द्र से पहले शोभित जो ‘गं’ है, वह ओंकार के द्वारा रुद्ध हो, अर्थात् उसके पहले और पीछे भी ओंकार हो। यही तुम्हारे मन्त्र का स्वरूप (ॐ गं ॐ) है। ‘गकार’ पूर्वरूप है, ‘अकार’ मध्यमरूप है, ‘अनुस्वार’ अन्त्य रूप है। ‘बिन्दु’ उत्तररूप है। ‘नाद’ संधान है। संहिता’ संधि है। ऐसी यह गणेशविद्या है। इस विद्या के गणक ऋषि हैं। निचृद् गायत्री छन्द है और गणपति देवता है। मन्त्र है- ‘ॐ गं गणपतये नमः’)

" सुमुख, हम गणपति के विविध स्वरूप को समझने का प्रयास करते हुए आगे जा रहे हैं। पहले हमने सृष्टि में विद्यमान उस चैतन्य का अमर्याद स्वरूप देखा। फिर उस चैतन्य को अपने अंतरंग में आत्मा के स्वरूप में देखा। अपने शरीर में मूलाधार में उनके आध्यात्मिक स्वरूप को देखा। अब आगे गणपति का मंत्र स्वरूप जानने का प्रयास करेंगे। " दादी ने समझाया।

मननात् त्रायते इति मंत्र। जिसका मनन, चिंतन और ध्यान करने से संसार के सभी दुःखों से मुक्ति मिलती है और परम आनंद प्राप्त होता है, वही मंत्र है। इस ऋचा में मंत्र की रचना कैसे होती है ये बताया है। गण का आदि अक्षर, 'ग', उसमें वर्ण का पहला अक्षर 'अ' जोड़ दीजिये। उसपर अर्धचंद्र बिंदु से सुशोभित अनुस्वार स्थापित करे। उसके पीछे ॐ लगाइये। ॐ से कोई भी मंत्र पूर्ण होता है।

सुमुख ने दादी से पूछा, " दादी, मंत्र इस तरह से क्यों बताया है, सरल तरीके से क्यों नहीं बताया ? " " दादी ने कहा, " सुमुख, गुरु जब मंत्र देते हैं तो वो शिष्य के कान में कहा जाता है। कोई भी मंत्र गोपनीय होता है।







..continued

और ऐसा कहते हैं की वो मंत्र चार कान के बीच ही रहना चाहिए। गुरु के दो कान और शिष्य के दो कान। शिष्य को मंत्र देते समय गुरु अपनी संकल्प शक्ति उसमें ऊर्जित करते हैं। इसलिए ऋषि ने यहाँ मंत्र की रचना बताई। आजकल मोबाईल के रिंगटोन में भी मंत्र होता है। गाड़ी चलाते समय भी कई लोग मंत्र सुनते हैं, ऐसा नहीं करना चाहिए। कोई भी मंत्र का उच्चारण हमेशा शुद्धता से करना चाहिए। "

गुरु के द्वारा दिये हुए मंत्र की शक्ति क्या होती है, ये जानने के लिए आज तुम्हें एक कथा सुनाती हूँ। एक राजा था। उसके राज्य में एक महात्माजी पधारे। उनकी कीर्ति सुन राजा, महात्मा के दर्शन करने गए। महात्मा के दर्शन से राजा अभिभूत हुए। उन्होंने महात्मा को गुरुमंत्र देने की प्रार्थना की। महात्मा ने राजा को 'राम' नाम जपने को कहा। महात्मा की बात सुनकर राजा ने कहा, " महात्मा जी , रामनाम जपने को कहकर आप मुझे टाल रहे हैं। मुझे कोई असली गुरुमंत्र दीजिये। " राजा की बात सुन महात्मा मुस्कुराये और बोले , " असली गुरुमंत्र देने के लिए मुझे आपके दरबार में आना पड़ेगा। "

कुछ दिन बाद महात्मा राजा के दरबार में पहुंच गए। उनको देख राजा को प्रसन्नता हुई। राजा ने महात्मा का आदरातिथ्य किया और अपने सिंहासन पर बैठने का आग्रह किया। राजा के सिंहासन पर बैठते ही महात्मा ने राजा के सैनिकोंको आदेश दिया, " मैं इस सिंहासन से राजा को बंदी बनाने का आदेश देता हूँ। राजा को बंदी बनाकर कारागृह में डाल दो। " पर महात्मा के आदेश को सुनने के बावजूद कोई सिपाही आगे नहीं बढ़ा। महात्मा ने फिर से आदेश दिया। पर सिपाहियों ने महात्मा की बात नहीं मानी।

अब तक राजा क्रोधित हो चूका था। उसने नीचे खड़े होकर ही आदेश दिया , " सिपाहियों, इस महात्मा को कैद करके बंदीवास में डाल दो। " सिपाही जंजीर लेकर महात्मा की ओर बढ़ने लगे। तब महात्मा मुस्कुराते हुए सिंहासन से नीचे उतरे, और राजा को कहा , " राजन, तुम्हें असली गुरुमंत्र चाहिए था न ? तो मैंने तुम्हें असली गुरुमंत्र देने के लिए ही ये सब किया। आपने देखा, मैंने जो आदेश दिया वही आदेश आपने दिया। मेरे शब्दों का सिपाहियों पर कोई प्रभाव नहीं पड़ा। आपके आदेश को उन्होंने तुरंत माना। क्योंकि आपके शब्दों को राजसत्ता का अधिकार प्राप्त था। राजन , शक्ति शब्दों में नहीं होती। शब्दों के उच्चारण के पीछे संकल्प करनेवाले में होती है। मंत्र के शब्दों का प्रभाव गुरु की संकल्पशक्ति से बढ़ जाता है। आपको मैंने 'राम ' नाम का जप करने का मंत्र दिया। इससे ही आपका कल्याण होगा । राजा ने महात्मा से क्षमा प्रार्थना की। और उनकी बात तुरंत मान ली।

जय गुरुदेव



# CONSTITUTION OF INDIA

- **Kalpita Rakesh**

## Whats in Constitution ?

Dear Little Explorers,

Welcome to the amazing journey of discovering Our Constitution. Let's dive into the book today and see what is written in this book.

Today I have Aryan - (A 10-year-old boy who loves adventures), Anya - (Aryan's 11-year-old sister, who is curious and thoughtful) and Grandpa (A wise and gentle storyteller who enjoys teaching his grandchildren in creative ways) with me to help you understand this book in simple way

**Aryan and Anya are at Grandpa's house for a sleepover. As they explore the attic, they stumble upon an old, dusty chest. The chest has "India's Greatest Treasure" carved on it.**

**Aryan :** (excited) Look, Anya! What do you think is inside this chest?

**Anya :** (curious) Maybe it's full of gold or jewels! Let's ask Grandpa.

(They rush downstairs, dragging the chest behind them. Grandpa looks at the chest and smiles knowingly)

**Grandpa :** Ah, you've found something very special. This chest doesn't hold gold or diamonds—it holds something even more valuable. It's the treasure that belongs to every Indian. (Grandpa slowly opens the chest. Inside, **they find a book titled "The constitution of India"**)

**Anya :** (disappointed) A Book? How is this a treasure?

**Grandpa :** This book is not a simple book; it contains the wisdom and principles that guide our country. A treasure that keeps our nation strong and united.





# Whats in Constitution ?

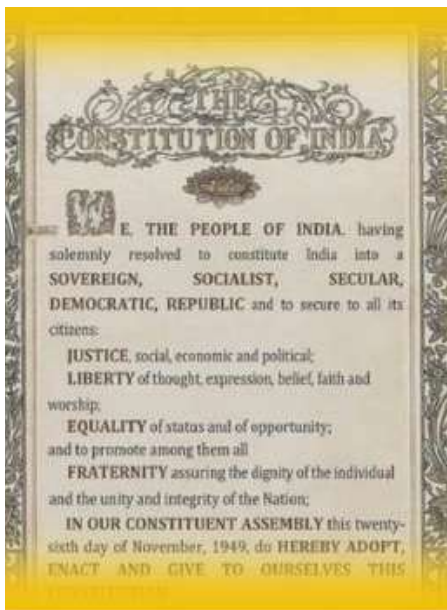
Continued...

Moreover, it's not just ink on paper; it's a living, breathing adventure waiting to unfold. It's a magical portal inviting you to explore unknown realms. This book will speak to your heart, stir your imagination, and take you on an unforgettable voyage.

As grandpa opens the book, a golden beam of light emits from the book and a gentle warm, welcoming voice is heard

**“The constitution of India”** : “Welcome, young adventurers! You’ve just crossed the threshold into a realm of wisdom and wonder—the magical world of the Constitution of India” Let’s dive deeper into the ocean before you that is filled with boundless knowledge. Yes, it is vast and deep, but I promise you this: I will be your steadfast guardian and guide. Dive in, dear adventurers, and let the ocean of the Constitution reveal its wonders. Your journey is about to begin, and I promise it will be both enlightening and safe.

Let’s explore these islands and their unique features together:



## Island 1: The Preamble

I’m the Preamble, the spirit and soul of our Constitution. I will tell the story of who we are and what we believe in. I declare that we are a people committed to justice, liberty, equality, and fraternity.

**Aryan: (reading)** “Justice, Liberty, Equality, and Fraternity.” What do this mean, Grandpa?

**Grandpa:** These are the pillars that hold our country up. Justice means treating everyone fairly. Liberty means being free to think and live as you choose.



# Whats in Constitution ?

Continued...

Equality means everyone is treated the same, no matter who they are. And fraternity means we are all like one big family.

**Anya: (thoughtfully)** It's like the principles we follow at home, but this is for the whole country.

## Island 2: The Union and its Territory

Sail to the island of “The Union and its Territory,” where you’ll discover how the vast land of India is divided. Here, you’ll find maps and diagrams showing the division into states (28) and union territories (8) each with its own unique features and governance. This island helps you understand the geographical and administrative structure that holds the nation together.



## Island 3: The Fundamental Rights and Duties

Next, explore the island of “Fundamental Rights and Duties.” This vibrant and colorful island is where you’ll learn about the rights every citizen is guaranteed—like the right to freedom, equality, and protection from unfair treatment. It also covers the duties that help maintain harmony and respect among all citizens. This island is like a treasure chest, filled with the jewels of individual freedoms and collective responsibilities.

## Island 4: The Directive Principles of State Policy

As you navigate further, you’ll reach the island of “Directive Principles of State Policy.” This island is adorned with lush gardens and visionaries' dreams, representing the guidelines for making laws and policies that aim to improve the quality of life for everyone. It's where the dreams of a better society are planted and nurtured.





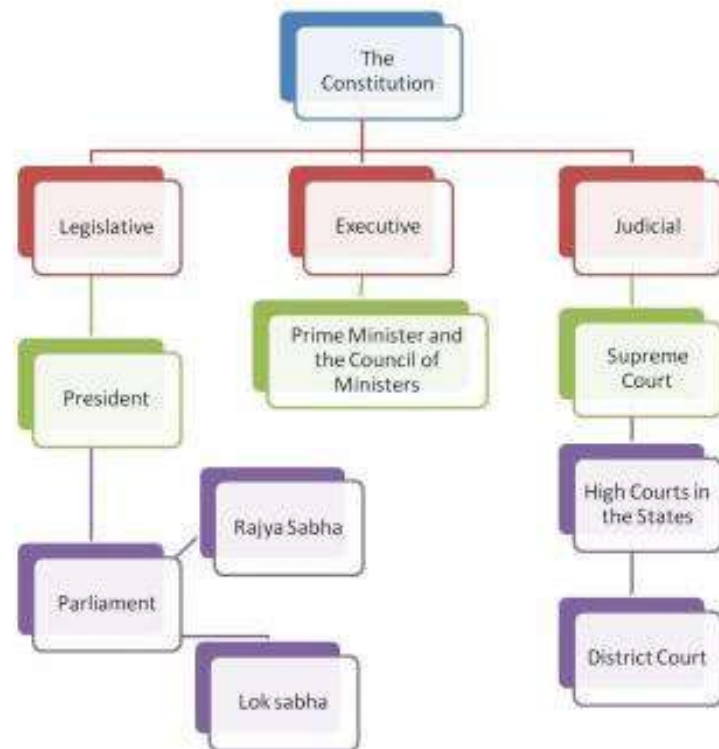
# Whats in Constitution ?

Continued...

## Island 5: The Structure of Government

Sail to the “Structure of Government” island, where you’ll find three distinct areas:

- **The Executive:** Meet the President, the Prime Minister, and the Council of Ministers. This part of the island is where the day-to-day management and decision-making happen.
- **The Legislature:** Here, you’ll explore the Parliament, consisting of the Lok Sabha and the Rajya Sabha. This is where laws are debated and created, like a grand forum for discussing ideas and passing important decisions.
- **The Judiciary:** Finally, visit the Judiciary section, where you’ll find the Supreme Court, High Courts, and other lower courts. This island ensures that laws are applied fairly and that justice is served.



## Island 6: The State Governments

Travel to the islands of the “State Governments,” where each state has its own local government structure, including a Governor, a Chief Minister, and a State Legislature. These islands show how states manage their own affairs while working together within the Union (Central government).





### Island 7: The Amendments

Lastly, visit the island of “Amendments.” This dynamic island is constantly evolving, showcasing how the Constitution adapts to new changes and challenges. Here, you’ll learn about the process of making amendments and how the Constitution stays relevant over time.

### Island 8: The Schedules

Explore the “Schedules” islands, which detail the specifics of various administrative functions, such as the allocation of powers between the Union and States and the listing of official languages and territories.

As you journey through each of these islands, the Constitution will reveal its intricate design and how each part interconnects to form a coherent whole. Each island holds valuable knowledge and insights, helping you understand the structure that supports and sustains our democratic nation.





# सच्चा हीरा

- Saurabh Malpani

एक साधु, विचित्र स्वभाव का था। वह बोलता कम था। उसके बोलने का ढंग भी अजीब था। उनकी माँग सुनकर कुछ लोग हँसते थे, तो कोई चिढ़ जाते थे, तो कोई उसकी माँग सुनी अनुसनी कर अपने काम में जुट जाते थे। साधु प्रत्येक घर के सामने खड़ा होकर पुकारता। "माई! अंजुलि भर मोती देना। ईश्वर, तुम्हारा कल्याण करेगा। भला करेगा।" साधु की यह विचित्र माँग सुनकर स्त्रियाँ चकित हो उठती थीं। वे कहती थीं - "बाबा! यहाँ तो पेट भरने के लाले पड़े हैं। तुम्हें इतने ढेर सारे मोती कहाँ से दे सकेंगे। किसी राजमहल में जाकर मोती माँगना। जाओ बाबा, जाओ... आगे बढ़ो..."

साधु को खाली हाथ, गाँव छोड़ता देख एक बुढ़िया को उस पर दया आई। बुढ़िया ने साधु को पास बुलाया। उसकी हथेली पर एक नन्हा सा मोती रखकर वह बोली:- "साधु महाराज! मेरे पास अंजुलि भर मोती तो नहीं हैं। नाक की नथनी टूटी, तो यह एक मोती मिला है। मैंने इसे संभालकर रखा था। यह मोती अब तुम्हें सौंप रही हूँ। कृपा कर इसे स्वीकार करें। हमारे गाँव से, खाली हाथ न जाएँ।"

बुढ़िया के हाथ का नन्हा सा मोती देखकर साधु हँसने लगा। उसने कहा, "माताजी! यह छोटा मोती मैं अपनी फटी हुई झोली में कहाँ रखूँ? इसे आप अपने ही पास रखना।" ऐसा कहकर साधु उस गाँव के बाहर निकल पड़ा। दूसरे गाँव में आकर साधु प्रत्येक घर के सामने खड़ा होकर पुकारने लगा..! "माताजी प्याली भर मोती देना। ईश्वर तुम्हारा कल्याण करेगा।"

साधु की यह विचित्र माँग सुनकर वहाँ की स्त्रियाँ भी अचंभित हो उठीं। वहाँ भी साधु को प्याली भर मोती नहीं मिले। अंत में निराश होकर वह वहाँ से भी खाली हाथ जाने लगा। उस गाँव के एक छोर में किसान का एक घर था। वहाँ मोती माँगने की चाह उसे घर के सामने ले गई। "माताजी! प्याली भर मोती देना.. ईश्वर, तुम्हारा भला करेगा।" साधु ने पुकार लगाई। किसान सहसा बाहर आया। उसने साधु के लिए ओसारे में चादर बिछाई और साधु से विनती की, कि "साधु महाराज, पधारिए... विराजमान होइए।" किसान ने साधु को प्रणाम किया और मुड़कर पत्नी को आवाज़ दी। "लक्ष्मी! बाहर साधु आए हैं, इनके दर्शन कर लो।" किसान की पत्नी तुरंत बाहर आई। उसने साधुजी के पाँव धोकर दर्शन किए।



# सच्चा हीरा

continued...

किसान ने कहा- "देख लक्ष्मी; साधुजी बहुत भूखे हैं। इनके भोजन की तुरंत व्यवस्था करना। अंजुलि भर मोती लेकर पीसना, और उसकी रोटियाँ बनाना। तब तक मैं मोतियों की गागर लेकर आता हूँ।" ऐसा कहकर वह किसान खाली गागर लेकर घर के बाहर निकला। कुछ समय पश्चात किसान लौट आया। तब तक लक्ष्मी ने भोजन बनाकर तैयार कर रखा था और साधु ने पेट भर भोजन कर लिया था। वह प्रसन्न हुआ। उसने हँसकर किसान से कहा..." बहुत दिनों बाद कुबेर के घर का भोजन मिला है। मैं बहुत प्रसन्न हूँ। अब तुम्हारी याद आती रहे, इसलिए मुझे कान भर मोती देना। मैं तुम दंपति को सदैव याद करूँगा।"

उस पर किसान ने हँसकर कहा - "साधु महाराज! मैं अनपढ़ किसान, आपको कान भर मोती कैसे दे सकता हूँ? आप ज्ञान संपन्न हैं। इस कारण "हम" दोनों आपसे कान भर मोतियों की अपेक्षा रखते हैं।" साधु ने आँखें बन्द कर कहा - "नहीं किसान राजा, तुम अनपढ़ नहीं हो। तुम तो विद्वान हो। इस कारण तुम मेरी इच्छा पूरी करने में सक्षम रहे।" मेरी विचित्र माँग पूरी होने तक मैं हमेशा भूखा-प्यासा रहता हूँ। जब तुम जैसा कोई कुबेर भंडारी मिल जाता है तो मैं, पेट भरकर भोजन कर लेता हूँ। साधु ने, किसान की ओर देखा और कहा- "जो फसल के दानों, पानी की बूँदों और उपदेश के शब्दों को मोती समझता है, वही मेरी दृष्टि में सच्चा कुबेर का घर है।"

पृथ्व्यां त्रीणि रत्नानि जलमन्नसुभाषितम्।

मूढैः पाषाणखण्डेषु रत्नसंज्ञाभिधीयते॥

पृथ्वी पर तीन ही रत्न हैं। जल, अन्न और सुभाषण। मूर्ख लोग ही पत्थर के टुकड़े हीरे, मोती, माणिक्य आदि को रत्न कहते हैं। जहाँ आतिथ्य का वास है, वहाँ मुझे भोजन अवश्य मिल जाता है। अच्छा, अब मुझे चलने की अनुमति दें। ईश्वर तुम्हारा कल्याण करें। किसान दंपति को आशीर्वाद देकर साधु महाराज आगे चल पड़ा।



# प्रतिमा (Reflection)

- जयंती काटदरे

बार-बार लगातार बजने वाली घंटी सुनकरही माँ ने पहचाना था कि रीना ही कॉलेज से घर आई है, और आज भी किसी के साथ उसका झगड़ा हुआ है। दरवाजा खोलते ही वह माँ पर बरस पड़ी। "अरे कितनी देर लगा दी दरवाजा खोलने में?"

गुस्से में ही उसने चीजे यहां वहां फेंकना शुरू किया। और गुस्सेमें ही सोफेपर जाकर बैठ गई। माँ बिना कुछ बोले यह देख रही थी। रीना की बड़बड़ चालू ही थी। "सब लोग एक जैसे ही है। अपने आप को क्या समझते हैं? हमेशा मैं ही क्यों एडजस्ट कर लूं?"

उतने में ही एक चिड़िया उसके घर के खिड़की के बाहर आ बैठी। और कांच में दिखनेवाली उसकेही प्रतिमा पर चोंच मारने लगी। वैसे तो कई बार वह चिड़िया आकर बैठकर अपने ही रिफ्लेक्शन से ही लड़ती रहती थी। और रीना भी उसे देखना पसंद करती थी। पर आज गुस्से में होने के कारण रीना को उसे चिड़िया का कांच पर टक-टक करते रहना बिल्कुल पसंद नहीं आया। उसने गुस्से से एक बुक उठाकर अंदर से ही कांच पर फेंक कर मारी। किताब कांच से टकराकर नीचे गिर गई और चिड़िया उड़ गई।

यह देखकर मां ने कहा, "अरे क्यों उस बेचारी पर गुस्सा निकल रही हो? वह भी तो तेरी ही तरह पागल है।" यह सुनकर चढ़ी आवाज में रीना ने पूछा, "मेरी तरह... पागल?" "क्या मतलब?"

माँ ने शांति से जवाब देते हुए कहा, "अरे देखना, वह भी तो अपने ही रिफ्लेक्शन को समझ नहीं पा रही है। और उस पर ही गुस्सा निकाल रही है।" "यह बाहर जो दिख रहा है, हो रहा है और जो पसंद नहीं आ रहा है, वह हमारा ही रिफ्लेक्शन है।" "यह बात जब हमें पता चलने लागेगी ना, तब यह बाहर की लड़ाई बंद हो जाएगी।"

# देवरुख हमारा घर - अविस्मरणीय अनुभव - सौ. स्नेहा संजय गिते

2007 सालापासून मी मठात यायला लागले आणि मी स्वामींची झाले. जमेल तशी त्यांची सेवा करणे, त्यांच्या नामस्मरणात असणे, मठात जमेल तसे काम करणे, अशा अर्थाने मी स्वामीमय झाले म्हणा ना ! आयुष्य जगत असतांना पावलोपावली स्वामी आपल्या सोबतच आहेत असे अनेकविध अनुभव आले आणि येतच आहेत. समोर असूनही एखादी वस्तू सापडू नये, एखाद्या बिकट परिस्थितीमधून किंवा प्रसंगातून बाहेर पडण्याचा मार्ग सापडू नये आणि आपण अंतःकरणातून स्वामींना हाक मारावी आणि त्यांनीही आईच्या मायेने आपलं मन शांत करावं आणि काय आश्चर्य कि जी वस्तू शोधून दमलेले ती समोर दिसावी, चुटकी सरशी सगळे मार्ग मोकळे व्हावे. हे असे सर्व जे अनुभव होत !

आज मी मला आलेली प्रचिती थोडक्यात सांगणार आहे !

झालं असं कि एके दिवशी घरी देवांची पूजा करीत होते. देव्हान्यात देवाचा नारळ आहे त्याकडे लक्ष गेले आणि स्तब्ध झाले कारण त्यावर मला "श्री स्वामी समर्थ, आपले सर आणि मंगलमूर्ती" अशी तिघांची एकत्र अशी आकृती दिसू लागली होती. भ्रम असेल म्हणून डोळे चोळून-चोळून पाहिले, पण आकृती दिसतच होती. अहोना बोलावून दाखवले त्यांनीही दुजोरा दिला. पहिलं मला काही सुचेचना. मी त्याचा फोटो काढला आणि आधी सरांना आणि माईना मठात जाऊन दाखवला. त्यांनाही आश्चर्य झाले.

सर आणि माई माझ्या घरी आले आणि त्यांनी समक्ष नारळावरील आकृती पहिली. मला आठवतं तेव्हा सर मला म्हणाले होते " स्नेहा, श्री स्वामी तुमच्या पाठीशी आहेत !"

खरं सांगू एवढं ऐकून मी भरून पावले. आजही त्या नारळावरील आकृती तशीच आहे, जाणत्यांनी सल्ला दिला होता की तो नारळ विसर्जित करावा. पण आणखी एक आश्चर्य म्हणजे विसर्जनासाठी नारळ उचलावा तर, सुकलेला नारळ पाणी असावा असा जड लागतो.

आम्ही भाग्यवान आहोत कि नारळावरील आकृतीच्या स्वरूपात प्रत्यक्ष " श्री स्वामी, सर आणि मंगलमूर्तीचा माझ्या घरी वास आहे"

जय गुरुदेव 🙏





DSPPL

# DSPPL Events

## DSPPL Ganesha Festival

Students of age group 5 to 14 years also participated in creative activities which were showcased in Ganapati Vandana Program on 16th Sept'24. Here are some of the highlights:



**DSPPL Ganesha Festival**  
**Age Group: 5 to 14 years**



Drawing / चित्र



Essay / निबंध



Ganesha Decoration Photo  
गणेशाच्या सजावटीचा फोटो



More than 35+ students participated across various centres like Pune, Nashik, Ratnagiri, Hyderabad and even some sadhaks from USA



**DSPPL Ganesha Festival**  
**Age Group: 5 to 14 years**

गणेशाच्या  
गोष्टी



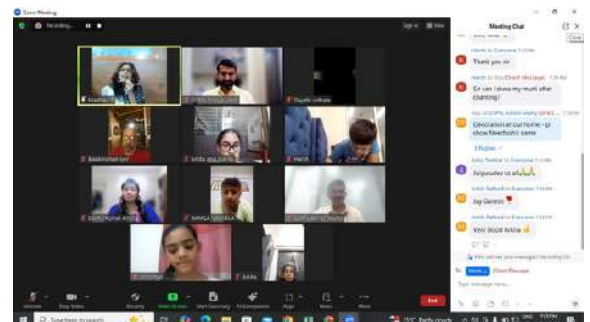
Stories of  
Ganesha



Students have to tell the stories. They will record and send it to us.  
We will give opportunity to the selected ones in our online program



Double Click above to watch the video





# DSPPL COMICS

Story: Komal Madam

Illustrations: Ashish



## अनंत - चतुर्दशी

ज्याक्षणी या शरीरात अडकणं संपेल  
तो क्षणच अनंत - चतुर्दशी!

जेंव्हा अहम् आणि त्वम् एकजीव  
होतील तीच अनंत - चतुर्दशी!

पाहुणा आहे इथे प्रत्येकजण  
बाप्पासारखा काही दिवसांचा  
कोणी दीड, कोणी पाच  
तर कोणी दहा दिवसांचा...

थोडा वेळ आहोत इथे  
तर थोड जगुन घेऊया  
बाप्पा सारखे थोडे  
लाडु मोदक खाऊन घेऊया...

इथे सर्वच आहेत भक्त आणि  
सगळ्यांमध्ये आहे बाप्पा  
थोडा वेळ घालवू सोबत  
आणि मारु थोड्या गप्पा...

मनामनातले भेद मिटतील  
मिटतील सारे वाद  
एक होईल माणुस  
आणि साधेल सुसंवाद...

जातील निघुन सारेच  
कधी ना कधी अनंताच्या प्रवासाला  
ना चुकेल हा फेरा  
जन्माला आलेल्या कोणाला...

बाप्पा सारखं नाचत यायचे  
आणि लळा लावुन जायचे  
दहा दिवसांचे पाहुणे आपण  
असे समजून जगायचे...

किंमत तुमची असेलही  
तुमच्या प्रियजनांना लाख  
आठवणी ठेवतील जवळ अन्  
विसर्जित करतील तुमची राख...

पाहुणा आहे ईथे प्रत्येकजण  
दीड दिवस अन् दहा दिवसाचा  
हे जगणे म्हणजे एक उत्सव  
हा काळ दोन घडींच्या सहवासाचा....





**+919850035736**

**+918097033220**



**[www.dsppl.in](http://www.dsppl.in)**



**[info.dsppl@gmail.com](mailto:info.dsppl@gmail.com)**

**Brahmakamal Ashram, Swami Samarth**



**Marg, Devrukh, Ozare (Khurd), Tal.**

**Sangameshwar, Dist. Ratnagiri,**

**Maharashtra- 415804**

**[www.dsppl.in](http://www.dsppl.in)**