

# Tapasya



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

A Devrukh Spiritual Prowess Pvt Ltd (DSPPL) initiative

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

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

# Contents

DSPPL

- 03 Lord Ram Special  
The Battle between Rama and Ravana  
Komal Amol
- 06 Curious Acquisition  
Ashwini Telang
- 09 Science of Learning  
Part 4  
Pranjal Joshi
- 12 NEP:2020 हमने क्या खोया... हमने क्या पाया... Part 3  
Dr. Nirav Thakkar
- 15 Thought for the Month  
Spiritual Scientist  
Shuchi- Vivek  
Pandey
- 17 Nation Building:  
Women  
Empowerment  
Kalpita Rakesh
- 19 Spot the 3  
differences in 30  
Seconds Challenge  
Ashwini Telang
- 21 अथर्वशीर्ष भाग ३  
Mrunal & Yamini  
Kutumbale
- 24 कहानी प्रसंग ५:  
“वो सब देख रहे हैं!”  
Saurabh Malpani
- 26 देवरुख हमारा घर -  
अविस्मरणीय अनुभव  
Gandha Shetye-  
Kudalkar
- 29 DSPPL Events
- 31 DSPPL Comics

DSPPL

# Lord Ram Special

- Komal Amol



We are celebrating Gudi Padava on 9th April 2024 symbolizing victory of Prabhu Shri Ram over Ravan and return to Ayodhya. Also, 17th April 2024 is Ram Navami - birth of Prabhu Shri Ram. So, we are sharing in this month's newsletter a special story on "The Battle between Prabhu Shriram and Ravana" and hidden meaning behind this.

## The Battle between Rama and Ravana -

The day had come. Ravana had now entered the battlefield. Rama looked at Ravana and still offered him a truce. He said, "O Ravana, we could avert this bloodshed. A war is won if it is prevented. A victory in a war is to come to terms that benefit both the parties. We can avoid the loss of lives and go our ways in a peaceful truce. This shall be my last offer." Ravana heard this truce and laughed at it. He replied, "Why don't you say that you are afraid of me and do not want to fight me? I know you are finding ways to avoid fighting with me because you are going to lose. I am not going to listen to your baseless arguments. You and your Vanara Sena are no match for me and my mighty army. Fight me if you want to or simply die at my hands and finish this matter." Rama replied, "So be it. Let the fight begin!" Then began that great battle between the two warriors. Then, the gods along with the Gandharva's the celestial musicians, Siddhas the demigods and great sages, desirous of Ravana's ruin, arrived to see the battle of both the chariot-warriors. Sage Agastya advises Rama to recite the ' Aditya Hridaya', a collection of verses in praise of the Sun-God, with a view to gaining victory. "You will be able to kill Ravana at this very moment, O mighty armed one!" Saying so, the sage, Agastya, thereupon, left as in the same way as he had come. Hearing this, Rama of extraordinary energy, feeling greatly delighted recited that hymn in his memory with a





devoted mind. Sipping the water thrice and getting purified, looking intently on the orb of the sun and repeating this prayer, the valiant Rama obtained a great rejoice. Seizing hold of his bow and seeing Ravana, Rama felt delighted in mind and stretching his bow in a crescent shape, marched forward for the fight. Releasing arrows at each other, Rama and Ravana perform a fierce battle. Ravana's flagstaff is thrown down by Rama's arrows.

The fierce encounter thus continued for seven days. Leaving alone Rama's chariot, Ravana released arrows on the army of monkeys on all sides, thus wholly covering the sky. Then Rama, with his four sharp arrows discharged from his bow, drove back the four splendid horses of Ravana. Ravana, falling a prey to anger for retreating his horses, discharged sharp arrows on Rama. Rama, who was severely struck by the mighty Ravana, did not get upset nor was even tottered.

Thereupon, the great-armed Rama who augmented the fame of the kings born in Raghu dynasty, stretching the serpent-like arrow with his bow, chopped off the glorious head of Ravana, which was graced with blazing earrings. Another head, exactly similar to that head, cropped up on the shoulders of Ravana. That second head was again chopped off by Rama. Soon after that head was chopped off, it again rose into view. When Rama begins to cut of Ravana's head, another head starts to crop up in its place. Yet, no certainty about Ravana's death could be seen. Then, the valiant Rama, took hold of a blazing arrow, which was given by Brahma and which in turn was given to him by the glorious sage, Agastya earlier in the battlefield and which looked like a hissing serpent. In its feathers, wind was established. In its endpoint were the fire and the sun. In its heaviness were Mounts Meru and Mandara. Its shaft was made of ether. Provided with good shaft decked with gold, the arrow which had its body shining, had been made up of the efficacy of all the elements and an illuminating power of the sun.





That arrow, released with great speed and which was capable of destroying the body, tore off the heart of that evil-minded Ravana. Seeing Ravana fallen down on earth, the surviving demons whose king had been killed, were panic stricken and ran away to all sides. Then the cheerful kettledrum of the gods reverberated in the sky. Very pleasant winds, carrying divine odour, blew there. Pouring over the chariot of Rama quite fascinating shower of flowers, which was difficult to be accomplished (elsewhere), fell from the heavens to the earth on that occasion. It was a victory of good over the evil.

-----  
 MORAL: You see children, Ravana symbolizes the six enemies of the Soul: viz. lust, anger, covetousness, craving or attachment, pride, envy. And Rama symbolizes Love.

Both are within us. Love conquers all. With Love, even you can conquer your Shadaripu's, the six enemies of the soul which obstruct you from reaching your ultimate goal. Love will help you stay away from the Ego / Ahambhava and will keep in the state of the Soul / Atmabhava. Thus, you will be focused which will take you on the right path towards Peace, Success and Happiness. So, always choose to be in the team of Soul.



# Curious Acquisition

- Ashwini Telang

*In a quiet village, named Girikandar, nestled between rolling hills and dense forests, there lived an old watchmaker - Mukund - known for his extraordinary timepieces. Each clock he crafted seemed to have a life of its own. One day, he began working on his masterpiece, a clock not bound by the laws of time. Mukund worked tirelessly, and as the clock neared completion, strange things began to happen in the village...*

*As the clock struck midnight, some sort of portal opened up in the village square. The villagers, awakened by the chimes, gathered around to witness this marvel. Hesitant at first, they watched as Mukund approached the portal. With a deep breath, he stepped through and vanished, leaving behind a trail of shimmering stardust. The villagers waited for what seemed like an eternity until, finally, Mukund reemerged, his eyes wide with wonder. He just spoke of a world beyond imagination, where time flowed in all directions and the past, present, and future existed in harmony. The masterpiece clock was the key to this realm, and he had been chosen to share its secrets.*



## Curious Acquisition contd...

The watchmaker's revelation sent a ripple of excitement and fear through the crowd. "The world beyond is in peril," he explained. "Time is fractured there, causing chaos and despair. But we, the people of this village, have been granted the power to mend the rifts in time." He continued, "Each of you possesses a unique ability that, when combined, can restore balance. But you must choose to step through the portal willingly, for only a heart driven by courage can withstand the journey."

The villagers looked at one another, uncertainty in their eyes. Yet, amidst the doubt, a sense of unity began to form. One by one, they stepped forward, ready to embrace their destiny. They hold each other's hand and enter the portal together, and suddenly they find themselves being transformed into a light. As the villagers clasped hands, a surge of energy coursed through them, and they were whisked away through the portal. In an instant, they found themselves in a world that mirrored their own yet was strangely different. The sky shimmered with iridescent colors, and the landscape was dotted with clocks of all shapes and sizes, ticking in a harmonious symphony.

They soon realized that it was not a place but a state of being. In this realm, their collective will and the positive thoughts of others from their world empowered them. Each villager discovered an innate ability tied to their deepest virtues—kindness turned into healing touch, bravery into protective shields, and wisdom into enlightening insights.

Together, they ventured forth, repairing the fractures in time, their actions fueled by the support and 'likes' of their fellow villagers who believed in them. As they mended the last rift, a warm glow enveloped them, and they were gently pulled back to their village, forever changed by the journey.





## **Curious Acquisition** contd...

The watchmaker smiled, “You have not only saved another world but have also brought hope back to ours. Remember, our unity and belief in each other are the strongest forces against any adversity.” The villagers, basking in the glow of their triumph, failed to notice the dark shadow that slithered out of the portal. It was a formless entity, born from the very fractures in time they had strived to heal. As the portal sealed shut, the shadow loomed over the village, its presence a stark contrast to the harmony they had just restored.

The watchmaker, wise to the ways of time, sensed the disturbance. “Do not fear,” he addressed the villagers, **“for this shadow is not an enemy, but a reminder. It represents the doubts and fears we overcame to achieve our victory. To ensure it does not darken our world, we must accept it as part of ourselves and dispel it with the light of our unity.”**

With newfound resolve, the villagers joined hands once more, focusing their collective will on the shadow. As they did, it began to dissipate, not with violence, but with understanding and acceptance. The shadow was no more, and in its place stood a monument—a clock, frozen at the moment of their triumph, a testament to their courage and the watchmaker’s wisdom.

The village had become a beacon of hope, a place where time was not just measured in hours and minutes, but in moments of bravery, kindness, and togetherness.





# Science of Learning Part 4

- pranjal joshi



The incidence of the year 2014 is interesting to note. It happened at a school in Nasik, a town in the central Maharashtra State in India. Ajit Sir was invited to deliver a lecture to the parents and teachers. Before delivering the lecture, we were seated in the Principle's Chamber waiting for the function to begin. It was last week of April. This is the time when the annual results are declared. Suddenly, one lady came with a small child tugged to her side in a very agitated state and said "Madam, how come my daughter has got so less marks in the science when she had read the textbook almost 20 times?" Her tone was high pitched, her face was red with anger and she apparently was very upset with the results that her ward has earned. The principal to our surprise was very cool and answered very calmly. "Look, it does not matter how many times your daughter had read the book. Even if she had read it 200 times and written exactly what she has written, she would have got exactly the same marks, as here we examine what she has written in the answer papers."

The lady was no exception. We make this mistake when we do not understand the real process of learning. When the child is looking into the book, giving the feeling to the outside world that the child is studying. But what if the eyes are in the textbook but the mind is in the Facebook!

Reading or looking, listening, hearing all provide basic inputs required for the study or the first step towards studying. For looking and reading you need eyes with the mind to co-ordinate. Same is the case with listening or hearing where the ears have to co-ordinate with the mind. Eyes, ears are only the physical organs. Process of Learning:

Step Number	Particulars	Details
01	Impression – Reading or Listening or Observing	It is an External Process. Physical Activity
02	Storing	It is an Internal Process Metaphysical Activity



# Science of Learning Part 4

..continued

Step Number	Particulars	Details
03	Understanding	It is an Internal Process Metaphysical Activity
04	Assimilation	It is an Internal Process Metaphysical Activity
05	Retreiving	It is an Internal Process Metaphysical Activity
06	Expression – Writing or Answering	It is an External Process Physical Activity

The second step obviously is to **store those inputs**. Storing alone may not help. The third stage in the whole process is to **understand** whatever has been stored. Not everything that is stored may be understandable. Once we understand something, the next step takes over and that is **assimilating whatever is understood**. Here is where we need to relate to that knowledge to make it an experience or a feeling. Another vital step in the process of studying is **retrieving the knowledge at an appropriate time**. That is very critical. You may have understood and digested everything but may not be able to remember at the time of examination, then all your efforts to score in the examination are wasted. This aspect is called the **Smriti (memory)** is very important step. Only remembering or retrieving also may not suffice till you can **express the knowledge**. The expression could be in the form of verbal answering (viva exam) or writing the examination paper. Then the cycle is complete. You have performed well and could march towards your success.

If you look at this process, you will realize that as the first step demanded a role of physical organs like ears and eyes, the last step also needs physical aspects of our existence to express, such as eyes, ears and hands. This means that only in the primary (first) stage and the last (sixth) step of this process, the bodily parts play a dominant role. The four stages in between which are very vital like





..continued

## Science of Learning Part 4

– storing, understanding, assimilating and retrieving – happen on a metaphysical level. They happen in the core of our existence called as Chitta. If the chitta is not pure, we will have a serious problem in performing in examinations. When chitta is pure and transparent whatever inputs you give in comes out in the form of outputs without any energy loss on the way. The best part is the energy is also absorbed in our memories leading to a better intellect. This is enrichment. Swami Vivekanand had almost a photographic memory. That is what spiritual practices can do a student.

We call this process of learning as “science” as it is a universal phenomenon irrespective of stage of study viz. school, college, university or even for working professional. New generation is blessed with the higher level of consciousness and is already at a stage of “Pratyahari” can excel very well in their studies if empowered properly in this regard. Everything in life is but the manifestation from the chitta, hence study is no exception in this. The pathway to study travels from Spirituality and the chitta, is the main tool for the humans to learn.

A boy loves shevai kheer requests his mother who is an expert cook, to prepare it for dinner. Mother too happily agrees, selects best of the ingredients viz. milk, sugar, shevai, dry fruits and using her skills, prepares the delicious kheer. The boy hurriedly reaches the dining table, mother serves him kheer in a bowl, and the boy with great excitement tastes it, and said to his mother in displeasure, “Oh mother, Kheer is spoiled!”. Mother couldn’t believe this. How it could happen when the best of the material was used, to realize in the end that the vessel in which the kheer was made was oily and dirty which spoiled the kheer. Chitta is the vessel. If it is impure or distracted, then even the best of the material or inputs will not yield the desired results. It is the purity inside which brings the quality outside. So work on your chitta to excel in everything in life including your academics.



NEW EDUCATION POLICY  
2020

5+3+3+4

**Part 03**

- Dr. Nirav Thakkar, Ahmedabad

## NEP:2020 हमने क्या खोया... हमने क्या पाया..

- Adopting semester system for inclusive education of subjects or skills with curriculum that does not burden the student at any stage.

### 3. Curriculum and teaching methods

- Curriculum and syllabus of various subjects will be limited to basic essential concepts only. It will teach traditional subjects like various languages, mathematics, science, social science and various vocational subjects. Moreover, topics such as artificial intelligence, design thinking, public health, organic living, etc., which are useful in the 21st century, will also be included.
- The following points will be taken into consideration while designing the academic curriculum, inclusion of co-curricular activities and preparing the textbook. Such subjects will be planned according to which the information of these subjects will be obtained and the necessary knowledge and skills will be developed for it.
  - Higher order thinking ability, research and evidence-based thinking ability, artistic creation ability, oral-written communication, health and health maintenance, digital literacy, computer programming, logical problem solving, preservation of constitutional values, national pride, hygiene and well-being, civic rights and duties, primary care, mental health, personal and public health.
- NCERT and SCERT will jointly prepare textbooks taking into account learning outcomes in regional languages from a local perspective. It will include the basic essential subjects as per the latest trends.



#### 4. Role of Languages in New Education Policy:

- Foundation and Preparatory i.e. Pre-Primary to Class 5 education will be imparted in mother tongue / regional language.
- Up to the age of 8, the child's linguistic and mathematical comprehension is very sharp. During this period, if the child is exposed to more than one language, it is especially helpful in the intellectual development of the child. Therefore other language/s will also be taught in this phase.
- Along with this, the earlier trilingual system will also be in force.
- There is an insistence that the education of class six to eight should be given mainly in the child's mother tongue or regional language. However, in subjects like mathematics and science, multilingual approach will be adopted in addition to the mother tongue, English language will also be used. Textbooks will also be prepared accordingly.
- Apart from mother tongue and regional language, students will be given options to learn any other language of India as per their interest. In particular, students will be given an option in the school to learn other national or inter-national, classical languages as per the requirement.
- Sanskrit language is symbolic of Indian culture and identity. In-depth knowledge of mathematics, science, Ayurveda, metallurgy etc. is available. Therefore, all schools will make this language option available during middle school and high school education.
- For gifted students to identify their latent strengths and talents in time to nurture and develop them. To provide opportunities for students to learn and develop skills beyond the school curriculum.



- For this, forming various study circles and clubs in the school like project club, math club, science club, chess club, song and music club, language and literature club, drama and poetry recitation club, sports club, various activities and competitions are organized regularly in all these clubs. To plan To organize various competitions at inter-school as well as district level, state level and national level for identification of meritorious talent.
- Organizing state level, national level as well as international level Olympiad examinations for talented students. Also, success in such Olympiads should be taken into consideration during university admissions as well as admissions to IITs, NITs to motivate the student.
- To prepare a complete guide for using different educational methods according to age and level and according to different subjects taught in the school for the physical, mental, social, cognitive, emotional and overall development of the student.





# **Thought for the Month** **Spiritual Scientist** **Shuchi**

**- Vivek Pandey**

Dear Students of DSPPL and my young friends,

## **Spiritual Scientist Shuchi...**

*Once upon a time somewhere in the spring season,  
A girl was born with curiosity and reason.*

*Shuchi was the name coined with the astrological charts,  
The way she learned was not so whole but in parts.*

*To a school nearby she was put as she grew,  
Students with learning appetites were a few.*

*Being a curious cat she studied and thought,  
If we all could have a teacher of some sort.*

*The questions with whom we could freely raise,  
And the answers would stay and not get erased.*

*To find such a person was an ardent task,  
To get a knowledgeable person without a mask.*

*The principal, the teachers, and the peon went from pillar to post,  
It seemed more difficult to find a universal teacher than a ghost.*

*Luckily one day a man happened to pass by,  
A simple looking fellow with no hew and cry.*

*He learned more than he taught,  
Was difficult to beat with his logical thought.*



*Thought for the Month*  
**Spiritual Scientist Shuchi**  
*continued...*

*Then one day he met this curious cat Shuchi,  
Innumerable questions were being thrown at him in a jiffy.  
Curious questions and satiating answers became the way,  
process of learning was being made clearer with every day.  
Shuchi's teacher was a student of life who removed the pall,  
He was an artist who could show the way to them all.  
They learned and discussed the science of vibrations,  
the base of all matter and universal creations.  
From theology to biology to astrology it all made sense,  
The student and teacher combo made the difference.  
Theories were published and fame came in no time,  
Contributions made were surreal and sublime.  
Changing the laws of the world like never before,  
Humanity got better and the people begged more.  
One day the teacher grew old and passed away,  
Shuchi carried on his legacy to explore the vibrational play.*





## **Nation Building: Women Empowerment** - Kalpita Rakesh

Tell me honestly, based on your experience, who you believe plays a key part in the governance of your home. By governance, I mean all the seemingly little activities like grocery shopping, budgeting, cooking, purchasing necessities and caring for the health and well-being of all family members.

Is the answer "MOTHER"?

Yes ! you're correct?

Your mother, who is also a woman, is the creator of not just you, but also of society, and she plays a significant part in creating it. You may have noted that in previous generations most women's names ended with devi, such as Nirmala devi, Sarla devi, Shanta devi, and so on. This is because were women are revered as goddesses since they are the ones who create and nurture the planet. Society recognized that women were naturally empowered and entrusted with the task of creating a mindful, life-sensitive environment. Her modest parenting and nurturing of a child may make a significant contribution to the creation of a nation.

There are several historical instances of strong leaders who arose as a result of effective parenting.

Ausaheb's upbringing produced leaders such as Shivaji Maharaj. Dr. A.P.J. Abdul Kalam, the former President of India, attributed his parents with instilling in him strong values such as honesty, hard work, and persistence. Ashiamma, mother of Kalam Sir a homemaker, impressed him via her love and generosity. Kalam's childhood paved the way for his contributions to science, technology and education in India.





..continued

Mahatma Gandhi, also known as the Father of the Nation in India, was greatly affected by his mother, Putlibai Gandhi, who instilled in him the ideals of compassion, non-violence and empathy for others. His childhood greatly influenced his ideology of Satyagraha (nonviolent resistance) and his leadership in India's struggle for freedom.

However, the standing of women deteriorated throughout the British era as a result of several social, economic and legal developments. Women were sometimes subjected to hardship, societal prejudice, injustice, inequity and domestic abuse.

But, sure, we are fighting to reclaim the lost identity and respect for women, and we are experiencing great outcomes like as Smriti Irani a renowned woman leader in India who has made important contributions to women's empowerment. She has been a Member of Parliament and held many cabinet roles in the Indian government. Ms. Irani has been engaged in promoting women's rights and empowerment through policy initiatives and public awareness campaigns.

As Minister for Women and Child Development, Irani has sought to establish policies that improve women's socio-economic situation and increase their access to education, healthcare and job opportunities. She has also spoken out about problems including gender equality, female literacy, and women's safety. Also, Irani has also played a key role in creating programmes like as the Beti Bachao and Beti Padhao (Save Daughters, Educate Daughters) campaign, which attempts to address the dropping child sex ratio and boost girls' education. Smriti Irani's leadership and activism have contributed significantly to the advancement of women's empowerment in India.





# SOLUTION

Last Month's  
Spot the 3 differences in  
30 Seconds Challenge

- ASHWINI TELANG



Best Answer

Jaya Bharati from Chennai



# Spot the 3 differences in 30 Seconds Challenge

- ASHWINI TELANG

## Spot 3 Differences



- Send in your answers to [info.dsppl@gmail.com](mailto:info.dsppl@gmail.com). We will publish the names of those who will give correct answers in the next month's newsletter.
- Benefits of solving this are:
  - Spotting the differences in the pictures is an excellent way to test one's ability to discern subtle distinctions between seemingly identical images.
  - It also enhances one's concentration and attention span that is most required for examinations.
  - Activities like these enable one to improve memory as well.



# अथर्वशीर्ष

## भाग ४

- *Mrunal & Yamini Kutumbale*

सुमुख को आज आगे के श्लोक का अर्थ जानने की उत्सुकता थी। वो जल्द ही दादी के पास आकर बैठ गया। दादी आगे का श्लोक है, "अव त्वं माम् । अव वक्तारम् । अव श्रोतारम् । अव दातारम् । अव धातारम् । अव अनुचानम । अव शिष्यम । अव पश्चात्तात् । अव पुरस्तात् । अवोत्तरात्तात् । अव दक्षिणात्तात् । अव चोर्ध्वात्तात् । अवाधरात्तात् । सर्वतो मां पाहि पाहि समंतात् " ॥३॥ इसका अर्थ बताओ ना।

(तुम मेरी रक्षा करो। वक्ता की रक्षा करो। श्रोता की रक्षा करो। दाता की रक्षा करो। धाता की रक्षा करो। षडंग वेदविद् आचार्य की रक्षा करो। शिष्य की रक्षा करो। पीछे से रक्षा करो। आगे से रक्षा करो। उत्तर (वाम भाग) की रक्षा करो। दक्षिण भाग की रक्षा करो। ऊपर से रक्षा करो। नीचे की ओर से रक्षा करो। सर्वतोभाव से मेरी रक्षा करो। सब दिशाओं से मेरी रक्षा करो।)

दादीने अर्थ कहना प्रारम्भ किया। " गणपति ही इस सृष्टि के कर्ता, धर्ता, हर्ता है। इस सत्य का बोध होने से ऋषि, गणपति के आगे शरणागत हुए है, और गणपति से प्रार्थना करते है की, "अव त्वं माम्", अर्थात्, मेरी रक्षा करो। सुमुख ने आश्चर्य से पूछा, " दादी, ऋषि ऐसा क्यों कहते है ?" दादी कहती है, " यहाँ मैं का अर्थ विश्वव्यापक है। जो उपासना करते है , अथर्व होने के मार्ग पर आगे बढ़ना चाहते है उन सबका रक्षण करो। कोई साधक, साधना में आगे बढ़ता है तो उसमे विघ्न आ सकते है। गणपति विघ्नहर्ता है इसलिए उनसे प्रार्थना की गई है।

ऋषि कहते है, वक्ता और श्रोता की रक्षा करो। जिसका खुद का आचरण शुद्ध है, सिर्फ वही वक्ता, श्रोता का हृदय परिवर्तन कर सकता है । जिनकी कथनी और करनी में कोई फर्क नहीं ऐसे गुरु, संत, ऋषिमुनि समाज में परिवर्तन ला सकते है। उस वक्ता का रक्षण करने की बात कही गई है। श्रोता वो है जो शांत , स्थिर एक जगह बैठकर प्रवचन सुन सके। परमार्थ साधना की नींव ही श्रवण भक्ति है। श्रवण करने से मन में संदेह नहीं रहता। संदेह निकलता है तो श्रद्धा, विश्वास बढ़ता है। आचरण शुद्ध होता है। गुरु का उपदेश सुनना भी एक तपश्चर्या ही है।





..continued

ऐसे श्रोता का रक्षण करो। जब महर्षि व्यास ने गणेश को महाभारत की कथा लिखने का काम दिया था। तो उन्होंने एक शर्त रखी थी। व्यासजी जो श्लोक बोलेंगे उसका अर्थ पहले खुद समझना फिर लिखना। उपदेश समझकर आचरण में लाये वो सच्चा श्रोता।

ऋषि आगे कहते हैं , " दाता और धाता का रक्षण करो " दाता का अर्थ है देनेवाला या दान करनेवाला। जो शिक्षा का दान करते हैं। अन्नदान, वस्त्रदान करते हैं। गुरु, आचार्य , शिक्षक भी दाता हैं। जो देने की भावना रखता हो, वो सभी दाता ही हैं। इन सभी दाताओंका रक्षण करो। वक्ता दाता है, और श्रोता धाता है , जो उपदेश को धारण करता है। अनुचानम का अर्थ है पीछे दोहरानेवाला। गुरुपरम्परा भारतीय संस्कृतिका वैभव है। ये परम्परा अखंड रहनी चाहिए। इसलिए ऋषि इसका रक्षण करने के लिए गणपति से प्रार्थना करते हैं।"

सुमुख ने कहा , " दादी ये सब समझ गया।पर आगे ऊपर से , नीचे से, पीछे से रक्षा करो कहा है , इसका अर्थ क्या है ? "

दादी ने कहा, " ये बहुत ही महत्वपूर्ण है।

**अव पश्चात्तात**, पश्चात का अर्थ है पीछे से। भूतकाल में जो गलतियां हुईं उससे रक्षा करने के लिए प्रार्थना की गई है। आजतक जो गलतियां हुईं वो गलतियां फिर न हो इसका ध्यान रखना मनुष्य का कर्तव्य है। पश्चात्तात का अर्थ पश्चिम दिशा से रक्षा करो।

**अव पुरस्तात** का अर्थ है पूर्व से रक्षा करो। पूर्व दिशा ज्ञान देनेवाली दिशा है। ज्ञान के प्रकाश से हमारा चित्त शुद्ध हो। कर्म के परिणाम को ध्यान में रखकर ही हम शुद्ध कर्म करें।

**अवोत्तरात्तात** - उत्तर दिशा कुबेर की है। धन मिलने पर धन के साथ जो दोष आते हैं, अहंकार बढ़ता है उससे रक्षा करो।





..continued

**अव दक्षिणात्तात** - दक्षिण दिशा यमराज की है। अकारण, असमय की मृत्यु से रक्षा करो। जो भी दुःख, दर्द जीवन में मिलते हैं उसे प्रारब्ध समझकर भोगने के सिवाय दूसरा विकल्प नहीं होता। हमारे पास जितना समय है उसे व्यर्थ न गवाकर सत्कर्म में व्यतीत करना चाहिए।

**अव चोर्ध्वात्तात, अवाधरात्तात** - उर्ध्व दिशा देवों की है। हर एक देवता में सद्गुणों का भंडार है। उसमें से कम से कम एक गुण हमें लेना चाहिए। अध दिशा पृथ्वी की है। पृथ्वी क्षमाशील है। हमें भी पृथ्वी की तरह क्षमाशील होना चाहिए।

**सर्वतो माम पाही पाही समंतात** - संकट कहीं से भी आ सकता है। गणपति विघ्नहर्ता है इसलिए आनेवाले हर संकट से रक्षा करने के लिए ऋषि प्रार्थना करते हैं।

कहने का तात्पर्य है की गुणों से अहंकार आ सकता है , अवगुणों से निराशा , दुःख , दर्द भोगना पड़ता है। अथर्व होने के मार्ग में ये बाधाएं हैं। हम अथर्व होने की दिशा में आगे बढ़ रहे हैं। पशुत्व से मनुष्यत्व की ओर आगे बढ़ रहे हैं। इसलिए हर गुण , अवगुण , षड्रिपु से ऋषि रक्षा की प्रार्थना करते हैं। "

जय गुरुदेव



# “वो सब देख रहे हैं!” - Saurabh Malpani

घंटी बजी, दरवाज़ा खोला तो देखा एक आकर्षक कद-काठी का व्यक्ति चेहरे पे प्यारी सी मुस्कान लिए खड़े हैं। मैंने कहा, "जी कहिए.." तो उन्होंने कहा, अच्छा जी, आप तो रोज़ हमारी ही गुहार लगाते थे? मैंने कहा "माफ़ कीजिए भाईसाहब, मैंने पहचाना नहीं आपको!" तो वे कहने लगे, "भाई साहब, मैं वह हूँ जिसने तुम्हें साहेब बनाया है। अरे ईश्वर हूँ, ईश्वर! तुम हमेशा कहते थे ना कि नज़र में बसे हो पर नज़र नहीं आते... लो आ गया! अब आज पूरा दिन तुम्हारे साथ ही रहूँगा।" मैंने चिढ़ते हुए कहा, "ये क्या मज़ाक है भाई?" "मज़ाक नहीं है, सच है। सिर्फ़ तुम्हें ही नज़र आऊँगा, तुम्हारे सिवा कोई देख-सुन नहीं पाएगा मुझे।"

कुछ कहता इसके पहले पीछे से माँ आ गई.. "अकेला खड़ा-खड़ा क्या कर रहा है यहाँ, चाय तैयार है, चल आजा अंदर.." अब उनकी बातों पे थोड़ा बहुत यकीन होने लगा था, और मन में थोड़ा सा डर भी था। मैं जाकर सोफे पर बैठा ही था कि बगल में वह आकर बैठ गए। चाय आते ही जैसे ही पहला घूँट पीया कि मैं गुस्से से चिल्लाया, "अरे माँ, ये हर रोज़ इतनी चीनी?" इतना कहते ही ध्यान आया कि अगर ये सचमुच में ईश्वर है तो इन्हें कतई पसंद नहीं आएगा कि कोई अपनी माँ पर गुस्सा करे। अपने मन को शांत किया और समझा भी दिया कि भई, तुम नज़र में हो आज... ज़रा ध्यान से! बस फिर मैं जहाँ-जहाँ, वें मेरे पीछे-पीछे पूरे घर में। थोड़ी देर बाद नहाने के लिए जैसे ही मैं बाथरूम की तरफ़ चला, तो उन्होंने भी कदम बढ़ा दिए। मैंने कहा, "प्रभुजी, यहाँ तो बख़्श दो?" खैर, नहाकर, तैयार होकर मैं पूजा घर में गया, यकीनन पहली बार तन्मयता से प्रभु वंदन किया, क्योंकि आज अपनी ईमानदारी जो साबित करनी थी।

फ़िर दफ़्तर के लिए निकला, अपनी गाड़ी में बैठा, तो देखा बगल में महाशय पहले से ही बैठे हुए हैं। सफ़र शुरू हुआ तभी एक फ़ोन आया, और फ़ोन उठाने ही वाला था कि ध्यान आया, तुम नज़र में हो। गाड़ी को साइड में रोका, फ़ोन पर बात की और बात करते-करते कहने ही वाला था कि 'इस काम के ऊपर के पैसे लगेगे' ...पर यह तो ग़लत था, पाप था, तो प्रभु के सामने ही कैसे कहता तो एकाएक ही मुँह से निकल गया, "आप आ जाइए,





**..continued**

आपका काम हो जाएगा।" फिर उस दिन दफ़्तर में ना स्टॉफ़ पर गुस्सा किया, ना किसी कर्मचारी से बहस की, २५-५० गालियाँ तो रोज़ अनावश्यक निकल ही जातीं थीं मुँह से, पर उस दिन सारी गालियाँ, 'कोई बात नहीं, इट्स ओके...' में तब्दील हो गईं। वह पहला दिन था जब क्रोध, घमंड, किसी की बुराई/निंदा, लालच, अपशब्द, बेईमानी, झूठ ये सब मेरी दिनचर्या का हिस्सा नहीं बने।

शाम को दफ़्तर से निकला, गाड़ी में बैठा, तो बगल में बैठे ईश्वर को बोल ही दिया। "प्रभुजी सीट बेल्ट लगा लें, कुछ नियम तो आप भी निभाएँ! उनके चेहरे पर संतोष भरी मुस्कान थी।" घर पर रात्रि-भोजन जब परोसा गया तब शायद पहली बार मेरे मुख से निकला, "प्रभु, पहले आप लीजिए।" और उन्होंने भी मुस्कुराते हुए निवाला मुँह में रखा। भोजन के बाद माँ बोली, "पहली बार खाने में कोई कमी नहीं निकाली आज तूने। क्या बात है? सूरज पश्चिम से निकला है क्या, आज?" मैंने कहा, "माँ आज सूर्योदय मन में हुआ है! रोज़ मैं महज़ खाना खाता था, आज प्रसाद ग्रहण किया है माँ, और प्रसाद में कोई कमी नहीं होती।" थोड़ी देर टहलने के बाद अपने कमरे में गया, शांत मन और शांत दिमाग के साथ तकिए पर अपना सिर रखा तो ईश्वर ने प्यार से सिर पर हाथ फिराया और कहा, "आज तुम्हें नींद के लिए किसी संगीत, किसी दवा और किसी किताब के सहारे की ज़रूरत नहीं है।"

गहरी नींद गालों पे थपकी से उठी। "कब तक सोयेगा? जाग जा अब।" माँ की आवाज़ थी... सपना था शायद? हाँ, सपना ही था पर नींद से जग गया... अब समझ में आ गया उसका इशारा..."तुम मेरी नज़र में हो..." जिह्वा झूठ बोल सकती है मगर आत्मा नहीं। कोई देखे या न देखे परंतु आपकी आत्मा हमेशा देखती है।

**"उजली करनी करले बन्दे, करम न करियो काला,  
लाख आँख से देख रहा है, तुझे देखने वाला,  
उसकी तेज नज़र से बन्दे, कोई नहीं बच पाता,  
मेरे दाता के दरबार में सब लोगों का खाता..."**



# देवरुख हमारा घर अविस्मरणीय अनुभव - गंधा शेट्ये-कुडाळकर

॥ श्री स्वामी समर्थ ॥

जगात सर्व नात्यातून न्यारे  
असते नाते गुरु - शिष्याचे  
झुकून नमन करतात सारे  
जिथे इतिहास लिहले जातात भविष्याचे

माझी आणि स्वामींची ओळख मी आठवीत असताना झाली। त्यावेळी आमच्या घरी सागर पेपर येत असे। आणि त्यात एक स्वामी लीलांचे सदर असे। ते नियमित मी वाचीत असे। त्यात एक छोटासा ब्लॉक अँड व्हाईट स्वामींचा फोटो असे। मला हे वाचन करायला खूप आवडे। मी फोटोचे कात्रण काढून आमच्या मुख्य दरवाज्यावर लावले होते। काही दिवस गेले। आणि एक दिवस माझे बाबा अचानक आजारी झाले। त्यांचे बोलणे पूर्ण बंद झाले। त्याकाळी डॉ बोंद्रे होते त्यांनी त्यांना एक गोळी देऊन मुंबईला जाण्यास सांगितले। तसे ते निघाले पण त्याचवेळी मी स्वामींना कळवळून प्रार्थना केली कि माझ्या बाबांची वाचा परत येऊ दे। ते मुंबई साठी रवाना झाले। रात्रभर मी स्वामींना प्रार्थना करीत होते। त्यांच्या आरोग्या साठी। बाबा सकाळी घरी पोहोचले आणि फोन आला की आम्ही पोहोचलो आणि मला बोलताही येऊ लागले। त्या क्षणा पासून स्वामींवरची श्रध्दा दृढ झाली। वर्षे सरत होती।

आता २००० साल उजाडले। मार्च महिना आला आणि बातमी कानावर आली ओझरे मध्ये स्वामींचा मठ स्थापन होतो आहे। १५ मार्च २००० त्या दिवशी आम्ही प्रतिष्ठापनेच्या वेळी मठात आलो। शंकराचार्य आले होते। सगळे प्रांगणात बसले होते। आम्हाला काही क्षण कळलेच नाही कि मूर्ती कुठे आहे। स्वामी जिवंत होते आणि त्यांना मूर्ती म्हणणे म्हणजे मूर्खपणा।



आता पूजाविधी संपन्न होत होता। दोन मोठ्या समया स्वामींजवळ तेवत होत्या। हे सगळे घडत असताना अचानक खूप जोरजोराने वारा सुटला पण या सगळ्यात त्या समया उजळत राहिल्या। स्वामीकृपा दुसरे काय? आम्ही मठात रोज दर्शनासाठी येत असू। खूप आनंद वाटे। कधीतरी आरतीसाठी पण थांबत असू।

असाच तो १६ ऑक्टोबर २००० दिवस संध्याकाळी आरतीसाठी थांबून मी, माझा भाऊ आणि भाचा घरी परतत असताना आमच्या एक्सिडेंट झाला। माझ्या उजव्या हाताच्या हाडाचे ३ तुकडे झाले। भावाला खरचटले। मी जिवाच्या आकांताने ओरडत होते। इतक्यात एक गाडी आली आणि त्यात बसून आम्ही मठात आलो।

ती सरांबरोबर माझी पहिली ओळख। मला सर्वांनी रेकि दिली आणि मी थोडी सावरले। मग पुढच्या उपचारासाठी मी मुंबईला आले। सरांच्या संपर्कात होतो आम्ही। माझे ऑपरेशन चालू झाले। खूप काळ म्हणजे ११ तास ते चालले। मी बेशुद्धीत होते। डॉक्टर मला माझे नाव विचारात होते, मी ग्लानीत उत्तर देत होते 'समर्थ'। खूप वेळ प्रयत्न केल्यावर डॉक्टर माझ्या नातेवाईकांपाशी आले न बोलले। "जे कोणी समर्थ असतील त्यांना बोलावून घ्या। त्या कोमात जाऊ शकतात।" पण स्वामी मला कसे कोमात जाऊ देतील। मी हळू हळू बारी होत होते। मला हॉस्पिटल मध्ये आणि घरी आल्यावरही आपले साधक रेकि देत होते।

मी आता प्रथम रेकि शिबिराला आले। आज माझे गुरु मला मिळाले। सरांच्या रूपाने। मी नम्रपणे इथे नमूद करते। माझ्या आई बाबांच्या पुण्याईने मला असे गुरु आणि स्वामी महागुरू मिळाले। त्यानंतरचे आयुष्य खूप छान गेले। खूप संकट आली पण स्वामींच्या आणि सरांच्या कृपेने त्यातून तरून गेलो आम्ही। स्वामींनी आयुष्यात इतके दिले कि त्यांची मोजदाद ही नाही करता येणार।

खरेच कधीतरी वाटते कि त्यांच्या प्रेमाला त्याच्या कृपेला मी लायक होते? मी हा प्रश्न खूप वेळा सरांना विचारला आहे। सर म्हणायचे स्वामींना तुझा हात हातात घेतला आहे। ते जाणतात तुला तुझ्यापेक्षा जास्त। आणि मग खूप छान हसायचे आणि डोक्यावर हात ठेवून



म्हणायचे। “स्वामी तुझे आयुष्य खूप चांगल्या प्रकारे लावून देतील।” स्वामी नाम घेतले तरी डोळ्यात पाणी तरळते।

आयुष्यात स्वामी आले। त्यांच्याशी नाते जुळले। सेवेची संगत लाभली। मनाची भीती कमी झाली। जीवन सार्थक झाले। अध्यात्म काय असते हे थोडे थोडे समजू लागले। मन स्वामी नामात रंगू लागले। जीवनाचा प्रवास आनंदात। पुढे काय होईल याची चिंता नाही उरली। अशक्य ते शक्य करणार कोण हे जाणवू लागले। या सर्वांच्या पाठीशी कोण आहे हे दिसू लागले। आता जीवनाचे एकाच लक्ष्य स्वामी सेवेत रहाणे आणि सरांनी दिलेल्या मार्गावर चालणे।

सरांबद्दल काय लिहू ? माझे सारे विश्व यांच्यात सामावलेले। एक प्रेमळ आई बाबा सारे सामावलेले। हजारो मातांच्या वात्सल्याने भरलेले त्यांचे हृदय। किती ही टेन्शन असुदे त्यांच्यासमोर गेल्यावर कधी राहिले नाही।

काळीज आणि काया कधी होत का वेगळं ।  
 स्वामी आणि सरांशी माझं नातं आहेच आगळं ।  
 खरं सांगा 'गुरुदत्ता' तुमचं माझं काय नातं ।  
 सय येताच तुमची होते सुखाची बरसात ।  
 रागावलास म्हणून दूर तरी कशी जाईन  
 'गुरुदत्ता' मी तुझीच होते तुझीच आहे आणि तुझीच राहीन ।

- गंधा शेट्टे-कुडाळकर



# DSPPL Events

DSPPL

## 2nd - 3rd March 2024 - Faculty Meeting at Devrukh



Faculty meeting was conducted at Devrukh Math on 2nd and 3rd March, 2024.

It was attended by about 35 Sadhaks from different centres viz. Devrukh, Chiplun, Ratnagiri, Pune, Mumbai, Nasik, Rajkot, Vadodara, Bangalore, Hyderabad etc.

During the meeting, DSPPL history, its philosophy, vision and mission was discussed. Also the spectrum of activities of DSPPL viz. EduSPOTS (for age group of 5 to 8 years), SOFT 1 to 6 (for age group of 9 to 14 years), STRONG (for age group 15 and above), Science of Learning and Career TIMES program (for 14 years and above) as well as Publication of Books etc was also discussed.

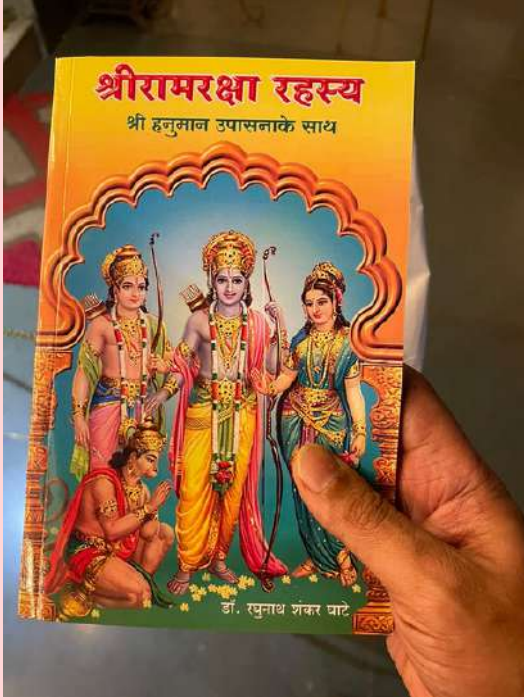
The contents, theme, necessity, structure and methodology for EduSPOTS was presented in detail along with the demo before the faculties. Special thanks to Rashmi Koti (Vadodara) who as co-ordinator played a great role in compiling all the curriculum and material for EduSPOTS. Our Sadhak Faculties viz, Bhagyashri Purohit (Nasik) and Madhavi Saptarshi (Hyderabad) presented beautiful versions of Saraswati Vanadana and Songs that will be introduced in EduSPOTS and SOFT Programs. Our Sadhak Ajitha Soman (Vadodara) suggested changes in Yog for EduSPOTS students. During the program, Sadhak Faculties who were part of the working group for EduSPOTS were felicitated for the efforts taken and excellent curriculum developed for EduSPOTS. This included Arya Khanvilkar (Devrukh), Jyoti Surve (Mumbai), Kalpita Chopdekar (Mumbai), Kalpita Keer (Devrukh), and Tejashri Ranade (Pune). Everyone also thanked working group members who could not attend the meeting at Devrukh viz. Komal Pukale (Bangalore), Prajakta Vispute (Sambhajinagar) and Aishwarya Prabhu (Pune) for their contribution. The meeting ended with the feedback session from everyone present.



# DSPPL Events

DSPPL

## Publication of Ram Raksha Rahasya Book in Hindi



On 2nd March, 2024 after evening Swami Aarti, a book publication event took place in the Swami's Presence. The book was originally written by Dr Raghunath Shankar Ghate in Marathi and was published by Ashok Kumbhojkar of Adimaya Publication.

The divine image of Prabhu Shri Ram which Dr Ghate has seen after interpreting the meditation Shlok of Ram Raksha, all of you will remember we have referred on several occasions during Covid times in "Wave of Faith" online Program.

It was the wish of Guruji to publish a Hindi translation of this book. Our Sadhak from Pune Mrs Aditi Manish Kavathekar took initiative and due to her efforts, the book is now published and available for all Sadhaks.

The book is published by Shri Swami Samarth Chaitanya Trust and will be distributed by DSPPL. The book contains in hindi language the meaning of every shlok of Shri Ram Raksha, secret meaning behind each shlok, stories associated with Ram Raksha and many other aspects. This is definitely useful and a must read for all lovers of Ram Raksha chanting sadhaks and best guide for the in depth study of Shri Ram Raksha.

Please contact Mrs Aditi Kavathekar 9823322184 for getting a copy of this book.

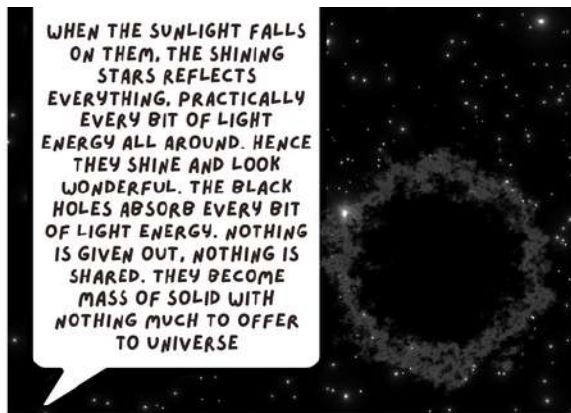
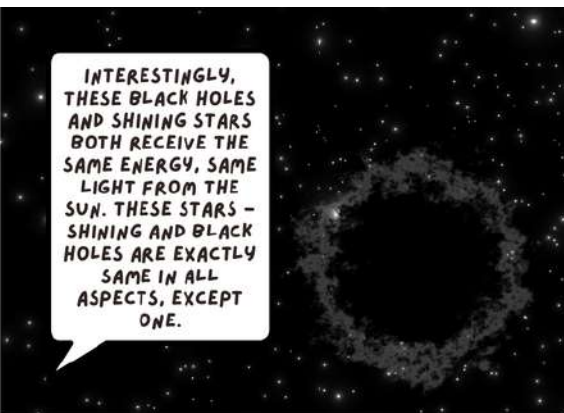
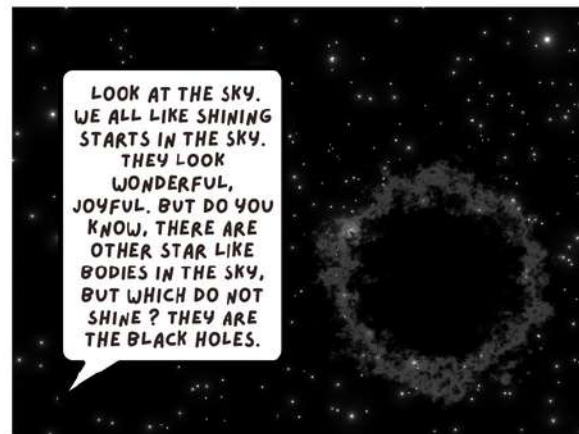


# DSPPL COMICS

DSPPL

Story: Pranjal Sir

Illustrations: Ashish





**+919850035736**  
**+918097033220**



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



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



**Brahmakamal Ashram, Swami  
Samarth Marg, Devrukh, Ozare  
(Khurd), Tal. Sangameshwar, Dist.  
Ratnagiri, Maharashtra-415804**