



DRUK SKAT

VOICE OF THE DRAGON

འབྲུག་སྐད་ཀྱི་སྐུ་

ANNUAL SCHOOL MAGAZINE
YEAR 2009 - 10

Blessings from the Founder

His Holiness Gyalwang Drukpa



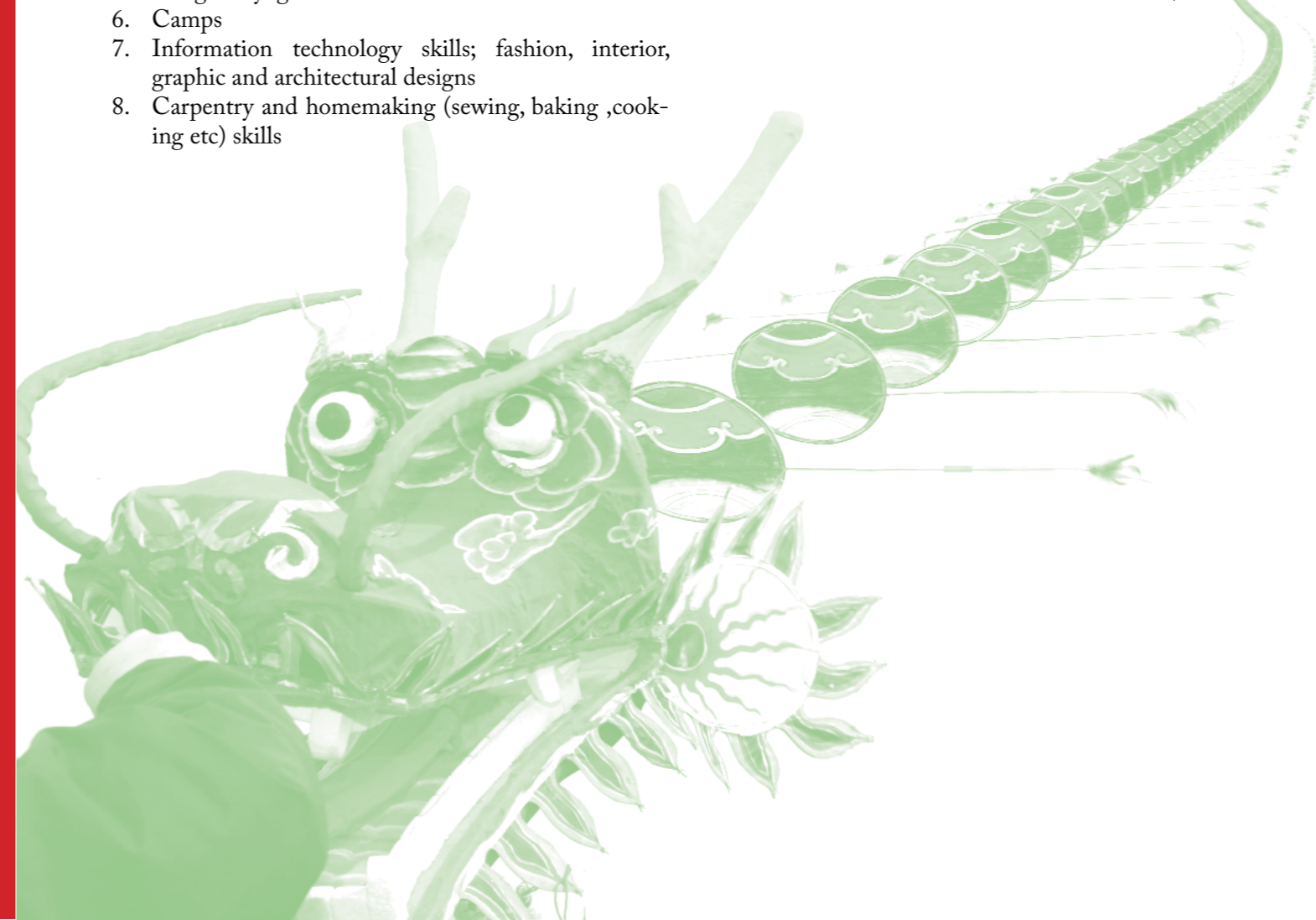
It is my wish that besides achieving academic excellence, the students of the Druk White Lotus International should also be able to develop well-rounded personalities through involvement in extracurricular activities such as the following:

1. Debate sessions; in the future, students should be able to debate with reputed schools in other parts of India.
2. Drama classes, so they will be able to express themselves better
3. Mass communication activities, such as making short videos of special interests, writing news reports, preparing journals, making books, etc.
4. Brass band / musicals
5. Kung fu / yoga
6. Camps
7. Information technology skills; fashion, interior, graphic and architectural designs
8. Carpentry and homemaking (sewing, baking ,cooking etc) skills

I am aiming for the school to be the flagship of 'LIVE TO LOVE' Worldwide. When these students become doctors, scientists, inventors, lawyers, accountants, architects, designers, etc., they will remember the good time and the good education and care that we have given them. They will come back to contribute their love, and support the school in a positive way, so that this legacy will continue effortlessly. For example, we can even think about making a movie or play of Naropa, which they can perform in it. And eventually all the activities in the school can be made into a documentary that may even go as far as being exhibited at the Cannes Film Festival.

I am sure that this humble birthday wish of mine, made on the Tsechu of 1st month of the iron Tiger Year, will be fulfilled by all of those who care about Ladakh and its future.

THE GYALWANG DRUKPA
Founder, DWLS



Foreword from the Chairperson

His Eminence Kyabje Thuksey Rinpoche



We are blessed to have a wonderful and incredible centre of learning in Druk White Lotus School (DWLS) as a result of the far-sighted vision of His Holiness the XII Gyalwang Drukpa. This praiseworthy school was born with the compassionate thought of His Holiness

to best serve the future generation of this mystical place called Ladakh. Being a born leader of far-sighted vision His Holiness realized that the best way to do so is to start a school where education would be based on the foundations of Ladakhi culture and tradition. In this way DWLS would be able to give modern education to the Ladakhi children while preserving their own culture and value system and turn them into model citizens of the world as they grow up. The mission now is to make this education centre par excellence into a future world-class institute with concerted effort from all concerned to realize the vision set by our great and beloved Master His Holiness the XII Gyalwang Drukpa. Up and leading the visionary pack is Mr. Prasad Eledath, our Principal of the school. A small yet a very giant step has been already taken by Mr. Prasad towards fulfilling the vision set by His Holiness in the form of the first issue of the school magazine "Druk-skat – Voice of the Dragon" which is very visionary way to inform the world about the school, students, faculties and associates in various forms and structures. We are all very proud of Mr. Prasad's invaluable contributions and for being a great leader. Congratulations for coming out with the first ever school magazine!

On a personal front, I take immense pride in being associated with DWLS as one of its guiding forces in my own little way, and certainly look forward to playing a supporting role to the management in making DWLS the proud centre of excellence eventually, thus fulfilling the wishes of His Holiness. It is indeed a dream come true to be able to serve His Holiness in my own little ways; being a part of DWLS fraternity (management, faculties and students) is a matter of great pride. I sincerely pray and hope that DWLS will grow into one of the best schools in the country and, ultimately, the world in the near future. We have to always remember that without His Holiness' prayers, blessings, far-sightedness, vision, etc, DWLS would not have seen the light. One of the most important and basic necessities amongst the DWLS fraternity is to serve His Holiness and work towards His great vision of placing DWLS in the prestigious education hall of fame one day - to make DWLS one of the best in the world and put Ladakh in the world map as a proud owner of DWLS.

Lastly I wish His Holiness a very long life so that all sentient beings can benefit from His compassionate activities for a long time to come. I wish and pray that Druk-skat is showered with every success and able to serve as the platform to showcase DWLS, through invaluable contributions from the students and faculties, as a model others can follow.

With prayers,

KYABJE THUKSEY RINPOCHE
Chairperson - SMC, DWLS



From the Principal's Desk...



Dear All,

Jullay! It is truly an enriching experience being part of Druk White Lotus School (DWLS) at this critical juncture of its evolution and a matter of honour for me to be the Principal at a time when DWLS is releasing the first edition of its school magazine. This magazine would not have been possible without the spirit of co-operation and effort put in by the students and teachers, and is a significant step towards DWLS being the school it wants to be – a school founded on purity, fortitude, co-operation and innovation.

I take this opportunity to thank all those who have helped to make this magazine happen and all who are constantly supporting the school in its endeavors, including the parents, the School Management Committee, mem-

bers of Druk Padma Karpo Education Society and other Drukpa organizations, such as Live to Love and Drukpa Trust.

The name of the magazine – DRUKSKAT (voice of the dragon) - thought of by the students is symbolic of the times that the school is going through; times wherein it is attempting to crystallize and simultaneously, express its true image in the face of all challenges. It is an attempt to represent the voice of its different stakeholders, who, by the virtue of being part of DWLS, a part of the lineage founded and envisioned by His Holiness Gyalwang Drukpa, are dragons. Inspired by His Holiness and His Eminence Thuksey Rimpoche, the Chairperson of DWLS, and with a passion for learning, each of us aspire to ever live and reflect the qualities of a dragon – of strength and courage, generosity and free mindedness. And as expressed in the words of the American poet, Henry Wadsworth Longfellow,

"... when the imagination wakes like a wind at midnight, and the soul trembles in all its leaves, it is a joy to be uplifted on its wings, and listen to the prophetic voices in the air that call us onward."

let us all like dragons, be messengers of imagination, magic and beauty, listening to the voice of our soul, and experience the joys, mysteries and wonders of living. And let Drukskat continue to soar, uplifted on its wings and be the voice of an ever increasing number of dragons, providing a platform for their ingenuity and sensitivity.

PRASAD ELEDATH
Principal



Dear Readers

I was delighted when I heard that Druk White Lotus School was about to produce its first magazine 'DRUKSKAT – voice of the dragon'!

What a wonderful name for a school magazine and excellent idea to give the students and staff an opportunity to share their experiences, views and creativity with parents, friends and supporters near and far, providing us all with a window into the life of the school.

It has been a privilege to watch the school and the children grow since the Infant section first opened in 2001 and more recently to witness how courageous the Principal and staff were in getting the school back up in running after the devastating floods and mudflows.

Whatever the circumstances I am always impressed by the radiance of the children's faces and their eagerness to learn not only from books but from the world around them and this, coupled with the willingness of all to love and nurture the children, makes Druk White Lotus School something special. I am looking forward to receiving my first copy of DRUKSKAT and sharing in the celebration of all that the school has achieved over the last 10 years. Well done 'Dragons' big and small!

ANNIE SMITH
Education Advisor & School Management Committee-DWLS

Congratulations Druk White Lotus School - from your friends and supporters in the UK!

After all the hard work to keep the school on track over the last months, launching Drukskat is a fantastic achievement. I know I speak for many in recognising this important initiative, communicating the inspiring work of pupils and teachers at DWLS around the world. Well done indeed!

JONATHAN ROSE
Chairperson Drukpa Trust

Message from the Chief Education Officer

It is a matter of joy to hear that Druk White Lotus School is publishing its first School Magazine. I extend my heartiest congratulations to the Principal, Staff and Students. The school is doing commendable job in providing education to the poor and destitute children of Ladakh

YANGCHAN DOLMA
Chief Education Officer, Leh

Message from Live to Love

Congratulations to the first issue of Drukskat! Drukskat is being released at very significant time, at a time when DWLS is going through various challenges inside and outside. Live to Love wholeheartedly offers its support to DWLS in these challenging times and in all its endeavours.

Education is on top of our priority and the Druk White Lotus School is now under the umbrella of the Live to Love family with support from all around the world.

Live to Love, a non-profit organization, believes that compassion provides concrete solutions to today's problems and through dialogue and action, the greatest human potential is unlocked. Live to Love blends traditional spiritual philosophy with innovative contemporary solutions in order to provide humanitarian relief in the areas of education, medical services, relief aid, environmental sustainability and heritage preservation.

The objectives of education are to disseminate knowledge, develop critical thinking skills, search for wisdom, and shape character. As member of society, we must interact with society. We must teach our future generation to learn to live with themselves as well as with others. Empathy and love enable us to accept peoples of diverse cultures and backgrounds to overcome gender, age, cul-



ture, and other barriers. Hence, we must work not only to improve oneself, but also to build a dignified society.

There is truth to be found in all of the major religions and systems of beliefs of the world, including Islam's "purity", Christianity's "universal love", Confucianism's "virtue", Buddhism's "benevolence", and Taoism's "compassion". As experience is the way to the path of understanding and love, Live to Love hopes to build a parallel system of mutual learning and respects for children of different societies, from which appreciation for others will grow.

We hope that you will join hands with us to activate love in the beautiful land of Ladakh.

VANESSA PONG
Deputy Chairman
Live to Love

Message from the School Manager

All schools have their school magazines, we at Druk White Lotus School (DWLS) dreamt of having one for past few years. Now with the blessings of H. H. The Gyalwang Drukpa and the efforts put in by the Editorial Team the dream has come alive. It gives me joy to see the first edition of DRUKSKAT.

I am sure the students and staff will come out with a lot of articles, poetry and art work.

Wish you all happy reading!

SARLA CHHEWANG
School Manager



Editor's Expression

Dear Readers

Lotus is a symbol of purity, peace & beauty. These three attributes are the essentials for an Ideal Life. The ideology of Druk White Lotus School is reflected in its very name. A White Lotus personifies a Perfect Persona in the contemporary world. The present time is witnessing one of the most degraded features of mankind. Thereby, the purpose of education in the existing scenario is to develop virtuous contributors to society, who keep humanity first (A virtuous life through value education).

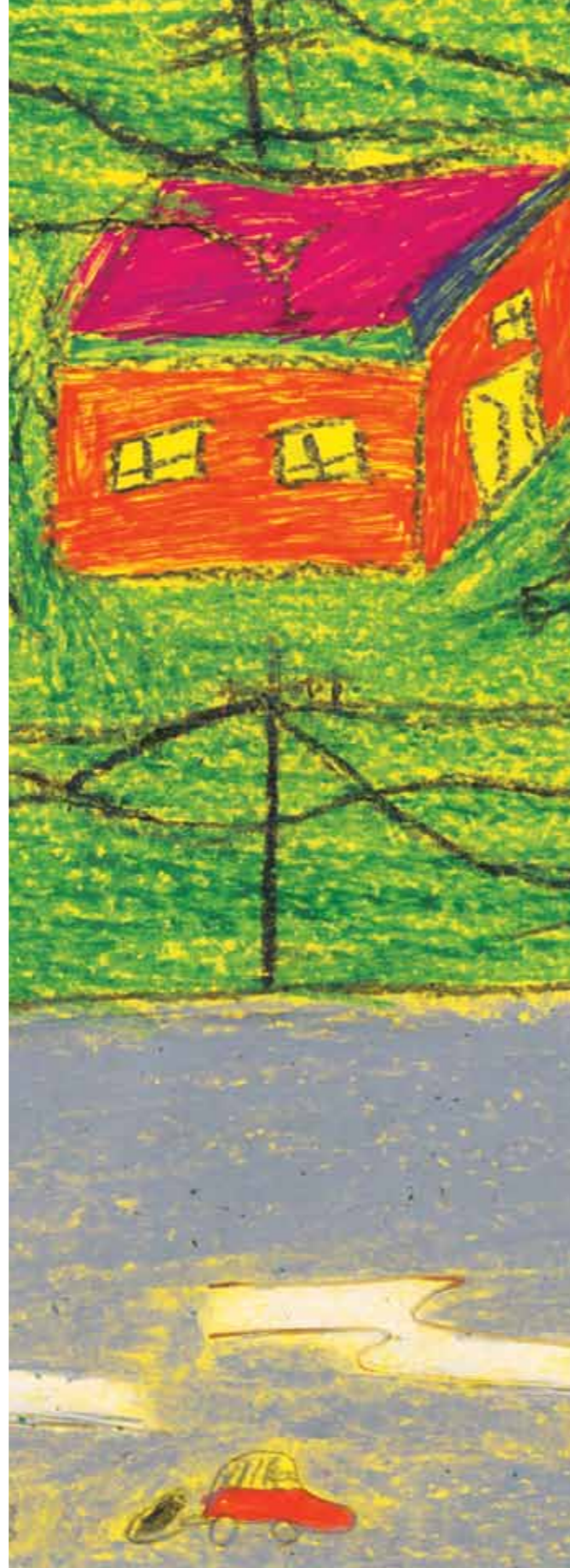
The maiden issue of school magazine aims to motivate its contributors by printing their creative expressions in its purest form. The sole motive of this magazine is to provide a platform for the presentation of the innocent impressions of the learners in black & white. The inspiring quote behind this move is, 'Allow a child to be a child'.

Since thought is the first level of creation and valuing one's thoughts is the first step towards success. A Literary Mission named T.O.P. (Thoughts on Paper) was launched to facilitate the progression of DRUKSKAT (Voice of the dragon).

To make every step of schooling an enriching learning process, DRUKSKAT is an endeavour to make the learners trust in their inimitable impressions. May the voice of dragon spread the message of peace, purity & prosperity all over!

Happy reading!
Earnest Regards

SUMIT SHARMA
Chief Editor
DrukSkat



Chuskit Dolma - Class 5th 'B'

Head Girl's Report

Roles are defined by responsibilities

On 5th of May, 2010 an oath taking ceremony was organized by the school. I the Head girl took the pledge to come up to the expectations of my peers and teachers, and also to take care of my younger brothers & sisters. My aim as a Head Girl is to solve the problems faced by the students, with the valuable support of the student council members, who all are very cooperative.

We were planning & working constructively for the betterment of the students, but then came the black night and the flood waters washed and damaged our school badly. We thought that the learning process would not be restored for many months. But with the help of H.C.C. (Hindustan Construction Company), the school was brought back to normal within no time.

Mr. Aamir Khan and His Holiness Gyalwang Drukpa too visited our school during the time of crisis.

Our school also started a community service programme for the flood victims. The programme surveyed and prepared a list of the students who lost their parents or had no financial support to continue their studies. Presently 37 such students are getting free education and staying in the hostel.

The school is indeed growing with leaps & bounds. The teachers are teaching with creative techniques, activity based learning is a part of the school curriculum.

At the end, I would like to thank the Almighty that all students and staff members of DWLS are hale & hearty. May each one of us fulfill our dreams in life!
Best Wishes!

TSERING CHONDOL
Head Girl
M-VIII



Head Boy's Report



Karma Tsewang - Class 2 'A'

A Mission Called: Druk White Lotus

Our school was established in 2001 with the grace and vision of His Holiness the Gyalwang Drukpa. The vision of His Holiness is to see smiling faces of the children who get quality education with modern approach. Children of Ladakh region are fortunate to have a school which has the blessings and love of His Holiness.

This year (2009) started with much fanfare and we noticed lots of new faces in the school as well as in the hostel. The hostel strength was 200 and now in the month of September 2010 our hostel strength is 241. Our Principal Mr. Prasad Eledath has brought radical changes in the school curriculum and administration. Because of his involvement our school in general has developed a lot and now the students are getting quality education.

Our Principal has employed teachers from other parts of India to give us exposure and quality education. This year our student council was formed in the hostel as well as in the school. Idea of forming the student council is to impart managerial skills to the council members and to make them understand various school department functions. Oath taking ceremony was held on 5th June 2010. Parents were invited to witness the events and they enjoyed every bit of the moment.

In the month of July His Holiness visited the school and we were fortunate enough to plant trees with him. He blessed all the children on that occasion. On the night of 5th August at 11:30 we witnessed life threatening incident of cloud burst. It was raining with loud thunder and there was a power cut all over.

Students of the Pinzela and Warila house were on a higher ground and they were taken by our warden to Shey palace. Students of Khardungla, Taklangla, Zojila and Singala house were stuck on the other side of the stream. Our Warden, Principal, Mr. Angchuk, Mr. Lundup and one villager crossed over the stream and evacuated the entire students from the dangerous and roaring water. All the students were again taken to the Shey palace in a van. It was very dangerous and frightening night yet all went well with the efforts of hostel staff, we were quite scared throughout the night at Shey palace.

Till 10th of August we used to sleep at Shey palace. Our school was badly destroyed by the flash flood, nearly all the class rooms, I.T. and music rooms were filled with 3-4 ft of mud. Structure of the building was not affected much because of good foundation and construction work. Suddenly we got help from 60-80 foreigners, CRPF personals, teachers and HCC Company to clear the mud and slowly our school started getting back to normal. In between bollywood actor Mr. Aamir Khan spoke to our principal and soon he visited our school with His Holiness the Gyalwang Drukpa. His holiness and Amir Khan spoke to the student and staff and encouraged us to sight the odds and to be strong at difficult time. Our classes started soon in the tents and within a month normality returned to our school. As a head boy I thank all the people, and organizations who helped us getting back to normal within a very short period. I am sure all the students and staff can face any difficult times in future.

RIGZIN DORJAY
Head Boy
M-VIII

ཕགོང་ས་མཚོག་གི་བཀའ་སློབ།

༄༅། བསམ་གྲོ་རྒྱ་ཆེ་ས་ནས་བཏང་བ་ཡིན་ན། མི་སྲུ་ཡིན་ཀྱང་ཨ་མ་ཨ་མ་སྣ་བུའི་སྣ་སྟོང་དང་

བྱམས་བརྩེ་ལ་བརྟེན་ནས་འདི་ག་རྟེན་འདིའི་སྐང་ལ་འཚོ་གནས་བྱེད་ཐུབ།

ཕན་ཚུན་ཕྱོགས་གཉིས་ཀྱི་གཅེས་སྟོང་དང་བརྩེ་བའི་འཚོར་སྐྱང་མེད་པར་སྲུ་ཡང་འཚོ་མི་ཐུབ།

འདྲམ་གླིང་འདིའི་སྤང་མི་འཕོར་དུང་ཕྱུར་ལྷ་བཏུ་སྟག་ཅམ་འཚོ་གནས་ཐུབ་པ་ནི།

བྱམས་བརྩེའི་རང་བཞིན་ལ་བརྟེན་ནས་འཚོ་གནས་ཐུབ་པ་དངོས་ཡོད་གནས་ཚུལ་ཡིན།

དེང་དུས་གྱི་ལ་དུགས།

བགྱིས་སྐྱེ་མོ། བརྒྱན་པ།

ལྷ་ན་མངོས་པའི་ལ་དུགས། །
མི་རིགས་སྐྱ་ཚོགས་རྫོམས་ས། །
གེས་རིགས་ཕྱུག་པོའི་ལ་དུགས། །
ད་ནི་ཉམས་པའི་དུས་ཤིག། །

ཕན་ཁོག་ཨ་མི་མེ་མེ། །
རྒྱལ་ལམ་ཆེན་མོར་འགྲོ་དུས། །
ཨོག་སྐྱུས་ཨོག་སྐྱུས་མོལ་ཡིན། །
རིལ་ཉེ་འཇུག་ཉེ་མང་འདུག། །

དེང་དུས་མོ་མོ་ཚང་མ། །
བཱི་གྱི་པ་ལར་སོང་ནས། །
དཀར་ཚི་དམར་ཚི་སྐྱུས་ཉེ། །
ཉེ་མོ་ཉེ་ཡི་མོལ་འདུག། །

པ་མ་མེམས་བཟང་ཀུན་གྱིས། །
ཚོ་བུ་ཕྱག་ཚོ་བུ་རྣམས་འདུག། །
ཚོ་བུ་ཕྱག་ཚོ་དང་ཉེ་འཇུག་ནས། །
བར་ཁར་ནང་ལ་བསྐྱོད་འདུག། །

ང་ཡིས་ལྷུས་པའི་གཏམ་ཀུན། །
འདྲ་འདྲ་ཡིད་ལ་བཞག་ནས། །
བསམ་སློབ་ཉན་ཉན་བཏང་ནས། །
མི་ཚོ་དོན་ལྡན་མངོད་དང། །



ཕོ་གསར།

ཚོས་འདྲིན་དབང་མོ། བརྒྱན་པ།

བཅུ་གཅིག་ཟླ་པའི་ནང་ལ། །
ལ་དུགས་ཕོ་གསར་གར་ལྟུང། །
རྒྱན་གོས་སོ་མ་བསྐྱམས་ཉེ། །
ཚང་མས་ཕོ་གསར་ཚི་འདུག། །

བཀྲ་ཤིས་སྦྱིད་པའི་ཞག་བཟང། །
ཕོ་གསར་དམི་བསྐྱེབས་ལྟུང། །
འདོན་ཐང་རྒྱས་པ་མང་མང། །
གསོལ་རྩལ་ཞིམ་པོ་ཞིམ་པོ། །

གཉེན་དང་བྱུང་པོ་ཀུན་ནི། །
ཕོ་གསར་ཕྱག་ལ་བསྐྱོད་དེ། །
མི་མེ་ཨ་པ་ཨ་ཞང། །
ཐབ་སྐྱ་རྒྱལ་པོ་ལྷ་འདུག། །

ཨ་མི་ཨ་མ་ཨ་ཅེར། །
ཐབ་ལ་རྒྱལ་པོ་ལྷ་འདུག། །
ཚག་ཚག་འདྲུ་ནི་མང་ད་གྱིན། །
ཕོ་གསར་ཕྱག་ནི་འགྲུགས་འདུག། །

ང་དང་སྐྱ་གྲུ་ཀུན་ཡང། །
གོས་ལག་བདེ་མོ་བྱོན་ཉེ། །
དགའ་དགའ་སྦྱིད་སྦྱིད་བྱེད་ཡིན། །
དགའ་བའི་ཕོ་གསར་ཚི་ཡིན། །

རྒྱུས་ལུལ།

བསོད་ནམས་ཚོའི་ལ། བརྒྱད་པ།

རྒྱུས་ལུལ་ཤེས་གྱི་ནང་ལ། །
ཤེས་མཁར་མཚོད་རྟེན་བཞུགས་ཡོད། །
ཤེས་མཁར་མཚོད་རྟེན་ནང་ལ། །
རྩོན་བ་ལྷ་ཀྱུ་ཐུབ་པ། །

གཡས་ན་མེད་གོ་ཁ་བབས། །
གཡོན་ལ་པད་མ་དཀར་པོ། །
གཞུང་ལ་མི་མང་ལྷན་རྒྱས། །
གཟིགས་དང་དེ་ལི་རྒྱུས་ལུལ། །

འབྲུ་ནས་ན་མི་སྣ་ཚོགས། །
ཤིང་ཉོག་ཀྱུ་ལྷ་ཅུ་ཡི། །
ཅི་བཟའ་ཅི་བདུང་འཛོམས་ཡོད། །
གཟིགས་དང་དེ་ལི་རྒྱུས་ལུལ། །

ར་ཚོའི་མཁས་པ་ལྷུང་ཉ། །
ལུལ་ལ་ཞབས་ཉོག་ལྷ་ཡིན། །
རྒྱལ་དབང་འབྲུག་པའི་གསུང་བཞིན། །
ར་ཚོར་ལག་ལེན་ཅོས་ཡིན། །

ཅ་བའི་ལྷ་པའི་ལྷགས་རྟེ། །
ལུ་རྒྱུང་ར་ཚོའི་ཉོན་དུ། །
ཡོན་ཉན་ཉོན་ལྷ་ཡིན་དུ། །
རྩོན་བ་ལྷ་ཁང་ཞིག་བཞེད་མོད། །

རེ་བརྒྱུས།

དགོ་ཚན་དབྱངས་ཅན་རྒྱོལ་མ།

ཀ་ཡི་གསན་དང་རྒྱོལ་བ་ལྷག་མོ་མོ་ནམས། །
མངོས་ལྷན་ཡིད་འཁོག་རྒྱོལ་བ་གཉེར་ཁང་གི་ནང། །
རང་གི་ལས་འགན་ཉོགས་ནས་འཁྲུང་དུ་ལེན། །
ཉིན་མཚན་ཀྱུ་དུ་རྒྱོལ་ལ་འབད་བར་མངོད། །

རྒྱོལ་བ་ལྷ་ལྷ་དཀར་པོ་དེ་ཡི་ནང། །
ལྷན་རྒྱེན་བཟང་ལ་རྒྱོལ་བ་རྒྱོལ་བ་ལྷག་ལེགས། །
ལྷན་རྒྱེན་དེ་ནམས་ལེགས་པར་བེད་ལ་བཙོན། །
ཉལ་དུ་ཤེས་ཡོན་རྒྱོགས་ལ་སྤྱན་ཞིག་གཟིགས། །

ཕྱི་ནི་ཤེས་ཡོན་ལྷན་པའི་དགོ་ཚན་བརྒྱོལ། །
ཤེས་ཡོན་འབངས་བཞོད་ཡིན་ལ་མཁྱེན་པར་གནང། །
རྒྱོལ་ལ་ནམས་གྱིས་འབངས་ཚོད་ལེན་པར་བཙོན། །
ཉལ་དུ་ཡོན་ཉན་རྒྱོགས་ལ་འབད་བར་མངོད།



ངའི་སློབ་གྲྭ།

ངའི་སློབ་གྲྭའི་མིང་ལ་འབྲུག་པར་དཀར་པོ་ཡིན། འདི་ནི་རྒྱལ་ས་མེད་ལོ་མེ་རྒྱུ་ཚམས་ཀྱི་ཐལ་རིང་དུ་ཤེལ་
ཞེས་པའི་ཡུལ་དུ་གནས་ཡོད། ངའི་སློབ་གྲྭའི་ནང་ལ་དགེ་ཆུན་དང་ལས་བྱེད་སོགས་བརྒྱ་ལྷག་ཙམ་བཞུགས་ཡོད།
ཁོང་ནམས་ཀྱིས་ང་ཞའི་དོན་དུ་བྱམས་སྐྱོད་ས་དང་དཀའ་ལས་ཚད་མེད་གནང་གི་འདུག། མ་ཚད་སློབ་སྦྱོང་བཟང་པོ་དང་
སློབ་སྦྱོང་གི་ལོ་རྒྱུས་ལ་སྦྱོར་བ་ལ་རབས་བྱེད་རྒྱ་སོགས་ཀྱི་བཀའ་སློབ་ཀྱང་ཡང་ཡང་གནང་གི་ཡོད། སློབ་གྲྭ་འདིའི་སློབ་
སྦྱོང་གི་ལོ་རྒྱུས་ལ་ཁག་སོ་སོ་གནས་ཡིན། སློབ་སྦྱོང་གི་ལོ་རྒྱུས་ལ་ཅེད་མོ་ཅེ་བའི་དོན་དུ་ཅེད་ཐང་ཆེན་པོ་ཞེས་ཀྱང་ཡོད།
ཆོ་དབང་དཔལ་མཛེས། ལྷག་པ།

ཤེལ་ཡུལ་གྱི་སློབ་

ཤེལ་ཞེས་པའི་ཡུལ་དེ་རྒྱལ་ས་མེད་ལོ་མེ་རྒྱུ་ཚམས་ཀྱི་རིང་དུ་གནས་ཡོད། རྒྱལ་པོ་བདེ་ལྷན་ནས་རྒྱལ་
གྲིས་རང་ཉིད་ཀྱི་ཡལ་མེ་ཆེ་ནས་རྒྱལ་གྱི་དཔོན་པོ་རྣམས་ལ་བཞེངས་པའི་གསེར་ཟངས་ལ་བྱུང་ཆེན་གྱི་རྒྱ་ཞིག་བཞེངས་
ཡོད། འདི་བཞེངས་པའི་ཆེད་དུ་བལ་ཡུལ་ནས་བཟོ་བ་བརྒྱད་འཕྲོད་པར་མཛད། མཁར་འདིའི་ནང་ལ་རྩོམ་ཆེན་མོ།
ཡུལ་མཚོ་སློབ་མོ་དེ་བཞེན་ཤེལ་མཁར་མཚོ་དེ་ཉེན་སོགས་ཤིན་དུ་བྱིན་སྲུབས་ཅན་ནང་ཉེན་བཞུགས་ཡོད། ཤེལ་ཡུལ་དུ་
ནང་པ་གྱི་པ་སོགས་ཚོས་ལུགས་ཚང་མ་འདོད་པས་ཡོད། བཟ་ཆུན་གཅིག་ལ་གཅིག་མཐུན་འབྲེལ་བཟང་པོ་དང་དམ་ཚིག་
ཡག་པོའི་ཐོག་ནས་གནས་ཡོད། རང་ཉིད་ཡུལ་དུ་པོ་གཅིག་ལ་དུས་ཆེན་གཉིས་ཅི་བའི་སློབ་ཡོད། དེ་ནི་རྩ་པོ་དང་།
ཤེལ་གྱི་རྒྱལ་བུ་ཆེན་ནས་མི་མངས་ནམས་སྐྱོགས་ཚང་མ་ནས་འདོད་པས་ཀྱི་ཡོད། ལྷག་པོར་མི་ཀུན་དང་པ་དང་གྲུས་པའི་
ཐོག་ནས་དཔོན་པ་དང་ལྷ་ཁང་སོགས་ལ་མཛེས་པའི་ལུགས་སློབ་བཟང་པོ་ཡོད།
བསོད་ནམས་དབྱངས་སློབ་པ། བརྒྱད་པ།

འགྲུང་བ་ཅན་གྱི་འདྲི་གཏེན།

དག་ཆོ་རིང་བཀྲིས། ལྷོ་ཤོད།

ཕྱི་ཟླ་བརྒྱད་པའི་མཚན་མོར། །
འགྲུང་བཞི་འབྲུག་པའི་རྒྱན་གྱིས། །
རང་རི་རྒྱུད་སྐྱོངས་ལ་དུགས། །
མི་ལམ་ཞིག་དུ་གྱུར་སོང་། །

སྤྱོད་པའི་གང་དུ་བཞུགས་ཀྱང་། །
སྤྱོད་པའི་ཅན་གྱི་གནས་ལུགས། །
གནས་ལུགས་འདི་འདྲ་ཡོང་པའི། །
བསམ་སློབ་སྤྱོད་ལའང་མེད་དོ། །

ཡིད་སྐྱེའི་གནས་ལུགས་ནང་ལའང་། །
བསམ་མེད་ཁྲིལ་མེད་ཁ་ཅིག། །
གདོང་ལ་སྤྱོད་པ་བདུ་མ་ནས། །
གཞན་ནོར་ལེན་དུ་རྒྱུག་འདུག། །

འཆི་བའི་རྟོག་ཅེས་པ། །
འདི་འདྲ་ཞིག་ལ་ཟེར་ཡོད། །
དེ་ཀུན་ཡིད་ལ་བཞག་ནས། །
ཕྱི་མའི་དོན་ལ་སོམས་དང་། །

སང་དང་ཕྱི་མ་འདི་གཉིས། །
སྤོན་དུ་གང་ཡོང་སྤུས་ཤེས། །
སང་ཆེད་རྒྱ་ཚོར་མ་བསགས། །
ཕྱི་དོན་དག་བརྒྱབ་དགོས། །

ངའི་རོ་སློང་།

ངའི་མིང་ལ་བརྟན་འདྲིན་ཡང་འདྲིན་ཟེར། ང་ལོ་བཅུ་གཅིག་ལོན་པའི་བུ་ལོ་ཞིག་ཡིན། ང་འདྲིན་གྱི་སྐྱེ་པའི་ནང་
 རྫོང་སློང་བྱེད་བཞིན་ཡོད། ངའི་འདྲིན་ཨང་བཅུ་གཉིས་ཡིན། ངའི་སློང་བུ་འི་མིང་ལ་འབྲུག་པར་དཀར་པོ་ཟེར།
 ངའི་སློང་བུ་འི་ནང་འདྲིན་གྱི་གཞི་རིམ་ནས་བརྒྱུད་པ་པར་ཡོད། ངའི་སློང་བུ་འི་ནང་སློང་བྱེད་མཁན་དོམ་བུ་ན་
 བརྒྱ་ལྷག་ཙམ་ཡོད། ངའི་སློང་བུ་ཁང་ནི་ཤེལ་ཡུལ་གྱི་རྒྱུ་ལ་དང་ན་རོ་སློང་གི་མདུན་སློང་གས་སྤྱི་ཡོད། ངའི་སློང་བུ་ལ་
 གྱི་མིང་ལ་ལྷག་ན་ཟེར། ངའི་མ་ལགས་གྱི་མིང་ལ་དག་དབང་འོད་གསལ་དང་མ་ལགས་གྱི་མིང་ལ་དོན་གྲུབ་བཟང་མོ་
 ཟེར། ང་ལ་ནོ་བོ་གཅིག་གྲུང་ཡོད། ཁོང་གི་མིང་ལ་བསོད་ནམ་ཚོས་འབེལ་ཟེར། ཁོང་ལོ་བཅུ་ལོན་པའི་བུ་ཞིག་ཡིན།
 ཁོང་འདྲིན་གྱི་བཞི་པ་ཡིན་ཡང་ཁོང་འདྲིན་ཨང་བཅུ་གཉིས་ཡིན། ཁོང་གི་སློང་བུ་འི་མིང་ལ་འཇམ་མེད་སློང་བུ་ཟེར།
 བརྟན་འདྲིན་དབྱང་རྫོང་། ལྷ་པ།

མི་ཚེ་འདི་ནི་མི་ལམ་ལྷ་བུ་ཡིན།

དགེ་ལྷན་ ཚེ་རིང་དབང་མོ།

དེང་སང་འདྲིན་བུ་སློང་གི་ཡུལ་སློང་ས་སྤྱི། །
 ཚོ་བོ་དེ་འབྲུང་བའི་རྒྱུ་གྱིས་འབྲུང་བ་འབྲུག། །
 གང་དུ་གསན་ཡང་འབྲུང་བའི་སློང་ན་མང་། །
 མི་ལམ་ལྷ་བུའི་འདྲིན་ཉེན་ལ་རེ་མཚན། །

མི་སོགས་སེམས་ཅན་གཞན་གྱི་སློང་དེར་ལྷག། །
 ཡུལ་སློང་ས་གང་སར་མི་དང་རྒྱ་ནོར་ཟད། །
 སྤྱི་གཞུང་ལ་མནར་བཞིན་བདེ་བ་སྤྱི་ཅམ་མེད། །
 མི་ཚེ་འདི་ནི་མི་ལམ་ལྷ་བུ་ལགས། །

དེ་རིང་ཡོད་ཀྱང་སང་ཉིན་དེས་པ་མེད། །
 འཆི་བ་འདི་ནི་ནམ་ཡང་བརྟག་པ་མེད། །
 མི་ཚེ་སློང་སྤྱི་གཞུང་གཞན་པ་མེད། །
 མི་ཚེ་འདི་ནི་མི་ལམ་ལྷ་བུ་ཡིན། །

སྤྱི་གས་མའི་དུས་ཀྱི་འདམ་སློང་ཡུལ་སློང་ས་དེར། །
 འཁོར་ཡུག་སློང་བའི་ནད་དང་སྤྱི་གཞན་མང་། །
 དམག་འབྲུག་ལ་སོགས་དམ་ཚིག་ཉམས་པ་དང་། །
 མི་ཚེ་འདི་ནི་མི་ལམ་ལྷ་བུ་ཡིན། །

མི་ཚེ་མི་ལམ་ལྷ་བུ་འདི་འདྲ་ནང་། ། ཉིན་ཚན་ཀུན་དུ་དམ་པའི་ཚོས་ལ་བརྩོན།
 །རང་གཞན་སྤྱོད་བསོད་ནམས་ལས་ལ་བརྩོན། །དམ་ཚིག་ཉམས་ཆགས་མེད་པ་བརྩོན་པའོ། །



སློང་བུ།

བདེ་སློང་སློང་ལ་དཀར་ བརྒྱུད་པ།

སློང་བུ་ཀུན་གྱི་ནང་ན། ། ཡག་ཤོས་ཤེལ་གྱི་སློང་བུ། །
 ང་ཡི་ཤེས་ཡོན་རྒྱུང་ས། ། ཅ་བའི་ལྷ་མའི་སློང་བུ། །

ཅ་བའི་ལྷ་མའི་སློང་བུ། ། ཤེལ་མཁར་དབྱུས་སྤྱི་ཆགས་ཡོད། །
 འ་ཏ་བསོད་ནམས་ཅན་ཞིག། ། ལ་དུགས་ཡོངས་གྱི་སློང་བུ། །

ཅ་བའི་ལྷ་མའི་སློང་བུ། ། བམ་ཡང་བརྟེན་ལོ་མེད་ལོ། །
 ལ་དུགས་སློང་བུ་ཀུན་གྱི། ། སེམས་ལ་ཡང་ཡང་འཁོར་དགོས། །

ང་ཚོ་སློབ་སྦྱོང་གི་ཚུལ་ལ། བཤེན་པོ་ལྷན་པས་པ་འགྲུར་ཏེ། །
ནང་པའི་ཚོས་ཀྱི་སྒྲིང་པོ། ། འགྲོ་བ་ཡོངས་ལ་སྤེལ་ཡིན། །

དྲིན་ཅན་དགེ་གནས་།

བསོད་ནམས་རྒྱས་སྦྱིད། བདུན་པ།

ལ་རིག་སྐོང་ས་པ་སེལ་མཁན། ། ཚོས་ཀྱི་སློན་མེ་སྲར་མཁན། །
མི་ཚེའི་ལམ་བཟང་སློན་མཁན། ། ངའི་དགེ་བའི་བཤེས་གཉེན། །

ཚོ་འདྲིར་སློབ་སློང་སློན་མཁན། ། མ་ཚོར་ལམ་བཟང་སློན་མཁན། །
ཡ་རབས་སློབ་བཟང་སློབ་མཁན། ། བརྩེ་བའི་དགེ་བའི་བཤེས་གཉེན། །

དགེ་ཚན་སློབ་སློང་ཚོལ་སོང་། ། ཡོན་ཏན་སྦྱང་དགོས་ཟེར་འདུག། །
དགེ་ཚན་བཀའ་བཞེས་རྒྱ་བ་ཡིན། ། སློབ་སྦྱོང་འཕེལ་བཅའ། །

དྲིན་ཅན་དགེ་བའི་བཤེས་གཉེན་ལ། ། བརྩེ་བའི་མཛོད་ཅིག་སློབ་སྦྱོང་གུན། །
སློབ་སྦྱོང་རྣམས་ཀྱིས་མ་མཛོད་ན། ། མཛོད་མཁན་གཞན་ནི་སྤེལ་ཞིག་འོང་། །

དང་པོ་མི་ལྷན་ཚོལ་མཁན་པ་མ་ཡིན། ། གཉེས་པ་ཡོན་ཏན་ཚོལ་མཁན་དགེ་ཚན་ཡིན། །
སྤྱི་དྲིན་ཚེ་བའི་པ་མ་དགེ་ཚན་གུན། ། དུས་རྒྱུན་སེམས་ལ་འཕོར་ཅིག་སློབ་སྦྱོང་གུན། །

སློབ་དཔལ།

སློན་མ་ཡུལ་རྒྱུ་ཞེས་པའི་ཡུལ་ཞིག་ཏུ་ཨ་མ་གཅིག་ལ་བུ་གཅིག་ཡོད་པ་ཡིན། བུ་དེ་མ་རབས་ཅན་ཞིག་དང་ཆང་རག་
'ལ་སློབ་མཁན་དུ་ལ་ཡོད་ཚད་ལྟོགས་པོ་ངན་པ་དང་འགྲན་ནས་འགྲོ་སོང་བྱེད་པ་དང་། དོན་མིད་ཀྱི་འཆལ་གཏམ་དང་
ཅིང་མོ་ལ་མགོ་འཁོར་ནས་དུས་སྤྱད་མཁན་ཞིག་ཡོད། ཨ་མས་བུ་ལ་དེ་ཅམ་བསྐྱབ་བྱ་བ་བྱུང་གྱང་ཕན་ཐོགས་མ་བྱུང་།
དེས་རྒྱུན་བྱས་ཨ་མ་སྤྱིར་ནད་པ་ཅན་འགྱུར། བཟའ་བདུད་ལ་ཡང་མ་སྦྱང་པར་ཉིན་མཚན་གུན་ཏུ་མཚེ་མ་བཏང་བཞེན་
བསྐྱེད། ཉིན་གཅིག་སྤྱི་མྱིང་དུ་གཞིས་ཆགས་ཡོད་པའི་བུའི་ཨ་ཞང་རིག་འཛིན་ཟེར་བའོང་གཉེས་ལྷག་སྤྱད་བྱེད་སྦྱིར་
འོངས། ཁོང་གི་དུས་མི་རིང་བར་བུའི་སློབ་ཤེས་ཉོགས་བྱུང་ནས་སེམས་པ་སློབ་པོ་སོང་། ཁོང་གིས་སྤྲོད་པ་མཁན་པ་
ཞིག་དང་ལྷག་ནས་བུའི་དཀའ་ངལ་ཚང་མ་བཅད་པས། སྤྲོད་པས། འདི་ནི་སློབ་དཔལ་ཅན་མིན་པར་ནད་ཚོ་ཞིག་གྱང་ཡིན།
བྱེད་རང་སེམས་བྱེད་མི་དགོས། ནད་ཚོ་འདི་མཁྱོད་པོ་དྲག་ཐབས་བྱེད་ཚོག་ཟེར། དེ་ནས་ཨ་ཞང་གི་ལམ་སློན་
དང་སྤྲོད་པ་མཁན་པ་དེའི་འོགས་ལ་བརྩེན་ནས་དུས་མི་རིང་བར་བུ་དེའི་དཀའ་ངལ་སེལ་བྱུང་བྱུང་།

བརྩེན་འཛིན་ཚོས་སློན། བདུན་པ།

འཁོར་བ།

བརྩེན་འཛིན་སྤྲོ་མོ། བརྩེད་པ།

འཛིན་ཉེན་འཛམ་བུ་སྤྱིར་ལ། །
རྒྱ་ཚོར་ཡོངས་སློབ་མང་པོ། །
བྱེད་རང་རང་ཟེར་བཞེན། །
གཉེས་ཀ་འཛིན་མོ་བཏང་འདུག། །

རྒྱ་ལོག་རྒྱུན་ངན་ཤར་ཏེ། །
རྒྱ་ཚོར་ཡོངས་སློབ་བྱེད་མོང་། །
བྱེད་རང་རང་ཟེར་བཞེན། །
རྒྱ་ཚོར་རྒྱབ་ནས་ལྟོངས་སོང་། །

འདུག་ཏུ་འཛམ་གླིང་འདི་ག།
 སེམས་ངན་ཏུ་ཅང་མང་པོ།
 རྒྱལ་ཆ་སྣ་ཚོ་གསུམ་ནམས་ཏེ།
 སེམས་ངན་སྦྱི་ཡིན་ཆ་འདུག།

ཅ་བའི་སྤྲོ་མའི་བཀའ་དྲིན།
 ང་ཚོར་ནམ་ཡང་མི་བརྟེན།
 ཁོང་གི་ཞལ་ཏུ་མངར་མོ།
 ང་ཚོས་ལག་ལེན་མཛད་ཡིན།

རྒྱ་གར།

རྒྱ་གར་འཛམ་གླིང་གི་རྒྱལ་ཁབ་ཆེན་པོ་ཀུན་གྱི་ནང་ནས་གཅིག་ཡིན། རྒྱ་གར་གྱི་བྱང་ཕྱོགས་ཀྱི་ལྗོངས་སུ་དེ་མ་ལའི་གངས་རི་མང་པོས་སྐོར་ཡོད། ཤར་ཕྱོགས་ཀྱི་ལྗོངས་ཀུན་གང་དུ་བལྟས་ཀྱང་ནགས་ཚོགས་ཀྱིས་སྐོར་ཡོད། ལྗོ་ཕྱོགས་ཀྱི་ལྗོངས་ཀུན་དང་རྒྱབ་ཕྱོགས་ཀྱི་ལྗོངས་ཀུན་ནམས་རྒྱ་མཚོ་ཆེན་པོས་སྐོར་ཡོད། དེ་མ་ལའི་རི་ཙམ་སམ་ནས་ལ་དུགས་བར་བྱལ་ཡོད། དེ་མ་ལའི་ཤར་ཕྱོགས་ཀྱི་ལྗོངས་ཀུན་ལ་རི་མཐོན་པོ་མེད་ནའང་ཆར་བྱུགས་ཆེན་པོ་ཡོང་གི་ཡོད། རྒྱ་གར་གྱི་ལྗོ་ཕྱོགས་ཀྱི་ལྗོངས་ཀུན་རྒྱ་མཚོ་ཆེན་པོའི་སྐོར་ཏེ་ཡོད་པ་ཡིན། རྒྱ་གར་གྱི་བྱང་ཕྱོགས་ཀྱི་ལྗོངས་ཀྱི་ས་གཞི་ཀུན་མཐོན་སྦྱིང་ཅན་ཡོད། རྒྱ་གར་ནང་ལ་མི་རིགས་སྣ་ཚོ་གསུམ་ཤིག་ཡོད་པ་ཡིན། མི་རིགས་དེ་ཀུན་ལ་རང་རང་གི་ཤེས་རིག་ལམ་ལུགས་སྤོལ་དང་ཚོས་ལུགས་སྣ་ཚོ་གསུམ་ཡོད། རྒྱ་གར་ནི་ཡར་རྒྱས་ཀྱི་ལམ་ནས་འགོ་བཞེན་ཡོད། རྒྱ་གར་གྱི་མི་ཀུན་སེམས་བཟང་ཅན་དང་གཞན་ལ་ཕན་ཐོགས་བྱེད་མཁན་ཞིག་ཡོད། སྤོན་དུས་རྒྱ་གར་ཨིན་དིའི་མངའ་འོག་དུ་ཡོད་པ་ཡིན། ཡིན་ཀྱང་སྤྱི་ལོ་ ༡༩༤༧ ཟླ་བ་ ༣ པའི་ཚེས་ ༣༠ ཉིན་རྒྱ་གར་ལ་རང་དབང་ཐོབ། རྒྱ་གར་པ་ཀུན་གྱིས་བདག་ཉིད་ཆེན་པོ་གསྐྱེ་ལ་རང་དབང་ལེན་པའི་མེས་པོ་ཞུས་ཏེ་ཡིད་ལ་འབོར་བཞེན་ཡིན་ནོ།།

ཕ་མ།

ཟླ་བ་སྦྱོལ་མ། བདུན་པ།

ལ་དུགས་ཞིང་ཆེན་འདི་རུ།
 ང་ཡི་ཕ་མ་བཞུགས་ཡོད།
 དྲིན་ཅན་ཕ་མ་གཉིས་ཀྱི།
 སྐྱེ་ཚེ་རིང་བར་འགྱུར་ཤིག།

ཡོན་ཏན་ལེགས་པོ་ཐོབ་སོང་།
 ང་ཡི་ཕ་མའི་སྐྱེ་དྲིན།
 ཞེས་པོ་མངར་མོ་ཐོབ་སོང་།
 ང་ཡི་ཕ་མའི་སྐྱེ་དྲིན།

ཀར་ཁམ་བུ་སོགས་ཀུན།
 ང་ལ་ཡང་ཡང་ཐོབ་སོང་།
 འདི་ཕྱི་གཉིས་ལ་དགོས་པའི།
 ཤེས་ཡོན་འདི་ཡང་ཐོབ་བྱུང་།

འཛམ་གླིང་གི་ནང་ལ།
 ཕ་མ་མང་པོ་བཞུགས་ཡོད།
 བྱམས་དང་བརྟེན་བ་སྣམ་མཁན།
 ང་ཡི་ཕ་མ་བཞུགས་ཡོད།

ཕ་མ་གཉིས་ཀྱི་སྐྱེ་དྲིན། ཁྱོད་འདིར་མཛམ་བའི་སྐྱབས་མེད།
 བཀའ་དྲིན་ཡིད་ལ་བསམ་ནས། ཁྱོད་ཀྱི་ཉམས་ལེན་མཛད་དགོས།



ངའི་སྒོ་བ་ལྷན།

ཚེ་རིང་སྒོ་བ་ལ། ལྷན་པ།

སྒོ་བ་ལྷན་གྱི་ནང་ནས། ། དམིངས་ཅན་ང་ཡི་སྒོ་བ་ལྷན། །

དགོ་ཚུན་མཐུན་འབྲེལ་བཟང་པོ། །གཟིགས་སང་ང་ཡི་སྒོ་བ་ལྷན། །

ང་ཡི་ཚ་བའི་གྲ་མ། །ཀྱུ་ལ་དབང་འབྲུག་པ་མཆིན་ནོ། །

ང་ལ་ཡོན་ཏན་བསྐྱེད་མཁུན། །སྐྱུ་རྒྱུ་ནམ་ཡང་མི་བརྗེད། །

ང་ཡི་སྒོ་བ་ལྷན་འདྲེ་ནང་ལ། །ལྷན་བསམ་ཅན་གྱི་དགོ་ཚུན། །

ལྷན་འདྲེ་མ་འོངས་ལམ་སྒོ་ན། །བྱིད་ལ་གཞན་པ་ཡང་སྲུ། །

བྱིད་ལ་འཕུལ་བའི་དངོས་རྗེས། །བྱ་ངའི་ལག་ཏུ་མེད་ཀྱང་། །

དུས་དང་ནམ་པ་རྒྱན་དུ། །བྱིད་ཀྱི་བཀའ་རྒྱུ་མི་བརྗེད། །

ཡ་རབས་།

ཚེ་རིང་གཡུ་སྒོ་ན། བདུན་པ།

འདྲིན་གྱི་འོག་ས་པ་ཀྱན་དང་། །ནམ་ཡང་འདྲིན་མོ་མི་གཏོང་། །

དོན་མེད་རི་མོ་སོགས་ནི། །ཅིག་པའི་ཐོག་ལ་མི་འབྱི། །

ཤོག་བུ་ནང་ལ་མ་གཡུག། །མཐའ་འཁོར་གཅོད་མར་འཁོར་ཡིན། །

རང་གི་སྒོ་བ་དེ་བཙུག་མཁུན། ། དུས་རྒྱུན་བརྟན་པོ་འཁོར་ཡིན། །

མ་ཚད་སྒོ་བ་ལྷན་འདྲེ་ཚང་ཡང་། །དུས་རྒྱུན་བརྟན་པོ་འཁོར་ཡིན། །

སྒོ་བ་ལྷན་འཐའ་འཁོར་ཀྱན་ལ། །མེ་ཏོག་སྐྱ་ཚོགས་བཏབ་ཡིན། །

པམ་དཀར་པོ་སྒོ་བ་ལྷན།

ཚེ་རིང་དབྱུངས་ཅན། སྒོན་འགྲོའི་དགོ་ཚུན།

པམ་དཀར་པོ་འདྲེ་སྒོ་བ་ལྷན། །

ཤེལ་དཀར་ཡུལ་འདྲིར་ཆགས་ཡོད། །

དེ་འབྲེད་པེ་གསར་སྒོ་བ་ལྷན། །

ལ་དུགས་ཡུལ་ལ་ཨེ་ཡོད། །

སྐྱ་གུ་ཆེ་ཆུང་མང་པོ། །

དེ་ཡི་ནང་ལ་གནས་ཡོད། །

ཚང་མ་དབྱེ་བ་མེད་པར། །

ཡོན་ཏན་ལེན་བཞིན་ཡིན་ནོ། །

ཤེས་རིགས་སྐྱུག་པོའི་ལ་དུགས། །

རིགས་གཞུང་དམིགས་ལ་འདྲིན་ནས། །

དེང་དུས་ཡོན་ཏན་རྒྱུང་ས། །

པམ་དཀར་པོ་འདྲེ་སྒོ་བ་ལྷན། །

རང་ལས་གཞན་གཅེས་འདྲིན་མཁུན། །

མཁུན་དབང་དགོ་ཚུན་ནམས་པས། །

བྱམས་དང་སྦྱིང་རྗེའི་ངང་ནས། །

སྐྱ་གུའི་བདེ་སྐྱུག་མེལ་འདུག། །

གཟིགས་དང་ཚང་མ་གཟིགས་དང་། །སྒོ་བ་ལྷན་དེ་འབྲེད་ཡོད་ན། །

ཡོན་ཏན་ཅི་སྦྱིར་མི་སྦྱང་། །ཚང་མ་ཐེབས་ནས་གཟིགས་དང་། །

བཙོན་འགྲུས།

ཚེ་རིང་མཚོ་མོ། རྩེ་བ།

སྐྱོད་ཅིག་ང་དང་རྒྱང་རྒྱང་ཚང་མ། །
རིག་གནས་ཡོན་ཏན་སློབ་པར་སྐྱོད་དང་། །
རིག་པའི་རྟེན་ལ་ང་ཚོ་བཞེན་ནས། །
འཇིག་རྟེན་ནང་དུ་དཔེ་ཞིག་ཐོར་ཡིན། །

པ་མའི་བཀའ་དྲིན་སེམས་ལ་བཞག་ནས། །
དུས་དང་རྒྱན་དུ་ཡོན་ཏན་སྦྱང་དགོས། །
ཕྱོགས་ངན་སྐྱོད་ངན་ཕྱོགས་པོ་སྦྱངས་ནས། །
སྐྱོད་བཟང་སེམས་བཟང་ཕྱོགས་ཞིག་བཞེན་ཡིན། །

རང་ལ་རིག་པ་བཙོན་འགྲུས་ཡོད་ན། །
མི་སྲུབ་བྱ་བ་ཅི་ཡང་མི་འདུག །
དེ་ཀྱང་རྒྱན་དུ་ཡིད་ལ་བཞག་ནས། །
ང་ཉི་མ་འོངས་དོན་ལྡན་གྱི་དུས་དགོས། །

ལ་དུགས་ཡོངས་ཀྱི་སློབ་སྦྱོང་ནམས་ལ། །
བྱ་རྒྱུ་ང་ཡི་སྦྱིང་ནས་ལྷོ་བ། །
བཀའ་དྲིན་ཆེ་བའི་པ་མ་ནམས་ཀྱི། །
ཕྱགས་འདོད་སྦྱབ་དགོས་ང་ཚོའི་ལས་འགན། །

འཇིག་རྟེན་མི་ལམ།

དགེ་ཚེ་རིང་བཀྲིས་ཚུ་ཤོད།

སྲིད་གསུམ་མི་རྟག་སྟོན་ཁའི་སྲིན་སྦྱུང་བཞིན། །
འཇིག་རྟེན་འདི་ནི་མཚན་མོའི་མི་ལམ་བཞིན། །
གཏམ་དེ་བདག་གི་རྣ་བར་ཐོས་པ་དང་། །
དེ་འདྲ་ཨེ་ཡོང་བསམས་བཞིན་དགོད་རེ་ཤོར། །

ནམ་ཞིག་དུས་ཀྱི་འགྲུར་བ་བསྐྱེད་པ་དང་། །
ནོར་དང་རྒྱ་ནོར་བསགས་ཚད་མ་ལུས་ཟད། །
སློ་བུར་སྐྱེན་ངན་དག་པོ་སྦྱང་བ་ཀྱུན། །
དངོས་སུ་མཐོང་ཚེ་དེ་ནི་ཡིད་རེ་སྐྱོ། །

དེ་དུས་ནོར་གྱི་རྒྱབ་ནས་རྒྱགས་ལའན་དང་། །
འཆལ་གཏམ་ངག་འབྲལ་ཁོ་ན་གྱི་ལ་དང་། །
མཐོ་དང་དྲག་པོའི་གོ་ས་བསྐྱེད་པ་ལའན་ཀྱུན། །
མཐོང་ཚེ་མིག་ནས་སྐྱོ་གདུང་མིག་ཚུ་ཤོར། །

ཁ་འདོན་དགེ་སྐྱོར་ཉམས་ལེན་གྱི་བཞིན་དུ། །
ཆགས་སྤང་སྐྱོད་པ་རིང་པོར་བསྐྱར་བཞིན་དུ། །
ངེས་བྱུང་དྲག་པོས་ཚོས་ལ་ཚོས་བཞིན་དུ། །
འབད་ན་མི་ལུས་དོན་ལྡན་སྐྱིད་པ་ལ། །



པར་དཀར་པའི་སྒོ་བ་གཉེན།

དབུས་ན་གངས་རི་སྒོ་པ་ཡོད། མཐའ་ན་བྲག་རི་སྒོ་པ་ཡོད།

དགྲི་ལ་ལ་པར་དཀར་པོ། མདུན་ན་སིང་གི་ཁ་བབས།

ནང་ཚོས་ལེགས་པར་སྐྱབ་ས། ན་རོ་པོ་བྱང་བཞུགས་ཡོད།

ཡོན་ཏན་ལེགས་ལའད་སྐྱུང་ས། པར་དཀར་པའི་སྒོ་བ་གྲ།

ཚོ་འདི་ལེགས་ལའད་གནང་མཁན། དགེ་ཚཱ་མཁས་པ་བཞུགས་ཡོད།

འཚི་བའི་ལམ་བཟང་འདྲེན་མཁན། བརྩ་བའི་བྲ་མ་བཞུགས་ཡོད།

བརྩ་བའི་སྒོ་བ་སྐྱབ་ནམས་ལ། ཡོན་ཏན་གང་ལེགས་སྐྱུང་ན།

དགེ་ཚཱ་བཀའ་འདྲིན་སྐྱབ་དང་། བ་མའི་བསམ་དོན་སྐྱབ་དང་།

ནང་ཚོས་ལེགས་པར་ཤེས་ཐབས། བོད་ཡིག་གང་ལེགས་སྐྱོང་དང་།

རྒྱ་གར་ཨ་མ་དོན་དུ། ཉིན་དེ་ལེགས་པར་བརྩོན་དང་།

རང་དོན་གཞན་དོན་སྐྱབ་ཐབས།

དབྱིན་རི་ལེགས་པར་སྐྱོང་དང་།

འཛམ་གླིང་གནས་དོན་ཤེས་བྱེད།

ཚོན་རིགས་ཡོན་ཏན་སྐྱོང་དང་།

བོད་དགེ་ཀུམ་ཚོར་འདྲིན་དཔལ་མོ།

Druk White Lotus School

Learning, leadership, culture and spirituality in Ladakh. Prasad Eledath, Principal, Druk White Lotus School, Shey, sets out the ambitious educational mission ahead.



Druk White Lotus International is a Himalayan education programme based in Shey, Ladakh. It is gradually developing Druk White Lotus School, Shey, as the ‘mother school’, with its branch schools. Druk White Lotus School will be an institution with a unique character that provides quality education from pre-school to university level programmes and courses. The essence will be to create an institution that will nurture life-long learning and, over time, develop leaders who will contribute to Ladakh’s economic, cultural and social growth.

Druk White Lotus School (DWLS) aspires to its own unique and distinct ethos of nurturing excellence. Through a whole-school based approach, it facilitates an environment that encourages innovation and looks into the future, while being firmly rooted in the values and principles inspired by His Holiness Gyalwang Drukpa. It aims to emphasise the social, emotional and psychological development of the child as a complete individual, within the spiritual and ethical framework provided by the rich cultural heritage underpinning life in Ladakh. The changing global context requires education to de-

velop children as critical thinkers, minds that are able to question and find answers independently. Young people need to be equipped to do highly specialised and multi-skilled jobs, while at the same time being flexible to follow multiple careers in one lifetime. This will require a decisive shift in the way education is provided and a commitment to ensure access to quality education for all children, providing them with the opportunity and support to discover their unique skills and achieve their full potential.

Acknowledging this, DWLS would implement a curriculum focussing on developing life skills, and providing wider opportunities for curricular and co-curricular activities. This will require the curriculum to recognise every child as a potentially independent thinker with a capacity to acquire knowledge and provided the space, have the ability to construct activities that will lead to effective learning outcomes. Pupil-led education, the underlying essence of the DWLS curriculum, will emphasise the achievement of learning outcomes as directed by the student and facilitated by the teacher. This will require the provision of mental and physical spaces that

will encourage individual and group work, reflection and sharing with peers and facilitators.

Some salient features of this innovative curriculum will include:

- Pedagogy that lays stress on active, participative learning and engaging young learners in the classroom and outside
- Generic emphasis on learning how to learn underlying all subject and specialist knowledge
- Equal emphasis on co-curricular activities such as arts, music, drama, indoor and outdoor sports.
- Vocational guidance and career counselling interventions, including life skills programmes, study skills workshops, etc.
- Inclusion of new knowledge areas such as environment education, sustainable development and citizenship education.
- Opportunities for students to express their voice and play a key role in deciding the functioning of the school through student councils and school magazine.
- International linkages for faculty development and student exchanges
- Information and Communications Technology to enhance teaching-learning and school management
- Opportunities for action research for teachers
- Outreach - Opportunities to link with and share with the larger educational system for both, students and teachers
- Education Resource Centre for use within the school and outside, with subject specific teaching-learning materials (including those that are indigenously developed), library, audio-visual material and equipment, space for workshops and meetings, research documentation, etc.
- Community service and involvement in social issues ('Live to Love' activities).

In order to commence this transition to becoming a centre of educational excellence, DWLS initiated a School Improvement Programme (SIP) that lays emphasis on transforming the school culture, enabling its involvement into an effective "learning organisation". Through strategic, short and long term interventions, the SIP will work with the attitudes, behaviour, processes and tasks within the school and will lay down the initial steps towards developing as a centre of educational excellence. Some of the key intervention points will be:

- Developing a five-year Strategic Plan that will involve all stakeholders, including a year wise action plan.
- Focussing on curriculum delivery (including lesson planning) and facilitating the shift from teacher-led

Druk White Lotus School enables students to develop the confidence and competence to succeed in the modern world, together with grounding in Ladakhi language, culture and traditions.

to student-led teaching-learning by providing more scope for exploration, pair work, group work, peer assessment, examining teacher questioning techniques, use of ICT and other audio-visual tools.

- Re-examining the syllabus, enriching it within the framework set by the authorities, and making it more student friendly by incorporating strategies such as project work, subject-theme webs, investigations, field work, etc. This will involve creating space and time for students to construct and co-construct their learning and enable them to see relevance and make links with the outside world (for example, How Science Works).
- Laying particular emphasis on strengthening teaching-learning in science, such as setting up a science club, participating in science events (including inter-school events such as quizzes and debates), preparing the school for progression into years 8, 9 and 10, special workshops for the teachers, conducting a feasibility study for 10+2, etc.
- Creating enabling platforms wherein all stakeholders can work together as a team, having the freedom and safety to reflect on their practices, share good practices, express their opinions and jointly solve problems. Particular emphasis will be laid on teacher empowerment and increasing teacher accountability (teacher workshops, career progression, opportunities to have subject related discussions, contribute to whole-school decision making such as inputs into the five-year strategic plan, preparation of the budget, etc.) and parent and governor involvement.
- Facilitating the growth of internal change agents within the school (teachers as resource persons) at all levels and in the community that will take the process of change ahead independently.
- Creating an awareness of the role of education within the larger community and how DWLS can contribute to the development of the larger community. This will also serve as a platform for image building and sharing the experiences of whole-school based change.

PRASAD ELEDATH
Principal

Annual Report 2009 - 2010

DWLS in November 2009 initiated the School Improvement Programme (SIP) that lays emphasis on transforming the school culture, enabling its involvement into an effective "learning organisation". In this direction, following were some of the significant happenings in the school.

Academics

The time table was made to include time for project work and provide double lessons for subjects such as science, arts and physical education. Time was also provided within the time table for subject teachers to come together and decide the curriculum in their respective subjects and how it needs to be implemented.

Extra classes were introduced in all the major subjects for the children who are academically challenged.

After school tutoring has commenced for the hostel students. Classes are conducted on six days of the week in all the major subjects and each subject is taught twice a week.

In the co-curricular time, knitting, art and craft, dramatics and different games such as volley ball, football, cricket and table tennis have been introduced.

Weekly 10 marks, 20 minutes tests have commenced in each of the major subjects. Tests in computers will be conducted once a month. This will give the teachers an opportunity to closely track the performance of the students. A tracking sheet has been developed which is to be filled weekly by the class teacher. The class teacher analyses the performances and feeds back to the Principal and other subject teachers.





Karma Tashi - Class 3rd 'B'

A transition meeting has been set-up wherein teachers of UKG / UKG X can share their student observations with teachers of standard I.

Four students from Princeton University along with two faculty members conducted two six day educational camps for students of standard VII, each involving around 15 students. The focus of the camps included academics (based on the syllabus and text books) using child-centred pedagogy, developing debating and theatre skills and focussed on global environment and interconnectedness.

For the first time, DWLS recruited teachers from the plains. The purpose was to infuse the set-up with new energies and ideas, and provide students with an environment that is more diverse in nature. Over time the plan is to have good mix of Ladakhi and Tibetan teachers, teachers from other parts of India and other parts of the world.

Expansion

The Druk White Lotus School, Khachhay, commenced on 10 April, 2010 with the Nursery, LKG and UKG classes. There are a total of around 20 students and two teachers. The Committee has also appointed one support staff. The inauguration ceremony was well attended by the villagers and the school appears to have their whole hearted support. Druk White Lotus School (DWLS), Khachhay is a good example of a school initiated and owned by the community.

Middle - VIII

In order to gear up for the public exams, educational camps were conducted for the Middle VIII class, by the Middle VIII teachers.

Results

Standard VIII Public Examinations

All the students who appeared for the standard VIII public examinations, the first public examination

that DWLS students were sitting for, have passed their examinations. One student obtained between 80-90 %, four students between 70-80 %, four students between 60-70 % and seven students between 50-60 %. The highest percentage was 82.16 % and the lowest was 50.66 %.

Rest-of-the-School

For the first time, DWLS used a combination of assessment techniques that incorporated both assignments and written examinations. The current academic year saw the passing percentage rising to 94.5%. Over the year, all the classes have shown significant improvement in all subjects with regards to examination performance. It appears that regular class tests, extra classes for the academically challenged, the commencement of activity based learning and the new examination pattern have helped the students better their performance.

Based on the results and teacher feedback, academically challenged students were identified in each class from Junior 2 – Middle 8. Seating plans were redone keeping these students in mind and extra classes were introduced in all the major subjects.

Stakeholder Involvement

Two parents' meetings were held. The parents were glad that the school has re-opened communication with them. A number of ideas and suggestions came from the parents and they have offered to give their support to the school. The second meeting was followed by a visit to the Arts studio and then an opportunity to attend the oath taking ceremony of the student council for the parents.

Teacher Development

Based on the feedback received from the teachers, short workshops were conducted in the areas of *Behaviour for Learning in the classroom* and *Lesson Planning*, both, in groups as well as with individual teachers.

Co-curricular

In the area of co-curricular activities, as per His Holiness' vision karate classes commenced in this month.

A drawing competition was conducted for students of all classes. Class wise 1st, 2nd and 3rd positions were identified. The first three positions were also identified at the school level. The Arts teacher will now work with these children to further hone their skills. The children's work will be exhibited in the Arts studio for parents' and other visitors' viewing.

Weekly cleanliness competitions and monthly dance / drama competition have been initiated in the hostel.

Pastoral Care

Student Councils were set up in the school and the hostel. In the school, ballot box elections were held providing the students from standards III – VIII an enriching experience of democratic election, including nominating their leaders, campaigning for votes, giving campaign speeches, electing their leaders through secret ballot, counting of votes and then giving the vote of thanks. The student councils have been set-up in order to facilitate genuine student involvement in decision making and provide a platform to listen to their voice, besides providing the students a live experience of democratic processes, leadership, team work and other finer life skills.



His Holiness - Gyalwang Drukpa Bharat Jyoti Award and Millennium Development Goal Award

The School hosted the visit of His Holiness on 20th, June, 2010. The event was marked by the presence of supporters and media persons. The events included a press conference, prayer by standards V & VI, song and dance performances by the infant and hostel students and a drama on environment by standard VII. There was also a tree plantation ceremony, wherein trees were planted to commemorate the Millennial Birth Ceremony of Naropa. On the same day after the day's events, His Holiness had a meeting with the SMC and teachers and briefed them regarding the restructuring exercise that was being undertaken.

As per the wishes of His Holiness the Gyalwang Drukpa, the Tara Devi Pooja (Dolma Yulday) was conducted in the central courtyard of the school by the Nuns from Naropa Photang. The pooja extended over two days, with the preparations being done on day 1 and the actual pooja on day 2. All the teachers and students participated in the pooja.

His Holiness - Dalai Lama

His Holiness the Dalai Lama's birthday was celebrated by the school on 5th July, 2010, for the first time. The event was marked by prayers and offerings to His Holiness for His long life, done by the teachers and students. There was also a short documentary on His Holiness shown to the students and teachers, followed by a talk given by one of the Tibetan teachers and distribution of snacks to all staff and students.

Volunteers

Six members from Kinship – Freedom to play, UK, visited the school. The focus of this group is on importance of play in learning and how play can be integrated into the school schedule as a platform for learning. The project would be on-going over the next few years, with the underlying principle of emphasising on play in the curriculum and the importance of play in learning. Mr. Will Embliss in particular, is focusing on how music can be integrated within the curriculum in formal and informal ways, in order to enhance learning.

The resident engineer from Arup Associates, Ms. Anokhee Shah, helped the school in various areas. Ms.

Shah's specialisation in waterworks and she concentrated on sewage management for the kitchen.

A group of 45 student architects from USA, Basic Initiatives, was in the school during this month working on building the Visitor's Centre. They also constructed the pavilion that is to be used during the Earth awards in September in the UK. The pavilion is to be later brought back to the school.

The visit of Ms. Regina Ulwer and Ms. Annie Smith provided a chance for the school to clarify and re-think its strategies on paper. First drafts were developed for the TRC and the School Improvement Programme. Ms. Annie Smith also supported the school in various other areas, including the day to day functioning of the school.

Floods

The floods that hit Ladakh on the evening of the 5th, changed the course of all activities in the school. Though the foundation and building held strong braving the floods, a large number of the classrooms were rendered unusable internally, including the IT room and the administrative block. Boulders brought down by the floods were strewn all over and slush and mud covered most of the space.



Relief work commenced within two to three days of the floods, with foreign tourist volunteers, the CRPF personnel and local people from Leh pitching into the effort. Gradually the staff members and organisations such as the HCC and NGOs such as Oxfam, Medicines beyond Frontiers, Help Age India, Child Reach International, and individuals came in with different types of support. The visit of His Holiness accompanied with Aamir Khan brought in a lot of media attention and with it also a lot of support. Underlying the various efforts being made at the school was the support of Live to Love and Drukpa Trust.

As per the wishes expressed by His Holiness, work commenced rapidly on rehabilitating flood affected children. A task force was formed from the teachers who initiated a survey to identify orphaned, second orphaned and semi-orphaned children. Based on the survey and re-verification of data, children were identified and admitted into the school. So far 33 students have been admitted

and the school is still verifying data and co-ordinating with other organisations to reach out to more students. The school has also commenced identifying sponsors for these children.

Miscellaneous

After a long time the school went on a whole-school picnic wherein all the students and teachers of the three sections – infant, junior and middle – went for a one day picnic to Hemis Park. The support staff of the school, the hostel and construction was also part of the picnic. The whole-school picnic is also being conducted to develop a sense of team-spirit among the different sections and members in the school.

The focus of the School improvement Programme is to create a learning organisation at every level and constantly upgrade to meet the growing needs of the students in the global context.



Heritage News 2010

Heritage Dragon Trail Visitor Entrance has specially emerged to encourage the Dragon Trail including Shey, DWLS, World Awarded Architecture, Hemis, Chemray; and locations of several National or International documentaries or movies. This list includes one Indian movie too, that broke all international records and crossed known frontiers of Indian Cinema. A masterpiece watched by millions across the globe; named 3-Idiots by Raj Kumar Hirani.

This year for the first time the project ran very successfully under the valuable guidance of Heritage Manager Ma'am Sarla-Chhewang. We handled a total number of 2060 visitors in the school and collected huge donations from them.

In school, we welcome all the visitors and brief them about the Dragon Trail, world architecture, and about the concept of modern education with preservation of local cultural heritage. We also explain the vision of DWLS from Naropa Palace to Nursery courtyard. Fortunately at times we get sponsors for school children, to continue their studies further.

This year most of the visitors came influenced by the movie 3-Idiots. They wanted to see Rancho's School and thanked the movie. The movie made them come to school and they learned several interesting facts related with the school; like, Drukpa lineage, Green building, Earth quake resistant architecture, and of course the Ladakhi cultural heritage. They appreciated the school and donated generously.



New Heritage Office: We are very thankful to 'Basic Initiative' who sent 47 American students to build our new heritage center. (Also special thanks to Triney, Kunzang, Juan, Harsh and Kloj).

On behalf of Heritage Staff
MRS. RIGZIN CHONDOL
Heritage Coordinator



Hobbies and interests

A hobby is defined as an activity pursued in one's leisure time. While some watch TV or play games, others use it for creative purposes, like painting, drawing, singing or dancing. If one uses the free time intelligently, it would help him in his or her overall development. Therefore, having a hobby is must. Students who live in villages can take gardening, collecting stones as hobbies while those in cities can take dancing, singing and painting as hobbies. It not only improves their mind but also helps them to use them productively. Students often spend much of their time unconsciously; and their bodies and minds both get tired. So, using an hour everyday with his or her hobbies helps in refreshing both the mind and body. If pursued seriously, hobby can also help one earn bread and butter, example if a student is good at painting or say in music, he or she can turn the hobby into profession without any difficulty. A hobby can change the overall result of a student, be it academics or extracurricular activities. So, everybody should have a hobby.

What is life?

One can hardly guess about life. There is nothing good or bad in life, but thinking makes it so. Many people compare it with things in this world. Like with ice-cream which melts before eating or with store-room where one searches for things. Some think that life is a punishment given by God, as life sometimes is full of sorrows and tears. But in my opinion, life is neither a punishment nor a burden. One can come to this world to perform his duties and can go back. But one who understands life, likes it to its core. So enjoy each and every moment of life.

Ms. SONAM ANGMO
Mathematics Teacher



Vision of Art

Introduction

What Art means to me?

Art occupies a large area in our everyday life in almost every visible form. It plays a greater role in society.

Art is the process or product of deliberately arranging elements in a way that appeals to the senses or emotions. It encompasses a diverse range of human activities, creations and modes of expression, including music, literature, film, sculpture and paintings.

In simple language, art is something that gives us a way to be creative and express ourselves. It makes us more thoughtful and stimulates different parts of our brain to make us laugh or mourn with a whole range of emotion in between.

Art can be defined as "the use of skill and imagination in the creation

of aesthetic objects environment or experiences that can be shared with others and appeals to their senses and emotions."

Thus a work of art must create a specific emotional link between artist and viewers. An artist tries to communicate an idea, an emotion or a purpose in his art work.

Art is such a large part of our everyday lives but we hardly stop to even think about it. The desk or table where we sit, someone has designed it. Our shoes are a product of art. A coffee cup is an example of Art. All functional design, beautifully done is nothing but a piece of art. So, Art causes people to look a little closer. To look closer at social issues, at other people and their emotions, at the environment that surrounds them and everyday objects and life forms around them.

In art we have got line, shape, form, space, texture, colour and value. Artists manipulate the elements, mix them with principles of design and compose a well balanced & beautiful piece of art. For example – Bright colours are associated with positive energy where as dull colours are used to create serious mood. Texture or tactile, that is, it appeals to sense of touch.

There are no boundaries for creative art & craft. My aim here is to cover some of them so that the exposure inspires a child to do more. Art enables students to develop the confidence and competence to succeed in the modern world together with grounding in Buddhist art.

Vision

1. My vision is to nurture the creative and artistic genius of a child.
2. My learner should identify the beauty in every moment of life and be able to paint his / her imagination on canvas.
3. It is our duty to provide endless opportunities for them to quench their creative thirst so

that children of all levels can explore their hidden creative talent.

4. I visualize the learners under my tutelage to become such artists, who would have the flair and desire to fill colours in life, to make life beautiful.

Some of the points written under explain my thought process in a better way:

- a) To develop a natural instinct to capture the unlimited landscapes provided by nature.
- b) To encourage the learners for sketching presentation of imagination and ideas.
- c) To motivate them to value their uniqueness (their style of painting).

Conclusion

The changing global context requires art to develop children as critical thinkers; minds that are able to question and find answers independently. It provides them opportunity and support to discover their unique skills and achieve their full potential.

MR. ARUN KUMAR CHATTERJEE
Art Teacher

Wondering expressions

There are so many things that demand an expression from my pen; Instances, emotions, moments, expressions, hope, the wisdom out there, an innocent smile.

So many little meaningful things in life...

And with all these countless expressions, unexpressed, I come back to the refuge of this page.

I come back home...

“A Teacher”

What is actually meant by the word teacher? Is it some one who teaches? But then who in life at some point or other doesn't? Every moment in our lives we are teaching ourselves and the world in our environment by sheer sharing with it the person we are. The students in the classrooms share and learn more from each other. Even moments have the power to leave behind strong impressions that will take us a long way in life. So, coming back to the initial question, who is a teacher?

The English dictionary defines a teacher as someone who teaches, usually as a job in a school or a similar institution. When this definition was discussed with a literature cycle in a school the word master picked up certain words from this definition to discuss usage and for sentence making.

The chosen words were:

1. Teaches
2. Job
3. School

Looking at teaching in school as a job elicited the following discussion in the literary circle.

“A job usually refers to a position where you fulfill certain duties corresponding to certain requirements of the student, like finishing the syllabus, checking on attendance, main-

taining and monitoring the class, making the students understand the subject concerned, coming to school at a certain time and going back from school at a certain time.”

When the students of school in the far away mountains in the north were asked to point out ten best qualities of a teacher they liked the most, none of the points listed above were mentioned in the brain storming session of the exercise. The points listed by the students were far beyond the Harper Collin's definition of a teacher.

The students looked forward from their teachers to be a source of life long guidance. They looked forward to the teachers as people they aspire to be. As a facilitator who will take them from ignorance to bliss. On analysis of the ten best qualities defined by the school, ten words were chosen for each quality that would hold the value of the stated quality. The words were:

1. Justice
2. Integrity
3. Energy
4. Fun
5. Empathy
6. Medium (bridge)
7. Magic
8. Shoulder
9. Pen
10. Silence

A lot of successive student's evaluation programmes and processes followed on the same theme. Every class got a written assignment on each of these words and their connection to a teacher. There were poetry competitions, theater art, classroom role playing games and acts and discussion sessions on the same theme.

In the annual literary school competitions of debates, declamations, art, poetry, and drama the students threw more light on the subject. By the end of the academic year the students have

Aims of Druk White Lotus

Druk White Lotus School is organized by the blessings of His Holiness the Gyalwang Drukpa. This school has been set up for providing formal education with traditional values to the students of Ladakh with the help & support of Drukpa Trust, London. The school is situated near the beautiful Shey Palace. The students, who are currently able to attend school, usually receive little or no education in life. The aim of Druk White Lotus is to provide a broad education pattern, from Kindergarten/Nursery to Higher Secondary level. In Druk White Lotus, sports facilities also match the international standards. The Institute provides an intertwining of a modern academic education based on the particular needs of local community whilst retaining an appreciation of the traditional Ladakhi culture.

SONAM CHOROL
M-VIII

developed writing and composition skills, reading and summarization skills, performing arts and poetic expressions. They were also expressing themselves clearly, confidently and with joy.

I am not sure if they could really define what a teacher is after all these exercises and processes. I think it was just left to the subjective understanding of the person standing in front of an inquisitive class of students eager to understand the purpose of their journey in life.

“May the student never stop asking questions?
And may the teacher never undermine the innocence in the enquiry.”

Wishing my students a life full of learning....

STANZIN NAMGYAL
Pastoral Care and Counselling

Science in everyday Life

The school is now focusing on the practical utility of science. Students seem more enthusiastic with the well

equipped laboratory and studying it as a subject of observation and application.

On the other hand, with the blessings & presence of great spiritual leaders, people have started relating ‘Scientific Phenomenon’ with Buddhist philosophy for their well-being and better understanding.

TASHI DORJAY
Science Teacher

Drug Addiction

Drug addiction means developing the habit of being burdened with worries, drug addiction has become a fashion. People of the upper section of the society have turned to drugs for saving themselves from worries; they have to face in their day-to-day life. People belonging to the lower section have fallen into the clutches of anti-social elements and have turned to drug peddling. Immediate & effective steps should be taken to root out this evil from the society. Otherwise a complete social ruin is not far off.

RIGZIN DORJAY
M-VIII



Fruits I like

I eat fruits. Fruits are good for health. But I like apple the most. Apple has many points to score over other fruits. It is tasty, juicy and has iron & vitamins. It is easily digestible. We can eat this fruit before or after the meals. Kashmiri Apple is the best!

An apple a day keeps the doctor away.

SONAM ANGMO
M-VI

Our home in space

A city may seem like a big place. But most cities are tiny compared to the whole nation. Countries are smaller than the continents. And all the continents cover less than one-third of our planet- the huge thing called Earth. So, when we try to imagine that Earth is just one out of the countless celestial bodies in this vast Universe, it makes one reach at wit's end to imagine the size of the Universe. Always remember that we all are a part of this infinite Universe and we have a reason to feel special.

STANZIN THINLES
M VIII

Wish I were a Barbie!

I wish I were a Barbie. Then everyone could play with me. I could wear small clothes and could change my hair style more often. I would be so little that I could sit inside a doll house. In its kitchen, I could cook delicious meals for me. And at night could sleep in my mini and cozy bedroom.

SONAM ANGMO
J IV B

Confidence and revision

Revision: Allow plenty of time for systematic revision during the course and especially at the end. It is at this time that careful notes of all books

studied will prove invaluable. Don't overwork, a tired mind never conquers anything. Never work more than two hours without a break; after an hour it is very necessary to sit comfortably and relax a while. The brain needs to be in a stage of maximum efficiency for maximum effort during the examination. Rather go for a walk or do something else you enjoy doing.

Confidence: As you go to sleep speak to yourself calmly and deliberately, something like this: 'I have worked conscientiously. I have covered the syllabus. The examiner will pass me if I give them the chance. I have the confidence. I shall pass'. Studying for an examination is not an end but only a beginning. The vast world of knowledge stretches before us. Whether or not paper qualifications are in mind, all serious study is worthwhile because it keeps the mind active and thereby adds to the zest and efficiency.

Life is EEE
Yesterday was Experience
Today is Experiment
And tomorrow is Expectation, so use

your experience in your experiment to meet your expectation to make life better.

Our life

Our life seems complicated with so many troubles and problems. But without any obstacle, life would be so dull. Moreover every problem in life has a solution.

MS. TASHI SPALDON
Social Science Teacher

My Mother

Mother is a special gift of God given to us.

To my sweetest mother I miss you every single day.

Dear Mother

You are my first teacher. You taught me how to speak, how to walk, how to talk and how to live.

Oh! God, please keep my mother happy and healthy. Please take care of her and I will always care for you because I love my mother so much.

DISKET DOLKER
M VIII



Culture & peace of Ladakh

There are four main groups Tibetan, Changpas form the bulk of the population in central & eastern Ladakh, over several generations gradually assuming the Ladakhi identity. These nomadic herdsmen can be seen living in black yak-hair tents on the mountains with their yaks, goats and sheep. They still provide the fine pashmina goat wool but the finer Shahtush is now very rare. The Mons, nomads of Aryan race, introduced Buddhism and established settlements in the valleys; some are professional entertainers & musicians. The Drokes or Dards from the Gilgit area settled along the Indus Valley and introduced irrigation. The natives of central Asian Saka origins mostly live in the Kargil region.

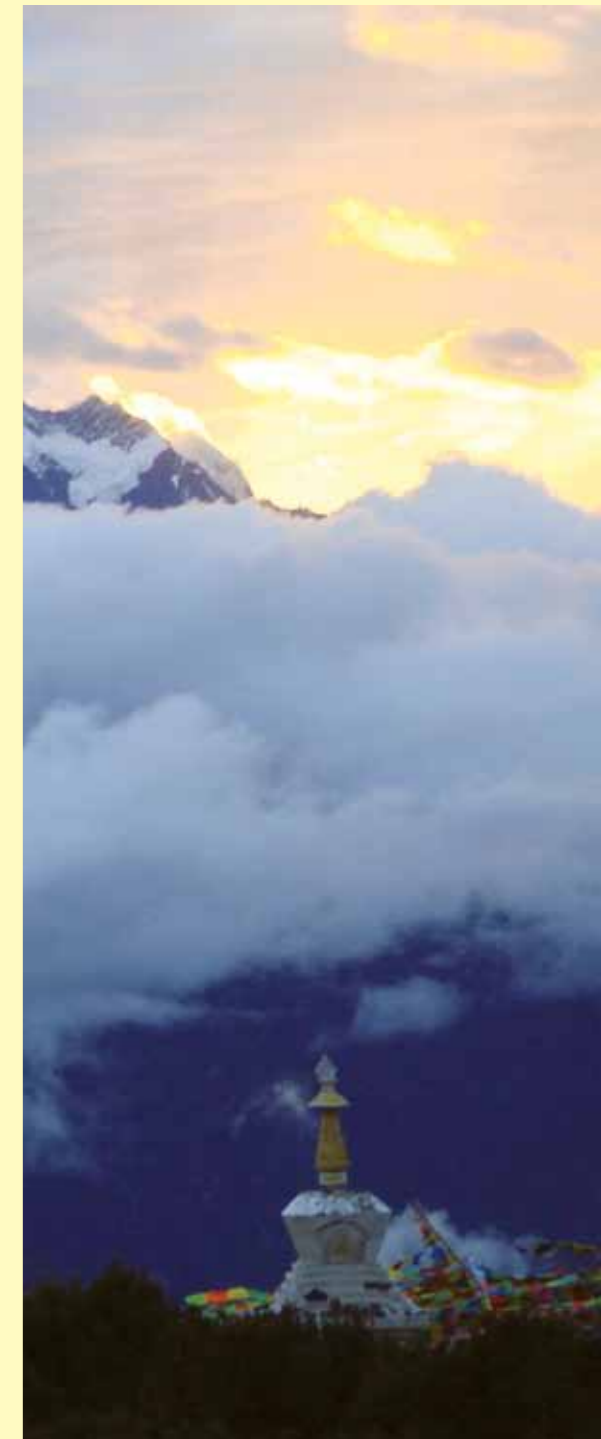
Ladakhis dress in Gonchas, loose woolen robes tied at the waist with a broad coloured-band. Buddhists usually wear dark red while Muslims and Nomadic tribes often use non-dyed material. The traditional snake shaped embroidered hat, ornate lamb skin perak is worn by some women.

Religion: 52% of Ladakh's population is Lamaistic Buddhists. Most follow Mahayana Buddhism of the Vajrayana sect with a mixture of Bon animism and Tantric practices. The red hat Drukpa and yellow hat sect and the more ancient Nyingmapa Buddhists have their seat in Tak-Thok. Ladakh also has a large number of Shia Muslims many being immigrant of Kashmiris & Dards.

Food: Barley is turned into Tsampa after roasting and grinding or Chang, a sour alcoholic drink also commonly made from fermented rice. Tsampa is mixed with yoghurt, cheese or chang to make it tastier. Gurgur (tea) is the staple drink, made with a mixture of tea leaves, soda and salt which is boiled before churning with butter until it thickens. Momos are balls of dough which are steamed, with a minced meat filling.

Festivals: The Buddhist festivals take place in the bleak (cold) winter months when villagers gather, stalls spring up around the gompas and colourful dance dramas and masked dances are performed in the courtyard. Musical instruments, weapons and religious objects are brought out during these dance performances. A few monasteries celebrate their festivals in the summer months, for example Lamaguru, Hemis, Phyang. The Ladakh festival takes place from 1 to 15 September.

PADMA DOLKAR
Infant Teacher



Camping @ Saboo

During summer break the M VIII students had gone to summer camp at Saboo for 14 days. The teachers were divided in 2 groups with each group staying with the students for 7 days. There at Saboo we learned many things, like cooking, learning

with play way methods, musicology and many other funny things.

We would get up at 5 a.m. everyday and go for morning walk & meditation. After that we had classes for 90 minutes. Thereafter, we used to enjoy sports & games. We also had

a schedule to help in the kitchen in groups. We watched many interesting and entertaining movies too; some of them were historical movies like Jodha Akbar, Mangal Pandey etc. We swam in the nearby river and washed clothes. Few teams of volunteers also visited our camp. They

taught us many things, like to keep our surroundings clean, learning through activities etc. At the end we also received gifts from the visitors: solar lamps and hair clips.

JIGMET LAMO
M-VIII

Virendra Sehwa: my hero

Virendra Sehwa is a great cricketer. He is the only cricketer who does not play for position or personal interests. He purely plays for his country. He is a hitter; he tries to win all the matches. He is a star cricketer loved by millions all over the world. The bowlers are afraid when he comes on to bat. He is my favourite and I too want to be like him in future.

PADMA THINLES
M-VIII

India of my dreams

I have a sweet & beautiful dream for my country. I want India to be the best in the world. I want my motherland to lead the world with its rich & spiritual heritage. I am a resident of India. She is my motherland. I am proud of being an Indian. I love my country.

TSERING DOLKAR
M-VIA

My teacher

Teacher is like God & teaches us many things. We listen to our teachers. My teachers are so good, I love & miss my teachers. Teachers are good to learn and write the Answers & Fill in the blanks. Teachers are strict but there's nothing to worry. Thank you teachers!

PADMA DOLKAR
J-III B



My best friend

Angmo is my best friend. She is my neighbour. We read in the same class and school. We go to school together. We come back from the school together. We do home work together. We go to play together. Her parents love me and my mother loves her. I love her very much; she is a very beautiful & sweet girl. She shares everything with me.

PADMA KUNZANG
M-III A

My Friend's Favourites

My friend's name is Laskit. She is very intelligent. Her village's name is Tukla. She is my best friend. Her favourites in life are:
Favourite Actor - Katrina Kaif
Favourite Dish - Rice & Dal
Favourite Game - Skipping
Favourite Colour - Purple
Favourite Subject - Social Studies
Favourite Place - Nubra Valley
I love my friend a lot!

SONAM DOLMA
M-IV A

My school

The name of my school is Druk White Lotus School. It is situated in Shey. It has classes from Nursery to VIII standard. There are 550 students and 28 teachers in my school. My school has a very nice building. It keeps us warm and cozy in winter, cool and airy in summer. Teachers teach us with love & care. We celebrate Parents' Day, Teacher's Day & Children's Day in our school. All the students come in proper uniform in our school. We have four houses: Red, Yellow, Blue & Green. We also go for School Picnic during summer. We study all subjects including Bodhi in our school. I am proud of my school.

STANZIN LASKIT
M-IV B

My village

The name of my village is Shey. In my village there is a big monastery called Khar. There are four schools in my village amidst big mountains & trees. My village has many houses & a Panchayat Ghar. The main occu-

pation of the people here is farming. Shey is a beautiful village.

TASHI PORJAL
M-IV A

Mathematics

Whenever I see Maths, a deep sorrow flows inside my heart and brings painful tears in my eyes. May be I am not an intelligent girl. May be Mr. /Ms. Mathematics is annoyed with me. Or God has forgotten to bless me at the time of my birth. I practice Mathematics a lot but the answers are always miles away from reality. During examination time Mathematics brings me nightmares and drags me into deep depression. At times I think that Mathematics may never let me live peacefully and might even kill me.

TSERING DOLMA
M-VIII

Almighty God

God and his grace come in the form of love. Love is the first ray that penetrates the heart and starts a process of transformation. It is the first experience of grace, and slowly as the experience becomes more and more profound; one starts feeling invisible hands of God behind it. So, the first experience is of love, the second experience is of grace and the third experience is of GOD.

NAWANG DEACHEN
M-VIII

To err is human, to forgive is divine

No man is perfect and it is only too human to commit mistakes and faults. Sometimes knowingly and other times unwillingly. Every person would have erred sometime or the other. If not he would be God. But having erred himself, everyone should learn to forget and forgive the faults of others. To forgive an insult or injury is often considered to be a sign of weakness; it is really a sign of strength. It is easy to allow one to be carried away by hate and resentment, and act vengefully, but it takes a strong character to restrain those natural passions. The man who proves him to be superior to the man, who wronged him, puts the wrong doer to shame. Forgiveness even turns a foe into a friend. All religions offer various examples of merciful lords; forever forgiving their erring followers. Christ advocated universal brotherhood and forgave even those who were responsible for sacrificing him. Buddha too preached the virtue of forgiveness. It is indeed true that to forgive is divine, just as to err is human.

SONAM LHAMO
Infant Teacher

Ladakh

L Land of Spirituality
A A symbol of unity
D Do the righteous things
A Always speak the truth
K Kingdom of mountains
H Hard working people
I love my place where I was born.
I love my people who are so nice & honest.
I am proud to be a Buddhist.

YANGZIN CHISKIT
M-VII

What is life?

Life is like a game which everyone plays and ends. But some people believe that life is just a time pass. In fact, people who don't believe in life, they are doing Time-Pass.

JIGMET DOLKAR
M-VI B

My mother

My mother is my God.
My mother is very good.
I love my mother.
My mother loves me & my sister a lot.
My mother cares for my family.
She is a great gift of God; unconditional love is Mother's Love.

M Mother is my God
O Oh! Mother, I will never forget you
T To protect me from difficulties
H How you cared when I was young
E Ever & never I will leave you
R Really you are the best creation of God

TSEWANG SPALZES
M-VI A

Wonderful school

There are many schools in India. Our wonderful school Druk White Lotus School is the pride of India. School is very important to a child. They learn many things that make them successful in life. Our school is famous in the world and a movie 3 Idiots was also shot here. Many people call it Rancho's School. Our school has a big playground, we play different games there. There are around 30 staff members & 600 students in our school. I like my school very much. I think His Holiness the Gyalwang Drukpa has provided me an opportunity to be a part of this lovely school.

JIGMET YANGSKIT
J-VA

My village

My village's name is Thiksay. I live in Kilibuk Thiksay. There is a Primary School in my village.

There are 50 houses in Kilibuk.

The villagers grow wheat, peas, tomato and other vegetables. They also grow flowers. Cows, horses & donkeys are our domestic animals. We celebrate Lhossar, Gustor & Buddha Purnima. We believe in Buddhism.

THINLES ANGMO
J-III B

A village of apricots

I live in a village of Apricots. My village is Khalsi. It is 97 Kms. from Leh. There are many trees in my village. Many fruits & vegetables are grown in my village like Apricot, walnut, peas, grapes, apples etc. I visit my village in every vacation. People are very kind here. I love my village.

PHUNCHOK GYATSO
J-III B

Environment

We need to take care of our environment and keep it neat and clean. We should not throw waste in our surroundings. We must not throw banana peels on roads. The people may walk over it, slip and get injured. Waste lying around starts smelling badly after some days. It also attracts flies and is the breeding center for mosquitoes and diseases. Therefore we should always throw waste in dust bins.

CHUSKIT YANGDOL
M-VI B

Ladakh

In the midst of the mountains a magical land like heaven lies; named Ladakh. People are like deities here, with no war, no fights; just a land of serenity and light. Ladakh is a home of brave hearts. People have great faith in religion and culture.

JIGMET DOLKER
J-I B

Leh palace

The land of the palace totals 6 kanals and 13 Marlas. The official (khasra) No. 4356, its length is 207 ft and height is 147 ft. It is a nine storey building with 20 balconies and 204 rooms. On the 7th storey there is a courtyard where major festivals are held. On the 8th storey there is a hall (a conference room) where meetings and conferences are held. There are 12 pillars in the hall and the hall has two doors. One door is used by the laithy and the other is used by revered lamas. There are two rooms on the 7th floor facing the north in which statues have been placed. The palace was built by King Jamyang Namgail and his son Senge Namgail in the beginning of the 17th century. The palace was taken over by the archeological survey of India on 27.10.1992 and since then the repairs of the palace are undertaken by the A.S.I.

TSERING DOLKER
M-VI A

Friends forever

Friends make a bright day by sharing joys & grief. Friends never turn away from you; they help you in ways so true. Friendship makes life more beautiful when true. You can tell a friend how you feel without saying a word. A friend is there when you need him/her the most.

NILZA ANGMO
J-III B

Aa-mazing

- Many parts of our body can be removed and replaced with a machine, except our brain.
- If an adult human jumps 36 times his own length, he would make the long jump record at 65.8 metres.
- About one-third of our lives are spent sleeping.

JIGMAT SINGAY
M-VII

My mother loves me because...

I am an obedient daughter. I respect my elders. I love my sister. I never repeat my mistakes. So my Mama loves me. She brought me in this world. I am my mother's reflection. I am a part of her, so she loves me. The more you give the more you get. I love my mother so....so....very much. So in return my mother loves me equally. She is like 'God', she gives me everything. My mother is made up of a substance called LOVE. I am her daughter, so she loves me with all the love she has. I respect my mother and follow her advice. I never break the trust she has in me. My mom says, she is lucky to have a child like me. She loves me a LOT and corrects me a LITTLE. She is making me a good girl. I LOVE MY MOM!

SONAM ANGMO
M-VI A

To learn; learn to love learning

The limits of my language mean the limits of my world.

Ludwig Wittgenstein

A friendly and amicable environment is mandatory, to facilitate learning process for kids. Thereby, the kids should be ushered to their comfort zone by the language faculties. It's a must for a faculty to realize his/her role in the classroom. For an effective learning ambiance one needs to act as a facilitator. The ideology to rule or making learning a compulsion for the scholars shall be thoroughly eliminated from the teaching methodologies globally. One must understand that the set blue prints of pedagogy cannot be followed blindly for all the aspirants. As all the human beings possess some unique features, which are matchless in one way or the other. Similarly, all the scholars develop their specific perceptions towards learning or understanding.

More importantly language deals with literature, and eventually touches the emotional side of humans. A prose which brings tears in one's eyes, may not stir a single emotional string in the heart of another. Some scholars may have a natural interest towards philosophy or spirituality, others may find romance interesting. These individual interests of scholars are a testimony to their preferences in life. And the Language Faculties shall not force an aspirant to learn a language with one particular theme. Literature is assorted, and is identical to life. Let the aspirants pick the colours of their choice to paint the canvas of their lives. A deliberate attempt to manipulate one's learning methodology shall only delay the process and may also make the aspirant loose interest completely.

While learning a language one needs to fall in love with it, and the faculty should be in constant search of innovative ways to accelerate the learning

process. The primary task of a faculty today is to motivate the aspirants and make them believe in their ability. A rise in the confidence level of aspirants does wonders for them. The much desired fluency in language depends largely on one's confidence level.

Aspirants must fall in love with the language they desire to learn. For instance, learning car driving or swimming, initially we are awfully conscious to make errors and drive it very slowly but with utmost concentration. Gradually as the time passes by we become competent drivers who are capable of attending their mobile phones while running at a speed of 60 Km/hr or even more.

But the common denominator between all the activities we learn with perfection is our love for them all.

Mantra for Success: *To learn a language Fall in love with it.*
Earnest Regards

SUMIT SHARMA
English Teacher

Learning is eternal

Road is so long
It will never end.
Education is so important
It should never end.
Planets rotate & rotate
They will never stop
We learn and learn
It should never stop.

TSERING LHANZOM
J-V B

My family

My family has five members. Head of our family is my father. My mother & father are very good and helpful to each other. My father brings vegetables, fruits & meat for us. Our mother and sister cook food for us and we eat together. I and my sister bring water to make food, for bathing and drink-



ing. When my mom is not at home my father cooks the food for us. We have our meals with joy & love. After dinner we watch television. Now our family is not together because my sister has gone to Jammu for further studies. I am at Shey in DWLS. It is the best school in Ladakh. My father, mother & younger sister stay at our home in Zaskar. I always see my family in my dreams. My family is the best!

STANZIN DEASAL
J-V B



Save trees

I request all the people not to cut but plant trees. Trees are important for us; they fill life in the environment by producing oxygen and also control global warming. Thereby it's our duty to save trees to save the EARTH.

LUNDUP DORJEY
J-V B

Parents

Parents are the most precious beings in the world. Their image is of God itself. They bless us on every step of ours in life. We must respect them from heart. Then only we can achieve our goals.

Teacher

Teachers are our best guides. They teach us how to read and write. They teach us good manners. They make our future bright. Whatever our teachers tell us, we should follow sincerely.

STANZIN LASKIT
M-VI B

Unprecedented deadly flood

Never heard nor had a sign of flood ever for past many years in the history

of Ladakh. Our grandparents and the history should have warned us, had it been an event of the past. We would have been more cautious and alarmed, if we had known that people may be killed in their dreams too.

I was awoken in the middle of the night by the mixed- scared tone of my father- in -law and the deafening sounds of the thunder. I was dumb-struck and motion less; I first rushed to save my baby having the imagination of Ladakh drowning.

A loud roar of the people who were moving to safer places was a soothing sight for me and for my family; we were a bit relieved to have companions.

Hundreds of head lights turned the night into a day on the streets having their entire family members crammed in their cars. Raining continued with the same unpleasant scary sound from the distant dark sky. When we were out of danger, we waited on the chilly mountain with the prospect of seeing a clear blue sky.

I went to help the needy but my every step sank into the muddy pavement and eventually I lost my heart for being helpless to render any help. This was the most deadly and frightening disaster which displaced thousands of people and affected many

more. A month and half has gone but the unpleasant memories are still fresh in the minds of people. It reminds us to be more religious and recalls that our life is so unpredictable. Let's pray together for the departed souls and may the Almighty shower blessings on them.

MRS. TSETAN YANGDOL
English Teacher

Angel Unknown

Amidst the wood, in the hazy morning of dawn mist, I saw her sitting by herself in profound thought. It was dazzling accompanied by gentle breeze which gave a subtle stimuli to her crimson cheek, her golden locks were lying helpless on her temple which forced me to think that her melancholy was not little but ample.

She took me deep down in ocean of emotion, but the scene also contains ecstasy so profound. A step forward than turning behind was final decision by mind for her not less than angel for me would become a mere human indeed.

So finally leaving her solitary in situation so solemnity though not uttering a word she crossed my mind. She crossed my mind.

MR. RAVI BODH
Maths Teacher

Rhyming dragons

Life

One one life is one.
Two two life is true.
Three three life is free.
Four four life is more.
Five five life is drive.
Six six life is fix.
Seven seven life is heaven.
Eight eight life is fate.
Nine nine life is fine.
Ten ten life is end.

STANZIN ZANGMO
M-VII

My Friend

Oh! My friend,
You are my future,
You are my dearest.
I wanted to have a friend,
And I found my best friend in you.

Oh! My friend when you will not be here
Who will understand my words & feelings.
I just wanted a friend,
but I got a friend who is always with me.
In my joys & sorrows
Like a shadow.

KUNZANG DOLMA
M-VIII

DWLS "The Wonder School"

Druk White Lotus School
You are the house
Of children for those
Countless and needy ones
You are the mother to them

The underprivileged children
From the remotest place
In arm around Leh
Come to your lap
To receive the modern education

You have set a wonderful platform
In every field of progress
The amazing infrastructure
Is the centre of attraction,
to all those who admire

H.H blessings are such that
It has received many laurels
And has a number of awards
To its credit
Such are its present Achievements.

The school remains grateful
To its noble sponsors
Who have contributed a lot
To erect the very foundations
And thanks them from its heart.

MR. KARMA DHARGYAL
Infant Section In-charge



Stanzin Rabjam - 6th 'A'

Stanzin Motub - 6th 'B'



God made Man

God made man and gave him heart.
Heart started beating,
And man started fighting.
God made man and gave him mouth.
Mouth started eating,
And man started biting.

God made man and gave him hand.
Hand started working,
And man started slapping.
God made man and gave him feet.
Feet started moving,
And man started kicking.
God made man and gave him brain.
Brain started thinking,
And man started destroying.

YANGZIN CHISKIT
M-VII

O! Ice Cream

O! Ice Cream
You make me happy,
You are so tasty and sweet.
O! Ice Cream
You are so cold,
You make me fresh.

O! Ice Cream
You are the best,
Sweetest in the world.

SONAM CHUSKIT
M-VII

Friendship

Friendship is not how you forget,
But how you forgive.
Not how you listen,
But how you understand.

Not what you see,
But how you feel.
And not how you let go,
But how you hold on.

JIGMET LHAMO
M-VIII

Butterfly

Oh! Butterfly,
You make me your friend.
You are very beautiful and nice.
I like your colour,
When I see you I am very happy.

Oh! Butterfly,
You come near,
You are the best & most beautiful in the world.

DAWA DOLMA
M-VII



Stanzin Chuskit - 5th 'B'

Learning is eternal

Road is so long
It will never end.
Education is so important
It should never end.
Planets rotate & rotate
They will never stop
We learn and learn
It should never stop.

TSERING LHAZOM
J-VB

My Paradise

Near the pleasant palace
They built our paradise.
It's named as Druk White Lotus
Started with the blessings of
His Holiness the Gyalwang Drukpa.

By remembering my parents
I have tears in my eyes.
But I'm happy I'm gaining knowledge.
May His Holiness live long!

I arrived in heaven; I would like to thank my teachers.
Oh! My dear teachers
I love you all.
Oh! My parents, 'I Miss You'
May you live long!

I trust you God
Yet I fear you God.
May I fulfill my dreams & cross the river.
Tears of joy & sorrow complete a river called LIFE!

TASHI LAMO
M-VIII

Teacher & Student

Oh! Teacher, you are students' guide.
Oh! Teacher you are teaching & students are learning,
And Ladakh is growing.

Oh! Teacher you are just like a student's God.
Oh! Teacher you are the seed of a student's aim.
Student may become a Teacher, Pilot, an Air Hostess etc.
Students never forget Teachers!

JIGMET KITPA
M-VII

What's New?

Be a new person.
Think a new thought.
Dream a new dream.
Write a new plan.
Build a new life.
Be a new person.
Turn a new page.
Start a new book.
Be a new person.

Light a new lamp.
Open a new door.
Be a new person.

Seek a new challenge.
Find a new purpose.
Be a new person.

Sing a new song.
Dance a new step.
Be a new person.

RIGZIN LAMO
M-VI



Stanzin Dorjey - 6th 'A'

Our Precious Life

Our life is very precious,
Build a marvelous life.
The positive way and placid mind is such
that we can make our life better & precious.

Present is the source of future,
to make our future fruitful.
Turn your life in a positive way.
We all belong to the great Earth Family.
So, live like one family on Earth with no misunderstand-
ing;
with care & respect for each other.
Think positive & act wise.
Let's make our world a living paradise.

PADMA CHUSKIT
M-VIII

God Bless Ladakh

Land that I love,
there the night sparkles with
a light from above.
From the mountains,
to the prairies and the ocean
White foam fills peace & fun.
God Bless Ladakh!

KUNGA DORJEY
J-III B



Stanzin Norbu - 6th 'B'
Stanzin Motup - 6th 'B'

Horror vs Hope

Flash flood in Ladakh

On 5th August 2010, a cloud bursted in Ladakh, so many houses were destroyed and lives were lost. Still many people have not recovered from that shock. The flood hit my village Choglamsar badly. After some time Ladakh was visited by His Holiness the Gyalwang Drukpa & His Holiness the Dalai Lama to comfort the suffering people.

STANZIN STOB DAN
M-VI

Unforgettable Night

We all were sleeping in the hostel when suddenly my housemother called all the students. She said that the water is coming from the top. I was very afraid and all the students started praying. Then the hostel warden came & took us all to a safer place. That was an unforgettable night.

STANZIN TSO GEE
M-IV B

Visit of His Holiness the Gyalwang Drukpa and Aamir Khan in D.P.K.I.

After the flood occurred in Ladakh H.H. the Gyalwang Drukpa and famous actor Aamir Khan came specially to solve students' problems; and to meet the people of Ladakh. H.H. shared some feelings with us and gave blessings to every student and staff



member. Aamir Khan donated money to the school trust and also sang the song of his film 3 Idiots, ALL IZZ WELL. Actually 3 Idiots movie was shot in our school and made our school famous as Rancho's School. Since then Amir Khan has become a friend of the DWLS family. Aamir Khan also gifted the DVDs of 3 Idiots to each and every member of the DWLS family as a token of love. We also celebrated the teachers' day as we wanted to overcome the trauma we all had gone through during the flood crisis.

DISKET DOLKAR
M-VIII

5th August,

A black day in the history of Ladakh

On the midnight of 6th August flood hit Ladakh and many people lost their lives and property. Many people were severely injured, vehicles were destroyed and our school was also damaged by the horrible stream of water. In Choglamsar many people died and many lost their homes. Still hundreds of people are living in relief camps.

PADMA THINLES
J-V B

A horrific night

It was Thursday and a cloudy day and it was thundering too. It was a regular day for me at school. I came back home on time but there was no electricity that evening. We had our dinner in darkness and went to sleep early. I slept along with my mother, and my father slept on the 2nd floor. At 12 o'clock midnight heavy rains hit Ladakh. We all ran out of the house to save our lives except my father. He tried to protect the house. He ran to call our neighbours but all had evacu-



ated the houses by that time. Some of them took shelter in the temple & some were in Chuchot. There were only 2 Ladakhis and some tourists. We all sat near the prayer wheel. We all went back to our houses after the mud slide had stopped, being tired we all went to sleep within no time. When we got up we found our beautiful village full of mud, uprooted trees, rocks and debris of the destroyed buildings. This was the biggest shock of my life.

NILZA ANGMO
J-V B

Flood hit Ladakh

On 5th August, 2010, around 4 pm thunder and lightning occurred. It was soon followed by heavy rainfall. At midnight a cloud bursted and deadly flood occurred in Basgo, Shey, Nimmo, Leh, Choglamsar, Hemis, Nang, Thiksay, Igoo, Bema etc. Almost the entire Ladakh was devastated by this unexpected flood. In the morning nothing was left in its original shape. Many of the houses were completely washed by the flood waters. May God bless Ladakh!

STANZIN DORJEY, STANZIN RABJAM, STANZIN TUNDUP, CHAMBA THINLES
M-VI A

**Community Service Programme:
Task Force
Survey Report**

Introduction

Report on survey of orphans, semi-orphans and completely affected families due to cloud burst flood disaster in Ladakh on 6th August 2010.

Aims of the survey

1. Finding the number of orphans and semi-orphans in Ladakh as a result of flood.
2. Such orphans and semi-orphans who are from badly affected families to be admitted to Druk White Lotus School.

Background information

Unexpected cloud burst and subsequent floods had affected many parts of Ladakh on 6th August 2010. According to the official report, more than 198 people were killed, 200 are missing and about 2000 were injured. More than 400 household properties were partly/completely destroyed. Such disaster has happened for the first time in the history of Ladakh.

Criteria for selecting of candidates

1. Orphans.
2. Semi-Orphans.
3. Property of the child's family partly/completely damaged.

Procedure of survey

1. Survey teams were formed immediately after the disaster under the guidance of the principal.
2. Survey teams visited almost all the affected areas.
3. Discussion with the principal was held at the end of each survey.
4. Data on flood victims was obtained from the village Heads and Ladakh Buddhist Association, which is authentic and reliable.
5. Discussion with village heads and their relief committee members.

List of villages surveyed

1. Choglamsar.
2. Saboo.
3. Leh
4. Ney.
5. Phayang.
6. Taru.
7. Basgo.
8. Nimoo.
9. Umla.
10. Igoo.

Result of the survey

In the end, 37 students were admitted in the DWLS residential school. We are looking forward to get more deserving students who are in desperate need. Further re-verification regarding this survey shall be carried out by Smt. Sarla Chhewang, the School Manager.

RIGZIN TSERING - IT TEACHER
*Coordinator,
Community Service Programme*



Community Service Programme - Task force

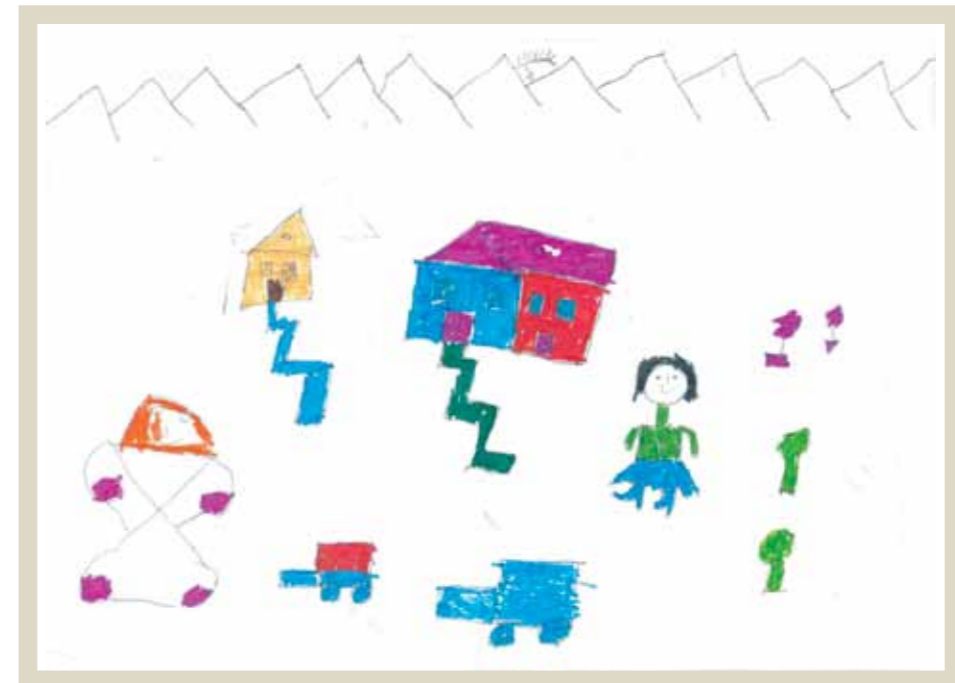


Whispering Dragons Infant section

The whispering images of the Infants



Skalsang Chosdon - Nursery



Rigzin Angmo - UKG

Whispering Dragons



Dechan Chorol - LKG



Sonam Chuskit - LKG



Tsewang Chopel - Nursery



Stanzin Chuskit - UKG

Dragons' Profiles

My name is Nilza Angmo. I read in class Junior Second (B). Roll no 25. My school's name is Druk White Lotus School, Shey. My grandfather's name is Eshi Namgyal.

My grandmother's name is Tashi Palzom. My mother's name is Sonam Dolma. My sister's name is Dechen Chorol. My younger sisters' names are Jigmet Chorol and Stanzin Day-sal. My best friend's name is Karma and Zangskit. My Best friend is so beautiful.

My name is Stanzin Itsal. My mother's name is Sonam Yangchen. My favourite teacher is Ms. Chamba Kunzes. My favourite fruit is bananas. My grandfather's name is Tsering Mutup. I am a girl.

I am tall. I am from Zangskar. I don't like boiled eggs. My school's name is Druk White Lotus School. My friend's name is Dechen Chuskit.

My name is Sonam Dolkar. My father's name is Rinchen Tsering. My mother's name is Padma Dolma. My grandmother's name is Buchung Tsering. I am from Changthang. I am a girl. My sister's name is Tsering Dolma. My brother's name is Tsering Tsedar. I read in class J-2B. I am 12 years old.

My name is Jigmat Dadul, class 2 B. My mother's name is Sonam Dolma. My father's name is Pasang Dadul. My dog's name is Papy. My friend's name is Stanzin Mingur. My dog is very good. My younger brother's name is Nima Tsering.

My name is Stanzin Mingur. My roll number is 22. I read in class J 2 B. My father's name is Tsering Tudup. I have two dogs. My friend's name is Jigmat Dadul. I have one cat. My favourite fruits are apple and banana.

My name is Jigmet Skalzang. My hair is short. My father's name is Gonbo Tashi. My mother's name is Tsering Dolkar. My grandfather's name is Tsering Rinchen. My grandmother's name is Tsering Laskit. My sister's name is Sonam Chuskit. My best friend's name is Jigmet Dolma. I live in hostel. I come from Changthang.

My name is Jigmet Palmo. My hair is short. My friend's name is Zangskit Palmo. My father's name is Tsering Namgyal. My mother's name is Chamba Dolma. My sister's name is Deachen Chuskit. My grandmother's name is Tsering Angmo. I come from Changthang.

I study in class 2 B. My best film is 3 Idiots.

My name is Sonam Namgail. My mother's name is Tsering Angmo. My best friend is Stanzin Otzer. My village's name is Chilling. My best teacher is Madam Palmo. I am 10 years old. My favourite games are cricket and football.

My name is Karma Sonam Nor-skit. I read in class junior second B. My best friend's name is Nilza Angmo. My school's name is Druk White Lotus School, Shey. My fa-

ther's name is Tashi Dorje. My mother's name is Tsering Yangskit. My grandfather's name is Rigzen Chotak. My grandmother's name is Tsering Tsomo. My great grand father's name is Tsering Dorje. My elder sister's name is Zangskit Palmo.

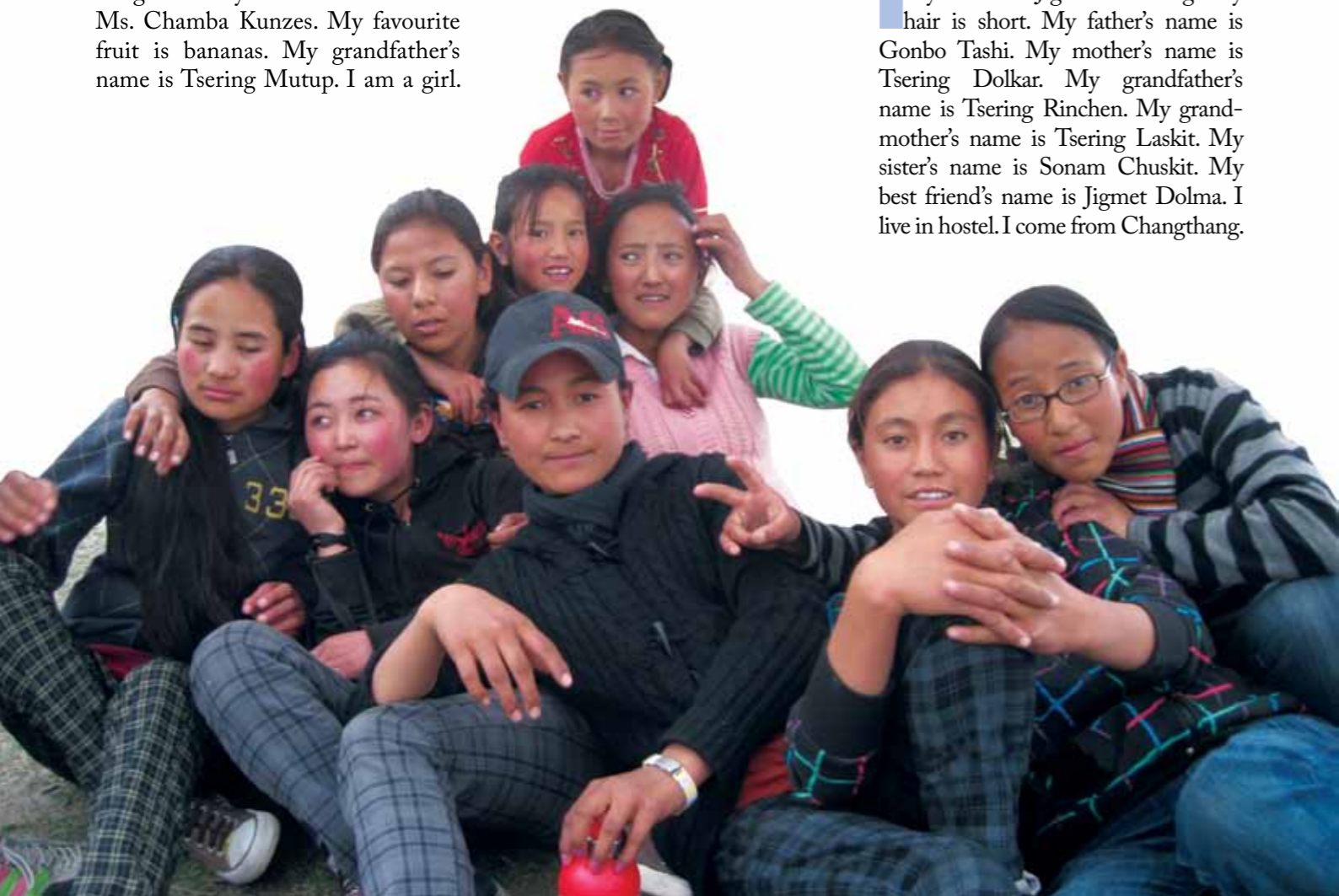
My name is Jigmet Deadon. My mother is very good. My father is very good too. My grandmother is very good. My brother is very good. My favourite line is, 'what are these boys doing'. My favourite game is skipping. My favourite fruit is grapes. My favourite vegetable is potato. My village name is Shey. My favourite channels are Pogo and Cartoon Network. My favourite places are Shey and Leh.

My name is Deachen Chuskit. My mother's name is Tsering Yangzes. I love my mother and also my family. All members of my fam-

ily help each other. My friends are very beautiful and good. My sisters are very beautiful. My school's name is Druk White Lotus School. My village's name is Garkhon. My house name is Bishu Pa.

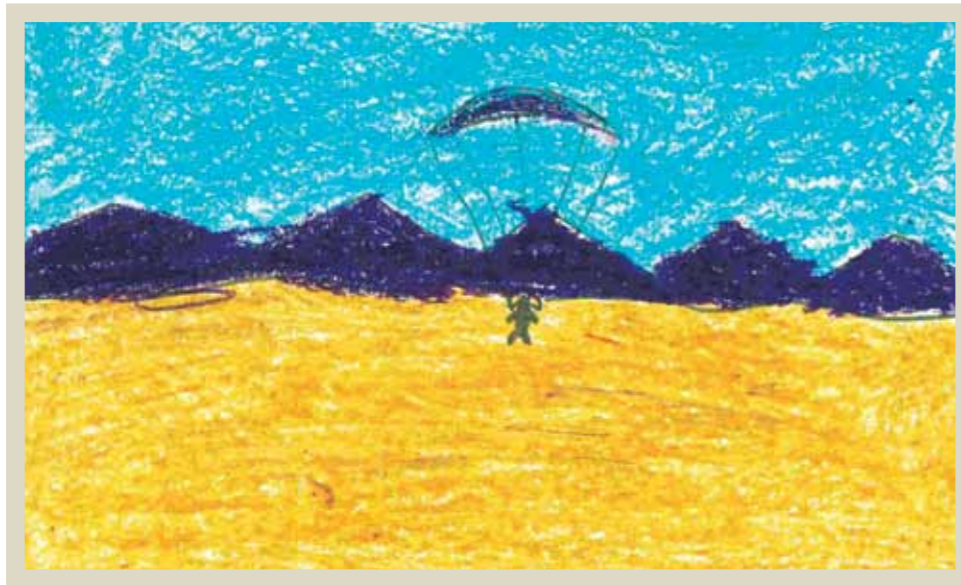
My name is Tsewang Tsomo. My mother's name is Sonam Tsomo. My father's name is Nema Gurmet. I am 11 years old. My grandmother's name is Tamcha Dolma. My grandfather's name is Padma Tsan. I am a girl. My aunty's name is Sonam Angmo. I am a big girl. My brother's name is Kunzang.

My name is Rigzin Dolma. I read in class 1. My house name is Not-sapa. My house is big. My birthday is on December 15th. I live in hostel. My favourite flower is rose. My favourite fruit is mango. My favourite food is chowmein.



Stanzin Deasal - Class 5th 'B'

Dragons' Designs (Middle Section)



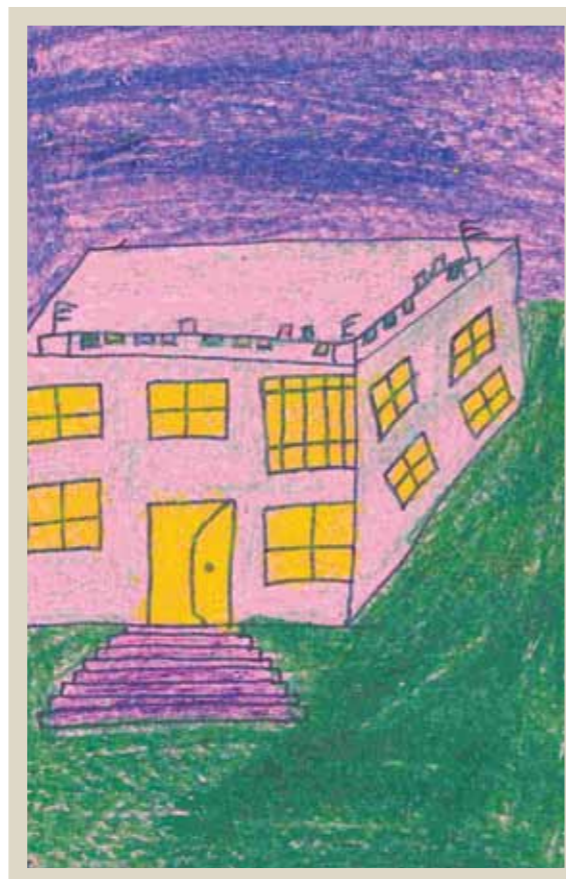
Tundup Namgail - Class 5th 'A'



Chozin Angmo - Class 5th 'A'



Tsewang Namgyal - Class 6th 'A'



Deachen Angmo - Class 5th 'B'

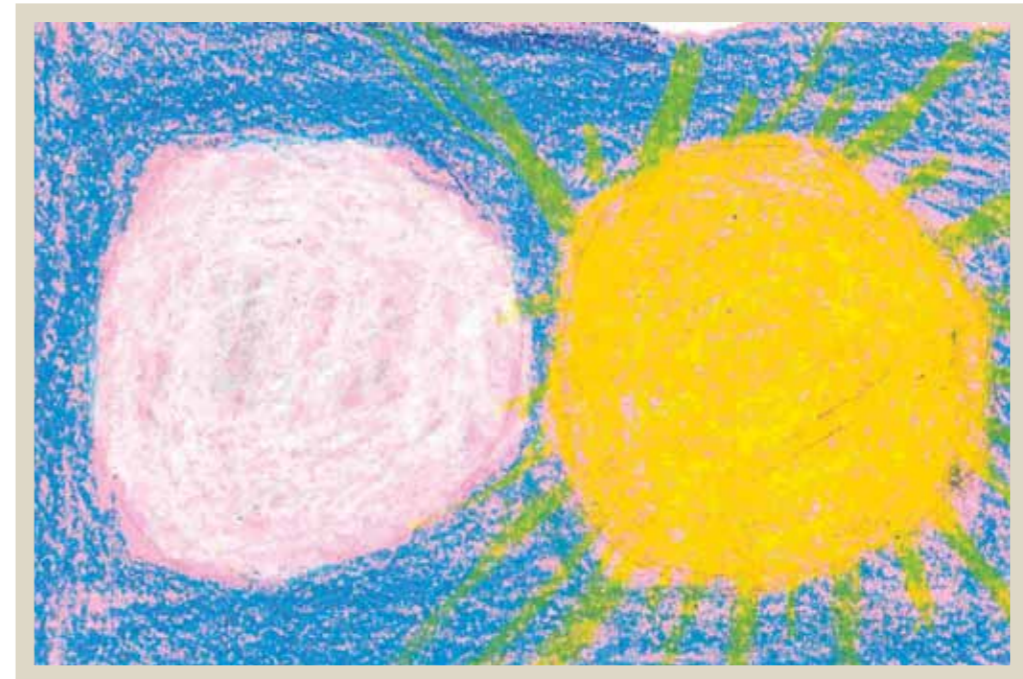


Stanzin Tashi - Class 5th 'A'

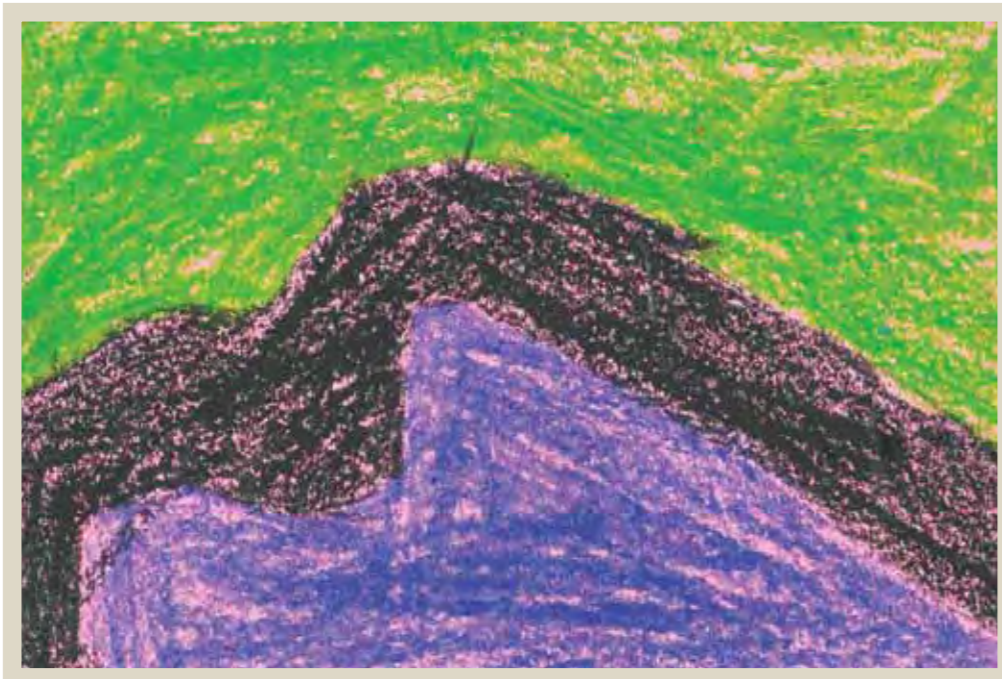
Dragons' Designs (Middle Section)



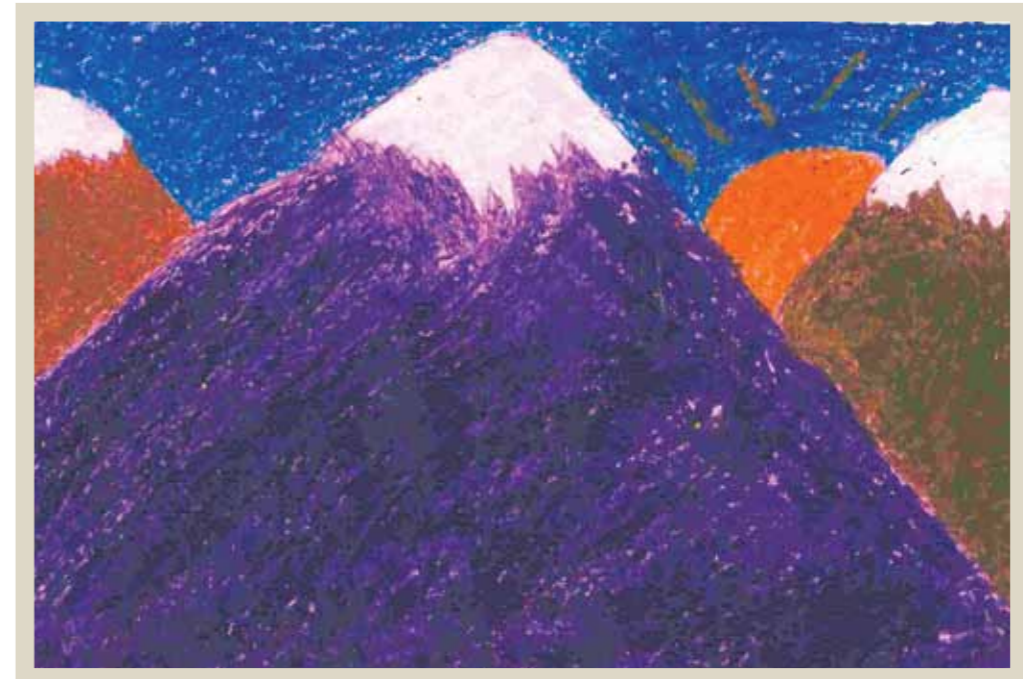
Tsering Tsomo - Class 5th 'B'



Tsering Tsomo - Class 5th 'B'

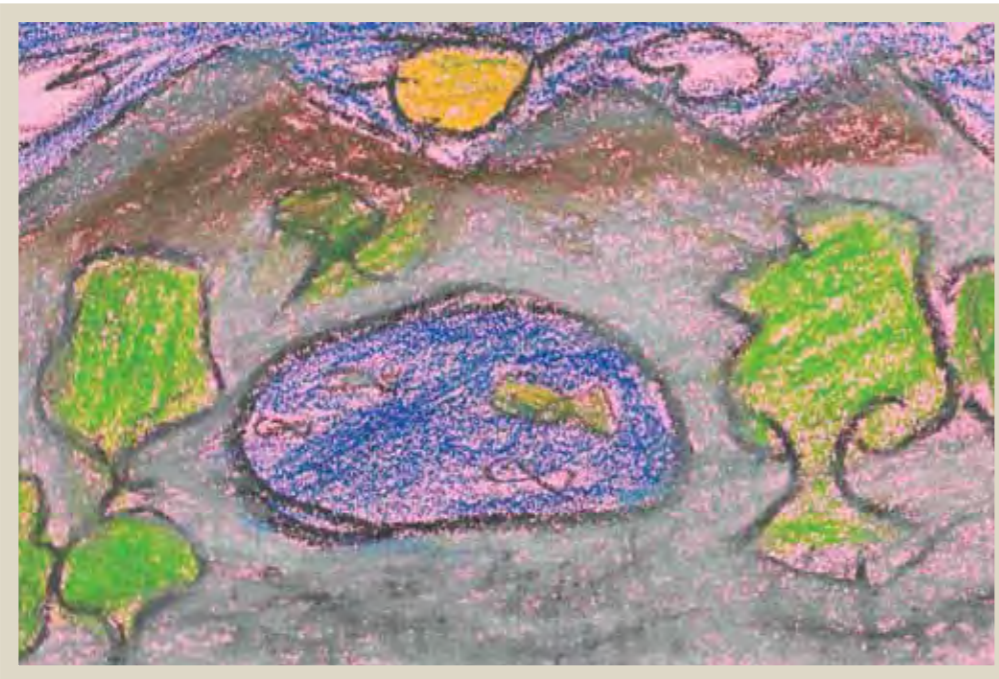


Tsering Youdon - Class 5th 'A'



Diskit Dolker - Class 5th 'B'

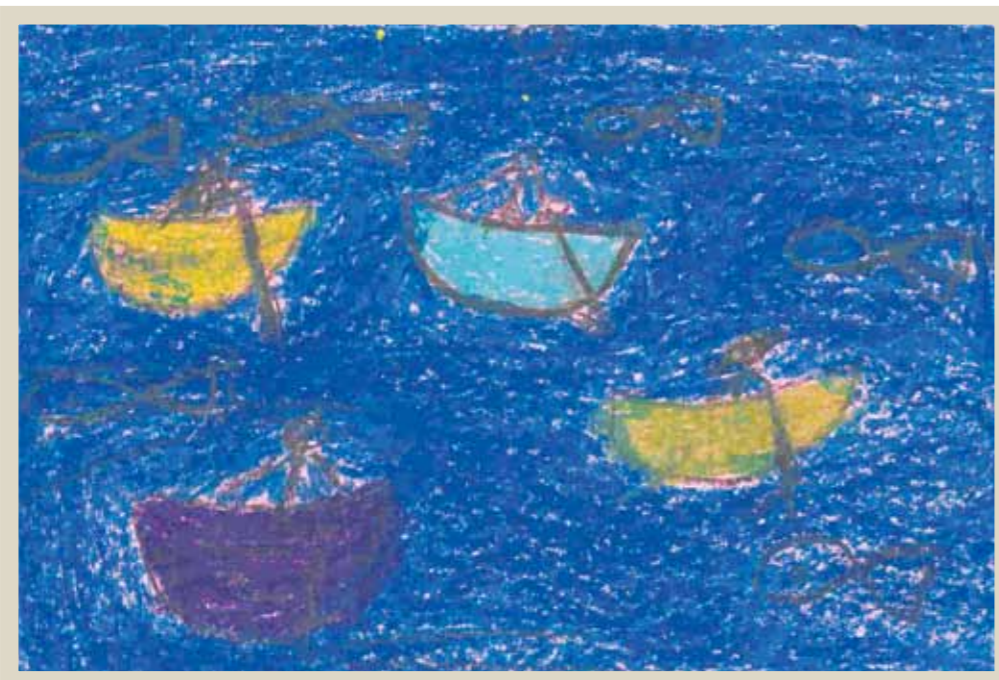
Dragons' Designs (Middle Section)



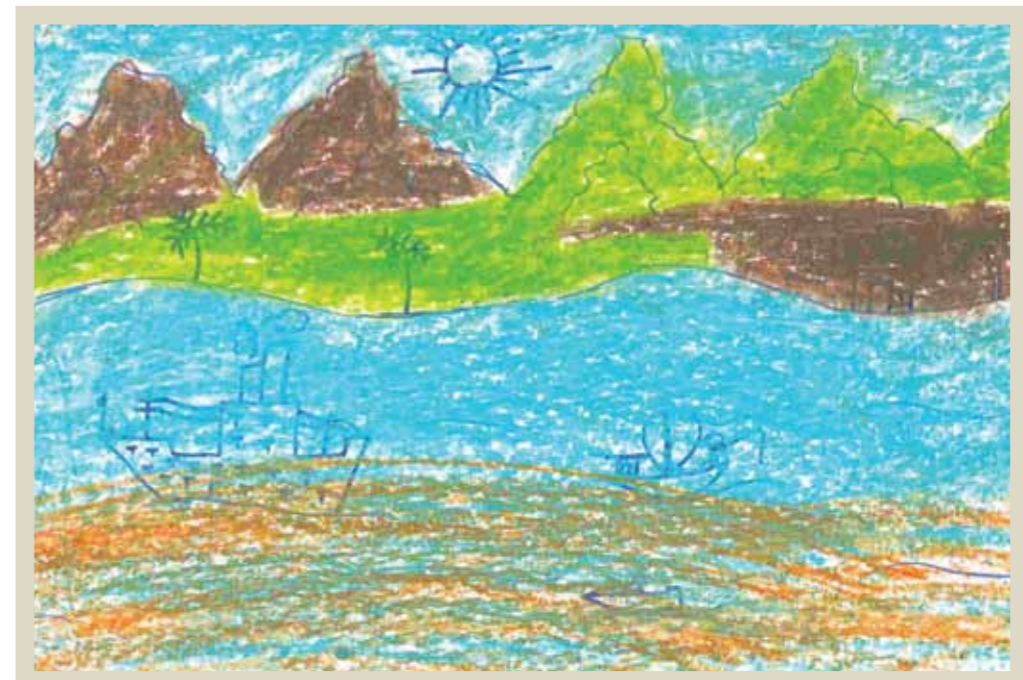
Tsewang Losal - Class 5th 'B'



Tsewang Namgyal - Class 5th 'A'



Tsewang Namgyal - Class 5th 'A'



Stanzin Tashi - Class 5th 'A'

Dragons' Designs (Middle Section)



Stanzin Chuskit - Class 6th 'B'



Stanzin Dorjey - Class 6th 'A'



Diskit Dolker - Class 5th 'B'



Tundup Namgail - Class 5th 'B'

Dragons' Designs (Middle Section)



Deachen Angmo Class 6th 'B'



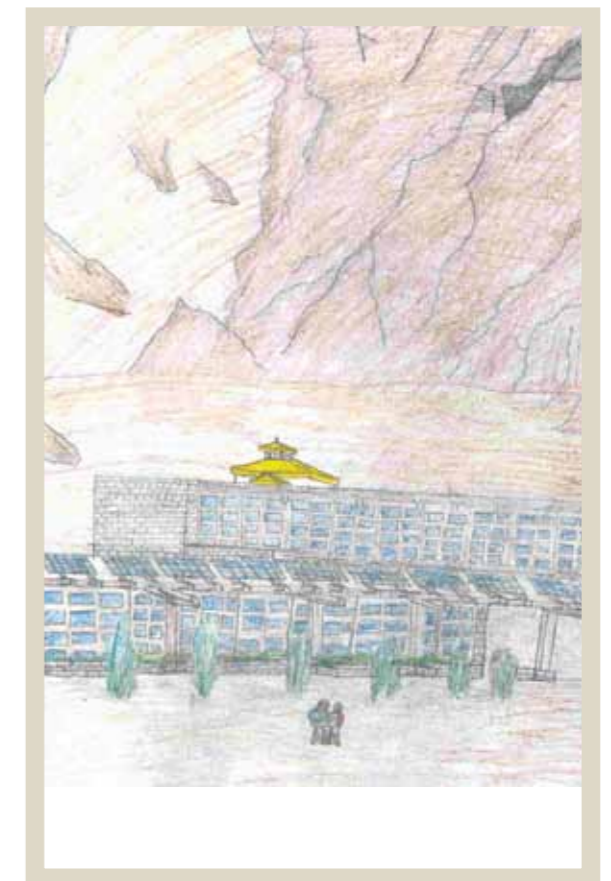
Palzes Dolker - Class 5th 'A'



Tsering Dolma - Class 6th 'B'



Stanzin Chuskit - Class 5th 'B'



Stanzin Norbu - Class 6th 'B'

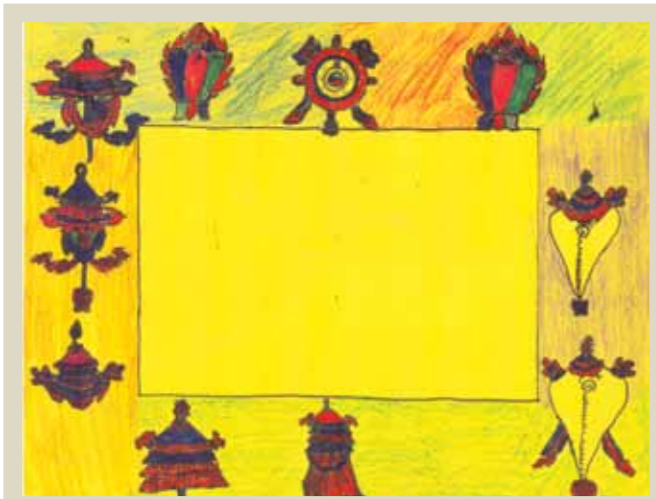
Dragons' Designs (Middle Section)



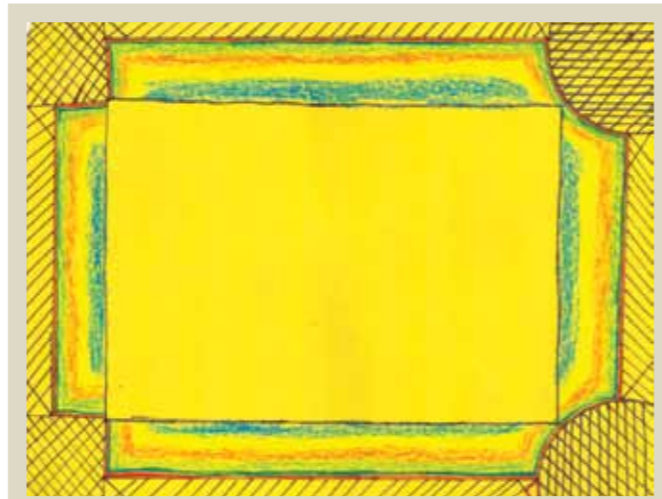
DSN - Class 5th 'B'



Tsering Yangzom - Class 5th 'B'



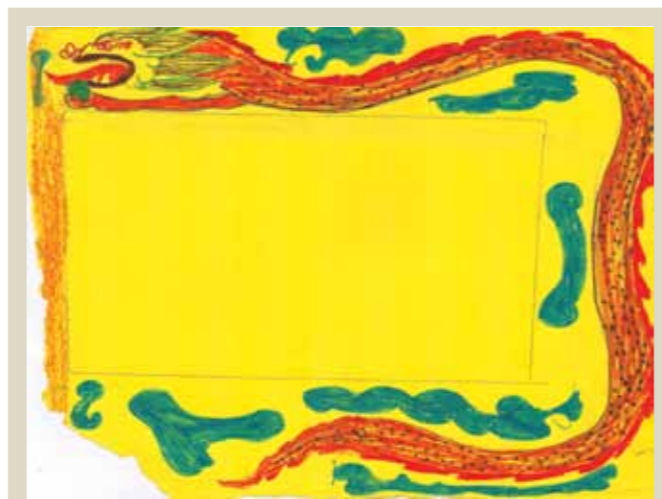
Stanzin Norphel - Class 5th 'B'



Tseweng Chudup - Class 5th 'B'



Nilza Angmo - Class 5th 'B'



Padma Rigzin - Class 5th 'B'

INVESTITURE CEREMONY

Oath taking ceremony of Students' Council for the year 2010



FOUNDER'S DAY CELEBRATIONS – 25th September 2010



Hostel Diary from the Desk of the Warden

Our School was opened after long winter vacation on 03.03.2010. It was very cold and despite the adverse climate our resident students (200 in total) reported back to the hostel on time. All of the staff and students bravely fought with the biting cold at the start of March and carried on the daily routine.

Even the young students of the age group of 4 years also put up brave front. Our hostel residences were called as residence I, II & III respectively but on April 2010 all the residence blocks were given the names of different passes of Ladakh. All the different houses started having weekly competitions on cleanliness, art, drama, dance & music.

The daily routine of the hostel was penned and with the consent of the principal it was introduced in the hostel of DWLS first time since the inception of the hostel. Hostel saw the number of changes this year and the students accepted the changes and adopted the same quite easily.

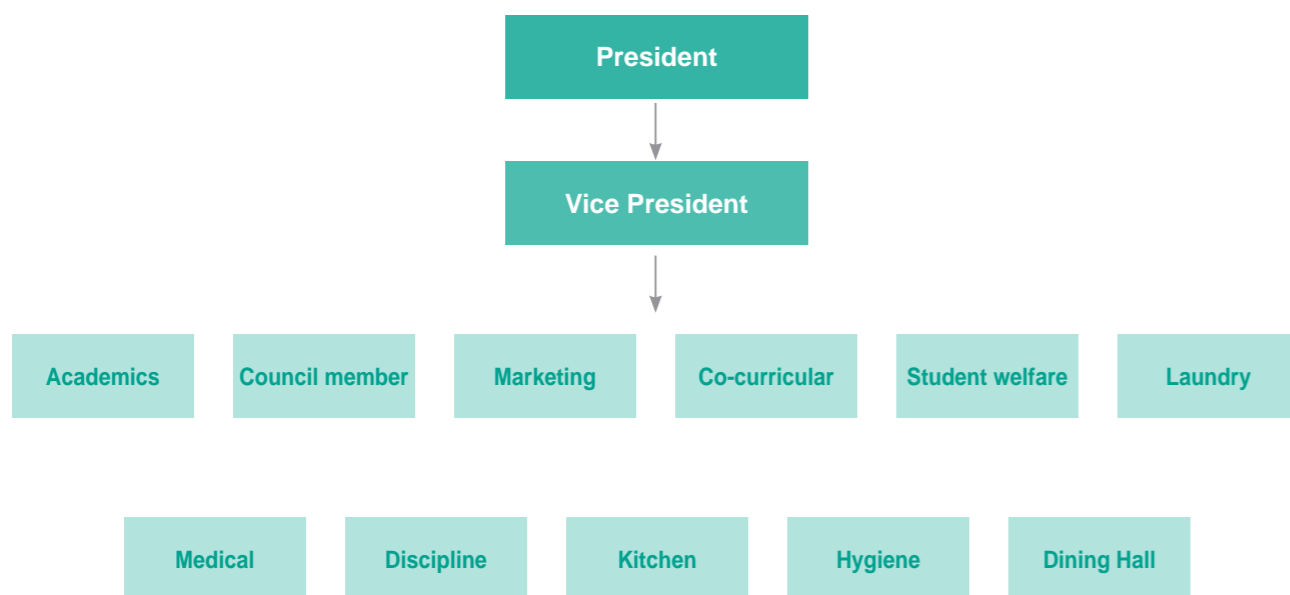
While introducing new ideas & set of rules it was felt that we must encourage the residential students to give their feedback on the same so that Hostel management may look after the interest of the inmates before formally announcing the rules & regulations.

Towards the end of April and first week of May 2010 it was felt that we must include the student body in order to run the hostel smoothly with the idea of involving them to manage the hostel affairs. Idea of forming student council came up and it was given instant approval by our principal, Mr. Prasad Eledath. Thus our student council came into being. Students were chosen from different classes and age groups.

In the month of June 2010, His Holiness Gyalwang Drukpa visited our hostel and children planted trees with him on the back side of Naropa Photang. His Holiness blessed our children and interacted with our staff.

All together there are twelve members in the Hostel student council and they work in coordination with each other. They have weekly meetings and points discussed in that meeting are forwarded to the warden in the shape of minutes of the meeting. Our student council members took oath with the school council on June 5th 2010 with much fanfare and all the council members marched on the beat of the drum. They marched with heads held high and brought happiness to their parents, friends and their respective houses.

Organizational Structure of Student Council of Hostel



In the month of June 2010, His Holiness Gyalwang Drukpa visited our hostel and children planted trees with him on the back side of Naropa Photang. His Holiness blessed our children and interacted with our staff.

Hostel had a nightmare and natural calamity struck us on the night of 5th August 2010 in the shape of flash flood. Flash flood hit us at 11.30 p.m. Our children were frightened and we immediately laid a plan to rescue every one stuck on the other side of roaring stream.

Our Principal showed courage and led the rescue mission. Staff and local villagers joined the mission and it took more than three hours to rescue 123 students and



out for the load of work to be done. Our Principal stood on ground zero and remained with us throughout the ordeal and we went to Kharu army camp to ask for the relief and they did send us ration, vegetables and drinking water.

Luckily we managed to get cooking gas for our hostel mess. It was a life time chance to see the destruction caused by the nature and nature told us how destructive it can be. We were lucky in many ways as help started arriving from every quarter. Group of western tourists came as volunteers to clear the mud from our residence block-Khardungla.



staff. After securing every one we took them to Shey Palace (higher ground) and on our return we came to know that students of Lamdon school—They are in trouble. We set out for another rescue but could not reach the destination as our truck got stuck in thick layer of mud and water.

At the same time we got a call that one child is missing our heart sank and we immediately returned back running, leaving our truck which was stranded in the mud. On reaching hostel we again crossed the stream and searched for the missing child. We found her sleeping on her bunk. What a joy of relief and our eyes became misty and we rejoiced loudly. We brought the child from her house and handed over to the house mother. Next day we were told that we are low on cooking gas, ration and drinking water. Morning greeted us with more bad news that our academic block was hit very hard and all our classes were covered by around three to four feet in mud and slush. All the class room furniture and IT lab were washed out. We had to arrange food/water and cooking gas to make our students comfortable. We set

CRPF personnel came to clear mud from class rooms and all of a sudden Hindustan Construction Company came with man & material to help us. HCC stayed in our campus for almost a month and cleared all the boulders & mud. Thanks to all the people who came to help us to bring back normalcy to the school.

Our Hostel staff worked round the clock to make resident students comfortable and to come out of the trauma and fear. We organized various activities for our students to make them busy so that they may not think of the floods and that nightmarish event of 5th August. Several NGOs like Help age India, Oxfam, Doctors beyond boundaries came to help our children and staff. We are thankful to Jet Airways for providing blankets and track suites to our inmate students. We extend our thanks to all the individuals who came to our help. Our inmate students are very lucky to have the blessing of His Holiness-The Gyalwang Drukpa, fearless Principal and caring hostel staff. All our staff and students have realized the force of nature and now we pledge to respect nature and use natural resources more judiciously. All's well that ends well.

HYDEL POWER PLANT AT ALCHI

Educational Excursion



LADAKH'S HERITAGE

School Exhibition - Dragons' Dramatic Display



DEMOCRACY IN DWLS

May 25th 2010



ACHIEVERS' CLUB

Awards + Accolades



INFANCY INFUSES INFECTIOUS INNOCENCE



FLASH FLOOD FLAMES FRATERNITY





Camping captures creativity



विषय सूची

1. सम्पादक की कलम से
2. मेरा गांव
3. कैंप के सुहावने दिन
4. मनुष्य योनि
5. विद्यार्थी जीवन
6. छात्र संघ का गठन
7. दो मित्र
8. निवेदन
9. मेरी मां
10. प्रार्थना
11. घड़ी
12. कभी सोचती हूं
13. मां की ममता
14. परीक्षा की तैयारी
15. लेख
16. विद्यार्थी जीवन
17. दीवाली
18. चुटकुले
19. हंस गुल्ले
20. पहेलियां
21. क्या वाकई हिंदी हमारी राष्ट्रीय भाषा है?
22. पुस्तकालय
23. हाथी और दर्जी
24. हमारे वर्तमान जीवन के लिए धर्म की आवश्यकता
25. एकता में बल है।

सम्पादक की कलम से

तिनकों से बने पल,
पल से बने लम्हें।
और लम्हों ने वक्त को बुना,
हर पल किसी का साथ नहीं मिल सकता।
इसलिए ईश्वर ने यादों को चुना।.....

यह शाश्वत सत्य है कि समय के चक्र के समान मनुष्य भी तेज़ गति से अनंत काल से चला आ रहा है और चलता रहेगा। समय के साथ प्रगति आवश्यक है। प्रश्न यह उठता है, प्रगति क्या है? प्रगति वह है जो मनुष्य को सचेत व सतर्क रखती है। यह लिखते हुए हर्ष महसूस कर रहा हूं कि इस वर्ष हमारी 'डुक पद्मा करपो स्कूल' ने दो बुलंदियों को छूआ। एक तो इस वर्ष प्रथम बैच आठवीं श्रेणी की बोर्ड परीक्षा में बैठेगी; जो अपने आप में एक चुनौती है। दूसरी यह है कि विद्यालय की वार्षिक पत्रिका की प्रथम संस्करण छपेगी, जो एक गौरव की बात है। पत्रिका छपवाने का अर्थ पाठकों को छात्रों की भावनाओं से परिचित करवाना व छात्रों में रचनात्मक शक्ति को बढ़ावा देना है।

यह जानकर बहुत संतोष होता है कि 'डुक पद्मा करपो स्कूल' के विद्यार्थी कल्पना की सकारात्मक व नकारात्मक दृष्टि से केवल देखते ही नहीं; बल्कि विभिन्न भावों में अन्तर भी व्यक्त करते हैं।

स्वस्थ दिमाग और कुंठाहीन सोच की परिपक्वता ने डुक पद्मा करपो के विद्यार्थियों को प्राकृतिक आपदाओं के विनाशात्मक प्रभाव के प्रति गम्भीर सोच में डाल दिया। रचनात्मक शक्ति के माध्यम से नाटक, चित्रकला को अपनी आवाज़ बनाकर मानव के कमज़ोर कड़ी की भर्त्सना की।

डुक पद्मा करपो के विद्यार्थी वर्ग पर्यावरण के प्रति ज़िम्मेदारी व सक्रियता से अपने कर्तव्य में रत है। यह बात बहुत प्रशंसनीय व उत्साहवर्धक है।

प्रस्तुत अंक छात्रों के अपने मनोभावों का जहां एक दर्पण है वही दूसरों के मनोभावों से अभिप्रेरित होने का एक ज्ञानवर्धक सुअवसर भी है।

“देश प्रेम की जीवन में जब तक बहती रसधार नहीं।

तब तक यह जीवन नीरस है, खुलती उन्नति का द्वार नहीं।।”

आशा ही नहीं पूर्ण विश्वास है। हमारा विद्यालय विद्यार्थी जगत् के लिए उन्नति का द्वार खोलता रहेगा।

हिन्दी भाषा अध्यापक
सुदर्शन कुमार

“जो मानव प्रयास करता है उसके लिए कोई काम असंभव नहीं।”

—सिकंदर

मेरा गांव

मैं जहां रहती हूँ। उस गांव का नाम शे है। मेरे गांव में सात सौ से ज्यादा घर हैं। मेरे गांव में एक बौद्ध स्तूप है, जो कि हजारों साल पुराना है। यहां बहुत से पर्यटक, इस गांव के मंदिर के दर्शन करने आते हैं। वे अपने मन की मनोकामना पूर्ण करके जाते हैं। मेरे गांव के पास से सिन्धु दरिया बहती है। जो तिब्बत के कैलाश पर्वत से निकलती है। यहां सिन्धु नदी के किनारे साल में एक दिवस मनाया जाता है, जो कि ‘सिंधु दर्शन’ के रूप में जाना जाता है। यह दिवस जून अथवा जुलाई के महीने में उत्साह और उल्लास के साथ मनाया जाता है। इसी गांव में विद्यालय है, जिसका नाम डुक पद्मा करपो है। यह विद्यालय भव्य व सुनिर्मित है।

देछेन ल्हमो
कक्षा पांचवीं ए

“आंधी है तूफान है, परन्तु वह क्यों भूलते हो कि इन घटाओं के पीछे अभी सूर्य चमक रहा है।”

—शेरजंग

कैंप के सुहावने दिन

हमारे जीवन में कैंप की बहुत आवश्यकता है क्योंकि कैंप में हम किसी दूसरे जगह में अपने दोस्तों के साथ जाते हैं और खुले साफ मैदान में हम पढ़ सकते हैं, जो कि स्कूल से बहुत अलग बात है। इसके साथ हम कैंप में सभी दोस्तों के करीब रहते हैं और शिक्षकगण भी हमारे साथ मिल-जुलकर रहते हैं।

6 जुलाई 2010 को हम साबु गांव के लिए रवाना हुए थे। वहां पहुंचकर हमने अपने टेंट में आराम किये। हम सब तीन भागों में बंटे हुए थे। उन ग्रूप के नाम ए. बी. और सी था। ये तीनों ग्रूप बारी लगाकर खाना बनाने वालों को खाना बनाने में मदद करते थे और सभी को खाना परोसते थे। सबसे पहले हम सब सुबह 6:00 बजे उठते थे। हम सब जोगिंग के लिए जाते थे। जोगिंग से लौटकर हम सब अपने हाथ-मुंह बड़ी मुश्किल से धोते थे क्योंकि साबु में पानी बहुत ही ठंडा था। उसके बाद हम लोग भोजन के लिए तैयार होते थे। भोजन करने के बाद हम थोड़ा आराम करते थे और उसके बाद अपने पढ़ाई के लिए सभी किताबों को इकट्ठे करते थे। हम लगभग चार घण्टे लगातार पढ़ाई करते थे। उसके बाद हम खेल-कूद करते थे। फिर हम ढेड घण्टे के लिए पढ़ते थे। उसके बाद फिर से खेल-कूद और दोस्तों के साथ लगाते थे।

1. पढ़ाई

हमें कैंप में तीन शिक्षकों ने पढ़ाये थे, जो गणित, इतिहास और विज्ञान के शिक्षक थे। वे हमारे साथ सात दिनों तक बैठे थे। उसके बाद बोद्धी, अंग्रेजी और हिन्दी शिक्षक भी हमें पढ़ाने आए और वे लोग भी सात दिनों तक वहां रहें। किसी अलग जगह पर पढ़ाई करके हमें बहुत अच्छा लगा।

2. खेल-कूद

हमने कैंप में बहुत खेल खेले जैसे- बेटमिंटन, फुटबॉल, क्रिकेट, वॉलिबॉल आदि कई प्रकार के खेल खेले। हमने इन सब में बहुत आनन्द लिया।

3. विज्ञान

हमने विज्ञान से जुड़े कई फिल्में भी भोजन के बाद देखीं। जैसे- जानवरों के फिल्में आदि। हमने फिल्में देखीं और उसके बारे में लिखा और सबने एक दूसरे को दिखाया था। बहुत ही अच्छा समय था।

4. एतिहासिक

हमने इसके साथ कई एतिहासिक फिल्में भी देखी थी। जैसे- जोधा अकबर, मंगल पांडे आदि, जो कि हम सबको बहुत अच्छा लगा।

5. भोजन

भोजन के लिए हमारे साथ रसोइया था। वह बहुत ही अच्छा खाना पकाता था। हम भी उनका खाना बनाने में मदद करते थे। भोजन में हम अलग-अलग प्रकार के खाना बनाते थे। जैसे- चोमेन, मंचुरियन, पापड, मोक-मोक, पासता, चावल आदि। हम को कैंप का खाना बहुत स्वादिष्ट लगा।

इसके अतिरिक्त जब हम कैंप में थे तो वहां पर कई वोलिन्टेयर आए। उन लोगों ने हमको कहानी लिखना, खेलना, कूदना और संगीत भी सिखाये। हमने कुछ गतिविधियां भी की जो कि दो भागों में छात्रों को बांटकर किया था। एक गतिविधि का नाम था हराभरा लेह और दूसरे के नाम कुछ और। इसमें सभी बच्चों ने भाग लिया था। फिर अंत में वह दिन आया जब हम सब कैंप से लौट आए। वह कैंप हमारे लिए बहुत ही लाभदायक और यादगार रहा।

वैसे तो पंद्रह दिन कैंप में रहकर परिवार की याद तो जरूर आती थी। लेकिन यह कैंप हमारे भविष्य के लिए बहुत ही लाभदायक था। कहते हैं न कुछ पाने के लिए कुछ खोना भी पड़ता है। अंत में यह आशा करती हूँ कि हम सबको अपने जीवन में कम से कम एक बार कैंप में जाने का मौका अवश्य मिले।

नवांग देचेन
कक्षा आठवीं

“डूबने वाले के प्रति सहानुभूति का मतलब उसके साथ में डूबना नहीं, बल्कि खुद तैरकर उसको बचाने का प्रयास करना है।”

—विनोबा भावे

मनुष्य योनि

बौद्ध शास्त्रों में दो तरह की गतियां (सुगति और दुर्गति) बतलाई गयी हैं। मनुष्य, देव और असुर सुगति माना जाता है। मनुष्य योनि में जन्म लेने के लिए अनेक कल्प पुण्यसम्भार तथा ज्ञानसम्भार का संचय करना पड़ता है। हम सबने पूर्व जन्म में निश्चित ही कोई न कोई पुण्य कार्य किया होगा, जिस कारण इस जन्म में हमें मनुष्य का जीवन प्राप्त हुआ है। अगर हम लोग आने वाले समय खुशी तथा आनन्द से व्यतीत करना है तो इसी जन्म में पुण्यार्जन तथा पाप विशुद्धि करना चाहिए। मनुष्य चाहे तो कुछ भी कर सकते हैं, उसके लिए कोई भी कार्य असम्भव नहीं है; लेकिन कोई लोग मनुष्यत्व को जानकर भी इस सुअवसर को गंवा देते हैं। यह अत्यन्त दुःखद विषय है। यह जानकर भी कि यह शरीर त्यागने के बाद पुनः-पुनः मनुष्य जन्म प्राप्त होगा। यह हम नहीं कह सकते हैं। अगले योनि में हम कीड़े-मकौड़े का भी जन्म ले सकते हैं। यह तो अपने-अपने कर्मों पर निर्भर रहते हैं। इसलिए तो कहा भी गया है— जैसी करनी वैसी भरनी। यह संसार क्षणभंगुर है; फिर भी लोग चैन की नींद ले रहे हैं और एक-दूसरे की हत्या करते हैं। पराया धन छीनकर स्वयं खाते हैं। यह सब सम्यक् धर्म को न जानने का परिणाम ही है और कुछ नहीं।

मनुष्य का जीवन बहुत ही छोटा है। ज्यादा सौ साल, उसके पश्चात् जिसे हम अभी घर धन दौलत कह रहे हैं। उन सबको न चाहते हुए भी त्यागना होगा। हम सब इस संसार में एक मेहमान की तरह आये हैं, जो कुछ दिन व्यतीत कर एक न एक दिन जाना ही होता है। मनुष्य जन्म लेने मात्र से मनुष्य नहीं होता। मनुष्य तो उसे कहते हैं, जो अच्छे-बुरे का फर्क कर सकें।

वास्तव में मनुष्य के जीवन में देखे तो दुःख ही दुःख है। फिर भी दुःख को सुख मानकर लोग जी रहे हैं। तथागत गौतम बुद्ध ने कहा है कि इस संसार में जन्म लेना, जरा, व्याधि और मृत्यु से चारों दुःख बतलाये गये हैं। जैसे कि एक छोटा सा शिशु मां के गर्भ से जन्म लेते ही रोता है, ऐसा क्यों? इससे यह स्पष्ट मालूम पड़ता है कि इस संसार में जन्म लेना ही दुःख है और इस संसार चक्र में दुःख के सिवाय कुछ नहीं।

सदैव अपने मन को पवित्र रखना होगा। महाकवि रेयास ने कहा है कि मन चंगा तो कटोती में गंगा। जिस व्यक्ति का मन विमल रहता है। वह ही सच्चा धर्म का ज्ञाता है। अतः हमें नेक तथा ईमानदार बनने की कोशिश करनी चाहिए।

छेरिंग टशी
भोटी अध्यापक

“किसी कुत्सित कर्म का सबसे बुरा फल है, बुरे मानव के निकट पहुंच जाना।”
—श्री शरण

विद्यार्थी जीवन

कहावत है— ‘होनहार बिरवान के होत चीकने पात।’ सुन्दर आरम्भ ही सुन्दर अन्त का द्योतक होता है। उषा की शुभ-लालिमा मध्याह्न की प्रचण्डता का आभास देती है। जीवन की दौड़ के प्रथम चरण में यदि हमने अच्छा आरम्भ किया, ऊँची इच्छायें व आदर्श सामने रखे, तब तो जीवन महान् होगा।

यों तो जन्म से लेकर मृत्यु पर्यन्त मनुष्य कुछ सीखना ही रहता है; पर विद्यार्थी जीवन प्रायः ६ वर्ष लेकर २५ वर्ष तक की आयु को कहते हैं। इस काल में प्राईमरी, मिडल, हाई-स्कूल तथा कालेज की उच्च शिक्षा प्राप्त की जाती है। प्राईमरी में मातृ-भाषा का लिखना, पढ़ना और हिसाब। मिडल में आवश्यक विषय का संक्षिप्त ज्ञान, हाई-स्कूल में जीवन के लिए अपने अनुरूप विषयों का चुनाव तथा उच्च कक्षा में अपने मनोनीत विषय का अध्ययन होता है। मिडल में बहुत से विषय प्रस्तुत किये जाते हैं। विद्यार्थी उनमें से कुछ को अपनी रुचि और सुविधा के अनुसार, व्यापार, हस्त-कौशल आदि में से अपना लेता है। साहित्य, विज्ञान तथा अन्य कुछ विषय चुन लेता है। आगे उस क्षेत्र में बढ़ सकता है, तो कालेज में उसका अध्ययन चलता है, नहीं तो जीवन में प्रविष्ट नहीं हो पाता है।

विद्यार्थी जीवन प्रधानतया ज्ञान प्राप्त करने का ही काल है। मस्तिष्क में हम कितना भी ज्ञान भरें, उसमें स्थान खाली ही रहता है। विद्यार्थी पुस्तकों से, गुरु-वचनों से विद्यालय के वातावरण से नगर के भिन्न-भिन्न प्रचारकों से और मित्रों के संसर्ग से प्रतिक्षण कुछ न कुछ बातें चुनकर अपनी ज्ञान को झोली में रखता जाता है।

विद्यार्थी जीवन अत्यन्त ही व्यस्त जीवन होता है। एक-एक मिनट नियमित होता है। उसे इतने अधिक काम होते हैं कि एक पल का भी समय फालतू नहीं मिलता। वह प्रत्येक काम समय पर करता है और समय का पालन न करने से उसके सारे कार्य बिगड़ जाते हैं। समय उसके लिए मूल्यवान् होता है। वह जानता है कि गया वक्त हाथ नहीं आता। इसलिए सतर्क रहता है। विद्यार्थी दूसरों से ज्ञान प्राप्त करता है। उसके लिए आवश्यक है कि उसमें दूसरों के प्रति श्रद्धा और भक्ति हो। विद्यार्थी जितना आगे बढ़ता है, उतना ही अपने को पीछे अनुभव करता है। यही कारण है कि जितना श्रेष्ठ विद्यार्थी होता है। वह उतना ही गुरुभक्त नम्र और सुशील होता है।

सुमन शाशिनी
हिन्दी अध्यापिका

“जो अपने हिस्से का काम किए बिना ही भोजना पाते हैं, वे चोर हैं।”
—गांधी जी

छात्र संघ का गठन

इस साल हमारे विद्यालय- डुक पद्मा करपो में पहली बार छात्र संघ का गठन हुआ। जैसे ही विद्यालय के प्रशासनिक कार्यालय से यह आदेश आया कि इस दिन छात्र अपने-अपने प्रतिनिधि चुनने लगे। दो दिन बाद नामांकन भरा गया और छात्र प्रतिनिधिगण अपने-अपने चुवान चिन्ह पार्टी आदि पर बनाने में जुट गए और पूर्ण जोश-खरोश के साथ चुनाव प्रचार के लिए जुट गए। चुनाव नतीजा तो पहले से ही प्रचार के समय लगभग साफ़ होता हुआ दिख रहा था।

अब चुनाव का दिन आ गया जिसका सभी छात्रों को बेसब्री से इंतज़ार था। सुबह से ही करीब 10:00 बजे मतदान शुरू हुआ और करीब 2 बजे मतदान समाप्त हुआ। मतदान लगभग 99% रहा। फिर अध्यापकगण मतगणना में लगे गए। पहले एक घण्टे में रिगज़िन दोरजे ‘हैड ब्यांय’ के लिए व कुन्ज़ंग डोलमा ‘हैड गर्ल’ के लिए गणना में बहुत आगे चल रहे थे। जब दोपहर 3:00 बजे चुनाव परिणाम आया तो दोनों ही भारी मतों से विजयी रहे। सभी ने बधाईयां दी व दोनों ने आश्वासन दिया कि छात्र हित के लिए बरसक प्रयास करेंगे और दोनों काफी हद तक सफल रहे।

उसके बाद विद्यालय में शपथ ग्रहण समारोह का आयोजन हुआ। इस समारोह में मार्च पास का आयोजन हुआ जिसमें विद्यालय के चारों सदनों ने भाग लिया। प्रधानाचार्य ने मार्च पास की सलामी ली और छात्र संघ के सदस्यों को शपथ दिलाई। यह समारोह अत्याधिक भव्य रहा। सब कुछ ठीक चल रहा था कि चार महीने पश्चात् कुन्ज़ंग डोलमा हैड गर्ल ने अपने पद से इस्तीफा दे दिया फिर सभी छात्र संघ के सदस्यों ने मुझे यानि छेरिंग छोन्डोल आठवीं को सर्वसम्मति से हैड गर्ल चुना। मैं इस पद पर रह कर अपने तह मन से छात्रहित के लिए कार्य करूंगी।

छेरिंग छोन्डोल
कक्षा आठवीं

“संकट में पड़ने वाला व्यक्ति ही संकट पर विजय पा सकता है।”

—शैक्सपियर

दो मित्र

राज और सुनील गहरे मित्र थे। वे हमेशा साथ खेलते, साथ पढ़ते व एक साथ विद्यालय में जाते थे। वे दोनों एक ही कक्षा में पढ़ते थे। उनकी मित्रता को देख कर शादी को बहुत जलन होता था।

एक दिन की बात है। इस जलन के कारण शादी ने चुपके से राज के कौपी पर स्याही फेंक दी। सुनील ने शादी को स्याही फेंकते हुए देख लिया और राज की कौपी को साफ़ करने लगा। इतने में राज कक्षा में पहुंच जाता है और अपनी कौपी को स्याही से भीगा देखकर यह समझता है कि सुनील ने कौपी पर स्याही फेंकी है। और बिना सोचे समझे सुनील को भला-बुरा कहता है। और झगड़ने लगता है। राज सुनील से कहता है। मेरी मेहनत पर तुमने पानी फेर दिया। तुम बुरे हो। मैं तुम से दोस्ती नहीं रखना चाहता। सुनील, राज को समझाने की कोशिश करता है पर वह समझता ही नहीं।

इससे सुनील और राज की दोस्ती टूट गई। यह देखकर शादी बहुत खुश हुआ। शादी मौके का फायदा उठाना चाहता था। उसने सुनील की तरफ दोस्ती का हाथ फैलाया। सुनील ने कहा कि ‘तुम यह बताओ तुम ने राज की कौपी पर स्याही क्यों फेंकी?’ तुम्हारी वजह से हमारी दोस्ती टूटा। शादी ने सारी बातें बताई।

उनको बातें करते राज छुपकर सुन रहा था। तब राज बहुत शर्मिन्दगी महसूस कर रहा था। वह सोच रहा था कि बिना सोचे-समझे उसने सुनील को बुरा-भला कहा। एक बार कही बात वापिस तो नहीं आ सकता। वह हिम्मत कर सुनील के पास जाता है और उससे अपने किए का माफ़ी मांगता है। इस पर सुनील राज से कहता है मैंने तुझे कब का माफ़ कर दिया। एक बार फिर दोनों गहरे मित्र बन जाते हैं।

शिक्षा- हमें सोच-समझ कर अपनी बातें कहनी चाहिए।
निल्लजा आंगमो टिकसे
कक्षा छठवीं ए

“दय से बढ़कर कोई प्रचारक नहीं, संयम से बढ़कर कोई शिक्षा नहीं।”

—खलील जिब्रा

निवेदन

सुनो देश के नौ-जवानो
पढ़-लिखकर बनो विद्वान्।
यों ही मत गवांन वक्त
यह है मेरा निवेदन आपसे।।

खेलों मगर हद तक
कूदों मगर हद तक।
यह दोनों भी ज़रूरी है
लेकिन शिक्षा उससे भी ज़रूरी है।।

कक्षा में मत बैठना तुम चुप
प्रश्नों का बरसात करना तुम।
मन की चाह मत त्यागना तुम
सफलता तुम्हारे कदमों को चूमेंगे।।

यों ही निराश मत होना तुम
ज़िन्दगी को प्यार से देखना तुम।
हार-जीत ज़िन्दगी के दो पहलू है
इसे स्वीकार करना हमारा कर्तव्य है।।

बिन शिक्षा बिन पूँछ के गौ
नहीं सम्मान समाज में उनको।
विपत्ति घेरे चारों ओर से
नहीं छूट समाज में उनको।।

वक्त की कमी नहीं सबको
सुबह-शाम वक्त ही वक्त।
अगर करे वक्त का सदुपयोग
शिखर खुद चूमे चरण आपके।।

मत मोहित होना तुम
क्षण भर सुख पर।
क्षण तो क्षणत्व है
न जाने कब फिसल जाये।।

छेरिंग टशी
भोटी अध्यापक

“हे मनुष्य! असफलता पाने पर हार मत मानना। हार कर भी पुनः यत्न करना
क्योंकि हार के किसी कोने में सफलता अवश्य छिपी हुई होती है।”

मेरी माँ

मेरी माँ भगवान् की दी हुई अद्वितीय वरदान है।
मेरी माँ दुनियां में सबसे अच्छी माँ है।
वह हमें प्यार करती, बाज़ार घुमाने ले जाती है।
नए-नए खिलौने व मिठाईयां देती है।

सुबह जल्दी उठकर हमारे लिए नाश्ता बनाती है।
समय पर तैयार कर हमें पाठशाला भेजती है।
वह कड़ी मेहनत कर हमें शिक्षा देती है।
मेरी माँ मुझे और छोटी बहन को अच्छी-अच्छी कहानियां सुनाती है।
मेरी माँ हमें नए-नए कपड़े लाती है।
हम माँ के काम में हाथ बांटते हैं।
मेरी माँ भगवान् की दी हुई अद्वितीय वरदान है।
मेरी माँ दुनिया में सबसे अच्छी माँ है।

छेवांग स्पलज़ेस
छठवीं ए

प्रार्थना

हे! ईश्वर तुम दया निधान
हम सब बच्चे हैं नादान।
हमको दे ऐसा वरदान
पढ़-लिखकर हम बने महान्।।
सदा करें सबका सम्मान
गाएं हम तेरा गुणगान।

छेवांग रिगज़िन
कक्षा प्रथम बी

घड़ी

हमारे जीवन में घड़ी का बड़ा महत्व है
घड़ी के बिना कोई भी काम हम समय पर नहीं कर सकते हैं।
घड़ी के बिना समय पर खाना, सोना व जागना मुश्किल है।
घड़ी के बिना हम विद्यालय समय पर जा नहीं सकते हैं।
घड़ी के बिना लोग समय पर दफ़्तर नहीं पहुंच सकते हैं।
अतः घड़ी का हमारे जीवन में अत्यन्त महत्व है।

स्तनज़िन रबजम
छठवीं ए

कभी सोचती हूँ

कभी सोचती हूँ कि मुस्कान बनकर
बच्चे का रोना बंद कर दूँ।
सुन्दर, शीतल, कोमल, परी बनकर बच्चों को रिझाऊँ।
रंग-बिरेगी तितली बनकर फूलों में मंडराऊँ।।

कभी सोचती हूँ कि
कुसुम बनकर वीर जवानों की पूजा के फूल बनूँ।
तो कभी बारिश बनकर उजड़ें खेतों में बरसकर किसानों की मुस्कान बनूँ।।

कभी सोचती हूँ कि
पानी की बूँदें बनकर प्यासे की प्यास बुझाऊँ।
खून की बूँदें बनकर मानवता को बचाऊँ
आंख बनकर मरने के बाद भी
बेबस अंधों की दृष्टि बनूँ।।

कभी सोचती हूँ कि
सभी धर्मों में जन्म लेकर धर्म को बचाऊँ।
दुख की धूप में सुख की छाया बनकर
दुख का अंधेरा मिटाऊँ
समूचे विश्व को अशस्त्र की विध्वंसक शक्ति से
मुक्ति दिला दूँ।।

कभी सोचती हूँ कि
तिरंगा बनकर गर्व से भारत भू पर शान से लहेराऊँ।
हे! भगवान्, मुझे इतनी शक्ति दो
कि किसी की आत्मा को कभी न दुखाऊँ
सभी के काम आऊँ।।

छुज़िन अंगमो
शिक्षिका

“विपत्ति से बढ़कर इंसान को जीवन का तजुर्बा सिखलाने वाला कोई भी विद्यालय
आज तक नहीं खुला है।”

—प्रेमचंद

माँ की ममता

मुझे जन्म देने वाली मेरी माँ
मुझे खाना खिलाने वाली मेरी माँ।
दिन-रात को ख्याल रखने वाली मेरी माँ
आपको मैं कैसे भूल सकती हूँ मेरी माँ।।

मुझे अच्छी बातें सिखाने वाली मेरी माँ
मुझे बड़ा करने वाली मेरी माँ।
मुझे प्यार देने वाली मेरी माँ
मेरी कष्टों को मिटाने वाली मेरी माँ
आपको मैं कैसे भूल सकती हूँ मेरी माँ।।

मुझे गलत रास्तों पर जाने से मना करने वाली मेरी माँ
मुझे ठीक रास्ता दिखाने वाली मेरी माँ।
मुझे सफलता दिलाने वाली मेरी माँ
आपको मैं कैसे भूल सकती हूँ मेरी माँ।।

सोनम छोस्कित
कक्षा सातवी

परीक्षा की तैयारी

साल भर लिया है मौज
आ गया अब परीक्षा।
याद करो जी जान से
वरना होगा बुरा नतीजा।।

घूमना-फिरना छोड़ दो
पढ़ाई में अब मन लगाओ।
खेल नहीं, नहीं
परीक्षा की तुम तैयारी करो।।

जागो रातों रात को
सोये तो भी चैन नहीं।
ऐसे आये सिर पर भूत
नाम जिसका है परीक्षा।।

खाने- पीने की वक्त नहीं
पढ़ाई में इतनी लगे रहो।
परीक्षा से संघर्ष करते रहो
नतीजा की प्रतीक्षा करो।।

डर-डर के याद करते
क्षण में वो सब भूल जाते।
इतनी शक्ति हमें दे
जीत हार का सामना करें।।

मुश्किल है परीक्षा पाना
मुश्किल है बोझ ढोना।
ज्ञान है अनमोल सोना
पर परीक्षा को न खोना।।

पद्मा युडोल
कक्षा सातवी

“मुझे कभी इसकी चिंता नहीं रहती कि प्रभु मेरे पक्ष में है या नहीं, मेरी तो सदा
यह प्रार्थना और आशा है कि मैं सदैव प्रभु के पक्ष में रहता हूँ।”
—अब्राहिम लिंकन

लेख

सच्चा प्रेम प्रभु की अराधना में ही है।
भगवान् मन्दिर में वास नहीं करता,
प्रभु तो प्रत्येक इंसान में मन और आत्मा में वास करता है।
धन और यश कमाना कोई बड़ी बात नहीं है।
भगवान् को पाना सबसे मुश्किल बात है। अतः प्रभु को पाना है तो हे मनुष्य!
भगवान् के बताए मार्ग पर चल, परमात्मा में विश्वास रख ईश्वर स्वयं चल कर तुम्हारे पास आएंगे।

सोनम यंगडोल
कक्षा आठवीं

विद्यार्थी जीवन

विद्यार्थी जीवन अपने को समझदार, सही या गलत को जानने के काबिल होता है। दूसरों के प्रति
सद्भावना, श्रद्धा व स्नेह रखने वाला होता है, और विद्यार्थी जीवन में चरित्र को सुगुण बनाने का
अवसर मिलता है। अतः विद्यार्थी को समय के महत्व को जानना चाहिए और समय का सदुपयोग
करना चाहिए।

जिगमेद डोलकर
कक्षा छठी बी

दीवाली

दीवाली प्यारी आती है
दीवाली न्यारी आती है।
घर का मैल हटाने को
सफेदी से पुतवाने को।।

खीर-बताशे लाने को
अच्छे पकवान बनाने को।
लक्ष्मी-गणेश का पूजन करने को
फुलझड़ी-अनार छुड़ाने को।।

घर-घर में दीप जलाने को
मिल-जुलकर खुशी मनाने को
दीवाली प्यारी आती है,
दीवाली न्यारी आती है।।

देचन छोस्कित
कक्षा प्रथम बी

चुटकुले

अध्यापक: बच्चों हमें कल का काम आज ही कर लेना चाहिए।
छात्र: गुरु जी, कल होने वाली छुट्टी क्यों न आज ही कर लें।

स्तनजिन छेतन
कक्षा सातवीं

अध्यापक: तुम मुझे खून दो मैं तुम्हें आज़ादी दूंगा। किसने कहा?
शिष्य: गुरु जी, यह तो आपने अभी-अभी कहा।

छेवांग नमग्यल
कक्षा सातवीं

हंस गुल्ले

टीचर: असम किस चीज़ के लिए प्रसिद्ध है?

छात्र: मुझे पता नहीं, सर।

टीचर: अच्छा, यह बताओं। तुम्हारे घर में चायपत्ती कहां से आती है?

छात्र: जी, हमारे पड़ोसी के घर से।

स्कूल से बच्चे की रिपोर्ट आई। उस पर लिखा था- 'बच्चा सभी विषयों में होशियार है, परन्तु साफ नहीं रहता। इसके शरीर से बदबू आती है।'

पिता ने रिपोर्ट पर हस्ताक्षर करके लिखा- 'हम बच्चे को स्कूल में पढ़ाने के लिए भेजते हैं, सूंघने के लिए नहीं। आप बच्चे को पढ़ाया करें, सूंघा न करें।'

एक बच्चा रात को देर से घर आया। मां ने पूछा- कहां थे अब तक?

बच्चा बोला- जी, मैं फिल्म देखने गया था। 'मां का प्यार'।

मां ने कहा- जाओ ऊपर 'बाप का गुस्सा भी देखो।'

टशी छेरिंग
कक्षा आठवीं

पहेलियों

१. सबसे लम्बी दुनिया में,
मगर उसकी छाया नहीं है।

२. दुनिया में सबसे सुन्दर,
मगर घर से बाहर नहीं,
निकल सकता है।

३. घर के छत के ऊपर से
कोई हाथ हिला रहा है।

४. दिन में सोए, रात में रोए।
जितना रोए, उतना खोए।।

५. पेट काटों तो, आंसू छोड़ोगे।

६. एक डिब्बे में पचास आदमी
लाल, काला, हरा पगड़ी पहने।

उत्तर:

१. सड़क २. भगवान् ३. तरचोक

४. मोमबत्ती ५. प्याज़ ६. माचिस का डिब्बा।

छेरिंग डोलमा कक्षा छठी बी

"खुशहाली में तो प्रत्येक राष्ट्र का जीवन आनन्दमय हो सकता है। देखना तो यह हा-
'ता है कि राष्ट्र अथवा व्यक्ति दुख और कष्ट के दिनों में कैसा आचरण करता है।"
—सेमेका

क्या वाकई हिन्दी हमारी राष्ट्रीय भाषा है?

प्रत्येक उन्नत राष्ट्र में कोई न कोई राष्ट्रीय भाषा होती है जिस में उस देश के लोग एक दूसरे तक अपने विचारों को पहुंचाते हैं। इस भाषा को संविधान द्वारा दर्जा दिया जाता है। लेकिन आज कल हमारी राष्ट्रीय भाषा लुप्त होती नज़र आ रही है। हमारी राष्ट्रीय भाषा विश्व में बोली जाने वाली दूसरी भाषा है लेकिन भारतीय लोग इसके महत्व को समझना ही नहीं चाहते या फिर इस भाषा के महत्व को समझ नहीं पाये हैं। आज तक भारत में हिन्दी वह स्थान प्राप्त नहीं कर पाई है जिसकी वह अधिकारिणी है। हम दूसरे देशों के साथ कंधे से कंधा मिला कर काम कर रहे हैं, लेकिन जब भाषा की बात आती है तो हम उनकी तरह अपने भाषा के महत्व को नहीं पहचानते। हमें मालूम नहीं कि हिन्दी हमारी राष्ट्रीय भाषा है या अंग्रेज़ी। स्वतन्त्र भारत में आज लोग अपनी भाषा बोलने से हिचकिचाते हैं और अंग्रेज़ी सीखने या बोलने पर गर्व महसूस करते हैं। परन्तु लोग यह क्यों भूल जाते हैं कि जब तक अपनी मातृभाषा सशक्त नहीं होगी, किसी और भाषा को पूर्ण रूप से नहीं सीख पाएंगे। उदाहरण के लिए जम्मू और काश्मीर राज्य में सरकारी स्कूलों में तो हिन्दी का कोई भी विषय नहीं है। जब कि निजी स्कूलों में हिन्दी भाषा को ज्ञान दिया जाता है। जैसे हमारे भारत के जो नेता हैं। वे अपने देश में भी हिन्दी में विचार नहीं बताते हैं। विदेशों में तो सोचना भी क्या? या तो वे अपने भाषा के महत्व को नहीं समझे हैं या फिर अंग्रेज़ी में विचारों का आदान-प्रदान करने को अपने गौरव मानते हैं। हम क्यों भूल जाते हैं कि हमारे पास हमारी अपनी भाषा है। वह हिन्दी है न कि अंग्रेज़ी। क्या हमारी भाषा विश्व की अन्य भाषाओं विशेषकर अंग्रेज़ी से किसी प्रकार कम है?

हिन्दी मनोवैज्ञानिक भाषा है। इसके अपने अलग स्वर है, व्यंजन है, संयुक्ताक्षर है जबकि अन्य किसी भाषा में ऐसी वर्णिक व्यवस्था नहीं है। उसकी लिपि देवनागरी है। इसके शब्द विस्तृत हैं, जो मेडीकल और इंजिनियरिंग की परीक्षाओं के लिए पर्याप्त है। कोई भी भाषा सीखना गलत नहीं है। लेकिन किसी

अन्य भाषा के आड़ में अपने भाषा को छिपाना गलत है। शिक्षा के क्षेत्र में आज देखें तो बहुत से स्कूल, विश्वविद्यालयों में अंग्रेज़ी को शिक्षा का माध्यम बनाया हुआ है। कई राज्यों में तो हिन्दी बोली ही नहीं जाती। जैसे केरला, उड़ीसा, तमिलनाडु और नागालैंड। मेरा अपना अनुभव है। अगर हम उनसे हिन्दी में बात करे तो ऐसे देखेंगे जैसे कोई गाली दे दी हो।

१४ सितम्बर को हिन्दी दिवस था। परन्तु किसी को इस खास दिन के बारे में जानकारी नहीं थी। यह हिन्दी भाषा के लुप्त होने का प्रतीक नहीं तो और क्या है? हिन्दी भाषा भारत में ही सशक्त न होने का एक कारण यह भी है कि आज कल परिवार, दोस्त तथा बात-चीत भी में मिश्रण भाषा बोली जाती है। न पूरी हिन्दी न अंग्रेज़ी। जब तक भारत के लोग इस नींद से जाग नहीं जाते भारत में हिन्दी सशक्त होती नज़र नहीं आती है। सरकारी कार्यालय में भी अंग्रेज़ी के स्थान पर हिन्दी का उपयोग किया जाए। चलचित्र में जो विज्ञापन दिए जाते हैं। वो भी हिंदी में दिये जाए। हिंदी भाषा के माध्यम से पूरे भारत को एकता के सूत्र में बांधा जा सकता है। हमें हिंदी भाषा को ऊँचाईयों तक पहुंचाने के लिए इसके महत्व को समझ के कंधे से कंधा मिलकर कार्य करना चाहिए।

केसंग डोलमा हिंदी अध्यापिका

“ज्ञान का सागर ऐसा सागर है कि जितना हम इससे गहरा खोजने का प्रयास करते हैं, उतना ही हमें ऐसा प्रतीत होता है, अभी बहुत कुछ सीखना, जानना शेष है।”
—आइंस्टाइन

पुस्तकालय

पुस्तकालय ज्ञान का भण्डार है
सभ्यता का इससे ही श्रृंगार है।
निर्धनों का धन, धनवान का मित्र है
साहित्य रक्षक प्यार का आधार है।।

पुस्तकालय का अर्थ है- पुस्तकों का घर, मंदिर अथवा भंडार। जहां पुस्तकों को संग्रह होता है। उसे पुस्तकालय कहा जाता है। जिस प्रकार शरीर को संतुलित रखने के लिए एक संतुलित आहार की ज़रूरत होती है, उसी प्रकार मानसिक स्वास्थ्य के लिए पुस्तकों द्वारा ज्ञान प्राप्त करना भी अनिवार्य है। जिस प्रकार हम अपने शरीर से कोई काम न लें तो इसकी क्रियाशीलता प्रायः समाप्त हो जाती है। ठीक उसी प्रकार मस्तिष्क को क्रियाशीलता प्रदान करने के लिए तथा उसे गतिशीलता प्रदान करने के लिए शुद्ध ज्ञान तथा नए-नए विचारों की नितांत आवश्यकता होती है।

पुस्तकालय कई प्रकार के होते हैं- स्कूलों, कॉलेजों तथा विश्वविद्यालयों में जिसका उपयोग वहां के छात्र-छात्रा करते हैं। दूसरी प्रकार की पुस्तकालय व्यक्तिगत होते हैं। जो धनवान व्यक्ति अपने ज्ञान

बढ़ाने के लिए लाखों रुपये खर्च करके प्राचीन तथा अर्वाचीन साहित्य एकत्रित करते हैं। तीसरी प्रकार की पुस्तकालय सरकारी होती है। जो साधारण लोगों के पहुंच से बाहर होती है। चौथी प्रकार के पुस्तकालय सार्वजनिक पुस्तकालय होती है। जहां हर कोई जाकर अपने ज्ञान में वृद्धि कर सकती हैं।

पुस्तकालय से ज्ञान में वृद्धि होती है। श्रेष्ठ मनोरंजन का साधन भी है। पुस्तकालय से ज्ञान बटोर कर इस ज्ञान का उपयोग एक स्वच्छ, सशक्त तथा एकता वाली समाज कल्याण का निर्माण किया जा सकता है। पुस्तकालय मानव जीवन और सभ्यता का प्रमुख अंग है।

केसंग डोलमा
हिंदी अध्यापिका

“समझदार मानव हर बात की आशा अपने से रखता है।”

—जांन पाल

हाथी और दरजी

एक दिन बाप और बेटा दुकान पर बैठा थे। लड़का का नाम अब्दुल था। उसके पिता एक दर्जी थे। अब्दुल पिता की दुकान पर सिलाई का काम करता था। उसके दुकान के सामने से रोज एक हाथी नदी की ओर जाता था। अब्दुल रोज उस हाथी को आते-जाते देखता था। एक दिन हाथी दुकान के सामने आया तो अब्दुल ने उसको एक रोटी दी। उस दिन से हाथी रोज उस दुकान के सामने रुक जाता था। वह बदले में अब्दुल को एक कमल का फूल देता था। एक दिन अब्दुल को शरारत सूझी। उसने हाथी को रोटी देने के बजाय उसकी सूंड में सुई चुभो दी। उसकी इस हरकत पर हाथी को बहुत गुस्सा आया। वह चुपचाप वहां से चला गया। फिर वह नहाने नदी में गया। उसके शरीर पर बहुत कीचड़ लगा और सूंड में पानी भरकर लौटा। हाथी जब दुकान पर पहुंचा तो सूंड में लाया सारा गंदा पानी उसके ऊपर छोड़ दिया। दुकान के सारे कपड़े गंदे हो गये। हाथी की इस हरकत का कारण अब्दुल की समझ में आ गया और उसे अपने किये पर बहुत पछतावा हुआ।

इस कहानी से हमें यह शिक्षा मिलती है कि हमें किसी भी जानवर को परेशान नहीं करना चाहिए। हम जैसा उनके साथ व्यवहार करते हैं, वे भी हमारे साथ वैसा ही व्यवहार करते हैं।

जिगमेद दोर्जे
कक्षा छठी बी

“धर्म अंतः प्रकृति है, वही सारी वस्तुओं को ध्रुव सत्य है। धर्म ही वही चरम लक्ष्य है जो हमारे अन्दर काम करता है।”

—रवीन्द्रनाथ ठाकुर

हमारे वर्तमान जीवन के लिए धर्म की आवश्यकता

धर्म के अनुकरण का एक कारण यह है कि वर्तमान जन्म की भौतिक प्रगति ही स्थायी सुख या संतोष नहीं देती। वास्तव में, होता ऐसा है कि हम जितनी अधिक भौतिक प्रगति करते हैं; उतना ही अधिक हम सतत् भ्रम के अधीन रहते हैं। जैसा कर्म वैसा परिणाम में से ली गई है। उदाहरण- एक गांव में एक लड़का था। उसके पास एक गाय थी। वह गाय उसका सारा घास व चारा खा जाती थी। एक दिन उसको गुस्सा आया और गाय का जीभ निकाल दिया। बहुत दिन बीत जाने के बाद उसके पत्नी ने तीन लड़कों को जन्म दिया। जो सब मूक यानी गुंगे थे।

नरक: नरक आदि कई प्रकार की होती है। ज्यादा अपने कर्म के वश में वह दुख का अनुभव करते हैं। सारांश यह है कि जो कर्म और क्लेश के पराधीन होकर उनका अनुकरण करते हैं। स्वभावतः दुःखात्मक होते हैं; दुःख का आश्रय होता है तथा बाद में भी दुख की आकृष्ट करते हैं। वे ही संसार कहलाता है। अगर हम इस संसार में झूठ पर झूठ बोलते जाते हैं तो ऊपर वाला हमारे कर्म का पूर्ण हिसाब रखता है। बुरा कर्म छोड़कर सच्चे कर्म पर चलना चाहिए।

टशी ल्हामो कक्षा आठवीं

“विभिन्न धर्म वस्तुतः एक ही लक्ष्य की ओर ले जाने वाले विभिन्न मार्ग हैं। जब हम एक ही लक्ष्य पर पहुंचना चाहते हैं, तो किसी भी मार्ग से जाने में क्या अन्तर पड़ता है?”

—महात्मा गांधी

एकता में बल है।

किसी गांव में एक किसान रहता था। उसके चार बेटे थे। वे हमेशा आपस में लड़ाई-झगड़ा करते रहते थे। पिता ने उन्हें कई बार समझाया; लेकिन उन पर कोई असर नहीं हुआ। एक दिन किसान बहुत बिमार हो गया। बेटा, मेरी तबियत बहुत खराब रहती है। इसलिए तुम लोग कुछ काम किया करो। कई चिकित्सकों ने उसका इलाज किया; लेकिन किसान ठीक नहीं न हुआ। किसान को लगा कि अब उसका अंतिम समय निकट आ गया है। बेटों को समझाने के लिए एक उपाय सोचा। उसने अपने बेटों को बुलाया और लकड़ियों का एक गट्टर लाने को कहा- ‘जाओ! तुम चारों लकड़ियों का एक गट्टर लेकर आओ।’ जब लकड़ियों का गट्टर लेकर चारों बेटे आ गए तो उसने एक-एक करके तोड़ने को कहा। चारों बेटों ने एक-एक लकड़ी को आसानी से तोड़ डाले। अब किसान ने उन डंडों को गट्टर बनकर तोड़ने को कहा तो सब उसको तोड़ने में असमर्थ रहे। किसान ने समझाया यदि तुम आपस में लड़ते-झगड़े रहोगे तो हर कोई तुम्हें नुकसान पहुंचाएगा। यदि आपस में मिलजुलकर रहोगे तो कोई भी तुम्हारा कुछ नहीं बिगाड़ सकता। चारों बेटे समझ गए और तब से साथ मिलकर रहने लगे।

शिक्षा: एकता में बल है।

छेरिंग छोनडोल
कक्षा चौथी ए

Picture Gallery



NURSERY

Class Teachers - Tsetar Lamo and Sonam Lamo



UKG

Class Teachers - Tsering Yangchen and Karma Dhargyal



LKG

Class Teachers - Chuzin Angmo and Tsering Wangmo



UKG 'X'

Class Teacher - Padma Dolkar

Picture Gallery



IA Class Teacher - Yangchan Dolma



II A Class Teacher - Kesang Dolma



1 B Class Teacher - Tsering Chondol



II B Class Teacher - Rigzin Tsering

Picture Gallery



J III A

Class Teacher - K. N. Palmo



J IV A

Class Teacher - Sonam Angmo



J III B

Class Teacher - Suman Shashni



J IV B

Class Teacher - Tashi Spaldon

Picture Gallery



JVA

Class Teacher - Tundup Lamo



M VIA

Class Teacher - Sumit Sharma



JVB

Class Teacher - Arun Chatterji



M VI B

Class Teacher - Tashi Dorjey

Picture Gallery



M VII

Class Teacher - Tsering Tashi



Girls' Basketball Team



M VIII

Class Teacher - Sudershan Kumar



Boys' Cricket Team

Picture Gallery



Student Council



Editorial Board



Heritage Team



Team - DWLS

