

Vol: IX

MAGAZINE FROM GADEN JANGTSE THOESAM NORLING SCHOOL MUNDGOD

# वस्याञ्चरविष्मते। मॅन्अविष्मत्वराष्ट्र

3012

#### THE PLEDGE

To Free Tibet and preserve Tibetan Cultural

#### IN SPECIAL MEMORIES OF

our Martyrs and Heroes



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A Drop of Wisdom

"I believe that many of the violations of human rights in Tibet are the result of suspicion, lack of trust and true understanding of Tibetan culture and religion. As I have said many times in the past, it is extremely important for the Chinese leadership to come to a better and deeper understanding and appreciation of the Tibetan Buddhist culture and civilization. I absolutely support Deng Xiaoping's wise statement that we must "seek truth from facts." Therefore, we Tibetans must accept the progress and improvements that China's rule of Tibet has brought to the Tibetan people and acknowledge it. At the same time the Chinese authorities must understand that the Tibetans have had to undergo tremendous suffering and destruction during the past five decades".

## Recent activities of AREF International Onlus in Mundgod, Dharamsala and in Italy

It is the ninth volume of 'The Quest'. It took its first step in 2009, immediately aftert the protest of the Olympic Games hosted in Beijing. These years, the tenacity of the young monks of the Norling School has been remarkable in maintaining the spirit of the original goal as set by Class 8 batch of 2009.

As it is known, we firstly decided to write articles both in English and in Tibetan, not only to encourage more people to read it but also to actively contribute to preserve the Tibetan language and the precious cultural identity of the Tibetan people. Secondly, we decided to select topics and news from both the social, environment and the cultural identity, in order to support the peaceful, resilient struggle of the Tibetan people, even after more than 60 years of the occupation by the People's Republic of China.

The contents of this Magazine has reported all the concrete and symbolic values embodied by the monks, and animated by their deep spirituality. Therefore, this magazine combines both tradition and modernity offering readers a wide range of news.

On top of this, both the authors and the people involved, became increasingly more able to edit the graphic design, and select very useful and updated articles regarding the Tibetan Cause. All of these has been possible thank to the continuous commitment of both teachers and students combined with the encouragement and economical support of Aref International Onlus in the spirit of the International Cooperation.

Regarding other activities that Aref International delivered in Mundgod this year, we duly maintained our support to the Gaden-Jangtse Educational and Cultural Society, to the Gajang Gyalrong Monastery and to the Doeguling Tibetan Settlement, through the numerous Long Distance Support (SAD) donations to children, the elderly and monks of every age.

As Aref International Onlus President, I wish to express my deep gratitude to every person who let me realize these projects and make the project meaningful. Namely, the Doeguling Tibetan Settlement: the Representative Mr. Jigme Tsultrim, the staff members: Mr. Thinley Gyatso (Office Secretary), Mrs. Chiza Tselha

(Office Casher), Mrs. Dicky Chodon (Sponsorship secretary and dealing staff), Mr. Passang Dhondup (Office Accountant). For the Gajang Gyalrong Monastery: Geshe Gen Tsering, Geshe Tsundu, Geshe Jigmey Gyaltsen, Ven Yeshi Lungtok, Ven Lobsang Samphel, Ven Phuntsok Sonam, Ven Lobsang Gyatso, Ven Dhondup, Ven Lobsang Wangdue, Ven Lobsang Dhondup and the young Tenzin Gyatso. For the Gaden Jangtse Thoesam Norling School the three Directors: Mr. NgodupTsering, Geshe Tenpa Gyaltsen (Gowo) and Geshe Jigme Gyaltsen (Gyalrong), the Editorial boards Ven. Lungtok Gendun, Ven. Lobsang Kunchok, Ven. Kelsang Tashi, Ven. Lobsang Tenzin and the students Master Tenzin Choglang, Master Tsewang Dorjee and Master Rinchen Nyima.

Last but not the least, from Gaden Jangtse Education Society: Geshe Lobsang Khedup, Geshe Lobsang Phuntsok, Geshe Losang Dawa, Geshe Thupten Chophel, Geshe Dakpa Ven. Sampa Dhondup,

As an evidence of our permanent commitment to the Tibetan cause, I wish to describe some recent activities we launched in India and in Italy, beginning from the August 2015.

Together with the Italia-Tibet Association, we started up a new project named "The Space of Memories" aimed to recuperate the priceless memories of the last living witnesses of a Free Tibet and making those memories available for the future generations. The origin of this project dated back to an experience of Aref International carried out in the Old and InfirmPeople's Home (OIPH) of the Doeguling Tibetan Settlement in Mundgod where 40 senior guests shared their "memories". In August 2016 we replicated the project in Dharamsala interviewing some guests of the Jampaling Elders' Home and on March 2017 we paired up an even number of old people and young students based into the Tibetan Children Village. We carried out a cognitive communication exchange among them. As a next step we will replicate the experience by increasing the number of the elderly involved and creating an exhibition center where all possible materials (e.g. paintings, photographs, videos, objects, artifacts, documents, letters, etc.) related to the Senior Tibetan histories and experiences before and during the exodus will be displayed, representing a point of reference for both the elders and the visitors.

In Italy (Rome) on the last 25th and 26th April, together with many other Associations (Tibetan Community in Italy, Tibetan

Women's Association, Italia-Tibet Association, etc.), we launched two different events, celebrating the 28th Birthday of the Panchen Lama and the 22nd anniversary of His kidnapping.

Finally, I am very proud to informal readers that next September we'll have the opportunity to welcome His Holiness the Dalai Lama, during His visit in Italy for some conferences in Palermo, Messina, Pisa and Siena.

I warmly invite anyone interested in knowing more of this in coming event, to visit the newly designed website of the Association (www.arefinternational.org), my personal Facebook page (https://www.facebook.com/marilia.bellaterra) or the Association Facebook page (https://www.facebook.com/arefinter-national?ref=hl)

As usual, I wish to thank all the Italian people who have us entertained our efforts, beginning from Mr. Francesco Codispoti and all the other members of the board of Aref International Onlus: Geshe Gedun Tharchin, Mr. Luca Giorni, Dr. Federico Petrozzi, Dr. Angelo Bruno Codispoti, Mrs. Evelina Sissy Violini, together with all the sponsor who allow us to continue our activities in support of the Tibetan people. And many thanks to all the students and volunteer, as Mrs. Fiorella Tosca, who share with me the emotions of the time spent to enlarge the knowledge to the Tibetan Cause.



#### Exclusive speech to GJTNS



"I extend my heartiest thanking and Tashi Delek to all the teachers and beloved students. Personally, I have no any education and experience on anything so I have no any special words to share with you all. However, as we all know that by the blessings of H.H the 14th Dalai Lama that today our Dharma and exile establishment are flourishing. Among these establishments, it is very good that Gaden Jangtse has made monastic school, Gajang School. In the past, Tibetans did not know what was happening outside Tibet and nor did outsiders know things happening inside Tibet. These days everyone inside and outside have access to information. All can use transportation and communication facilities contributed by technology and science. So, we must educate ourselves on these modern facilities. The most important thing is we cannot isolate ourselves from the world as we did in the past. We are part of this human family and it is important for us to live together in this world. On the other hand, as sentient being like others, who want happiness and

do not want suffering, this Buddha Dharma we have is not only for us but for the benefit of all human and every sentient beings on this earth. Everyone on this planet should have the right to live peacefully and for that they too must have opportunity to know Buddha's teaching. With this important reason we must develop and preserve our Dharma. These days many outsiders show their interest on Buddha Dharma and this number is increasing every day. This is another reason that we must learn Buddhism that we have inherited from ancient Nalanda scholars. Our predecessors preserved the tradition of Nalanda scholars and they successfully passed on to us. I urge all of you to keep this Buddhist education along with modern science. I always compare these two branches of education to the two wings of birds. To fly high into the sky, birds use their two wings. Like that you must educate yourself with Buddha dharma and modern science to become a complete man.

These days by the grace of His Holiness we have good educational centers and this kind of opportunity we can never find anywhere. So, I think you should not waste time rather focus on learning lessons. However, the purpose of your learning should be for your future life and in broader way it is to benefit others as well.

And without education, it is very hard to benefit others. So, it is important to be educated for others and self. H.H has always advised us to learn from our daily activities and experiences. In short H. H. tells us to be compassionate to others".



#### **Editorial Desk**

Where would this counting stop? How long should this counting go on? I have been counting for last many years and it has not stopped yet. Numbers do not end as you can always add one to the end. It frightens me when I imagine about this mathematical nightmare because it calls danger on very strength of my population and culture. Self-Burning is the most extreme way of resistance that any can show to the oppressor. However, this resistance cannot do anything if there is nobody listening and giving voice to the wrong doings. In fact, society has become a sort three monkeys of Gandhi. seeing no evil, hearing no evil, and saying no evils. This disinterested nature of today's people is giving free hand to the oppressors in doing all the inhuman acts. My brothers are burning themselves for last several years just for some basic rights. It seems like rights are the privilege of rich countries. For us burning is the last resort that we can show our sufferings under Chinese rules.

I burnt myself, hope with its light you can see pain and sufferings of my people.







The Quest team tried to gather all the details of the self-immolations by Tibetans in and outside Tibet since February 2009. We regret that the list as shown here is not a complete one as the information seldom escapes from Tibet. Tibet is cordoned off from the outside world so the information is relayed at great cost, often at the cost several lives. The Chinese authorities in Tibet have intensified measures to prevent information reaching the outside world about the self-immolations. This has been combined with a more aggressive and formalized response to the self-immolations, involving harsh sentencing and torture for those suspected of involvement, even if that is simply bearing witness. Due to this climate, it is impossible for this list to be fully comprehensive, and it is indicated on the list where circumstances of the self-immolations are not fully known. Much of this information is relied on the first hand reports from Tibetans and Tibetan Supporters.

The self-immolation in Tibetan society started out in exile

in Delhi, India, on April 27, 1998, when Pawo Thubten Ngodrup set himself on fire, consequently he died. Since then, five more Tibetans have set fire to themselves in exile.

#### Wild Fire succumbing Tibetans



Name: Tashi Rabten

Date: 09/12/16

Protest Location: Machu County

Age: Unknown

Current Status: Unknown

**Info:** A Tibetan has carried out a self-immolation protest at around 5pm (local time) today in Machu

County, Kanlho, eastern Tibet. It has not yet been possible to identify the self-immolator or confirm further details.



Name: Pema Gyaltsen

Date: 18/03/2017

Protest Location: Kardze, eastern

Tibet

Age: 24-year-old

Current Status: Unknown

**Info:** A 24-year-old Tibetan man carried out a self-immolation protest

in Kardze, <u>eastern Tibet</u>. Pema Gyaltsen, also known as Pegyal, set himself on fire at around 4pm local time near Tsokha monastery in Kardze, Kardze.

Following Pema Gyaltsen's self-immolation, large numbers of Chinese police and security personnel arrived at Tsokha Monastery and took him away. The internet in Kardze has also been cut. Pema Gyaltsen's

present whereabouts and condition, including whether or not he survived, are currently unknown.



Name: Wangchuk Tsetan

Date: 15 April 2017

Protest Location: Kardze County

Age: Unknow

Current Status: Unknown

Info: A monk has carried out of self-immolation protest in Kardze County, eastern Tibet. He set himself

on fire on a busy street on Saturday 15 April. Shortly after setting himself on fire, Chinese police and security forces arrived at the scene, extinguished the flames and took him away. The internet in the surrounding area has been heavily restricted and surveillance stepped up. The current whereabouts of him, and whether or not he survived his protest, are not known at present. A local who witnessed the protest said.



Name: Chakdor Kyab Date: 2 May 2017

Protest Location: Sangchu County

Age: 16-year-old

Current Status: Unknown

Info: He carried out his self-immolation protest on 2 May in the campus of Bora Monastery, which is

located in Tibet's Sangchu County. Witnesses say that he shouted slogans as the flames took hold, with one of the witnesses stating that Chakdor Kyab called for freedom in Tibet and for the return of the Dalai Lama. After

setting himself on fire, Chakdor Kyab began to walk in the direction of the local government office of Bora Township, which is located near to Bora Monastery. He fell down and moments later Chinese police and security personnel arrived at the scene to take him away. Chakdor Kyab's current whereabouts and situation are not known due to the tight restrictions on communication into and out of Tibet. Despite early reports of this self-immolation last week, most residents of Bora Township were unaware that any protest had taken place and some details of this story have only been confirmed next days.



Name: Jamyang Losel Date: 19 May 2017

Protest Location: Chentsa County in

Malho.

Age: Twenties

Current Status: Deceased

**Info:** A Tibetan monk has died following a self-immolation protest

in eastern Tibet. He set himself on fire on 19 May, on a street in Chentsa County in Malho. He carried out his protest early in the morning (local time), the same day that a big music concert was due to place in Chentsa County. Police and armed forces arrived at the scene immediately and took him away.

He was taken to a hospital in Xining, the provincial capital of Qinghai Province, 127 kilometres away, where he died of his injuries. His body has not yet been returned to his family. Jamyang Losel was in his twenties and was a practicing monk residing at Gyerteng

Monastery in Chentsa County. He is the fourth Tibetan this year to have carried out a self-immolation protest and the second this month.



Name: Tenzin Choeying

Date: Jul 14: 2017

Protest Location: Central University

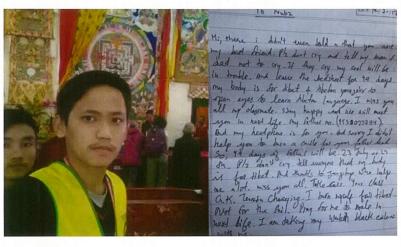
for Tibetan Studies in Varanasi

Age:, 20

Current Status: Deceased

**Info:** Tenzin Choeying, 20, a Tibetan student living in India

doused himself with kerosene and set himself burn at the entrance hall of residence at the Central University for Tibetan Studies in Varanasi, shouting as he burned, "Victory to Tibet". "Students and staff extinguished the fire and he is now in a critical condition in hospital with over 70% burns". "I burned myself only for Tibet" said Choeying who is a member of the Tibetan Youth Congress chapter in Varanasi and the Tibetan Youth Buddhist Association.





Name: Passang Dhondup

Date: Jul 29: 2017

Protest Location: Lhagyal Ri on the

Kora Mcleod Ganj Dharamshala

Age: 48

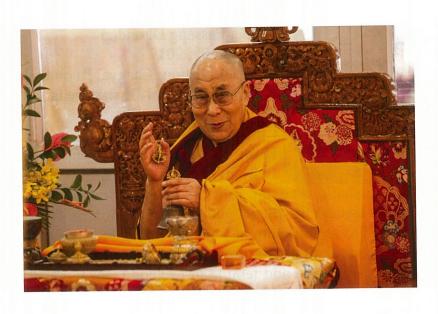
Current Status: Deceased

**Info:** a painter at Norbulingka Institute in Sidhpur near

Dharamshala, died on July 29 in a self-immolation protest against the illegal Chinese occupation of Tibet. He died at around 3pm at Lhagyal Ri on the Kora (the circumambulation path around His Holiness the Dalai Lama's residence and temple in Mcleod Ganj.) This is the second case of self-immolation in India this month. He was spotted by other people walking the circumambulation at the time.







## अवयः सेन् प्रते प्रवासः क्ष्युन् प्रतः प्रवासः प्रवास

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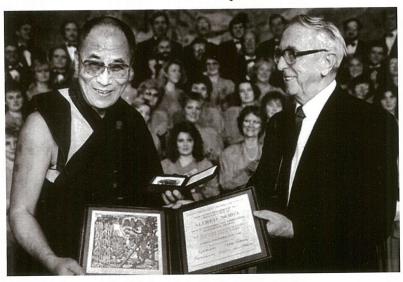
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## यिष्टेश्रास्त्र नियुः स्रिते त्यस त्यन्य गाः प्याः र्वेश

र्सेन निग मार्थन में दर्से निवास महत परिवा

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र्रेलर्स्न् मुल्यावन त्यानगतः देत क्रेश्यान्य विन हु न्येश्वर्य स्त्रेत्र क्रिया विन त्यान्य त्यान्य क्रिया विन त्या विन हु न्येश्वरा विन स्वर्य क्रिया विन स्वर्य क्रिय क्रिया विन स्वर्य क्रिया विन स्वर्य क्रिया विन स्वर्य क्रिया विवर्य क्रिय क्रिया विवर्य क्रिय क्रिया विवर्य क्रिय क्रिय क्रिया विवर्य क्रिय क्रिया विवर्य क्रिय क्रिय क्रिय क्



स्ट्रिक्ष्यः स्वाप्त्रः स्वाप्तः स्वापतः स्वाप्तः स्वापतः स्वापतः स्वापतः स्वापतः स्वापः स्वापतः स्वापत

दचेवायमान्द्रितः वनः स्त्रात्तः केन्। नवास्त्रवास्त्रवास्त्रेतः स्वरास्त्रवास्त्रवास्त्रवास्त्रवास्त्रवास्त्रवा ট্রি'নর্ভর'৺দ'নর্ভর'র্মিম'ন৻রিশ। ৠয়া'য়ম'র্'দ্মার'দেখাট্রিস্'নঝর্' য়ৢ৾য়৽য়ৣ৽ঀৼ৽ঀয়ঀয়৽য়৾য়৽ৠয়৽য়য়৽য়৾ৡ৽ঢ়৽য়ৼ৽য়৾৽য়৾ৼ৽ঀৼয়৽ঽয়৽ र्क्ट्रेंट्य.श्र.यट्ये.पट्टेय.खेय.हे। ट.क्टे.च्टे.श्र.क्ट्र्य.क्ट्रेंचय.स.क्र्य.स्य. कृतःचुरःचःसेत्। भ्रम्ययःदेसःर्वेदःकुःमकृषःत्रयाःपश्चमःषरःषरःचुरः नर नहेता नेंद्र द्रमा नेश कु द्रमा नेंद्र हैं। श वें न दर्श सबर क्रेंद्र यथरा हुर्या वर्धिरावर्धिरान्यवाविष्याः शुः सूरायपुः कुरान्य्राम्धेश्वा ૹ૽૽ૢૺૹૹૹૹૹૹૢ૽૾ૼઽ૽ૺઽ૽૱૽ૣૢૺઽૡ૬ૼૼૼૼૼૼૼૼૼૹ૱ઌ૽૾ઽ૾૾ૣૻ૾ૼઽ૽ૺઽૡ૽૾ૢૺઽૢૼ र्वेन-नरःकःवनान-नन्नेन। र्वेन-वेन-सुवाव-भ्रीना कःकःस्याव-भ्रीनः ৾ঽ*ঌ*৽ৼঢ়৽৻ড়৾ঀ৽ঀৢয়ৢঀয়৽৾ৼৼৢ৽৴ঈৄঌ৽য়ঢ়ৢঀ৽ৠৢ৽য়ৢঢ়৽৻ঢ়ঢ়৽য়৾৽য়য়ঢ়৽ सक्तरमार्थान्यूर्वाच्यान्त्रीया देशार्वेदास्तर्वराम्बदास्तरी मुखा দিন উবা এব নে মঞ্ছ্ৰ ব'ৰ্য নূৰ্য নূৰ্য

त्निरः श्रीं म्रायास्त्र स्वास्त्र स्वस्त्र स्वास्त्र स्वस्त्र स्वास्त्र स्वास्त्र स्वास्त्र स्वास्त्र स्

र्बेट सट सट रेवे र्वे द द राष्ट्र र स्वारा नुराय दे रेवि ग्री रेवा ग्राविट हा महिंर-५८। श्रे. अर. मी. मरे. सूमा त्यार्टे । हिर. उसा प्यर. से. ही द. यर. रहा वी.वि.चबर.वि.बंद.कुर.रर.वैर.वी.ब्र्र.विश्व.विरश.संद्र.वीहेर.वि.क्रूर. त्रवा सर में इ नक्ष्व है निर्मा निर्मा में में हैं है है निर्मा से हैं की निर्मा वी.क्र्या.ज.च्रेट्रिंट्र्य्या.सर.चर्ट्रेड्रे.क्रेड्रे.क्यांच्यांटरअर.चर्ट्रट्या <u> निरःद्रवाशः धेरः र्हे र्जेवा वाहुनःद्रश्यः निर्देशः विरः वीः र्वेवाः वाः नेरः</u> श्रुप्तवश विष्णुः रहा श्रुष्टा विष्यः श्रुष्वा त्या पविष्यः श्रुष्ठ्यः स्वयं यहेवा विषयः <u> পূদা র ব শ্রীদ ক্রব জে পূ লের বের্দ স্থি র্যার্থ শ্রী নার্থ শ্বাদর্থ , </u> कराइ द्रवा मु ख्रें के प्राप्त वित् की वित्र स्त्रवा त्या वित् प्रके से वार्य पारे दे क्षर्-ग्रीशःभ्रीमःकेष्रःके भी प्यते मुखापन प्रवासि केम् मुमान्य र ळेत्र नेनर्भ ग्रीत प्पेन्। मात्र मेंत्र प्दे ते में म्यान स्थान क्षेत्र ग्री मात्र स्थान स्थान दॅनाननः र्डेलः नुःनर्हेन् सः बैनाः सः धेवः सरः द्वेनाः नुः स्रेनः सदेः नृर्देशः धेनः ग्रदशःद्ध्यःविगः हुः शुरुः धेर्

देश्व विद्या क्रिश्च क्षिण क्षिण विद्या क्ष्य क

र्चनः चरः स्पूर्णः या दास्त्रेतः करः यहं सान्नीरः श्चीः स्पूर्णः या स्पूर्णः सा यक्षायाणीत्रत्मुः वनामी प्राया वर्षेत्र प्राया देव सी क्षेत्र स्त्राया क्ट्रिंट त्यका ग्री त्यत्रेया त्यका क्रिंग का क्रिंग श्री तह सामी त दर्देवे स्ट्रेट नी कुल विच अट में श कु द्वा र्य र में दे से द न बुट ता से नश्चन गा सेन नेन नेन नहेन म केंद्र कर सेन शे जिल्ला सेन म नडंदात्वनार्ट्स् नि.मी.मूनायानर्भुन्याधीदाद्या नायसायहंसाम्चीनायनेसः धेःदर्नरःनमुःकःन्नुःनद्ध्यःमुनःर्सुरःधेःर्वनःहरः। नेःनयःश्वेनःतयः यविदः निव्यासु । प्यानाया सूर । यहास निवान निवान । स्वीत्र । स्वीतः स्वीतः स्वीतः स्वीतः स्वीतः स्वीतः स्वीतः देग्र<sub>ी.पंचय</sub>्री.पंचयःक्र्य.पंच्या.पंच्या.पंचयःक्षेत्र.पंच्या.पंचयः टः क्रिंदे कें पदे ही महिना ही सुनमा मन्या दुमा महीन महिन पदे सदय:नद्वा: अर्वेद: सः श्रुवसः सर्वेद : क्रेंद्र: सर्केवा:वीस: दः १६दे: वेद: श्री: चार्यका स्त्रेरका निरास हिंदि हो स्वर्ग महिंदि स्वर्ग हो। ર્વેન્'શ્રેવે'જ્ય-શ્રેન્'ગ્રે''ત્રાન્ય-શ્રુંનાય-ને'નાફેયાન્યન'ન્તુ'યવે''યય'નાયન્ निर्देन सहित्या से वा स्था हिना माने हैं स्था सिर्वा स्था सिर्वा सिर्व सिर्वा सिर्व सिर्वा सिर्वा सिर्वा सिर्वा सिर्वा सिर्वा सिर्वा सिर्वा सिर्व सिर्वा सिर्वा सिर्वा सिर्वा सिर्वा सिर्वा सिर्व सि र्रभः क्वनः श्रुनः र्यनः यन् । क्वान्यायः कवः श्रेनः यन्। श्रुवः श्रृवः य। ह्रिंशःश्चेत्राया श्चितःश्चतायारःस्याक्षितःश्चितःश्चितःया रेट्। देश'द'र:क्रें'र्सेट्'क्षे'र्क्षेश' अर्वेट'श'सर्केष' वीश'यस'र्स्रेद'वादट' यदुःलशः ब्रियोशः पर्देदुः ब्र्याः लास्तरः यश्चितः विशासः लोवः व रिशः क्षेत्रः सः *૽૾ૢ૾ૺ*ઃલેવા-૨ેન્-સ-વૉર્ન્નવા-સર્વન-સર્ચન-ક્રુ-ખેત-ધ-ક્રે-સ્ટેંસ-સેન્-डेशः भूनः वायरः अर्धेदः र्रोयः चलनः दः यः देयः यः येनः र्ने।।

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चश्रसः क्वें खुदः हें गृशः द्वो वर्तु

देरःभ्रमशर्रेःदेनःदरःर्भ्यमायद्येत। भ्रदःयद्येतःर्श्रमशर्शःनद्यः ૽ૢૼઌ<sup>ૢ</sup>૽૽ૼૢઌ૽ૢૺૠૣૢૼૼૼૼ૱ૣ૽ૢઌ૽ૼૹ૽ૻ૽ૼઌ૽૽ઌ૿૽ઌઌ૽૽ૼૹૣઽૹ૾ઌ૽ૡૢૼઌઌૣઌૺૺૡૹ૾ૣઌ र्वेर-वक्क्षणानुः र्वेर-द्ध्यः श्रॅवाश्वास्य देवेवान्त्रेर-वीदायर्ग देवेन्ह्राः ग्राचुर-र्वेर-ग्रावश-प्रदे भ्राप्तः कंविगा धेव वस्या दे वा वस्य र्चेष र्वेर र्चेष र्वेर र्चेष र्क्षेन'स'र्क्के'र्नेन'धेना'न्न'र्नेन'स्नेन'त्य'से'न्नाय'वेन'। नावत'ग्री'सून'धेना' ल.र्याय.र्या.सम.लुय.यम। हे.ल.र.क्ट्रम.यमम.यावुया.ये.रेग्र्म.सद. यशर्देव नाय हेव विना मुस्य । नडव र्जे अर्दे न श्री र्र्जेन अरासर में विना ॻॖऺॴॱड़॓ॸॱऄॕॻॴऄॱड़॓ॾॖॻऻऄऀॱॸऺॻॖऀॾॱज़ॖॻऻॱॼऀॸॱॹॖॕॴख़ॖऀॾॱज़ॣॸऺॱय़ॱड़॓ॾॣॴ ऍ८.चेष्याक्ष्यालुषालुष्याच्चा ५५८.सर्ट्र.ट्यंश्वाम्ययाचीश्वामी.याक्ष्ये ૹ.ૡૢૺ૽૾ૺૺ૾૾૾ૺૡઽ૾ૹૻૢૼ૱ૹ૾૾ઽૹૢ૽ૼ૱ૹ.ઌૺ૱૽ૢૺૹ.ૹ૮ઃૹૢૣ૽ૣઌૺૹ.ૡ.ૡ૽ૢૺૡ.ૡૢૻ૱. वस्रासिते क्रिया नसर हिन् वस्राय हुया क्रिया मार्या स्राय स्राय हुर क्रिया होन निवतः स्प्रिन् स्टिं सादे त्रद्वे प्यादानिक निवस स्वा ही दे कि स्था म्रोट-न-प्रमा नाम्मा र्ख्या दे निना चुट क्रेम प्राप्त नहना निन्न निर्मान समा यवियाः ग्रु: द्वीं अ: धरः श्रुशा

स्वान्त्रमान्त्त्रमान्त

रेग्र के त्या क्षेत्र क्षेत्र

श्चीर-नहर श्चित्र च्या ते त्र स्वतः स्वतः

वर मार्थस्य में स्वर ने स्वर में स्वर

ૡૻૼૼૼૼ૱ૢ*ૡ*૾ૹૹ੶ૢૼૹ੶૬ઽ<sub>૿</sub>૱ૹૻ૽૱૽ઌૢ૿૱ઌૢ૿૱૱૽૽૱૱૱ र्भुट्रिट्रिट्रेन्ट्रियानान्द्रियानानेन्द्रियान्त्रीयान्त्रीयान्त्रीयान्त्रीयान्त्रीयान्त्रीयान्त्रीयान्त्रीयान देवे सत्त्रायस दर्भ केवे यस सुर प्रमुर पुरेष्ट्र सदे सदे पर्दे पर्दे । रे.चदे.बुट.श.चश्चर.ट्यूश.चुटा। श.हूटश.चर.बट.चर्षेय.ह्या.चटु. चिंदि-खेच्या अधर द्विद द्या या लेद सर च बर में चार्य या केद की रचे यत्त्रः पः विषाः तः भ्रेतः श्रेतः श्रेतः श्रेतः श्रेतः श्रेतः यो विष्ये विष्ये विष्ये विष्ये विष्ये विष्ये विषय चर्चर:चद्र:ब्र्चा:वशःश्चॅर:ब्र्य:श्वेचशःश्चॅव:क्र्या:द्य्या व्य्वा:ट्वर विया त्रेया द्यो स्तर देर र्वेद श्री श्लीद ध्याय प्राप्त है । बेद र दुर य त्र वर्षे र ध्या र्मेश्चर्नि देशस्र्येतेर्ना सुनायान्दर्मनान्यस्यान्यः दशन्तु नड्नाशने। धे ने र्श्वेन र्श्वेन र्मन दश्य केन त्र से से र्श्वेन होन नेयान्त्रीयायाज्यान्यावन् वयाक्तुवार्षात्याञ्चन कावन्तियावन अन्नित्र वेत्र्यीः अन्योगानी देशिये स्वायन्य स्वायन्य विवर्धे श्वन विवर्धे र्वेन अन् ग्री मासून यदन से से न्यान विषा होन स्वान या प्रेम न प्रविन <u> ब्र</u>ीशपाने चेंन् धेनायार्श्वे नादसेयानदे निवादन्त्र पानेना हु दबुरानरा यर्दिन क्षे वर्दे। देन ग्रम् देखक व्यवाद वर्दिन ग्री विद्या के विद्या मूर्यात्र क्रियाताक्रियातात्र्यात्र विद्यायपुरायो विद्यायात्र विद्यायात्र विद्यायात्र विद्यायात्र विद्यायात्र गिर्देश श्राया यक्षेत्र श्री।

ग्वर पर नडंद र्चे य रें र ग्री र्से न सुग हेग य क सर्केंद द। ५८

नर्मिश्राण्या ने त्यश्रार्धेना क्षेत्रे ने दानी स्वास्त्रास्त्रास्त्रा स्वेता ने श्रास्त्रा स्वास्त्रा स्वेता ने श्रास्त्रा स्वास्त्रा स्वास्त्र स्वास्त् मदे.रीशायशास्त्रीयु.सैर.लुचाःसूचामे.चर्चेच प्रि.क्ष्र्यायशासीयार्या. ब्रुणायान्वताभ्रम् न्मान्यकेषाः भ्रम् न्येताभ्रम् क्रम् क्रियायदेशः ब्रेन्-न्-वर्षेत्र न्-नेन्-भूय-वीद्य-विश्वायन्त्रा-लास-न्-नेत्र-भूयासः ग्रीयाग्यदानावताभ्रदादानम् अस्मित्र स्वायाभ्रदाक्राचया स्वदासेदा ग्रे:र्ह्से:र्नर:रेग:सदे:ब्रुश:स:पळंर:कॅरश:ब्रुट:पवेद:सदे:ब्रेश:सर:नग: ळपाशःन्द्रःसःविषाःनेश्रःमविदःसर्हेषाःषीदःस्प्रि| नेःस्ट्रदेःसुषाशःक्रेदः *८*व.सश.मुश्रासद्य.यश्चार्स्चर.यश्चेश.क्षेट्र.पूर.पु.चङ्गवा.स.ट्री ट्रे. र्सून तुः र्र्हें दे रहे अः र्स्रुव स्थेव प्यट हो ने नव हिट या सम्मे हेव हिर साथ होना दर्चा से हो न सर रर मी सु सु वा वा वि दर्दे स न वा वा सर दि स्व स्व स ग्रेन्-य-र्सेन्।अन्देर्स्य-सेदे-नाद्यः सुन्य-र-समुद्य-य-दिना-सेद-दि॥



र्ट्-इस्प्राम्याम् में स्टार्स्स्त्रित् व्यवास्य स्वयाय विद्यात्त्र स्वयाय स्वय

ह्ये र व। र कें नें र पा अर्कें व व से ग्राम्य ग्री क वया ग्राम्य हुर से । रेगार्थापेत्रत्यपरा भूर्पेगायी कत्र्यार्थादे में व्यदे प्यरासे या नक्षेत्रय लूर्यायायार्युयोया. ईया. जीया स्वया सुरा सुरा मुरा मुरा मिया सुरा मिया सुरा मिया सुरा मिया सुरा मिया सुरा मिया रत्रश्रे,श्रेते,र्ग्रेज,श्रंभाज,<sup>क्क</sup>.येन्,ग्रेश,न्र्र्ट्र,श्रा<u>ल</u>्ल,यां दर्से गानुशा भ्रमार्ने तर्से नामी तर्मा मानु तर्म भ्रमा स्थाप ह्रम्यान्य क्रामित्र मञ्जून क्रिन् सेन् महर स्वान्य स्वान्य स्वान्य स्वान्य स्वान्य स्वान्य स्वान्य स्वान्य स् यर पश्चिम कर सम्बद्धिय प्रायय रेता ध्रेय द्वर । श्रे दें र अर्वे र स श्चित्रयासर्वेदि केदार्स सक्रिया निता गुर्वा विषया महा केदारे दे विषया स्था য়য়ঢ়ৢয়য়ৢয়ড়৾ৼ৾ৼৢয়ড়ৼৼৼড়য়ৢৼয়ড়ৼয়ৼয়য়ৼয়য়ৼয়য় वी'स'यवा'न्द'वङस'स'<u>स</u>्चर'वार्से'न्युस'त्रस'ङ्गय'नवद्यो'हे'र्देन्'देने'हेन् वर्द्धश्रास्त्रेत्। नासूरार्क्षेत्रे स्वश्रादिशार्वेन् ग्री त्वा वात्रात्रे स्वर्भे न मुजानाशुमानुमाने। यादेरमाम्यानमानामानाम् वास्तानामान न्यानावियाचेन्याम् नाक्षां नाक्षां नियामाने सामानियामाने स्वित्तामा र्चेन्-देग्न्यःश्चुतः ञ्चः रूटः स्रथः धेन् ग्वाचनः ग्वस्यः द्याः द्यनः पर्वेतः श्वाधः रहेनः ग्रवर-दर्गेशन्यदे-इव-भ्रुव-इंग्र-दुंश-र्शे।

## र्वेन् ग्री नेवा वातुन श्रुन श्रुन वाय के द्वाया

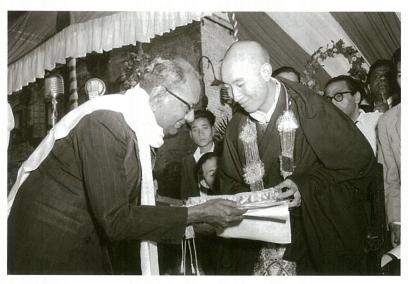
र्सेन द्रेन सु त्र्या स्ट्रिंग स्ट्रिंग स्ट्रिंग स्ट्रिंग

श्चेर-लेक.ची.चर-खेच.क.श्र.श्रुष्ट-भैक्त.घर-की.श्रेर-स्वाश-८८. सन्नुत्र-सदि-नुत्र-सॅट-स-पोत्त-पदे-पो-ने-पोन्त-पदोनश-ग्रुश-हे। *र*ट-*ৼ*ৼ.ची.જી.ફુચાંત્રા-દેવા.ચાલુદ.જૂચાત્રા.જી.દૂ.ફુચ.ઝુંન.છુંદ.ચલુંદ્ર. ऍन्। नःभ्रेवे:करःमळॅरःसम्भी:रेषाःष्विमःश्चमःश्चीनःग्चेन्:कुवे:समः र्यर.शर्य.त्र.त्र. मृद्राश्यक्र्या.मृ.श्चर्यरायहेव.यश्चितावय. बर:म्ब्राट:क्रुट्रालीक:क्रुक:यूब्रक:योजुक:रेटा। द्रयो.योर्थट:श्रूयोश: यःन्वायः स्राम्नेन् नित्रेष्ट्रियः सः सन् मुनः क्र्रीनः वाद्यन् वी र्ष्येन्। धीदः त्यात्। वर्षे:व्यात्म्यात्राच्यात्रेयायत्यात्रेयात्यात्रेय्वे व्यवे व्य भूनःधेन'न्द्रन्त्रन्त्वात्त्रत्द्वःक्रेत्रःस्त्रेत्यःभूनःभ्रेतःस् नडम्यान्याक्षासे सेदे सम्बेम्पन्य सिन् स्त्रीत् स्त्रीत् स्त्रीत् स्त्रीत् सिन् ग्री:नडु:बन:रेन:पदे:नाबुर:खुनाश:इस्रशःय:श्रुर:नर्गेश:यर:स:बर्। র্ক্তর্ম-শ্রীব্-বার্ন্ট্রম-শারী-দ্বন্-ব্রেম-র্ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রেম্য-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-শ্রম-ম্বর্-दशनेर्भुंर्नुअने प्यरमुशनिंदर्गिश

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पर्देन्-भुग्नमाकेर-पिन्-मार-किंमानाईन्-ग्रीमामी-पार-।

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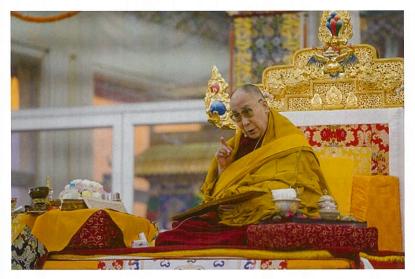
विष्ठेश्वाः भूवाः ह्वायर्वे राक्षेत्रः क्षेत्रः व्ययः वर्षेत्रः स्वायः स्वायः स्वायः स्वायः स्वयः स्व वशः स्ट्रांचितः दवे दवे निव की क्षेत्राया स्था विदाविया पदे क्षेत्र वशः र.ज.वज्ञेज.चर्ह्न्यवर.श्र्रः। ने.लर.प्र्यान्नेष्ट्रात्तेज.ची.विचा.धे.श्र्री. पवित्रातातर्मे मैंदात्राम्ये पर्याप्त प्राप्त प्राप्त कार्मे मान्य प्राप्त कार्मे मान्य गर्नेग्राश्चर्ग्यारकुण्यारायादर्वे केंग्रायदे केंग्रायक्ष्यात्वा वेर्त्रे शु.चाडेचा.लवट.लस.लुचा.रचा.क्रिंद्र.र्च.स्रेटी ट्रेंद्र.क्रेच.तश.क्रिंत.विच. बरास्तिवातार्भेरावर्भेरावेदावेदार्वेषाव्हरावेदा समयः सार्दित्वेदार्थेषा नममामान्दरानित्र मुग्नरायास्त्रेनामुनाउसानुहालेमान्नादार्भुः यहेमा सदः अत्राह्म न्राह्म क्षान्य विद्यान्य विद्यान्य विद्यान्य गर्देन्-भृगम् कन् सेन् नहर नदे क्रेन् क्री मार्ने त्या से सम् स्वा न्र श्रेयशायक्ष्याकेत्राचे प्राप्तान्यान्याच्यान्यान्यान्यान्यान्या सर्कें दादाश्रेस्याम्बदानुः साम्योदान्यानि नित्रे मिदित्या सेमा हेरा मीश नवृत्रात्र्यार्थेन्याययाचनयान्त्रात्र्यान्

त्रेत्र-प्रश्ने स्थान्त्र स्यान्त्र स्थान्त्र स्थान्त्र स्थान्त्र स्थान्त्र स्थान्त्र स्थान्य स्थान्त्र स्थान्त्य स्थान्त्र स्थान्त्र स्थान्त्र स्थान्त्र स्थान्त्र स्थान्त्र स्थान्त्र स्थान्त्र स

त्यःनर्जेन्,श्रे.श्रुनःमवे श्रेश्वशःश्रृनाः इन्।र्ने विनाः श्रुनः व्यान्यः । व्यानर्जेन् । श्रुनः स्वर्षः श्रेशः स्वर्षः विनाः श्रुनः व्यान्यः । र्री ब्र्येशस्र्धिः स्ट. खे. खेवा व्यवस्य वट् ग्रीस व्यट्ट त्या खेर स्वा क्षे खेट गासेन्धित्नुसारान्रार्दे न्वो न्वा रदे न्वो सूत्र नहसार हैं हिरासा <u> इ.च.मोर्</u>ट्रजाचनार्थे.मी तर्नातरमु,लारायमु,मोर्थाक्षामु,भी,धीमाना त्सर्वितर्दर्भाव में में प्रतित्व के स्थानि का में कि का में मुर्शे दिर दर्जे वा नदि क्षेमानि नियानि निया नन्नासम्बन्धर्भेन्स्यान्निम्भन्तेन्ति नेनिम्देरस्य गहिरानी र्ह्मे पर्के राके र्वेश विवाधित। ध्रुवायर र र्वेर यारे विश्वास्त्र याधेवायमार्चेन् यो क्रेश्रायी सुनावायी वा विष्याचा विषया दह्मनान्ता अन्यवित्तरः क्षेत्रायवित्रायः वित्रायाः पर्रेषायदेशाग्रेन् से केंवापदे नडंद स्नुषाग्रुसादमा नक मेंन् से केंसा षशःर्देवःगरःविगःग्रेनःयःषःवहेगशःभ्रगःनरःवेनःश्वरःग्रेनःन्तेशः মন্ত্ৰ-বাৰ্ম-ধ্য-ক্ৰম-ধ্ৰেদ্য



इर्वाव विषय विषय मुख्य विषय मुद्राय प्राचित विषय मुद्राय है स नहेब्रम्भ कुषान धेर् नवेब्र वें र तु वें र ष व्यथ से र नरे नर व्यें र दशःमिवशान्त्रेशाःभूतःपर्देशशानुदानदेःभूतःमनदानीःहेःशावेगाःन्दा र्वेन् से साया दुवा या ने यस युवा यदे यने क्रीन हेवा वाट नु र्येन स्रूस सदिः क्ष्रें र बूदः बिनाः क्षेत्रः भीदा नाम्बरः दर्शे र ना ने प्राची मा ग्राहे हैं र सक्तर-रिकारीया-थे-रिकार्यया-प्राप्त स्थिता-रिता व्र्य-रिकी योर मी यो यो यो क्रेत्रावनाः तुः नात्र शः क्र्रीं स्याय वे स्वीतः व्यादा व्यादा व्यादा व्यादा विकास क्तुःग्राबुरःग्रीशःर्क्के:युरःरु:विंदःस्टेवे:शःग्राव्यशःशःर्वेग्।यो:वर्वेवःवेंदःग्री:वः स.र्टः श्रैयः भकुरे : श्रूयोशः स्नैरं विष्टः येशी र्थः रेवटः वी : श्रूयः ता हीरः ररः खुवानु वर्त्ते रान्ते वार्षे वी कु स्रोतान प्रति नगत कु नहर है। या निवशः श्रें श्रें र निनानाः क्रें अन्तर्भें प्राप्त निर्मा नित्रः क्रें प्राप्त निमान वशानायाश्चेत्रत्रार्चेनायायाश्चेनशळी विर्क्वेदेरवर्क्टे हेव्ययेत्रयरः यर्हिट:कु:न्टर:भाने:श्रुव:अळेन् अँवायाययाव्यान्ययान्यः सूनः युनः यानः ल्र्नि हो र सिर् ही केंद्र ल्राह्म नियानी या निया है । दश्येत्रश्चर्त्रः नृतः भूतः भूते । क्रिंश्य व । स्त्राः स्त्रिः निवेतः स्र यहं सासन्दर्भा सर्देन सम्यानन् केटा। निवाय निवे निवे निक्षा खूट खूट हरा। सर्केन्द्रेन्द्रेन्द्रेन्द्रे के.ल.स्या क्रेन्ट्रम् ने.न्त्रा हे.न् तालरायमार्भेयार्थातरायदुःर्यायाष्ट्र्यात्र्भेगार्भेगार्भेगार्भे स. ५ मूर्य र प्रमानिय सकूर हेया मुर्जेर जिस या याला स. यालूय र र र स. र्चेट्-व्यान्ययः-टु-वर्चेट्-वर्वे-चेट्-ब्री-वर्क्न-खन्-बर्मिवे-ब्रीन्-वयः यक्रे:य:ब्रिंय:ब्रिंय:र्:चतुर:व:र्:। धेर:वार्:चयःववेर:हे:र्:दर्वेर: ग्रेन्यः र्यम्यायार्षेत्रः तुर्या हिर्यातिः स्तिन्त्रः निर्मादः निर्मातः निर्मानस्यः <u> क्</u>रीयः नकेरयः धॅनः यः र्र्येयः सेन्। विनाः यदेः दरः दयः सेः दनरः दा |मॱ*त्रश*ॱतुॱनॱनर्हेत्रॱक्षेॱळॅम्। डे*श*ॱमदे 'त्रो 'ते 'नवेत्र क्कु' मातुर मी 'नडंत्र नेन्'ग्रीशक्ष'मार्शेद'र्रे'क्'र्स्मा'मी'से'स्ट्रेदे'दर-न्'ग्राध्यम्थ'र्रान्दर्षिन् नर.३.लूर.क्षेत्र.चतु.धू.ट्याट्य.सीच्या.सीच्या.ग्रीका.भुवा.सूरा लुव. ययरा रेयोदःर्सेयो.यर्ड्सा.सपु.जन्ना.यह्मरा.यर्ट्,यंग्राट्यायेशामक्र्यो. र्हे. इ. चेटे थे वे हे. जूर का मीट का भी यहा अपूर्य क्षेत्रक्रूभःवि.य. इस्रभःवः यश्रुवः यदे यश्रुदः वश्रेषः विषाः व्यापाः विशः 



देशः त्रः त्र्वितः श्राम् वृत्ता श्राम् वृत्ता श्राम् वृत्ता श्राम् वृत्ता श्राम् वृत्ता श्राम् वृत्ता श्राम वृत्ता श्राम

र्सु पार्या वेपा त्र्या कु त्रा पातुर पोर्या प्रक्रा सम्बद्ध र र र पहुंच र क्रिया र्मूश्रायमाग्री:लूर्गाचीरा ग्रीराक्षेत्रार्मा मुक्तामाग्रीशायक्षासंबंधाः र्षेट्र-व-द्रा वह्रद्र-वर्द्धेट्र-क्षेट्रियः व्येट्र-वर्षेट्र-वाद्यः क्यानेन मेंन्यरायार्येन्यावनक्षान्यरास्यान्यस्य नवर्षास्त्रायदे तर् विनानी स्नर्या स्रिन् नुषाळ र सामुना सम्बन ब्रिस.क्ट.चेड्च.चेट्टच्स क्रून.चिद्र.चेड्ट.चेस.टे.ट.क्ट्र.चिसस. माधीवा मार्के । क्षा सार्वे । क्षे मार्च मार्च मार्च मार्च मार्थ मार्य मार्थ मार्थ मार्थ मार्थ मार्थ मार्य मार्थ म <u> इ.स.च.ह.से.क.</u>ने.क्ष्.स.चलेटी ने.क्ष्.क्षेट.क्ष्योश.क्ट.क्ष्योश.मुटी ने. न्वींश्रासारेन् हेशावाशुम्श्रासी। सबमार्नेन मंत्री मानमार्थन सर्मेन दी नेन बेट पर्ने हेन क्रेंनाय से इसमा ग्रीम क्या न पीन न बेद हें र सुदे योशिर.पत्रुच.पर्ट.धेर.ज.खेय.कुर.स.चतु.सू.च्या.योश्चयायाखेय.योचर.की र्नेन वर्ष्ट्रिय यमान इस छेन कुरे देवी।



# ब्रेट्स्व सेट्सिंग हैं स

वहेंब देश म्बुर यदे हैं र के र्यट हैं है।

न्यः अर्थिः नः ज्ञीं न्यां स्टिः सम्भान्यः स्टिः स नः प्रदेशः श्चीतः न्यान्यः स्टिः स्टि नः प्रदेशः स्टिः स्टिः

७.की.चीट.लूट.१५४.की.की.कू.माचय.क्रूमा इ.कट.वट.२.२.चा.के.से.चा.चट.क्रूमा इ.कट.वट.२.२.चा.के.से.चा.चट.क्रूमा इ.कट.वट.२.२.चा.के.से.चा.चट.क्रूमा इ.कट.वट.२.२.चा.के.से.चा.चट.क्रूमा इ.कट.वट.२.२.चा.के.से.चा.चट.क्रूमा इ.कट.वट.२.२.चा.के.से.चा.चट.क्रूमा

दःस्ट्रिंग्विंद्र्रुशःश्चिंद्रःश्चिंद्रःश्चिंद्रःश्चिंद्रःश्चिंद्रःश्चिंद्रःश्चिंद्रःश्चिंद्रःश्चिंद्रःश्चिंद् चःत्वयःश्चिःश्चेंद्रेंद्रःश्चेंद्यःश्चेंद्रःश्चेंद्रःश्चेंद्रःश्चेंद्रःश्चेंद्रःश्चेंद्रःश्चेंद्रः

यासम्यास्त्रीत्त्वम्यास्त्रीत्त्रीत्त्रात्त्रम्याः यास्त्रत्त्रस्यास्त्रस्यास्त्रस्यास्त्रस्याः यासम्यास्त्रस्यास्त्रस्यास्त्रस्याः यासम्यास्त्रस्यास्त्रस्याः ङंडेनार्ने वर्रः से केंसे भ्रेलानम्। कं कं दुरः दुरः दरः वर्षः वेनः सेना भ्रेनशा इं इना के नदे : नुश्वादेरः क्वेंस्ना भ्रेसशा सः संवदः नदे : मुस्यरः निर्धा भ्रेला

यास्त्रीय्वत्यक्षेत्र्यस्त्रीय्यः स्त्रीय्याः स्त्रीयाः स्त्रीय्यः स्त्रीयः स्त्रीय

लासदी:कुन्दिव सम्मान केन्-नुः श्रेमा। जासदी:तुः कुन्दिव सम्मान जासदी:तुः कुन्दिव सम्मान जासदी:तुः कुन्दिव सम्मान केन्-नुः श्रेमा।



र्सेन तुः विवा वी सेसस वाहस

यहें ब 'रेब' यर् ब 'यदे 'श्र 'हे 'रेब' क्रेब 'हे 'या

न्तर्दे सूर्यः सुन्तर्यः दुर्यः सुर्यः स्त्रः सूर्यः स्त्रः सूर्यः स्त्रः सूर्यः स्त्रः सूर्यः स्त्रः सूर्यः स न्यायः द्याः सुन्दः दुर्यः स्त्रः सूर्यः सूर्यः स्त्रः स्त

न्न्यः चीत्रः व्याद्यः यात्र्यः याद्यः याद्यः व्याद्यः याद्यः या

रटःखेश्रःषुःतःचर्सूयःयदुःस्ःक्ष्यःग्रटः॥ चभ्रःदटःसःचडःस्याःयदुःस्रुवःञ्चःध्या २८ डवा से देवाय देव ५५ थिव य दे।। व पर्वित र्से न स्वस्तर मे संस्तर सहस्ता।

वसायरः र्हे रहे नसासा वृत्ता श्रुवः हा है । दः र्हें ते : त्तुः हो त् : त्या देते : त्या हे व : त्या । वे : र्हें त्या से त्या : से त्या हो ते : त्या । स्टान्तरः हे : सामा व : रहें सासे त्या ।

स्ट.ज.सर्वि.चतु.लेश.चस्य.स.स्वी। इना.ये.प्रेस्त्रिस्य.लेश.चस्य.ज.व्यंत्रस्य.संही। इना.ये.प्रेस्त्रस्य.लेश.चस्य.च्यंत्रस्य.संही।

मःयो म्यार्थे द्वान्तः स्वतः श्चित्रः स्वतः स सः स्वतः स्व

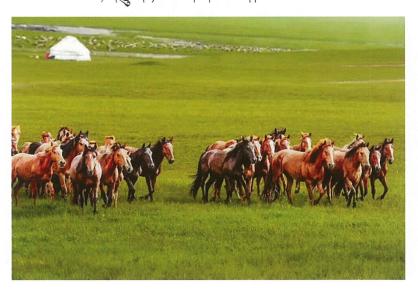


## वि'नदे'ननमायमा

वहेंद्र-देश-वर्दुद्र-ववे :ग्लु-वर्द्ध्य क्षेत्र-वहेंद्र्य

न्हें अ'वात्र अ'चन्द्र'द्र' दें क्षे मह वादि अ'वर्के चार के खें के विवासी द वयर। रूर:प्रावव हेर्ग्ये पर्रेर्ग्रेन मुन्न सेर ले ह्या मे वर्ष यसः स्वानायर में रामहेत प्रों राम है लु सार्वे राम होना धेत प्रशा क्रे.च.ट्र.चार्यश्च.चलट्.च.म्बेलाचिच.ट्ट.ध्र.म्चेषा क्रुट.च.ट्र.चार्यश्चर्या नन्दात्रः क्रिंग्रास्ट्रेन्द्रः से से रास्यात्रः विषा धित्र त्वरः वे द्वा वी वनस त्रमान्त्रेमात्ममान्त्रेमान्यमान्यमान्यम् वर्षामुनाव्यमान्यम् नि.योग्रटश.श्.त्र्य.त.व्यटश.श्रुट.य.जन्ना रयो.सुषु.वयनाजनाजायहेय. वर्षाक्तित्वाचात्रम्यात्वेषायेत् अत्रार्दर्द्राच्येते वर्षायायहेत् वशःभ्रमशःमनशःश्रीःकुतः।वःव्वत्शःसदेःश्रेःभ्रेरः५८ःक्षेत्राशःशेःरेःर्ये५ः ग्रमा ने न्यायी क्रियामि दे स्याय यहत में लिया सेदा में न से याय क्ष्या । मूर्यासक्र्याची नगतान्त्र्यित्यातक्ष्या स्रीत्वी नदी नत्रा स्वया यानहेत्रत्रभर्मेन् से नेवासा ही दें में सुदा सुन नदा देवा वालुदा हुन दह्रव.क्रेन.री.सेन.लुच.सूच.सूँट.रटा चिष्ठा.चन्न.चर्च.सेट.च्यास

द्रातालर मि.यं प्रीर विष्मुग्य स्त्रीय पर्द्र्य प्रहिमा विषय पर्द्रिय हिमा ह्राञ्च र्ळिनायान्त्रिं रानी प्यानी चार्श्वेर प्यते राना स्थाया स्थाप राज्ञेया सद.व.च.ची.ची.ची.कूर.क्या.लुब.स.यह्त्रा.मुट.ची.सु.स्चाया.क्ट.स्य. न् र्मे . लूटी वह्ना हेव. मु. त्वरा द्वाया लूटी . क्टी वी प्रवे . चया या या व यहेव.वशःश्रीय.ततुःश्री.चू.वश्रायका.यद्वा.रीह्रेट.रटः र्वव.खुटा। यटः यहेव.ला न्वायः नर्भः नृष्भः व्याः धेतः प्रमः स्थाः स क्ता हे <u>ज्ञ</u>पतित्यहें सामसा भ्रे कें किताया है प्रापी क्याय की क्र देव.इंस.ज.प्यूर.त.र्टर.झ्.स्ट.चश्चरश्राची वोड्याचर्डूर.ग्री.सिवी.पड्येस. ब्रु क्वें नाया के त्राप्त के त्र यपियः इस्यशः स् व्यून्यः ग्रीः देशः उदः राक्ष्याश्वान्यः स्थान्यः स्थाने स्थान য়ঀয়৻ড়য়৻ড়৻ঀ৾ঢ়ৢ৾য়ৢ৾ঢ়ৢ৾ঢ়ঢ়ঢ়ৼঢ়ঀ৾৻ঀ৾৻ড়ঢ়ৢঢ়ৄ৾৻৻





# वे नदेवे सूर न से दश शुः शुं द्

वहेंब रेंब न्तुव चंदे च हे र्वो ख्व के रेंदा

व्ययः भी यात्र विश्वयः विश्यय

र्स्न-स्रुट्-छेट्-वर्ट्-विन-स्रुट-स



# नन्गानी श्रुन ह्या

वहेंद्र देश वज्जुन प्रदेश्व हे क्वें वजन हैं है।

नन्नानी भ-रुश निहेना सदे श्रून हु हैं। वि.वि.श्रुज्यःश्रुज्यःदर्श्वयःव्यात्रेः श्रृदः पर्।। नःद्वेदःर्वेन् ग्रीः नाद्यश्चनः यानावेग्यः है।। ह्या.धै.चेश.चेषु.योवशालायनरासरायळ्या। नक्षेत्रसम्माद्यम्, पर्ट्रस्य पर्द्रः श्रुवः ह्या यर-र्-यादश-ग्र-र्वेर्-ग्रे-भ्र-्भियाः श्रु-श्रा बुदार्सेट सेद मंदे केंट्र के स्नूट सेवा पर्दे।। देर-त्यावह्यान्चेर-व्यास्यान्चे । ह्य-व्येर-व्येत्। सहयः नहें व्यवः पदे चेंदः देग्या श्रुवः ह्या ही। <u> કું.મૈત.તીતાની મારા ટે.યલેનોજા ગ્રેટ. 2ેટા |</u> दर्ने न सेसम उद गुद ल सर नेम दया। चिष्रभार्ट्र क्षेट्र हुत्र क्षेत्र व्यायवायर क्षेत्र। र्ह्वि:रेग्।इस्रायराय्यायदे श्रुवाह्वाळी। देव-क्रेव-पानेन-प्ययाञ्चना-प्रदे पानियान वटा है।। कुत्र-५-से क्रस्य कुर्य दित्र पेर निर्देश रर:रेवाश.यु:बुवा:इसशायायसःक्र्रित्सहेँद्रा

म्ट्रिया प्रीक्षित्रम्था स्थान्य स्थान्त्रम् स्था स्थान्य स्यान्य स्थान्य स्यान्य स्थान्य स्थान्य स्थान्य स्थान्य स्थान्य स्थान्य स्थान्य स्य

यद्याः दृष्टः भेर्याश्चा विष्यः स्थ्यः स्थ्यः स्थितः स्थितः स्थितः स्थितः स्थितः स्थितः स्थितः स्थितः स्थितः स स्या स्थितः स्था द्या प्रति स्था स्थितः स्था स्थितः स्था स्थितः स्थिति स्थितः स्थिति स्थितः स्थिति स्थितः स्थिति स्थिते स

#### ब्रे-सुर्।

र्क्षेन बुर कर मार्ने द क्वें नवद द्वीमा मानेना

- (१) मडेशः श्वमाः क्रमः स्टालेमः स्टालेशः श्वाः स्टालेशः स्टालेशे स्टालेशे स्टालेशे स्टालेशे स्टालेशः स्टालेशे स्टालेशे

(३) देरानी पहेना हेन श्रु अये निरानस्था धेना।

कुर्ने राद्येन से श्री श्री से स्था हुया दु प्रस्ति।

च हे निर्देश हैं रात्रे श्री श्री श्री स्था हुया दु प्रस्ति।

च हे निर्देश हैं रात्रे श्री से स्था से निर्देश हैं निर्दे



# ग.र्रूश.शुत्रश्.ग्री.र्सेग.यर्जा

वहेंब देश यनुब यवे में द में के देर हैं है।

गाःचेः शुक्षः द्वदेः नद्गाः में में द्वार्काः ह्वारा [म:चद्रःक्ट्रेंट्य:शुःक्ट्रेंट्:चेंड्रेंट्:चल्व्याय:य:पटः।] याःवसः नद्धसः ग्रहः क्याः न्याः विदः श्रिस्। ८.ली.श्रुव् ज्ञुरानङ्ग्यानर्डे याळ्ट् योट् नहरा। ङलन्। नुबेर-५५वः सर-देवे देन्-धुवः व।। ळ:क्रुंब:प्प:र्वश्येद:यंदे:क्रु:द्वेंब:क्र्या। हर्के हुर नेशयत्तर न नवेतर् पर्केरा। *ୠ*ॱऄ॔ॱॿॱढ़ॏॸॱॸॕॸॱऄॸॱढ़ॏॱज़ॺॱॺॗॸॱ।। हुःयदे न्तुः अदे हे अ यह वा र्वेट के रहें आ वत्रकुषायदेःसर्धारहरुके हे । न्त्रिते नुस्रास् र्वेन्या कुष्मित्र मीया। व बुग स्र सर सुर रे नरे सुर वर्षेग। मःइःक्षुःतुरःबहेकःमदेःग्रवःर्मेदःदेर॥ यः अःश्रुवः ह्यः विः चरेवेः महः गावशः ग्रुमः।। य.धीर.जर्भ.भीर.क्षेत्र.सद.भी.रेशर.मी.शा सःगडेगःश्वरः द्वेदेः रूटः द्वटः रूषः यः वडद्या

इ.इ.चेट्याइयाच्येष्ट्रच्याच्याच्याच्याच्याच्याच्या क्र.चट्रेष्ट्रं अ.सद्य.खे.चट्टेंद्र.चक्रे.चिष्य.श्री। इं हिते श्चित श्चर देव केव सम्व प्यमा। ૡૹૻૣૡઽ૽ૻ૽ઌૢ૽૾ઌૢઌ૽ઌ૽૽ૢૡ૿ૢ૾૱ઌૹૢ૾ૺૺ૱ बः अः उद्यायः रेवः द्यात्रशः श्रेन् स्पर्।। यः उनाः भूनः धेनाः नेनाः नाबुरः यः नर्डे वः वशा . प. रचरा से द. चंदे : क्वा से सम् से दे निर्दे द । प र खुना नहीत र अर्गे में के वर्षे अपना त्यः सुदः र्क्चेनाश्चर र्दे न् इत्तर् हेना श्चेत्यः क्रीश्रा भःहे:श्रुव:त्नु:ह्मअशःग्री:रर:८्नर:ळेन्।। शःधीःमी यमः नदेव मदे महाहेश वहेंग। *५*.२.अर्ग्, अह्वा अेट सदे गाः <del>ह</del>ें अप्देश षासदे तु द्धर के रेट हे हे थेया। ५.२८.त्रेग.२४४.४४.५४.८५.८ग.स.लू४।। ષાસદ્ય: ર્જે: ર્જે: ર્જે: વ્યા : કેન્ડ્ર- ફ્રાંચ |

# ररःशिकःशूरःयदःश्चैं यरिरः।

वहेंब देश नतुब यदे नश्रश क्षेत्र वहेंब नहीग गहेबा

वसास्रायुः ची.लटः छेटः वसाः छेटः टी. खेवा। चीटेची. कथः क्यों-टेश्चटः चीटः विषयः चश्चेचसाः सार्वस्रा। ची.टेटः चु. खे.चीसः स्त्रेटः स्त्रेत्राः इ. क्यें. क्येंटः चीसः क्येंटः स्त्रेत्रः सालेखः टी।

मुडेनाःश्रॅट्ट्रन्तुंन्वज्ञान्यदेःहेःसःन्द्रा। म्रायदेःसहंद्रव्येष्ठ्रत्युव्यःप्याद्यन्यःप्येशा। म्रायदेःसहंद्रव्येष्ठःगुव्यःप्याद्यन्यःप्येशा। म्रायदेःसहंद्रव्येष्ठःस्यक्ष्यःप्येशःस्य

वि.श्रुच्.श्रुट्.व्रमःश्रुट्.श्रुच.व्रीट्.व्टी.मक्ट्री मोवय.ज.ट्रम:टे.न्.न्युः.ट्रीया.मोवेट.जा। मोट्या.क्ट्रम:ट्री.न्युट.श्रुच.क्ट्रमा।

#### र्ष्ट्र-धुग

वहेंव देश वर्व पदि हैं र पर समुख सर्वा

र्विन:शुना बेन: न के बिना धेव श्रूबा द्या *ॺॱ*क़ॖॱॿ॓ॱक़ॗॖॖॖॖॖॸॱॸ॓ॱॸॄॺऻॳॱऄॺॳॱढ़ॺॱॸॄॸॱ।। क्टर्बेट्स अर्चेन्य संन्त्रिन्य संस्थान क्ट्रान्त्र स्थाना ध्वेत्र स्था अधिव स्थर महित्र स्था। र्वित्रः धुनाः श्रुटः श्रुविः नावदः द्वीयः नावः वनदः छे।। गाय हे श्रुम श्रुम श्रेम अन्तर गर्वेन कंग के।। ર્વિત્રઃધ્યુના:સુદ:ર્સ્ક્રુન:એન્:પલે:હ્યુદ:પલે:તૃદ:[[ ळे:श्रॅम्'ग्रह्भ'सेट्'र्ल्ट्रन्यसर्वेट्'म्थय:रेट्या <u> </u> ત્રુંત્ર-લુંત્ર-શુંત્ર-સ્ટુંત્રાચાર્યું ત્રુંત્ય-હુ્યું દ્યાર્થી ! શે જે ત્યુય એયય ગફિય ગ્રામ વદ્દે વ દ્વા वर्से न नम्रे व के त्याव कं कुराव से वाया। वेत्राष्ट्रराधेरायानज्ञताब्रे माडेकाचरावहिंगा श्वेट:गे:र्वेट:सु:सु:दे:र्क्टश:र्ग्रेग्शःर्क्ट[ र्थः क्रिवः श्रुवः तायवन् । वर्ड्डवः वावनः क्रुः निनः।। चिर.ड्र.धूॅ्य.चेंद्र.च्र्रि.खेच.क्टर.क्टर.वर्टी। चाड्ट.स.ध्ट.च्चै.चात्त.दचाट.स्रेच.धे.क्रु॥

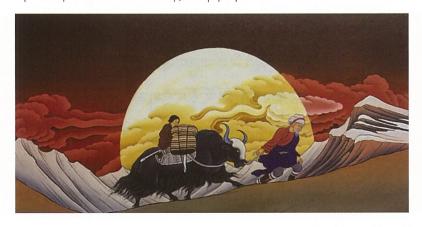


# र्वेन देव शेयानाया नेश खेंब न्वेश

दहें तुः देश दुवा चित्र सु दतुश वर्ष्ट्र व दे तु द्वी खेवाशा

म् न्यर्गविर्वेश्यर्ग व्याप्त्याची वर्ष्ण व्याप्त्र व्याप्त्य व्याप्त्य व्याप्त्य व्याप्त्य व्याप्त्र व्याप्त्र व्याप्त्र व्याप्त्र व्याप्त्र व्य

योथ्यान्यत्रेन्द्रात्त्र्यान्येन्त्रेन्त्र्याः स्थान्यान्यान्याः वर्ष्ट्रवः वह्रमान्दरव्दे इन् ग्रेअसे क्षेत्रमी वर्षे नायामित्र सुमायान्दर महिन्स्यर्भान्ये निवेश्वेत् वित्रस्य वि नश्रम्भ द्वित्र स्ट्रिन् प्रम्ति । प्रमानिक प्रम प्रमानिक प्रमानिक प्रमानिक प्रमानिक प्रमानिक प्रमानिक प्रमानिक यर्वास्मिन्कुत्री रार्टाहर सूर्वा मूर्वा मास्ट्रिं प्रदेश यह । यह । लुष्ट्रेश टाक्क् शाह्या सम्प्रान्ते शाल्य स्थान्य स्था श्रुप्रभावते भेवा विद्या विद्य શ્ચે ત્રેનાશ્વ છે. દા સુંદે દ્વાવ દય નાદ ભેંદ્રા ધારે સેવા શુરા ધંદ્રે કરાયા નેશ दर्ळेल न्वेंश नेश र्षेत्र ने प्यट मार्डे में में न्ये मे मार्श है मे माया बुट ८८.भवेष.भूप.श्रूप.श्रूप.वोर्याय्टरक्ष्यश्रःव्याः १८.५८.१४.१०.५४. भेवे अळंत्र हेट्र ळंटा वा वेवा पॅटा वा <u>चे</u>ट्र प्रों शा हेरा वहेत्र वेंट्र भे स्त्र मर्बिद्र-मार-५५: बिमा-धेद-धर-मार-धुन-धुन-ग्रीश-विश-धेर-धी: बर्न-ता <u> ৰিন:ভ্ৰম্ম:গ্ৰীম:নমম:র্ব্র:মাদ্র:দ্র্মিমা</u>



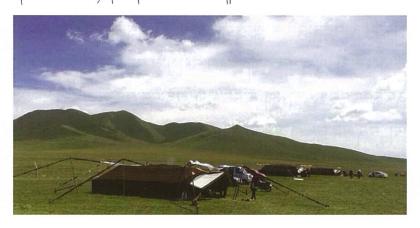


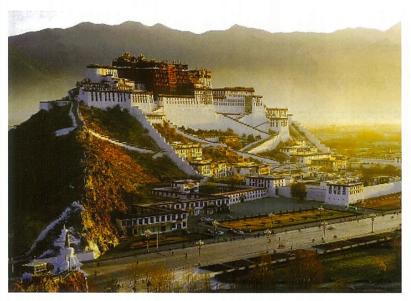
### वर्जेग:मा

वहेंत्र देश दुवा यदे वें वें या अदश कें देया

त्र्वः हेत् श्चित्रायात्रायात्र स्वात्र स्वात

यदुःबरःश्रेनःबयशःश्रेनःसदुःबङ्कःयदुःकःन्बरःन्वाःग्रहःलुबी बर्जेूबाः मःइस्रान्द्रम् विदःस्रुवःस्रुवः शुक्राः श्रीम् । स्वार्मिनः विदः स्वितः । स्वार्मिनः न्वीं अध्यक्ति : केन् : ना ना निवासी निवासी हैं ना ना केन् : ना निवासी हैं ना ना केन् : ना निवासी हैं ना ना केन् *८८.चाबव.ज.*त्रामुं स्पोर्ट्रस्य। ब.व.स्ट.क्षेट्र.मु.ट्रेन्यस्याद्यः केट्र.च दक्षरामुनाः सम्बन्धः प्रत्याः विकारवार्यः मन्त्राः विकारवारः देतः स्नेनकाः क्च.यनाः नीरः विषयः क्रीयाः सूर्यायाः अप्तार्थः सुर्यायाः विष्यायाः *इ*स्रशन्द्रवाग्रीशर्जेटा हिस्-तुः वर्ळेट सेंट्र ग्रेट्रवा ने पेंट्री हे ते वर्जेन यः<sub></sub> इस्रश्रायः सर्क्षेत्रः त्रान्दायेतः स्त्रीतः स्त्रीः सर्क्षेत्रः स विनाः धेर्वा नायः श्रेनः ने त्यः श्रे तर्देनः चर्वे स्थादशुरः नश्रुवः यः धेवः वा सेन्'गोर्नेन'गो'ऍन्'स'स'बन्। *ङ्ग*'स'गाब्न्'नवेस'नहन्दस्य'दर्बेग'स' ह्यश्राणी पर्कें हेत् येट पर पर्वेश पेंट्र





दवे सः धुवः र्वे न

स्वास्त्र स्वास



विःचन्तेः नेन्न्त्रं त्र्यं त्यं त्र्यं त्यं त्र्यं त्र्यं त्र्यं त्र्यं त्र्यं त्र्यं त्र्यं त्र्यं त्र्यं त्र्य

# ग्राम्बर्गं उत्रार्थे स्थानी महित्

दहेंद्र देश वर्द सदे मेंद्र संग्र व्या विश्व देंद्र द्युवा

धेन्-नुःर्देदः-नदेः प्यदः ईन्।वानः नः उद्या इतः नुः वित्यन्यः र्वेन् व्यवः देः देः स्रस्टः उद्या इतः नुः वित्यन्यः र्वेन् स्यान्यः उद्या स्टः नेदेः सः पुत्यः वेन् र्वेट्ट् स्यान्वे निहेन् उद्या

ख.क्या.स.लीय.चूर्-जूर्म.याच्च.याच्च.व्या। क्र.बुम.याच्च.प्रच्याच्च.याच्च.व्या। क्र.बुम.याच्च.प्रच्याच्च.याच्च.व्या।

ल.रचश.खु.रेल.चच.लूर.कंच.श्रु.शरा। भ्र.लील.श.ज.चचश्वा.चंट्य.सू.ट्री। क्रे.लील.श.ज.चचश्वा.लंट.सू.ट्री। श्रुचिश.चखुर.क्रूश.श्रु.श्रुचा.चंट्य.चंटश.क्र्य.क्रूंटशी।

यःश्चेतुःग्वनःक्ष्यःश्चेश्वर्यः स्त्रे।। धीनःश्चेश्वश्चनः स्विनः स्तृतः स्त्रुनः स्त्रे।। कृषः नः धीनः नवितः र्वेनः स्तृतः स्त्रुनः स्त्रे।। नने वितः स्त्रुनः स्वितः स्त्रेनः स्त्रिनः स्त्रिनः।।

# गार्डेब शेसका ग्री मे श्रुवा

वहेंद्रानेशानकुन्यवे नश्रमार्क्के नश्रदावहेंद्राणे नेशा

गः <del>हे</del> अ:बेअ:य:र्रें द:अ:धेव:वें र:र्रें द:केर्।। [न:व्य:र्ह्नेना:नाह्य:अ:धेव:इट:नाह्य:न्ह्नेन:व्यवशा *ना*-तु-शःधोद्य-दा-कुःधोश-र्येद्-धोर-सद्य-रान्धेद-देश। ८:ळॅंदे:चॅ८्:अेअ:अ:नर्वेट्:२८:खुअ:अे:२ु:नर्क्केत्।। ङ र्डे स्मन ब्रेन ब्रेन सम्बन्ध रहे रहें सार्थेन ग्राम सुमा ळ सम्रुद र्वेट नदे नेंद्र हेंद्र होट सम्बद नेदर हु द्रीद्या ह'यव'कु'यहय'त्रेन्'यावव'कु'न्यर'धेन्'रेर्भुं। १.धर.भक्ष.चर्चेश.चेर्स्यावयःर्मग्रायःर्मे सामित्रिमा बःचलःकुःधेरुःन्जून्।नात्रुरुःङ्ग्रीनाःचःवर्देन्।नुरुःनेन्।। ८.२८.क्रिजामय.सर.सूर.क्री.लुश.यश्ची.बुट.बुयशा व.वार्ष्ट्र.सूट.शुष्ट्र.शुष्ट्रश्चा.यर्षेता.यर्षेता.यर्ष्ट्री। यः सरसः सः प्रोतः रेसः ग्वायः भ्रुगः प्रदे हितः प्रवरः स्रे।। य.त्र.स्व.री.पहूस्या.दे.संचा.रेग्रास्यश्चारीया नःवीयोशःकुः वरः यथेरः यश्चेषः तथा यथे यः सी। यामिव्यावियाचेयास्य प्रह्मियास्य प्रमानियान्य स्थानियान्य स्थानिय स्था

इ.५.चेटश.५४.चभूर.चदु.चेटश.व्य.व्ये.व्ये.व्येच्याया। क्र. म्वाप्तान विरान्ता विरान्ता विरान्ता विराम् इ.रचा.चेश.यश.की.रेशर.अधर.सूर्यायहरातारया। सःभ्रापरायपुरम्, जार्त्याच्याच्याच्याच्याच्याच्या विःस्रुवानत्त्रदःस्रे र्वेद् सेदे स्टेद्द स्ट्रेन् न स्रुव न वे सि स्या बरे बैर रे के प्रदाके प्यर वर्के व पार्वे र या। दःरुवाःश्रुवः ह्यः इत्रः सदेः ह्यें स्रोध्यः विदेवाः श्रीयः ग्रीया ज.चप्रम.खेट.चप्रम.ह्रम.श्र.म.दयट.ज.भ्री.श्रेटमा। नि.क्टु-मु.श्रुकालु कुंदे श्रूचश्रामा मार्म से नाया अःब्रियाशःयोदशःक्रिंदशःइतःब्रेटशःदेःवःश्लुःयोदःदे।। *५:५वॅ५:अ:बे५:बु:६अ:बॅव|अ:चॅर:ब्रे६:वा*५अ:धेदा। ल.चतु.चे.चूर्यस्थरायाचीर्यास्थरायांचूर्त्ता ५.क.भ.भैया.शुश्रभातक्य.कुर्यस्थास्थास्यत्तर्प्रा ড়<sup>৻</sup>য়য়৽ঀ৾৾ৡ৽ঀ৾৾ঀৣ৽য়ৣয়৽য়য়য়৽য়৽৾৾ঌঢ়৽ঢ়৾৾৾ঀয়৸

### अन् धिया

वहें व 'रेब' यर् व 'यदे 'य हे 'गृक्ष' द्यर 'हु गृ

र्वेन्-सवे-र्स्स्न-सुन्-स्रयः।। वेन्-सवे-भ्रम-धिना-वन्ने-व्या। वनन-वर्क्स्स-स्र्मिन-स्रोन-स्र्म-।। वस्रस-मृत-स्रुत-स्रुत-स्रोन-स्रिन-।।

र्वेन्-यदे-र्श्वेन-स्वन्-स्यःय।। भावत्यःत्यःयद्गःन्ने-तश्च्वेन-केन्।। मान्यःत्यःयद्गःनने-तश्च्वेन-केन्।। मान्यःत्यःयद्गःनने-तश्च्वेन-केन्।।

भूनिः सुषुः त्रक्षः यः म्या । भनः त्रीयाश्चायः सुष्यः स्वा । भूनः त्रीयाश्चायः सुष्यः स्वा । भूनः त्रीयः त्रियः सुष्यः स्वा ।

र्वेन्-प्रतेःश्चिनःस्वानःस्यःस्यः। सन्दन्नेयःर्येन्-स्वन्यःश्चितःन्।। सन्दन्नेवःर्येन्-स्वन्यःश्चितःन्।।



#### My identity, no Identity

By Tsawa Lobsang Kunchok Teacher

Unlike a drop of water which loses its identity when it joins the ocean, man does not lose his being in the society in which he lives. Man's life is independent. He is born not for the development of the society alone, but for the development of his self.

B.R. Ambedkar

I never imagined the thing that makes me unique could be much weak and helpless like me. I am referring to my Identity, the immortal self of mine. Attaching to 'I' and 'my' makes one complete. The private rights of any measure and sanctity are in fact based on these two. Individuality is an expression of one's identity and that makes I, you and rest distinct from one another. My faith on my identity was unshakeable for I presumed it to be extension of me and belongs to me only, unless I was thwarted with my paper identity. I believed being identityless can never render me into hopelessness. My hope

was my only oasis. It withstood all the storms of my life and grew into steel. Today, it is broken. Broken irreparably. And I lost my very identity. Hope is not an identity yet it relies wholly on it.

My identity, my artificial self, is issued to me by different institutions. These days issued Identity holds more sanctity than natural self. I treasure several identities in my wallet, sometime wearing around my neck like harness bell for cattle's. Identity is not born with the person but issued. This is how it goes around everywhere. This is how empowered officials and offices decide the identity of individuals. I am projected and presented as those printed on my badge. I must know and remember all the time that I am the one projected on my card. I have become like an item to be sold in mall with bunch of tags. I carry several cards in my pocket all the time - different cards for different uses.

It is not a problem of my individual; it is rather a crisis of my community which is worse than an endangered animals for they are at least listed in highly protected species by UN. Community here is Tibetan community, my community. Tibetans are confused in assessing their real self. It is not because they do not know themselves but because they are lost in heaps of issued identities. Funny thing about Tibetan is that the very foundation of all their cards, issued by private or government, is vouched on Registration Certificate which is miserably valid for one year only. Being refugee can also be a good identity but that is also contested and debated everywhere, internationally. Some say Tibetans are refugee other say not. Freeman is like Alice's world for them. Even after several generations in exile they still do not know whether they are freemen or refugees or neither. In most cases they are no one much like a pebble

on the roadside. Who cares?

The conflict of Identity Crisis among my people is not a psychological one. It is rather a kind of social and political rejection that constantly reminds them of outcast from main society. The crisis of 'what was I', 'what am I' and 'what can I be' is neither new nor has it popped up spontaneously. These are time driven crisis among our youth who tries to know where they actually belong to, politically and socially. These crises started over a night in 1959. And it is passed on to new generations like an ancestral debt. My grandparents who escaped to foreign land leaving everything back in Tibet had never imagined that their sons, grandsons, great grandsons, great great grandsons etc., etc. would one day search for their identity. Some of my brothers tried to assess their identity but they failed because Identity for us is like Shapeshifter of X Men. It appears to be something and mean something else. Seemingly addressable and many in fact tried it. However, nobody has ever answered it touching the real ground of crisis. For an instance, even to buy a SIM card, five pages of copied Registration Certificate are submitted. And RC is time bound for it works for a year only. Every year a fresh application is submitted for an extension of a year.

Many told and more agreed that home is where ones soul and spirit reside. Sometime this common agreement does not hold true, like in case of Tibetans, who have no home but their soul and spirit reside everywhere. They believed they made home but they are still a foreigner legally, and nothing more. Being a foreigner in one's own home literally means you are not one of them. It means you are outsiders. It means you are not supposed to be here. But where must they be if not their home? These unwelcoming stares from people remind their Identity and

its 365 days of validity. I too have tasted this bitter pill for last many years, in precise, since I started making my Identity.

In the process of making paper Identity, they lost many things including their own self. Had it be simple they would have home to live if not freedom. They would have aim to live for self if not for Tibet. They would have a hope to strive harder for their living not like a vagabond.

Personal identity for Tibetans may have some legal and political constraining factors but certainly this cannot outweigh private rights of individual. Without legal identity nobody can be of his own self. Lacking it could really drive whole community in searching self-Identity rather than giving their effort on common goal of community (the Middle Way).

Lastly, if there is any truth in my pen, I believe we need to build a stable identity for our own existential rather than just be a no one. Over it we can construct anything from "Middle-way to Full Independence".





The 34th Kalachakra Initiation

By Samlo Tenzin Choklang Class VIII

The year 2017 commenced with the great blessing for whole world as it started with the 34th Kalachakra Initiation at Bodh Gaya, the holiest place for Buddhists. I too had the opportunity to attend the Kalachakra teaching from H.H. the Dalai Lama. What a precious opportunity I had! Bodh Gaya is in Bihar state located in the north of India. It is the place where Lord Gautama Buddha enlightened or we can say prince Sidhartha became Lord Gautama Buddha.

More than two lacs people all around the world gathered devotedly to receive the 34th Kalachakra Initiation. The initiation started on Jan 3 to Jan 14. We started our journey from monastery on December 26 with my teacher and friends in a train. We reached Patna station in the evening of 2nd Jan. Indeed, I cannot explain how happy I felt. This is the opportunity that many Buddhist do not get. I am a privileged one. It is my first visit to the holy place. And this visit also

came during the Kalachakra Teaching of H. H. I consider this the best moment that I can ask for in my life.

You all know His Holiness always works hard for the world peace and Middle-Way solution for the Tibet issue. He shows the right path to us. During the Kalachakra too, he gave us profound teaching on becoming good human. Communal harmony is essential in making peace in our society. My days in Kalachakra are about generating compassionate heart and love for every sentient as my mother. We all can love others much like we do for ourselves.

My days in Kalachakra are essentially for developing love and compassion for every sentient being as I do for my mother. We all should become good human no matter whether you are believer or not believer and wherever you dwell or whatever you do you. We all must think as one human family. All great religions promote welfare of others through love and compassion.

When everything goes well there is always something uncalled-for news waiting in the corner. This happened in Kalachakara too. I saw many devoted Tibetans packing their belongings and booking transportation for the return journey. This is very unnatural. This is unexpected. They risked their





lives and home to have listen to H. H. and now they are returning without listening. I could not dare ask them because they look sad. Soon in that evening most of the Tibetans from Tibet were gone. Their tents were empty. I really did not understand about their strange behavior. In the next morning people are talking about warnings issued to them by China. I know Tibetans are brave. They cannot be subdued with the mere warning. They should have something big to loss else they would never return without listening to H. H.

On the last day of teaching, I made long live prayers for H. H. and prayed I too be able to generate compassion like Him. After Bodh Gaya, we visited many holy places like ruins of ancient Nalanda, Vaishali, Sravasti, Kushinagara, and many more. All these places connected me to the Lord Buddha more. Wished I could I flash back to the time of Lord Buddha own teaching. However, I have H. H. who is not less than Lord Buddha for me. I am happy that I am having all the teachings of Lord Buddha from H. H. who himself is also enlightened.

Then lastly, we caught train to Hubli. Our train wheezed into the time and reached my place within a moment. I have become a new man now.

#### Mother's love

By Kongpo Lobsang Nyima Class V I Feel, I feel Mother! I feel your love You are near and dear So I feel your love.

Your chupa is white Your anklets and necklace make you more beautiful and makes me love you more.

You are so fabulous so beautiful and kind always peaceful and loving makes me love you more.

With your loving and caring,
I grew to man.
Oh mother! Oh mother!
You are always in my heart.
I feel your love even from distance.





# A brief history of Tibet

By Kongpo Tsering Dorjee Class VII

I think my school fellows and people all over know Tibet better than me because it has been on world news since its invasion by China in 1959. Tibet was a free country like others. We already know all these so I am not going to write about it. I confess from the beginning that I am not a Tibetan but I consider myself as a Tibetan and Tibet as my country. I like reading Tibetan history because it is fascinating and enriching. Only in the Tibetan history you will find kings doing real spiritual practices and considering his subjects as his own families.

Tibet is known as the roof of the world because of its altitude from the sea level. It was the highest region on the earth with an average elevation of 4900 meters above sea level. It is one of the most beautiful countries with full of greenry and snows. There is no any country as peaceful as Tibet. Tibet was a free country with its own kings. It had forty two kings and the first king was Nyatri Tsenpo and the last king being King Lang Dharma. Tibet is a Buddhist country but there was Bon culture before the Buddhism came in it. Tibet had three main Buddhist kings, Songtsen Gampo, Trisongduetsen and Tri Ralbachen.

The King Songtsen Gampo married a Chinese and Nepali princess to get the holy statues of Buddha from China and Nepal. Both princesses were Buddhists. He was 33<sup>rd</sup> King of Tibet. Tibetan did not have their script before the King Songtsen Gampo came to throne. The King Songtsen Gampo sent his minister Thonmi Sambhota and some to India to learn Sanskrit and make Tibetan letters. Thonmi created Tibetan scripts after learning Sanskrit for several years in India. After the creation of Tibetan scripts and establishing grammatical rules, Songtsen Gampo invited many sages from India to translate the Buddha's teachings into Tibetan. Buddhism flourished widely in Tibet during his rule.

The 37<sup>th</sup> and 41<sup>st</sup> King Trisong Duetsen and Tri Relbachen respectively, invited many learned sages and translated Buddhist scriptures and Poetries into Tibetan. They constructed many monasteries and temples. Buddhism flourished greatly in Tibet during their rule. However, the 41<sup>st</sup> King Tri Relbachen was killed by his own brother Lang Dharma the 42<sup>nd</sup> King of Tibet to ascend himself on the throne. King Lang Dharma was very cruel and destroyed many monasteries and temples. He burnt Holy Scriptures and Tibetan grammar books which were created by Thonmi Sambhota. Instead of developing





Tibetan cultures and tradition further, he destroyed all those. He hated all learning centers like monasteries and grammar centers. King Lang Dharma was killed by Lhalung Palgi Dorjee for his brutal ruling and destroying Tibetan cultures. Tibet left without king for long time after King Langdharma passed away. During that time there was no one to govern the Tibet so it started to split into small states. It might be politically divided but culturally it still stood as one. Buddhism again rose into its prominence and guided Tibet into a Land of Compassion and Love. Dalai Lamas guided Tibetans in to spiritual development unless the red Chinese seized the Tibet in 1959 by murdering many monks and innocents.

So, I believe Tibet was historically independent state and Chinese subjugation is politically and morally wrong.



### **Buddhism and Tibetan**

By Lumbum Lobsang Tenzin Class VII

Long time ago, Buddhism disseminated into Tibet when there was freedom in Tibet. At that time, all the Tibetans were enjoying a happy and peaceful life. They believed Buddhism would always remain part of their community and prayed it flourish in future. They placed great hope on Buddhism unfortunately a tragic situation came to Tibetan people in 1959. "They are very unhappy with this tragedy" and Buddhism was under danger in Tibet. If Buddhism is banned in Tibet, the very culture and tradition of Tibetans would put under danger. Compassion is the foundation over which Buddhist philosophy and principle is build. Now a day's Buddhism does not flourish like it did before. Tibet lost its freedom to China. The Chinese took away not only country but also happiness and peaceful life of people. I always think that my people will have their heart for Buddhism. Tibetans can give their heart for freedom and Buddhism. It is known to all that more than one hundred people have self-immolated for Tibet and Buddhism. The struggle for the freedom and dharma will go on no matter how many generations it might take.

Tibetans cannot be Tibetans without their Buddhism.



## Potala Palace

By Rinchin Nima and Phurpa Dorjee Class VII

The ground underneath has worn fine grasses and it lifts my feet up as I walked on it. The surrounding was ornamented with pine trees that attracted all towards it. The flowers and plants have grown naturally to spread its beauty and fragrance all over. Cool breeze, chirping birds and buzzing bees created delightful melodies for all. The place is no less than paradise and rightfully it is called Lhasa, Abode of Gods.

It was morning when the glorious sun was extending its radiance over the magnificent palace, the Phodang Potala, which was the residence and office of the 5<sup>th</sup> Dalai Lama to 14<sup>th</sup> Dalai Lama. The Potala has 13 floors and is made of rocks, woods and soil. I could not believe myself and considered as my illusion. However, after seeing snow capped mountains and beautiful trees all around the palace then I knew I am standing right at the foot of Potala Palace.

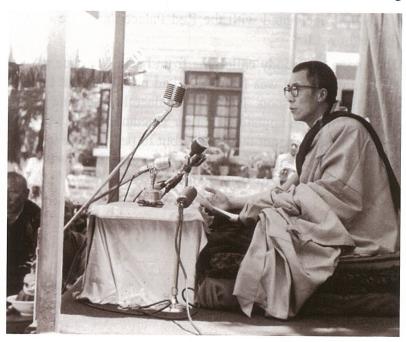
The dignifying beauty of Lhasa attracted the 33<sup>rd</sup> King Songtsen Gampo who made Lhasa his capital. Therefore, his queen Belsa Konjo built White Palace and it has nine floors. At present the part of White Palace was destroyed by bomb during Chinese invasion.

Just at the front of The Potala, there is array of butter lamps burning silently and releasing its soot in the air. I could not

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put my eyes off these lamps. I also lighted a set of 21 lamps and prayed for world peace. The palace is decorated with the chain of lamps. The beauty of lamp is obvious in the evening as we could see flickering lamps in the shade of darkness. The butter offered for the prayer is real butter made from milk. Tibetans though are poor but we do not hesitate in offering the best to our prayers and temples. This is the reason outsiders are surprised in seeing the depth of our faith.

I wandered everywhere in the rooms and halls of Potala palace. It is actually impossible to see all the rooms and statues of Potala Palace. I also have to offer prayers and take pictures of each room. I walked as fast as my small legs could and made prayers whenever I see special statues of Buddha. As I climbed high up I can see the amazing city lines of Lhasa. I can imagine what would H. H. the Dalai Lama be doing high up on the Potala palace when He was a young boy. I regreted a lot that H. H. has to live all his remaining life in exile leaving





this godly abode. The Potala is nothing without H. H. so I made a prayer for His early return to Tibet.

Whole day I spent climbing up and down like kids, as I was, and did not know when did the sun set behind the horizon. I was still enchanted with the Red Palace and have not yet finished my tour.

Then soon somebody called me from back. My time is over and the excursion was finished. I had no choice but have to leave the Palace soon. The Potala Palace has become tourist spot for China and outsiders but for Tibetan it is still a pilgrim and we visit there not take selfies but to pay respect to H. H. the Dalai Lama and ancient relics of our gurus. I was a kid then but my motive to visit The Potala was to pray.

## Words from heart

By Dhora Tsewang Dorjee Class VIII

I always urge my laity friends to consider monks too as fellow human beings. These days some people seem to forget that monks too are human beings. People often presume that a common man, who shaves his hair, changes his cloth and receives the vows from abbot, becomes a superior being.

In reality it is not like what you think. He too has attachment, desire, ignorance, feeling of happiness and sadness like any other fellow humans on this earth. Being a monk, he is not allowed to commit sinful acts which are against monks' ethics. However, some monks go against the ethics and it brings bad name to the Sangha. With this sinful act, I am sure you can consider he has not given up his delusion and hatred.

You might wonder why he has become a monk. He has become a monk to subdue his delusion, hatred, attachment and also to become a compassionate and good person. Being a monk means facing a long and difficult process. So it is good for all to know that it is easy to do a bad thing which could harm one and all but it is extremely difficult to do a good thing which can benefit one and all. So please don't lose your faith when you see some naughty monks.



### School vacation

By Tsawa Sangay Tsewang Class V

Winter vacation is the best holiday for student because it is a long holiday. Our school closes for winter vacation and we have two months holiday. Our teachers give us homework. Some teachers give us long assignment and it is very difficult work to complete. We go home to visit our parents. Some students stay back in their Khangtsen.

My vacation assignment was the most difficult the part of holiday. I played all the time and did not remember anything. I liked reading and I read all the books in my home but hated writing. There is also Losar in the vacation time. Losar means New Year. We bought lots of sweets and toy guns and football. During the Losar I played cricket, football, volleyball and etc. I played many games but I played football the most. I watched movies. Soon after Losar, school restarted and I had to submit my home work. Most of time I lose all home works and go to find some excuse. I am not good in lying and teachers always find my lies. These days I do not lie as I just submit books I read during vacation. Teachers appreciate my reading.

Winter vacation is now my happiest holiday as I play and read all the time.





### I wish I were .....

By Dayne Gedun Tsering Class VII
I wish I were the sun,
would have extended my dreadful rays
over Chinese soldiers and drove them out of Tibet
I wish I were the sun.

I wish I were wind, would have brought His Holiness in Tibet after driving away the red army by my storm I wish I were the wind.

I wish I were wave, would have taken my people to safe and threw away the Chinese from Tibet. I wish I were wave.

> I wish I were weather, would have hailed over China And buried them in my snow

I wish I were weather.

I wish I were snow, would have fallen over China and freeze them by my cold I wish I were snow.

I wish I were Xi Jinping, would have given freedom to Tibetans, and invited His Holiness to His Palace I wish I were Xi Jinping.

I wish I were the Xi Jinping, would have released innocent prisoners and gavin Panchen Lama to the world I wish I were the Xi Jinping.





# My life, my journey

By Lubum Lobsang Konchok Class VI

It was my first day in school with my brother. In class somebody teased me because I was the smallest. After school, I was going home with full of tears. My mother asked me what has happened to me in school. I told her that I would not go to school from tomorrow.

Then she sent me to Sera monastic school. I was sent to K.G. The biggest problem for me was to speak Tibetan and that I did not know any then. I was like a fool. I was bored and sad. I lived there for three years. In those three years I learnt Tibetan but I was still not happy. I did not want to live in Sera.

After some years I transferred myself to Gaden Jangtse Monastery. In Jangtse School I was sent to class two. Here I had problems with my health. I used to visit hospital more than school. I missed many lessons. I worried about my health. My friends also worried about me. They helped me all the time and indeed I am very proud of my friends. I cannot forget them. Now I am fit as fiddle.



In 2015, I went home for winter vacation. I travelled from Hubli to Tawang. The journey was long and quite a learning experience. First I was late to the station and missed my train. So I took a bus. I travelled by bus for two nights. After two nights journey by bus, I took a car for further. The journey by car was all about climbing up on the Himalaya. It was December month and climbing up means, temperature going down. It was extremely cold and everything was freezing around.

After climbing up all through the Zela pass, I reached home and my parents were surprised to see me as I have grown bigger. I was very happy to see them.

I can never forget those journeys. These days I always tell my friends that Life is indeed all about journeys.

# School Updates

### November 16, 2016:



School computer faculty Ven. Sonam Phuntsok organized inter-class computer competition where students from class VI to VIII participated. The competition was based on theory and practical aspects of Microsoft Office Package and Adobe Collections. It began with the inspiring speech from Master Sangyal Tsering from class VIII and Master Tsewang Dorjee from Class VII. School In-charge Geshe Tenpa Gyaltsen distributed the prizes to the winners of each classes.

## December 07, 2016:

The evening dialectic competition from classes V to VIII was held in the presence of all former abbots of the monastery, leading Dharma teachers and senior monks. The philosophical debate went so well that panel judges and viewers could not stop admiring students for their witty questions and answers.

### December 11, 2016:



It was 43rd annual school foundation day. The day was

celebrated with ceremony function in the morning. Many dignitaries from monastery were invited to grace the occasion. Former Abbot, H. E. Jetsun Lobsang Tsephel Rinpoche inauguarated the annual school magazine 'shes-yon-ki-them-ke'.

### December 20, 2016:



This day will always be remembered by school for it was graciously visited by Sikyong Dr. Lobsang Sangay and Kalon Mr. Ngodup Tsering. Sikyong delivered an inspiring speech to students who could not but just made promise to themselves that they would also work hard like Sikyong. Mr. Ngodup Tsering appreciated the writings contributed by students in the magazine.

## March 10, 2017:

School students actively participated in commemorating the martyrs and heroes who gave up their lives in protest against Chinese invasion in 1959.

# Apríl 13, 2017:



The day was recorded into the history of Jangtse School

for it was visited by H. H. The Sakya Trichen Rinpoche. Teachers and students extended their heartiest welcome to H. H. with scarf in their hands. H. H. blessed the school with prayers. Principal, Mr. Ngodup Tsering offered memento to Rinpoche.

#### May 05, 2017:

Monastic annual examination started.

#### May 27, 2017:



School reopened for the new academic session. Stationery in-charge Ven. Neten distributed new textbooks and notebooks for the students.

### May 28, 2017:

Japanese illusionist visited school to entertain students and staffs for an hour. He taught some tricks to our students.

#### June 04, 2017:

Out-going students gave 'The Thanks Giving Lunch' to teachers and staffs for teaching and taking care of them for long years. As always, the day was more of a kind of expression of pain in departing school than of enjoying the lunch.

### July 04, 2017:

The day went quite busy because lots of academic related curricular competitions were conducted. English Elocution, Tibetan Spelling and Quiz Competitions were held among class V, VI, VII



and VIII. From class II to V had Tibetan and English Spelling competition.

## July 05, 2017:



There is no more auspicious day than today in Tibetan Calendar. The days is simply known as 'Trungkhar, which means Birthday. There is only one Birthday for Tibetans in a year and that is H. H. Dalai Lama's Birthday. The day is observed with morning prayers for good health and success of H. H. The day is also spent on planting trees and serving poor animals. All high ranking Lamas and monastery officials are officially invited to the school function. School celebrated the Birthday with prayers and cake ceremony. Abbot Lobsang Choney Rinpoche inaugurated the new school gate which is built in traditional Tibetan style. Principal Mr. Ngodup Tsering told a brief life journey of H. H. the Dalai Lama to the students and staffs.

School Director Geshe Tenpa Gyaltsen thanked the dignitaries and guests in gracing the ceremony by their presence. School WAS declared holiday and students happily thanked.

#### Auguse 02, 2017:



School Environmental Club organized cleaning drainage systems and pavements around Monastery complex for whole day. They picked up and separated biodegradable and non degradable wastes found around the complex.

#### August 02, 2016:



Axor helmet launched international advertise-ment posing our school children. They caste our school children in their advertisement as they want to



present serenity and peace of our monks. As token of admiration, Axor boards gifted geometry box to each students.

The dignitaries to the Launching Ceremony were Mr. V.M Rayk, the State President of Bharat Tibbatt Sahyog Manch and Mr. Amrut Joshi from Hubli. The whole function was covered by Indian Express. School Principal gifted white scarf to the dignitaries and guests for the token of appreciation.

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Ven. Kelsang Tashi (Graphic Designer)
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