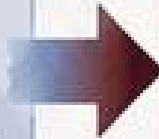




TAPASYA



“Manage the manageable so that the unmanageable gets managed”

– Shri Ajit Telang

CONTENT

सुभाषित बोध | PAGES 03-05

Vinaya Deo, Pune

UNCANNY NEXUS - A JOURNEY BEYOND VOL 02: ECHOES OF THE UNKNOWN - UNVEILING OF SECRETS- PART 1 OF 2 | PAGES 06-10

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

SCIENCE OF LEARNING PART 27 PATHWAY TO WISDOM | PAGES 11-13

CA Pranjal Joshi, Pune

DUTY TOWARDS NATURE | PAGE 14

Thought for the Month
Viivek, Vadodara

"अग्निहोत्र जनक" लेखांक 3 PAGES 15-17

CA C V Kavathekar, Pune

THE ICE CREAM THAT DIDN'T LAST THE WEEK PAGES 18-19

Financial Literacy for Children Through
Stories by CA Amit Dhadphale, Pune

अनघाष्टमी पूजाव्रत प्रक्रिया, महत्त्व और विज्ञान - लेख क्र. 4

Pages 20-23

INDUSTRY INSPIRATIONS | PAGES 24-26

CA C.V. Kavathekar

साधक की परीक्षा PAGES 27-28

Jayanti Katdare. Ratnagiri

UNDERSTANDING CONSTITUTION PART 19 (ARTICLE 28) | PAGES 29-31

Kalpita Rakesh, Mumbai

WRITING SKILLS ARTICLE 02 | THE RIDDLE WRITER'S GUIDE | PAGE 32

Janani Manu, Bengaluru

DSPPL EVENTS | PAGES 33-37

DSPPL COMICS | PAGE 38

Komal Amol, Bengaluru

NEW
EPISODE



Ajit Telang Sir - Our Inspiration!



॥ सुभाषित बोध ॥

- Vinaya Deo, Pune

अपि शास्त्रेषुकुशला लोकाचारविवर्जिताः।
सर्वेते हास्यतांयान्ति यथाते मूर्खपण्डिताः॥

अन्वय - (ये) शास्त्रेषु कुशलाः अपि लोकाचार विवर्जिताः, ते सर्वे हास्यतां यान्ति । यथा ते मूर्खपण्डिताः (हास्यतां गताः) ।

अर्थ - जिन लोगों के पास शास्त्र और विद्या का ज्ञान है, पर व्यवहार ज्ञान नहीं है, ऐसे लोग सभी की थट्टा का विषय बनते हैं, जैसे मूर्ख पंडित बने ।

मनुष्य को जीवनयात्रा सुव्यवस्थित रूप से पार करने के लिए, तथा अच्छी तरह से जीवन बिताने के लिए शिक्षण लेना नितांत आवश्यक है। क्योंकि अगर शास्त्र विद्या नहीं पढ़े तो पूरी जिंदगी असफल होती है।

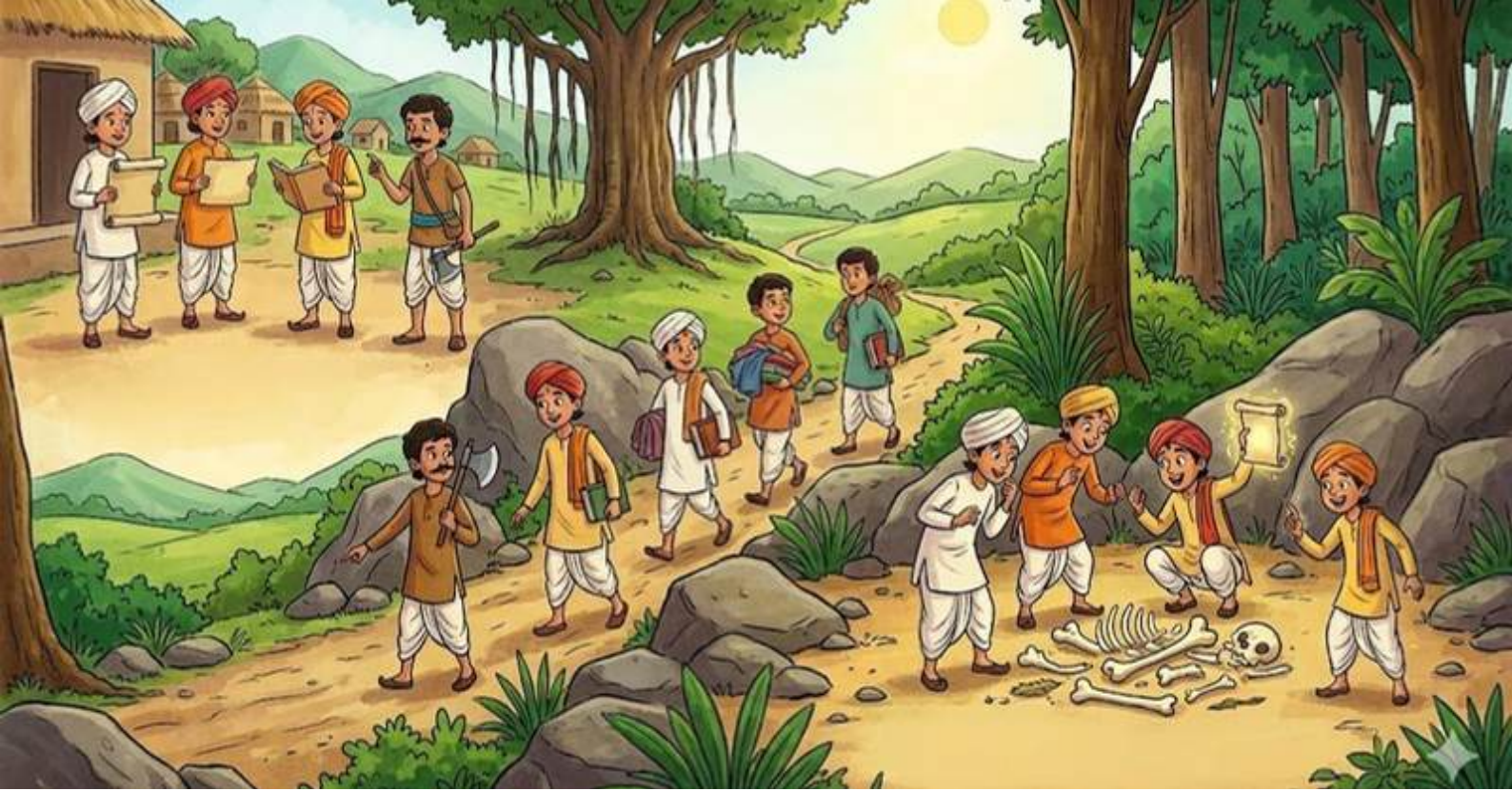
संस्कृत में और एक सुन्दर सुभाषित आता है, मनुष्य जीवन के चारभाग (आश्रम) बताये गए हैं । हर आश्रम के क्या प्रार्थमिकता हो इसका भी वर्णन किया गया है ।

प्रथमे नार्जिताविद्या, द्वितीयेनार्जितं धनं
तृतीये नार्जितंपुण्यं, चतुर्थेकिं करिष्यति

इसका भावार्थ यह है कि, मनुष्य जीवन के चार भाग किए गए हैं। उसमें पहले भाग की ब्रह्मचर्याश्रम में विद्या प्राप्त करना अनिवार्य है, वही प्रार्थमिकता होनी चाहिए । प्राचीन कालमें जब बालक आठ साल का होता तो मुंज (उपनयन) करके उसे गुरुकुल में भेजते थे। बाद में बारह साल तक वहीं रहना, पढ़ना, विद्या और व्यवहार ज्ञान प्राप्त करना, यही उचित माना जाता था ।

जीवन के दूसरे भाग में यानी २४ साल के आयु में दूसरे आश्रम का स्वीकार करना, अर्थात् विवाह करना। गृहस्थाश्रम का स्वीकार करके, धनार्जन करना। माता-पिता की जिम्मेदारी उठाने के लायक बनना।

तीसरे भागमें, याने जीवन के पचास साल से पचहत्तर साल तक त्याग, धर्म, उपकार आदि धार्मिक कर्मों, याग, व्रत, धर्माचरण करना, समाज उपयोगी कार्य करना ये अपेक्षित हैं । अर्थात् उनके लिए प्रथम भाग में विद्या प्राप्त करनी ही पड़ती है।



ये नहीं किया, तो आयुष्य के चौथे भाग में, यानि पचहत्तर से सौ साल की जिंदगी में वो क्या करेगा ? अपने बच्चोंके, पोते के सामने क्या आदर्श रखेगा ? इसलिए, पुस्तक विद्या जरूरी है और व्यवहार ज्ञान उससे भी ज्यादा जरूरी है, नहीं तो आप हास्य का विषय बनते हो ।

बोधकथा - एक गाँव में चार बालक छात्र रहते थे। उनमें से तीन शास्त्र पंडित थे, किन्तु सामान्य विवेक बुद्धि, व्यवहार ज्ञान उनके पास तनिक भी नहीं था। एक दिन चारों ने मिलकर राजदरबार में जाकर विद्या के बल पर धन प्राप्त करने का संकल्प किया। वे राजधानी की ओर चल पड़े। एक रास्ते में उन्हें जंगल से रास्ता बनाना पड़ा। तभी मार्ग में उन्हें एकमृत सिंह की हड्डियाँ दिखाई दीं।

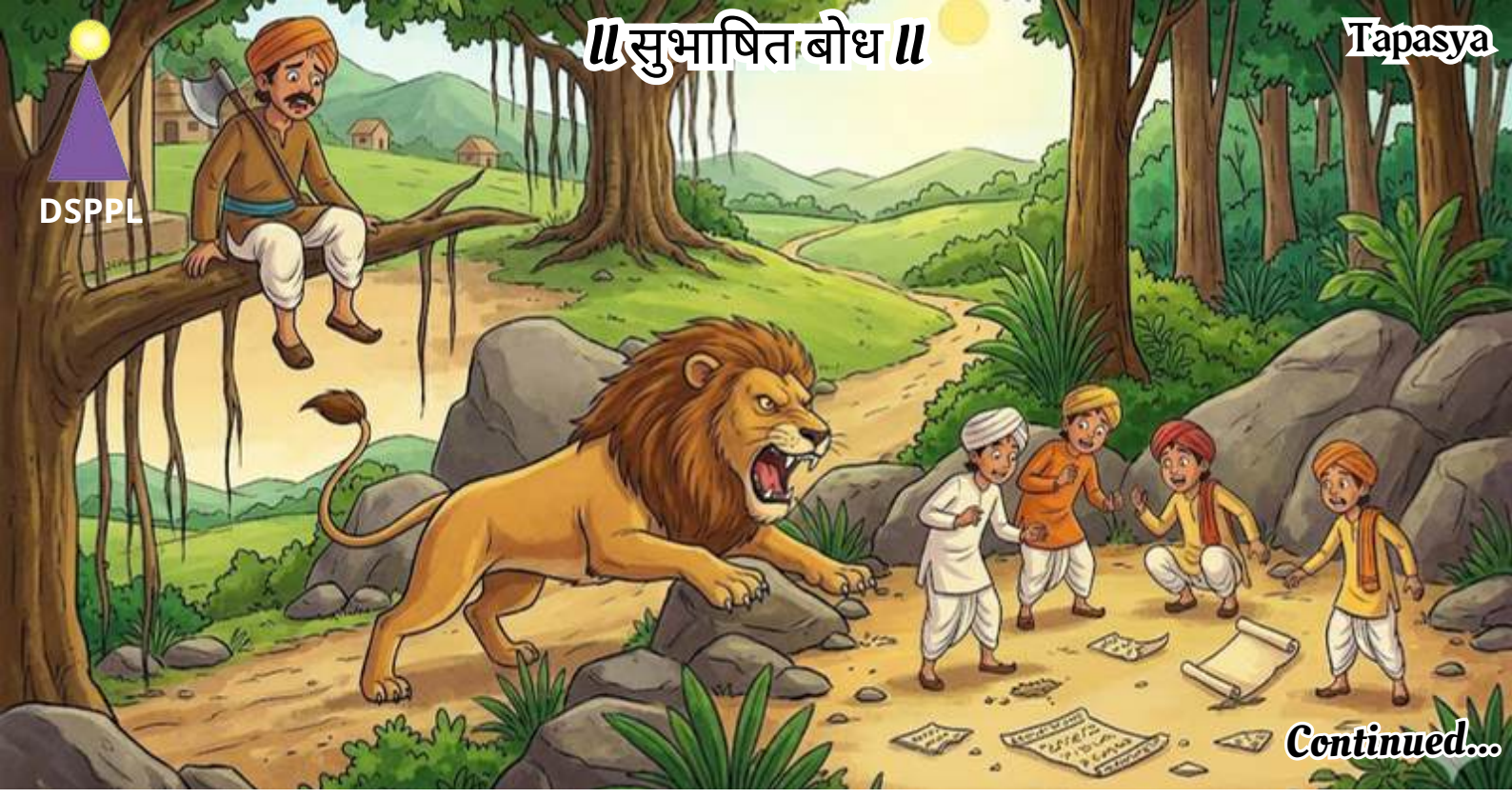
एक युवक बोला, “हमने संजीवनी विद्या सीखी है। इसका प्रयोग करेंगे।”

तब किसीने अस्थि पंजर किया, दूसरेने चमड़ी और रक्त की योजना की। तीसराजो उस आकृति में प्राण संचारहोने का मंत्र पढ़ने लगा। तभी चौथे सामान्य बुद्धि वाले (पर जिसके पास व्यवहार ज्ञान है) उस मित्र ने कहा, “रुको! इससे सिंह जीवित हो जाएगा, और हमारे लिए खतरा बनेगा । इसलिए विद्या का प्रयोग मत करना।”

तब तीनों हँसकर उसे बोलने लगे “मुख, चुप बैठ । तुझे तो विद्या आती नहीं है । इसलिए हमारा कार्य विफल मत कर, हम विद्या का उपयोग जरूर करेंगे ।”

तब वह चौथा सामान्य बुद्धि वाला मित्र बोला, “ठीक है, तो थोड़ा ठहरना, मैं पेड़ पर चढ़ता हूँ। उसके बाद ही तुम अपना प्रयोग करना । ये बोलकर वो पेड़ पे चढ़ गया । तीन (मुख) पंडितोंने संजीवनी मंत्र बोला, तो सिंह जिन्दा हो गया । तीनों मित्र खुश हुवे, पर ये खुशी ज्यादा समय टिक नहीं पायी । सिंह ने उन तीनों युवकों को मार डाला ।





Continued...

बार-बार समझाने पर भी अपने मित्रों ने व्यवहार ज्ञान न होने के कारन स्वयं को नुकसान पहुँचाया। ये दुःख, चौथा मित्र सह न सका, पर कुछ कर भी न सका।

इसलिए कहते हैं - वरंबुद्धिर्नसा विद्या, विद्यायाः बुद्धिरुत्तमा। बुद्धिहीनाः विनश्यन्ति यथा ते सिंहकारकाः

यह श्लोक हमें सिखाता है कि जीवन में व्यावहारिक बुद्धि का होना किताबी ज्ञान से कहीं अधिक महत्वपूर्ण है। बुद्धि के बिना ज्ञानी व्यक्ति भी मुसीबत में फँसकर अपना विनाश कर सकता है, जैसे सिंह को जीवित करने वाले पंडितों का हाल हुआ।

जीवन में विद्या का अहंकार न करके, बल्कि चातुर्यबुद्धि से व्यवहार में कुशलता दिखाने के लिए बुद्धि का उपयोग करना नितांत आवश्यक है।

Vinaya Deo, Pune

Senior Visiting Faculty for M.A. Sanskrit Literature at prestigious Tilak Maharashtra Vidyapith, Pune since 1987



Uncanny Nexus - A journey beyond

Volume 2: Echoes of the Unknown

Unveiling the Secrets - Part 1 of 2

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

THE PURSUIT OF WISDOM HAS LED THE SEEKERS TO UNRAVELLING TRUTHS ONCE BURIED IN TIME, BUT WITH EACH REVELATION, THE MYSTERY GROWS DEEPER. WHAT WAS ONCE AN ACADEMIC ENDEAVOUR HAS BECOME SOMETHING FAR GREATER—A FORCE FAR OLDER THAN THEIR UNDERSTANDING, SHAPING EVENTS BEYOND THEIR CONTROL.

HIDDEN MANUSCRIPTS SURFACE, WHISPERS FROM LOST AGES STIR, AND COSMIC FORCES BEGIN TO SHIFT THE BOUNDARIES BETWEEN PAST AND PRESENT. KNOWLEDGE HAS ALWAYS BEEN THEIR GOAL, BUT NOW, AN UNSETTLING REALIZATION SETS IN:

NOT ALL KNOWLEDGE IS MEANT TO BE FOUND. SOME TRUTHS CHANGE EVERYTHING.

THE SECOND VOLUME OF UNCANNY NEXUS PLUNGES THE SEEKERS INTO THE HEART OF FORGOTTEN WISDOM, COSMIC REVELATIONS, AND THE MYSTERIES THAT LIE BEYOND HUMAN PERCEPTION. BUT WHAT THEY UNCOVER NOW WILL ALTER THEIR PATHS FOREVER.

PREVIOUSLY, AT SHOKA UNIVERSITY, JAPAN—

Students from across the world converged through serendipity. Some arrived as friends, others as foes, and many stood at the threshold of self-discovery.

Each approached the assignment through a different lens: some guided by mystery, others by the quiet force of free will shaping destiny.

The mystery whispered its own logic—one not of answers, but of pathways.

Exploration became the first rite.

Experience, the second. And elevation, the silent promise that followed.





Contd...

As the Team अनंत (Anant) went on vacation keeping their mysterious object in Hyeon's room that was next to Yokkyū's room, Group Yuyutsu (युयुत्सु) took the opportunity to investigate the object they had observed being used by their rivals. Tairitsu Watanabe, Dhvani Upakkama, Li Tǔ Wūrǎn, Anstrich Entweißen, and Yokkyū Kurutta sneaked into Hyeon's dormitory and found the mysterious object on the shelf. They exchanged excited glances, ready to explore its potential, Li Tǔ Wūrǎn immediately took it in his hands and started inspecting it.

Tairitsu, snatching the object from Li Tǔ Wūrǎn's hands, said, "Let's see what this thing can do. Maybe it will give us some answers, and I heard it has some kind of lever in it."

Li Tǔ Wūrǎn nods, "Yes, here it is." and points out at the lever.

Dhwani smiles and suggests, "I heard they pulled the lever out. So... why don't we push it in?"

Anstrich looks at Dhvani in agreement, while others gather around the object. As soon as they stood in a circle around the mysterious object, it began to emit a soft glow. Tairitsu pushes the lever in and suddenly, a bright light envelops them, and they were transported to a different realm.

They found themselves in an ancient forest, with towering trees and a serene atmosphere. As they looked around in awe, a wise-looking man approached them.

Welcome, young people," the man said. "You must be looking for some untold stories of Ramayan. So let me tell you the true story behind the whole Ramayan."

The members of Group Yuyutsu (युयुत्सु) look at each other, shocked. The man then realizes that he has not introduced himself to them yet.

The man smiles, "Well, I'm Zeus and the story that I am about to tell has been secretly passed down since ages from our ancestors."

On hearing that team Yuyutsu (युयुत्सु) seemed relaxed, as they had got an opportunity to show Group अनंत (Anant) that they did not know enough about Ramayana yet.





Uncanny Nexus - A journey beyond Volume 2: Echoes of the Unknown

Contd...

Tairitsu looks at the team and then moves forward towards Zeus, "Sir, please enlighten us with the real story."

Zeus smiles and asks them, "Sure but I need to ask you few questions for that. Will it be okay?" Dhwani nods, "Of course, it's okay".

Zeus then asks, "So, you guys must be aware about Rama being sent to exile right?" Everyone nods. Zeus continues, "Then you also must have known that Ravana abducted Sita, right?"

Tairitsu now getting impatient, "Yes, so what's in that?"

Zeus replies, "I'm just coming to the point. Let me ask two more questions before I start narrating the story."

Anstrich questions, "so you are saying these questions are important for the story?"

Zeus nods, "Indeed. They are. Okay. Now tell me have you ever wondered how Ravana could so easily abduct Sita? Or why did Ravana not recognize Hanuman as his deity's 11th incarnation?"

Li Tū looks baffled, "I never thought about it. Can you throw some light on this?"

Zeus smiles and says, "Yes. Now listen carefully. Ravana knew who Rama was, and in order to attain salvation, he played the whole drama of abduction of Sita. Even Rama was aware of this, so he too played along. On the way to exile, Rama asked Sita to enter the holy fires, and it was then that Agnidev (God of fire / अग्निदेव) disguised himself as Sita while the actual Sita remained in formless form for the time being. Rama knew that Sita was so pious that she couldn't be touched by Ravana in the real sense."



Uncanny Nexus - A journey beyond Volume 2: Echoes of the Unknown

The group intently started to listen to this whole new perspective. Anstrich began to jot down the points quickly.

Zeus continued, "Did you know Ravana also helped Rama to consecrate the divine Shivalinga to kill Ravana himself?"

Dhwani in astonishment, "What?! Why would he do that?"

Zeus smiled and continued, "to attain Salvation. Anyways, this is how it all happened. Rama meditated and asked Lord Shiva about how to achieve victory over Ravana. Upon which Lord Shiva mentioned that after his greatest devotee helped Rama to consecrate his linga, Rama would be eligible for victory. After Rama finished his meditation, he explained this to Hanuman and Lakshman. Hanuman then told Rama that Ravana himself was the greatest devotee of Shiva and that he wasn't sure if Ravana would help. But Rama smiled and told Hanuman that he indeed would help. It was then an official invitation was sent to Lanka asking Ravana to help for its consecration. Knowing fully well that this meant definite death, Ravana agreed to do so. He said, "Even if it is to take my life, it is after all what my lord wants. So, I am ready to do so." This Linga is now called Rameshwaram."

Listening to this each member of Troupe Yuyutsu (युयुत्सु) had a question to ask.

Tairitsu asked, "Why would Ravana be so keen to get himself killed by Rama?"

Zeus replied, "Ravana was a true seeker of salvation. He knew only Rama could provide him with this."

Dhwani inquired, "Was Vibhishan helping Rama part of Ravana's plan too?"

Zeus shook his head, "No, Vibhishan helping Rama was not part of Ravana's original plan. He wanted the entire dynasty to attain salvation, but since Vibhishan helped Rama, his purpose was not entirely completed."

Li Tū asked, "Were Ahi Ravan and Mahi Ravan also part of this plan?"



Uncanny Nexus - A journey beyond Volume 2: Echoes of the Unknown

Contd...

Zeus answered, "Ahi Ravan and Mahi Ravan were not directly part of Ravana's plan for salvation. They had their own ambitions, but their actions indirectly contributed to the unfolding of events." Anstrich and Yokkyū, impressed by the depth of the story, remained silent, absorbing the wisdom shared by Zeus.

As the story concluded, the mysterious object began to glow again. This time Anstrich pushed the lever in, and the light enveloped them again transporting them back to the dormitory they were in.

The object, having given an opportunity to the Group Yuyutsu (युयुत्सु) to collaborate with Ensemble अनंत (Anant), disappeared in a flash, leaving Group Yuyutsu (युयुत्सु) with newfound knowledge and a sense of awe.

Asanyeo who was observing this from distant worriedly asked, "Yok, now that the object has vanished what are we going to say to Hyeon? Are we going to act as if we never knew?"

Yokkyū smiled, "Why worry about that? Let's not say anything about that."

To Be Continued...



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Science of Learning Part 28

The Power of Observation

- ca pranjal joshi

Recently, an unexpected visitor walked into my office. My Aunt. Actually, she had come to visit the investment advisor whose office is next to mine, and casually decided to check whether I was available.

My aunt, veteran teacher, even after retirement has continued to contribute actively to society through various educational initiatives viz. conducting teacher training programs, visiting schools daily for storytelling sessions, and preparing for an international conference on education. Her passion for learning is still alive, vibrant, and inspiring.

Naturally, our discussion shifted toward children, education, and learning methods. During the conversation, she made a remarkable statement **“Storytelling sessions are not merely for entertainment. They should make students imagine, think, learn, and most importantly also develop the habit of observation.”**

That one sentence contains the essence of true learning.

She further explained that stories are among the most powerful tools for memory and understanding. Concepts conveyed through stories stay with children for years because stories engage emotions, imagination, and curiosity simultaneously.

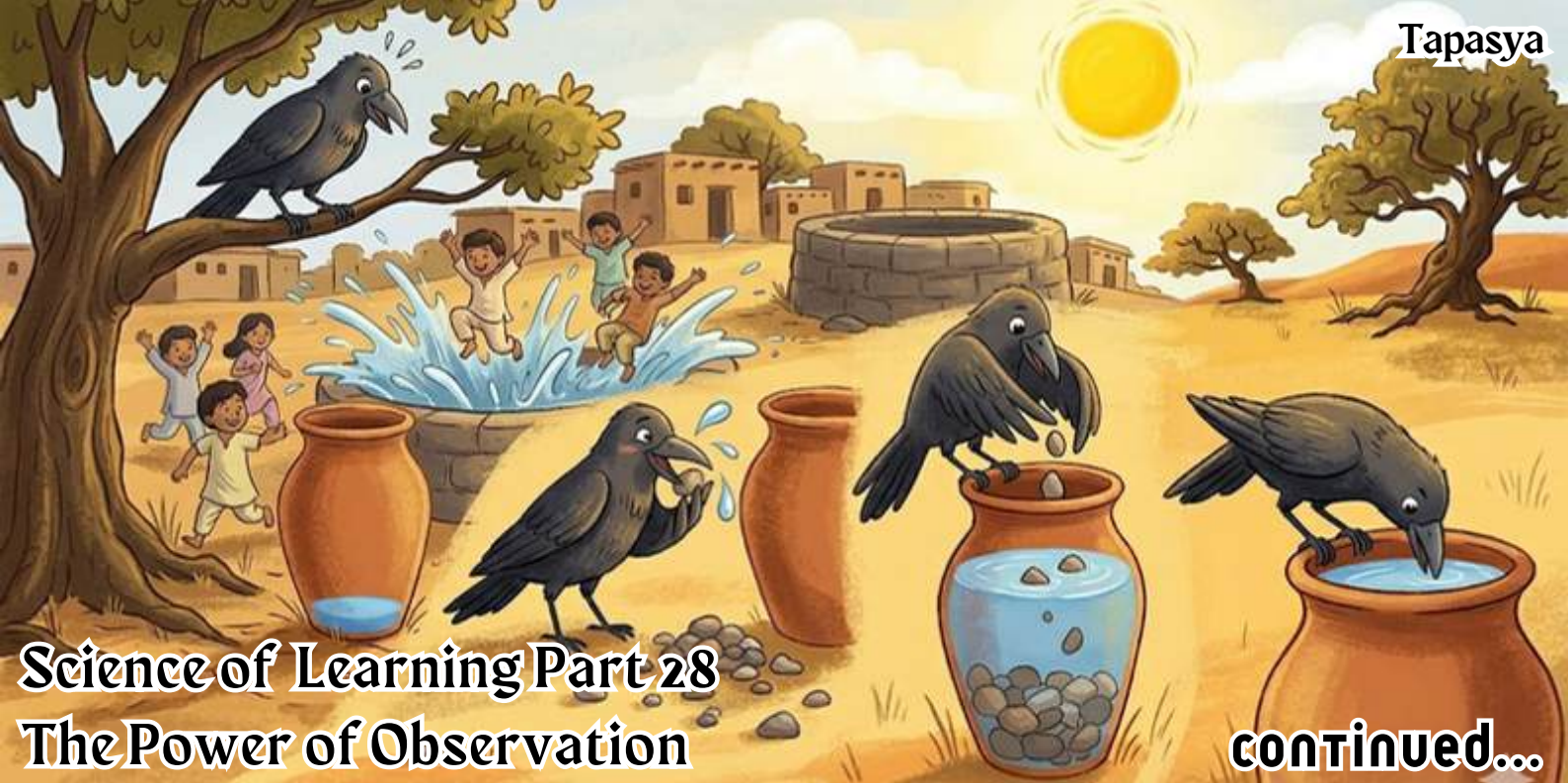
Then she narrated a familiar story but with a fascinating educational twist.

The Story of the Thirsty Crow –

Almost every child knows the famous story of the thirsty crow. A crow becomes thirsty during summer. It finds a pot containing a little water, but the water level is too low for the crow to reach. The crow then starts dropping stones into the pot. Gradually the water level rises, and finally the crow drinks the water and quenches its thirst. The moral generally taught is “Where there is a will, there is a way.”

But my aunt asked a deeper question, “How did the crow know that putting stones into the pot would raise the water level?” This question changes the entire dimension of the story.

The crow’s action was not magic. It was not blind luck. It was based on prior observation and experience.



Science of Learning Part 28

The Power of Observation

continued...

She then creatively expanded the story.

The crow often sat on the branch of a tree near a village well. During summer vacations, children would gather there for swimming. Whenever they jumped into the well, the crow observed water splashing upward, sometimes reaching near the branch where it sat.

The crow repeatedly witnessed an important phenomenon. When something enters water, the water level rises and water moves upward. Later, when faced with the problem of the pot, the crow recalled this observation. It experimented by dropping a stone into the pot. A few drops splashed upward. Encouraged by the result, it continued the process. Slowly, it observed the water level rising.

Observation led to experimentation. Experimentation led to understanding.

Understanding led to successful action. That is the true Science of Learning.

Modern educational neuroscience strongly supports this approach.

The human brain learns best when learning is connected to experience, curiosity is activated, concepts are visualized, knowledge is applied practically, and students actively participate in discovery.

A student may memorize a definition temporarily, but when the concept is experienced, observed, or applied, it transforms into long-term understanding. This is why students often forget chapters after examinations but remember practical experiences for years.

Textbook Concepts That Can Be Learned Through Observation

1. Science – Displacement of Water

The thirsty crow story itself beautifully demonstrates the scientific principle of displacement of water. Instead of merely memorizing the concept, students can perform a simple experiment at home. Fill a glass partially with water. Drop pebbles into it. Observe the rising water level.



Science of Learning Part 28

The Power of Observation

continued...

Now the concept is no longer abstract. It becomes experiential learning.

Students preparing for examinations remember practical demonstrations far more effectively than memorized paragraphs.

2. Physics – Newton’s Laws of Motion

A child pushing a stationary bicycle can relate and understand the resistance and inertia. A cricket ball traveling faster after a stronger hit demonstrates force and acceleration. A sudden jerk felt in a bus when brakes are applied demonstrates inertia of motion.

These daily observations can help students answer examination questions with conceptual clarity.

3. Mathematics – Ratio and Proportion

Cooking in the kitchen can be useful. If rice for 2 people requires 1 cup of rice, how much is needed for 6 people?

Children who observe such practical applications understand ratios naturally rather than mechanically solving textbook sums.

Many a times, we think that the experiments are separate from studies. In reality, experiments strengthen academic performance. Students who observe and experiment can logically derive answers even when questions appear unfamiliar.

To conclude - The crow did not merely “know” something. It observed, experimented, and applied. That transformed knowledge into wisdom.

Perhaps this is the deeper moral of the thirsty crow story. So observe carefully. Think deeply. Experiment on a continuous basis and apply that knowledge wisely. True learning does not end with remembering facts. It begins when observation awakens our understanding. Let’s learn to observe and use this great power for our learning.

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.



Thought for the Month

- Viivek, Vadodara

DSPPL

Duty Towards Nature

As an earthly being, a few things
One must do, for us to last and be able to,
Survive and keep the rhythm and tune aligned,
To help creatures separate from humankind.

One more thing that you must trust,
Is to have pastures and meadows robust.
To keep the earth green, and we can't be mean,
Plant a sapling, make it cool a planet boiling.

If you wish to know your duty towards nature around,
Don't go too far and look nearby; some stray dogs can be found.

An empty stomach will give the same feeling,
Whether it's ours or some four legged species starving.

A last favor too small,
For us to stay together all.

Whether it is an animal or an insect,
To look at life with all the love and respect.

The same eternal truth be told,
Vibrational beings we are, the eyes need to behold.

This whole planet round and green,
Gives us back every deed both kind and mean.

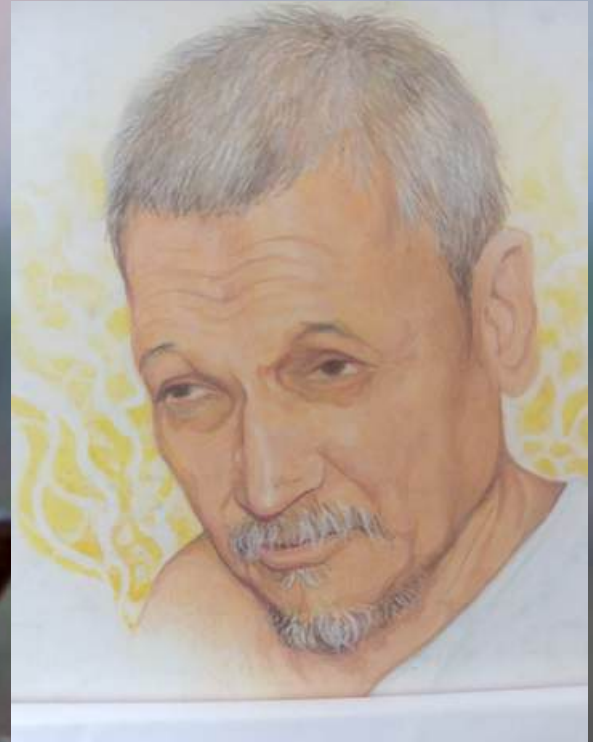


Viivek, Vadodara

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



"अग्निहोत्र जनक" लेखांक ३



Article Series on Revival of Agnihotra and Shri Gajanan Maharaj, Akkalkot by CA C V Kavathekar, Pune

पूरी दुनिया में आजकल लोग सुबह शाम अग्निहोत्र की उपासना कर रहे हैं, उसके जनक अक्कलकोट शिवपुरी के श्री गजानन महाराज एवम् "श्रीजी", उनकी अधिक विस्तार से जानकारी देने का प्रयास है।

पिछले महीने में हमने वादा किया था कि हम आपको "श्रीजी" के बचपन और पढ़ाई के बारे में अधिक जानकारी देने का प्रयास करेंगे। मन में विचार आया कि "श्रीजी" छत्तीसगढ़ राज्य के राजीम गाँव के रहने वाले (इसलिए वे राजीमवाले) थे। उनका जन्म पश्चिम बंगाल राज्य के खड़गपुर शहर में हुआ और ज्यादातर बचपन तथा पढ़ाई महाराष्ट्र और कर्नाटक के बॉर्डर के पास अक्कलकोट गाँव में हुई। यह बात थोड़ी अजब लगी। यही वजह है कि मैं मानता हूँ कि इस बात पर अधिक जानकारी देना उचित होगा।

"श्रीजी" की माँ सोनामाता के जनक पिता थे भाऊसाहेब (विनायकराव) शिंगवेकर और उनके दूसरे भाई थे गंगाधर पंत। आदरणीय भाऊसाहेब रेल में नौकरी करते थे। नौकरी की वजह से वे नागपुर से खड़गपुर गए। उन्होंने अपना पेशा संभालकर गायत्री पुनश्चरण अर्थात् 24 लाख जाप चार महीने में पूरा किया था। लगभग इसी समय उनका साकोरी के उपासनी बाबा के साथ संपर्क हुआ था। भाऊसाहेब उपासनी बाबा से प्रभावित होकर अपनी नौकरी छोड़कर बाबा के साथ साकोरी गए। साकोरी में सन 1932 के चातुर्मास में अतिरुद्र का संकल्प किया था और उसकी पूर्ति की।



"अग्निहोत्र जनक"

continued...

"श्रीजी" के खानदान में अर्थात राजीमवाले तथा सावळापुरकर खानदान में भी तपस्वी पुरुष हुए थे। "श्रीजी" के पिताश्री पुरुषोत्तम तथा तात्याजी महाराज आध्यात्मिक अधिकारी पुरुष थे। उनकी योगी अवस्था देखकर उन्हें "शिवानंद योगेंद्र" कहा करते थे। सन 1924 में जब सोनामाता ने समाधि ली तब से "शिवानंद योगेंद्र" अखंड योगस्थिति में थे। उन्होंने सन 1954 में देहत्याग किया।

"श्रीजी" के माता-पिता दोनों ही व्रतस्थ थे। ऐसे ही माता-पिता को अवतार पुत्ररत्न प्राप्त होते हैं।

बाळाप्पा महाराज सन 1901 में स्वामी समर्थ भक्ति का प्रचार करते-करते नागपुर में गए थे। उनके दर्शन से प्रभावित होते हुए भाऊसाहेब ने अपने बंधु गंगाधर पंत को भी मातोश्री के साथ बाळाप्पा महाराज के दर्शन करने को कहा। जब गंगाधर पंत ने नागपुर में उनका दर्शन लिया, तो उसी समय बाळाप्पा महाराज ने गंगाधर पंत को अपना परमशिष्य नियुक्त किया। बाद में बाळाप्पा महाराज हिंदुस्तान के अलग-अलग स्थानों पर गए और वहाँ से आखिर में अक्कलकोट पहुँचे।

अक्कलकोट में स्वामी समर्थ के कहने पर उन्होंने मठ स्थापित किया, जो आज गुरु मंदिर नाम से जाना जाता है।

साकोरी में सन 1924 में सोनामाता ने देहत्याग किया तब "श्रीजी" 6 वर्ष के और उनकी छोटी बहन 3 वर्ष की थी। उनकी इतनी छोटी उम्र में देखभाल कौन और कैसे करेगा, यही चिंता सोनामाता के पिताजी भाऊसाहेब को हो रही थी। इन दोनों भाई-बहनों की जन्म से ही देखभाल उनके भाई गंगाधर पंत की धर्मपत्नी उमामाता ने की थी।





"अग्निहोत्र जनक"

continued...

उस समय अक्कलकोट के गुरु मंदिर में बाळाप्पा महाराज द्वारा पहले ही नियुक्त किए गए गंगाधर महाराज मठाधिपति थे। अपनी समस्या भाऊसाहेब ने अपने छोटे भाई अक्कलकोट निवासी गंगाधर महाराज को बताई।

बाद में फैसला हुआ कि "श्रीजी" (गजानन) और बहन कमला दोनों को अक्कलकोट भेजा जाए जिससे उनकी देखभाल और पढ़ाई वहाँ ठीक तरीके से हो जाएगी। "श्रीजी" ने अक्कलकोट के मशहूर शाहाजी हाईस्कूल में अपनी पढ़ाई शुरू की।

अगले लेखांक में हम "श्रीजी" के शालेय जीवन की जानकारी देंगे।

CA C V Kavathekar, Pune

Practicing CA for last over 50 years, Sr Agnihotra & Reiki Sadhak, who has blessed by Gajanan Maharaj Akkalkot and has interacted with him on several occasions.



Financial Literacy for Children Through Stories

Tapasya

DSPPL



The Ice Cream

That Didn't Last the Week - CA Amit Dhadphale

Dear Readers,

Continuing with our series to convey financial literacy for children by picking up simple bedtime stories and adding a money twist: we are back with a fresh story in this issue.

As always, the idea is to keep the language simple, direct, and fun, so that the key take: always quietly sit in the child's mind (and stay there!).

So, this summer... let's think about something we all love a little too much: ice cream!

The story

Every Sunday, Arjun received money for 5 ice creams for the week. On Monday, he happily had two. Tuesday... one more. By Wednesday... all gone.

The remaining days felt longer than usual. When his friend calmly enjoyed an ice cream on Friday, Arjun just watched. "How do you still have one?" he asked.

"I kept one for later," his friend smiled. Arjun laughed it off... but that weekend, something stayed with him. Not the taste: but that empty feeling in the middle of the week.

Unwrapping the suspense from the story itself

Nothing dramatic happened. No one stopped Arjun. But the discomfort came quietly: right in the middle of the week. Sometimes, the problem is not that we have less... but that we use everything too early.

Financial learnings / takeaways

- Enjoyment has a timing: not just a quantity
- Using everything early reduces future choices
- Small discipline creates longer happiness
- Planning your treats makes them feel more special
- Regret usually comes from our own speed





How can we implement these in our life?

- The 'Week Planner' Rule:
 - Divide your pocket money across days of the week
 - Mark one 'mid: week treat' and one 'weekend treat'
- Delay Test: If you want something now, ask: can I wait till tomorrow?
- Save One Always Rule: Whatever you buy (snack/toy), try saving one part for later

Conclusion: Sometimes, the smartest decision is not about saying 'no'. It is about saying 'not now'. A little wait can make the same thing feel twice as good.

Financial take-away of the month: Spreading joy makes it last longer.

Points to ponder:

- Have you ever finished something too fast and wished it lasted longer?
- What is one thing you can delay this week?
- How does waiting make something feel different?

Happy Reading, Happy Learning!

CA Amit Dhadphale

PS: Views are personal. Designed to build financial awareness and healthy money habits among children through stories. GenAI was used to develop an iteration of this article. The end product was reviewed and edited by the author before publication.



CA Amit Dhadphale, Pune

CA Amit Dhadphale is an experienced professional and works with one of the Big 4 accounting firms in India





- **pranjal joshi**

लेख माला का उद्देश्य - अनघाष्टमी पूजाव्रत की शुरुवात हमारे गुरुजी अजित तेलंग सर के संकल्प से हुई । पिछले ४ सालों से DSPPL इस पूजा को ऑनलाइन माध्यम से करवा रहा है । देवरुख से पूजा बताई जाती है और बहुत से साधक अपने घर में पूजा साहित्य लेकर ऑनलाइन जैसे बताया जाता है, वैसे पूजा करते हैं । इस पूजा का प्रमुख उद्देश्य हर परिवार में श्री गुरुदेव दत्तात्रेय इनके आशीर्वाद पहुंचना ये है, ताकि हर घर में सुख, शांति एवं स्वास्थ्य रहे । इस पूजा व्रत के पीछे का विज्ञान, एवं महत्त्व और प्रक्रिया विशद करना ये इस लेख माला का उद्देश्य है ।

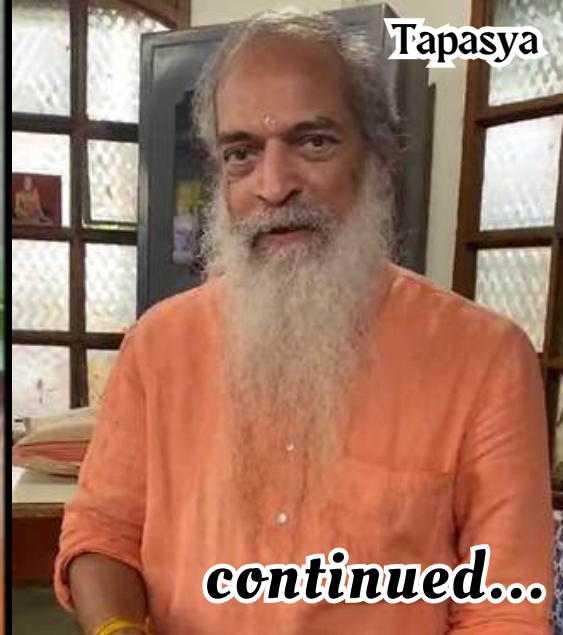
श्रीदत्त का अवतार केवल योगियों और ज्ञानीजनों के लिए ही नहीं, बल्कि गृहस्थ एवं सांसारिक लोगों के लिए भी है। श्री दत्तात्रेय का गृहस्थ स्वरूप ही श्री अनघ देव और अनघा देवी हैं। यह दिव्य दंपत्ति अपने भक्तों को लौकिक सुख तथा आध्यात्मिक उन्नति, इन दोनों का लाभ प्रदान करती है। इसी हेतु भक्तों द्वारा यह षोडशोपचार पूजा की जाती है।

“अघ” अर्थात् पाप, और “अनघ” अर्थात् उन पापों का निवारण करने वाली देवता। हम शरीर से (कायिक), वाणी से (वाचिक) और मन से (मानसिक) जो अनुचित कर्म अथवा संस्कार करते हैं, उनके निवारण हेतु प्रत्येक माह कृष्ण पक्ष की अष्टमी को यह पूजा करने की परंपरा है।

इस पूजाविधि की तैयारी भी अनोखी है । चौरंग पर चावल का आटा, चावल, हल्दी, कुमकुम आदि से अष्टकोणीय आसन बनाया जाता है। उसके प्रत्येक कोने में अष्टसिद्धि अथवा अष्टपुत्रों का प्रतिनिधित्व करने वाले छोटे-छोटे कलश स्थापित किए जाते हैं । हर कलश में थोड़ा जल, एक सुपारी, एक सिक्का और पुष्प रखा जाता है। मध्यभाग में श्री अनघ देव और अनघा देवी के दो बड़े कलश स्थापित किए जाते हैं, जिनमें जल, सुपारी, पुष्प तथा ऊपर नारियल रखा जाता है। इस प्रकार संपूर्ण तैयारी के साथ पूजा आरंभ होती है।







अनघाष्टमी पूजाव्रत

continued...

और वैराग्य प्राप्त हो। ऐसा योग बने और निरंतर बढ़ता रहे, जब तक मुझे आत्मज्ञान प्राप्त न हो जाए। किंतु मैं गृहस्थ हूँ, इसलिए मेरे और मेरे परिवार का योगक्षेम आप संभालें। हमें स्थिरता प्राप्त हो, हमारा जीवन निरोगी और समृद्ध हो।”

संक्षेप में धर्म (विवेकपूर्ण आचरण), अर्थ (व्यवहार), काम (संबंध) और मोक्ष (पूर्णता) इन चारों पुरुषार्थों की सिद्धि की यह मंगलकामना होती है। इसी भावना से साधक यह संकल्प करता है और कलश को गंध, अक्षत एवं पुष्प अर्पित कर उसकी पूजा करता है।

सर्वप्रथम गणपति की पूजा और आवाहन कर इस अनुष्ठान का आरंभ किया जाता है। तत्पश्चात् अनघ देव और अनघा देवी के अष्टपुत्र अथवा अष्टसिद्धियों की पूजा की जाती है। ये क्रमशः (1) अणिमा (ईशान दिशा), (2) लघिमा (अग्नि दिशा), (3) प्राप्ति (नैऋत्य दिशा), (4) प्राकाम्य (वायव्य दिशा), (5) ईशित्व (दक्षिण दिशा), (6) वशित्व (उत्तर दिशा), (7) कामवसायिता (पूर्व दिशा) तथा (8) महिमा (पश्चिम दिशा) हैं।

इसके बाद अनघ देव और अनघा देवी स्वरूप बीचमें जो दो कलश रखे गए हैं, उनकी पूजा की जाती है। ये अभी सारी प्रार्थमिक तयारी पूरी हो गया है। यम, नियम, आसन और प्राणायाम करने के बाद, अष्ट सिद्धि और अनघ देव और अनघा देवी की स्थापना हे अहम् प्रक्रिया पुरो हो गयी। श्री दत्तात्रेय का आवाहन पूजा का महत्वपूर्ण क्रम यहाँ पर पूरा होता है।

2026 की अनघाष्टमी की तारीखें:

January 11, February 09, March 11, April 10,

May 10, June 08, July 08, August 06, September 04,

October 03, November 02, December 01, December 31

Flyer and Registration Details on next page.

Contact for Puja Details and registration details,

Mr. Alhad Purohit - 9422773446





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- **Timings for Puja :** India – 8.00 am IST
USA – 8.00 am CDT

Eligibility : Anyone interested to perform online Puja
(Not neccesarly Reiki Sadhaks)

- **Materials for Puja** to be arranged by the participant.
- **Book on Anaghashtami Puja Vrat and Viddhi (Process)** will be sent to registered participants along with video for better clarity, 2 days ahead of the event by email.

• **For Registration:** Use the following Link

• **For queries Contact:**

- **For India – Alhad Purohit - anway.entp@gmail.com**
- **For USA - Vaishali Vedvyas – vaishalirakesh@gmail.com**

Registration Link for Anaghshtami Pooja - <https://rzp.io/rzp/OwGwxRLD>

Contact for Puja Details and registration details,

Mr. Alhad Purohit - 9422773446



Industry Inspirations

CA C.V. Kavathekar

A very warm welcome to C. V. Kavathekar, practicing as a Chartered Accountant under the name and style of C. V. Kavathekar & Co. since March 1967.

Q: Kindly Introduce yourself

A: I was a visiting faculty member at Brihan Maharashtra College of Commerce (BMCC) and Garware College of Commerce, teaching Taxation, Auditing, and Management Accountancy at the postgraduate level. I was a Chartered Secretary and Past President of Rotary Club of Pune Shaniwarwada. I am also associated with several charitable institutions and sports organizations.



Q: It is commendable to know your academic achievements. Kindly share your professional journey with us

A: I completed my B.Com with Honours in June 1963 and immediately joined a leading CA firm for my articleship. At that time, the articleship period was four years. However, in July 1964, the Chartered Accountants Act, 1949 was amended, granting a one-year remission in articleship to students who held a B.Com degree with Honours and cleared the CA Inter examination in the first attempt. Fortunately, I qualified for this benefit, which came as a completely unexpected advantage. I passed my final CA examination in November 1966 and received my Certificate of Practice in March 1967. In those days, I was often told that building a successful practice required patience and usually took at least five years to become well established. I started my practice with very limited investment, operating from my residence with just a study table, a chair, a book rack, and two folding chairs.

After four years, I gained the confidence to shift my office to a new commercial building at a prime location in Pune. I got the office professionally designed and fully furnished with the help of a leading architect and interior designer. On the inauguration day, a very senior Chartered Accountant remarked that it was the best office in Pune city at that time.

About ten years later, I moved into an office that was three times bigger, fully furnished, and owned by me.



CA C.V. Kavathekar

DSPPL



Q: Sir, it is an inspiration to know your professional journey and your commitment and dedication has been your strength to achieve this in those days. What is the qualification required for this occupation? Academic and experience ...

A: The Institute of Chartered Accountants of India regularly updates and revises the CA course structure. Therefore, it is always advisable to refer to the official ICAI website for the latest eligibility criteria and course details. Generally, the course is open to commerce graduates as well as graduates from other streams who secure good academic performance and qualify through the entrance examination conducted by the Institute. No prior work experience is required to join the Chartered Accountancy course.

Q: Thank you for your guidance, I am sure it will be helpful for youth who is aspiring to study C.A. What were the pain areas or challenges in your profession?

A: In our days, there were no coaching classes or ready reference textbooks. We had to rely mainly on the study material provided by the institute and on practical experience gained during articleship. At that time, test papers were compulsory, and students had to obtain a certificate from the Coaching Board of the Institute to become eligible to appear for the CA examinations. After office hours, we were expected to study for at least 3 to 4 hours daily. The leave available for examination preparation was also very limited, generally around one and a half months. Moreover, the passing percentage was extremely low. Another major challenge was maintaining professional ethics while developing and sustaining a practice. Even surviving in the profession with strict adherence to ethics was not easy in those days.

Q: Your experience only tells how much hard work and focus is required to complete the same. What you can say were the turning points, learning Times and inspiring Times of your journey so far?... A: One incident from my early days of practice still stays with me. Two people, completely unknown to me and without any reference, came to my office after seeing



CA C.V. Kavathekar

my name board and asked me to draft a partnership agreement. I welcomed them, collected the required details, and asked them to return the next day with stamp paper.

The next day, both partners came with the stamp paper and told me they would collect the completed agreement the following day after paying my agreed professional fees. I prepared the partnership deed and kept all the papers ready, but they never came back. I ended up losing my professional fees. After that experience, I have been careful about accepting work from new clients without a proper reference. Another memorable incident from my early days of practice was when an Income Tax Officer refused to issue an ITCC to my client without any valid reason. It was the end of March, and my client's loan had been sanctioned on 28th March with a condition that the disbursement had to be completed before the financial year ended. Getting the ITCC urgently was therefore very important. Despite explaining the urgency, the concerned ITO remained completely uncooperative. Being new in practice, I was determined to help my client and prove myself. So, instead of giving up, I directly approached the Commissioner of Income Tax (CIT). The CIT was surprised that I had come personally, but after hearing the matter briefly, he immediately called the concerned ITO and instructed him not to leave the office until he issued the ITCC to me. That day, I learnt an important lesson — **if your intentions are honest and you are genuinely working in your client's interest, you should never hesitate to approach the highest authority against unfair treatment.**

Q: Thank you for sharing your life experiences and also we can understand how much honesty is an important value to be successful. Do you pursue spiritual practices? How far spiritual practices helped in a career?

A: Spiritual practices, I believe, differ from person to person and depend on various factors. Personally, I believe in spirituality and follow it as much as circumstances permit. I have been performing Agnihotra for more than four decades as instructed by Param Sadguru Shree Gajanan Maharaj. Similarly, practices such as Reiki, Gurucharitra Parayan, and Japa have positively influenced both my personal and professional life. I feel that the blessings of our forefathers and spiritual Guru, along with honesty and hard work, always guide us towards achieving the best results in life and career. Spirituality has helped me remain calm, focused, and balanced during challenging situations, enabling better decision-making and maintaining positive relationships with people around me.

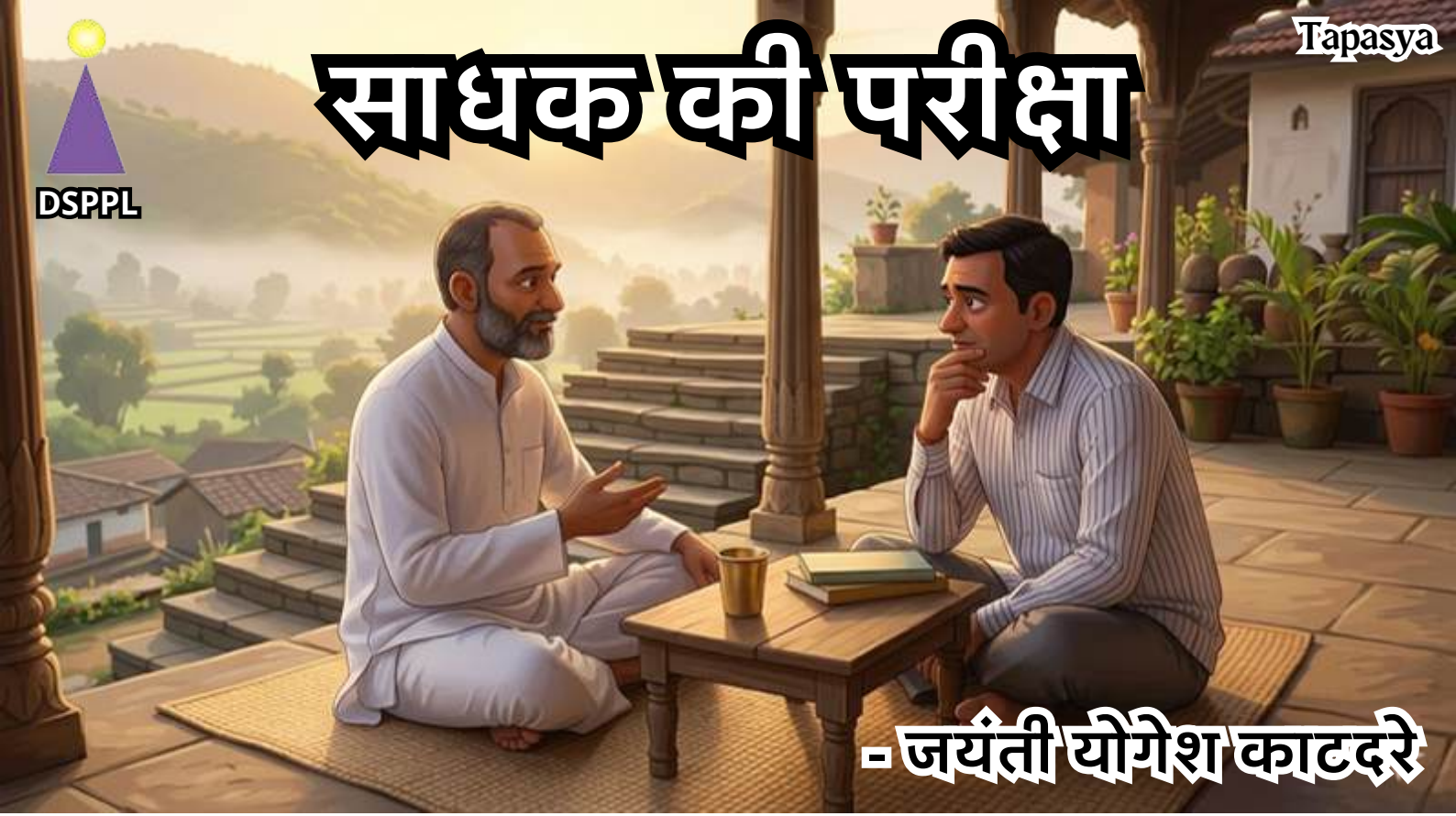
Thank you so much for your valuable guidance and for taking time to answer our questions. I am sure our youth of tomorrow will benefit from this valuable interview.



साधक की परीक्षा



DSPPL



- जयंती योगेश काटदरे

एक साधक अपनी हर रोज़ की दिनचर्या और काम अच्छी तरह से संभालकर अपनी साधना नियमित तौर से करते थे। साधना में सत्य तो होना ही चाहिए, यह बात उन्हें अच्छी तरह से मालूम थी। ऐसे ही कुछ साल गुज़ारने के बाद उनके व्यक्तित्व में अच्छे बदलाव भी दिखने लगे। कुछ लोग उनका सम्मान भी करने लगे। पर कभी-कभी उनके नज़दीकी लोगों या रिश्तेदारों से उन्हें कटुता का अनुभव भी मिलता था। कभी-कभी तो उनके द्वारा की हुई मदद के बदले वे लोग कृतज्ञ रहने में भी बहुत कम पड़ने लगते थे। यह साधक बाहर से सामान्य आदमी जैसा दिखता था, पर अंदर से कुछ और। कमनसीबी यह है कि ज़्यादातर लोग बाहरी रूप ही समझ सकते हैं।

एक समय उन्हें अपने रिश्तेदार के घर कुछ दिनों के लिए रहने जाना पड़ा। वह हमेशा की तरह अपना काम और अपनी साधना करते रहते थे। पर फिर भी, एक छोटी सी बात की वजह से उन्हें बहुत कठोर शब्द सुनने पड़े। पर इस साधक ने उस पर भी ज़्यादा कुछ नहीं कहा। जो दूसरा रिश्तेदार यह सब देख रहा था, उसे बहुत बुरा लगा। जब उसने इस साधक से उस प्रसंग के बारे में बात की, तब साधक ने कहा, "यही तो एक साधक की परीक्षा होती है। जब पराए लोगों की वजह से मुसीबतें आती हैं, तब बात अलग होती है; पर जब हमारे अपने ही हमें दुःख देते हैं, तब हम कैसे बर्ताव करते हैं, अपनी भावनाओं को और उस प्रसंग को कैसे संभालते हैं — इन सब चीज़ों से हमारी साधना ही दिखती है। जब साधना सही रास्ते से जा रही हो, तब वह साधक बहुत क्षमाशील होने लगता है।"

दूसरे आदमी ने कहा, "पर अगर हम ऐसे ही रहे, तो हमारे आत्मसम्मान का क्या? यूँ कोई भी आकर हमें अपमानित करे, तो क्या हम सिर्फ सुन लें? क्या साधक होने का मतलब केवल खुद को ज़ख्मी कर लेना है?" इस साधक ने कहा, "मेरे ख्याल से साधना का मतलब समझदारी है।"



साधक की परीक्षा



continued...

प्रसंग के अनुरूप आचरण और बर्ताव करना — यही है। हमारा आत्मसम्मान रखने के लिए हर वक्त हमें कठोर भाषण करने की ज़रूरत नहीं होती। कभी-कभी क्षमा करना भी बड़ा शासन होता है।"

दूसरा आदमी बोला, "पर हर वक्त ऐसे नहीं होता ना। हम ऐसे कैसे मान लें कि हमारे क्षमा करने के बावजूद भी वह इतना समझदार होगा कि वह यह बात समझ सके? वह तो और भी अहंकारी बन सकता है ना।"

साधक ने थोड़ा सोचकर बताया, "सही है। पर हमें पहले सोचना चाहिए कि यह घटना हमारे साथ ही क्यों घटी है। ऐसी घटनाएं हमारे ही इस जन्म या फिर पहले जन्मों का अधूरा कर्म पूरा करने आती हैं। तो मेरे ख्याल से पहले इस बात को स्वीकार करना चाहिए।"

"पर इससे मन में अपूर्णता और दुःख तो रहेगा ही ना," दूसरे आदमी ने थोड़ी नाराज़गी से कहा।

"ज़रूर होगा," साधक बोला, "क्योंकि ऐसी घटनाएं जब हमारे ही कुछ कर्मों की वजह से आती हैं, तो दुःख तो देती ही हैं; वही तो उनका काम है। पर साधक के लिए वह शासन, परीक्षा और शिक्षा भी होती ही है।"

"हाँ," दूसरे आदमी ने दुखी होकर कहा, "पर बाहर दिखने में तो ऐसे ही दिखता है ना कि हमारी गलती न होने से, या फिर उतनी न होने के बावजूद भी हम सिर्फ सहते ही रहे। मेरे ख्याल से सिर्फ सहते रहना भी खुद का सम्मान न करने के बराबर है।"

साधक मुस्कुराया और बोला, "सही है। पर मुझे ऐसा लगता है कि इसका जवाब गणित की तरह 'दो और दो चार' ऐसे आने वाला नहीं है। इसीलिए कर्मों के हिसाब से हमारे अधूरे कर्म न रह जाएँ, इसका ख्याल रखकर ही हमें शब्दों से या अपने आचरण से उत्तर देना चाहिए। ऐसे लोगों से हम शारीरिक या फिर मानसिक-भावनात्मक तौर पर अंतर ज़रूर रख सकते हैं। और मुझसे पूछोगे, तो मेरे गुरु यह सब देख रहे हैं और मुझे इन कटु अनुभवों से संभालने के लिए वह समर्थ हैं — ऐसा ही मेरा भाव है।"

"हमारा स्वीकार ही तो हमारी साधना का आईना होता है," साधक ने अंत में कहा, "ऐसा मुझे लगता है। हमारी जिंदगी में सुख रूपी हरियाली जितनी प्रेम से हम स्वीकारते हैं ना, उसी तरह से बीच में आए हुए काँटों को भी स्वीकारना चाहिए। क्योंकि एक साधक को यह बात अच्छी तरह से याद रखनी है कि रास्ते में जो भी आता है, हमें कुछ न कुछ सिखाकर आगे ले जाने के लिए ही आता है।"





CONSTITUTION OF INDIA

- **Kalpita Rakesh**

Article 28 - Inclusiveness

(A school is celebrating Republic day/ Stage decorated with tricolor balloons, flags, food stalls displaying dosa, idli, dhokla, litti chokha, vada pav, biryani, momos, etc. Children are in different traditional attires from various states and communities.)

Narrator: Good morning everyone! It is the 26th of January. The school campus is filled with joy and celebration. Children from different cultures and traditions have gathered to celebrate Republic Day.

Anchor 1: Respected Principal Ma'am, teachers, parents and our honoured Chief Guest, welcome to our Republic Day celebration.

Anchor 2: Today we celebrate not just our freedom, but also the spirit that keeps India united.
(All children gather together)

Teacher: Let us begin with a universal prayer for the well-being of all life.
Children together:

"Sarve Bhavantu Sukhinah
Sarve Santu Niramayah
Sarve Bhadrani Pashyantu
Ma Kashchid Dukha Bhag Bhavet."

(Meaning narrated)

Narrator: May all beings be happy, healthy and peaceful.
(Children walk one by one for a fancy dress competition.)

Student 1: I come from Punjab. Sat Sri Akal!

Student 2: Namaskaram! I represent Kerala.

Student 3: Adaab! I represent Kashmir.

Student 4: Kem Cho! I represent Gujarat.

Student 5: Vanakkam! I represent Tamil Nadu.

Student 6: Namaste! I represent Maharashtra.





Understanding Constitution Article 28

(Children gather together and laugh, interact, taste food from stalls. They then have a group song performance)

Children sing:

♪ " Hind desh ke niwasi sabhi jan ek hain
 Rang roop vesh bhasha chahe anek hain
 Hind desh ke niwasi sabhi jan ek hain
 Rang roop vesh bhasha chahe anek hain
 Bela gulab juhi champa chameli
 Bela gulab juhi champa chameli
 Pyare pyare phool goonthe mala mein ek hain
 Pyare pyare phool goonthe mala mein ek hain
 Hind desh ke niwasi sabhi jan ek hain
 Rang roop vesh bhasha chahe anek hain
 Koyal ki kook nyari papihe ki ter pyari
 Koyal ki kook nyari papihe ki ter pyari
 Gaa rahi tarana bulbul raag magar ek hai
 Gaa rahi tarana bulbul raag magar ek hai
 Hind desh ke niwasi sabhi jan ek hain
 Rang roop vesh bhasha chahe anek hain..." ♪

Chief Guest (Foreigner): I came to India for personal work, but today I experienced something beautiful. I saw different dresses, languages, traditions, and foods—but I also saw something deeper. I saw friendship. I saw respect. I saw unity. Many countries speak about diversity, but today I witnessed children living it.



Article 28 of Indian Constitution

Freedom As To Religious Instruction In Educational Institutions

- No religious instruction in educational institutions wholly funded by the state
- Exception for institutions established under an endowment or trust requiring religious instruction
- No compelled participation in religious instruction or worship without consent

Principal: Thank you, Sir. Children, today I feel proud seeing all of you accepting and respecting different beliefs, traditions and cultures. Our leaders and Constitution makers took great care to create this feeling of unity among us. They wanted every child to feel respected and included

Article 28 of our Constitution says that government-funded schools should not provide religious instruction promoting any one religion. This does not mean we stop learning about each other. Instead, it teaches us something beautiful. We respect all paths, but force none. We celebrate differences, but stay united. That is what keeps our nation strong. The feeling of oneness begins right from childhood.

All children together:

"Many cultures, many traditions, one nation — INDIA!"

"Jai Hind!"

(National Anthem)

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.



Article 2: The Riddle Writer's Guide

- Janani Manu, Bengaluru

Riddles are one of the cleverest ways to improve both your reading and your writing. When you read a riddle, you have to think carefully about every single word. When you write one, you learn to choose words that are tricky but still fair. That is a skill every strong writer needs.

Here is a classic riddle to read carefully:

"I have cities but no houses, forests but no trees, and water but no fish. What am I?"

Answer: A map.

Did you notice how each clue is chosen with care? The writer did not say, "I am flat and colourful." That would be too easy and not very interesting. Instead, the clues make you think, while still giving you just enough to figure it out.

Now read this poorly written riddle: **"I am something. I am useful. Guess what I am."** See how vague and frustrating that feels? You could guess anything. That is what weak writing does. It leaves your reader confused and uninterested.

Reflect: Why does the first riddle work better than the second one? Write two sentences comparing them. Think about word choice, detail, and how fair the riddle is to the reader.

Quick tip: Good writing gives the reader just enough. Not too much and not too little. Keep practising this balance every time you write.

Challenge: Write your own riddle. Choose an everyday object, like a pencil, a window, or a clock, and describe it using three clues without naming it. Then read it back. Is it clear enough to solve but still a little tricky?

When your words are chosen with care, your writing becomes both clear and interesting to read.



Janani Manu, Bengaluru

A teacher trainer and public speaking coach for children, have been working with children for 15 years now. Specialise in teaching with innovation and creativity 🥰🙌



DSPPL Events

SOFT 1,2 and 3 Non-Residential Programs

More than 80 students belonging to the age group of 9 to 11 years, participated in the 5 days Spiritual Outlook for Future Time (SOFT) program held on non-residential basis at Devrukh, Pune, Dadar and Borivali held in May 2026. Here are some of the pictures of the event:



Devrukh



Dadar



DSPPL Events



Borivali

Pune SOFT Program 2026



Pune



DSPPL Events

SOFT 4,5 and 6 Residential Program at Devrukh Ashram

For Students of age group 12 to 14 years, Residential SOFT 4 to 6 Camp was conducted at our Devrukh Ashram from 18th May to 23rd May 2026. More than 35 students participated who came from various part of the country.



Students performing Agnihotra



Playing Traditional Games



Attending Classes



DSPPL Events

SOFT 4,5 and 6 Residential Program at Devrukh Ashram

For Students of age group 12 to 14 years, Residential SOFT 4 to 6 Camp was conducted at our Devrukh Ashram from 18th May to 23rd May 2026. More than 35 students participated who came from various part of the country.



Performing Prayer during Closing Ceremony



Taking part in Play - Ram Bada Ya Ram
ka Naam Bada !



Shiv and his Ganas perform Group Dance

DSPPL Events

STRONG 1 & 2 Program at Devrukh Ashram

Upon conclusion of SOFT 1 to 6 programs, it was now time for the Strong 1 & 2. The camp for age group above 14 years (i.e 15+) was conducted between 27th May to 31st May. There was highest ever participation of 30 students in this program this year.



Achievements of This Year's Summer Programs

Jai Gurudev, With Swami's and Guruji's blessings, happy to inform the following. This year -

- 👉 EduSPOT was conducted at 16 Locations, highest ever.
- 👉 Residential Programs at Devrukh witnessed more than full capacity, highest after 2022
- 👉 Highest ever participation in offline STRONG 1 program of 30 students, since the year 2017
- 👉 It is consecutive 2nd year with total participants in all programs are more than 275+ students.
- 👉 Total students participation since formation of DSPPL has now crossed 1450 students

Heartiest congratulations to all the faculties, co-ordinators, centre heads and supporters who worked consistently with dedication for this divine mission of Guruji and Swami.



DSPPL COMICS

Story: Komal Amol

Illustrations: Ashish

WHILE SAHIL AND HIS FATHER WERE TRAVELLING TO CHENNAI, FROM THEIR FLIGHT THEY SAW 3 RIVERS MERGING IN THE OCEAN..



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.



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– Shri Ajit