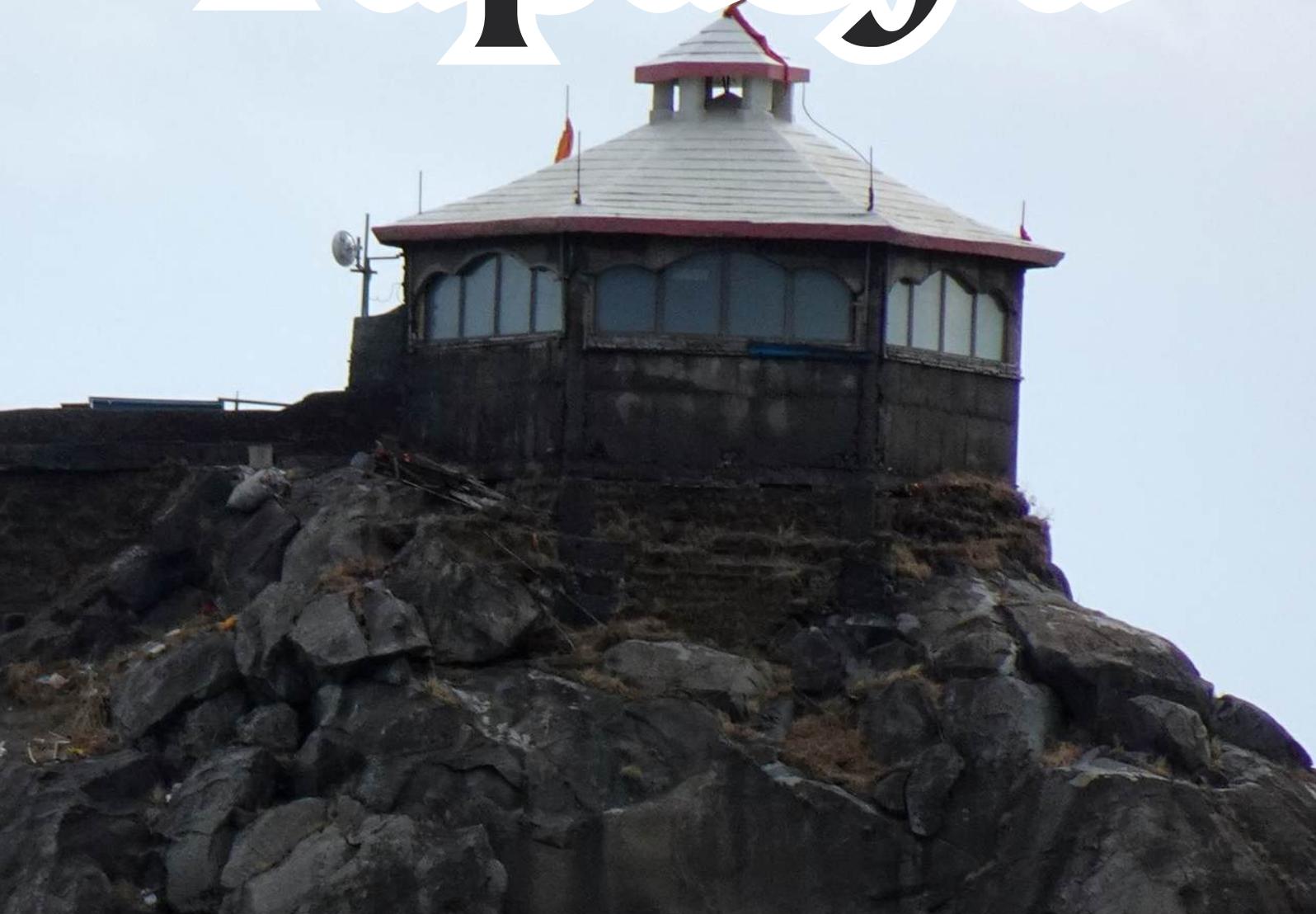




# Tapasya



 *Girnar Guru Shikhar*  *Canva*

*Celebrate Guru Purnima on 10<sup>th</sup> July 2025*



**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.



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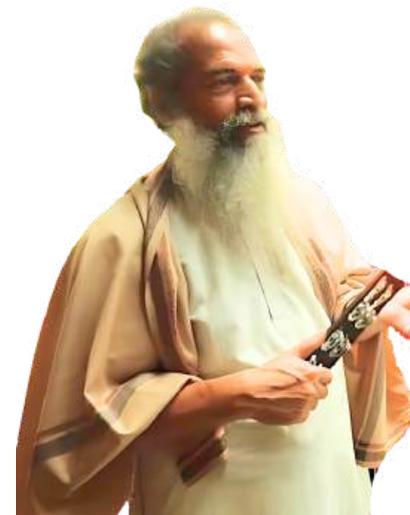
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**Ajit Telang Sir  
Our Inspiration!**





## From the Guest Editor's Pen

# Leadership Lessons from the Bhagavad Gita: A Path to Inner Alignment and Outer Impact

### Ms. Chanchal Badsiwal, Bengaluru

Tedx Speaker | Conscious Leadership Coach | NLP Therapist | Yoga Teacher | Seeker

With 20+ years of experience in Corporate, Entrepreneurship, Mentoring Start-ups, Teaching Yoga, she blends Global Leadership practices with deep Inner Work. She is a Conscious Leadership Coach who integrates the timeless principles of Indic philosophy with modern tools so today's Leaders can lead with authenticity, resilience, and purpose. She also works in emotional well-being space as a NLP Therapist and Wellness expert.



### Leadership Lessons from the Bhagavad Gita: A Path to Inner Alignment and Outer Impact:

Before strategies, structures, or KPIs—there is the self. Before leading others, there is the battlefield within. In today's fast-paced corporate world, where decisions are made in highstakes environments and teams span cultures and time zones, leadership often feels like navigating a storm. The Bhagavad Gita, a timeless scripture, offers profound wisdom to guide leaders through these challenges with clarity, resilience, and purpose.

This article draws from a 9-week journey where a group of leaders explored how the Gita's teachings can be applied to everyday life and work. Each week, they reflected on key themes anchored in select shlokas, discovering leadership not as control but as contribution, not conquest but clarity. From these, I have distilled four themes for this piece that resonate deeply and invite contemplation for modern leaders.

#### 1. Dharmakshetra: The Battlefield Within

"धर्मक्षेत्रे कुरुक्षेत्रे सर्वता युयुत्सवः । रार्काः पाण्डवाश्चैव ककर्कु वमत सज्जय ॥ (1.1)"



## Leadership Lessons from the Bhagavad Gita continued..

Leadership begins with self-awareness. The Gita opens with Dhritarashtra, the blind king, asking Sanjaya about the battlefield. Dhritarashtra represents the leader unable or unwilling to see what needs to be seen. Sanjaya symbolizes the witness consciousness—clear, detached, and truthful.

Modern leaders, too, face an inner battlefield of doubts, fears, and blind spots. There are moments when the leader must pause and ask: Where am I blind? What am I avoiding? What battles am I fighting—and are they even mine to fight? Awareness of one's own Kurukshetra is the first step to conscious leadership. It is in seeing clearly that transformation begins.

**Reflection Point:** Where do I act like Dhritarashtra—knowing, yet avoiding?

### 2. Nishkama Karma: The Art of Action

"कर्मण्येवाकधकारस्तेरा फलेषुकदाचन। रा कर्मफलहेतुर्भमरामतेसङ्गोऽस्त्वकर्मकि ॥ (2.47)"

Act with purpose, but release attachment to outcomes. Nishkama Karma is not about abandoning ambition but about performing action with full commitment and inner detachment. In the corporate world, this means focusing on excellence in effort rather than being consumed by result anxiety. Goals are important, but attachment to the goals is not.

As leaders and as humans, if we can give our best to what we work on and be able to take the results as they come without feeling underwhelmed or overwhelmed, that will be a huge service to our own self.

This mindset brings lightness to leadership and helps create teams that are innovative, resilient, and motivated by purpose rather than fear. It encourages leaders to give their best without being overwhelmed by success or failure, fostering an atmosphere where authentic effort is valued above all else.

**Reflection Point:** Am I clinging to results, or am I committed to the work itself?

### 3. Swadharma: Authenticity and Inner Alignment

"श्रेयान्स्वधरो कवगुः परधरामत्स्वनुकितात्। वधरेकनधनं श्रेयः परधरो र्यावहः ॥ (3.35)"



## Leadership Lessons from the Bhagavad Gita continued..

Better one's own imperfect path than a perfect imitation of another's. Swadharma is the leader's sacred duty, rooted in their unique strengths and context. When leaders align with their Swadharma, they act with authenticity and inspire their teams to do the same.

Para-dharma—living another's dharma—often shows up as adopting someone else's style, priorities, or goals that feel misaligned. True leadership is facing the call of your role, even if it feels uncomfortable or risky. It is about leading with integrity and staying true to one's values, no matter how unconventional the path may seem.

**Reflection Point:** What part of my role feels aligned—even if imperfect?

### 4. Leadership as Yajna: The Higher Purpose of Action

"यज्ञारामत्कर्मिोऽन्यत्र लोकोऽयं कर्मबन्धनः । तदर्कर्मकौन्तेय रुक्तसङ्गः सराचर ॥ (3.9)"

Leadership is not about accumulation but about offering. Yajna is the spirit of making one's work a sacred offering. When leaders work in the spirit of Yajna—detached from ego and driven by a higher purpose—they create meaning for themselves and those they lead.

This attitude transforms daily work into sacred action and infuses organizations with humility, contribution, and long-term vision. Leadership, in this sense, becomes less about control and more about service, making every decision and action an offering towards collective growth and well-being.

**Reflection Point:** Can I make my leadership an offering?

**Conclusion:** From Power to Presence

The journey through these themes is a movement from confusion to clarity, fear to faith, authority to service, power to presence. The Bhagavad Gita reminds us that leadership is not merely about external victories but about inner coherence and alignment with dharma. As we face the complexities of modern work and life, may we carry these insights into our choices, actions, and relationships—leading not just with our minds, but with our whole being.

सर्वं कृष्णार्पणम् 





## Industry Inspirations

### Interview with Vice Admiral Raman Prabath Honoured with Ati Vishisht Seva Medal & Vishisht Seva Medal

**Q :** A very warm welcome to Vice Admiral Raman Prabath, AVSM,VSM. We are very happy to have you in this interview which will be an inspiration to our Youth of tomorrow.

Kindly introduce yourself and tell us what was your inspiration to join the prestigious Armed Forces of our country.

I was born in 1954 into a Naval family and therefore brought up in a Naval environment. Schooling was done through different schools in various places due to frequent transfers that brought in its element of instability. At the same time it vastly improved my exposure, at a very young age, to different cultures, more friends and knowledge about the country's environment. Those were the days that we faced the 1962 Chinese aggression and the 1965 Indo-Pak war. The hostilities brought in a fervour of patriotism and many of us decided to join the Armed Forces through the National Defence Academy. I got selected and joined the Academy when I was just 15 years young. The 3 year training was rigorous and a period that transformed us from boys to



## National Defence Academy

***continued***

men. I opted to join the Indian Navy thereafter and preferred the Technical branches. After my BE, I was fortunate to complete my post graduation from IIT Delhi. Thereafter, it has been a long and interesting experience serving the Indian Navy for a period of over 40 years.

**Q. It is indeed the family environment that lays the foundation for a child's motivation and determination towards the career. The olden days where we were connected to the world only through the radio. The influence which was the drive towards patriotism and joining the National Defence Academy for serving the country is very encouraging for us. What are the various methods of entry into the Indian Navy?**

There are two categories of entry, sailors and officers. For both categories, entry is open to males and females with education qualification as 10+2. To join as sailors, a few years ago our government implemented the Agniveer scheme, wherein selected sailors are enrolled for a term of 4 years. Thereafter, 25% continue to serve the Navy. The balance is given a handsome term conclusion package. Officers can join through the Naval Academy or the National Defence Academy. There are various options available and all details are available in the website [www.joinindiannavy.gov.in](http://www.joinindiannavy.gov.in). In addition to facilities available to any government employee, additional Military Service Pay is given based on one's rank.

**Q. Thank you for your guidelines to join NDA, specifically Indian Navy. Handling complex weapons and systems requires special skills. It places a huge responsibility on the individual. How is the man on the ground groomed to take on such responsibilities**

Training is of high quality in the Armed Forces. Basic knowledge and practical skills are acquired during intensive training at the various professional schools. I was fortunate to command one such professional school. Training is aided by use of actual equipment or through simulator training. Everybody needs to have a basic knowledge of IT subjects and computer applications as the world of weapons, systems and other equipment are based on computing processors. Based on experience and time served, both officers and men are assigned graded higher responsibilities for which again additional training is imparted. There is a great emphasis on physical fitness and endurance for obvious reasons. It gives a great sense of satisfaction to see raw recruits passing out with high professional confidence ready to do their duty for the country.

**Q. It is great learning that along with the technical knowledge one has to have physical fitness and endurance to contribute in the field. A *sound mind in a sound body* is a quote by *Thales, a Greek Philosopher*. Kindly share with us briefly about your professional career.**



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As expected, I was appointed on various ships in different ranks with the responsibility of ensuring operational readiness of all electrical and weapon systems to be available for any eventuality. This is a highly professional task and a team of trained sailors are available to undertake the required routines. A challenge where theoretical training is put to actual ability on ground. We also have our Dockyards where ships and submarines are regularly docked for scheduled maintenance. I was fortunate to shoulder responsibilities in various capacities in the Dockyards, finally culminating as the head of the Vizag Dockyard leading a team of over 9000 workers and Officers. I was also fortunate to get opportunities involved with our Navy's indigenisation efforts. After my post graduation in 1981, I was part of a team that was deputed to the USA for 15 months for the development of a Fire Control System for our newly acquired submarines. I was also deeply involved in the development of a Surface to Air Missile system for the Navy through DRDO. Another significant area of my responsibility was the creation of civil infrastructure for our Dockyards and for our nuclear submarines. Prior to my retirement I was the **Program Director for our nuclear submarine construction project**. Overall I had a deeply satisfying professional and administrative career which took me to the top rank when I retired as a Vice Admiral.

**Q. Listening to your industrious career with such leading roles and touching the pinnacle of success by retiring as a Vice Admiral serving the country, you would have come across various situations of leadership. Based on your experience, what are the essential qualities required to be a good leader?**

During the initial stages of my career as a young officer, I looked up to my seniors for guidance and encouragement. There are many who imbibed in me good values which I cherish even today. As you get more senior, the situation reverses and you guide and lead your team through various situations. You need to lead by example and a simple way to do that is to **practice what you preach**. One has to be a thorough professional in his job to earn respect. Integrity is a must within the Armed Forces, which simply means being fair to all and doing your job honestly without self interest or bias. One has to be sincere and totally committed to his responsibility, whatever it be. Delegate responsibility to make the individual feel that he is an important team player. Communicate your thoughts and intentions always so that they know what is expected from them. Your team will abide by what you want if they are convinced that you are a good leader.





# Industry Inspirations

*continued*

**Q. It is a long journey where you were motivated by your seniors and then it was your turn to stimulate or encourage your team as a team leader. Noble qualities like being fair, honest, self less, sincerity and commitment are your pillars of strength in building your character. I am reminded of the saying “Give respect and earn respect“ would have earned you respect and love from your fellow men. You retired from service at the age of 60. Did you take on any additional responsibilities thereafter?**

Yes, I was offered the responsibility of Managing Director, **Brahmos Aerospace Thiruvananthapuram Ltd. (BATL)**, which I gladly accepted. Besides being actively involved in the production of the Brahmos missile, BATL was also undertaking manufacture of assemblies and subassemblies for DRDO, ISRO and DAE. We also did a lot of manufacturing work for one of the leading Military equipment suppliers in Israel. It was a wonderful exposure to me with respect to manufacturing and dealings with industries, located primarily in South India. Our workers are highly capable and given the right environment they can produce excellent results. I continued with BATL for more than 7 years.

**Q. Did you practice any spiritual practice in your life till now?**

I have taken up Yoga as a regular practice. I was regularly doing Surya Namaskar also. This helped me to keep the union of body, mind and soul. As one ages, spiritual practices need to be complemented with physical fitness. I do regular morning walks and swimming to keep myself physically fit.



# Uncanny Nexus - A journey beyond

## Volume 01: The Awakening of Seekers

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### 1. Seekers' Arrival

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

At an elite university, a competition for knowledge is about to change the fate of those who seek it. What begins as a scholarly pursuit soon takes an unpredictable turn, leading the seekers beyond textbooks and theories into something far greater—an unravelling of ancient forces hidden in time.

When an artifact of unknown origin is discovered, subtle synchronicities begin to emerge, guiding the researchers toward a mystery buried deep in the past. Their rivalry fuels their quest, pushing them to uncover forgotten wisdom, but the more they dig, the stranger the events become.

As their journey unfolds, they encounter hidden temples, fragmented truths, and cosmic connections that defy all logic. But something beyond human comprehension has already been set into motion. The air shifts, destinies converge, and an unseen force whispers a warning:

*Have they stumbled upon mere knowledge, or awakened something far greater?*

The first volume of Uncanny Nexus lays the foundation for a mystery that transcends time itself. But this is only the beginning.

#### **Seekers' Arrival**

In the University of Soka, students from various corners of the world arrived during the first year of college. Though this institute was famous for providing various languages in their master's and doctoral degrees, most students chose to go there to learn Sanskrit, the most ancient language full of wisdom and in-depth knowledge. Amongst them were Avenlee Strong, an American fascinated by ancient cultures, and Jigyasa Parekh, an Indian passionate about Sanskrit.



## Uncanny Nexus - A journey beyond Volume 01: The Awakening of Seekers

Contd...

As they stood in line to confirm their arrival, Avenlee who was standing in a different queue smiled at Aniya, a European girl who did not notice her as was busy taking out her papers. Jigyasa, right behind Aniya, helped her rearrange the papers without uttering a word. Aniya looked up with a smile, "Uhm! Thank you. I'm Aniya," she said with a smile.

"You are welcome, Aniya. I'm Jigyasa," replied Jigyasa politely.

"So... Friends?" Aniya asked, holding out her hand. Jigyasa nodded and shook her hand in approval. Avenlee watched them, wondering if she should approach them, worried about the language barrier. Her thoughts were interrupted by a loud voice.

"Hi Yug! How come you're here? I thought you would never leave India." Avenlee turned to see a guy next to her reply, "Oh hi Rutva! Long time, no see. Come here."

Avenlee, who always had heard from her friends about how people usually cut the line just because they have someone standing in the line first, suddenly burst out, her eyes narrowing in irritation, "Hey! What do you think you're doing? Just because she knows you doesn't mean she can cut the line."

Yug coolly replied, "I never asked her to cut the line, miss. It's just that if I go out of the queue, I'll need to go back to the last. So, I called her here. She'll go back to her place after some chatting. Will it be, okay?"

Avenlee calming down her anger nods, "Oh okay. But keep your word."

Yug smiled, "By the way, miss, I'm Yug." Meanwhile, Rutva reached where Yug and Avenlee were standing and plunged into their conversation.

"And I'm Rutva. We're childhood friends. Sorry if we offended you," Rutva added.

"Hi Yug and Rutva. Did I spell your names correctly?" Avenlee asked.

"Yes, you got my name 100% correct, miss," Yug responded.

"Hey, don't call me miss. Call me Ave," Avenlee said with a smile.



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## Uncanny Nexus - A journey beyond Volume 01: The Awakening of Seekers

Contd...

"Rutva immediately asked, "Is it a short form of something or it's just Ave?"

Well, my name is Avenlee Strong. But I prefer people calling me Ave," she replied just as she was called into the office for her dormitory and classroom details. As the queue moved, Rutva said to Yug, "I think I should go back in line. See you in class."

Yug smiled, "Have you met Ved? He's here too. In fact, he's the one who got me here."

Rutva was surprised, "Where is he? Is he in the queue?"

"Nope, he must have reached the dormitory by now and shall be waiting for me," Yug replied.

Rutva's face dropped with silent sadness. "Oh, okay then, see you guys tomorrow in class."

The next day, Rutva hurriedly packed her stuff and went to the mess for breakfast. There she met Avenlee sitting alone at the breakfast table. As Rutva was about to approach her, she saw Yug and Ved carrying their breakfast towards Avenlee. Yug placed his plate beside Avenlee's and asked, "Ave, can we join you?"

Avenlee smiled and said, "Well, I wasn't expecting you two here. But, guess, you may join me. However, this seat beside me is already reserved for Rutva. By the way, I saw her coming in but where is she?"

Yug smiled and went to sit beside Ved when suddenly he saw Rutva standing behind Avenlee. "Ave, think of the devil and she is here..." Yug mischievously commented. Rutva behaved as if she didn't hear anything and quietly sat beside Avenlee. "Thanks Ave, for saving my seat from the invader," said Rutva, throwing a quick glance at Yug. Looking at their childish reactions, Ved couldn't help but laugh. Then he immediately took a deep breath and said, "You guys, can't you be mature enough? We're in a different country and represent our country here. I guess you two need to moderate your reactions."

Avenlee, to make the atmosphere light, introduced herself to Ved, "I guess you're Ved, right?"

Ved nodded in agreement and asked, "How did you know my name?"

"Well, I just guessed it. Anyway, I'm Ave. Uhm, Avenlee Strong," said Avenlee.



## Uncanny Nexus - A journey beyond Volume 01: The Awakening of Seekers

Contd...

They chatted until breakfast was over and then went to the same classroom.

“Ave,” said Rutva, “Are you sure you belong to this classroom?”

Avenlee replied, “Yes, why? Isn’t this class for Sanskrit literature?”

Yug who was astonished to hear that Avenlee had taken Sanskrit Literature, asked her, “So, YOU have taken Sanskrit literature?”

Avenlee replied, “Uhm, yes. Why? Is there something wrong if I’m inquisitive about the wisdom it carries? Or do you think I’m out of my mind for wanting to learn it?”

Yug, still surprised, said, “No, it’s just unusual to see someone from outside India so passionate about Sanskrit.”

Avenlee smiled, “Well, I believe that ancient languages hold a lot of wisdom and knowledge. Sanskrit, in particular, fascinates me because of its depth and beauty.”

Rutva nodded in agreement, “That’s true. Sanskrit is a treasure trove of knowledge.”

*To be continued...*



### **Dip. SAC Ashwini Telang, Mumbai**

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# Science of Learning Part 19

## - ca pranjal joshi

### Academic *Ability* to *Employability*

Ability refers to the mental or physical power or skill that makes it possible to do something. All of us need to understand that different abilities are required for different examination preparations, for cracking an interview and then for getting, retaining and growing in an employment. Acquiring newer abilities, becoming proficient in it and rising to the level of excellence in those abilities is ladder to individual success.

#### Academic Ability –

By academic ability, we mean, to acquire those abilities which will help to pass an examination or acquire a particular qualification in your chosen field. Subject expertise is the major aspect of developing academic abilities. How this can be acquired?

Sage Patanjali beautifully explains in his Yog sutra, that everything is composed of three aspects, deeply interlinked and interwoven. They are (a) “Shabda” i.e. Word or concept (b) “Arth” i.e. meaning of the word in real world and (c) Pratyay or Knowledge and understanding.

Let’s explore this with an academic example, say from the subject of Physics – The concept of Gravity.

**a. Śabda (Word)** – The term "Gravity" is the word or symbol used to refer to the concept. It is linguistic or structural. It is the name which has been given to the phenomenon.

**b. Artha (Meaning)** – The meaning of gravity is "the force that attracts two bodies toward each other." It refers to what the word represents in the real world, i.e., how planets attract each other or how objects fall to the ground.



c. **Pratyaya (Knowledge and Understanding)** - This is the individual's internal grasp or understanding of the concept. For instance, a student understands that gravity is why an apple falls, why we stay grounded, and how orbits work, possibly applying Newton's law. This understanding becomes personalized knowledge when we can explain, relate and use it.

Sage Patanjali advises to concentrate and meditate on all three aspects of each concept to master the same. The confusion arises when these three aspects the word, the meaning, and the understanding are not clearly distinguished or are wrongly associated. To understand from academic perspective, this manifests as

(a) **Rote learning** – Trying to remember the word without understanding its meaning,

(b) **Misconceptions** – Incorrect meaning attached to the word, and

(c) **Lack of application** – Though word and the meaning is known but it is not internalized as knowledge, so ability to apply is missing.

The subject knowledge being very important aspect of academic qualification, advice from Sage Patanjali carries utmost important.

### Employability:

Employability is the combination of academic ability and the personal attributes that make a person capable of getting, retaining, and performing well in a job. Academic abilities lay the foundation for developing employability. But it is much more than academic abilities.

Continuing with our earlier example of concept of Gravity – understanding the concept, knowing the formula, solving the numerical questions within limited framework of examination paper structure is what it makes it an academic ability. Now from employability perspective one should become proficient to use this academic ability in real life situations viz. Ensure stability of a flyover or skyscraper or designing the safety features in lifts or cable cars.

In classroom examination, the question is already drafted by the examiner. The expected answer also requires analysis from limited scenarios. The answer is to be expressed either in writing or by way of explaining (for oral examinations).

All these factors are missing in real life world. In addition to subject (domain) knowledge,

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employee

self employed

Science of Learning Part 18

..CONTINUED

one also need to be proficient in using technical tools related to such industry eg – ability to use SAP or tally for accounts and finance or CAD Software, simulation tools by an Engineer. Every employment assignment is seldom handled by a single individual. So one needs to be proficient in communication, collaboration, professional ethics, corporate systems & culture and adaptability to changing scenarios. Acquiring, maintaining and becoming proficient in all these abilities is what employability is all about.

As one grows in the ladder of employment, one also needs to develop abilities like strategy making, risk return scenarios, decision making, creativity and most importantly people skills (popularly referred as Soft skills). A good human, can easily master in these abilities. A sadhak can easily grow in corporate ladder as the core aspect of any spiritual practice is to become a good human being.

### Employment vs Business –

Failure to acquire academic abilities leads to failure in examinations, and failure to maintain employable abilities may lead to inability to get or maintain a job. Please note that employable abilities are required even in running a business or profession as well. In employment (job) you are serving a single client while in business you are serving multiple clients. The abilities are required in both the cases.

To achieve excellence in our life, we should develop both the abilities and lead our life from academic ability to Employability.

## CA Pranjal Joshi, Pune

Founder Director of DSPPL, Managing partner of CA firm with 22+ Years of experience. Corporate trainer & visiting Faculty for various Management Institutes. Trustee & Financial Advisor to various domestic and International Trusts/NGOs working in the field of sports, medical, employment and Spiritual activities.



# ***Our Attitude decides our Altitude***

## ***“Importance of Guru in our life”***

***- Krupa Choksi***

Guru Purnima is approaching on 10<sup>th</sup> July. During my school days, we used to have half day in School so we used to look forward to Guru Purnima as an event when we used to get half day. This was the only knowledge about Guru Purnima. I did not know who the Guru was. I passed my college and then I started preparing for my CS. During that time, I came across a book “Gurukrupa Yoga”. I read it fully and then I came to know about Guru. I had learnt Reiki from our Sir Shri Ajit Telang. And then I started asking questions to him about Guru.

Normally we consider that our teachers are our Guru. So we take this way that anyone who teaches us is Guru. But actually speaking there is a large difference between a Guru and a teacher. A teacher teaches a subject and is responsible till we study that subject from him/her. Once we pass-out from that standard, the job of teacher is over. Teacher teaches us moral values and helps to shape our character and builds our personality. Teacher imparts knowledge to us by putting his/her experience and thus prepares us to lead a day to day life.

While Guru, is responsible for our entire life. We are connected with Guru since our past lives. Guru removes ignorance and makes us realise who we are. Once we are attuned or once diksha (initiation) is done, Guru operates from within. Guru’s existence is everywhere. He knows his disciple in and out. The moment a disciple comes in front of a Guru, he is scanned by Guru and knows everything about him. Guru not only removes the material obstacles of life but also protects his disciple from all kinds of dangers. Guru gives shape to the life of a disciple. The only thing a disciple has to do is to surrender to Guru.

A teacher teaches a subject in a class and likewise imparts knowledge. But a Guru works on the ego of his disciple and once he/she is ego less, he will impart entire knowledge just by putting

## *Our Attitude decides our Altitude*

# *“Importance of Guru in our life”*

*Continued...*

a hand on disciple's head. We can understand this process as we transfer data via share it, telegram, Airdrop, etc. This is how Ramkrishna Paramhansa passed on wisdom to Swami Vivekananda by hitting his leg on Swami Vivekananda's chest from 9.00 to 9.15 pm.

A Guru knows strength and weaknesses of all his disciples and he converts every threat into an opportunity. Guru is like a mirror. Looking at him we should understand what to correct within us. Guru is like a lighthouse who shows the path to enlightenment where we will know our true identity. We are not just body, we are not just mind or intellect, we are divine soul. This soul had acquired body to play the game of life. Guru makes us understand the game of life.

Every Guru is a teacher but every teacher is not a Guru. One needs a qualification to become a Guru. Guru walks the talk and is trusted by so many disciples. A Guru is a manifestation of divine. In our life if we get a Guru, then we are very fortunate. It is said that when a disciple is ready, Guru arrives in his/ her life.

On this Guru Purnima, let us pray to that Gurutatva which manifests in the form of a Guru to bless us and guide us on the path of life.

### ***Krupa Choksi, Rajkot***

Technical Content Head & Chief Faculty, CS & MBA Marketing, CEO of Synergetic Business Research ; Reiki master & Trainer (India & Abroad)  
 Authored books like Holistic Parenting & Personality Development for modern Youth, jointly with Ms. Ashwini Telang





# Thought for the Month

## Living from within...

- Viivek A Pandey

Dear Students of DSPPL and my young friends,  
 A being oriented with future and vision,  
 Not knowing the consequence of mixing the world outside.  
 Advancing on a rocky path used by many a season  
 The blind compelling race veiling the real nature hide.  
 The patterns became fixed in a time span short,  
 Life soon became rotten and boring with no fun around.  
 The burden of image created smiles fake and distort,  
 Became difficult to drag, even when a pulley and lever found.  
 Having no knowledge of life's nature, proceed,  
 Only the imposed standards of community living.  
 Rare beings who live from within to succeed,  
 Naturally know the art of feeling secured and giving.  
 The practice of getting aligned to the source,  
 Stale entangled life loosened a little to infuse a new  
 Perception, changed the way it all worked out of course,  
 To live from within was always the way, but only the few knew.



### **Viivek A Pandey, Vadodara**

Viivek A Pandey is an educator and an author. He has been actively involved with most philanthropic activities initiated by Ajit Sir Guruji. Over the years he has contributed many articles and poems. He envisions to see the world walking towards the path of enlightenment.



# Finance Lesson of the Month

## The Ugly Duckling

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

**Great things take time: keep believing, keep growing!**

Did you know that some stories can teach us about money? Continuing with our series on financial literacy for children, we bring you another article that gives a financial twist to a classic bedtime story. We aim to introduce financial concepts to children through simple language and practical examples. We hope you enjoy reading this section.

### The Ugly Duckling

In a quiet farmyard, a little duckling hatched from an egg that looked different. But oh no! He did not look like the other ducklings. They laughed at him and called him ugly. Feeling sad and alone, he wandered far away. Seasons passed, and the duckling grew. One day, he saw his reflection in the water—and gasped! He was not a duck at all—he was a beautiful swan! The animals who once teased him were amazed. The ugly duckling had become the most graceful bird of all. He had always been special—he just needed time to grow into his greatness.

### What We Can Learn About Money from the Ugly Duckling

#### Invest in Yourself – Growth Takes Time

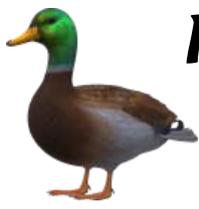
Just like the duckling needed time to become a swan, we need time to grow our skills, talents, and savings.

- **Learn new things:** Reading, practicing, and asking questions help you grow smarter every day.
- **Be patient:** Saving money or learning something new does not happen overnight—but it is worth it!
- **Believe in your value:** Even if others do not see it yet, your efforts will shine in the future.

Try This!

- Ask your child to pick one skill they want to learn
- Help them set small goals and celebrate each achievement
- Encourage them to save a little money each week for something special





🌱 Do not Compare Too Soon – Everyone Grows Differently

The duckling felt sad because he did not look like the others. But he was just on a different path.

- Your journey is your own: Some people may get things faster, but that does not mean you are behind.
- Small steps matter: Saving a little, learning a little—it all adds up over time.
- Celebrate your progress: Every step forward is a win, even if it is tiny.

Try This!

- Help your child create a progress chart for their goals.
- Celebrate each milestone with a small reward.
- Remind them that everyone grows at their own pace.

💎 True Value Shows Over Time – Like a Swan in the Making

The duckling did not know he was a swan until he grew up. Sometimes, our best qualities take time to show.

- Save for the future: Like planting a seed, your savings will grow into something big.
- Keep going, even when it is hard: Challenges help you become stronger and wiser.
- Be kind to yourself: You are learning, growing, and becoming something amazing—just like the swan.

Try This!

- Encourage your child to save a little money each week.
- Help them set long-term goals and celebrate their progress.
- Remind them that challenges help them grow stronger.

**Conclusion:** The ugly duckling was not really ugly—he was just growing into something beautiful. And so are you! Whether it's saving money, learning new things, or becoming your best self, remember: great things take time. Keep believing, keep growing, and one day, you will look back and smile at how far you have come.

Are you ready to start your journey from duckling to swan? Let's take these lessons to heart and make wise financial choices every day. Happy Reading, Happy Learning!



CA Amit Dhadphale

Both of them are working with one of the Big 4 accounting firms in India



CA Ishan Shaligram



# कथाये विनायक की... - Part 6

## - Mrunal & Yamini Kutumbale

सुखकर्ता दुःखहर्ता आरती का अविष्कार

एक बार श्री समर्थ रामदास स्वामी अपने भ्रमण के दौरान महाराष्ट्र के श्रीक्षेत्र मोरगांव पहुंचे। यहाँ अष्टविनायक के आठ गणपति में से एक गणपति मयूरेश्वर बिराजते हैं। रामदास स्वामी ने गणपति की मनोहारी मूर्ति के दर्शन किये। गणपति की मूर्ति को देखते ही स्वभावानुरूप उन्होंने मुख से 'जय जय रघुवीर समर्थ' का जयकारा किया। तब वहाँ श्री चिंतामणि महाराज (जो की श्री मोरयागोसावी महाराज के सुपुत्र हैं) ने उनको रोका और सलाह दी की आप गणपति के मंदिर में आये हो तो उनका जयकारा कीजिये। रामदास स्वामी नहीं माने। उन्होंने फिर से 'जय जय रघुवीर समर्थ' का जयकारा किया। ऐसे ३ बार हुआ। उनके इस कृत्य से एक असाधारण घटना घटित हुई। गणपति महाराज ने अजब लीला दिखाई। रामदास स्वामी की दृष्टि चली गई। वे दृष्टिहीन हो गए। इस अजीब संकट से रामदास स्वामी दुःखी हो गए। वे भगवान् गणपति की शरण में आये और उनसे क्षमायाचना करने लगे। उन्होंने अपने अंतर में दुःख महसूस किया।

बड़ी आर्तता से उन्होंने गणपति के सामने गुहार लगाई। इस दृष्टिहीनता का जो संकट मुझपर आया है वो हरने के लिए प्रार्थना की। उस समय उन्होंने जो रचना की वही आरती 'सुखकर्ता दुःखहर्ता' आज प्रसिद्ध है। हर गणेशभक्त इस आरती को बड़ी आर्तता से गणपति के सामने गाते हैं, उनको पुकारते हैं। अपनी सारी व्यथाओं को बताते हैं और ये सारे कष्ट, दुःख हरण करने के लिए प्रार्थना करते हैं। आखिर वही तो है दुःख हरण करनेवाले श्रीगणेश। 'सुखकर्ता दुःखहर्ता' इस सुप्रसिद्ध आरती की रचना मोरगांव के इसी मयूरेश्वर भगवान् के सामने हुई।

इस घटना की साक्ष्य के रूप में समर्थ रामदास स्वामी ने यहाँ महाबली हनुमान की मूर्ति स्थापित की।



सुखकर्ता दुखहर्ता,  
वार्ता विघ्नाची  
नूर्वी पूर्वी प्रेम कृपा  
जयाची...

**continued...**



इस तरह की कथाये जब हम पढ़ते है तो उसमे किसी भी संतों के गुणदोष का हनन करने का विचार नहीं होता। श्री चिंतामणि महाराज जैसे अधिकारी व्यक्ति कुछ कहते है और राष्ट्रसंत श्री रामदास स्वामी उनकी बात नहीं मानेंगे , क्या ये संभव है ? तो इस कहानी के पीछे क्या उद्देश्य या सीख हो सकती है ?

इस कथा के माध्यम से इन दो महापुरुष सामान्य लोगों से ये कहने की कोशिश कर रहे है की हम जिस देवता के मंदिर में जाए तब उन्ही के स्तोत्र, जयघोष, पठन या आरती करनी चाहिए। इसमें किसी भी देवता के अपमान की बात नहीं। शास्त्रों में भी कहा गया है की मंदिर में स्थापित उसी देवता की पूजा अर्चना करनी चाहिए।

समर्थ श्री रामदास स्वामी की दृष्टी चली गयी इससे अधिक महत्वपूर्ण ये है की उन्हें नयी दृष्टी मिली। समर्थ रामदास स्वामी के माध्यम से विश्व को गणेश की एक सुन्दर भावपूर्ण रचना इस आरती के रूप में मिली।

जय गुरुदेव



### **Mrunal Kutumbale, Vadodara**

A Commerce Graduate and Reiki healer from Reiki Vidya Niketan, Mrunal has contributed insightful articles to ReikiBrahma magazine and translated them into Gujarati and Hindi. A nature lover who enjoys reading and music.

### **Yamini Kutumbale, Vadodara**

She is a Senior Test Analyst at Civica with 6 years of experience, She specializes in software testing and quality assurance. A Computer Engineering graduate, she is passionate about delivering product excellence. Yamini's love for reading, writing, and traveling reflects her vibrant personality and dedication to growth.



# सफल होने का मूलमंत्र - Saurabh Malpani

द्रोणाचार्य कौरवों और पांडवों के गुरु थे। द्रोणाचार्य ने उन्हें शस्त्र विद्या जैसे धनुर्विद्या सिखाई। उनके शिष्य धीरे-धीरे प्रवीणता प्राप्त कर रहे थे। द्रोणाचार्य ने सोचा कि "मैं इन सभी को सिखा तो रहा हूँ, लेकिन मुझे यह देखना होगा कि इनमें कितना कौशल है"। इसलिए उनके कौशल का परीक्षण करने के लिए, उन्होंने मिट्टी से एक पक्षी बनाया और उसे एक पेड़ की शाखा से बाँध दिया।

उन्होंने अपने सभी शिष्यों को बुलाया। उन्होंने उनसे कहा, "मैंने पेड़ पर एक पक्षी बांधा है। आपको पक्षी की आंख पर निशाना लगाना है"। सबसे पहले युधिष्ठिर को परीक्षा लेने के लिए बुलाया क्योंकि वह कौरवों और पांडवों में सबसे बड़े थे। द्रोणाचार्य ने कहा, "युधिष्ठिर, धनुष पर बाण चढ़ाओ, पक्षी पर ध्यान केंद्रित करो और निशाना लगाओ"। द्रोणाचार्य के आदेशानुसार युधिष्ठिर ने धनुष पर बाण चढ़ाया। लेकिन जैसे ही युधिष्ठिर ने बाण चढ़ाया, गुरु द्रोणाचार्य ने पूछा, "तुम्हें क्या दिखाई दे रहा है?" युधिष्ठिर ने उत्तर दिया, "गुरुदेव, मैं पेड़, पक्षी, आपको और अपने सभी भाइयों को देख सकता हूँ।" द्रोणाचार्य ने उन्हें धनुष और बाण नीचे करने और अपने स्थान पर वापस जाने के लिए कहा।

उसके बाद, दुर्योधन की बारी थी। द्रोणाचार्य ने उसे बाण पर सवार होकर पक्षी पर ध्यान केंद्रित करने को कहा। जैसे ही दुर्योधन ने बाण पर सवार होकर ध्यान केंद्रित किया, द्रोणाचार्य ने उससे वही प्रश्न पूछा। "तुम क्या देखते हो?"। दुर्योधन ने उत्तर दिया, "मैं पेड़, आपको, पक्षी और अपने सभी भाइयों को देख सकता हूँ"। द्रोणाचार्य ने उसे अपने स्थान पर वापस जाने के लिए कहा। द्रोणाचार्य ने अपने सभी शिष्यों को एक-एक करके बुलाया और उनसे वही प्रश्न पूछा जो उन्होंने युधिष्ठिर और दुर्योधन से पूछा था। लेकिन सभी ने एक ही उत्तर दिया। किसी ने भी गुरुदेव की अपेक्षा के अनुसार उत्तर नहीं दिया। द्रोणाचार्य ने किसी को भी पक्षी पर बाण नहीं चलाने दिया।





## सफल होने का मूलमंत्र

continued...

अंत में उन्होंने अर्जुन को बुलाया। उन्होंने अर्जुन से भी ऐसा ही करने को कहा। अर्जुन ने धनुष पर बाण चढ़ाया और पक्षी पर ध्यान केंद्रित किया। द्रोणाचार्य ने अर्जुन से पूछा, "अर्जुन, बताओ तुम्हें क्या दिखाई दे रहा है?" अर्जुन ने उत्तर दिया, "गुरुदेव, मैं केवल चिड़िया की आँख देख सकता हूँ"। अर्जुन के उत्तर पर सभी शिष्य हँस पड़े। द्रोणाचार्य अर्जुन के उत्तर से बहुत प्रसन्न हुए। उन्होंने रुककर अपना प्रश्न दोहराया "अर्जुन, अब ठीक से देखो। तुम क्या देख रहे हो?" अर्जुन ने उत्तर दिया, "गुरुदेव, मैं केवल पक्षी की आँख देख सकता हूँ, और कुछ नहीं"। इस उत्तर से प्रसन्न होकर द्रोणाचार्य ने कहा, "बेटा, बाण चलाओ"। अर्जुन ने अपने बाण से पक्षी की आँख भेद दी। द्रोणाचार्य ने कहा "अर्जुन, तुम परीक्षा में सफल हो गए हो। तुम इस युग के सर्वश्रेष्ठ धनुर्धर बनोगे"।

जब तक ध्यान लक्ष्य पर केंद्रित नहीं होगा तब तक एकाग्र होकर लक्ष्यप्राप्ति कैसे होगी? सफल होने के लिए हमें अपना ध्यान लक्ष्य पर ही केंद्रित रखना चाहिए।

### Saurabh Malpani, Mumbai

Graduate in Chemical Engineering with numerous curricular & extracurricular accolades and a couple of papers published in international journals. Passionate about teaching with an experience of 10 years in teaching Chemistry to JEE & NEET aspirants. Enjoys indulging in spiritual activities, football, chess, volleyball, reading and singing.



# गुरु तत्व

- जयंती काटदरे

रीना हाई स्कूल में पढ़ने वाली एक लड़की थी। नए साल में उसने संकल्प किया था कि वह पढ़ाई के साथ घर के कामों में भी हाथ बटाएगी और इसीलिए आज वह उसकी मां के साथ एक कमरे की सफाई कर रही थी। सफाई के साथ उनकी बातें भी चल रही थी। तब रीना ने मां को बताया कि उनके स्कूल में गुरु पूर्णिमा के दिन उन्हें एक ऐसी व्यक्ति या प्रसंग के बारे में बोलना है जिनसे उन्हें कुछ न कुछ सिख मिली हो। रीना ने मां को यह भी बताया कि एक्टिविटी थोड़ी अलग है पर उसके पीछे स्कूल का क्या कारण है वह उसे समझ में नहीं आ रहा है। वैसे ही टीचर्स डे और गुरु पूर्णिमा में भी क्या फर्क है यह भी उसे उसके समझ में नहीं आ रहा है।

यह सुनकर माँ को थोड़ा आश्चर्य हुआ, उन्होंने रीना को बताया "शायद मैं भी तुम्हारे इन प्रश्नों का समाधान करने वाला जवाब नहीं दे पाऊं। पर जितना मेरी समझ में आया है मैं उतना बताऊंगी।"

शिक्षक यह संज्ञा मर्यादित है तो गुरु इस संज्ञा में शिष्य के उसके पूरी शिक्षा की या फिर पूरे जीवन की जिम्मेदारी उठाते है। शिक्षक शायद उसे वर्ष के एक या दो विषयों के लिए जिम्मेदार होते हैं तो गुरु शिष्य की शिक्षा और उनसे आने वाले अनुभव और उन पर शिष्यों का दिनों दिन सुज्ञ बनते जाना इन सब पर ध्यान रखते हैं।

"माँ तो फिर गुरु बहुत कम होंगे ज्यादा तो शिक्षक ही होते हैं तो फिर गुरु पूर्णिमा पर हमें यह एक्टिविटी क्यों दी गई होगी? रीना ने माँ से पूछा।

माँ ने थोड़ा सोच कर जवाब दिया कि "गुरु केवल व्यक्ति नहीं वह तत्व होता है।" 'मतलब?' रीना बिल्कुल समझ ही नहीं पा रही थी। मां ने समझते हुए कहा कि "हमें जब जो भी सीखने की, अनुभव लेने की जरूरत हो तब यह गुरु तत्व मतलब सुप्रीम मास्टर किसी भी माध्यम से हम तक वह संदेश, शिक्षा या फिर लेसनस पहुंचाते ही है। अब देखने की बात यह है कि क्या हम यूनिवर्स से आने वाले संदेशों को समझ रहे हैं या नहीं।





DSPPL

# गुरु तत्व

continued

माँ जरा यह सब आसान भाषा में समझाइए ना रीना ने कहा। अब तो वह बहुत कन्फ्यूज्ड हो गई थी। वहीं सफाई करते हुए रीना छत साफ करने की कोशिश में लगी थी पर वह कर नहीं पा रही थी तो उसको उसके बड़े भाई ने आकर झाड़ू काठी से बांधकर वह छत साफ करके दिया। माँ ने कहा रीना अभी-अभी जो अनुभव आया क्या तुम उसे समझ पाई हो? रीना ने सिर्फ गर्दन हिला कर ना कहा। तो माँ ने आगे बताया देखना तुम्हें छत साफ करनी थी पर वह काम तुम्हारी क्षमता के बाहर था। तो तुम्हारे भाई ने यह करके तुम्हारी मदद भी की और तुम्हें उदाहरण से सीख भी दी की यह काम कैसे आसानी से हो सकता है। इस काम के लिए तुम्हारा भाई तुम्हारा मार्गदर्शन बन गया जैसे ही जब हम कुछ सीखना करना चाहते हैं तो कई सारे लोग या फिर किताबें, प्रसंग हमें मार्गदर्शन करते हैं। वह शिक्षा (ज्ञान), वहां तक पहुंचाने का प्रयास (रचना) और उसके पीछे की प्रेरणा (सीखने की इच्छा) होता है गुरु तत्व।

माँ वह तो देवी होता है पर बाकी लोगों का? क्या हम उन अनुभवों के या फिर व्यक्तियों के बारे में क्यों बात करें? माँ ने कहा "वह सिख समझने के लिए या फिर अनुभव लेने के लिए माध्यम की जरूरत तो होती ही है। और हम सब उसे गुरु तत्व ने निश्चित किए हुए कभी माध्यम होते हैं या कभी विद्यार्थी। हमारी समझ, आयुष्य के अनुभव, हमारा दृष्टिकोण श्रद्धा आदि और उस वक्त की जरूरत इन पर तय होता है कि हम कौन सी भूमिका निभाने वाले हैं। रीना ने उत्साह से कहा माँ अब तुम क्या बोलने वाली हो वह मुझे थोड़ा समझ में आने लगा है।

"हमारे जिंदगी में आने वाले शिक्षक या फिर मार्गदर्शन भी इस गुरु तत्व ने दिए हुए भूमिकाएं निभा रहे हैं।" रीना की आवाज में अब बहुत आनंद था "जैसे कि भैया ने अभी मुझे मदद" की माँ ने भी खुश होकर कहा 'एकदम बढ़िया रीना हम सब जानते हुए या फिर अनजाने में अपनी भूमिका है निभाते रहते हैं। भैया ने तुम्हें सफाई में मदद की और उस गुरु तत्व ने मुझे यह समझ दि की मैं यह उदाहरण तुम्हें कैसे समझाऊं। ऐसे सब गुरु के प्रति कृतज्ञता का भाव याने उसे महान गुरु तत्व के प्रति कृतज्ञता और वह दिन होता है गुरु पूर्णिमा।





# CONSTITUTION OF INDIA

- **Kalpita Rakesh**

## Article 18 – Abolishment of Titles

### The Cricket Captain

Characters:

- Arya: A thoughtful 10-year-old girl.
- Rohan: Her older brother, 12 years old, who loves asking questions.
- Sam: The owner of the cricket bat, who believes owning the bat makes him superior.
- Grandpa: A wise and kind storyteller who explains fairness with historical context.
- The Teammates: Other kids playing cricket with Arya and Rohan.

One sunny afternoon, Arya, Rohan, and their friends gathered at the park for a cricket match. Sam, who owned the only bat, declared himself as the captain of the team and the opening batsman.

**Sam:** "Since I own the bat, I'll bat first and I will lead the team too."

The other kids felt frustrated, but without another bat, they had no choice but to agree. As the game progressed, Sam's arrogance grew.

**Sam:** "Rohan, your fielding is terrible. Arya, stop bowling those silly deliveries. I'm doing all the hard work here!"

**Arya:** (whispering to Rohan) "This doesn't feel right. Just because he owns the bat, he thinks he's better than us."

**Rohan:** "It's unfair. A captain should be chosen for their skills and leadership, not because they own something." The kids finally had enough and stopped playing.

**Arya:** "Sam, this isn't fun anymore. You are being dominant and treating us like we don't matter."

**Sam:** "I am the captain. Doesn't that make me the leader?"

**Rohan:** "No, Sam. Leadership isn't about self-proclamation or ownership—it's about fairness and teamwork."



# Understanding Constitution Part 9 (Article 18)

Frustrated, the kids approached Grandpa, who was sitting nearby.

**Arya:** "Grandpa, Sam is acting like he's better than us just because he owns the bat. He made himself the captain and declared himself as a batsman."

**Grandpa:** "Ah, this reminds me of a time in India's history when something similar happened. During British rule, people were given titles like 'Sir,' 'Raja,' or 'Maharaja.' These titles made them feel superior, even though they didn't always earn them. They used these titles to dominate others."

**Arya:** "That sounds unfair. What happened after independence?"

**Grandpa:** "When India gained independence, we decided that titles like these were dividing society. They created inequality because they weren't based on merit or contribution. That's why our Constitution, under Article 18, abolished these titles. Everyone is equal, and no one should feel superior because of a fancy title."

**Rohan:** "But what about titles like 'Doctor' or 'Padma Shri'? Aren't those unfair too?"

**Grandpa:** "Good question, Rohan. Titles like 'Doctor,' 'Advocate,' or awards like 'Padma Shri' and 'Padma Vibhushan' are different. These are earned through hard work and significant contributions to society."

**Arya:** "So, what's the difference between those titles and the ones given by the British?"

**Grandpa:** "Two main differences:

1. **Merit-Based:** Titles like 'Padma Shri' are awarded for real achievements, like helping people, advancing science, or serving the country.
2. **Non-Transferable:** These titles cannot be passed down to family members, and they cannot be used as prefixes or suffixes to names, like 'Padma Shri Arya.' They are a recognition, not a privilege."

Inspired by Grandpa's story, the kids decided to reorganize the cricket game.

**Arya:** "Sam, owning the bat doesn't make you a leader. Leadership should be about fairness and skill."

**Rohan:** "We've decided that everyone will get a chance to bat, and the captain will be chosen based on teamwork, not ownership."

Sam hesitated but realized they were right.



# Understanding Constitution Part 8 (Article 17)

**Sam:** "I see your point. I'm sorry for being unfair. Let's play again, and this time, everyone gets a chance."

The kids restarted the game with new rules:

1. The captain was chosen based on a vote for who showed the best leadership and fairness.
2. Everyone got equal turns to bat, bowl, and field.
3. Sam's bat was treated as a shared resource.

**Grandpa:** (smiling) "This is exactly what Article 18 is about—ensuring fairness and abolishing privileges that divide people."

### Moral of the Story:

Titles or privileges should not make someone feel superior to others. They should be earned through hard work and contributions and used to inspire, not dominate. Article 18 ensures equality by abolishing hereditary or arbitrary titles, promoting a society where respect is earned and everyone has a fair chance.

### *Kalpita Rakesh Vazhayil, Mumbai*

A postgraduate in Inorganic Chemistry from Wilson College, has also completed a Postgraduate Diploma in Materials Management from IIMM and a Certificate Course in Foreign Trade. With over a decade of experience in logistics, her latest venture is Samruddhi Niryat, which aims at promoting health and sustainability through millets. A theater enthusiast who thrives on exploring and learning new fields.



## Science Experiment - 06

- Saurabh Malpani

Have you ever seen water walking?? It may seem like magic, but let's understand the chemistry behind it!

### 1. APPARATUS:

- Small plastic cups or glasses (at least 7)
- Absorbent paper towels (single sheets cut in half)
- Food colouring in primary colours
- Water

### 2. PROCEDURE:

- Place 7 cups in a row and pour water in the 1st, 3rd, 5th, and 7th cup. Around  $\frac{3}{4}$  or more full.
- Add 5 drops of red food colouring to the 1st cup and the 7th cup, 5 drops of yellow food colouring to the 3rd cup, 5 drops of blue food colouring to the 5th cup.
- Take a half sheet of paper towel and fold it in half lengthwise and in half again lengthwise. Trim off some of the length so that there isn't too much excess paper towel (this will make the water walk more quickly.)
- Place one half of a rolled paper towel in the 1st cup and place the other half in the cup next to it. Then another paper towel from 2nd cup and into the 3rd cup. This continues until you have placed the last paper towel that drapes over from the 6th cup to the 7th cup.



## Science Experiment - 06

continued

- After some time you should quickly be able to see the coloured water begin to crawl up the paper towel. Keep checking back every couple of minutes. Soon you will be able to see that the water has crawled all the way up the paper towel and is beginning to walk back down into the empty cup next to it. Since the cup on either side of an empty cup has coloured water in it, the two colours begin to mix in the empty cup. Keep coming back and observe what is happening.
- Write your observations to us at [info.dsppl@gmail.com](mailto:info.dsppl@gmail.com)



### PRINCIPLE:

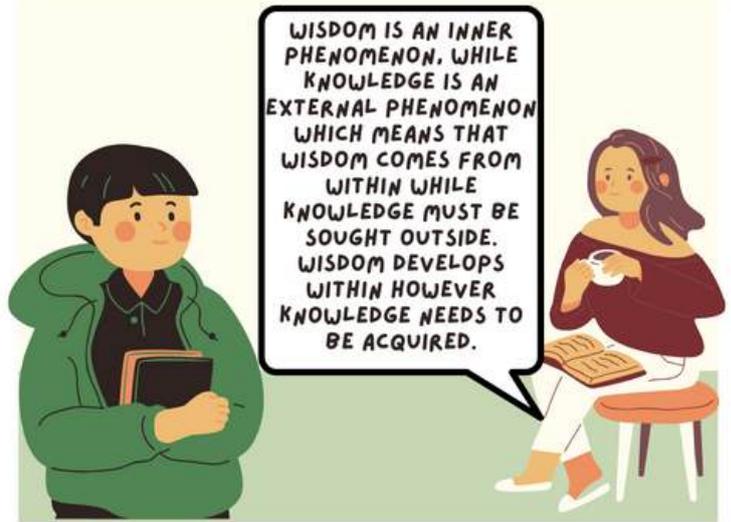
The water moves up the paper towels through a process called capillary action. The paper towel is made from fibres and the water is able to travel through the gaps in the fibres. The gaps in the paper towel act like capillary tubes and pull the water upward. This is what helps water climb from a plant's roots to the leaves at the top of the plant or tree. The water is able to move upward against gravity because of the attractive forces between the water and the fibres in the paper towel.

# DSPPL COMICS

Story: Komal Taai

Illustrations: Ashish

BASED ON GURUJI'S BOOK MIRAGES & OASIS



## ***Komal Amol, Bengaluru***

She has been associated with Reiki Vidya Niketan since 2007 and one of our DSPPL teachers for subjects like Ancient Science, Drop IT and Agnihotra. Professionally she is a Software Engineer working in an IT firm in Bangalore.



# DSPPL Events

## Lecture on Dashavatar, as our own Life Journey at Rotary Club of Pune Westend - 6<sup>th</sup> June 2025

The lecture was organised on 6th June 2025 for the members of the Club. Interestingly it was Ekadashi. The lecture was about how Dashavtar of Lord Vishnu resembles to our own life Journey and how this knowledge helps us in Managing our Energies and Activities as we age. All Club members praised this divine knowledge of Guruji Ajit Sir and thanked DSPPL for organising this lecture. Our book on this topic was also purchased by few members. The Club members expressed their willingness to participate in other activities if DSPPL as well. President Rtn Lalit Raut, Rtn Aarti Gokhale and Rtn Anand Bhagwatwar were instrumental in organising this lecture.



# DSPPL Events

## Seminar on 'Riding the Wave of the New Generation' at Reliance Foundation School, Vadodara - 5<sup>th</sup> June 2025

As part of their 3 days Annual Teachers Training program, Reliance Foundation School established in the RIL Township in Vadodara invited DSPPL to organize a seminar for teachers on topic - 'Riding the Wave of New Generation'. The seminar was attended by 100+ teachers. The program delves into exploring the structural differences between the Gen Z and previous generation. Few of traits observed after research on 10500+ students and families were discussed. The seminar was conducted by Ms. Krupa Choksi, Sadhak Director, DSPPL.



## DSPPL invited for International Yog Diwas Celebration at Reliance Foundation School, Vadodara - 21<sup>st</sup> June 2025

Ms. Ajitha Soman of DSPPL conducted Yog session for students of Reliance Foundation Gujarati Medium School in RIL township on 21<sup>st</sup> June 2025. The session was enthusiastically attended by students & faculties and active participation was seen in the discussion and during yog practice.

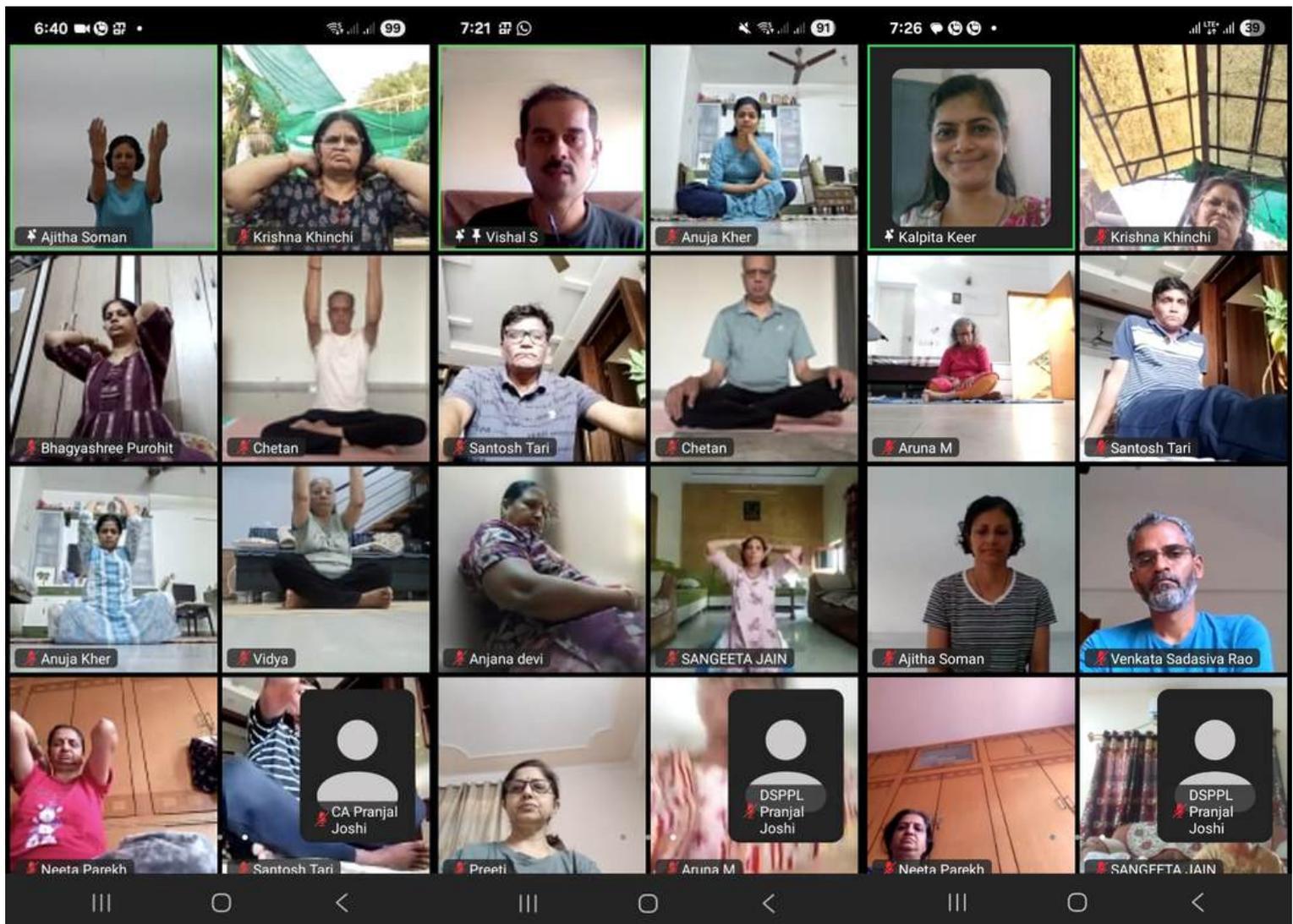




# DSPPL Events

## Online Yog Abhyas Shibir 2025 - 7th-21<sup>st</sup> June 2025

Online Yog Abhyas Shibir was conducted from 7th June to 21st June (InternationalYog Day). This Unique program was for 1 hour in an online format with 40 minutes of practical sessions and 20 minutes of Knowledge Sessions every day. The response for the program was very encouraging. Topics for Knowledge session were 8 limbs of Ashtang Yog, as well as Karma Yog, Mantra Yog, Dhyan and Gyan Yog, Bhakti Yog, Yadnya Yog, Reiki and Purnatva. All participants expressed gratitude and thanked DSPPL for this wonderful concept and program. All practical sessions were conducted by our Sr Sadhak and Faculty Ajitha Soman while Knowledge Sessions were conducted by Vishal Shridhankar, Krupa Choksi, Ashwini Telang, Rakesh Kumar, Kalpita Keer, Ajita Soman, Amol Pukale and Pranjal Joshi.





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