

# 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.

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I CAN'T

## ***Our Attitude decides Our Altitudes***

***“Believe in yourself and the world will be yours”***

***- Krupa Choksi***

“Believe in yourself and world will be yours”. This is not just a quote but if we apply in our life, we can achieve anything. What is required is a strong determination. We aspire so many things but if we lack determination to achieve and conviction in what we are doing, we cannot achieve success in life. In the famous book *The Alchemist* written by Paulo Coelho, there is a quote, “And, when you want something, all the universe conspires in helping you to achieve it.” Here the first sentence, when you want something means it is something that you want desperately with a pure heart and when you give your 100% to achieve it, the world universe conspires. Yesterday, I came across a very inspiring story on internet about a boy whose determination decided his course of life which I would like to share with everyone of you. The story is as under:

The little country schoolhouse was heated by an old fashioned, pot bellied coal stove. A little boy of 8 years had the job of coming early each day to start the fire and warm the room before his teacher and his classmates arrived.



One morning they arrived to find the schoolhouse engulfed in flames. They dragged the unconscious little boy of the flaming building more dead than alive. He has major burns over the lower half of his body and was taken to a nearby county hospital.

From his bed the dreadfully burned, semi conscious little boy faintly heard the doctor talking to his mother. The

doctor told his mother that her son would surely die – which was for the best, really – for the terrible fire had devastated the lower half of his body. But the brave boy didn't want to die. He made up his mind that he would survive. Somehow, to the amazement of the physician, he did survive.

When the mortal danger was past, he again heard the doctor and his mother





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speaking quietly. The mother was told that since the fire had destroyed so much flesh in the lower part of his body, it would almost be better if he had died, since he was doomed to be a lifetime cripple with no use at all of his lower limbs.

Once more the brave boy made up his mind. He would not be a cripple. He would walk. But unfortunately from the waist down, he had no motor ability. His thin legs just dangled there, all but lifeless. Ultimately he was released from the hospital. Every day his mother would massage his little legs, but there was no feeling, no control, nothing. Yet his determination that he would walk was as strong as ever.

When he wasn't in bed, he was confined to a wheelchair. One sunny day his mother wheeled him out into the yard to get some fresh air. This day, instead of sitting there, he threw himself from the chair. He pulled himself across the grass, dragging his legs behind him.

He worked his way to the white picket fence bordering their lot. With great effort, he raised himself up on the fence. Then, stake by stake, he began dragging himself along the fence, resolved that he would walk. He started to do this every day until he wore a smooth path all around the yard beside the fence. There was nothing he wanted more than to develop life in those legs.

Ultimately after twenty-two months through his daily massages, his iron persistence and his resolute determination, he did develop the ability to stand up, then to walk haltingly, then to walk by himself – and then – to run. He began to walk to school, then to run to school, to run for the sheer joy of running. Later in college he made the track team.



Still later in Madison Square Garden this young man who was not expected to survive, who would surely never walk, who could never hope to run – this determined young man, Dr. Glenn Cunningham, ran the world's fastest mile.

On June 16, 1934, Glenn Cunningham ran the mile in 4:06:08 minutes, breaking the world's record. His effort portrays that whatever you want to create in your life is yours for the making. What matters is your level of belief in yourself and your level of determination.



# Science of Learning Part 3

— pranjal joshi

There was a boy named Souman, aged 9 years old, full of energy and enthusiasm. He was very sharp and bright student. He used to tell his mother what he wants to become when he grow young. The interesting part was his choice used to last for few days only. After witnessing victory by the Indian team in cricket match, he wanted to become a cricketer and play for the country. After watching “Little Champs singing competition” on the TV, he also wanted to become a singer. The successful launch of Chandra Yan event made him think of becoming a scientist, then he got inspired from his 5th standard class teacher and decided to become a teacher like her. But just a day ago, after listening to how his father made a successful business deal for his company, Souman also decided to become an officer like his father. The list used to go on and on.....

We can understand why this was happening with Souman. This is the clear result of the contemporary events and life situations he was witnessing, and that is very common. We all go through such situations where different personalities excite us, inspire us and we too wish to become like them. Curiosity and role model are two important tools for our holistic development. Only, we need to be conscious about the Role models we are selecting and following. They inspire us, guide us and ignite ambitions amongst us. Ambitions are nothing but the dream, which is the other side of the reality. Everyone has the liberty to see the dreams and to have the ambitions. And we all should have the dreams!

Aarav aged 14 years, was also having a dream when he was in primary school. But by the time he reached his 9th standard, he seems to have lost his dream. What must have happened to him? He scores around 75% marks, which are not great considering today’s marking pattern. But definitely these are not bad marks either. He neither belongs to first 10 rankers nor the last 10 or backbenchers of his class. There are many like Aarav. **Can we as an education system look after this group of students? To encourage them, can we provide the model based on “self-competition”?**



# Self-evaluation

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Under the guidance of Ajit Sir, DSPPL always advocated **“Differential Growth Evaluation Model”** where the 1st Rank will be given to the student who scored highest marks as well as to the student who reported **“highest differential growth”** year over year. E.g. – Mahesh last year scored 70% marks and this year he improved it to 79% which is differential growth of 9% which no one else in the class could achieve. By marks he is not the highest. That’s alright. But he has defeated his own performance by 9% which is the “highest” in the class. Can we recognize these efforts? This will provide a great encouragement to the students like Mahesh and we can demonstrate the model of “self-competition”, rather than merely lecturing students **“Don’t compare with others!”**

Mangesh is pursuing last year of his bachelor of commerce degree. When inquired about what are his hobbies? What he does besides college? Any Sports, Arts, Other curricular activity? The answer was “Nothing”. When inquired further about how he selected commerce stream, it revealed that the decision was based on “elimination method”. As per him, “science stream” will be difficult to handle, and since there are very less or limited career options for the Arts stream, the only choice was to do commerce. But his dreams were wonderful. Becoming a successful entrepreneur running his business in different countries! When inquired further about how he will achieve his dream? The answer was “it will happen!”

When I was a child, there was a comedy serial on TV “Mungerilal ke hasin sapane” The character Mungeri lal, a watchman used to see the dreams forgetting his duty and in the end used to get scolded or even at times bitten up by his boss. Do we want our dreams to remain as dreams only or are we taking efforts to convert it into reality?

Everyone has the hidden potential. The God has gifted us with that. The education is supposed to help us to discover that gift, to know that hidden potential and then to put it into action making our ambitions a reality by systematically building on the required abilities! If we gift our best friend on his birthday, and ask him next day with a great excitement whether he liked it or not, and if he answers “Oh.....I haven’t opened it yet!” How we will feel? The God feels the same way when we do not take efforts to unwrap that hidden potential



# REACH YOUR POTENTIAL LOADING ...

DSPPL

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and work on God's Gift. The school, the college and the university, the subjects, the sports, the arts and all other activities are nothing but the experiments, an trial and error methods "to discover" that potential. Examinations and competitions help us to see whether we have that potential. In movies there is a hero and the villain. But in the real life, I am the hero (maker) or villain (inviting failures) in my life.

Once upon a time there was a Sadhu residing in one village, used to do his spiritual practice and Sadhana as directed by his Guru. Villagers used to feed him. Due to several years of spiritual practice, Sadhu was blessed with the siddhi (magical powers) and he can see the future. Villagers used to approach him for the issues and household problems and Sadhu being a kind and compassionate person using his siddhi used to guide them. Villagers that's why used to respect the Sadhu, but this was not acceptable to few people. So they decide to play the trick, to prove Sadhu a liar in front of all villagers. So they made a plan. Forced a young boy to help them in the plan. All the villagers were called, the Sadhu was also asked to be present. This boy takes a very small bird in his hands, hides it in the back with two hands and asks the Sadhu "I am told that, you know everything. If it's true then tell me whether the bird in my hand is dead or alive?" Sadhu immediately understood the trick. If he says that the bird is alive, this boy will kill the bird with his hands and show it to all that the bird is dead. If Sadhu says the bird is dead, the boy will open his hands and will show that the bird is alive. One answer will take the life of the bird away and either of the answers will make Sadhu a Liar. Sadhu thinks for a while, open his eyes, looks smilingly towards the boy and replies "My dear child, at present the bird is alive. But whether he remain so or not is in your hands!" Everyone claps and congratulates Sadhu for giving the perfect answer. The boy seeks apology and Sadhu Grants it.

But the message of Sadhu is very important for all of us. The bird represents "hidden potential, our dream and ambitions" and whether we will keep it alive or make it dead, we will succeed or not, is totally in our hands!



# NEW EDUCATION POLICY 2020

## Part 02

- Dr. Nirav Thakkar, Ahmedabad

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

### 1. Suggested Excerpts for Changes in School Education:

- According to psychological research, the age group of children from 2 years to 8 years pick up and learn languages very easily and quickly. Based on this, the child will be taught a language other than the mother tongue at an early age.
- Early Childhood Care and Education (ECCE) to bridge the gap throughout the education system, between desirable learning outcomes and present study results(Learning Outcomes)
- To provide flexibility of study options to the student so that he can choose different education stream according to his aptitude, interest and talent.
- Eliminating the distinction between traditional academic streams and vocational streams like science stream, commerce stream, or finance stream and giving preference to holistic education with multiple options.
- Preferring education that cultivates intelligence, creativity and reflective thinking rather than rote education
- Emphasis on the type of education where the student can make logical decisions in various situations and find or be inspired to find rational solutions to the problems that arise.





- To teach and inspire human values like compassion, kindness, honesty, cleanliness, justice, fairness, respect, decency, courtesy, duties as citizens, co-operation, team spirit, preservation of constitutional values and other inclusive values.
- To implement the education system that will make India the world guru by keeping the Indian cultural tradition and values at the center.

## 2. Suggested teaching structure in new teaching method:

- To implement the structure of 5+3+3+4 instead of the existing structure of 10 + 2 in the structure of education system.
  - First 5 years (Foundational) means education of children from 3 to 8 years - Out of which the first 3 years – pre-school (pre-primary) and thereafter 2 years – Class 1 and 2
  - 3 years (Preparatory) Class 3 to 5 (Age 8 to 11 years)
  - 3 years (Middle School) Class 6 to 8 (Age: 11 to 14 years)
  - 4 Years (High School) Class 9 to 12 (Age: 14 to 18 years)
- The structure of pre-primary education will be implemented immediately and fully functional by the year 2025. NCERT will restructure the pre-primary curriculum and create a system for training teachers who have passed class 12 which will be implemented through online and offline mixed mode.
- The main purpose of education in the first five years i.e. Foundational years is to prepare the child for school education. In this stage, the child is expected to develop physically, mentally, socially, and emotionally and to develop values. In this regard, a curriculum will be prepared in such a way that the basic skills of language and calculation will be developed in the child as well as logical and reflective thinking. For this type of education, activities like sports, painting, song-music, poetry, storytelling, drama etc. will be included.



- Phasing in high quality pre-primary education; In order to make education accessible to the socially and economically backward people especially in the interior rural areas and for that various types of institutions like Anganwadi, Independent Pre-Primary School, Pre-Primary School attached to High School etc. schools will be operationalized in terms of the new policy.
- The policy lays emphasis on curriculum and teaching-learning method. In which the main things are inclusive education, integrated learning, adopting educational methods that are comprehensive, enjoyable and naturally attract students to learn.
- Class 3 to 5 - Introduce textbook-based learning with the aim that students age 8 to 11 learn activity-based learning, formal reading, writing and arithmetic during the Preparatory phase. Besides teaching subjects like languages, mathematics, physical education, science, general science, various arts.
- Class 6 to 8 - Student age 11 to 14 During middle school stage, teaching of various subjects by that subject teacher and understanding of abstract concepts. Compulsory teaching of various vocational courses of students' choice besides mathematics, science, languages, social sciences; Not only that, including non-traditional subjects like computer programming, coding..
- Class 9 to 12 - Students age 14 to 18 in four years of education with multiple subject options during the HIGH SCHOOL phase which will be taught through different teaching methods according to that subject. A course will be prepared as per possible. Here the student will get the opportunity to choose subjects.. These subjects will be evaluated continuously and comprehensively.
- It is not necessary to change the physical structure of the school during this entire education system, but to change the curriculum, teaching method, learning and teaching method in terms of the cognitive development of the student. **TO BE CONTINUED...**



# Spot the 3 differences in 30 Seconds Challenge

- ASHWINI TELANG



- **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.





# Thought for the Month

## The evolution of a student

- Vivek Pandey

Dear Students of DSPPL and my young friends,

In the urban city of Gujarat, a boy was born into a well-to-do business family. Within a year he was named Raghav. At home, he was called by the name Mukut. His entire clan enjoyed the company of Raghav as he was smiling always. Raghav was comfortable even with strangers. This infant grew up to be a toddler and the time for his admission into the school had come. Initially, he found it difficult to stay away from his loved ones, especially his mother. Later on, he discovered ways to engage with everyone around and be involved with every person and thing. Mostly, he used to be involved with books and had started picking early on three languages. When he went to his home from school, he used to narrate his activities and the games he played with his friends. Since he was an obedient child, his mother instructed him to pay attention to all his limbs and also his senses. The boy specifically looked at the function of his hands and legs and became swift in using them as he progressed to higher classes. His ability to taste food and smell stuff was unmatched.

As he grew up and joined the junior school, his analytical skills were put to the test. He cultivated a deep interest in environmental science and picked up maths pretty quickly. Like all other kids, Raghav was full of energy, however the commanding attitude he displayed in everything he did was something worth noticing. Many years passed by and Raghav now grew up to be a bright young boy of about 11. On a certain day, due to prolonged illness, his grandfather passed away. Never before had he conceived death. Where most of his family members were mourning, Raghav was perplexed most of the time. After a few months, when his father was enjoying his evening tea, Raghav very politely sat around him and asked him a question. Daddy, "What is life?". His father smiled and gave a profound reply. He said, "What we understand are all stories and fables, what we don't understand is life?"

Apart from being thoroughly impressed by his father's response and feeling slightly proud about the lineage that he had come from, Raghav started





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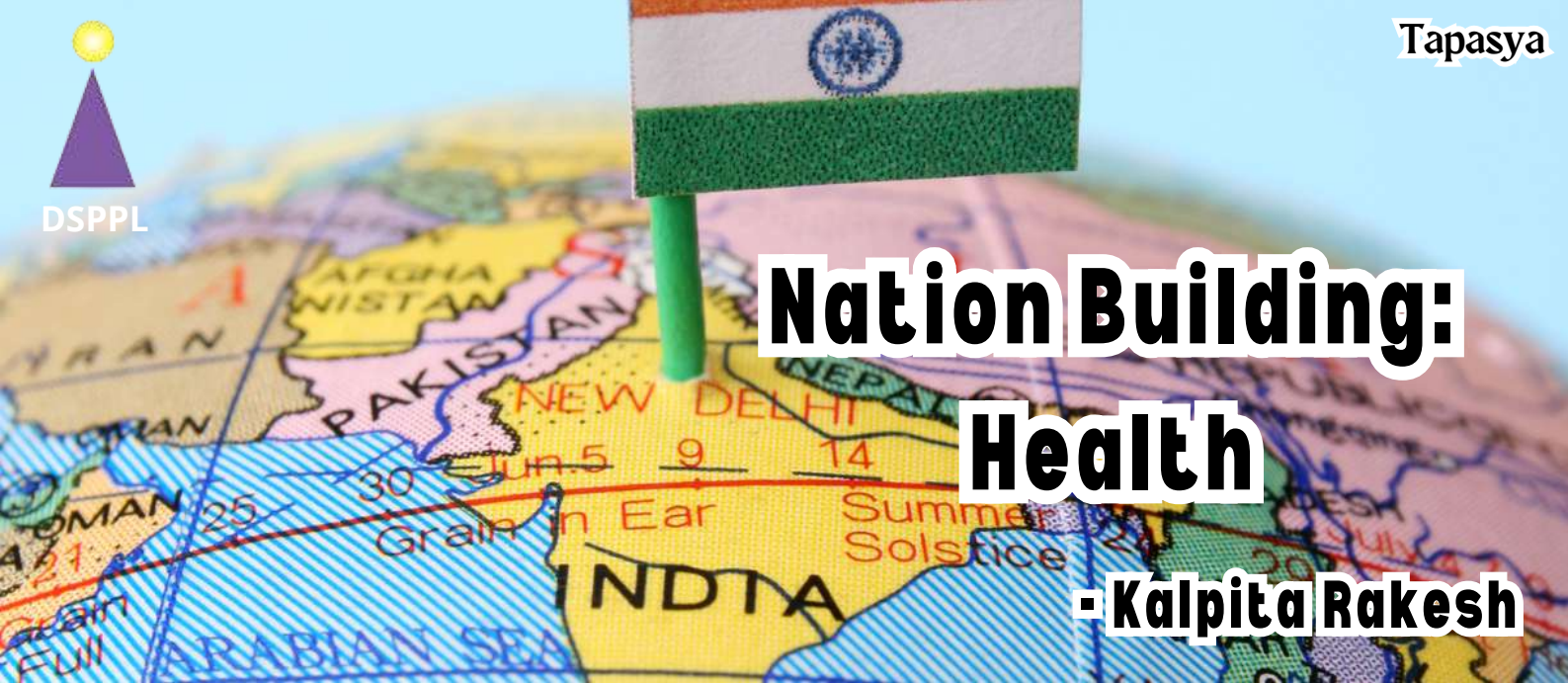
contemplating deeply about everything that he saw around him. At the young age of 14, he started writing about poetries, and his teachers were compelled to pay him respect even though he was still a young student. More importantly, he continued asking innumerable questions about life only to get disappointment from the other end. Raghav's contemplations and writings continued for a few more years and he grew up to become a good-looking college student. By this time around, as a result of overthinking, he created a mess in his mind and looked completely perturbed. By the time he reached his graduation year, he was in desperate need of some outside help as he could not handle his own emotions and his mind. He appeared lost and started becoming sick.

His contemplating mind was helpless and now he sought help from the unknown God. After months of prayers that were more like shrieks of pain, he finally met a person who could sail him through this life. He was a person connected with the source and people called him a master. Raghav was a happy young man and was thoroughly satisfied with his master's responses. He encountered this word enlightenment and became a thorough student of the vibrational science. Raghav's master had told him once that if you continue studying this one thing called vibration, you will end up knowing everything else in the universe. Raghav, who was always a good student and a principled man now, kept on seeking the truth of life. Many realizations dawned upon him on his journey toward truth. He lost all his interest in knowing worldly things. He kept on progressing and evolving by asking questions, seeking answers, and meditating. He realized that the whole human life is a play of 5 elements and any person who conquers these five would never fall sick. He started contributing towards the medical journals which were acknowledged by many renowned people. His work towards governance and redesigning the constitution made him win many national awards. He became not just a philanthropist but a person who touched upon lakhs of human lives. He was loved and revered by many as an epitome of knowledge and a source of joy. The sheer act of learning, evolving, and chasing that one knowledge that gives you all other kinds of knowledge made Raghav a phenomenon. The act of maintaining a healthy body, a curious mind, and evolving continuously made him a person who would be remembered for years to come.





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# Nation Building: Health

- Kalpita Rakesh

Jai Shree Ram Friends,

Are we not lucky to witness the consecration of Ram Mandir on 22nd JAN'24. What an Euphoric moment!! May the devotion, energy and enthusiasm ripple out to the entire world.

Let's pray to Lord Ram that India becomes the epicenter of love, peace and health for the entire World. Do you know that India had the best medical care system?

Many years ago, in ancient times India had its unique way of taking care of people health. This was called Ayurveda which means "the science of life". Ayurveda focused on using natural remedies, herbs and special practices to keep people healthy.

But then there was period where we were under the rule of Britishers They brought their own way of practicing medicine They thought their way was better and didn't pay attention to the traditional Indian medicine. During the colonial rule, some of the traditional practices were not given importance and slowly people started to forget them. However some people still believed in the power of Ayurveda and continued to practice it and have made significant contribution in reviving it.

One such person is Baba Ramdev, a well known Yoga Guru who has popularized Yoga and Ayurveda He started by teaching people about yoga and Ayurveda, which are ancient Indian practices for staying healthy. He showed how simple exercises and natural remedies could make people feel better.

Baba Ramdev also created a brand called "Patanjali" which sells products made from natural ingredients based on Ayurvedic principles. This made people more interested in traditional Indian medicine again.





Another hero who popularized Indian health care system was Dr Rajiv Dixit.



He travelled extensively to teach and make people aware of the natural remedies and healthy practices that our ancestors used a long time ago. Dr. Rajiv Dixit played a big role in reminding people about the treasure trove of knowledge in Indian medicine and how it could still help us. Just like a hero bring back the lost treasure. He dedicated his

entire life for their mission. This efforts were paid off when the current government lead by Modiji created a ministry of Ayurveda , Yoga & Naturopathy, Unani, Siddha, and Homeopathy (AYUSH) to bring back the Indian traditional medicine into the spotlight. This ministry works to promote and regulate traditional Indian medicine practice

***It gives me immense pleasure to let you all know that Reiki Vidya Niketan has been appointed to teach Reiki under the banner of AYUSH to doctors and health workers in the state of Gujarat.***

There is no doubt that our rich, traditional medicine system full of wisdom and holistic approach towards give will bounce back in its fully glory.





# अथर्वशीर्ष

## भाग ३

- *Mrunal & Yamini Kutumbale*

" ऋतं वच्मि ॥ सत्यं वच्मि ॥ २ ॥ "

आज सुमुख ने जल्दी ही स्नान कर लिया और दादी के सामने जा कर बैठ गया। और बोला , दादी, आगे का श्लोक समझाओ ना। मुझे अब इसमें रूचि हो रही है। " दादी कहती है, " पहले श्लोक में हमने इस सृष्टि में विद्यमान चैतन्य का अमर्याद स्वरूप देखा। फिर उस चैतन्य को अपने अंतरंग में आत्मा के स्वरूप में देखा। अब अगला श्लोक है ..

" ऋतं वच्मि ॥ सत्यं वच्मि ॥ २ ॥ " (यथार्थ कहता हूँ। सत्य कहता हूँ।)

दादी ने कहा, " सुमुख, ऋत और सत्य इन दो शब्दों का सत्य से सम्बन्ध है पर भाव अलग है। जैसे घोष, नाद , ध्वनि ये सभी शब्द आवाज से सम्बंधित है पर इन शब्दों का अलग भाव है और इनका उपयोग अलग अलग जगह होता है । जैसे घंटानाद, शंखध्वनी , जयघोष...वैसे ही ऋत और सत्य दोनो अलग है । ऋत का अर्थ जो त्रिकाल सत्य है। उसमे कभी भी बदलाव नहीं होता। और सत्य का अर्थ है जो सच है । हर एक व्यक्ति का सत्य अलग हो सकता है। "

सुमुख के चेहरे का भाव दादी ने भांप लिया और बोली , " इस सृष्टि में कुछ नियम है। सृष्टि का संचालन सही तरीके से हो इसलिए ईश्वर ने एक व्यवस्था का निर्माण किया। जैसे आकाश में सूर्य , चंद्र , तारे कब दिखेंगे। पृथ्वी अपने ही धुरी पर गोल घूमती है। ये सब तय है, जो कभी नहीं बदलेगा। जो वैश्विक सत्य है वो ऋत है। सृष्टि का संतुलन ऋत पर निर्भर है। ऋत का अर्थ है निरपेक्ष सत्य, जो कभी नहीं बदलता। सत्य सापेक्ष है। मेरा और तुम्हारा सत्य अलग हो सकता है , जैसे तुम्हे मेरे पीछे जो वस्तुए रखी है वो दिखाई देगी। और मुझे तुम्हारे पीछे जो है वो दिखाई देगा। दोनो सत्य है.

शास्त्रों में जो ज्ञान है वो ऋत है। उन्हें मनुष्य से कुछ नहीं चाहिए। शास्त्रों में मनुष्यो के कल्याण का मार्ग बताया है उसपर चलना या नहीं मनुष्य पर निर्भर है। ऋत का आचरण करना मतलब







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हमारे दैनंदिन जीवन में सदाचार के नियमोंका पालन करना। ऐसा आचरण करते वक्त हमें व्यवहारिक दृष्टिकोण भी रखना चाहिए। ऋत का अपने चित्त में स्मरण रखना चाहिए। और सत्य आचरण में लाना चाहिए। ऋषि कहते है , मैं यथार्थ कहता हूँ , और ऋत का आचरण करके उसके अनुभव के आधार पर वो कहते है , " मैं सत्य कहता हूँ "

**दादी ने कहा** , " सुनो, इसका उत्तम उदाहरण महाभारत में है। कौरवों के सेनापति द्रोणाचार्य अधर्म के पक्ष में युद्ध कर रहे थे। युद्ध के हर नियम को उन्होंने तोड़ा। द्रोणाचार्य को हराना कठिन था। । जब युद्ध में 'अश्वत्थामा ' नामक हाथी का वध हुआ। भगवान् कृष्ण ने युधिष्ठिर से द्रोणाचार्य को कहलवाया की ' अश्वत्थामा हतः'। युधिष्ठिर ने उनको अस्पृष्ट रूप से वही कहा। तब द्रोणाचार्य ने शस्त्र नीचे रख दिए। भगवान् कृष्ण ने मानवजाति के कल्याण के लिए युक्ति की। भगवान् कृष्ण ने ऋत का चित्त में स्मरण रखकर धर्म का आचरण किया । इसका प्रमाण भी वो हमें देते है जब अभिमन्यु की मृत्यु हो जाती है और अश्वत्थामा के शस्त्र से उत्तरा के गर्भ में ही शिशु की मृत्यु हो जाती है , तब भगवान् कृष्ण हाथ में उदक लेकर प्रतिज्ञा करते है की , " अगर आजतक मैंने कभी भी असत्य भाषण नहीं किया , अगर आजतक मैंने धर्म के आधार पर आचरण किया , मैंने कभी भी सत्य के पथ को नहीं त्यागा हो, ऋषिजनोंका गौरव किया हो , दुष्टों का वध धर्म की स्थापना के लिए किया हो तो उत्तरा का पुत्र जीवित हो जाए " और उत्तरा का पुत्र जीवित हो गया।"

**सुमुख ने कहा** , " दादी , ये सब बातें समझना कितना जरूरी है। अब आगे के श्लोक का अर्थ समझने के लिए मैं उत्सुक हूँ। दादी ने कहा , "पर अब बहुत देर हो चुकी है , आगे के श्लोक कल देखेंगे। "

जय गुरुदेव





# बोध कथाः सही समय

- Jayantee Abhyankar



आज फिर एक बार सूरज का प्रोजेक्ट दिए हुए समय में पूरा न होनेसे उसे टीचर की डाट भी खानी पड़ी और उसकी डायरी में उसके पेरेन्ट्स के लिए नोट भी भेजी गयी। और तो और आज सुबहहीं वक्त पर तैयार न होनेसे उसकी स्कूल बस भी चली गयी थी। पहलेसेही ममी पापा नाराज थे उसपर ये नोट। फिर एक बार घरमे वही दृश्य की पुनरावृत्ति हुई। ममी और पापा दोनों नाराज हुए। फिर एक बार सूरज को उसका भाई निरज की तरह बननेकी सलाह मिली और आज फिर एक बार सूरज को रातमे जाग कर प्रोजेक्ट पूरा करना पड़ा। और गुमसुम सा सूरज बिना कुछ खाए सोनेके लिए चला गया।

सूरज अभी पांचवी कक्षा में पढ़ रहा था और उसका बड़ा भाई आठवीं कक्षा में। दोनों भाइयोंके व्यक्तित्व और स्वाभाव बिलकुल अलग थे। निरज पढाई में, व्यावहारिक जीवन में अच्छा था तो सूरज ऐसे था जैसे एक मुक्त पंछी। उसे यहाँ वहा घूमना, तैरना, जोरसे साइकल चलना, खूब खेलना अच्छा लगता था। उसे पढाई भी अच्छी लगती थी पर उसका ध्यान हमेशा यहाँ वहा भटकता रहता था, इसलिए वो कोई भी काम वक्त पर पूरे नहीं कर पता था। उसे लागता था की कोई भी मुझे समझता नहीं। मैं जान बुझ कर तो ऐसा नहीं करता हूं। वों तो हो जाता है।

गांव से आए उसके दादाजी शांतिसे ये सब देख रहे थे।

दूसरे दिन सुबह दादाजी सूरज को स्कूल छोड़ने गए। रस्ते में उन्होंने सूरज को पूछा, "अरे बेटा, अब तो तुम्हारी प्रोजेक्ट हो गयी ना? फिर क्यों इतने उदास हो ??"

सूरज ने कहा, "दादाजी, आप को छोड़कर कोई भी मुझसे प्यार नहीं करता। सबको निरज भैयाही प्यारा लगता है। स्कूल में टीचर्स भी हमेशा मुझे उसकी तरह ना होने पर डाटते है। मुझे ये बिलकुल अच्छा नहीं लगता।"

दादाजी ने कहा, "बिलकुल सही बात है। अगर बार बार कोई हमारी तुलना किससे करे तो हमे अच्छा नहीं लगता। हम उन्हें नहीं रोक सकते पर वो जिसकी वजह से तुम्हे बोल रहे है वो वजह ही हम दूर कर सके तो?"





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दादाजी और सूरज दोनों पतंग और मांझा लेकर शाम को एक मैदान में पहुंचे। हवा भी अच्छी थी।

"आज तो पतंग बहुत अच्छी उड़ेगी" सूरज ने कहा।

"क्यों?" दादाजी ने पूछा।

"क्योंकि पतंग को उड़ाने के लिए जैसी हवा चाहिए वैसे तो है।" सूरज ने हाथ में पतंग का धागा पकड़ा। दादाजी पतंग को लेकर कुछ अंतर दूर खड़े रहे। दोनोंने अपनी पोसिशनस ली। सूरज धागे को थोडासा टाइट कर ही रहा था तो दादजीने पतंग छोड़ दिया और पतंग गिर गया।

सूरज ने कहा, "दादाजी थोड़ा जल्दी हो गया। थोड़ा धीरे।"

"ओके, मैं वापस कोशिश करता हु" दादाजी ने कहा।

इस बार तो धागा खीचनेपर भी दादाजीने पतंग नहीं छोड़ी। इसलिए वो नहीं उड़ पायी।

"दादाजी इतना भी देर मत किया करो. थोड़ा जल्दी" फिर सूरज ने कहा।

फिर कभी थोड़ा जादाही जल्दी तो कभी थोड़ी देर से होता रहा. और पतंग तो उडीही नहीं।

दादाजी नाराज हो गए. बोले, "ये पतंग ही खराब है"

सूरज को थोड़ी हसी आयी, पर वो न दिखाते हुए बोला, "नहीं दादाजी, पतंग तो अच्छी है, मैंने खुद बनाई है."

"फिर ये धागा खराब होगा शायद" दादाजी गुस्सेमे बोले।

सूरज को और भी हसि आयी. वो बोला, "नहीं दादाजी, धागा अच्छा है."

"फिर क्या? ये हवा की ही वजह से शायद....."

दादाजी को रोकते हुए सूरज बोला, "नहीं वो भी बिलकुल अच्छी है।"

"इसका मतलब मैं ही खराब हु" दादाजी नाराजी से बोले, "मुझे कुछ आताही नहीं" और वहींपर बैठ गए।

सूरज ने दादाजी को इतना नाराज होते हुए कभी देखा नहीं था। वो दौड़कर उनके पास आकर बोला, "नहीं दादाजी, आप नाराज मत होना, आप के समय का अंदाजा गलत हो रहा है। अगर आप सिर्फ सही समय पर पतंग छोड़ोगे ना तो वह अच्छेसे उड़ेगी।"





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"अच्छा, तो केवल बाकी चीजे अच्छी होना काफी नहीं, पर समय का अंदाजा भी होना चाहिए।  
दादाजी खुशी से बोले।

"हं बिलकुल दादाजी।" सूरज भी दादाजी को खुश देखकर आनंदित हुआ।

"ओह अब मेरी ध्यान में आया, तुम ऐसे करो, तुम तीन तक गिनो। में उसी समय छोड़ूंगा।"

फिर एक बार पोजिशंस लिए गए। और सूरज ने तीन बोलतेही पतंग खुशीसे ऊँची आसमान में उड़ने लगी। संध्या का समय होने लगा तो दोनों खुशी खुशी घर वापस जाने के लिए निकले। सूरज ने कहा, "दादाजी आपने देखा? सही समय पर छोड़ने से पतंग कितनी अच्छी उड़ी ना?"

दादाजी ने कहा, "बेटा सूरज, तुम्हारी बात बिलकुल सही है। सही समय पर चीजे करना बहुत जरूरी होता है, वरना तो पतंग भी नहीं उड़ती है। वैसे ही जीवन में सही समय पर सही चीजे करना आवश्यक है। अगर वो न हो तो छोटीसी चीजे भी हमारा बड़ा नुकसान कर सकती है। और डाट भी मिल सकती है। सही है ना?"

सूरज ने कुछ ना बोलते हुए दादाजी का हाथ पकड़ा और मुस्कुराया। दादाजी समझ गए। अब इसकी पतंग भी अच्छी तरह से उड़ेगी।"



# दृश्य, दृष्टिकोण एवं अनुभव

- Saurabh Malpani

एक दिन मेरे पिताजी ने हलवे के २ कटोरे बनाए और उन्हें मेज़ पर रख दिया। एक के ऊपर २ बादाम थे, जबकि दूसरे कटोरे में हलवे के ऊपर कुछ नहीं था। फिर उन्होंने मुझे हलवे का कोई एक कटोरा चुनने के लिए कहा, क्योंकि उन दिनों तक हमारी आर्थिक स्थिति अनुसार घर पर बादाम आना मुश्किल था तो मैंने २ बादाम वाले कटोरे को चुना! मैं अपने बुद्धिमान विकल्प / निर्णय पर खुद को बधाई दे रहा था और जल्दी-जल्दी मुझे मिले २ बादाम हलवा खा रहा था। परंतु मेरे आश्चर्य का ठिकाना नहीं था जब मैंने देखा कि मेरे पिताजी वाले कटोरे के नीचे ४ बादाम छिपे थे। बहुत पछतावे के साथ, मैंने अपने निर्णय में जल्दबाज़ी करने के लिए खुद को डाँटा। मेरे पिताजी मुस्कुराए और मुझे यह बोले कि आपकी आँखें जो देखती हैं वह हरदम सच नहीं हो सकता। यदि आप स्वार्थ की आदत को अपनी आदत बना लेते हैं तो आप जीत कर भी हार जाएँगे।

अगले दिन, मेरे पिताजी ने फिर से हलवे के २ कटोरे पकाए और टेबल पर रखे एक कटोरे के शीर्ष पर २ बादाम और दूसरे कटोरे पर कोई बादाम नहीं रखा। फिर से उन्होंने मुझे अपने लिए कटोरा चुनने को कहा। इस बार मुझे कल का संदेश याद था, इसलिए मैंने शीर्ष पर बिना किसी बादाम वाली कटोरी को चुना। परंतु मेरे आश्चर्य करने के लिए इस बार इस कटोरे के नीचे एक भी बादाम नहीं छिपा था! फिर से, मेरे पिताजी ने मुस्कुराते हुए मुझसे कहा, "मेरे बच्चे, आपको हमेशा भूतकाल के अनुभवों पर आश्रित होकर निर्णय नहीं करना चाहिए, क्योंकि कभी-कभी नियती आपको सिखाने हेतु कठिन परिस्थितियाँ दे सकती है या आप पर चालें चल सकती है। यदि काँच



# LEARN FROM YOUR MISTAKES

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पर से धूल नहीं साफ़ करोगे अपने अज्ञान, बुरे अनुभवों आदि की, तो आगे के अनुभव कैसे ले पाओगे? उनसे कैसे सीख पाओगे? इसीलिए परिस्थितियों से कभी भी ज़्यादा परेशान या दुःखी या हताश न हों, बस उन अनुभवों को एक सबक अनुभव (learning experience) के रूप में समझें, जो किसी भी पाठ्यपुस्तकों से प्राप्त नहीं किया जा सकता है।

तीसरे दिन, मेरे पिताजी ने फिर से हलवे के २ कटोरे पकाए। पहले २ दिन की ही तरह, एक कटोरे के ऊपर २ बादाम, और दूसरे के शीर्ष पर कोई बादाम नहीं। मुझे उस कटोरे को चुनने के लिए कहा जो मुझे चाहिए था। इस बार, मैंने अपने पिताजी से कहा, पिताजी, आप पहले चुनें, आप परिवार के मुखिया हैं और आप परिवार में सबसे ज़्यादा योगदान देते हैं। आप मेरे लिए जो उचित होगा वही चुनेंगे। मेरे पिता मेरे लिए खुश थे। उन्होंने शीर्ष पर २ बादाम के साथ कटोरा चुना, लेकिन जैसा कि मैंने अपने कटोरे का हलवा खाया, कटोरे के हलवे के एकदम नीचे ८ बादाम और थे। मेरे पिताजी मुस्कुराए और मेरी आँखों में प्यार से देखते हुए उन्होंने कहा मेरे बच्चे कि, जब तुम भगवान पर सब कुछ छोड़ देते हो, तो वे हमेशा तुम्हारे लिए सर्वोत्तम का चयन करेंगे। और जब तुम दूसरों की भलाई के लिए सोचते हो, अच्छी चीज़ें स्वाभाविक तौर पर आपके साथ भी हमेशा होती रहेंगी। अनुभव व दृष्टि का ज्ञान व विवेक के साथ सामंजस्य हो जाए तो जीवन सरल एवं सार्थक लगेगी।



# देवरुख हमाश घर अविस्मरणीय अनुभव - तृप्ती मांगळे

मी मला काही स्वामींचे अनुभव आले आहेत ते कथित करणार आहे. 2004 पासून मी स्वामींच्या मठात जायला लागले. त्यावेळी अजित तेलंग सर हे मठात असत त्यांनीच आम्हाला रेकी विषयी महत्व समजावले. त्यांनी स्वामींची सेवा कशी करावी हे शिकवले. त्यांनी रेकी शिबिराला देवरुख मठात सुरुवात केली. मी ही फर्स्ट आणि सेकंड डिग्री शिकले. त्यानंतर आम्ही रोज संध्याकाळी मोठे मोठे आजार असलेले लोक यायचे त्यांना आम्ही रेकी देत होतो. त्यांच्या आजारपणात फरक जाणवत असे ते जेव्हा आम्हाला सांगत असत की खुप दवाखाने केले पण रेकीने आम्हाला बर वाटायला लागले आहे तेव्हा आम्ही खुश होत असू. हे करत करत मी स्वामींवरची श्रद्धा ओढ वाढतच गेली तसें अनुभव पण येउ लागले.

असाच एक अनुभव मी आता सांगणार आहे. मला स्वामींचे खुप अनुभव आले आहेत. मी थायरॉईड या आजाराने खुप आजारी होते. खूपच त्रास व्हायचा. रिपोर्ट मध्ये टीश पण माझा जास्त पटीने वाढला होता. असं वाटत होते की सगळ्यांना माझ काही खरं नाही. मला विश्वास होता माझा स्वामींवर रात्ररात्र घाबरून बसायची पण मुखात फक्त स्वामींचे नाव असायचे. स्वामी मला काही होऊ देणार नाहीत हा माझा विश्वास होता. हायपरथायरॉईड असल्यामुळे आणि वेळेवर योग्य उपचार न केल्याने त्रास वाढला होता. पण नंतर मी रेकी घेऊन लागले. कितीही त्रास झाला तरी स्वामींची स्वामींवरचा विश्वास कधी संपला नाही. जेव्हा आठ दिवस रोज रेकी घेतली आणि स्वामीवर्ती असलेली भक्ती यामुळे रिपोर्ट माझे पहिल्यापेक्षा चांगले आले होते. मी संकल्प केला होता त्यावेळी मी बरी होणार हा संकल्प माझा होता. एक दोन महिन्यातच माझे रिपोर्ट नॉर्मल आले. मी जशी होते तशी पहिल्यासारखी झाली. माझ्यासाठी माझा मुलीने पण खुप स्वामींची मनापासून सेवा करत होती. स्वामी आहेत आपल्या मागे काहीच होणार नाही. असा तिचाही विश्वास होता. स्वामी एकदा स्वप्नात आले होते त्यांनी मला हाताला धरून घेऊन गेले आणि तिथे उकळलेले गरम पाणी झाकून ठेवलेले होते. मी झाकण उघडणार इतक्यातच मला बाजूला ढकलले आणि स्वामींनी ते झाकण काढले. त.



# देवमुख हमार घर - अविस्मरणीय अनुभव

..continued

झाकण काढताच वाफ आली वर मग मला बोलले तू भाजली असतीस म्हणून तुला बाजूला केले. असं त्यांनी ओरडून मला सांगितले. आणि मला काहीच झाले नाही. त्या स्वप्नावरून माझा विश्वास बसला की मला स्वामी यातून बाहेर काढणार. जेव्हा जेव्हा मला संकट येतात तेव्हा तेव्हा स्वामी मला स्वप्नात दर्शन देतातच. आणि मला संकटातून बाहेर पडण्याचा मार्ग मिळतो. कारण त्यांच्यासमोर (फोटो) गेले तरी माझा डोळ्याने पाणी येते माझा वडिलच जाणू काही आहेत माझे असच वाटते. मी त्यांच्यासोबत बोलते. खुप मोठ्या मोठ्या संकटातून बाहेर पडायला त्यांनी मला ताकद दिलीय.

कधी भयानक स्वप्न जरी पडले तरी सुद्धा मुखात नाव फक्त श्री स्वामी समर्थ अस.

**DSPPL SOFT and STRONG Programs will start from 1st May 2024**

**Please contact local coordinators for registration**

SLOT 1	EduSPOT - Non residential	Age 5 to 8 years	17th April to 16th May 2024	In various cities
SLOT 2	SOFT 1, 2 and 3 - Non Residential	Age 9 to 11 years	1st May to 6th May 2024	In various cities
SLOT 3	SOFT 4, 5 and 6 - Residential	Age 12 to 14 years	13th May to 18th May 2024	At Devrukh Ashram
SLOT 4	STRONG 1 - Residential	Age 15 years +	21st May to 25th May 2024	At Devrukh Ashram

### Registration coordinators -

**Pune** - Aishwarya Prabhu - 9881563350

**Mumbai** - Rashmi Ambukar - 9833594998

**Devrukh** - Alhad Purohit - 9422773446

**Ahmedabad** - Kinal Pandya - 9714515839

**Vadodara** - Yamini Kutumbale - 9723182066

Overall registration process - Meena Bhavne - Mob. 9909925815





# DSPPL Events

DSPPL

## 10 Feb'24: Pariksha ki tayari Online Program



(LIVE WEBINAR)

**PARIKSHA ki tayari**

Academic Spiritual Psychological

**DR NIRAV THAKKAR**  
Principal, AES AG Higher Sec. School, Ahmedabad  
Visionary Leader with 31 Years of experience in Education & Training

**KRUPA CHOKSI**  
Reiki Master, Company Secretary (CS) and MBA in Marketing conducting training programs in India and abroad.

**ASHWINI TELANG**  
Psychologist with specialization in Clinical Psychology and a Reiki Master, empowered in Youth counseling

7 PM - 8 PM, SATURDAY 10 FEBRUARY, 2024  
ZOOM MEETING ID: 215 834 7930  
PASS CODE: DSPPL

FULL MOON & NEW MOON ONLINE PROGRAM SERIES  
www.dsppl.in | +919850035736 | info.dsppl@gmail.com  
A Devrukh Spiritual Prowess Pvt Ltd (DSPPL) Initiative

[Click here to open on YouTube](#)

An important online session for students for helping them prepare for the upcoming examinations - "Pariksha ki tayari" was conducted on 10th Feb 2024. Tips were given to students on how to holistically prepare themselves for the exams. The three (3) different angles - academic angle, psychological angle and spiritual angle behind the student's approach during this important period was explained by 3 of the best faculties - Mr. Nirav Thakkar, Ms. Krupa Choksi and Ms. Ashwini Telang.

## 12 Feb'24: KHS English Medium School, Pune

"Science of Learning" organized by Rotary Club of Pune Westend in association with KHS School.

240 students of 9th standard teachers and parents attended the program. They asked brilliant questions & were very much excited to know methods of Learning and how it will be useful for their career. Later, Hon. Principal Pallavi Naik expressed willingness to have tie up with DSPPL. Rtn Uday Kulkarni and Rtn Nitin Washikar were instrumental in arranging this program.



# DSPPL Events

## 16 Feb'24: Vidya Bhavan College of Commerce, Pune



The Poona Diocesan Educational Society's Vidya Bhavan College of Commerce Pune has organised event named "AGAPE 2024" for graduation and post graduation students. Participants from 12 colleges were present for the event. The topic to be presented was "Need to cultivate Positive Mindset" as Chief guest of the program. Rt. Rev. John Rodrigues -Bishop of Poona and Rev. Fr. Alex Quadros were also present for the program along with main host Dr Saroj Hiremath madam. Bishop praised the theme presented and everyone was excited to know the good work being done by DSPPL.

## 27 Feb'24: Airport School, Parle & Parle Tilak High School



### Airport School Parle

2 sessions of "Science of Learning" were conducted for 9th Std students.

### Parle Tilak High School

Approx. 120 students of 9th standard attended "Science of Learning" program

Rotary Club of Mumbai Parleshwar organized both these events. Sunil Kulkarni Sir took all these initiatives. Rtn Monika Tandon Rtn Dr Mondkar highly appreciated work done by DSPPL and also inquired about conducting SOFT programs.



# DSPPL COMICS

ILLUSTRATIONS: ASHISH

STORY: PRANJAL SIR

SHAMBHU'S PARENTS WERE PARTICIPATING IN GURUJI'S PARENTING SESSION.



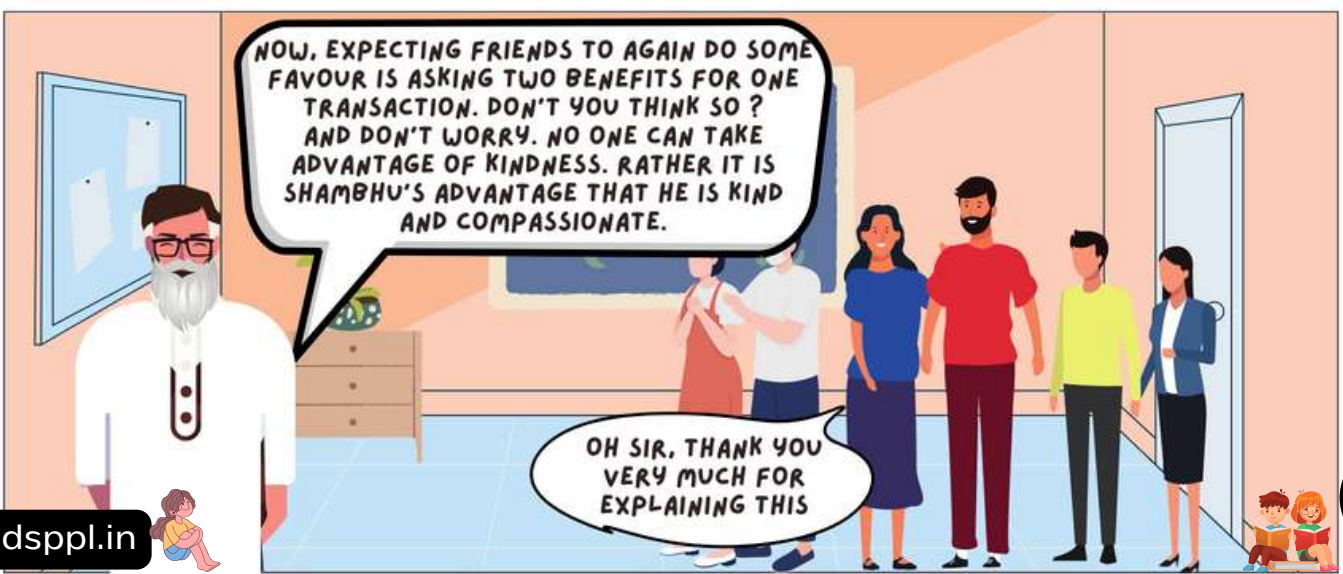
SHAMBHU'S MOTHER:



THAT'S VERY NICE. THEN WHERE IS THE ISSUE ?



# DSPPL COMICS





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



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