

Towards a Resilient Tibetan Community September 13-16, 2018, Dharamsala



FINAL REPORT



ACKNOWLEDGEMENT

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The Five-Fifty towards a resilient Tibetan community Forum Report is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents of this report do not necessarily reflect the views of USAID or the United States Government.



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FOREWORD

SARD and CTA's Department of Finance organized the *Five-Fifty Forum: Towards a Resilient Tibetan Community* in Dharamsala from September 13-16, 2018. This special gathering brought together over 250 participants to address critical development and resiliency challenges and opportunities confronting the Tibetan leadership and community. The four Forum themes were culture, economic development, education and health.

The gathering, which was in many ways the first of its kind where such a large number of participants came together to address a broad but related set of development issues, was a big success. The Forum featured 9 plenary sessions, 40 speakers and presenters, a day of small group discussions, and the screening of a short film specially produced for the Forum. A major aspect was the creation of a committee to draft the background paper outlining the key issues and questions to be addressed at the Forum.

This post-Forum report contains all the recommendations and presentations from the Forum. Sustaining Tibetan Culture received 57 recommendations; Strengthening Tibetan Education drew 64 recommendations; Towards a Healthier Tibetan Community generated 41; and there were 55 recommendations for Economic Development of Tibetan Community. It is clear from the presentations that the panelists came prepared and the feedback we received on the panelists and their remarks was very positive.

I should state here that the Five-Fifty Forum was part of a larger and planned approach by the CTA leadership to implement the Five-Fifty vision. The Forum was preceded by an Organizational Development Assessment (ODA) conducted by an external consultant where the concerned CTA departments went through a comprehensive strategic planning process and a detailed report was published for each department outlining the current situation and possible path forward. There is a good synergy between the recommendations in the ODA reports and the Forum recommendations. The CTA leadership is already in the process of implementing some of the recommendations and reviewing the viability of others.

While a large number of the recommendations are addressed to the CTA, it goes without saying that CTA alone cannot address all the issues. As Sikyong Dr. Lobsang Sangay mentioned in his remarks at the Forum, the realization of the Five-Fifty Vision will require the contribution of all Tibetans.

Lastly, I would like to take this opportunity to thank the Sikyong and Kashag for recognizing the need to convene such a Forum; USAID for sponsoring the Forum and for their participation; donors and friends who attended the Forum; members who helped draft the background paper; all the speakers and presenters; and finally to all my colleagues at SARD and the Department of Finance who worked hard for several months and ensured a very successful Forum.

Karma Yeshi (Mr.)

Finance Minister

FIVE FIFTY FORUM: TOWARDS A RESILIENT TIBETAN COMMUNITY

Five Fifty Forum: Towards a Resilient Tibetan Community was a follow on to the gathering convened in 2017, but one that focused on the development and long-term resiliency objectives of the Five-Fifty Vision. The Forum, held in Dharamsala from the 13th to 16th September 2018, brought selected experts, advisors, practitioners, donors, and friends deeply familiar with the core themes of the Forum together. It was organized to explore the critical developments and resiliency challenges and opportunities associated with the Tibetan community.

The Forum themes were:

· Theme One: Sustaining Tibetan Culture

· Theme Two: Economic Development of Tibetan Community

· Theme Three: Strengthening Tibetan Education

· Theme Four: A Healthier Tibetan Community

Under culture, the Forum addressed topics related to defining Tibetan culture, Tibetan language, Tibetan Buddhism, the role of museums and cultural institutions, and Tibetan arts. *Economic Development* focused on migration and youth-related issues, agriculture, financial services, entrepreneurship and role of Tibetans living overseas. *Education* addressed the quality of educational issues, school leadership, demographic challenges, Basic Education Policy and the nurturing professionals. *Health* topics were health challenges faced by the Tibetan community, financial stability of the Tibetan health system, capacity building, expansion and integration of *Sowa Rigpa*, and alternative service delivery modes and preventive care.

The primary purpose of the Forum was to help the Tibetan leadership and community address some core questions related to the themes and to investigate innovative ideas and solutions. These core questions were addressed against a backdrop of profound changes occurring in Tibet and in the exile community. The state of Tibetan culture and language and the economic and personal wellness of Tibetans in Tibet continue to be dismal under harsh Chinese occupation.

The Forum was organized by CTA's Social and Resource Development (SARD), Department of Finance and is also a part of the Tibetan Self-Reliance and Resilience (TSRR) program funded by USAID.



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Towards a Resilient Tibetan Community September 13-16, 2018, Dharamsala

RECOMMENDATIONS

THEME I: SUSTAINING TIBETAN CULTURE

BACKGROUND

Historians have compiled records of a rich and thriving civilization in Tibet spanning over 3,000 years. Archeological findings reveal evidence of an even more ancient civilization dating back 12,000 years. Tibet's earlier civilization was founded on its indigenous religious system of Bon. Tibet has also received civilizational and cultural influences from other countries and regions over its long history, including from Persia, Khotan, Turkey, China, and India.

In the 7th Century of the Common Era, a momentous change occurred in Tibet when Buddhism was introduced and became the State religion. This development eventually reshaped Tibet's entire civilization and domain of thought. It influenced the knowledge systems of spiritual practice, philosophy, medicine, astronomy, and art and deeply penetrated the life of everyone in the Tibetan community.

Buddhism arrived in Tibet from India. The complete system of knowledge, spirituality, and culture from the great Indian monastic universities of India (Nalanda, Odantapuri, Vikramshila, and Takshila) was transmitted to Tibet in a comprehensive manner. The learning of these great Buddhist Universities included philosophy, logic, epistemology, psychology, medicine, astronomy, metallurgy, arts, poetry, grammar, languages and literature.

It is through its long history of civilization and the transmission of the knowledge, spirituality, and culture of the Buddhist monastic universities of India that "Tibetan Culture" as described in more detail under Topic 1 below, evolved. Over time, Tibet nurtured and developed the learning and systems that came from India and transformed them in many ways to become the Tibetan Culture we know today.

In the middle of the 20th Century, Tibet and its people suffered unimaginable tragedy after the Chinese invasion and occupation of Tibet. Around 80,000 Tibetan people fled into exile in India, Nepal, and Bhutan while Chinese forces set out to destroy and eliminate Tibetan Culture and ethnic identity in Tibet itself.

After His Holiness the Dalai Lama flight to India, He recognized the imminent threat to Tibetan Culture in both the exile and Chinese policies in Tibet presented. As a result, he immediately began to focus on the preservation of Tibetan Culture in exile, primarily by (i) establishing Settlements in India, Nepal, and Bhutan where Tibetan refugees could live and maintain Tibetan Culture, (ii) establishing schools for Tibetan children where they could receive both modern education and learn Tibetan language and about Tibetan Culture, and (iii) re-establishing the major monasteries/monastic institutions that had been destroyed in Tibet as important new centers for preserving Tibetan Buddhism and Tibetan Culture.

Tibetan Buddhism and Tibetan Culture are now prominent around the world. Tibetan Culture, however, is under threat as never before as Chinese efforts to eradicate Tibetan Culture in Tibet continue and the exile community of Tibetans becomes more dispersed and subject to the pressures and attractions of "modern" societies. Thus, sustaining and preserving Tibetan Culture is one of the most important challenges that now confronts the Tibetan people.

RECOMMENDATIONS FROM THE FIVE-FIFTY FORUM

I. Defining and Sustaining Tibetan Culture

- 1. Based on Tibetan Buddhism lineage, an internationally recognized Nalanda University should be established in a city like New Delhi.
- 2. To sustain and preserve Tibetan culture, a research center should be established. Cultural centers abroad should be revived and there should be good coordination amongst the centers.
- 3. An attempt should be made to set up a Tibetan cultural unit in international cultural centers and universities.
- 4. Build closer relationship with other followers of Tibetan Buddhist lineage overseas and with Indian cultural centers.
- 5. Facilitate regular meetings of Tibetan university students. Promote the learning of Sanskrit and Pali amongst the students and support student research and scholarship
- 6. Appoint a special cultural coordinator to promote and maintain good ties with International cultural institutions and education centers.
- 7. Increase the profile and use of the centrally located Tibet House in New Delhi by holding frequent programs and events to showcase Tibetan culture.
- 8. Develop a new website on Tibetan Culture in order to facilitate learning about Tibetan culture, literature and language. The website should have updated content, learning materials and space for documenting and sharing people's experiences
- 9. Develop an online learning program and a system of conducting examinations on Tibetan and issuing certificates.
- 10. CTA should promote a Buddhist's way of life and enable people to learn Tibetan psychology.

II. Sustaining and Growing Tibetan Language

- 1. More textbooks with illustrations and cartoons should be published in Tibetan language.
- 2. Hold various cultural awareness programs for youth every three months.
- 3. Facilitate online Tibetan language and cultural classes for overseas Tibetan students.

- CTA should advise and encourage officials to speak only in Tibetan during official meetings and other private gatherings. All official documents and records must be maintained in Tibetan language.
- 5. Advice and educate youth about the importance of Tibetan literature and language.
- 6. CTA should recruit more staff with high proficiency of Tibetan language and literature.
- 7. New Tibetan terminologies standardized by the Department of Education, CTA should be widely circulated through official newspapers and periodicals. Official and private media should use such terminologies to establish uniformity. There is a need to set up a special program to introduce such new terminologies.

III. Promoting and Strengthening Tibetan Buddhism and its Values

- 1. Spiritual and religious teachers should be appointed and deputed in India, Nepal, Bhutan, and overseas.
- 2. Financial aid should be extended to monastic institutes in need of support. CTA should maintain good relations with overseas dharma centers.
- 3. Monasteries should organize classes for the lay audience to teach them about Buddhism, spirituality and meditation.
- 4. Monasteries should have designated personnel who can educate pilgrims and visitors about the monastery and its contents and explain Buddhist philosophy
- 5. If Tibetan Associations and Dharma Centers decide to organize joint programs on introduction to Buddhism and Culture, then the Offices of Tibet and CTA should support and promote such efforts.
- 6. As often advised by His Holiness the Dalai Lama, attempts should be made to publish and widely circulate reference books on debates held with scientists.
- 7. Monasteries that have Dharma Centers overseas should assign an abbot and a spiritual/cultural teacher at their centers.
- 8. To better serve Tibetans interested in learning Buddhism psychology, mind training and meditation, a standardized curriculum for schools should be designed and qualified teachers should be assigned to teach the curriculum. The curriculum should be implemented in India with the help of CTA's Department of Religion and Culture.
- 9. Department of Religion and Culture should nurture and support as many translators as possible

so that there is a large pool of highly qualified translators.

10. CTA should facilitate workshops for geshes, abbots and nuns so that they are better equipped to promote Tibetan Buddhism in the modern world.

IV. Preserving Tibetan Culture through Museums, Libraries and Archives

- In order to sustain and safeguard existing Tibetan Museum and cultural institutions under the CTA, a set of guidelines should be outlined under which a committee of professionals and scholars should be formed as part of an advisory committee. The committee should be provided honorarium.
- 2. The advisor committee can help CTA nurture and promote researchers by reaching out to schools and institutions and by helping organize international conferences on Tibetan culture. The committee should also provide assistance in producing short films/videos on Tibetan culture and distribution of periodical publications on Tibetan Culture.
- 3. The cultural institutes, apart from performing cultural programs, should also conduct research on the background and origin of the performing arts tradition. And irrespective of the institute's affiliation to CTA, financial aid should be extended to all for cultural promotion.
- 4. Since all the cultural lineages in Tibetan monasteries and schools are in gradual decline, an attempt should be made to establish one separate unit to conduct classes in Tibetan monasteries and schools. It should be introduced and implemented through CTA's Department of Religion and Culture.
- 5. Cultural Institutes affiliated to CTA should recruit professional cultural teachers and they should be paid adequate monthly salaries and the students should be given a monthly stipends to encourage them to pursue their studies and training. Certificates should be awarded to cultural Artists.
- 6. All the museums and cultural institutes and traditions should be well preserved for future generations.
- 7. Poetry, signing, and cultural festivals should be regularly organized.
- 8. CTA should take care of cultural Artists in general and provide employment opportunities.
- 9. A museum should be established in collaboration with CTA in Canada. The museum should have extensive collections covering Buddhism, culture and literature. It should also have special section on History of Tibet and a planetarium. All these should be perceptible to general public/visitors.
- 10. Tibetan Art Day should to be celebrated to honor Tibetan art and artists.

V. Sustaining Tibetan Culture through Arts

- 1. Existing library, museum and archives under CTA should be further developed.
- 2. Review the resolutions passed in the Special Tibetan General Meetings convened in 2008 and 2010 and review the status of those recommendations
- 3. The CTA should provide financial support to the museum and archives as per their need.
- 4. Important Tibetan cultural texts and other related materials should be archived in a comprehensive database.
- 5. The Tibetan leadership should organize seminars by inviting professionals and discuss the implementation of future plans.
- 6. Professional staff should run Tibetan museums and staff should learn standard display techniques and other best practices from other museums.
- 7. The new Tibet museum should be large enough to accommodate various sections like Tibetan literature, cultural religion, and Tibetan arts.
- 8. Engage Tibetan youth on Tibetan art and Buddhism and provide them with opportunities to learn Buddhism in monasteries. Provide monthly stipends for their studies
- 9. Since most of the Tibetan traditional arts and skills are gradually diminishing, initiatives should be designed to support existing Tibetan professional artists. A center for arts should be established with the help of CTA to preserve art works, and other traditional artefacts.
- 10. The Advisory Committee supporting the Department of Religion and Culture should work closely on supporting and promoting existing museums and cultural institutions. Some of the existing and important institutions are: CTA's Department of Religion and Culture, Tibetan Institute of Performing Arts, Tibet House Delhi, Library of Tibetan Works and Archives in Dharamsala, Central Universities of Tibetan Higher Studies in Varanasi, Norbulingka Institute in Dharamsala, Tibetan Medical and Astrological Institute in Dharamsala and the Manjushree Centre of Tibetan Culture in Darjeeling.

THEME II: STRENGTHENING TIBETAN EDUCATION

BACKGROUND

After the Chinese occupation of Tibet, His Holiness the Dalai Lama along with about 80,000 Tibetan refugees escaped to India in 1959. Realizing the importance of education for the Tibetan cause and for propelling the exile community into the future, His Holiness gave top priority to education. With the twin goal of providing high quality modern education and preserving Tibetan language and culture, the first Tibetan school was established in 1960 at Mussoorie with just 50 students and a handful of teachers.

Over the last 58 years the education landscape of the exile Tibetan community has radically changed. Not only did the number of schools increase, the infrastructural facilities and curriculum resources in schools improved significantly. Today, with CTA's Department of Education (DoE) as the apex body, the Tibetan schools are being run by five different school administrations: Sambhota Tibetan Schools Society (STSS), Tibetan Children's Village (TCV), Tibetan Homes Foundation (THF), Central Tibetan Schools Administration (CTSA) [1] and the Snow Lion Foundation (SLF) in Nepal. As of 31st March 2017, there were 67 Tibetan schools in India and Nepal under the DoE wherein 19,020 students were being educated and looked after by 1,467 teaching staff and 535 non-teaching staff.

According to the Tibetan demographic survey report published by CTA in 2010, the effective literacy rate of the exile community is 82.4% (compared to 74% of the host nation). Given the challenging circumstances under which education in exile began and sustained itself over the last six decades, this figure is a simple testimony to the hard work and success of the Tibetan refugee community. Every year about 1,200 students successfully graduate from Tibetan schools, and over the last 10 years, the average pass percentage of students in class 12th board examination is 90% which is about 10 points higher than the national average in India.

Besides basic education, DoE invests heavily on higher education of Tibetan students. Every year more than 500 new school and college graduates receive merit cum need based scholarship from the DOE to pursue and continue their degree, professional and diploma courses in various higher education institutes. With combined effort of the scholarship programs of DoE, TCV and THF, more than 55% of fresh class 12 graduates receive full scholarships to pursue higher studies annually. Additional 12% of graduates manage to self-finance their higher studies.

The government of India needs to be especially acknowledged for the enormous and enduring support provided to the education of the Tibetan children in India.

RECOMMENDATIONS FROM THE FIVE-FIFTY FORUM

I Addressing Quality of Education Issues

- 1. Pay benefits and status of teachers in the society should be raised as per Article 11.1 of CTAs Basic Education Policy (BEP)
- 2. Teaching licensing as mentioned in the BEP must be implemented in all schools to improve continuous teaching professional development
- 3. Teachers' workload must be revised and reduced to facilitate the development of their professional knowledge and skills and help them become better teachers.
- 4. To increase the effectiveness of in-service training, regular follow up and evaluation is important. Critical self-evaluation of subject matter and skills must be conducted in every school. A set of questionnaire should be framed and teachers should be required to fill the form to assess their subject knowledge and teaching skills. The evaluator should be an expert and the aim of such evaluation should be to check the holistic development of a teacher and to encourage them.
- 5. Encourage Tibetan students to enroll into courses at the Dalai Lama Institute for Higher Education, Sara College and Central Institute of Higher Tibetan Studies to strengthen their knowledge of Tibetan language.
- 6. Facilitate teachers to undertake action research to keep their learning curve growing and learn effective teaching techniques.
- 7. Riglam and dialectic teaching should be strengthened and integrated into the teaching of every other subjects.
- 8. Weekend schools operating in overseas Tibetan community are encouraged to recruit trained Tibetan teachers.
- 9. More focus on development of Teachers professional development /exchange/training, especially at primary & pre-primary level and more effective use of existing infrastructure and programs.
- 10. Standardization of teacher's salary in all the Tibetan school under the administration of DoE.
- 11. Pre-primary and primary teachers should have a minimum of four years of academic experience after high school.
- 12. Separate board member must be appointed and they should frame a common policy for the recruitment of school heads, teachers and staff.

- 13. In order to foster professional development amongst teachers, a system needs to be in place to acknowledge and reward their milestones. To further boost the teaching community, 25 years' service recognition award ceremony should be organized in Dharamsala.
- 14. Education Council should be made an autonomous body with a well-defined structure of roles and responsibility of DoE and other administration body (TCV, Sambhota and THFS). Experts and professors must be recruited in it rather than just a few bureaucrats.
- 15. Encourage teachers in research field and provide reward based on their research outcome.
- 16. Primary level teachers should be mandated to graduate from Tibetan learning Institute to make them efficient and effective in teaching Tibetan language in compliance with the BEP.
- 17. Encourage teachers to create more room for discussion and debate rather than giving only close-ended questions in classrooms.
- 18. School heads and teachers should be taught child-centred learning and education.
- 19. Conversion of day care centre to play school in order to prepare children with the growth mind-set from young age.
- 20. DoE should collaborate with the NGOs working on children education to have a better data and to improve the data collection method from the ground level.
- 21. Grading system must be encouraged in the schools.

II. Strengthening School Leadership

- 1. Assess effectiveness of present recruitment and selection process of school heads. Transparent eligibility criteria must be formulated for career growth.
- 2. Only Master's degree holder with required training are recommended for appointment as school leaders.
- 3. Decentralize responsibility and give greater autonomy to school leaders to organize overall growth and development of their respective schools.
- 4. A separate council for Teacher Professional Development (TPD) should be formed where the member must consist of representatives from different schools and set TPD guidelines.
- 5. Provide a week/month long in-service training for school leaders during winter break.
- 6. Teachers who possess leadership qualities should be identified and provided mentoring and nurtured.

- 7. School leadership should be transferred every 3 years.
- 8. Design and implement evaluation for school leadership.
- 9. Promote student leadership in schools.
- 10. Initiate cross administration deputation of staff to resolve capacity issues

III. Impact of Social and Demographic Challenges on Education

- 1. Consolidate schools for better utilisation of resources and link existing and new programs based on population and demand
- 2. Form a special committee to evaluate and draft a plan for consolidation of schools.
- 3. Autonomous school bodies should work together for comprehensive plan for sustainability of children's future education. Following school consolidation, establish schools with special focus on teaching of Tibetan language.
- 4. Have separate schools for Tibetan and Himalayan students with different set of goals.
- 5. Privatize few of the existing schools to better attract Tibetan children currently admitted in Indian private schools and those residing and studying overseas.
- 6. Explore the possibility of supporting Tibetan preschools/schools or an after school program in the west to preserve Tibetan culture, identity and strengthen Tibetan language.
- 7. Design and implement a standardized curriculum for the Tibetan weekend schools in the west run by the Tibetan Associations.
- 8. Lobby government officials and legislature both at the federal and state level in the United States, Canada and other countries and advocate for making Tibetan language as an optional foreign language in schools and universities.

IV. Challenges Regarding the Basic Education Policy (BEP) Implementation

- 1. Education Council needs to be an autonomous body with clear roles and responsibility and staffed by professionals with a background and expertise in education.
- 2. Review the current status of the Basic Education Policy and assess what has worked well,

where improvements can be made, and what revisions may be needed.

- 3. Identify good Tibetan teachers to become mentors at other schools to promote innovative and effective teaching and learning methods.
- 4. Develop more materials in Tibetan for school going children. Textbooks should be developed according to needs of the children
- 5. Integrate Information and Communication Technology (ICT) to improve teaching and learning of Tibetan language. For example, develop Tibetan learning apps and foster e-learning
- 6. Ensure adequate counseling service is available in all schools.
- 7. Teaching methodology especially Tibetan should be upgraded and more innovative techniques should be introduced to make learning more enjoyable.

V. Nurturing Professionals in the Tibetan Community

- 1. Strengthen job linkages for those graduating from vocational training centres with the industry.
- 2. Broaden the range of courses offered at vocational training centres.
- 3. Showcase successful individuals from VTC/ITI as role model and mentors.
- 4. Provide educational loans at nominal rates for those who have gained entry in professional and advanced courses.
- 5. Ensure exposure to different careers at the class 8 and earlier stages so that Tibetan students have all the information and encouragement.
- 6. Increase scholarships for those pursuing higher Tibetan language studies.
- 7. Review the current scholarship program so that resources can be invested in ensuring more Tibetan professionals.
- 8. Department of Education should guide students and further promote the various scholarships available.
- 9. Increase school counsellors and establish counseling curriculum to be implemented in schools at various levels.
- 10. Encourage students to pursue careers in counseling

THEME III: A HEALTHIER TIBETAN COMMUNITY

BACKGROUND

Department of Health: Department of Health (DoH) is one of the seven departments of the Kashag (Cabinet) of the Central Tibetan Administration (CTA). DoH is registered under the name of Tibetan Voluntary Health Association (TVHA). The Health Kalon (Minister) and its administration provide governance and leadership to the Tibetan Health System. DoH directly oversees the health and well-being of more than 100,000 Tibetans living in India, Nepal, and Bhutan and administers around 50 health facilities: 7 hospitals, 5 primary health centers, and 38 clinics. The health facilities are able to provide primary health care including out-patient consultation, maternal and child health (MCH) services, minor surgeries, diagnostic, pharmacy, dental, physiotherapy, and referral services. The health facilities have been set up as charitable institutions to attend to the medical needs of Tibetans in the various settlements. As such, the cost of all available services including medicines were subsidized. Few of the hospitals—Delek Hospital in Dharamsala, Tsojhe Khangsar Hospital in Bylakuppe, and Dogueling Tibetan Resettlement (DTR) hospital in Mundgod—have in-patient facilities and are able to provide more advanced and wider range of care to the patients. The DoH health facilities currently do not provide advanced tertiary level medical care.

Core Programs under DoH: TB Control, Reproductive Health, Maternal and Child Health (MCH), Adolescent Health, Mental Health, and Community Outreach are the key programs currently implemented by the CTA-DOH. Since 2012, DoH has been running the Tibetan Medicare System for Tibetans in India—a self-insurance scheme—that provides coverage to its members through a reimbursement system based on claims submission. Additionally, an electronic Health Information System (HIS-3) that was initially launched in 2014 is currently being reformed and implemented along with piloting of an electronic medical record system.

RECOMMENDATIONS FROM THE FIVE-FIFTY FORUM

I. Health Challenges Faced by the Tibetan Community

- 1. Organize outreach health services program aimed at elderly population and expecting mothers.
- 2. Strengthen antenatal care and postnatal care within the health care system.
- 3. Introduce point of care testing for life style related health conditions
- 4. Share referral services amongst the doctors for patients' added convenience

- 5. Introduce rotation specialist model within Tibetan settlements to generate greater revenue
- 6. Establish health worker training to OPH administration staff with geriatric training
- 7. Establish quality of care and quality assurance (QA) plans
- 8. Improve quality of healthcare / Standard protocols/Emergency care provisions/List of essential drugs, supplies and equipment

II. Financial Stability of the Tibetan HEALTH System (THS)

- 1. Seek international support through overseas Tibetans
- 2. Include community contribution model within the existing TMS Model
- 3. Foster hospital revenue mechanism (fee for service: consultation fees, registration fees, lab test fees, etc.)
- 4. Establish screening mechanism in schools and monastic institutions to diagnose early stage TB
- 5. Encourage communication across various health centers
- 6. Expand services to local Indian people thus broadening the hospital revenue
- 7. Increase lab infrastructure to cater to the greater needs of the society
- 8. Introduce generic drug model in the existing health system
- 9. Pooling of monastic funding for health related projects
- 10. Philanthropy from Tibetan people / Sponsorship and support by Tibetans
- 11. Introduce private rooms in hospitals to cater to the premium clientele within the community
- 12. Better utilization of under-utilized space in hospitals (e.g. income generating cafeteria, etc) and consolidate to have fewer but higher quality hospitals and clinics
- 13. Remove the existing 10% subsidy on medicines
- 14. Explore opportunities by overseas Tibetans to provide sustainable support
- 15. Establish mobile hospital and clinics

III. Capacity Building and Improvement of Health Services

- 1. Encourage leadership to focus on physician and manpower retention. Incentivize the medical professionals by paying market rate compensation for better retention and lower attrition rate.
- 2. CTA should provide higher education opportunities and more scholarships especially to MD seats and Post graduates level
- 3. CTA should explore partnership with private medical colleges for Trust funded seats for post graduate programs
- 4. Provide skill development trainings, conference, workshops, national and overseas visits for further clinical exposure for medical professionals and staff
- 5. Formulate policy to convert contract staff to permanent staff and offer better compensations and perks
- 6. Offer exposure and orientation program for fresh graduates. Provide new medical graduates on the job training after graduation for greater experience
- 7. Develop: a standardized protocol to deliver primary health care; technical experts inside the health department; feedback and peer evaluation system (top down and bottom up approach); hotline to report issues; suggestion box; evaluation and feedback at central level; and a proactive health committee

IV. Integration and Expansion of Sowa Rigpa (Tibetan Medicine System)

- 1. The Department of Health should have a Sowa Rigpa section and representation
- 2. Develop an electronic medical record system at Tibetan Medical and Astrological Institute (TMAI) and integrate it with the Health Department's HIS Program
- 3. Protect the Sowa Rigpa as a Tibetan tradition and medical practice in terms of intellectual property, trademark, etc.
- 4. Formulate a plan in developing research capacity, manpower, funding, expertise and technical support and research protocol
- 5. Set up a joint committee of the Health Department and TMAI to discuss areas of integration including exchange of knowledge between allopathic and Sowa Rigpa doctors; developing doctor to doctor relationship between the two systems; exploring scope of integration for research/practice on specific diseases; and scope of integration on preventive healthcare

V. Alternative Service Delivery Models and Preventive Health Care

- 1. Foster Social and Behavior Change Communication (SBCC) by involving community in developing material and strategy; organizing cultural events, facilitating family discussions; engaging school children through projects; undertaking social media campaigns; and identifying and supporting community champions and role models
- 2. Scale and strengthen the existing Comprehensive Community Outreach and Coordinated Care program lead by Department of Health
- 3. Leverage technology for behavior change including developing television programs by experts, doctors on specific health related problems
- 4. Involve community in developing material, strategy, and participatory needs assessment
- 5. Engage school children in health projects
- 6. Identify and promote community champions and role models. For e.g.: if a SB patient attended rehab services and recovered well after that like getting good job in the community, those should be made community champions to encourage others

THEME IV: ECONOMIC DEVELOPMENT OF TIBETAN COMMUNITY

BACKGROUND

The Government of India welcomed His Holiness the XIV Dalai Lama when he sought asylum in India in 1959. India then welcomed more than 80,000 refugees and provided land in various States where these refugees could settle in formal settlements. In addition, Tibetan refugees fled to Nepal and Bhutan, and various settlements were established for them there.

Currently, more than 100,000 Tibetan refugees live in India and Nepal, mostly in 39 settlements, the largest concentration of Tibetan people living outside of Tibet. The settlements aim to provide shelter and livelihood for the people who live there and also to preserve Tibetan culture and national identity. Recent trends, however, indicate that more and more refugees are moving from the settlements to urban clusters in the cities of India and Nepal. This trend is particularly pronounced among young Tibetans with higher levels of education. As a result, the population in the settlements is in significant decline, with a declining number of young families and working age adults.

In addition, since the late 1990s, more and more Tibetans have migrated to other countries. Currently the Tibetan diaspora includes more than 30 countries, with large concentrations in North America, Western Europe, and Australia. The CTA believes that in the relatively near term there will be as many Tibetans living around the world as in the refugee settlements. These Tibetans living overseas have access to better education and more financial and other resources than the refugee communities in India, Nepal and Bhutan.

The migration of Tibetan refugees from the agricultural settlements to the cities of India and Nepal and to overseas countries constitutes the most significant economic development and social challenge for the refugee community. This migration represents the potential loss of a "critical mass" and concentration of population in exile with the related prospect of diminishing the community's ability to preserve Tibetan culture and maintain Tibetan national identity.

RECOMMENDATIONS FROM THE FIVE-FIFTY FORUM

I. Addressing Migration and Youth-Related Issues

Youth today have new and different aspirations and education. These aspirations and education
must be taken into account when seeking to address migration and employment issues. CTA
should have a clear and evidence-based view of what types of work, income generating
activities, and life-style environments need to be provided to make living in the refugee
communities of India, Nepal and Bhutan more attractive.

- 2. Developing large-scale agribusinesses and large scale sustainable tourism activities can provide significant opportunities to create new and interesting jobs and income generation. They can help build the economies and make the settlements and even living in urban areas more interesting and challenging for Youth. These can also improve life and provide more livelihood opportunities to help reduce migration from the settlements.
- 3. CTA should encourage and support entrepreneurs and Small and Medium Size Enterprises (SMEs) to create new jobs and income generating opportunities. Creating a supportive and enabling environment and required business development services for SMEs and Entrepreneurs can help provide better and more diverse opportunities for work, income generation, and life styles.
- 4. Youth should be educated about "exciting" and "new" employment and income generation opportunities that Agribusiness, Sustainable Cultural Tourism, SMEs, and Entrepreneurship can provide. This education should be integrated in the education system.
- 5. Opportunities should be explored to establish non-agricultural businesses in the Settlements. These might be related to technology, manufacturing, or other businesses. Attracting private sector companies should be a priority. Also, Public-Private Partnerships should be considered. The objective of this exploration should be to develop new employment and income generating possibilities that would be more attractive to Youth and other Settlement residents.
- 6. CTA should seek to participate in and take advantage of GOI programs such as Skill India and Start up India that could help to train youth and provide them with better skills for vocational and other training and better ability to become successful entrepreneurs or SME owners.
- 7. Successful Tibetans in India, Nepal, Bhutan, and overseas should be mobilized to provide mentoring, skill development, business training, and other encouragement and support for youth who seek to start and manage their own businesses. The Tibetan Chamber of Commerce should be involved in these activities.
- 8. Educating and creating awareness about the TRP-2014 among the Government of India (GoI) machinery for smooth implementation of the policy.
- 9. Accessible housing facilities to those scattered communities to consolidate and stabilize the migration.
- 10. Youth related summit and conference should be organized in the settlement to create an environment for better youth participation for the CTA programs.
- 11. Coding and programming courses should be introduced in high schools as it increases their employability

II. Shifting the Agricultural Model in the Settlements

- CTA should seek to transform the Agricultural Settlements to a large-scale agribusiness model.
 This transformation must be planned and managed at scale. Each of the settlements should
 be considered based on its own unique circumstances, capabilities, and opportunities. A
 comprehensive approach to land use planning considering all of the settlements would be
 highly beneficial.
- 2. Agribusiness planning should be undertaken with a view toward market demand in local markets and in India as a whole. The Indian markets are huge, growing, and very discriminating. International markets can also be considered for specific products with good export potential.
- 3. CTA should consider establishing a newly organized, separately funded, and independent Private Limited Company to identify, initiate, invest in, and help manage various new agribusinesses.
- 4. Specific products for agribusiness need to be carefully identified. Professional advice and guidance will be critical in this area.
- 5. Strategic Partnerships should be explored for developing large-scale agribusiness. Indian and multinational companies should be considered as Strategic Partners. Identifying and developing relationships with appropriate Strategic Partners will again require expert support and assistance.
- 6. Farmer Producer Companies (FPCs) should be organized to establish a high level of cooperation and collaboration among farmers. FPCs should integrate many farmers and consolidate farming acreage to focus on high-value crops and to encourage the organization of agribusiness companies around the FPCs. A key role of FPCs should be to leverage buying power for inputs and to create new marketing and sales channels using the leverage of larger and better quality products.
- 7. There are excellent prospects for identifying, marketing, and selling specific cash crops in particular local markets. Identifying and planning to grow, market, and sell these crops needs to be done on a Settlement-by-Settlement basis. This can significantly improve incomes for farmers working primarily in local markets.
- 8. CTA should seriously consider establishing and managing a special "brand" for agricultural products produced in the community. This should be a "premium" brand and allow the community to sell specially chosen products at higher prices in Indian and International markets. One suggestion was that this "Tibet" brand should align with the concepts of "Peace, Harmony, and Compassion."
- 9. The Settlement communities should be involved in discussion of these issues and regarding plans for moving forward. Their input and understanding of the processes involved and the results that are being sought are critical.

- 10. CTA can work with Nyamdrel (Federation of Tibetan Cooperative) in developing a research/marketing cell to assist the Tibetan farmers in getting easy and early access to the market.
- 11. CTA should help farmers in creating market linkages for organic products and intensive training should be provided for organic farming techniques.
- 12. Empower FTCI and cooperatives to engage in and explore Public Private Partnership (PPP) model in the settlement.
- 13. CTA can engage in joint venture with private companies to promote commerce and industry in the settlement.

III. Building Tibetan Financial Institutions and Services

- 1. The community requires a broad range of financial products and services. These include savings, credit, insurance, financial planning, and asset management. In addition, SMEs and Entrepreneurs will require "seed" capital and "growth" capital, which can take the form of both debt and equity. The financial institutions that CTA helps to establish should seek to address (over time) each of these requirements.
- 2. Financial institution such as an NBFC may not be able to meet all of the financial needs of the community. It will be prudent to begin with an NBFC as is currently being planned, but "seed" and "growth" capital are also immediate needs to help fund SMEs and Entrepreneurs. Thus, CTA should explore the possibilities to raising this type of capital sooner rather than later.
- 3. Create an independent/autonomous working space for NBFC to avoid the bureaucratic redtapism.
- 4. Create awareness surrounding NBFC and its products.
- 5. Overseas Tibetans can play an important role in building sustainable financial institution. They can be sources of capital and professional guidance, advice, expertise and experience as many Overseas Tibetans are involved in finance. Further, Overseas Tibetans can play an important part in governance of new financial institutions by sitting on Boards and providing ongoing management and operational advice and guidance.
- 6. CTA should seek to involve successful Tibetans in India, Nepal and Overseas Tibetans in the building of these financial institutions at the early stages of their planning and development. Further, at later stages of development a formal Prospectus should be prepared describing the new financial institutions and its business to attract investment and other involvement from successful Tibetans in India, Nepal, and Overseas. CTA should have a disciplined and targeted program for distributing this Prospectus and approaching potential Tibetan investors living overseas.

- 7. Strategic Partnerships should also be explored as the community builds its financial institutions. Many financial products are "commodities" and can be developed in partnership with Indian companies. Insurance products are a good example.
- 8. Regular communications should be developed for the community regarding the development of the NBFC and other financial institutions. It is of critical importance to have broad community support and understanding of the products and services to be provided and to be sure that these products and services are what the community needs.

IV. Supporting Small and Medium-sized Businesses and Encouraging Entrepreneurship

- 1. CTA's primary responsibility in encouraging and supporting SMEs and Entrepreneurs is to establish an enabling environment for these activities. A broad range of business development services should be available. These might include, for example, business plan development, financial planning and budgeting, marketing and sales planning, legal services, accounting training, tax training, assistance in obtaining loans in the Indian banking system, etc.
- 2. Much good work has already been done in this area through TED, but it needs to be strengthened and regularized.
- 3. The Tibetan Chamber of Commerce may be a good Strategic Partner for providing some of these services.
- 4. In addition, CTA should assure that Tibetan SMEs and Entrepreneurs have access to all relevant GOI services and programs.
- 5. CTA should facilitate the establishment of sources for "seed" and "growth" funding for SMEs and Entrepreneurs. Foreign Direct Investment funds can be a good source for funding of this type. Private capital can also be attracted for this type of funding. Successful Tibetans in India, Nepal, and Bhutan and Overseas Tibetans may also be good funding sources.
- 6. New financial institutions that the community establishes should pay particular attention to SMEs and Entrepreneurs when designing its products and services. SMEs and Entrepreneurs have special financial needs, and the new financial institutions should seek to include these enterprises among their customers.
- 7. SMEs and Entrepreneurs need access to the latest technologies and links to other SME Owners and Entrepreneurs in the Indian markets and overseas who may have technologies and solutions that can benefit their businesses. In addition, assistance identifying and expanding to new markets is a critical challenge that all SMEs and Entrepreneurs will face. These issues are also applicable to many of the traditional Tibetan arts and craft enterprises. CTA should look for ways to assure that this access and assistance is available.
- 8. CTA should support for revival of traditional arts and crafts.

- 9. Start a garment industry to supply the product to winter sweater seller, which can also become a major source of income for CTA
- 10. Focus on branding and marketing of Tibetan sweater selling business.

V. Role of Tibetans Living Overseas

- 1. CTA should establish a special committee or working group to provide a well-researched written report addressing the prospects for involving Tibetans living overseas in economic development activities. This report should present specific, actionable recommendations regarding how best to attract and involve Tibetans living overseas in these activities.
- 2. Tibetans living overseas can be important sources of expertise and capital.
- 3. They can, for example, play ongoing roles in governance and oversight of management and operations for new financial institutions, new agribusinesses, and new culturally sustainable tourism activities.
- 4. They can also provide capital for new financial institutions and "seed" and "growth" capital for SMEs and Entrepreneurs. Further, they can help structure and design appropriate investment vehicles for this purpose.
- 5. CTA should develop specific and targeted communications programs in each of the countries where overseas Tibetans are living to attract and involve these Tibetans at each of these levels.
- 6. Communications on these issues with Tibetans living overseas should be regular and ongoing. These are long-term relationships that need to be developed and nurtured over time.
- 7. Offices of Tibet and the Tibetan communities abroad should be actively engaged and participate in these efforts to attract and involve overseas Tibetans in economic development activities.
- 8. CTA should consider establishing a "Chamber of Commerce" for Tibetans living overseas. This might provide a framework for communicating and working regularly on economic development issues, including capital raising and providing expertise and guidance on related matters.
- 9. In addition, CTA might consider establishing a formal "Advisory Committee" to the Kashag constituted of Tibetans living overseas to assure that their advice, guidance, and expertise can be obtained regularly on economic development issues and opportunities.

Additional Comments

- 1. CTA's primary role in economic development should be to create a supportive, enabling environment for economic activities. For new and large-scale initiatives, it should conduct needed research and market/feasibility studies, using professional experts and advisors as required. It should also help to identify Strategic Partners and potential funding and other resources and expertise that projects will require. It might provide seed funding for pilot or demonstration projects.
- 2. It is appropriate for CTA to seek revenue-generating opportunities from economic development activities it facilitates to help fund the CTA. Going forward, this type of revenue from economic activities should replace donor and aid-related revenue to move the community to sustainability and self-sufficiency.
- 3. Further, it is appropriate for CTA to make investments from time to time in economic activities that it has helped to develop, again with a view toward helping to fund CTA activities and assure the long-term financial health and viability of the community.

र्श्वात्रीरा

स.चैर.लूरी स.चेश्वराचीट्र ब्रिच.लुची्र्ची.त्यूट्र श्रिच.चुच.चुथ.चुश.कूच्याश.क्टट.चेट्र व्यूच्र.चेश.च्य्यं स.चेट्र त्यूच्र.चीय.लुच्यं स्वाच्यं स्वच्यं स्वाच्यं स्वच्यं स्वच्

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- पश्रिमःमा चॅन्सिदेःनेमःर्प्यन्तिम्सिया
- निवः में निर्मेदे श्रुं कें निमः ग्री क्यें निम्से निम्से निम्से

त्त्र्र-प्रश्नेयःविनशः(व) क्र्यंत्र्यान्यक्षःक्षेत्रं वान्याव्यक्ष्यः विशा व्यक्ष्यः विशा व्यक्ष्यः विश्वः विनश्चेतः विश्वः विश

स्त्व्र्य्त्राच्य्य्त्यवेव्य्य्त्त्वरुष्ण्य्य्वरुष्ण्य्य्त्यरुष्ण्य्य्यः स्त्रित्यः स्त्रित्य

यहूर्याचीर्र्याचूर्याचूर्याचीवीर क्षेत्रं योष्ठ्रा स्वयमा

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वरःक्ट्र्याःचे कर्तां स्वान्त्रव्याः विवान्त्रव्याः विवान्त्रव्यान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्यान्त्रव्याः विवान्त्रव्याः विवान्त्रव्यान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवाव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्याः विवान्त्रव्य

द्रवाः वाष्ठ्रभः त्राविदः खेवाश्वः विवाः क्षत्रः व्यवः विवाः विवाः विवाः विवाः विवाः विवाः विवाः विवाः विवाः व खेवाश्वाः द्रवाः वाष्ठ्रदः क्षेत्रः विदः विवाः विदः विदः विवाः विवा

रः क्रिंश-५१ क्षुः र्रेश प्रदेश हो ५ प्रतिवास वित्र प्रति हो से मा मालू र रे मुला प्रति हा

भैतम। त्र्रम्भः भेतुः दश्चित्रात्रमः भीताः भीताः भीत्रात्रमः द्र्याः स्थाः भीत्राः भी

२ म्यान्त्रात्त्र वित्रात्त्र वित्रात्त्र वित्रात्त्र वित्र क्षेत्र वित्र वित्र क्षेत्र वित्र वित्र क्षेत्र वित्र क्षेत्र वित्र क्षेत्

- ग्रि विश्वास्त्र विश्वास्त विश्वास्त्र विश्वास्त्र विश्वास्त विश्वास्त विश्वास्त्र विश्वास्त्र विश्वास्त्र विश्वा
- य। वॅन्'झ्न'ळॅन'नेर'नुस'ग्री'नेस'र्पेद'न्ट'वॅन्'ग्री'भून'धेन'न्ट'नेन'नाबुट'नविस'ग्रेक्षेन'मार्श्वेन'स्वेर्'स्नेन'म्या

ग्रे वेंद्र्यी:देवायाबुद्रःवी:देंदेंद्रदेव्यः सूद्रश्रद्र्यः वेंद्रश्रे स्वर्थः कुद्राव्यदेव होद्राव्यवश्र

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- १। वृत्यक्षित्यत्यक्षेत्रक्षेत्
- त्रा वृत्रिः ग्रीः द्रेयाः यविरः क्रुवः यवस्यः श्रुवः द्रयाः यविरः क्षेत्रः यवस्यः व्यवः व्यवः व्यवः व्यवः व्य प्रायः ग्रीः विष्यः क्ष्यः यवस्यः द्रियः यवस्यः श्रुवः यवस्यः विषयः श्रुवः यवस्यः विषयः विषयः विषयः विषयः विषय विषयः ग्रीः विषयः क्ष्यः यवस्यः श्रुवः यवस्यः श्रुवः यवस्यः विषयः विषयः विषयः विषयः विषयः विषयः विषयः विषयः वि
- त्र क्षेत्रः क्षेत्रः त्रे नाव्यक्षः विद्यान्त्रः विद्याः वित्याः क्षेत्रः विद्याः विद्याः विद्याः क्षेत्रः विद्याः विद्या
- ब्री-क्रिय-री-प्रत्नित्रक्त्रेन्। वस्त्रक्ष्य-क्ष्य-क्ष्य-क्ष्य-प्रत्नित्रक्त्र-व्याप्त्र-प्रत्ने व्याप्त्र-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्र-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्र-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्य-प्रत्ने व्याप्त्
- ह्य क्षेत्रे देवा नातृत्य विदान प्रत्ये क्षेत्र क्
- रा र्वे.क्युंद्र-वर्क्य-वर्षाः वर्षाः वर्ष्यः स्त्र-वर्षाः वर्षः वर्ष्यः वर्षः वर्

- त्र चेत्र्यात्रभःश्चितःकुतःकुतःकावीवेषभःकुःस्तिन्यःत्रः। कुष्वभःयेत्र। देनवितःख्यायहोतःश्चितःश्चितःस्तिन्यःवरुभःश्चिः
- १०। र्नेन्'सेदे'स्चेनापह्नाराद्वराद्वराहेरान्नापद्वायाद्वराहेराहेरस्ट्राह्मान्यदेवायाद्वराहेरस्ट्राहेरस्ट्राह्मान्यदेवायाद्वराहेरस्ट्राह्मान्यदेवायाद्वराहेरस्ट्राहेरस्ट्राह्मान्यदेवायाद्वराहेरस्ट्राह्मान्यदेवायाद्वराहेरस्ट्राह्मान्यदेवायाद्वराहेरस्ट्राह्मान्यदेवायाद्वराहेरस्ट्रस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्रस्ट्राहेरस्ट्रस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहेरस्ट्राहे

मि) र्वेन् श्री अन् प्रेमा में मिला के स्थान के स्था के स्थान के

क्रियायानवरानात्रयान्वीरयायकरा

- १। वॅर्-ग्रे-भूर-धेन-र्वेन क्रिन-धेर-भून-देन-विनानी-वर-र्व-वर्नाश-दर-रेश-स-वर्नानाथ।
- १। ह्व-प्रापाश्वरानेते सळस्य राजार्वे दाळे न्यापालु नावा हिना में स्वापासीय हुते त्यराने स्वापान स्वापालु पाया
- भ र्वा विषयात्र क्रिन् क्षेत्र क्षेत्र प्रवेश्वेत् स्वापार्थे स्वापार्थे स्वापार्वे स्वा
- भूत्र वित्र से ते त्र से त्र स्था मानु हाय से त्र स्था मानु हाय से त्र स्था से त्र से त्र से त्र से त्र से त्र भूत्र वित्र से त्र से त्र से त्र से से त्र से त
- ५। वॅन्'ग्री'नविंतः श्रेम्भान्यस्य स्वर्भान्य विंतः निंदः भूनः भूनः भिनाः नाव्यः के' भीतः श्रेमः श्रेमः नाव्या
- ८। श्रे.धेव.तम् भ्रे.वेट.वट.सूट.ल्या.यावम् क्रि.याट.ल्याम् त्र्याचाट.स्याचाट.स्याचाट.स्याचाट.स्याचाट.स्याचाट.स

म् वित्रवक्तुत्त्वरावस्त्रवात्रादेवे सेवाबरात्रस्त्रेयावक्तुत् वित्री सेवावित्रक्षेत्रक्ष्यस्त्र क्रुवायस्त्र सेवाचीत्रवित्र

র্ক্ষণানভ্দানার্থানুর্বাদ্ধানক্রম্

- १। क्रि.चल.पर्चेया.याश्रेश.रेटः। द्वी.क्रिल.लील.ची.पिया.थे.क्रे.चीय.रेयो.यथ.क्र्य.क्य.योटःशट.यार्थेटःवयश्रायेषटःयाला
- र्श न्यतः तर्त्ते स्त्रात्त्र में त्वतः स्त्रे न्यां त्यां स्वायः त्याः सम्बद्धाः त्याः स्त्रे त्याः व्यायः स् र्भितः प्रत्यः तर्त्ते सम्बद्धाः सम्बद्धाः स्त्रे त्यां विष्याः सम्बद्धाः त्याः सम्बद्धाः विष्यः स्वायः विष्यः
- भ नर्गेत्रः भेरावना नी त्रास्त्राधार प्रत्येश स्राप्ते के नर्केश नित्र । भूर सुना क्षेत्रः सुना कष्ते सुना क्षेत्रः सुना क्षेत्रः सुना कष्ते सुन
- न्वीं व : चा च : चा व : चा च : चा व :
- स्। र्यूव.स.प्रमा.ले.म.लूट.बयश.वे.मल। स्। र्यूव.स.प्रमा.ले.म.लूट.बयश.वे.मल।
- दह्नामान्याः हुः स्वानान्त्रः प्रत्नान्याः स्वानान्याः स्वानान्यः स्वानान्यः स्वानान्यः स्वानान्त्रः स्वानान्यः स्
- या श्वीक्तरायते भ्वात्वरायते विक्त स्वात्वरायते प्रत्यात्वरायते । स्वात्वरायते । स्वात्वर्यते ।
- र्। र्वोब्यःसाममान्यः श्रीः क्रियः रुः स्परः सदेः स्टः स्टः श्रीः श्रीः श्रीः श्रीः सम्याः सम्याः सम्याः सम्या भ

- देवा'लश'सिटश'ग्री'सूटश'दहेंब'र्द्रवा'क्कि'वार-वर-लश'वादी'लवा'नसूर-वादर-वाला
- १०। क्रेंशःरेनाः यस्त्रास्त्रस्यात्रस्यात्रस्यान् स्वराम् स्वराम् स्वराम् स्वराम् स्वराम् स्वराम् स्वराम् स्वराम स्
- ११) विषय क्रवासायना वी विषय स्था क्रवासाय विषय स्था क्रवासाय विषय स्था विषय स्था विषय स्था विषय स्था क्रवासाय क्रवासाय स्था क्रवासाय स्था क्रवासाय क्रवासा
- १२। देर-तृशःश्चीः क्वयः श्चीतेः श्चीः क्वें वाया वरः वरः क्वें या स्थान्यः स्थानः स्थान्यः स्थानः स्थानः स्थान्यः स्यान्यः स्थान्यः स्थान्यः स्थान्यः स्थान्यः स्थान्यः स्थान्यः स्थाः स्थान्यः स्थानः स्थानः स्थानः स्थान्यः स्थान्यः स्थान्यः स्थान

ट्रे वज्ञेस्थः क्रूँव निट्ट्रिया मिल्ट्रियोवस्य निट्यम्या मक्रूट्रिये ज्ञिर्मे मिल्ट्रिये क्रूव्य क्रूव्य क्रू

র্ক্ষবাধ্যমতম্পান্স ক্রিম্থারক্তম্

- योवनाः नोयरः वश्चाक्षार्थः स्त्रां स्
- द्या वित्यान्त्र स्त्र स्त स्त्र स
- चिं स्वाप्तक्ष्र्राचित्रः स्वाप्तवाष्ट्राच्याः विद्याः स्वाप्तव्याः स्वाप्त्रः स्वाप्त्रः स्वाप्त्रः स्वाप्त्र अप्तान्त्रः स्वाप्त्रः स्वाप्तवाष्ट्रः स्विप्तविद्यः स्वाप्तविद्यः स्वाप्त्रः स्व

- र्व व्हें स्थान्त्र के प्रत्ये क

- रा वृट्षुत्र मुच्याय स्वाया विष्ट्र मुक्ताय वि
- ह्म मि.च.प्रे.चर.सूर.श्रु.श्रु.श्रुच.प्रेच.प्रेच.प्रेच.प्रेच.प्राची स्वाप्त स
- १०। र्नेन्गी श्रुः इत्यानान्दात्वाना र्क्षेत्राचना के सर्वेदासकेंत्र केन्नेन्गी श्रुः इत्या हेत् से सुदान हे नात्रानाया

उ) श्रुः इत्यात्यानहेव वयार्चे दार्शी देवा गृतुर शे क्रय्या श्रुव त्रहेव हो दावन्य

ইবাশ নতম ন ব্ৰশ দ্বাদিশ দক্তম

- १। र.लूर्रर्म् असूर्रियार्या वर्षेत्रश्रम् विवास सूर्वियायरा स्वयास सूर्यायरा स्वयास स्वर्था वर्षेत्राया
- १। र्वेन् प्रवेश्चे कें वारा वर्षा वो क्षेत्र वा कुरे कें वा विरामित्र वा विरामित्र वा वर्षा वा वर्षा वा वर्षा
- म् भ्रे.स्. ४००१ सूर-रिश्रवीयान्यास्त्रवीयाः कुर्यः रिटान्नीः स् ४००० सूर्याविरः श्रटः मिताः स्ट्रान्यः कुर्यः विश्वः स्त्रीः स्त्रान्तिः स्त्रानिः स्त्रान

- त्त्र्यः भ्रोतः स्त्रुवः स्त्रुवः स्त्रुवः स्त्रुवः विद्यायः विवायः द्वायः विवायः विव
- म् वें से क्यानना निर्मान स्वाप्त स्त स्वाप्त स्वाप्त स्वाप्त स्वाप्त स्वाप्त स्वाप्त स्वाप्त स्वाप्त
- र्ग वित्रः सेनाश्चार्वितः श्रेशः इस्रशः वित्रः श्रेष्ट्रः श्रेष्ट्रः स्वरः क्षेत्रः श्रेष्ट्रः श्रेष्ट्रः श्रे वरः वरः क्षेत्रः श्रेष्ट्रः श्रेष्ट्
- १०। न्र्यून्यम्भुर्भ्याद्याप्तर्यस्थात् विराधे स्वाप्तात् विराधे स्वाप्तात् स्वापत् स्वाप्तात् स्व

नर्हेन्'नावि'नाविश्वा र्वेन्'सेदे'नेश'र्षेद्'प्यरःकुश'नार्वेन्'व्यवश्रेंन्

শ্বীয় কুঁ হথা

ब्रैच. १६०४६ टटा ट्यु.स्थ. १८९७ टटाट्ट्य.ब्रॅटाल्या द्वीट्यास्त्र स्त्रात्त्र स्त्र स्त्रात्त्र स्त्रात्त्र स्त्रात्त्र स्त्र स्त्र

दे, ये प्रथाति क्ष्या मिं भी प्रत्य की लाग की या प्रत्य प्रत्य प्रत्य प्रत्य प्रत्य प्रत्य की या प्रत्य की लाग की या प्रत्य की या प्रत

न्त्रां आकृत्यादेश प्राचीत प्

कुर्ण्न।

क्षिर्भ्याः कुर्न्याः कुर्न्याः कुर्न्याः कुर्न्याः कुर्न्याः कुर्म्याः क्षिर्याः क्षिर्याः क्षिर्याः कुर्म्याः कुर्म्यः कुर्मः कुर्म्यः कुर्म्यः कुर्म्यः कुर्म्यः कुर्म्यः कुर्म्यः कुर्म्यः कुर्म्यः कुर्मः कुर्म्यः कुर्म्यः कुर्म्यः कुर्म्यः कुर्म्यः कुर्मः कुर्मः कुर्म्यः कुर्म्यः कुर्म्यः कुर्मः कुर्मः कुर्म्यः कुर्मः कुर्मः

गो श्वराळं न स्वरायं देने सार्धे वा श्री मावन में वा

র্ক্ষবাধানতম্বার্থান্বীন্থানক্ষম্

- १। नड्ब र्चेय र्चेन स्रेटे मिले र्चेस लेश र्येव स्रेन चुशावन र्नेव स्रम प्राप्त स्थापता विकास के स्थापता विकास के स्थापता विकास के स्थापता विकास के स्थापता के स्थाप
- र्वो द्वारा क्षेत्र विद्या क्षेत्र विद्या स्व क्ष्य विद्या क्षेत्र विद्या विद्
- द्रा न्नो त्यशः इस्रशः ग्री त्यशः दर्वे रायः वितः दह्ना नीशः हिन् त्यशः सदिः भीशः प्रवितः निशः प्रवितः स्वारा वर्वे राष्ट्र रावे प्रवितः द्वे तः निषे क्वारा वितः दह्ना नीशः हिन् त्यशः सदिः भीशः प्रवितः स्वारा स्वारा स्व
- ५। वृद्गः भ्रीतः लागः त्रः त्रीयः लागः विष्यः स्वान्त्र्वः स्वान्त्र्यः स्वान्त्र्यः स्वान्त्रः स्वान्त्रः स्व वृद्धः व्यान्त्रः स्वान्त्रः विष्यः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त् वृद्धः विष्यः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त्रः स्वान्त्

- ७। र्श्वेन्यन्त्रेन्त्रं स्प्राप्त विकास स्प्राप्त विकास स्प्राप्त स्थाप्त स्थापत स्यापत स्थापत स्य स्थापत स्थापत स्थापत स्थापत स्थापत स्थापत स्थापत स्थापत स्थापत
- या देवा त्या श्रीता विदेश सम्बन्ध निर्मे श्रामा प्रतास्त्र स्त्रीय श्रीता स्त्रीय स्त
- रा द्वी.क्य.री.लूर.सपु.सूर.स्थ.सूर्या.योचर.सर्या.क्यू.य.योपु.यर.सथस.खेया.बीय.योप्य.येप्य.

- ११। र्क्ट्र-पान्त्र्यान्त्राः वित्तान्त्राः वित्तान्त्राः वित्तान्त्राः वित्तान्त्राः वित्तान्त्राः वित्तान्त्र वित्तान्त्राः वित्तान्त्राः वित्तान्त्राः वित्तान्त्राः वित्तान्त्राः वित्तान्त्राः वित्तान्त्राः वित्तान्त्रा
- १२। र्रेंन'न्ने'न्र'। र्रेंन'न्नेते'त्वाद'वहेंद'नर्गेन्'र्र्भेना'सून'र्वेचार्थ'क्र-'तुर'वहंग्र्य'नाद्र-'नावा
- १३। न्नो प्यश्न इस्रश्न ग्री केन प्यश्न स्वर्थ प्यश्न सेन्य स्वर्थ प्रस्ति प्रस्ति स्वर्थ स्वर्य स्वर्थ स्वर्य स्वर्य स्वर्थ स्वर्य स्वर्य स्वर्य स्वर्य स्वर्य स्वर्य स्वर्य स्वर्य स्वर्य स्
- १८। नेशःल्वं स्वार्क्षत्र के नःसर्वे । प्राप्त स्वार्क्ष स्वार्क्षत्र के नःसर्वे । त्राप्त स्वार्क्ष स्वार्व स्वार्व स्वार्क्ष स्वार्व स्वार्व
- १५। र्श्वेन-द्रमे क्रिंस-११ स्वर्ग विन हे क्रिंस दिन हैं दे हैं दे हैं दे से हिन सहेत द्रमें स्वर्ग दिन हैं से देव सहेत हैं तथा होता है ता है ता

- १६। मृतिःरेसःश्चेतःमृतेःर्वेदःद्वोः इससार्वेदःश्चेः भूदःधेनाद्वदःश्चेतः दिवेदःर्वो त्यये सः दृदः दृसः यः उदः दु सन्नरः वेदः प्रेमाः दृदः मृत्याः सम्बन्धः स्वास्त्रः स्वास्त्रः स्वास्त्रः स्वास्त्रः स्वास्त्रः स्वास्त्रः स्व
- १२। र्स्नेन:युदे:वरःस्त्रिम्भःम्डेमामी:द्वे:चःद्वेशःयव्यवःयशःस्व्याःमधूरःदरःचर्से:क्वेरःवी:विरःधुमःमधूवःस्वृरःयनदःचर्ह्हवः पर्मेशःमाया
- ११। र्रेंन:मूवे:न्तु:वहेंत:न्दःर्रेन:न्वो:इससाय:र्रेंन:बुवा:व:न्सेवसासवे:र्र्येन:वद्रःर्रेंन्:वावा
- २०। वेशन्त्रेणायशासुरश्च्याविनायह्नाचीशास्त्रास्थे स्वश्चात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त् वर्षेयात्रवेषात्रशास्त्रात्त्र्यात्वेतायह्नाचीशास्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्त्रात्
- ११। श्रेना क्रुन्य अञ्चन अपर्ने देश त्यस्य स्वन्य अर्भे त्यस्य स्वन् में द्रात्मे स्वरं से स्वरं से स्वरं स्वरं

বি শ্রুবি:শ্রুব:বর্বি:বরিব:শ্রী:ব্রুঝ:বা:অম:ক্রুঝ:বার্কিন:বর্বিঝ:বা

र्ट्में वाका नवर नवि न वि नका प्रकर्

- १। र.जूर.श्रॅ्य.चीय.तन्त्रप्रम्य.श्रॅ्य.चीय। वायर.र्म्यूय.चीय, य.जूर.त्याय.तह्य.च्याय.तह्य.च्याय.वह्य.च्याय.व्यंत्रप्रम्यत्रप्रम्य.व्यंत्रप्रम्यः
- २। र्श्वेन मुदे त्याव तहेव गायर प्रेस्य भ्राय मुन्य हित्य मुन्य कर्णा क्ष्य प्राया श्वेन प्रेस्य क्ष्य प्राप्त अप्रित मुदे त्याव प्रहेव प्राय स्थय प्राप्त स्थय भ्राय स्थाय स्थाय स्थित स्था स्थाय स्थित स्थाय स्थाय स्थाय स्थ
- त्र अर्थनः श्रीयः वाया । अर्थनः श्रीयः वाया । अर्थनः श्रीयः वाया ।

- ह्य क्षेत्र प्रेश हो क्षेत्र प्रेश हो त्र व्या का क्षेत्र वा प्रेश क्षेत्र प्रेष्ट प्रेश क्षेत्र वा क्षेत्र व
- स्। र्श्वेनः मुद्देः द्वात्वाद्यः वित्वात्वात्यः निविद्यः स्यात्यः स्थात्यः स्यात्यः स्थात्यः स्यात्यः स्थात्यः स्यात्यः स्थात्यः स्थात्यः स्थात्यः स्थात्यः स्थात्यः स्थात्यः स्थात्यः स्थात्यः स्थात्य
- य। र्रें नः मुदे त्याव त्रहें व क्षा में मार्थ म
- रा श्रूपः मुदेः प्यादः प्रहेदः इस्स्याः ग्रीः प्यारेद्दः नेदः नेदः नेदः नेत्रः विष्याः विष्याः निष्याः विष्याः विष्याः
- श्रीत्राम्याम्याम्यान्त्राद्याः द्याद्याः द्याद्याः द्याद्याः द्याद्याः व्याद्याः व्याद्याः
- १०। तम्मान्त्रीत्रस्यत्रत्त्रत्वे प्रमायः स्यास्य स्थ्यः स्थ्यः स्थ्यः स्थ्यः स्थ्यः स्थ्यः स्थ्यः स्थ्यः स्थ् प्रमायः

गो श्रुं केंग्रम् न्द्र से वर्षे र व्यवस्य वर्ष द्रावि द्रावि द्रावि द्रावि स्व वर्ष से वर्ष वर्ष द्रावि स्व वर्ष से व

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- १। ८.लूट्-अर्थेय-मुच-क्रिय-व्यापा। १। ८.लूट्-अर्थेय-मुच-क्रिय-व्यापा।
- या र्रेशन मुन्ति । स्वाप्ति । स्व
- दह्मान्याविद्यात्त्रा अपत्ता क्षेत्र म्यून म्यून स्त्रेत्य स्त्रे

- न्रीन्थासुवाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्ष्याक्षीयाक्ष्मित्रे विषयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्ष्मित्रे विषयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्ष्मित्रे विषयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्ष्मित्रे विषयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्षीयाक्ष्मित्रे विषयाक्षीया

- मा वाचल सहिवार्स्स न या ने 'ने पा वी केन र्स्स न कंत्र वा प्रत्य त्ये न स्था स्थापन स्थापन स्थापन स्थापन स्थापन
- शः क्षः त्रेः न्दः विः त्रः नृतेः क्षेत्रः क्षेत्रा श्रांतः व्याः वार्ष्ट्र श्राः वार्ष्ट् व्याः व्यः व्याः व्

न् गृष्ट्रीन्स्य नेशार्थे दाश्चेन् श्रुशायमा नश्चरम् मात्र स्त्रीम्स न्दर्भवा निर्माय स्वा

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- १। न्या द्वेत्रक्ष्या न्या वित्र वित्र क्ष्या द्वित् व्ययः वित्र वित्र क्ष्यः त्या वित्र वित्र क्ष्यः वित्र वित्र वित्र क्ष्यः वित्र वित्
- या नेशार्षेत् श्रेन् श्रुमा श्रेन् त्र्वे महिशास्त्र प्राप्त स्थान स्था
- भ र्वेन् धिनार्श्वेन निने हे सुन्। निना हेना र्वे अप्तेन स्वीका श्वेन निने निना निका श्वेन स्वीका स्
- द्या अस्ति त्या प्रमान प्रम प्रमान प
- ५। नेट-नुअ-ग्री-व्युत्प-ळअ-नेन-श्रुन-व्यार्श्वेन-विन-नट-श्रुन-कुवे-म्वर्य-ळन-ळन-ळन-मानिट-म्या नियेन-वा नेन-विन

- यमूलःश्रुरिःवर्त्रेलःकशःश्रूयोशःयोशरःयश्रीयःधिःयोला
- श्रुव-म्।विष्य-वर-अनुव-व्यक्ष-श्रुव-भ्रव-वर-देश-न्वीकानावा
- अन्तर्वेत्रत्वेत्रक्षाः स्वार्धेत्त्र्यः स्वार्धेत्र्यः स्वार्धेत्रः स्वार्धेत्रः स्वार्धेत्रः स्वार्धेतः स्वार्धेतः स्वार्धेतः स्वार्धेतः स्वार्धेतः स्वार्धेतः स्वार्धेतः स्वार्धेतः स्वार्थेतः स्वार्धेतः स्वार्थेतः स्वर्थेतः स्वार्थेतः स्वार्थेत

७) र्वेट्र अदिः श्रुः कें वाया वार्या केंट्र अप वार्या श्रुट्ट श्रेट्र अवया

क्रियायायवर निर्मादकर

- १। तम्मान्यात् वर्षेत्राच्यात् वर्षात्र्वेत्यात् सम्मान्यात् वर्षेत्रात् वर्षेत् वर्षेत्रात् वर्षेत् वर्षेत्रात् वर्यात् वर्षेत्रात् वर्यात् वर्षेत्रात् वर्यात् वर्यात् वर्यात् वर्यात् वर्यात् वर्यात् वर्यात् वर्यात् वर्य
- थ यशस्याशः र्र्युन् सन् स्मान्यायाः यो र्र्युन क्वार्र्यस्य स्वितः तुः कुः यावि कुः के स्मान्याया
- भ यश्चरेताशर्श्वेट्यन्र्यावनात्वशर्भेद्ययित्विद्ययश्चरम्ब्यश्चेश्वेत्यव्यव्यात्वित्ययश्चेत्रः स्वाधित्ययः स
- द्वा क्र क्र क्र हें न्या स्थान स्य
- मा र देतुः श्चेतः र्लेवः व्यव्यावितः त्रश्चेतः वितः श्चेवः व्यव्यावेतः वितः व्यव्यावितः व्यव्यव्यवितः वित्यवा
- १। नेयानेयात्वराहित्यात्वराह्मिनात्वराह्मिनात्वराह्मिनात्वराह्मिनायाया
- () र्श्वेनःम्। विनाम्भेनः महिनः महिनः महिनः स्विनः स्विनः

वज्ञेषानवे मन्दर्भेता

থীয়.কুঁহগা

त्र्र्चेन्-नक्षेत्रः स्थात्रिन्यः ते 'र्चेन्-भेवे 'श्चेना'वहुंन्ययः त्रनः र्ह्चेत् केत्रः स्थात्त्रः स्वतः स्वतः विना'धेत्।

वर्दे ते चेंद्र अंदे दृद्य बुद्य वर्षे द्वर वर्षे वायर श्री अद्योग ने वाय के वाय के वाय वर्षे द्वर वाय वर्षे द र्भ्रुट-वीश-वेंट्-स्रेदे-दर्भेद-प्रश्लेद-प्रश्लावाश-बद-प्रश्लेद-दर्-दर्-बिट्-वादट-वी-प्रेट्-विदेन-प्रश्लेद-प्र-प्रश्लेद-प्रश्लेद-प्रश्लेद-प्रश्लेद-प्रश्लेद-प्रश्लेद-प्र-प्र-प्र-प्र-प् ग्रम् मुःचत्यः त्र्र्युग् ग्राशुस्रः नुः ग्राह्म राष्ट्रेन् रहेन् भूरियां प्रस्ति क्षेत्र विद्या के प्रस्ति क्षेत्र का क्षेत्र क्षेत्र का क्षेत्र का क्षेत्र का क्षेत्र का का कि द्रातातह्र्यः भ्रीत्र में त्रीत् में तर्म्य त्रमें वास्त्र में वास्त्र में वास्त्र के वास्त्र में वास् वयमा अव पर्देश तमा भूव भूपाया पाव उद्या पर्देश पर्देश पर्देश भूष प्रमा स्थान स बर्-र्रेग्रथःरुअ:बुर्-श्री:र्थेर्। वत्ग्रथःश्चरःइःथःवरे-खेग्रथःश्चरःवरःरुः। श्चेत्यःग्रेवःमुःवर्के:बुर्-श्चरःवर् अवःश्चें वर्देर्-सु ृद्धं र्भुट्र होट् हो : प्रेंदे : कर प्रेंदे : कर प्रेंद्र : प्रेंद्र : प्रेंद्र : प्रेंद्र : प्रेंद्र : प्रेंद यर श्चेत्र परे देवायाया श्चर पर्देश सम्बद्ध र व्युर श्चेर हो से द

<u>५.७६८.७४.५ूरे १५८५ में या पहें या अ.की. पहें २.५६५ या अ.विरमा की.वास. या वि. या हु. मु. मु. मु. म. पहें ४.८५ में की अ.स.</u> भ्रे भाभेचयार्ट्ट द्वे भाराषु तस्ट्रे नर्मे वी ट्रासप्ट तस्ट्रे निर्मे वी श्रम्भावया की तस्ट्रे निर्मे वी म्रीस्ट्रियालू रमात्वा स्ट्रेया यक्र्यात्राधिराधीराधीराधिराधिराधिराधिराधिराधिराधिराधीराधी हो.सू. ४०१४ सू.यथाराह्म्रीरायह्मेराजमाधिरयाह्मेराधीराधीराधीराधीरा অমানালী দেবী দেৱী বামান্ম নিমানী

ग्] र्वेन् सेवे क्षे केवायात्रयात्र्वेन् नक्षेत्र न्यायात्रवे न्यायात्रया वर्षेत्र वेत् होन् निव्या

क्रियायायवर निर्मादकरा

- १। व्यायाम् व्यायाम् स्थायाम् वर्षेत्राचार्यः वर्षेत्राचार्यः वर्षेत्राच्यायाः वर्षेत्राच्यायाः वर्षेत्राच्याया
- १। वित्र वित्र पर्दे त्य केत्र श्रूत्र वित्र विवा वी त्र स्थूय अवश्यूत्र मृत्य श्रूत्र वा वित्र वित्र वित्र केत्र केत्र
- भ इसन्दर्भेन्यसन्दर्भवाविष्यन्त्रित्वान्त्रम्यान्त्रम्यान्त्रम्यम्
- वर्परस्थितश्चित्रश्चर्श्वराध्यात्रात्त्र्यात्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्र्यात्य
- स्। वृद्-भुषु-वाष्ट्रीयाव्याः विचाः विद्याः च्याः निचाः विद्याः व्याः निचाः विचाः विद्याः विचाः विद्याः विचाः विचाः विद्याः विद्याः विचाः विद्याः विद्य
- ८। म्यान्यां प्राप्तः ने प्राय्याः म्यान्यः म्यान्यः वर्षः वर्षेत्रः वर्षेत्रः क्षेत्रः कष्टि क्षेत्रः क्षेत्रः कष्टि क्षेत्रः कष्टि क्षेत्रः कष्टि कष्टि
- म। श्रुक्ष कर भ्रव राये श्रुक्ष विकार वर्षे दा स्वीत स
- रा इं.रचा.श्चर.श्चेंच.रटा ट्रेच्य.ह्या.श्चरी ल्.क्य.श्च्याया.क्व.यविव.भ्वेच.श्चय.क्ट्र.हेव.त.चश्चेव.वाजा

मि <u>न्ययादर्शेन्स्की</u>:कःव्यार्थेन्स्रेवे प्रस्ति । यस्ति । यस

क्रियायायवर निर्मादकरा

- १। ५ प्पॅन् श्चर नर्डे अ १६ र्श्केट प्याया निवेद विष्या से सार नी सहस्र नत्त्वा अ प्पॅन श्चन प्याया

- ते.श्चे.वर्.चाले.र्ब्य ख्रं त्वश्रार्ट. हवाश्रावब्द श्चर श्चे.व्याव्य व्याव्य व्
- र। दर्बेर्न्यक्रेव्रन्द्रत्वेयानवेरळेवायाक्ष्याच्यान्त्रम्यवेयायसम्बन्धान
- श्रुव, विनः विचा त्या प्राप्त त्यन वा निवा स्थान स्य
- य। हैं।क्रियान्यां निर्मान्यां निर्मात्यां निर्मायं निर्मान्यां निर्मान्यां निर्मान्यां निर्मान्यां नि

- १०। र्वेन्से रूट हेन्द्र याव्य स्वर्द्धा सम्बद्धा स्वाय रिवाय स्वर्धा स्वाय रिवाय स्वर्धा स्वाय रिवाय स्वर्धा
- ११) श्रव, विद्याची, वी, विद्याची, स्वत, विद्याची, स्वत, विद्याची, स्वत, विद्याची, स्वत, विद्याची, स्वत, विद्याची
- १३। ५ प्पॅर्ञ्च देव र्चना नक्का ७० कना पर प्पॅर्प रे सेर्प रान्यें नाया
- १५। नर्भूनः नर्भूनः श्रुवः विदः न्यायाः वहं न्यायः नवदः नाया

श्चर्।पर,प्रवाद्धर्य, प्रश्चेत्र, श्चेत्र, श्चेत्र, प्रश्चेत्र, प

न्वेरिश पळन्।

- भ्राक्षास्त्रम् विवादि । विवा
- यो मूर्येत् भ्रीयात् ह्यायार्ट्यायार्ट्यायार्थे स्थान्यायात्वे स्थान्थ्यात् स्थान्यात् स्थान्यात् स्थान्य स्यान्य स्थान्य स्यान्य स्थान्य स्थान्य स्थान्य स्थान्य स्थान्य स्थान्य स्थान्य स्य
- २। र्वेन् अदिःश्चेनायहंनाश्चर्यात्रभ्यःश्चेरःश्चे श्चान्यश्चर्यात्रम्यायायाय्यात्र्वेत्यःयस्यश्चितः स्वर्याः स्वर्यः स्व

- त्रभः त्यं अत्रः म्यून्य स्थ्रभः त्यः वयः श्रुद्धः प्रत्यः स्थ्रभः श्रुदः या स्थ्यः स्थ्रभः त्यः या स्थ्यः स्थ्यः स्थ्यः त्यः या स्थ्यः स्थयः स्थय
- चक्रेद्र-चक्रेद्र-वर्भद्र-वर्भद्र-वर्भद्र-चक्रेद्र-वर्भद्र-वर्भद्र-चक्रेद्र-वर्भद्

८) वर्षे नः देवा यः कुः भ्रेट्र प्रह्मा तहेवा की व्रवसायस्य

- १। वॅट्-भ्रेदे-भ्रेनापह्नायप्ट्रिट्-नभ्रेन्ययाह्न्यस्त्राह्न्यस्त्राह्न्यस्त्राच्या
- बट्य.सहूट्सक्ष्य.भ्र.मृत्याचाता व्ट्य.म्रो.भ्रव.क्ष्याम्.र्ट.वट्याया श्रव.विद्याया च्याया सहित्याया सहित्याया सहित्या म्याया स्वित्या म्याया स्व

- भ नार्शिः नेनान्ते वित्ति श्रीः नेना नात्र श्राधः श्रीतः श्रीतः श्रीतः नित्ति । श्रीतः नित्ति । यह ना निव्या निव्या निव्या निव्या निव्या निव्या निव्या निव्या । यह ना निव्या । यह निव्या । य
- द्युत्यःक्रशःयन्। इत्यः प्यनः क्रिशः महिनः स्त्रीत्राक्षः महिनः स्त्रीत्राक्षः स्त्रीत् । व्यन्यः वर्षेत् । व्य इत्रक्षः व्यवः क्ष्यः व्यवः स्वयः प्यन्तः स्त्रीत्रः महिनः स्त्रीत् । व्यवः वर्षेत् । वर्षेत्

ঽ৾ৢঀৣঀৢঀ৸৽ৠৢৢয়৽৸৾ঽ৸৽৻ঀৣ৾৾ৠৢঀ৸৽ৠৢ৾৽য়য়৸৽য়য়৽ঢ়ঢ়৽য়ঢ়৽ঢ়ৼয়ঀ৽ৠৄ৾য়৽ঀঀৄ৾ঀ

- २। ५:ऍ५:५५:भ्रेत:भ्रेत:भ्रेत:प्राया नहत्र-५:मु:नभ्रेद:पाया
- या वर्झेन् नक्षेत्र हिन् त्यस्पन् स्वर् स्वास्य त्यस्ति स्वर् स्वास्य स्वर् स्वर् प्रस्ति । वर्झेन् नक्षेत्र हिन् त्यस्ति । स्वर् स्वास्य स्वर् स्वास्य स्वर् स्वास्य स्वर् स
- पर्झेन् नक्षेत्र न्दर प्रमेश निर्मेश निर्मेश निर्मेश स्थि प्रमेश निर्मेश स्थि प्रमेश निर्मेश प्रमेश स्थि प्रमेश निर्मेश प्रमेश प
- र्। दर्झेन्नक्षेत्रायकारतकरामनानी त्राक्षेत्रासुनासहस्यान्त्रिन्याना
- ८। श्चै क्रियाश्वास्त्र स्थाप्त स्थापत स्यापत स्थापत स्यापत स्थापत स्थाप

निर्न्यावीयवीय। विन्योदीक्षी स्वाया श्रीप्रके हेव प्यत् क्या पहिन्यवया क्षेत्र

মীবারুঁহগা

त्रिः १९५८ व्यूनः भूतिः पुत्रः भूत्रभः तेनः भूत्रभः तर्हेवः या श्रुत्रभः त्रात्रः त्रे व्यूतः व्यूतः व्यूतः व्य भूताः भूत्रभः तर्हेवः नुः श्रुत्रभः त्रमः त्रुः वानः क्रुं व्यूतः स्थः या स्यूतः स्थे व्यूत्रे व्यूतः व्यूतः व भूताः भूत्रभः तर्हेवः नुः श्रुत्रभः व्यूतः स्थः वानः स्थः या स्थः वान्यः स्थः व्यूतः व्यूतः व्यूतः व्यूतः व्यूत

लियान्य स्थान्य स्थान

चित्र स्वेत स्वेत क्षेत्र स्वाप्त स्वाप्त स्वाप्त स्वेत स्व

गो नावसाधाराक्षें नभुनान्याविवाक्षेकान्यायवेषानवेषान्यकार्वेदास्या

ইবাশ নতম্বর দ্বীদ্শ দক্ষ্য

- र् वित्रावित्र स्त्रीया प्रह्मेया स्त्र प्रत्य का स्त्र स्त्र प्रत्य का स्त्र स्त्र का स्त्र का
- यार्बें व महिंद क्षे भारत्य स्थान प्राप्त क्षेत्र क्ष
- ७। कुःगरःग्वर्द्वसःग्विदःश्चेस्यःयःस्यसःरेग्रसःग्रस्यःयःस्यसःदश्चरःश्चेःयसःदह्यःस्यःद्वाःवेषःश्चेतःयवेदःस्यःदि

- त्र्राचित्रः भ्रेताः प्रह्माश्चार्या स्वर्धः सहस्या स्वर्धः स्वर्यः स
- म् स्ट्रिशः मुर्वितः भ्रेशः स्ट्रिशः व्यव्यात्त्रे स्ट्रिशः स्ट्र
- रा कुःगरःगिलुरःगेःर्वेदःश्रेरःवहेत्रःववेरश्चेदःश्चरः १०१० देःचलेत्रःवयाःचश्चरःद्धवःचलेत्रःव्यःस्थरःश्चरःश्चरःवर्गःहिग्रः श्चेवःगव्या
- (। वि.मूर.री.वोष्यात्त्रपु.मूर.मूर.वोष्यात्त्रपु.मूर.मूर.वोष्ट.मूर.मूर.विर.मूर.विर.मूर.विर.मु.मूर्यावा
- २०। र्नेट्-भ्रेते र्भ्वेना यहं न्या अप्यायक्ष्म । प्रमाया विष्य भ्रेत्र प्रमाया विषय । यह प्रमाय । यह प्रमा
- ११। र्श्वेच मुन्त्र मिन्न से स्वापित से स्वापित स्वाप

দি বাৰিষকেবাৰাদিবাদীৰেন্দ্ৰেষ্ণবাদ্ধিন্দ্ৰিবাৰ্যবন্ধুন্দ্ৰইষ্ণবাদ্দিদ্ৰব্য

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लट.पश्चृतायाया

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- १०। र्वेन् अदे श्चेना पहुंगाय प्राप्त स्वाया प्रति श्चे त्या श्चेता श्चेता स्वाया विकास स्वाया
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- १०। र्नेन् अदि शुन् र्सेन् न्य स्थराय स्मिन् न्या शान्त स्थित स्थान स्थित स्थान स्थान

ठो व्री:क्रुव्य:ध्रव्य:ब्रुग्वन्नाःहु:नाद्यशःर्सून्:र्वेन्:स्रेवे:र्वेश्वःव्यादा

- १। व्ह्नास्त्रित्त्र्वे क्ष्यात् क्ष्यां क्
- १। शुःकुलः ५: नावसः नदेः नेदः देवासः इससः शुः लसः दूविनः विवासः विवासः विवासः विवासः विवासः विवासः विवासः विवास
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Towards a Resilient Tibetan Community September 13-16, 2018, Dharamsala

PANEL PRESENTATIONS

THEME I: SUSTAINING TIBETAN CULTURE

Re-positioning CTA's Museums

Dr Emma Martin, University of Manchester

Although cultural institutions, such as museums were not part of Tibetan cultural life before 1959, in exile, museums have become important devices for displaying Tibetan material culture. Very early on, the value of museums and a museum collection was acknowledged by His Holiness the Dalai Lama and the then Tibetan Government in Exile. In 1965, just six years after His Holiness arrived in India, Tibet House, a new museum venture was established in Delhi. This gave Tibetans a long-term visual and material presence in the heart of India's capital city and its top floor gallery still provides a space for Tibetans and non-Tibetans alike to access Tibet's artistic excellence and religious culture.

This year, staff at the Tibet House Museum produced its first catalogue of its collection in 40 years, and digital images of the sculptures, *thangka*, textiles and manuscript illustrations are now digitally available via the Himalayan Art Resource. Tibet House has also recently advertised for a 'researcher cum museum-in-charge', whose responsibilities include, "the proper documentation of the artefacts", although I note that the successful applicant will not be expected to have any training in museology - that is the scientific study of museums - they will only be required to have a knowledge of Buddhist philosophy, a point that I will return to shortly.

While these are important developments that should be welcomed and supported, I must also consider, as an outsider looking in, what is missing from this cataloguing project and what this says about the preservation of Tibetan material culture – both religious and non-religious –in the exile museum community.

As time is short, I am going to focus on just three issues prompted by the Tibet House Museum collection and the $5\,5/50$ questions relating to Museums and Cultural Institutions. These are:

- The loss of national knowledge and national memory in Tibetan exile museums;
- The Professionalisation of CTA museum staff; and finally,

- How to create international recognition for CTA museums.

If we return to the Tibet House Museum catalogue entries, we can think about the types of information present and absent in the publication. Particularly, I want to think about what information is valued or privileged in the way these objects are described, and secondly what other ways of understanding these objects are lost to us because of this description?

The first think to note about the catalogue entries is that they focus exclusively on the iconography or the religious use of the objects on display. In doing so the museum distracts the visitor's attention from other important questions, such as: How did this object get to the museum? Who did it once belong to? And, what is its history? The limits of this type of description also means there is no space for a discussion pertaining to Tibetan exile life; to an individual's specific connections to these objects; or if an object can help address contemporary issues and concerns.

In short, the history of this collection and what it means to the Tibetan people is absent. We are not given the back stories or what museologists call the 'biographies' attached to each object. What neither the Himalayan Art Resource website or the catalogue do is to tell the visitor about the history of the museum's collection, which was donated in 1965 by Tibetans from all walks of life, including from the Private Office of His Holiness, in answer to the then Government in Exile's public appeals for donations of objects. The name of each donor or lender is missing from this catalogue, the individual reasons for giving that particular object are forgotten. We also do not know if these treasures came from an estate, a monastery, or a family home, or from which part of Tibet. I am not suggesting here that we ignore the religious purpose of Tibetan material culture, but what we must think about is what do we lose when we choose to privilege *only* the religious function of Tibetan material culture in the museum? What aspects of Tibet's history, culture, and indeed Tibet's collective memory are lost if we only present one aspect of an object's biography?

I would suggest in the short term that the CTA needs to understand the scale and potential of the collections already under its care before it decides on further expansion programmes. In order to do so the CTA needs trained staff who understand the many

potential stories inherent in the collections it holds and most importantly trained staff who know how to safeguard the collections and stories for the future.

This lack of museum professionalisation is also connected to my presence here in this room today. My presence attests to the fact that CTA museums are still highly reliant on western museologists when it comes to directing new museum developments. Therefore, when thinking about what a sustainable and economically viable museum service looks like, in the long-term it must surely be a service developed by Tibetans, from a Tibetan perspective. If we can agree on this statement, then how does that become a reality?

What surprised me most on joining the Tibet Museum team was that none of the staff employed to work in the museum are trained museologists. We would not want a doctor to act as our lawyer and nor would we want a lawyer to carry out our brain surgery, but here we expect people who are not trained as museum professionals to undertake highly specialised and skilled museum work. Without this academic training the museum's staff is unaware of and indeed cannot apply the international codes of conduct, or the international standards and procedures for documenting and caring for the collections. Without professional staff there is little chance that Tibetans will create a museology specifically for Tibet and for Tibetans that is based on Tibetan culture and answers unique questions pertaining to Tibet. Without professionally trained and established staff the CTA cannot hope to create a museum service that is respected throughout the world for its exhibition programmes, collection-based research, and importantly, its professional integrity.

There is no short term fix for this kind of gap in knowledge and expertise. Museum work is complex. It is fraught with ethical, diplomatic, legal and political dilemmas and it takes many years to learn this type of work. Therefore, alongside training, the CTA must also reconsider its current practice of relocating museum staff to other posts. Staff who specialise in museum work must be seen as an asset to the museums and must be allowed to build their career and international professional standing without fear of being transferred to a department in which their skills and knowledge instantly become redundant. Museums are permanent structures, a problematic concept in this highly mobile exile community, but

museums need continuity, especially if they are to retain the memory of their nation. Museums are not just about buildings and objects, but critically they are about people and when staff move on knowledge is lost, expertise is lost, and in the worst case scenario objects are lost. This type of catastrophic loss is exactly what we can see in the museum collection cataloguing at Tibet House. I would then argue that museum professionalization and the unique research agendas that come with such specialist skills are critical to the development of an internationally recognised museum service.

There are other approaches that the CTA must combine with professionalisation if there is any chance of achieving this long term goal. I want finally, and briefly, to think about this question of how CTA museums become a legitimate and internationally recognised challenge to the growing number of museums created by the CCP.

China is well aware of the power of museums and exhibitions. China's current programme of cultural development has seen internationally recognised and respected curators and scholars spend millions of dollars on impressive research facilities, new museums, and lavish exhibitions to justify and legitimise China's occupation of Tibet. China has skilfully used objects to evidence China's long rule over Tibet, this is of course a highly selective story, but it is told convincingly. The exhibitions are beautifully presented; for example, an exhibition like 'The Culture of Sky Road', a 6-month temporary exhibition would cost around 3 million US dollars to produce, although, it is not just money that legitimises this display. Historical Tibetan objects from across Tibet are produced as evidence, and extensive research and scholarship is displayed through text panels and interpretation that is couched in a language and style recognisable to the international museum community. Currently, the CTA cannot compete with this kind of funding, the CTA is displaced from a large proportion of Tibet's historical material culture and it does not have programmes of primary sources-based research to support its exhibition development. So, if the CTA cannot compete in terms of funding, research capabilities and objects what can its museums do to reach an international audience and to contest China's museums?

Tibetan Buddhist material culture is already displayed in museums in the west and in China as if Tibet's cultural property belongs to them. Therefore, the CTA should consider another way to disrupt these representations of Tibet and to challenge the usual stories told of Tibet in museums. I believe this process of change starts with identifying absences in the interpretation of Tibet in CCP museums. There is a need to think about the ideology behind Chinese museology. This is something I have been thinking about as we develop the new Tibet Museum in Gangkyi, which will open in 2019. While we haven't got all the answers, we are starting to trial some potential museological challenges to China's depiction of Tibet. If we think back to the discussion on the Tibet House Museum catalogue and if we think about what is missing from CCP exhibitions on Tibet, then, what is missing? In both cases, Tibetans are missing. Tibetans are silenced in telling their story and in telling it on their own terms.

I believe that a strong museological challenge to China comes from Tibetans making their voices and stories heard in museum spaces. It is already doing that in several ways. The new Tibet Museum is being built by Tibetans and to a certain extent with the support of the wider Tibetan exile community. The interpretation for the new museum will focus on the personal testimonies of Tibetans, it will focus on objects donated by Tibetans with descriptions of those objects taken from the donor's own words. This will mean the museum visitor will hear a history of a Tibet told through personal testimony. Importantly and unusually for the representation of Tibet in museums Tibet will also be seen as a living, breathing culture that not only has a long past, but a strong future. This type of interpretation is where the challenge begins.

The CTA museums must continue to encourage collaborative museum practice once the museum is open, as the opening of this museum is just the start. This means supporting and actively encouraging the exile community and the wider Tibetan diaspora to participate in the production of the CTA's collections, museum education programmes, museum policies, and exhibitions. Multiple voices and multiple perspectives are certainly not encouraged in China's museums, but such an approach cements ideas of an open and democratic space for cultural representation in the exile community. The international museum community is beginning to recognise that museums need to change, that they need to be responsive to their

communities by ensuring they respond to global challenges including migration, the silencing of oppressed voices, and displacement. The Tibetan exile community is uniquely placed to address these issues in its museums, therefore if the CTA museums can work collaboratively, be open to multiple perspectives and voices, and are willing to push the agenda for displaced people, then through this strong ideological position they could indeed challenge the dominance of China's museums.

Thank you.

१ इंश्राच्याः विश्राक्षेः देरः वीशा

લાસર્ફેવે સાવસ રુવ ત્વે સત્વ વાગ સ્ત્રુવ ત્વા મુખ્ય સ્ત્રિવે (1825-1897) લાગ સ્ત્રુવ ત્યા મુખ્ય સ્ત્રુવ

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क्ष्यान्ता विक्तान्ता विक्तान्ता विक्ताना विक्राना विक्रान विक्रान विक्रान विक्रान विक्रान व

त्यायः तहुषः सावभः देयदः यः भारत्यः भीभः यक्षेयः दरः तत्याभः यभः इत्याः वृष्यः वृष्यः यश्चितः त्यायह्र सः यायदः व्यायद्वायः हुः हुः हुः वि वित्यायः स्वयः स

² नश्चनः चुर्वेरः वृतेः बेरः नः बेशः चुः नः नबुवाशः श्री । वारशः ठवः रेवाः नक्किः क्षेः विद्वेरः बेशः वेषः चुः नः नबुवाशः श्री । देनः वाहेशः मा केरेरेवाशः देशे श्चुवः वरः। १८१ च र्भेवाः चरशः ४१

लवा सू. क्या अ. क्षेट्या क्री जा वृत्त्य स्तीया चाचु में स्ट. स्ट. प्रम् असी वृत्त्य स्त्रा क्री अ. क्षेट्या क्री अ. क्षेट्य स्ट. त्या क्षेट्या क्

चित्रायन्त्रायन्त्रा विश्वास्त्र विश्वास्त विश्वास्त्र विश्वास्त विश्वास्त विश्वास्त विश्वास्त विश्वास्त विश्वास्त विश्वास वि

र्चन्त्री अर्प्ता वाहेश्याव्या भीत्वत्त्र केंद्रा स्वाप्त केंद्रा क्षेत्र केंद्रा केंद्र केंद्

त्त्रीयः स्ट्रा है त्या स्वाधितः स्वधितः स्वाधितः स्वधितः स्वाधितः स्वाधित

 क्षेर.चुरे.पर्येया.योशक.चू.शड़िय.चैं.कर्येय यथर.चंच्य.च्या.योशक.च्या.चं

र्निर्मायार्भे के त्यावव क्रियावविषा स्नार्मियाविष्ठे तर्नि क्रियामा खरायविष्य स्वायक स्वायक स्वायक स्वायक स्व श्चेराञ्चेनाः हैं याञ्चरायदे। वेंद्रश्चेश्ये नोदे ह्या पत्नि हेरायायया "दे प्यट दहेना हेराना दय सेदे नाह्या देश या गाय ઌ૽૽ૺવાવર્ચે.શૈયા.શૈ.ટ્રી નિયદયા.મૈયા.ક્ર્યૂયા.ક્રી.તા.જાવી નિયા.કુમ.તા.જેમ.તેવીદજા.વીજાતા.ક્ર્યૂ.વધુન્દ્ર, વર્લેતા.ફ્રી.જીના हे। दर्गराम् श्रृंगामी प्राप्ती प्राप्ता मुक्त भ्री प्राप्ता । श्रृंदायहुम । श्रेरामा है सायहुम । प्राप्ता स्म · इवः श्रॅम्था ग्रीः ब्रुवः श्रॅमः स्थापेवः मधेः क्यामिवमः स्थितः होनः ने स्थवनः श्रीमः सः मुद्यम्थाः स्थापेवः श्रीमः श् ॱॷज़ॱय़ॸॱॸॖॱऄॕ॒ढ़ॱॾ॓ॳॱॺऻढ़॓ॳॱख़ॱॸॕढ़ॱऄॗॗ॔ॸॱक़ॖऀॱख़ॱढ़ॳॱॻॖ॓ॸॱय़ॱॿॿ॓ॸॱॸॵॸॱढ़॓। ॴॸॱख़ॱढ़ॾॖॴॱय़ॱॸ॔ॱऻॴड़ॱॺॏॴढ़ॾॖॴॱॴ ર્વે ત્યાર ફિંક્ શું ખેતા ત્રે તામ શ્રુ ર્સ્ટ તામ શું ફિંદ સત્વરે છેટ તાલુક ત્ર ત્ર કર્યા શું ત્ર સાંગુ ત્ર પાલુ નામ શ્રે કર્યા તાલુ તામ શ્રે કર્યા તાલુ માને કર્યા તાલુ માને કર્યો કર્યો કર્યા તાલુ માને કર્યો કર્યો કર્યો કર્યો કર્યો કર્યો કર્યો કર્યો કર્યા તાલુ માને કર્યો કર્યો કર્યો કર્યો કર્યો કર્યો કર્યો કર્યો કર્યા તાલુ કર્યો કર્યા કર્યો કર્યા કર્યો કર્યા કર્યો કર્યા કર્યા કર્યા કર્યા કર્યા કર્યા કર્યા કર્યા કર્યા કર્યો કર્યા કરા કર્યા કર્યા કરા કર્યા કર્ वी'नञ्चन' वनर्या ग्राम् प्री'मी'र्से स्वाय द्यान्य प्रामा प्रीय प्रोन् । प्रीमाय प्रीमाय प्राम्य के वा'किय प्र र्वेनासरर्थेद्रव्ह्नानम्नामः दर्। देवसर्वसम्यसर्वेवानः दर्। सव्हरान। सर्वेरानरसर्वे उदासाद्रा सेरान्दि। य । १८६ या १८४ मा १८६ मा १८६ वा मा १ यानर्थेसान्वीया ने ते थे वोदे र्श्वेन र्श्वेवावी वीत्रेसान्तर्थे प्रेत्र विता ने यावत्रु यनेन बेन्यन निर्मान स्वाप्त स्वापत स्वाप्त स्वापत स्वाप्त स्वापत स्वाप्त स्वा ळॱऄॗॕॱॺॱढ़ॾॆढ़ॱय़ढ़ऀॱॺॺॕऻॱॡ॔ॻऻॺॱय़ॱॹढ़ऻॱॳॣॸॺॱढ़ॸॣऀॸऻॕॸॕढ़ॆॱफ़ॗॕॴॱॻॏॱऄॕॗॸॱॸॣ॔ॻॕढ़ॱक़ॗॱऄॗॕॱॸॻॱऄॺॱॿॺॱॺ॒ॱॸॱढ़ऀॸॣॱॻॖऀॺॱऄॱ ॱॸऻऀ॔*ढ़*ॱढ़॓ॸॎ॓॔ज़ॹढ़ज़ॺज़ॺज़ढ़ढ़ढ़ॴॸॖॱक़ॣॕज़ज़ढ़॓ॱॺॕऻॱॸ॓॔ख़ढ़ॎॸ॓ॱढ़ऀॸॱॿ॓ॴज़ऄॎढ़ऻढ़ॕऻऻॱॱ⁴ॱॿ॓ॴॸॸऻॱॱॴॹॗढ़॓ॱॿॗॱॴॸऄ॔ॸॱ ढ़ॺॺॱहेॱऄॕॺॱॺॾ॔ॸॱय़ढ़॓ॱ <<धऀॱवोदेॱनग़ॣॺऻॱॿॸॺॱॸॖॖऀॺॱय़ॱॸॸ॓ॱक़ॗॺऻॱॸॖॱढ़ड़ॖॺऻॱय़ॱढ़॓ॺॱॻॖॱॸॱॸढ़ॖॺऻॺॱऄ॔ॱ>> ढ़॓ॺॱय़ढ़॓ॱढ़ॸॱ दी दे.रेचा.चर्ड्र.रे.प्रेट.क्र्.जी ।त्तु.चुदु.चंटश.वु.सर्ट्र.चर्त्र.ची हि.सचा.चकुचा.रेट.क्रूंट.सचा.चक्केटी ।चर्यं.चक्ची.चबु. न्युः वे खः ध्वा विशन्दाः 'र्क्षेन प्रें व प्र

³ प्रायापञ्चनारा देव र्स के प्राप्त प्राप्त प्राप्त प्राप्त के प

⁴ युर-विदेशें र-रेना-स-र्वे श्रुव-विर-। ४०१० विन-वर्षा क्वेर-विन १

⁵ युर-र्नेदे-र्नेर-रेना-स-प्रे-भूत-पिर-। २०१० र्नेना-सरका द्वेर-पादी १-२

चलिर्चाली प्रस्ता स्थान स्यान स्थान स्थान

यश्चार्यक्षभाने प्रदेश स्थार्य स्थाय स्थाय्य स्थाय्य स्थाय्य स्थाय्य स्थाय्य स्थाय्य स्थाय स्थाय्य स्थाय स्थाय्य स्थाय्य स्थाय्य स्थाय्य स्थाय्य स्थाय्य स्थाय्य स्था

त्रवन्त्राचात्वः लेचः यहं चानव्दः क्षेः क्रिंचाः वहं द्रश्च्याः क्षेट् क्रिंचाः क्षेट् क्रिंचाः विद्वः विद्वः क्षेट् क्षेट् विद्वः क्षेटः विद्वः क्षेट् विद्वः क्षेटः विद्वः कषेटः विद्वः विदः विद्वः विद्वः

⁶ युदःर्वेदेःर्वेद्-देवाःसःद्वेःश्चुदावदः। ४०१० र्वेवाःग्रदश श्चेदःवादी ४

⁷ निध्यम् कृषा वेद् भूत् भेषाची हित्र केश द्र सब्बर्ध से भेष्ट होत् हित्र होत् हित्र हेत् स्वर्था वेद् मूर्य स्वर्ध स्वर्य स्वर्ध स्वर्ध स्वर्ध स्वर्ध स्वर्य स्व

४ नर्अन्-त्रव्यशः मृद्यान्त्रान्त्रा श्रूनः न्यान्त्राक्ष्टरः नविः मृद्यान्त्राः स्त्रान्त्राः स्त्रान्त्रान्त्रान्त्राः स्त्रान

चीलट.उट्टीश.ट्रेंट्र.चीची चूटे.लुची.चर्ट्टिची.चट.चूची.चयना.चर्तेंग.च.ट्ट्.लक्ट्ट्यू.चेंचे.टची.चु.ट्टीटम.खेंची चूटे.लुट्टम.खूँच.चार्चा १६६५ (४) कूची.चटना. बूट्ट.ची.क्ट्रि.क्ट्री चूटे.सेटे.जुचीना.कुट.ट्यी.चूट.श्री.चट्ट.ची.चूरी चूटे.कुट्टम.खूच.चीचूरी ४००० (८) कूची.चटना. ६-३९ कुट.चू.चीची चूटे.लुची.ट्टीटमा.चीना.चूची.टची.चट.खूच.चीटे.चुटे.कुच.वेट.मुट्टाची चूटे.कूटमा.खूच.चार्चा १६६म. कूचा.चटना. ११-४० चूटे.कूटना.खूच.चार्चा १६६० (४) कूचा.चटना. १५

વહેવા.વ. મૈંધ. પ્રેયા. પ્રાપ્ત ના કુંત્ર. સેવસ. સેવસ. સુંત્ર. વર્ષે સ. કુંત્ર. વર્ષે સ. કુંત્ર. કુંત્ર કુંત્ર કુંત્ર કુંત્ર કુંત્ર કુંત્ર કુંત્ર કુંત કુંત્ર કુંત્ર કુંત્ર કુંત્ર કુંત્ર કુંત્ર કુંત્ર કુંત્ર કુંત કુંત્ર કુંત્ર કુંત્ર કુંત

"र्श्वितःकुटःर्सिः देशः नाशुश्रायः दे त्वश्रुशः र्श्वितायोः स्टान्विदः नार्षितः त्वश्रायद्वितः नार्षितः त्वश्रायद्वितः नार्षेत्रः त्वश्रायद्वितः त्वश्रायद्वितः नार्षेत्रः त्वश्रायद्वितः नार्षेत्रः त्वश्रायद्वितः त्वश्रायद्वितः त्वश्रायद्वितः त्वश्रायद्वितः त्वश्रायद्वितः त्वश्रायद्वितः त्वश्रायद्वितः त्वश्रायद्वतः त्वश्रायद्वितः त्वश्रायद्वतः त्वश्यत्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वतः त्वश्रायद्वतः त्वश्रायद्वतः त्वतः त्वतः त्वत्वतः त्वतः त्वतः

्यूर्ला, "13 "श्रूच किट कूर्ये, लुचा श्रूच हुर क्ट क्षेत्र क्षेत्र क्षेत्र क्षेत्र क्षेत्र श्रूच श्रूच क्षेत्र क्षेत्

03-04

न्तुत्रभारुष्याः वृत्त्रभारुष्याः वृत्त्रभाष्याः वृत्त्रभाष्याः वृत्त्रभाष्याः वृत्त्रभाष्यः वृत्त्यः व

र्बेचर्यास्त्र चिन्द्रे चित्रे में विद्या में कित्र में कित्र में कित्र में कित्र में कित्र में कित्र में कित्र

ह्मान्तरालेशास्त्र। वेराञ्चरायवरायवाञ्चराविताचुर्मेवा वेराञ्चेहराञ

र्नायाः केत्रः क्षृत्यमः क्षुया विन् क्षुः योद्दार्थः न्यान्यः न्यक्षयाः क्ष्यः न्यान्यः त्यान्यः व्यान्यः व्य १४-१५

ट्यांदःक्रेंटी चूर्-क्रूंटराःक्र्या १६६० (१) जूवा.बंटरा. १.४-११ चूर-क्रूंटराःक्र्याचार्या १६६० (१) जूवा.बंटरा. ००-०९ तथ.वर्षिट-बूर-वे.वर्षप्राचीयो विष्यःक्ष्यःक्ष्यःक्ष्यःक्ष्यःक्ष्यःक्ष्यःक्ष्यःक्ष्यःक्ष्यःक्ष्यःच्यात्वेदःवर्षायःवर

- 10 નર્સે દ્વસ્ય દેવ હેવા ફું ક્ષેત્ર ચુન સંત્ર સાથ મેં દુર્વેદ્ય ક્ષેત્ર વર્ષે ૧ જિલ્લા ૧ કર્યો છે. ક્ષેત્ર સાથ કર્યો કે ક્ષેત્ર સાથ કર્યો કે ક્ષેત્ર સાથ કર્યો કે ક્ષેત્ર સાથ કર્યો કે કે કર્યો કે કર્યા કે કર્યો કર્યો કે કર્યો કે કર્યો કે કર્યો કર્યો કર્યો કર્યો કે કર્યો કર્યા કર્યો કર્યા કર્ય
- 11 र्चर-हूरअःश्चेनःवार्श १९४७ (१) र्वेवाःशरमः ३८
- 12 व्रेट्-क्र्रेंट्र अ.श्रेंच वर्ष १९६८ (१) स्वा बार अ द
- 13 श्वेद सम्बुध्यक्षी विद्याची पाद्य प्रदानी पाद्य प्रदानी प्रविष्य प्रविषय प्रविष्य प्रविषय प्रविष्य प्रविष्य प्रविष्य प्रविष्य प्रविष्य प्रविष्य प्रविष्य

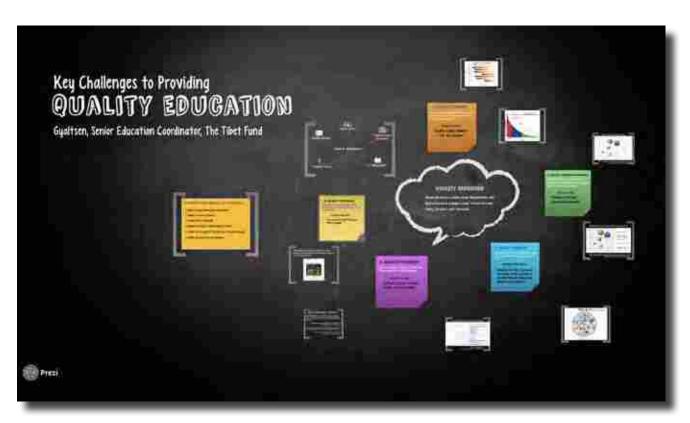
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¹⁵ कनःश्चेत्राक्षः नहतः सुद्राक्षं वित्राण्चीः श्रूनः नृतः भेना नोदेः समुद्रः श्चें सः श्चें सः स्वानः स्वा

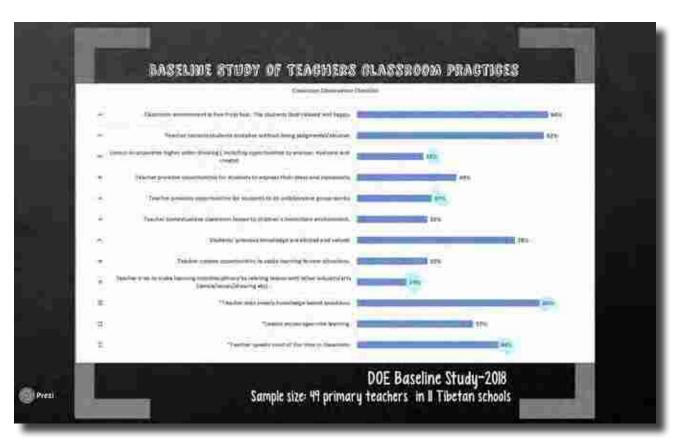
THEME II: STRENGTHENING TIBETAN EDUCATION

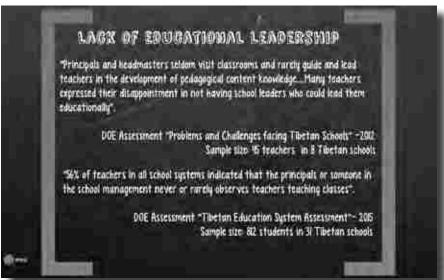


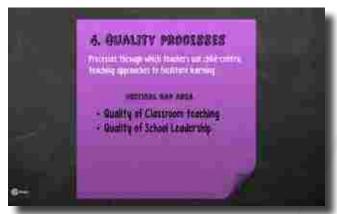








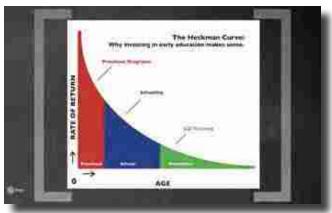


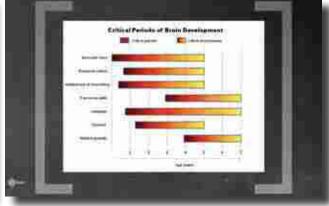














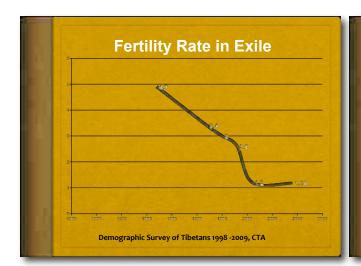




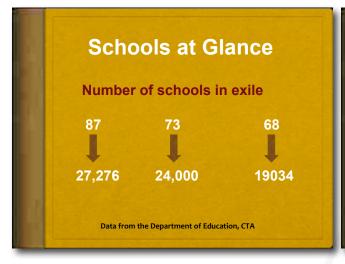


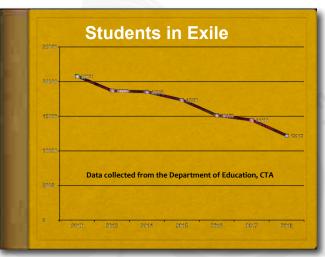
Impact of Social and Demographic Challenges on Education Change in the Population 1- Fertility Rate 2- Mortality Rate 3- Migration

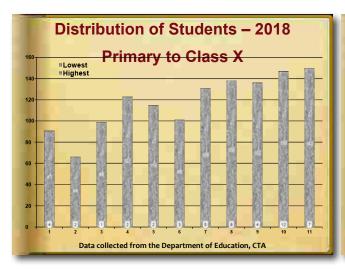
Population in Exile 1998 - 111,020 2009 - 128000 India - 94203 Nepal - 13514 Bhutan - 1298 Rest of the World - 18,999 Present - 140,000 (Approx.) Demographic Survey of Tibetans 1998 - 2009, CTA 5 Settlements South India (Population) 2008 ---- 45095 2014 ---- 43549 Compiled Data from South-Zone Tibetan Representative Office, Bangalore 2015

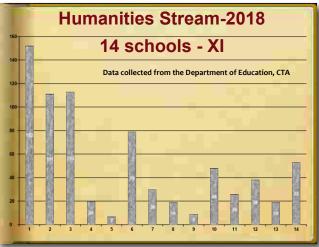


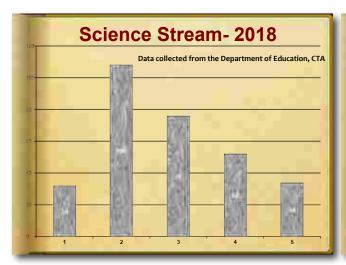




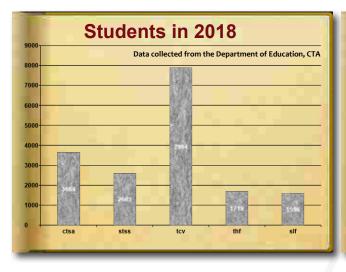


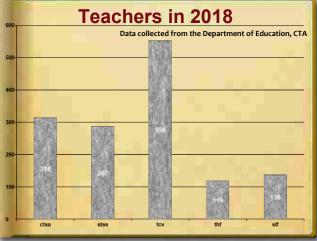












Questions to address

What kind of school consolidation plan would be best in terms of its feasibility and operational efficiency?

- ✓ Family Planning More children
- ✓ Clubbing of some schools, Vocational Edu.
- √ Sharing of good practices among School leaders and not just to attend workshops – Sambhota, TCV, THF and SLF
- ✓ Respect for teachers Teacher Salary (workload)
- √ Research Desk in DoE (Education)
- ✓ Study Centers, Libraries in settlements
- ✓ Social messages, Educ. Ads in TV, Teacher's Day

What measures could DoE and school administrations take for its long-term operational sustainability considering that funding supports are drying up?

- ✓ Green book Contribution
- √ Foundations Individuals
- ✓ Sustainable Programs in schools
- √ Few effective schools
- √ School Alumni

Should the CTA consider setting up special schools to attract students not attending Tibetan schools and Tibetan students from overseas?

- ✓ It takes a village to raise a child(school-Home)
- ✓ Individual, family, Society and School
- ✓ Preserving one's culture starts from home
- ✓ Providing Primary schools
- ✓ School selection Parameters-Influencers (school leaders, settlement officers-Talk-Mju
- ✓ Appointment of Subject resource persons
- ✓ Teacher Appraisal TPD projects

What is the feasibility of setting up Tibetan schools in the West?

- ✓ School Facilities are much better in the West
- √ Role of Parents
- ✓ Effectiveness of Sunday Schools
- √ Honorarium for the Teachers
- ✓ Introduction of Tibetan as a second Language
- ✓ Summer schools in India and abroad
- ✓ Arranging Resource Persons / Workshops

Gender Ratio by Age Group											
Age	29 and younger	30 to 39	40 To 49	0+	Overall % of responden ts						
% of respondents (male plus female)	20%	49%	20%	9%	2%	100%					
% in age group who are female	68%	59%	59%	40%	13%	59%					
% in age group who are male	32%	41%	41%	60%	87%	41%					

Pro	ofessional Dev and Desire f	elopment Ti or More vs G		
Grade Level Taught	% of teachers who reported "zero" days	% of teachers who reported 1 to 3 days (average = 1 day)	% of teachers who reported more than 15 days	% of teachers who wish for more pro-d opportunities
Average for all teachers	29%	13%	7.9%	52%
Senior (9 to 10)	36%	14%	5.3%	58%
Senior Secondary (11 - 12)	49%	17%		57%
	Tibetan Education	System Assessm	ent 2015, DoE C	ГА

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Planning Commission (2010) "Tibetan Demographic Survey, 2009" CTA Department of Education

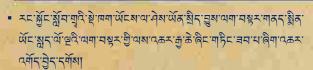
Education in Exile, CTA

Tibet Documentation, Hindustan Times, Tibettimes, mayum.net, tibet.net, Phayul, tibetsun, tibetjournal, tibetpost, edutopia

THANK YOU

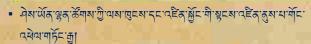


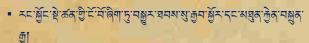
नेयार्थेन श्रेन चुयायमा नम्र ग्री प्ययापकरा



• यमा नद्दर मुै यम प्रकर नर्गे र ह्वीम मुैर स्निम सर् र हुँ द र्से य मुदे हे । यमा मी त्यात्र तहेत्र इसस्य देश प्रम्य पुरास्त्र न्त्र स्थान

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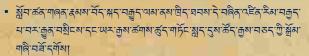


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र्नेर्णुः सर्धिमार्टर रेमामालुटा

- द्यो म्मत र्देश र्ड्डीट यो प्यस्त्र यावि द्रार्ट्स या येदार या प्रमाणिक विकास मिला प्रमाणिक मिला प
- ५: फॅ५: चॅ५: ५में त्र दिन देश हूँ न चिर योग्या ग्राया हमया नुर न हेत मार्थे हुँ ८ ८ ४। **षट वा क्षेत्रवाष्ट्र अविवासी क्षान्य के अन्तर जुवा क्षेत्र के अन्तर क्षा क्षा क्षा क्षा का अने का अने का अने क** विर क्या कु क प्यर कुय गर्ने ट कु।
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र्चेर्णुः सर्धिमा ५८ रेगामानुदा



- यदे र्से्च क्र स्र्रीय मिल्या मार्थ स्रीमा मार्थ तये यथा यी रेसी
- वर्त्रेवायावर्षमा द्रमीयायाम्याम् दर्को



नेयार्थेवार्स्स्य मुंदार्स्स्य प्रिया

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- र्ह्सेन'म्'गम्म'मे दमे म्मद्रकेद'यश'यर मुश्रम्मेद्रट र्सुम्शयशम्बर्गम् (प्रमाय) श्रव्याः स्थितः स्थितः स्थितः स्थितः
- त्याय. तर्म र. देट. शब्द एय. र्म र. सुट. त्या लावा. चीवाय. वीवा. त्याया. य्याय. या. वा. वीवा. या र्र्भेन'अ'न्तुअ'नल्ग'में र्र्भेन'छेन'यम्'नक्रूर'नुअ'य'नकुन्र्सेन'मृदे र्षिर' लीया.च चट. सूर्यात्राया. या.च ही र मी।









NURTURING PROFESSIONALS IN THE TIBETAN COMMUNITY

- Current status and challenges
- Empowering the Vision Project (ENVISION) and its work related to the topic
- Recommendations

CURRENT STATUS AND CHALLENGES

- School environment/ethos/ curriculum
- Appreciating the role of teachers
- Role of Counselors
- Vocational Studies
- Scholarships























RECOMMENDATIONS

- Teachers' Salary to be at par with the highest ranking CTA bureaucrat
- Counselor in each school accessible every day to children
- Curriculum to include 180 hours per year of Creativity/Activity/Service from Class 6 onwards

RECOMMENDATIONS

- Class 8 to be the focus for starting the process of career exploration with switch if necessary in Class 9
- Vocational Centers more vibrant and more choices of courses including tourism/event management/front office/computers
- Scholarship to be the same irrespective of percentage based on gaining admission and statement of purpose

RECOMMENDATIONS

- Education loan and/or returnable grant model
- Half yearly interactions between students and professionals in Tibetan schools
- Support university students and young professionals through trainings and other exposure programmes



THEME III: A HEALTHIER TIBETAN COMMUNITY



Five Fifty Forum



Towards a Resilient Tibetan Community

Theme: A Healthier Tibetan Community

Kunchok Dorjee, MD PhD

September 13-16, Dharamsala









In order to make the precious human life meaningful, one must first be healthy.

- His Holiness The 14th Dalai Lama







Healthy Tibetan

Productive Tibetan

Resilient Tibetan

The World Bank: Quality, affordable health care is the foundation for individuals to lead productive and fulfilling lives and for countries to have strong economies.







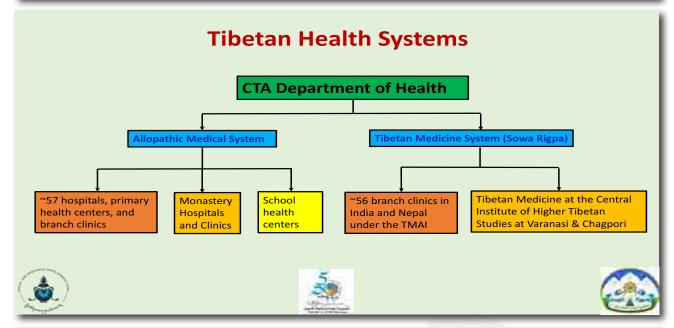


Overview of Health Theme



- Healthcare challenges faced by Tibetan people
 - Overcoming the major health problems
- Financing and sustainability of Tibetan Health Systems
- Sowa Rigpa or Tibetan Medicine System
- Capacity building and improvement of health services
- Healthcare service delivery model
 - A focus on preventive health care





1. Health Problems for Tibetan People

Communicable Diseases Noncommunicable Diseases

Mental Health

Behavioral







1. Common Health Problems for Tibetan People

Communicable Diseases

Tuberculosis Hepatitis B HIV/AIDS

Noncommunicable Diseases

Hypertension
Diabetes Mellitus
Peptic Ulcer Disease
Stomach Cancer

Mental Health

Depression Anxiety disorder and PTSD

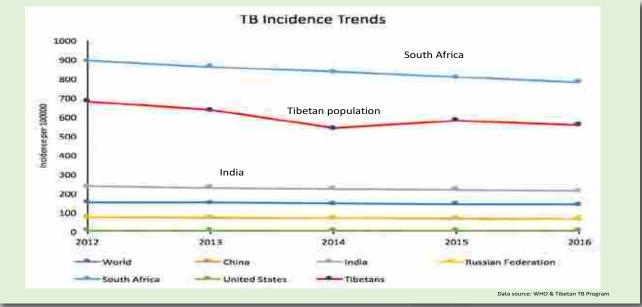
Behavioral

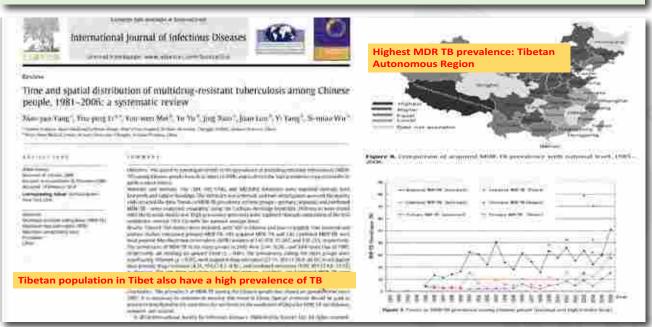
Smoking Alcohol Substance Abuse











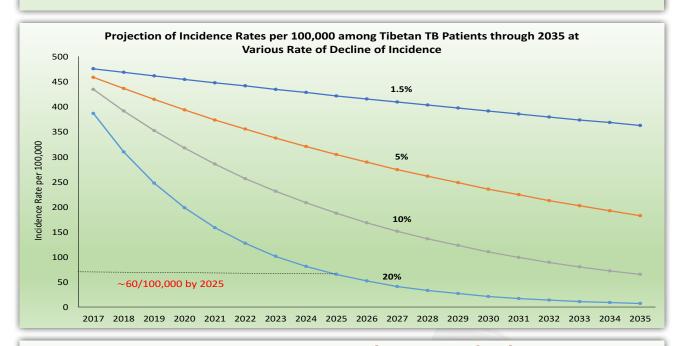


Prevalence of Active TB in Schoolchildren

School Type	Students	TB Disease	Prevalence
Boarding School	5020	46	916/100000

Prevalence of Latent TB in Schoolchildren

School Type	Students	TB Infection	Prevalence
Boarding School	4865	915	19%



Hepatitis B among Newly Arrived Tibetan Refugees in 2011-2013

❖Tibetans in Tibet

- 418 Tibetans newly arrived into India from Tibet tested for Hepatitis B
- **56 (13.5%)** were infected with hepatitis B. Median age: 24.

❖ Tibetans in India

- In a comparator survey in a monastery (Gyutoe) and a school (TCV School Suja), HBV prevalence among people born in India was 7% (36/538).
- ❖ None of the 418 people from Tibet knew about hepatitis B vaccine.

Prevalence of Hepatitis B among Tibetans born in Tibet and India 16 14 13.5% 12 (%) 8 si 10 4 2 0 Tibetans born in Tibet Tibetans born in India

Non Communicable Health Conditions

Life-style related

- High Blood Pressure
- Diabetes mellitus.

Cancers

- Stomach cancer: responsible for ~28% of deaths among Tibetans.
- Liver cancer: responsible for ~20% of deaths among Tibetans
- Mental health disorders including depression and anxiety are prevalent
- Substance abuse, sexual health and mental health are highly personal issues and often patients do not disclose



2. Financial Stability and Sustenance of Tibetan Health Systems

- Current system is largely donor dependent including salary support to healthcare providers and operating cost of the facilities.
- Unable to understand well the healthcare market dynamics and how to take advantage of CTA's bulk service purchasing ability to benefit the health systems.
- There is potential and scope for partnerships and collaborations in developing various health projects and programs.
- Tibetan Medicare System is now starting to stabilize and yield results. Can we conceive a universal health care for Tibetans?
- Innovative means for Tibetans and especially Tibetan healthcare professionals overseas in Europe, NA, and US to contribute



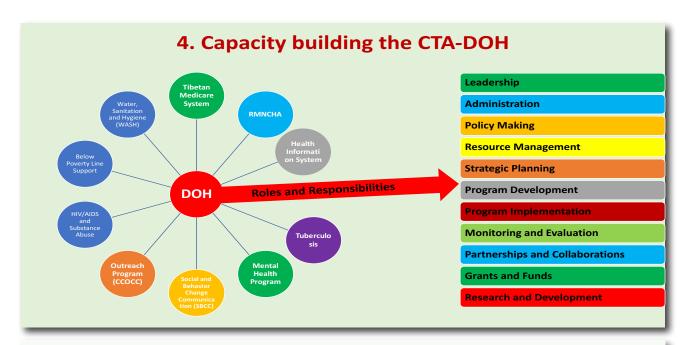




3. Sowa Rigpa (Tibetan Medicine System)

- Large number of Tibetans in and outside Tibet seek care from Tibetan Medicine System
- Tibetans in Tibet rated the quality of service of primary care in Traditional Tibetan
 Medicine Higher than the primary care provided under Western Medicine system (Wang et al. Int J Equity Health. 2015)
- More Tibetans from lower income bracket visited TTM (Wang et al. Int J Equity Health. 2015)
- Now legally recognized by the Government of India under AYUS(S)H
- · Strong unmet need to focus on research and development aspect of Tibetan Medicine
- Expansion of Tibetan medicine across India with scope for revenue generation.
- Integration of Tibetan and Allopathic Medicine System.





Capacity Building of healthcare providers in the field

Human Resource

- 1. Tibetan Health Systems is mostly driven by Physicians
- Variable Physician shortage over time. Currently a physician in all hospitals
- Dedication and ability of Tibetan physicians to provide wholesome and a compassionate care
- 4. Generating a conducive environment for healthcare workforce





5. Service Delivery Model

A Focus on Preventive Health Care

- Primary Prevention: Preventing disease at its root (smoking cessation, exercise, diet)
- Secondary prevention: Detecting disease in early stage and preventing progression (Screening for breast cancer, cervical cancer, screening for diabetes, BP etc.)
- Currently, the healthcare service delivery model is largely health facility based.
- Tibetans seek care mostly when they develop symptoms and pain.
- Innovative service delivery model, such as the door-to-door outreach campaign (CCOCC), Telemedicine have been piloted and
- We expect to have a discussion on innovative means and models of preventive healthcare.





Key Questions For Five-Fifty Health Theme

- 1. How can the major health problems faced by Tibetans be overcome?
- 2. What steps should be taken to financially stabilize and sustain the Tibetan Health Systems?
- 3. What can be done to improve the human resource capacity under the THS? How can the quality and range of care provided under the THS be improved?
- 1. What steps can be taken to strengthen, expand, and integrate Tibetan Medicine System?
- 2. What should be the service delivery model under the THS? What should be done to promote a proactive health seeking behavior by Tibetans including primary prevention?



1. Organizational Reconstruction ভ র্ক্রনাথ নাই ব্রুথা দিবিদান বিশ্বনাথ নাই ব্রুথান বিশ্বনাথ নাই

HEALTH CHALLENGES

4. Self sustainability ⊚ মহাদামহাশাৰ্থা ➤ Human Resources ইন্টেই

> Human Resources মী:কণ্টব্রপাষ্ট্রনথা > Financial হ্নথণ্ড্রিহা

5. Epidemic of Non-Communicable Diseases 🕲 वर्गेश्वन्दाः केन्द्रस्य विज्ञालका

6. Communicable Diseases ® प्रमेशिक्टा

7. Emerging Challenges ® র্যার-মন্ত্

⇒ How to deliver compassionate health care



HEALTH CHALLENGES

7. Emerging Challenges 🚳 র্ষর্মন্ত্রিম্বরিম্বরিম্বর্

> Emotional Hygiene बेसवायसवायर्भेर् पक्षेत्र

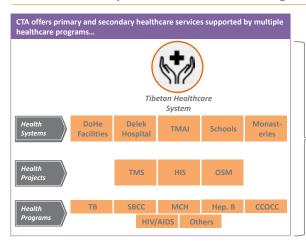
> Care for Elderlies ক্রনেনানপ্তার্প্রনা

রুদাম'ই'ক্র





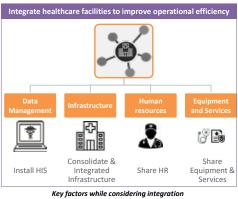
While CTA offers varied healthcare services to Tibetan community in exile, operational efficiency and financial sustainability remains a critical concern for the government





Leverage opportunity to improve quality of healthcare services along with improved operational efficiency through an integrated healthcare delivery system





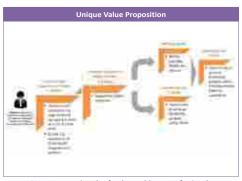
Integration of these factors will improve the health system, increase resource utilization and reduce the burden of funding

Private and Confidential

Promote private sector development to build tertiary services, create sustainable sources of revenues and retain medical professionals



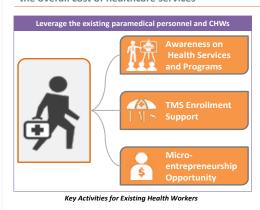
Provide market driven opportunities to experienced Tibetan healthcare professionals to retain them in the settlements



Career Progression Plan for the Healthcare Professionals

Effective value prpposition will build and retain healthcare professionals and develop business acumen

Create entrepreneurial ecosystem for existing health workers and leverage GoI schemes to reduce the overall cost of healthcare services



Intellecap proposes to create innovative entrepreneurial opportunities for paramedical personnel and CHWs

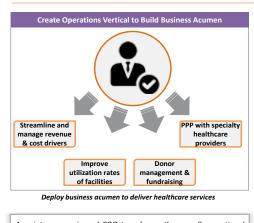


Key Gol Schemes to Leverage

Leveraging GoI schemes will reduce dependency on institutional and individual donors for funding program specific activities

vate and Confidential

Create 'Operations Vertical' for healthcare department to streamline the overall operations and build 'Corpus Funds' to promote financial sustainability



Appoint an experienced COO to enhance the overall operational efficiency of healthcare services

Summarizing Financial Sustainability for Tibetan Health System

Investment Revenues

- Through PPP investments in specialized healthcare services
- By attracting strategic investments and donations from overseas healthcare professionals

Service Delivery Revenues

- By improving services and enrolment of TMS scheme By implementing GOI schemes in rural India through
- accreditation of Tibetan healthcare facilities

Innovate Fundraising Strategies & Delivery

Improve fundraising strategies to build high quality services that can be delivered to both Indians & Tibetans

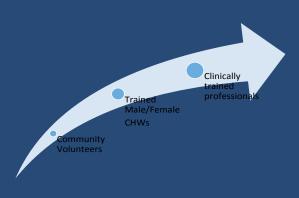
Revenue generation along with fundraising

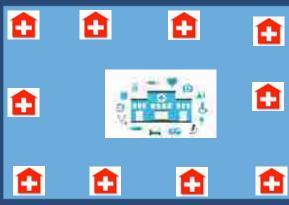
Strategic shift in perspective is required to build sustainability into

FIVE-FIFTY FORUM: TOWARDS A RESILIENT TIBETTAN COMMUNITY

THEME: A HEALTHIER TIBETAN COMMUNITY (Capacity Building and Improvement of Health Services)

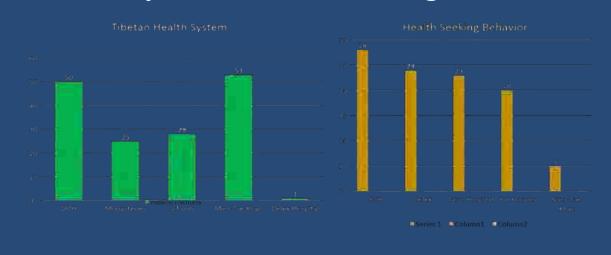
Tibetan Health System – Growth & Transformation





GROWTH TRANSFORMATION

Health System & Health Seeking Behavior



Health Manpower Resource & Service Quality

- Human Resource Status
 - Medical Officers
 - Dentists/ Dental Therapists
 - Physiotherapists
 - B.Sc. Nurses
 - GNMs
 - Pathologists
 - Pharmacists
 - Community Health Workers
 - Administrators
 - Support Staff

- Health Services & Quality
 - Home based care (Old age care)
 - Preventive health services (CCOCC)
 - Primary health care (Facility based)
 - MCH services
 - · Disease specific programs
 - Community health Insurance

Challenges

- Manpower challenges
 - Skills & Capacity
 - Limited exposure, outdated technology, poor knowledge and information management
 - Lack of public health expertise
 - Motivation & Retention
 - Lack of learning and career growth opportunities
 - Uncompetitive compensation and retirement benefits
 - Lack of proper appraisal and feedback mechanism
- Technical capacity of decision makers, program managers
- Program management & monitoring challenges (DOH Level)
- Lack of Specialty Care

Towards Healthier Community.....

- Learning, higher education and technical training options to enhance career
 - Program managers, medical officers, dentists, therapists, public health experts, nurse clinicians
- Exposure programs to import innovative solutions for clinical services and financial sustainability of health system
- Structured performance appraisal, Incentivization and recognition for best practices
- Competitive compensation and retirement benefits for permanent and consultants
- Knowledge management hub at CTA for technical and public health innovations
- Inter-sectoral/Cross-institutional coordination
- Inter Government / Public Private coordination
- Specialty care nodal centers (South & North)

র্বন্ধীর ষ্ট্রী র্ক্সবাধা শ্রী নের্ম্বন্ধার্ম ব্যব্ধার্ম ব্যব্ধার



「ప్రారాణిదా చాద్దా స్రాప్తున్న కెళ్ళాదా చారే ప్రావాణ కారు ప్రారాణ కారు ప్రారాణకు Speaker Dr Tsewang Tamdin, Men-Tsee-Khang.Sowa-Rigpa.



যার্ক ঘাইযাঘাশ্রাঘদ্দর দ্বাদ্যশ্রীদা Promotion and Sustaining the Sowa Rigpa

রুদ'নেইাঝ'র্ফ্রান্'বাষ্ট্রক্'বাক্ষ'বাবষ'বারদ'ন্ত্'বার্দ্দিদ'রব্যথা With integration improving the health condition

> ব্রিঅঅ'শ্রেঘ|আ Legalization

নৃষ্ণান্ত্রিবা Research



দ্রিঅম'ঝুঘামা Legalization

- मी विद्यतिवायान्त्राच्याः तत्रः स्वाच्याः स्वाच्याः स्वाच्याः विद्याः विद्य
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चक्किट्रालयः स्वता व्यवः स्वितः विद्रात्त्र विद्र विद्रात्त्र विद्रात्त्र विद्रात्त्र विद्रात्त्र विद्रात्त्र विद

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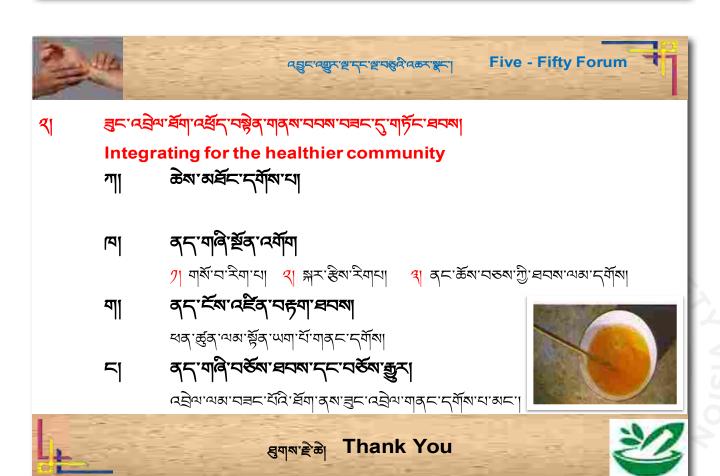
गा श्रे.क्र.वाक्र.क्रींटश.टट.विव.पर्केट.ट्व्याता

- *ৢ*याबिट.जियोश.ग्री.सिट.कूर्या
- य वर्ड्यान्यादे बन् त्यायव त्वर्या श्रुमाव
- द अव.कृत.श्रुष.क्ट्रागुन्व.प्ट्रीयश
- ६ क्रॅंग्रथायहॅटाके'चते'श्चर ख्रुंर देगायते'हिट्र केंग्र



ମ୍ବ୍ରମ୍ 'ସ୍ନାବିସ'ୟ' ସିନ୍' ଅୁଖି 'ଝିଷ' (ସମ୍'ସି) 'ଧୁଖି 'ସ୍ୟସ'ୟ ଅଷ' ସ' ဆି' ମ୍ବସମ୍' ନ୍' ଅସ୍ତିଶ୍ୱ Penalist Speaker Dr Tsewang Tamdin, Men-Tsee-Khang.Sowa-Rigpa.





Alternative Service Delivery Model & Preventive Health

Dr. Lobsang Tsering (MBBS, MPH, PGDBDM)

Declaration of Conflict of Interest

- 1. Currently staff of DoHe-CTA
- 2. Personal Opinion

Health Facilities under DoHe/TVHA (DoHe Established in 1981)

Health System: Comprehensive Horizontal Primary Care services both at facility and household level (outreach) with community based social support mechanism for OOP through TMS for secondary and tertiary care services

Primary Care hospitals (Category A)

Delek-Dharamsala (autonomous), Byllakuppe, Mundgod, Hunsur, Kollegal, Dekyiling-UK, Menlha-Odisha, Mainpath-Chattisgarh, Bir-HP

A MBBS resident doctor and support staff – basic lab and X-ray X-pert/CBNAAT facility at Dharamsala, Mundgod, Byllakupee & Dekyiling

PHCs (Category B)

Delhi, Bandhara-Maharastra, Mio-AP, Leh-Ladakh

Visiting doctor, Nurses/CHWs

Clinics/Health Posts (Category C1 & C2)

Nurse/CHW

Difficult & Hard-To-Reach Area

Desert Region of Ladakh (nomadic lifestyle) Arunachal Pradesh (North-East) Remote region of Nepal



Tibetan Medicare System (TMS)

TMS Program

- A non-profit community based social support system through contributions/ cost sharing by the members provide a mechanism for pooling of health risk that address the financial needs of hospital admission in referral hospitals (Secondary and Tertiary Care).
- Reduce out-of-pocket expenses and thus minimise the burden of catastrophic outof-pocket expenses

TMS Program – Towards Sustainability										
s.		_		Ye	ar					
No	Par	ticulars	2015	2016	2017	2018				
1	Total number of the (household and in		19641	24061	24155	24321				
2	Total premium an Total premium an (INR)	nount collected* (INR) nount collected #	16447895 8933715	22166802 15553050						
3	Total claims paid	(INR)	19319885	18717465	19742100	-				
4	Claim to Premium		1.17 2.16	0.92 1.53	0.93 1.48	-				
5	Total number of o	laims received	1401	1630	2020	-				
6	Total number of o	laims paid	1401	1630	1970	-				
Susta	ainability?	Good Chance								
Chall	enge	Average claim amou	nt that wou	ld eliminate	catastrophi	c OOP				
* Inc	lude subsidy contribu	ition by USAID #Subsidy cor	mponent remo	ved						

				Se	ttlement		-	Mont		rting Mon	_	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,			Submitte					
								Activity/I												
Next Month Plan						Covered	Community Participation in Planning / Implementation (Y/N)							Remark/Challenges/Success Story						
						Curr	ent M	onth Activ	ity Sum	mary Shee										
ссосс тв	D	от	Ren	inder	Follow		w Up		SBCC Presum Det		etect		Con Tra	tact ing		ied Case ding	Oti (Spe	her cify)		
(Y/N) & (n)	М	F	М	F		М	F	М	F	N.	1	F	М	F	М	F	М	F		
CCOCC MCH (Y/N) (n)	Vaccir	nation	ľ	SBCC		Antena	tal FU	/	Po	stnatal FU		Child Fe			ther ecify)		Other Specify)			
(1/N) (n)	M	F	М	F		M	inder	F	М	F		M	F F	M	F F	M	респу	F		
			Щ								Ц,	F1-11								
(Y/N) (n)	CCOCC SBCC Topic Cove								Tablet						ther pecify)			ered emale		
								(specify)						(5)	,,,					
CCOCC HIS (Y/N) (n)	Case I	Detection	n Deat	h Reco		Birth / Immunization			n Antenatal Pos			ostnatal Other (specif			ify)					
					This dat			le in DHIS A		t Dharams	ala by I									
CCOCC NCD (Y/N) (n)	HT		Screening T DN			FU M		F	M St	F F		M F		M	er (specif	y) O		ther (specify)		
	М	F	М		F															
CCOCC HIV/Drug Use		HIV Sup	pport	1		SBCC HI	HIV D		Detox / Rehab Support		SE	SBCC Subst						<i>(</i>)		
(Y/N) (n)	М		F		М		F		М	F		М	F	М	F M F					
CCCCC Marata		C C			-				_						Щ,		(
CCOCC Mental Health (Y/N) (n)		M Case L	Detection	F	+ .	vi Sur	port	F		М		Awarene:	is F			Other (s		y) F		
(1/14/(11)		IVI	+	·	 '	*1			M							IVI	1	1'		
Other (Specify)		м	1	F		м		F		М			F			М		F		
(Specify)		IVI		г		IVI		г		IVI			-			iVI		-		

Health System: Comprehensive Horizontal Primary Health Care System (Comprehensive Community Outreach & Coordinated Care Program - CCOCC Program)

CCOCC Program & Its Components

- An interface/activities which takes some basic health services and all the DoHe-CTA programs to the household level
- All nurses/CHWs are the workforce of CCOCC
- Point Of Care Testing (POCT) & Non Communicable Diseases (NCDs)
- Designed to cover the whole settlement at-least once a month
- May address access to care and equity to certain extent
- Should help the local health workforce understand the community better
- If successful, should help in rapid improvement of health indicators.
- It should also help rapidly improve community perception of us and our services
- Job Description
- Basic services: Dressing, BP measurement, IM injections, First-aids, counselling
- **Program Activities**
- RMNCH Immunization & antenatal counselling & follow-up
- TB Community DOT etc.
- SBCC Counselling/small group information sharing & discussion DoH-HIS (Community Data collection)- morbidity/mortality, vital iii.
- iv.

Basic services: Dressing, BP measurement, IM injections, First-aids,

SBCC – Counselling/small group information sharing & discussion DoH-HIS (Community Data collection)- morbidity/mortality, vital

RMNCH - Immunization & antenatal counselling & follow-up

- ٧. TMS – Claim follow-up etc.
- <u>Sustainable</u>? YES. All nursing and CHWs are CCOCC staff and we estimate that all staff will take <u>about</u> 2-3 years to make CCOCC "New Routine/Normal" activities.
- POCT Kits: Major advances in the future. Exciting innovations
- Major emphasis on SBCC component at the household level
- Target population: Older age including pre 1959 / Young educated outstation/captive audience in schools and monasteries
- Champions / Survivors
- Professionals/expert help in content development & communication strategy

- Digital B P instrument
- Weighing Machines
- Glucometer
- Urine Test
- **Blood Grouping** vi. **Pregnancy Test**
- vii. Blood Haemoglobin

Job Description

TB - Community DOT etc.

TMS - Claim follow-up etc.

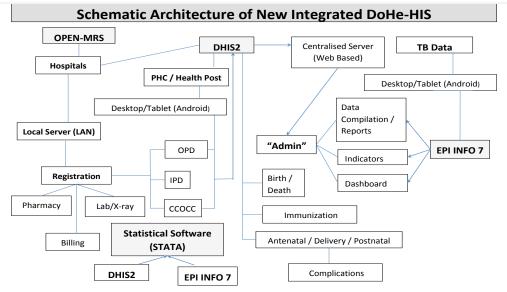
counselling

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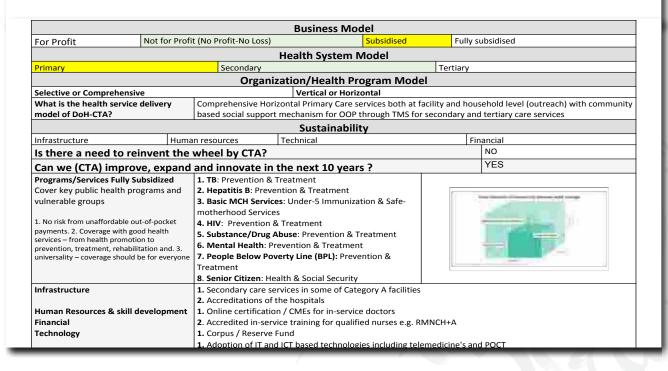
- **POCT Kit** Digital B P instrument
- Weighing Machines
- iii. Glucometer iv. Urine Test
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- Target population: Older age including pre 1959 / Young educated outstation/captive audience in schools and monasteries
- Champions / Survivors
- Research
- Professionals/expert help in content development & communication strategy

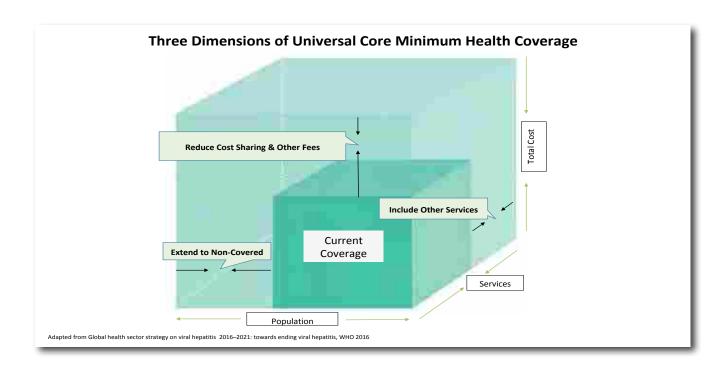


PLUS: Non-routine/other routine data e.g. report/records, survey and other research data, health related data from other departments/sources, TMS claim data etc.

Other Important Programs of DoHe-CTA

- HIV/AIDS & Substance Abuse
- Mental Health
- RMNCH+A
- TB
- Hepatitis B
- Water & Sanitation (WASH)
- Support for BPL





Target

By 2025/2030, all settlements will have access to at-least a MBBS physician through the DOHe-CTA facility

Can Telemedicine achieve this?

	Telemedicine										
	Telemedicine as an add-on revenue generation model and also improve access to quality services A strategic add-on in the existing operational paradigm										
1	Areas Where Telemedicine is Feasible?										
	All settlements except Jangthng area of Ladakh (? remote areas of Nepal)										
2	Telemedicine Models										
	Government/Universities/NGOs Corporate DoHe-Telerad Sky Others										
3	Limitations and Challenges of Telemedicine										
	i. Sustainability ii. Local knowledge for the provider iii. Infrastructure (internet, electricity etc.) iv. Confidence & trust, v. Malpractice issues vi. Legal issues vii. In-person interaction viii. Requires additional training ix. Reduce care continuity x. Licensing issues xi. Technological snags xii. Privacy and safety issues xiii. Equity and access issues (for profit model)										
4	Business Model										
	Can For-Profit Model Work? YES (PPP profit sharing revenue model)										
5	Who are the competitors at the local level?										
	Quacks MBBS doctors (irrational treatment)										

Case Study: Corporate Business Model / Corporate Social Responsibility Project

Apollo Tele Health Service (ATHS)

"Established initially as a proof of concept, technology enabled service delivery model, it is now a time tested programme. The programme has been rendering remote health care services, since 2 years and is being implemented by Apollo Tele Health Services (ATHS)"

"supported by online, real time, and remote peripheral diagnostics. This programme links Emergency & Specialty experts from Apollo hospitals with the Regional hospital in Keylong and Community Health Centres in Kaza using dedicated satellite bandwidth connectivity. Preventive health care services like tele-cervical cancer screening under the supervision of obstetrician and gynecologist from Apollo Hospitals are also being provided"







Case Study (Sky Franchise Model)

Models:

- Proof -Of--Concept
- Network of entrepreneurs
- Network of nurse managed tele-linked clinics
- Hybrid to optimise resources (Project Matrika in UP using ASHA)
- Output Based Aid (OBA) from government
- Intermediary agency to bridge government & private sector (PATNA project)
- Pathway for government to leverage private resources for TB treatment (THALI Project in WB)

<u>Technology:</u> Althea System: A specially developed application is loaded on a laptop or tablet, and is used as a platform to integrate commonly available, medically certified diagnostic devices

Evaluation: Manoj Mohanan et al, Social franchising and quality of care in Bihar, India, Bull World Health Organ 2017;95:343–352E| doi: http://dx.doi.org/10.2471/BLT.16.179556

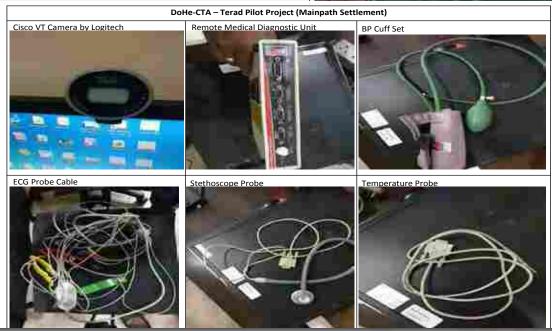
"We did not find evidence that the World Health Partners' Sky Program improved the quality of care for childhood diarrhea or pneumonia in Bihar.. This failure could be attributed to the weak design and implementation of the program"

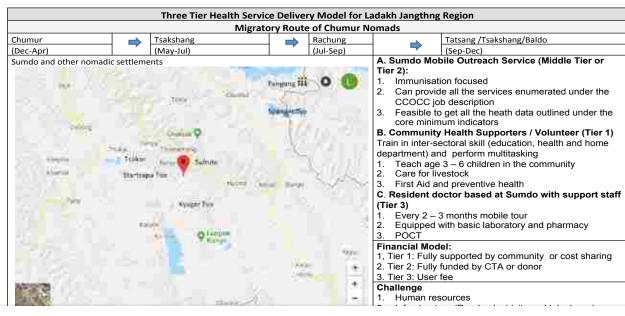


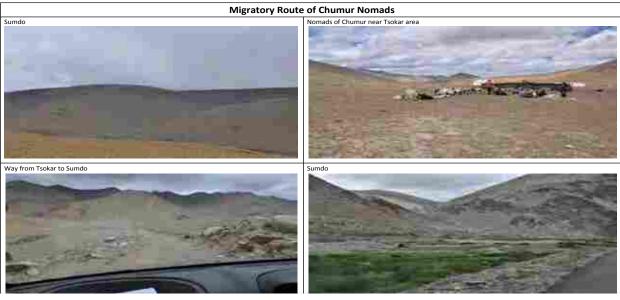
Case Study (Nurse Managed Tele-Linked Model)

DoHe-CTA – Telerad Pilot Project (Mainpath Settlement)
"Patients go to a telemedicine kiosk where a trained nurse equipped with a digital thermometer, blood pressure cuff, stethoscope and ECG machine will collect vital information from them. These vitals are viewed real-time by specialist doctors at Telerad center at Whitefield in Bangalore. Prescriptions will be electronically transferred to the nurse who in turn will print them out for the patient" (Times of India, Nurse of Machine). Business May 8th 2013)











Migratory Route of Chumur Nomads









- Valuation of livestock in money terms some of us will be poorer as compared to some of them.
- As number of households decline, economy of scale.
- Youths not taking up this profession: ?Low esteem. ?Primitive.

RMNCH+A Program (Core Minimum Indicators & Target)

Under - 5 Children Vaccination

Indicators	Targets
Vaccination BCG coverage rate	95% by 2020
Vaccination 3 doses of DPT/ OPV coverage rate	95% by 2020
Vaccination Measles coverage rate	95% by 2020
Vaccination At-birth Hepatitis B coverage rate	95% by 2020
Vaccination 3 doses of HBV coverage rate	95% by 2020
Vaccination MMR coverage rate	95% by 2020
Vaccination 3 doses of Hib coverage rate	95% by 2020
Immunization drop-out rate	5% by 2020

Mortality and Morbidity (Core Minimum Indicators)

- 1. Crude and Cause Specific Death Rate
- MMR
- Morbidity

Safe Motherhood (Core Minimum Indicators)

Antenatal (DHIS2)

- Percentage of 1st Trimester registration (100% by 2020)
- Percentage of pregnant women who received 4 ANC or more (100% by 2.
- Percentage of pregnant women who received at-least 100 IFA (100% by 2020)
- Percentage of pregnant women receiving TT2 or Booster to total ANC registration (100% by 2020)

Delivery (DHIS2)

- 1. Percentage of infants with low birth weight (<10% by 2020)
- Stillbirth Rate
- 3. C-Section Rate
- Percentage of births attended by skilled health workers (100% by 2020)
- Percentage of institutional deliveries (100% by 2020)

Postnatal (DHIS2)

- Percentage of women who received postnatal care within 48 hours of delivery (100% by 2020)
- Percentage of women who received 3 or more postnatal care

Newborn and Infant Care (Survey)

- Percentage of newborns breastfed within 1 hours of birth (100% by 2020)
- Exclusive breast feeding for 6 months among 6-9 months children (100% by 2020)

End TB Campaign and Where Do We Stand Currently?

FN	ID TB STR	ΔTFGY			
VISION		FREE OF	ΓB - Zero de ring due to		ase and
GOAL		END THE G	LOBAL TB E	PIDEMIC	
INDICATORS		Milestone	s	Tar	get
	2020	2025	2025 India	2030	2035
1. Reduction in Number of TB Deaths Compared with 2015 (%)	35%	75%	90%	90%	95%
2. Reduction in TB Incidence Rate Compared with 2015 (%)	20% (<85)	50% (<55)	80% <40	80% (<20)	90% (<10)
3. TB Affected Family Facing Catastrophic Cost Due to TB (%)	0	0	0	0	0

Current Position

A. TB Incidence Rate:

A. 16 Includer Rate. 1994 – 1996 (Bhatia et al Study) 1000/100,000 2012 – 2016 (7 hospital Surveillance) 500/100,000 About 50% decline over 20 years (1994 – 2014) About 31% decline over 5 years (2012 – 2017) [{(434 – 300)/434}*100] about 6% per year.

B. ACF Yield in Schools (Prevalence): 2013-2014: 150/100000 (642.69/100000) 2014-2015: 91.91/100000 (749/100000) 2015-2016: 262/100,000 (752/100,000) 2016-2017: 316.67/100000 (868.65/10000)

We must address the social determinants of TB also and schools and monasteries have a big role

TB Cases	by Occupation	on (Data fro	om Seven H	ospitals 20	12 – 2017)		
Main Occupation	2012	2013	2014	2015	2016	2017	Total
Student	163	144	136	157	170	153	923
Column %	37.56	36.46	40.36	43.61	48.99	51.00	42.48
MDR/XDR	44	31	22	49	28	11	184
Column %	10.14	7.85	6.53	13.61	8.07	3.33	8.47
Total	434	395	337	360	347	300	2,173

Hepatitis B Program

Chronic Hepatitis B Prevalence in Tibetan Community in India

- DoH/JHU Study at Bylakuppe 2014 (n=2769): 8.9%
- Antenatal Screening 2009 2014 (n=1111): 8.8%
- TB patient taking treatment under DOH-CTA Program 2012 – 2107 (n=2145): 7.51%
- School population 2014 2017 (n=14883): 3.7%

WHO Classification

The endemic area of Hepatitis B is categorized by the prevalence of HBsAg in the general population

1. Low endemic area:

HBsAg prevalence of <2

2. Intermediate endemic area:

HBsAg prevalence of 2 - 8%

3. High endemic area:

HBsAg prevalence of >=8%

С	atch-Up Immunization (2014 – 2		
Age		Hepatitis B Status	
	Negative	Positive	Total
5-10 Years	2,461	37	2,498
Row	98.52%	1.48%	100.00%
Col	24.86%	11.08%	24.41%
10-15 Years	4,310	136	4,446
Row	96.94%	3.06%	100.00%
Col	43.54%	40.72%	43.45%
15-20	3,127	161	3,288
Row	95.10%	4.90%	100.00%
Col	31.59%	48.20%	32.13%
Total	9,898	334	10,232
P-value < 0.001	96.74%	3.26%	100.00

	5 6 F F F F F F F F F F F F F F F F F F F							
		Visi						
A wo	orld where viral hepatitis transmission is halte				safe, afford	able and e	ffective pre	evention, care and
		treatment		es				
		Go						
	Elir	ninate viral hepatitis as a majo			2030.			
		Indicators a	nd Tar	get				
S No	Indicator				Baseline	2025		2030
Α	Impact Indicators							
1	Incidence of chronic HBV and HCV infect	ions				30% Re	duction	90% Reduction
2	Mortality from chronic HBV and HCV infe	ections	10% Reduction 65% Reduction			65% Reduction		
В	Prevention							•
1	Three-dose hepatitis B vaccine for infant	s (coverage %)			80 - 85%	90%		95%
2	Prevention of mother-to-child transmissi approaches (coverage %)	on of HBV: hepatitis B birth-d	ose vac	cination or other	45 – 50%	90%		95%
3	Blood and injection safety (coverage %)					95%		100%
4	Harm reduction [PWID])							
5	SBCC (household/individual)					95%		95%
С	Treatment							
1	Diagnosis of HBV and HCV (coverage %)				30%		90% eligik	ole
2	Treatment of HBV and HCV (coverage %)						80% eligik	ole
		Implementatio	n Fram	ework				
Informa	tion / Data	Intervention	Equ	uity	Sustainab	ility	Innov	vation
	Scale-Up A	cess to Antiviral Medicin	es For	Chronic Hepatit	is B Infecti	on		

Scaling up access to antiviral medicines can no longer be refused for reasons of high cost, or on the grounds of inequality, lack of infrastructure including human skill at grass-root level, risk of viral resistance or alternative priorities. Access to medicines seems to be an appropriate, and cost-effective investment choice for public health intervention even in developing countries.

Hepatitis B Vaccination Status of Children Born 2014 – 2016 (Preliminary Household Based Data from 20 Settlements)

At-birth He	patitis B	Vaccinat	ion Statu	is
Hepatitis B		Bir	th Year	
Vaccination Given	2014	2015	2016	Total
(Days after birth)				
HBV Day 7 - 42	24	7	6	37
	6.11%	2.29%	1.95%	3.68%
HBV at Birth	158	171	156	485
(Day 0 – 1)	40.20%	55.88%	50.81%	48.21%
HBV Day 2 - 6	32	29	29	90
	8.14%	9.48%	9.45%	8.95%
Missing/Not Given	179	99	116	394
	45.55%	32.35%	37.79%	39.17%
Total	393	306	307	1,006

He	patitis B	Vaccinat	ion Status	,
HBV Status (3 or More		Bir	th Year	
Doses)	2014	2015	2016	Total
NO	63	45	79	187
	16.03%	14.71%	25.73%	18.59%
YES	330	261	228	819
	83.97%	85.29%	74.27%	81.41%
Total	393	306	307	1,006

- 1. May need to do a KAP + barrier/bottle-necks with regard to at-birth Hepatitis Vaccination (Qualitative/Quantitative survey)
- 2. Assess the current Hepatitis C situation in our community. Prevalence Survey for Hepatitis C
- 3. Develop SOP for continuum of care of Chronic Hepatitis B Infection (Diagnosis-Treatment-FU)
- 4. Update data. Evaluate and conduct research. Revise strategy

	Non-Communicab	le Diseases (NCDs)
	Short Term Objectives & Target	Intermediate & Long Term Objective
1. 2. 3. 4. 5.	Estimate the community prevalence of Hypertension & Diabetes by end of 2020 Identify all the adults who are Hypertensive or Diabetic by 2020 By 2020, reduce by 50% all cases of known Hypertensive or Diabetic who require medication and currently not taking medicines By 2020, reduce by 50% all cases of known uncontrolled Hypertensive or Diabetic under control with proper medication By 2019, develop a Hypertensive and Diabetic risk reduction strategy and campaign appropriate for the community looking the evidences available. Vaccinate against vaccine preventable cancers Integrate NCD data into routine HIS (facility based and CCOCC)	Reverse the increasing trend (expected) in the prevalence of NCDs including Hypertension and Diabetes. 1. Get relevant information/data and do modelling, forecasting/ prediction and develop long-term strategy and intervention plan 2. Seek support & collaborate with research institutions / universities. 3. Conduct primary research to determine the risk factors related to stomach cancer in the Tibetan community
:	Infrastructures for prevention & behaviour changes e.g. playgrounds, o Involve community in planning and decision making Ongoing OR in Hypertension and Diabetes	pen gyms are being put in place.

Other Important Programs of DoHe-CTA

- HIV/AIDS & Substance Abuse
- Mental Health
- Water & Sanitation (WASH)
- Support for BPL

Integration-Coordination between Allopathic & Sowa Rigpa Medicine

SWASTH Foundation Model of Service Delivery



Areas of Collaboration in Preventive Health

- Joint SBCC
- Research
- Database & Health Information System
- Knowledge Sharing & CME between doctors of two systems
- Meditations and yoga

Thank You

THEME IV: ECONOMIC DEVELOPMENT OF TIBETAN COMMUNITY

Five-Fifty Forum: Toward a Resilient Tibetan Community **Economic Development Theme** September 13-16, 2018 Dharamsala **Economic Development Theme** "Economic Development" Theme explores challenges and opportunities around refugee community economy, including: Providing employment. Generating income. Providing investment opportunities. Assuring financial health and sustainability of the community as whole and of individuals and families within the community. Reducing migration and improving prospects for preserving Tibetan Culture and national identity by creating more interesting, challenging, and stimulating living and working environments for Tibetan Youth and their families. Tibetan Refugee Community Context More than 110,000 refugees living in India in 39 settlements. Largest concentration of Tibetan people outside of Tibet. Settlements seek to provide shelter and livelihood for residents while also preserving Tibetan Culture and national identity. Recent trends are that more and more residents (particularly the young and educated) are moving to urban areas or migrating abroad. More and more Tibetans moving abroad since late 1990s. Diaspora now includes more than 30 countries. CTA believes that there will be as many Tibetans living overseas as living in the refugee settlements within the foreseeable future. Tibetan Refugee Economy: **Employment and Income Generation** Most refugee settlements organized around agriculture. 12 largest settlements have more than 17,000 acres of land. Agriculture (46%) and sweater selling (49%) two most common livelihoods. But agriculture generates only about 8% of income while sweater selling and small business generates about 41%. Workforce participation is about about 48% for men and 47% for women. Unemployment rate for youth is particularly high with estimates as high as 70%.

About 8% of workforce engages in agriculture, 16% in sweater selling, less than 10% in small business, and 25% have salaried positions (including with CTA).

Employment and Income Generation(Cont'd)

- About 40% of youth pursue higher education but a majority drop out each year.
 - Successful graduates generally finding work in urban areas or seeking to migrate abroad.
 - Most Tibetans in urban areas employed in service industries although many youth are working in professional environments or seeking to establish businesses.
 - · Students who drop-out have limited employment and job prospects.
- Poverty levels in the community remain high at about 25-30% of refugee population.

6

Tibetan Refugee Economy: Financial Services and Remittances

- Refugee community has significant demand for financial services.
 - · Community holds about USD 80 million in household savings.
 - Demand for credit may be near USD 100 million.
 - Annual remittance flows from Tibetans living abroad amounts to more than USD 10 million.
 - Utilization of financial products and services such as business insurance, asset insurance, life insurance, and financial planning is low even though these products can help to manage economic risks.

7

Challenges and Opportunities: Migration and Youth-Related Issues

Addressing Migration and Youth-Related Issues

- As many as 30% of the refugee population in India expresses an intention to migrate.
- About 70% of these people intend to leave the country, often to reunite with family members and friends living abroad.
- Trend is increasing as younger generation is increasingly well educated and seeks gainful employment in accordance with their education levels.
- Also, "urban lifestyle" is highly valued and Youth perceive "greater dignity of labor attached to all types of work abroad."
- To counteract "pull" of emigration and to maintain "critical mass" for the community in exile, CTA will need to develop cohesive strategy for skill development, entrepreneurship, and providing more attractive lifestyles for Tibetan Youth.

8

Migration and Youth (Cont'd)

- · Skills and aspirations of Youth must be aligned.
- Strategy should be market-led and diversified to develop new avenues for employment, income-generation, and business creation and ownership for Youth.
- Vocational education and training must be mainstreamed to assist Youth who drop out of school at an early stage.
- Career development services, market-linkages, and financial support should be available as Youth seek to use their education and skills in the settlements and in the cities to which they migrate.

Challenges and Opportunities: Strengthening the Agricultural Settlements

Strengthening the Agricultural Settlements

- Challenge is to fully optimize and realize potential of agricultural assets.
 - Land use sparse and limited to monsoon season.
 - · Water resources and proper irrigation limited.
 - · Land degraded due to mono-cropping and use of chemical fertilizers.
 - · Modern mechanization and proper fencing generally lacking.
 - Market linkages for procuring inputs, aggregating crops, value addition, logistics, and marketing not fully developed.
- Holistic and integrated approach looking at each settlement and settlements as a group could maximize yields, optimize use of resources, and improve market linkages.

10

Agricultural Settlements (Cont'd)

- Shifting agricultural model from "small holding, low-tech" to "large holding, high tech" could significantly improve agricultural yields, income generation and employment opportunities in the agricultural settlements, for CTA, and for the community.
- Developing and managing an "agribusiness" model would present opportunities
 for collaborations, partnerships, and investment from private sector but would
 also involve significant challenges of organization, governance and
 management for CTA and the agricultural settlements.

Challenges and Opportunities: Building Tibetan Financial Institutions and Services

Building Sustainable Financial Institutions

- Community requires a variety of sustainable financial institutions and financial products and services to support a diverse, health, balanced economy.
- Institutions could include banks, credit unions, cooperative societies, and insurance companies, along with asset management, money transfer and remittance services.
- Credit services are particularly important but a broad range of financial products and services should be developed over time, including savings, insurance, remittances, and guarantees.
- CTA already has an effort underway to establish a Non-Bank Financial Corporation and perhaps a Small Finance Bank in the future. Cooperative Societies in the Agricultural Settlements are well established.

Financial Institutions (Cont'd)

- Efforts to establish new financial institutions and to strengthen those already existing need to be supported.
 - Agricultural Settlements, Small and Medium-Sized Businesses and Entrepreneurs have particular financial needs that new financial institutions should seek to address.
 - Critical issues are what financial products and services the community needs most and how these financial institutions should be funded, governed, and managed.

13

Challenges and Opportunities: Supporting SMEs and Encouraging Entrepreneurship

Supporting SMEs and Encouraging Entrepreneurship

- Strengthening small and medium-sized enterprises (SMEs) and encouraging entrepreneurship can catalyze economic growth.
- About 10% of population is involved with SMEs.
 - SMEs generally have limited growth opportunities and limited or no access to financial services, Business Development Services, or capacity building support.
- Income generally used to support families and for personal survival.
- Youth have high preference for owning their own businesses.

14

SMEs and Entrepreneurship (Cont'd)

- Raising equity capital for SMEs and newly established enterprises is a particular challenge.
 - Participation and direct involvement of Tibetans living abroad and successful Tibetan business people in India and Nepal should be encouraged.
 - Providing Business Development Services for SMEs and entrepreneurs would also help SMEs and entrepreneurs to raise capital, obtain credit, and grow their businesses.

15

Challenges and Opportunities: Involving Tibetans Living Overseas

• Bringing Tibetans Living Overseas into Economic Development Activities

- Tibetan population living overseas is increasing rapidly.
- Education levels and professional skills of overseas population are at higher levels than population in India, Nepal, and Bhutan.
- Overseas Tibetan communities provide significant and unusual economic development opportunities due to their earnings, skills, experience, and commitment to the community and the preservation of Tibetan culture.
- They can also bring investment capital, management skill, and global perspective and experience to SMEs, larger enterprises developed by Tibetan business owners, and Youth seeking to establish their own businesses.
- Challenge and opportunity is how to develop and leverage this resource.

16

Tibetans Living Overseas (Cont'd)

- Specific opportunities should be identified and developed for overseas Tibetans to participate in:
 - Strengthening the agricultural settlements.
 - Establishing new financial institutions and supporting those that already exist.
 - Supporting SMEs and entrepreneurship.
 - Establishing a sustainable tourism industry.
 - Providing employment, training, skill building, and role models for Youth.
 - Governance and management activities in support of CTA's economic development initiatives.

17

Questions and Issues to be Considered Regarding Economic Development Theme

- How can the issues of migration and Youth employment be addressed so that the population of the refugee community in India can be sustained and stabilized?
- · What steps should be taken to strengthen the agricultural settlements in India?
- How can CTA build the sustainable financial institutions required to provide a broad range of financial products and services to the refugee community?
- How can SMEs and entrepreneurship be best encouraged and supported in the refugee community?
- How can Tibetans living overseas be brought into community economic development programs and initiatives?

19

Challenges and Opportunities: Sustainable Tourism

• Establishing a Sustainable Tourism Industry

- · Tourism is growing rapidly in India.
 - 9 million foreign tourists in 2015.
 - 1.6 billion domestic tourist visits in 2016.
 - About USD 208 billion in revenue and 25 million jobs in 2016.
- Buddhist pilgrimage and tourism also rising rapidly, including visits to Dharamsala and settlements from Indians and many countries overseas.
- Dharamsala and the Tibetan settlements have much to offer, including scenic and remote locations; exposure and opportunity to study and learn about Tibetan Buddhism, culture, history, art, and medicine; and opportunity to purchase Tibetan handicrafts, medicines, food, art, and religious objects.

20

Sustainable Tourism (Cont'd)

- But significant investment will be required to convert settlements into marketable tourist destinations:
 - Infrastructure and services will need to be improved.
 - High-quality programs and activities will need to be developed.
 - Rapidly growing interest in India in Nalanda Tradition holds particular potential.
 - Community involvement and collaborations with Indian State and local governments will need to be assured.
 - Coordinated marketing and professional management of tourism assets and activities will need to be developed.
- Key challenge will be developing and managing an integrated and holistic approach that builds upon unique attributes of the Tibetan refugee context.
 - Respective roles of CTA, settlement administrations, and private sector will need to be defined.











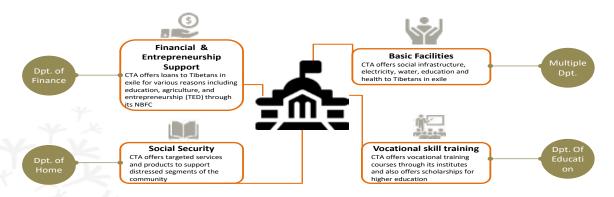


Addressing Migration and Youth-Related Issues

Private and Confidential

CTA provides varied facilities and services to the Tibetan community in exile to enable a conducive environment for their sustenance

CTA offers both social and economic support to the community



Private and Confidential

However, migration still remains a critical issue for the community

High youth migration negatively affects the economic development of the Tibetan Community

2009 statistics on Tibetan Migration

Increase in number of Tibetans living in foreign countries (excluding India, Nepal, and Bhutan) during 1998-2009

Of the total exiled population have changed their residence permanently for education and

economic opportunities

19-35 Age group that witnesses highest outmigration

Reasons of migration among Tibetan migrants in India, Nepal, and Bhutan

(2009)

Religion 13%

Displaced 15%

Education 27%

Estimated future trend for Tibetan migration

Of the adult population is intending to migrate to foreign countries in the future

West Including US and Canada are the most popular destinations given the economic opportunities

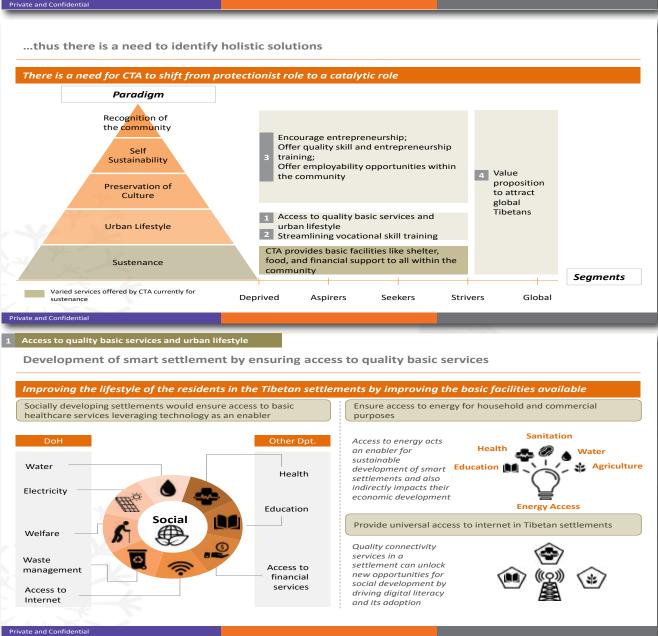
Of people who intend to migrate are willing to move abroad instead of relocating within the country

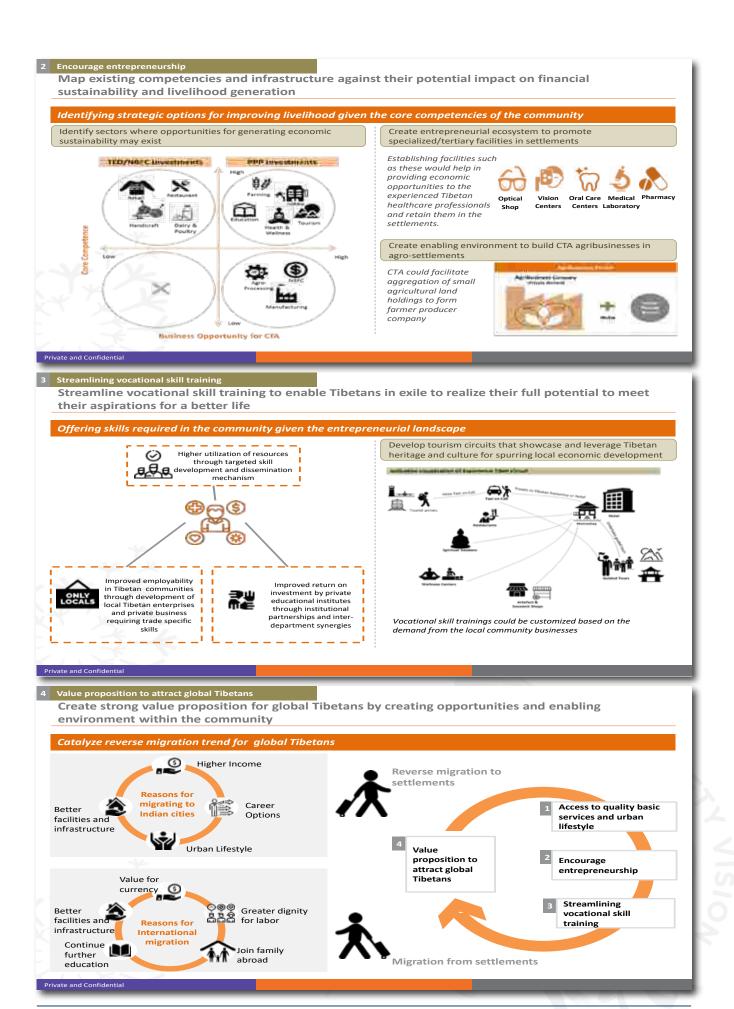
Gender specific intention to migrate

Female 22% 80% Within country of residence Abroad

Private and Confidential

Maturity of needs and aspirations of the community is one of the primary reasons for migration... Transforming Tibetan settlements into 'smart settlements' offering urban lifestyle Water Farm 围 Energy Economic HIH Healthcare Education Non-Farm Financial Resources Technology G: Image of a smart settlement as drawn by Tibetan youth Aspects of smart settlement as collated by Intellecap Alongwith with sufficient livelihood opportunities within the Intellecap identified few important social and economic settlement the youth aspires to have a "urban lifestyle" which is aspects for development of smart settlement one of the key reasons for increasing migration ate and Confidentia ...thus there is a need to identify holistic solutions There is a need for CTA to shift from protectionist role to a catalytic role **Paradiam** Recognition of the community





Summarizing...

Catalyze reverse migration trend for global Tibetans

- > Build internal capacity to improve outcomes of CTA interventions
- > Encourage and promote private sector involvement
- > Identify financially sustainable models- shifting from donor-based funding to returnable capital
- Encourage community involvement and ownership in the community's growth path

Private and Confidential

In its efforts in thriving to become a sustainable community in exile, CTA can learn from the experiences of other similar communities

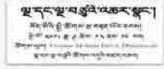
	Parsi community in India		Nhill Town in Australia
	History		History
8 th - 10 th	Centuries witnessed the arrival of Parsis from Persia as Zoroastrian refugees The community came to India to escape religious persecution in Persia	7 years	Back, Karen refugees from Myanmar resettled in Nhill- a rural land in Australia. The community migrated due to struggles of minority ethnic community against the ruling party in Myanmar
	Social		Social
60,000	Current population of Parsis in India. The community has the highest literacy and	10%	Of the total Nhill population is made up of Karen refugees.
31%	gender equity Of the Parsis are above 60 years of age	Rural town	Nhill community is one the few examples of rural town made of refugees
	Economic		Economic
0.6%	Of the Indian population is Parsi. Nonetheless, the community has helmed in most of the trades. Business: Tata, Godrej and Wadia Cience: Homi J. Bhabha, first institute for	AUD \$ 40Mn	Contribution by the Karen community to Nhill's economy
	fundamental research in science	18%	Of the total workforce in Nhill is made of Karen refugees

Economic Development of Tibetan Community CHANGING THE AGRICULTURE MODEL

FIVE-FIFTY FORUM TOWARDS A RESILIENT TIBETAN COMMUNITY

EXPERT: KISHORE RAD

MODERATOR: KICHARD WIGNGARTEN







The same of the sa



Core Findings of the Study

5 Observations

3 processes

15 interventions

The study threw up :

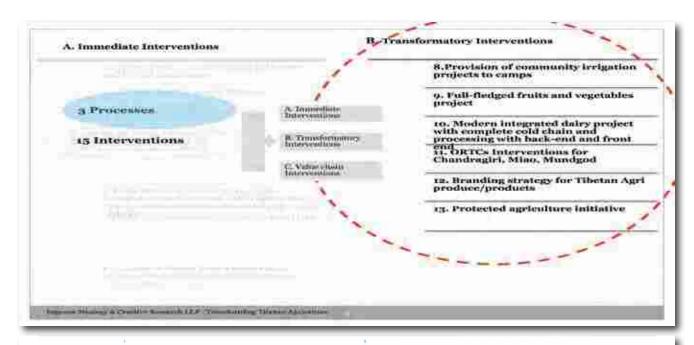
5 central observations impacting Tibetan agriculture

3 Processes that need to be introduced to stop Tibetan agriculture decline

15 interventions required-

For the Tibetan agriculture as a whole to deliver an economically prosperous , growing and sustainable system

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3 processes

1. Change From Small-holdings Low-tech To Collective-Large-holding High-tech Mechanised Agriculture — Farmer Producer Co's - FPC



Forge the small holdings farmers into community agriculture projects under a suitable structure (camp/s-based FPC/ Kibbutz

Community Based Collective Irrigation
Community Fencing
Mechanisation
Community Choice Of Crops And Marketing



Indvidual Tibetan farmers to reorganise themselves as farmer producing companies as well as full-fledged business companies

2. Transform
Tibetan
Agriculture
from Farm
Production to
Agribusiness
Model

- Presently farming in low-margin high-volume commodity crops.
- Move from commodity to highmargin crops/ businesses
- Tibetan government to starts fullfledged business entities for revenue generation
- Target 5 to 10 times revenue from acre of land deployed for the whole system

Farmer > Value-addition > Sale > Retail markets> Consumer

MARKET & BUSINESS DRIVEN MODEL Farm to Fork





Tibetan Community Lacks Business Skills, **Commercial Know-how** & Technology.

Conventional Methods Of Training not enough.



Business Relationship with Private Sector Companies / Multinationals - fastest way.

JVs - Different Kinds

- Forging small holders into blocks of large farm units
- Multiple benefits of scale

FPC

Project Padma

> Agribusiness ompanies

- Tibetan Admin to Generate revenue from Ag – Co's
- Be vehicles of change of FPC JVs ompanies



- · Water to all farms
- Prosperity and high value crops
- Low Risk

The street of Course bloom in Land (the real party of the land of

Protecting Tibetan Agriculture

- Pence Farm Blocks in camps
- High Tech Green and Net house cultivation

Example of Tibetan Tea Initiative - from farm to agribusiness Is there someway we can change the situation dramatically?

Let us see the economy of the settlement today and year 5 for 162 to 300 acres of tea . "Farm based development"

		70.403	Yearr	A001.3	Yé Wa	Yest 6
Farmer pro	oduce	1,008,000				
(Leaf)	Rs.	3,611,111	4,550,000	5,685,225	6,082,355	6,812,237

How can we improve farmer economics? And make settlement viable? Is Agribusiness or the business route the way out? Lets us see the impact..

- it to be a suit of the suite of the suite

Year:	Year 4	Year 3	Year 2	Year 1	INR
				1,008,000	Farmer produce -
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Is Agribusiness & Branding the way forward?

The farm model we can probably reach a turnover of Rs 8 to Rs.10 million in 5 years at the most.

- If we change the model and enter the business of tea, we can make 4 times the impact turnover around Rs.40 million with profit itself of around Rs.10 million.
- This is just a small mini tea factory in a remote part of India.
- We can replicate many times over in dairy, fresh produce and thru protected cultivation.
- Each agribusiness firm has the potential to become a Rs.1000 million activity

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Concluding: "Strategy is a commodity, execution is an art." - Peter Drucker

Moving from Farming to Agri-Business requires expertise and partnerships-

A CTA agribusiness company operating like a serious for profit company run by a board with long term arrangements with JV partners.

Requires large investments and technology:

Investments from Local Tibetans & Overseas

Investments from HNI's (High Net worth Indians)

Time is of essence. It takes time to fructify.

Brand Tibet: Stands for peace, harmony & spirituality...

Tibetans have a strong equity which can be leveraged to promote a brand for niche high quality Tibetan foods and produce-dairy products.

Going forward-

Tourism

Spirituality

Umbrella Brand-(o la Patanjal)
Brand Tibet will be the enduring wealth
and capital.

- Youth will take pride in being associated/ working for brand Tibet
- Route to prosperity and sustainability.
- It will also connect Tibetans all over the world with products in their homes

The second of th

53%

small businesses, entrepreneurs

Providing jobs, livelihoods, and preserving our way of life

Significant Challenges

Nurse on Call

- Makes nurses available
- through call
 Founded in 2012, had 7
 employees on temporary
 contract, currently having
- only 2 employees

 Operates only in Delhi
 Received initial capital from friends and family

Merabocios

- Provides consultation with doctors over phone
- Founded in 2010, currently it has 50 full time employees
- Operates across India Successfully raised a round of Venture Capital



- Online taxi rentals
 Founded in 2013, currently its has 2 permanent and 4
- temporary employees Operates only in Delhi Received initial capital from friends and family

- Online taxi rentals
- Founded in 2011,the current team is of 5 members
- Operates only in
- Bangalore Raised angel investment

No Change in sweater selling



Ensuring Viability of Tibetan Settlements

Small business owners are mostly shopkeepers with little exposure

Sectors of small businesses

Livelihood based businesses like

- Sweater selling
- Carpet making
- Incense stick making
- Carpentry
- Noodle making
- Tours and travel operators
- Small shops and convenience stores
- Restaurants and coffee shops

Profile of entrepreneurs of small businesses



Average age group for these entrepreneurs is 35-50 years



5% of total small business owners have a college degree while 15% have school education



Monthly income of these entrepreneurs is between INR 5,000-50,000

5

Solutions

Digitization Digital Credit Digital Delivery of Services

Potentially Scalable Businesses (PSBs) could grow and operate at larger scale

Sectors of scalable businesses

The key sectors of operations are:

- Information technology
- Web Design
- Consumer internet
- Internet enabled services
- Eco tourism
- Healthcare
- Financial Services

Profile of current entrepreneurs



Average age group for these entrepreneurs is 21- 35 years



Most of these entrepreneurs are from cities which are mainstream entrepreneurial hubs like Delhi, Mumbai, Bangalore



Monthly income through these businesses can be estimated between INR 7500- 40000

7

Limited and non-focused advisory support

Lack of access to network and knowledge resources

from mainstream peers and mentors

to quality
talent and
nascent
infrastructure

Solutions

Digital Targeting Digital Platforms

Enable an ecosystem of

Services for Businesses & Entrepreneurs

- From Anywhere
- To Everyone





व ति विभी प्रेडिन्। पा (वर्न् वा) । अवगम

Towards a Resilient Tibetan Community September 13-16, 2018, Dharamsala

PHOTO GALLERY



Keynote Address by Sikyong Dr Lobsang Sangay



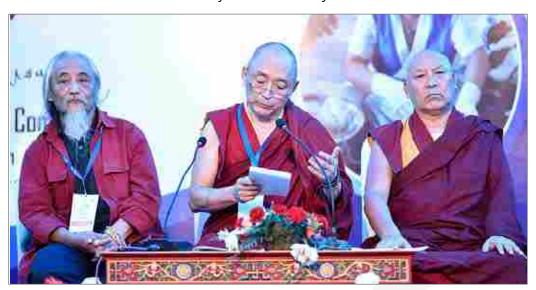
Keynote Address by Sikyong Dr Lobsang Sangay



Keynote Address by Sikyong Dr Lobsang Sangay



Choerig Kalon, Venerable Karma Gelek Yuthok during the opening ceremony of the Five-fifty Forum



Moderator for Theme Culture, Venerable Geshe Ngawang Samten making his initial remarks



Kalons and the forum participants



Richard Weingarten moderating the Q&A session post Theme Economic Development's Plenary session



Tibet TV's team live streaming the Plenary session



Vikas Bali addressing Migration and Youth related issues



T. Keyzom speaking on the topic "Encouraging Entrepreneurship"



Tibet TV's team live streaming the forum



A diverse group of forum attendees enjoying a breather in between the Plenary sessions



Participants taking notes on topics discussed during the sessions



Kishore Rao speaking on the topic "Changing the Agriculture Model" on the third day of the forum



Theme IV: Economic Development of Tibetan Community (Plenary session)



Theme III: Towards a Healthier Tibetan Community (Plenary session)



Venerable Lobsang Dechen speaking on Importance of Tibetan Buddhism in Sustaining Tibetan Culture



Duke Tsering addressing the forum on school leadership's role in Strengthening Tibetan Education



Theme II: Strengthening Tibetan Education (Plenary session)



Dr. Tsetan Sadutshang speaking on Health Challenges faced by Exile Tibetan Community



Participants listening actively to the Plenary session



Five-Fifty Core team member listening to the translation during one of the Plenary sessions



Participants refering to forum's background papers



Team Paljor Lekhung (Dept. of Finance) posing after a successful Five-Fifty Forum with the Sikyong, Paljor Kalon, Secretary and SARD Director













