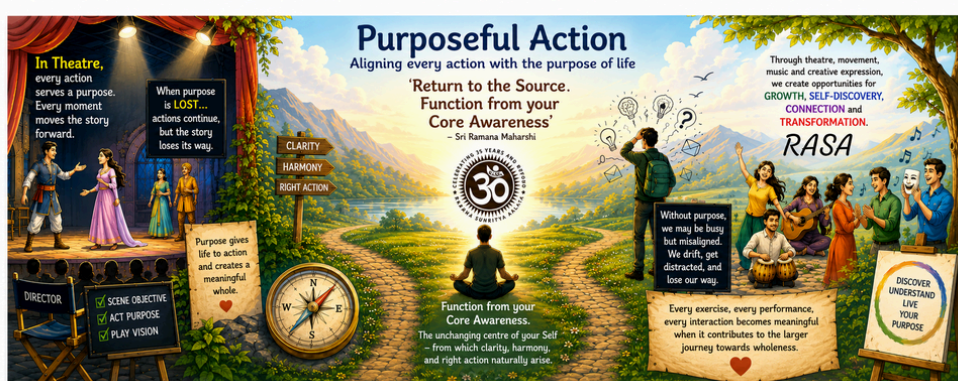




Ramana Sunritya Aalaya

27 May 2026



Director's Note

Purposeful Action

Everything and everyone in creation has a purpose in the Divine scheme. Each being, each experience, and each circumstance has its place in the larger tapestry of life. One of RASA's central aims is to help individuals discover, understand, and live this purpose with awareness and authenticity. At a deeper level, the purpose of life itself is the journey towards recognising and functioning from our Core Awareness - the unchanging centre of our Self - from which clarity, harmony, and right action naturally arise. As our lives are part of a greater design, it becomes imperative not only to seek our larger purpose but also to bring attention, and appropriate intention, to every action that contributes to its fulfilment.

'Living one's purpose' and

'acting purposefully' are expressed right from small, everyday actions through which we perform our roles and responsibilities. Whether we are teaching, learning, creating, caring, serving, or simply interacting with another human being, each action becomes meaningful when it is aligned with a deeper understanding of why we are here and what we are called upon to contribute. Our actions will then be in tune with the spirit of TAHD (Theatre Arts for Holistic Development), where awareness and action are inseparable.

Most often we have a tendency to focus more on what we are doing and how we are doing it, but we need to also examine the deeper purpose that drives our actions. It is this purpose that gives meaning, direction, and coherence to our efforts.

Topics Covered

Event Updates

Stories of
ImpactBird's Eye View
of ClassesInterview of the
MonthLearning
Corner



Director's Note Continued....

In theatre, this truth becomes immediately evident. An actor does not simply walk across the stage, speak a line, or make a gesture. Every action serves a purpose. Every moment is connected to the objective of the scene, every scene contributes to the unfolding of the act, and every act serves the larger vision of the play itself. Purpose is what gives life to action and ensures that individual moments come together to create a meaningful whole.

Equally important, however, is to understand what happens when purpose is absent. If an actor loses sight of the objective of a scene, misunderstands it, or becomes distracted from it, the performance can quickly lose its way. Actions may still take place, but they no longer serve the story. Gradually, what began with a clear direction can drift elsewhere, leaving both performers and audience disconnected from the original intent. The performance continues, but its coherence and relevance are lost.

The same is true of life. When we lose sight of the purpose of our activity, we may continue to remain busy and active, yet our actions can become fragmented and misaligned. We may move from task to task, responding to demands and distractions, expending considerable energy, but not necessarily moving in the direction we intended. We may eventually find ourselves stranded somewhere between where we began and where we hoped to arrive, wondering how the original purpose got lost along the way.

Purpose, therefore, is like an inner compass that helps us remain aligned with what truly matters, especially when circumstances tempt us to drift away from our deeper intentions.

At RASA, through theatre, movement, music, and creative expression, we strive not merely to engage participants in activities but to create opportunities for growth, self-discovery, connection, and transformation. Therefore, while each activity itself is important, what truly matters is its purpose. Every exercise, every performance, every interaction becomes meaningful when it contributes to the larger journey towards wholeness.

Bhagavan Sri Ramana Maharshi repeatedly draws attention to the importance of returning to the Source and functioning from that Core Awareness.

Just as a traveller periodically checks the compass to ensure the journey remains true to its destination, we too must constantly strive to reconnect with our purpose. It is then that our actions shall regain their alignment and automatically life and its purpose will cease to be separate.

Warm Regards,

Dr. Ambika Kameshwar
Director, RASA





RASA Aadharan Celebrates 12th Annual Day, Honours Founder

Bengaluru, 10 Apr. 2026: RASA Aadharan marked its 12th Annual Day, “Sadhguru Mahime,” at Ramana Maharishi Auditorium, honouring late founder Sri Narasimha Murthy (“Anna”), who passed away in January 2026.

Healing Through Art

The event began with a prayer song, followed by yoga by Mrs. Bhindu. Dr. Ambika Kameshwar spoke on the Guru’s spiritual role.

Music sessions featured Purandara Dasa and Ramanajali repertoires. The annual report highlighted holistic development of special needs children through drama, dance, and music.

Every Child a Winner

Parent Mrs. Vasantha Shalini shared her transformative journey. A homage to Sri Narasimha Murthy preceded prize distribution, celebrating that every child is a winner.

A dance-drama on saints Ragavendra Swami, Sri Ramakrishna, and Sai Baba was creatively directed by Dr. Ambika Kameshwar, with choreography by Smt. Rupa Hemanth.

Theatrical Tribute

The event closed with a theatrical portrayal of Sri Ramana’s journey from birth to sainthood, highlighting his grace and spiritual influence.



Event Archives



76th Aaradhana of Bhagavan Sri Ramana Maharishi

Chennai, 14 Apr. 2026: The 76th Aaradhana of Bhagavan Sri Ramana Maharishi was observed at Ramana Kendra. The programme, led by Dr. Ambika Kameshwar, featured Ramana Pada Pancharatnam of Shivaprakasham Pillai , set to tune by Smt Sulochana Natarajan, rendered by reputed music schools, followed by Akshara Mana Malai and prasadam distribution.



Mother's Day Celebration

Chennai, 3 May, 2026: A unique Mother's Day celebration organised by First Copy Productions honoured mothers of special achievers across various fields. The event, organised by Mala Manian, celebrated the strength of motherhood. In the picture: Cultural programme by the STARS of RASA.

Classroom Notes

Observing a TAHD Session | The Navrasas – Ananda (Joy) ♥

 Warm-Up Students stretch, breathe, and awaken their bodies. Focus settles in.	 Exploration of Joy The teacher demonstrates joy: a smile, open palms, light in the eyes. Students watch closely, learning how happiness is portrayed through dance.	 Practice Together Each student translates joy into mudras. The class moves together — some bold, some shy, all trying. The teacher gently corrects fingers and palms. Soon laughter fills the room.	 Closure Students share: what does joy feel like? Lightness. A warm heart. A sudden smile for no reason. Joy is not just a feeling but an expression meant to be shared.	 The TAHD Way Using dance, drama, music, and storytelling, TAHD creates a safe space to act out real-life situations. Students test social responses on a kind audience. As confidence grows, communication improves.
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Observing a TAHD Session | The Navrasas – Ananda (Joy)

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The TAHD Way

Using dance, drama, music, and storytelling, TAHD creates a safe space to act out real-life situations. Students test social responses on a kind audience. As confidence grows, communication improves.

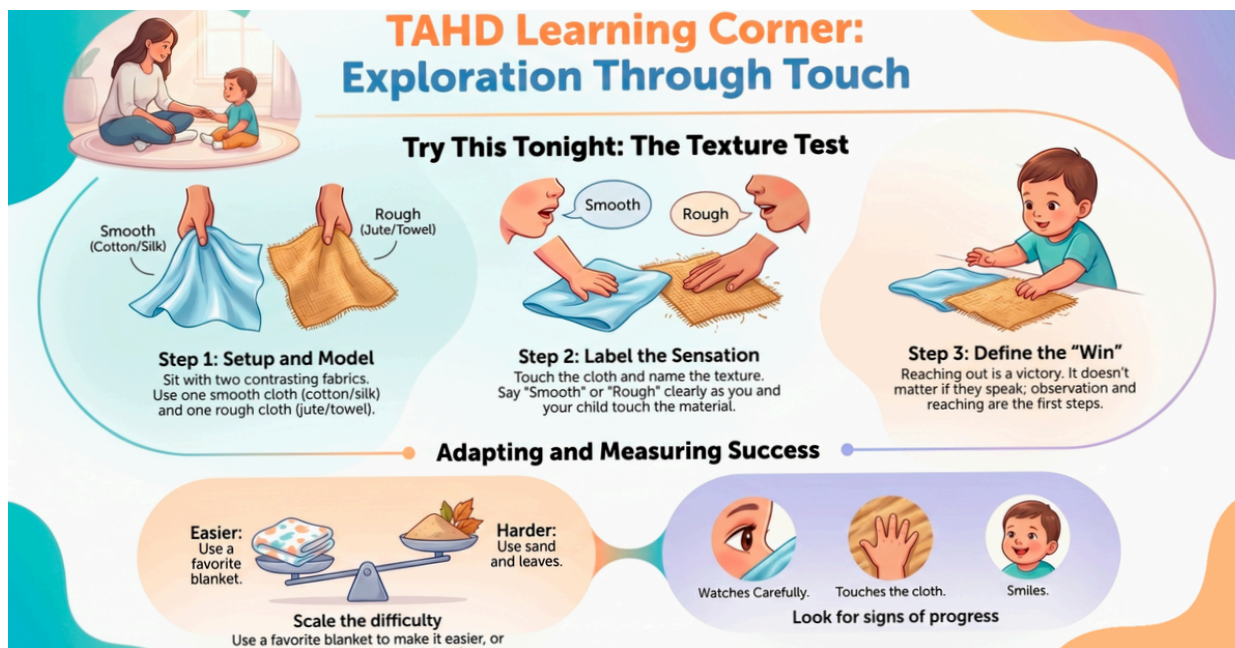
One rasa. One class. One step closer to wholeness.

“Pleasure and pain are only aspects of the mind. Our essential nature is happiness.”

— Ramana Maharshi



Learning Corner



TAHD Learning Corner | Exploration (4EEEEEs)

Why this helps:

This activity introduces the first E of TAHD's 4EEEE framework — Exploration. Your child learns to notice differences in texture using touch. This builds sensory awareness and vocabulary, gently and playfully.

Try this tonight:

1. Sit facing your child with two fabrics — one smooth (like cotton or silk) and one rough (like jute or a towel).
2. Touch the smooth cloth and say "Smooth." Then touch the rough cloth and say "Rough."
3. Gently encourage your child to touch each cloth. Say the word again as they feel it.

4. If your child reaches out to touch — you win. It does not matter if they say the word. Observation is the first step.

Make it easier: Use their favourite toy or blanket as one of the textures.

Make it harder: Ask: "What about water? Is water smooth or rough?" Or try sand, leaves, or a metal spoon.

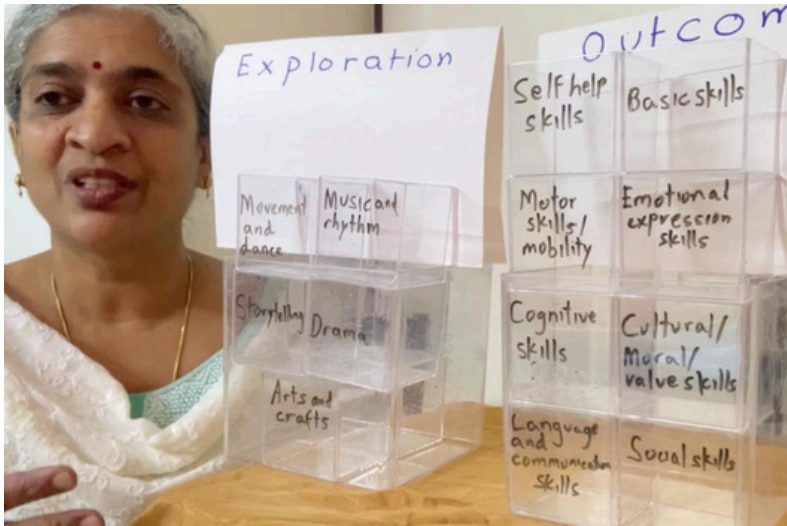
You will know it is working

when: Your child touches the cloth, smiles, or even just watches carefully.

**From RASA's TAHD classroom —
one texture at a time.**



Interview of the Month



In Conversation with Dr Dasaratha Rama, Parent of a neurodivergent achiever and ambassador of TAHD

1. As a TAHD ambassador, what is one shift you advocate for in how theatre arts empower neurodivergent children?

Ans: In my view, TAHD is a long-term investment in developing capacity. Families play an important role in developing capacities (e.g., emotional regulation) and in gently guiding holistic development. Since the beginning of my TAHD journey, I have been motivated by empowering parents. Parents do not have to be experts in natya. Parents sing to their child, dance with their child, and engage in visual arts activities. These are familiar tools for parents to enjoy with their children regardless of their natya expertise. To me, TAHD is about a mindful and structured application of these tools. For example, I use the five tools of natya (movement and dance, music and rhythm, storytelling, drama, and arts and crafts) in a more intentional way with Ananth (our neurodivergent, adult son) as well as my young grandsons because of my TAHD experience.

Over the last few years, my growth is more in the mindful application of natya to address holistic development rather than in the development of natya skills themselves. As a parent, I have also learned to work with TAHD professionals who have in-depth natya expertise. This is an important part of empowering neurodivergent children and adults. If a TAHD professional with natya expertise can spend a few hours a week teaching a neurodivergent child or adult, the results can be amplified by the parent's involvement in the process. Parents may not have natya expertise but they have in-depth knowledge of their child. Parents and professionals can work together to enhance outcomes for every individual.

2. Your work deeply involves writing and offers frameworks for parents. What core message do you return to most often?

Ans: My core message is FILL with PEACE. Fortunately, we arrived at acronyms that provide a quick glimpse of how I see TAHD empowering parents and ND children (as well as other family members). But the work of empowering parents needs more than appealing acronyms! We have done extensive work over the last few years to make



Conversation Cont'd...

FILL with PEACE a simple and actionable model for any parent.

The first part of the message is FILL (Family Immersion for Lifelong Learning). I believe that family immersion is a powerful means of harnessing the power of natya for holistic development. TAHD is about gently guiding development at every individual's point of learning.

Parents have invaluable knowledge that can help professionals identify and provide guidance tailored to each ND individual's needs, capacities, and interests. Given the communication challenges faced by many NDs, parent involvement is extremely important.

Our Family Immersion for Lifelong Learning (FILL) model has emerged through my experience with RAISE family immersion. In the RAISE family immersion class, the parent and child are learners. In many cases, the parent participates and the child observes or joins for some time. Once the parent learns, they can slowly practice with their child throughout the week. Given my commitment to empowering parents, I have started coaching parents in the RAISE (Ramana Art-forms Interventions for Self-awareness and Excellence) Family Immersion class on how to best leverage the class experience for their child's development through ongoing practice.

Recently, we have articulated a set of five key variables to help parents guide their child in theater based activities.

PEACE (Presence, Engagement, Activation, Connection, and Enjoyment) makes visible a pathway to enjoyment. As explained in the last newsletter by Dr. Ambika Kameshwar, enjoyment is a guiding principle of TAHD. PEACE shows parents a path forward given that many ND children and their parents experience significant stress. Guide presence is a key variable that can shift parents away from stress and towards enjoyment. Parents have expressed how they are learning how to maintain a calm and regulated Presence, Engage using a low demand style, lower Activation through soft voice, reduced instructions and other means, prioritize Connection rather than task completion or skills mastery, and create the conditions for Enjoyment. Family immersion is a vehicle for teaching parents how to guide with PEACE.

3.Can you share a simple theatre-based activity parents can use to help ground a child during a meltdown?

Ans: In our experience, once the child or adult is in a meltdown, it may be difficult to engage them in any activity. Our approach focuses on a long-term investment in developing the capacity



Conversation Cont'd...

to regulate using TAHD rather than responding to a behaviour (meltdown). We include calming activities in our daily rhythms. For example, we include listening to chants and soothing music, and mandala art in our daily rhythms. Ananth recognizes that these activities make him feel calm. When he starts experiencing stress, I nudge him to use appropriate strategies. Integration in daily rhythms followed by practice in stressful situations is important in developing the capacity to self-regulate.

We have made numerous discoveries over the last few years. For example, one recent discovery was that when Ananth's auditory system is overwhelmed, chants and soothing music may not work.

We have to start with rest and mandala. We reflect on these experiences. By repeated practice in situations with varying levels of stress, we are able to minimize reaching the meltdown situation. We have made many discoveries that guide us in the use of theatre activities. Gentle movements (e.g., hasta or hand gesture activity) works when stress is high but full body movements are too stimulating.

We consider these. If a meltdown does happen, an activity may not work. Any activity imposes some demands and may not work when the individual is overwhelmed. Presence is the key variable. A calm, regulated presence with minimal speech works.

4. What is your single most important tip for a parent navigating a child's sensory overwhelm at home?

Ans: The most important tip that I have for parents is to integrate calming experiences throughout the child's day. Daily walks, chores, and calming theatre activities have been a part of our daily rhythms for years. We cannot address overwhelm through a single activity. We have to think about the child's Activation over a set of experiences throughout the day. In our experience, high activation due to sensory stimuli and other factors over extended periods of time are more likely to result in meltdowns, shutdown, and burnout. Over the years, we have learned to be mindful about the mix of experiences in the daily rhythms as the way to avoid sensory overwhelm. Once activities are practiced through daily rhythms, we learn how to use them under stress.

Dr. Rama says, "During a meltdown, a calm, regulated presence with minimal speech works."

For More Information related to the Course, Classes, or RASA, please get in-touch with our coordinator at the following:

WhatsApp No.: +91 98401 39607

Drop your queries, feedback, and encouragement to our official Email:

communications@rasaindia.org



At RASA

Wholeness is our vision and
Art our way
Helping hidden potentials
sway
Mind and heart harmonious
stay
Journeying towards
completeness day by day.

Upcoming Events

- **Jun. 27** -- Salangai Pooja of Students of RASA ARPITA Nanganallur Branch

Get-In-Touch

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Thank you for reading!



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