# व.लच्चे.वट.चक्षेव.मी.मी.ल.लूटश.कू.चीश.तटी

## व्रायद्वेतःस्रायस्यान्त्र्वान्त्रस्यान्तेः श्रुव्यस्यान्ते स्यान्ते स्यान्त्रस्यान्त्रस्यान्त्रस्यान्ते नात्री

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देशकासाचार्य्र-क्षिट्राट्ट्य, देशकासाच्ट्रियाका कुरावास्त्र स्वाट्ट्य स्व्य स्वाट्ट्य स्वाट्ट्य स्व्य स्वट्य स्वट्ट्य स्वाट्ट

### क्र्यामायर्थेताचेयास्य

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 विवा प्रवास निवा केंद्र प्राप्त के अपने के प्रवास के प्र ल.सील.खुटा, नेर.कू्यांश.सपु.श्रटश.भीश.यक्ष्य.संय.स्य.शीश.धी.य.याशीश.पुट.क्ष्य.पर्यूर.सूर.सूर.सूर.स. न्दा नेते.भ्रम्यश्राक्ती.क्र्यांबी.क्रांच्यांब्री.क्र्यांची.क्र्यांची.च्रांची.च्रांची.क्रा यक्र्यासपुःम्, तत्तरः क्र्यालून्, ताः श्वेयः क्र्याः म्, यायालून्। यावयः लट्याः भर्याः म्, यायाः व्य <sup>१</sup>९५ ॱर्ह्म शर्स्क्र वा 'बंद : वो 'ल' क्या स्त्रे शर्स्त ना 'ते : क्षेत्र स्त्र स्त्र स्त्रे स्त्रे स्त्रे स्त्र स्त् बिटान्नानर्के अपने में प्रमटापटा मान्या देन में नास्त्रा सुर्था में प्रमे में नासटा में में मान्या प्रमा न लहेतु.योद्धेयो.लयो.विट.ह्या.लर्.योशर.वह्योश.योथर.लिव.क्ट्र्श.क्ये.ल.क्ये.ट्य.सुर.लुथ.स.स.चरी सहू. चर्ड्रवःश्चां अक्तेन् पाद्येशः स्थान्तः ने नः स्थानिनः चर्ड्रम् वाश्वान्य। दुवः स्वतः वीः द्वयः सन्दरः स्वरः स्व इट से पद न प्रेंन दर । जानस कुन जासे र घट न "ने दर्श क्रेंद न प्रत्य दर्श कुण में भूगू ने हु स्रे न कु बुदिन्दे, या बिर्या विद्या त्या विदाय विदाय विदाय करा है स्था विदाय करा है स्या करा है स्था करा है स्य म्री अग्री में क्रि अर्भ्यान इसस्य अपूर्व हु म्री मार्थिन वृष्ट्र स्थान प्रत्य में प्रत्य के मार्थ मार चार्ड्या त्यचा विदः क्रेन् च से देव त्यों चर्ड्या या स्वाधित क्यों चित्र यश्रिर्यार्षेर्रायम् नर्वेत्रपतिः स्रत्यावे स्र्यात्रयार्षेर्यायते स्रेत्रकार्यः भूयाः निष्याः स्वार्यायाः वा वर्वी वहुं गुरु पदर मुगुरु पर स्थित

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### न्द्रीम्बराधुत्य

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१ वृःशेड्वतेःर्श्वेनःन्स्वःन्नःस्यायशःश्चनःक्षःस्यतेःस्वाःशेवःन्तृन्तृःशेड्वतेःव्नःस्यतेःर्थः स्वाः १ वृःशेड्वतेःर्श्वेनःन्स्वःन्नःस्यायशःश्चनःक्षयःस्यतेःस्वाःशेवःनक्षुनःवृःशेड्वतेःवनःस्यतेःर्थः स्वाःस्याःस्याः

१ र्भःस्यभःहेसःम्हेमःस्वेत्रःह्यः । इतःदेःद्वाःयःम्दिःस्वेत्रःह्यः ।

२। वृत्येड्वे वृत्या क्रुं श्राण्चे वृत्या क्षु वृत्ये वृत्ये वृत्ये वृत्या वृत्या वृत्या व्यव्या व्यव्या व्यव हा वृत्यवे व्यव्या क्रुं व्या क्षु वृत्ये व ५। ब्रॅड्न-य-वर्डे अ-क्ट्य-य-द्र्य-प्रदेश-यदे-यात्त-प्रविष्ट-य-प्रदेश-क्ट्य-क्ट्य-क्ट्य-प्रविष्ट-य-प्य-प्रविष्ट-य-प्रव

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- १ नेवर नश्र्व ग्री हे या यह वा या नर म्या नहीं वा
- ३ रेश्वुःइलःरेवाःवादशःलःन्वादःर्वेन्ःस्वावद्

### क्र्यायायन्त्रीयायन्त्रया

- १ रे देव बर व्यव प्रते भी भा चु र् दर बी नायु न प्रत्य भा चिन श्वेषा ना हिंद ना
- १ रेग नाबुर दर्भ नावम् अञ्चेता रेमा ता मुला वर्ष नार्हेर ना
- ३ व्रत्यक्ष्रक्तः क्रिं भारत्वाभाग्नीः क्रिया क्रुवाक्षराक्ष्याभारतः प्रस्थायार्केतः वा
- व्राच्यून्त्रेन्त्राचात्र्यान्त्र्याः क्रुयाः क्रुयाः क्रुयाः क्रुयाः व्याप्त्रेन्त्राः व्याप्त्रेन्त्रः क्रियाः व्याप्त्रेन्त्रः क्रियाः व्याप्त्रेन्त्रः क्रियाः व्याप्त्रेन्त्रः क्रियाः व्याप्ते व्याप्त्रेन्त्रः क्रियाः व्याप्ते व्यापते व्याप्ते व्यापते व

म् व व्यापान्ता वर्ष्ण्या स्वयाचा विवायह्वास्त्रेयानास्त्रम् स्वयानिहरावदेश्वयाम् विवायह्वास्त्रेयाः

## **ईंब्रधीनानशुः**र्सूटा

क्रेट.क्ट्र्य.स्वा.क्ट्र्याय.क्ट्रट.केंच.क्ट्र्याय.क्ट्रय.व्यायट्ट्री अ ्रीच्य-य-प्रेट.क्ट्र्याय.क्ट्रय.क्ट्रय.क्ट्रय.क्ट्रय.क्ट्रय.क्ट्रय.व्यायट्ट्रय.च्ट्रयट्ट्रय.क्ट्

### মহ্বা:শূমা

#### **Proposed Upcoming Programs**

National Conference on Nalanda Buddhism- Re-tracing the source in the Footsteps of Acharyas: From Nalanda to the Himalayas:

- 1) Gaden/Drepuing Monastery, Mundgod, District Uttar Kannada, Karnataka on 13<sup>th</sup> Oct. 2024 and
- 2) Sera/Namdroling/Tashi Lumpo Monastery, Bylakuppe, District-Mysore, Karnataka on 16<sup>th</sup> Oct. 2024.

#### **Concept Paper**

**Mundgod,** Uttar Kannada district, Karnataka has a huge Tibetan settlement that houses big monastic institutions of Gaden, Dripung Gomang, Dripung Loseling, and other monasteries. Thousands of monks from the Indian Himalayan region have been studying for more than fifty years and a large number of Buddhist scholars, Gheshes and Khenpos have come out from these monastic institutions.

Bylakuppe is in the Mysore district which is the second largest Tibetan settlement in the world and this place houses important Buddhist monasteries of Sera je, Sera Mey, Namdroling, Tashi Lhunpo, and Gyume, etc. These monasteries also have thousands of monks and nuns from the Indian Himalayan region studying for many years. Thus, these Buddhist institutions in Mungod and Bylakuppe have a huge human resource of monks and nuns. Many of them after completing their education hold important positions in the monastic administration to look after the institution and many of them also return to their respective places to look after monasteries and help their community to grow in the path of spirituality.

Given the above position, we would like to propose a National Conference on Nalanda Buddhism in South India to go amongst these monastic institutions. This conference aims to bring together Geshes, Khenpos, scholars, researchers, practitioners, and enthusiasts from the Himalayan region living and studying in different monastic universities of South India for the discussion and exchange of their vast knowledge on the rich heritage of the Nalanda Buddhist tradition for the preservation and propagation for the benefit of all living beings. There are more than ten thousand monks and nuns from the Himalayan region studying, teaching, and practicing in different monastic universities of South India and these monks and nuns play essential roles in their communities after the completion of their studies.

Moreover, brighter monks remain back to hold various important positions in the monastery or go abroad to establish Buddhist centers under the supervision of their masters. It is our objective to channelize the valuable human resources to work for the development of Nalanda Buddhism in the Himalayan region and people.

#### The detail of the conference is given below:

Gautama Buddha was a great spiritual teacher of ancient India who lived during the 6th or 5th century BCE. He was the founder of Buddhism and is revered by Buddhists as a fully enlightened being who taught a path to Nirvana, freedom from ignorance, craving, rebirth, and suffering.

Nalanda was a renowned Buddhist Monastic University in ancient Magadha (modern-day Bihar), India. Considered by historians to be the world's very first residential university and among the greatest centers of learning in the ancient world, located near the city of Rajagriha (now Rajgir) and about 90 kilometers (56 mi) southeast of Pataliputra (now Patna), operating from 427 to 1197 CE. Nalanda played a vital role in promoting the patronage of arts and academics during the 5th and 6th centuries CE, a period that has since been described as the "Golden Age of India" by scholars.

Nalanda was established during the Gupta Empire era and was supported by numerous Indian and Javanese patrons – both Buddhists and non-Buddhists. Over some 750 years, its faculty included some of the most revered scholars of Mahayana Buddhism. Nalanda Mahavihara taught six major Buddhist schools and philosophies such as Yogacara and Sarvastivada as well as subjects such as grammar, medicine, logic, and mathematics. The university was also a major source of the 657 Sanskrit texts carried by pilgrim Xuanzang and the 400 Sanskrit texts carried by Yijing to China in the 7th century, which influenced East Asian Buddhism. Many of the texts composed at Nalanda played an important role in the development of Mahayana and Vajrayana Buddhism including Mahavairocana Tantra and the Bodhisattvacaryāvatāra of Shantideva. It was sacked and destroyed by the troops of Muhammad Bakhtiyar Khalji, partly restored thereafter, and continued to exist till about 1400 CE.

Thus, Nalanda University was the seat of Buddhism that developed as Mahayana Buddhism i.e. Nalanda Buddhism. The Great 17 Pandits of Nalanda University had tremendously developed Nalanda Buddhist tradition and it went to Tibet through the Great Nalanda masters like Acharya Santarakshita, Nagarjuna, Dharmakirti, Chandrakirti, Guru Padmasambhava, Kamalashila, Shintideva etc. Therefore, it is retracing to the roots of Buddhism-Nalanda Buddhism from Arya Bhumi Bharatdesh.

Thus, IHCNBT has been working hard to retrace this magnificent tradition in the footsteps of the Nalanda Masters.

As His Holiness the 14th Dalai Lama always says the tradition at Nalanda encouraged critical thinking and philosophical debates. This helped refine and expand Buddhist philosophical thought, leading to the development of intricate systems of logic and metaphysics that are still influential in contemporary Buddhist scholarship.

Nalanda's influence extended beyond Buddhism. It was a hub for various streams of Indian philosophy, fostering discussions and debates between Buddhist scholars and those from other philosophical traditions such as Sankhya, Mimansa, and Jainism. Similarly, the philosophy of Nalanda masters has been studied and discussed in different international universities all over the world. This cross-pollination of ideas enriched world philosophical thought.

When it comes to Art and Architecture, the Nalanda site showcases remarkable examples of ancient Indian art and architecture, including stupas, monastic complexes, sculptures, and other artifacts. These structures provide insights into the artistic and architectural achievements of the time.

Unfortunately, the decline of Nalanda occurred around the 12th century due to various factors, including invasions by foreign powers. However, the rediscovery of Nalanda's ruins in the 19th century sparked renewed interest in its history and contributions to academia, philosophy, and culture.

His Holiness the 14th Dalia Lama said "Tibetan Buddhist tradition is regarded to be a continuation of the Nalanda Tradition and it spread to Tibet through the great Nalanda masters like Achrya Shantarakshita, Arya Nagarjuna, Dharmakirti, Chandrakirti, Guru Padmasambhava, Kamalashila Shantideva etc" And this great legacy of Nalanda Buddhist Tradition was firmly established in the Himalayan region around the 7th century with the guidance of Nalanda masters and this legacy is still thriving as a living tradition and this great human wisdom is well preserved till today. However, the Nalanda Buddhist tradition is not just Himalayan heritage but a common and valuable human heritage that can not afford to be lost. Today, many people speak loudly about the danger of the extinction of specific plants, trees, and species, but the most dangerous phenomena lurking around us is the extinction and loss of the great repository of precious human wisdom accumulated over the past thousands of years. Thus, it is crucial to preserve, promote, and propagate the precious Nalanda Tradition in universities, and monasteries as well as among the general public. Indian

Himalayan Council of Nalanda Tradition is playing an important role in preserving, promoting, and propagating this noble tradition through different activities like conducting a series of conferences in different parts of the Himalayan region as IHCNBT successfully organized last time in Ladakh and Kalimpong and was strong suggestion and plea from scholars and delegates from different parts of the Himalayan region to conduct a conference on Nalanda Buddhism in South India where monks and nuns from these regions study and practice. Therefore, IHCNBT has solemnly decided to organize conference in south India on Nalanda Buddhism that is flourishing in different parts of the world from Arya Bhumi-Bharat.

#### **Objective:**

The primary objective of this conference is to facilitate discussions, research presentations, and cultural exchanges related to the Nalanda Buddhist tradition, with a specific focus on its influence, preservation, and evolution to re-tracing the source in the footsteps of Acharyas: from Nalanda to Himalaya and beyond. By convening experts and enthusiasts, we intend to foster a deeper understanding of this ancient Indian tradition of Nalanda and its relevance in the modern world.

#### **Conference Topics:**

- Nalanda Buddhism: Its History & Development: Re-tracing the source in the Footsteps of Nalanda Masters /Acharyas.
- Different forms of Buddhism in today's world of 21st Century: Challenges & Responses.
- The Core Philosophy and Practice of Nalanda Buddhist Tradition.
- Importance of the Three Buddhist Councils in the History of Buddhism
- Gautama Buddha and his seven successors; Arahants
- The origination of the eighteen Buddhist sects and the lineage of Vow of Mulasarvastivadin

#### **Key Features:**

Keynote addresses by renowned scholars in the field of Rinpoche.

Paper and poster presentations from Geshes, Khenpos, researchers, and practitioners.

#### **Target Audience:**

- 1. Academics and researchers in the fields of Buddhist studies, philosophy, history, and culture.
- 2. Practitioners of Buddhism, monks, and nuns.
- 3. Art and culture enthusiasts.
- 4. Students and educators interested in Nalanda Buddhism.

#### **Conference Benefits:**

- 1. Dissemination of valuable knowledge and research findings.
- 2. Facilitation of academic and cultural exchanges.
- 3. Preservation and promotion of the Nalanda Buddhist tradition.
- 4. Enhanced understanding of the cultural and historical heritage of Nalanda Buddhism.
- 5. Networking opportunities for Monks, Nuns, academics, researchers, practitioners, and the members of IHCNBT.

#### **Call for Papers:**

We will invite Geshe las, Khenpos, Geshe mas, Khenmos, scholars, researchers, and practitioners from within the state to submit their research papers, posters, and proposals for panel discussions. A review committee will evaluate submissions for inclusion in the conference program.

#### **Conclusion:**

A National Conference on the Nalanda Buddhist Tradition in South India has the potential to bridge the gap between Monks, Nuns, academia, practitioners, and the general public, facilitating a deeper understanding and appreciation of Nalanda Buddhism-retracing the source in the footsteps of Acharyas from Nalanda to Himalaya and its spiritual significance. We hope that the proposed conference will receive your support and consideration.

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