



## Yearly Status Report - 2019-2020

### Part A

#### Data of the Institution

<b>1. Name of the Institution</b>	CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
Name of the head of the Institution	Prof. Geshe Ngawang Samten
Designation	Vice Chancellor
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	05422585242
Mobile no.	9839303558
Registered Email	cihtsvaranasi@gmail.com
Alternate Email	vcoffice.cuts@gmail.com
Address	Central Institute of Higher Tibetan Studies, Mavaiya, Sarnath
City/Town	Varanasi
State/UT	Uttar pradesh
Pincode	221007

<b>2. Institutional Status</b>	
University	Deemed
Type of Institution	Co-education
Location	Urban
Financial Status	central
Name of the IQAC co-ordinator/Director	Prof. Deo Raj Singh
Phone no/Alternate Phone no.	05422581737
Mobile no.	8419020091
Registered Email	iqac@cihts.ac.in
Alternate Email	vcoffice.cuts@gmail.com

<b>3. Website Address</b>	
Web-link of the AQAR: (Previous Academic Year)	<a href="https://www.cihts.ac.in/admin/upload/documents/AOAR%202018-19.pdf">https://www.cihts.ac.in/admin/upload/documents/AOAR%202018-19.pdf</a>
<b>4. Whether Academic Calendar prepared during the year</b>	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	<a href="https://www.cihts.ac.in/admin/upload/documents/Academic%20Calendar/academic%20calendar%202019-20.jpg">https://www.cihts.ac.in/admin/upload/documents/Academic Calendar/academic calendar 2019-20.jpg</a>

<b>5. Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity	
				Period From	Period To
1	Five Star	76.67	2001	19-Jan-2001	18-Jan-2006

<b>6. Date of Establishment of IQAC</b>	15-Apr-2010
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<b>7. Internal Quality Assurance System</b>
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Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries

Documentation club	07-Jan-2019 180	66
<a href="#">View File</a>		

**8. Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.**

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	Nil	2020 0	0
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**9. Whether composition of IQAC as per latest NAAC guidelines:**

Yes

Upload latest notification of formation of IQAC

[View File](#)

**10. Number of IQAC meetings held during the year :**

1

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

**11. Whether IQAC received funding from any of the funding agency to support its activities during the year?**

No

**12. Significant contributions made by IQAC during the current year(maximum five bullets)**

No Data Entered/Not Applicable!!!

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**13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year**

Plan of Action	Achievements/Outcomes
Yoga Awareness through Yoga Day	The awareness and health consciousness for everybody on campus
Plantation Drive	Developing the green campus with plantation drive
<a href="#">View File</a>	

14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	27-Mar-2020
17. Does the Institution have Management Information System ?	No

### Part B

#### CRITERION I – CURRICULAR ASPECTS

##### 1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

Name of Programme	Programme Code	Programme Specialization	Date of Revision
B.A.BEd	UGAE	Credit System	30/06/2020
Shastri	UGP	Economics	30/06/2020
BSMS	UGS	Sowa-Rigpa	30/06/2020
MD	SMS	Sowa-Rigpa	30/06/2020

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1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

Programme with Code	Programme Specialization	Date of Introduction	Course with Code	Date of Introduction
<b>No Data Entered/Not Applicable !!!</b>				

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##### 1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
PhD or DPhil	Sowa-Rigpa	30/06/2020
Acharya	Pali	30/06/2020

[View File](#)

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the University level during the Academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
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Nil	Nil	Nil
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### 1.3 – Curriculum Enrichment

#### 1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
Diploma in P?li and Therav?da Buddhism	25/08/2019	18
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#### 1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	School Attachment Programme	20
B.A.BEd	Educational Tour	46
BFA	Educational Tour	19
BFA	Photography workshop	18
BSMS	Sowa-Rigpa	3
<a href="#">View File</a>		

### 1.4 – Feedback System

#### 1.4.1 – Whether structured feedback received from all the stakeholders.

Students	No
Teachers	No
Employers	No
Alumni	No
Parents	No

#### 1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>Though because of Covid-19 lockdown, the institution could not take the feedback from any of the stake holders, yet we follow the following policy of analysis for feedback. Students: The feedback from the students is collected through a regular feedback system developed by the Institute based on criteria from the NAAC Manual at the end of each semester. This feedback is analysed and the result obtained is discussed in the meeting with Vice-chancellor as well as the faculty members to address the shortcomings if any. • Alumni: Alumni Feedback is obtained during the Alumni meet. The Institute's alumni members are in varied fields in numerous countries and make suggestions for the upliftment of the Institute at par to the global Institutions. Their suggestions are considered by the Institute and implemented to the best possible manner. • Academic Peer Group: Feedback is obtained from the academic peer group in the seminars, workshops, and meetings organized by the Institute or on other occasions. As per their suggestions, some of the professors are involved in Syllabus planning and are also members of the Board of Studies.</p>

### CRITERION II – TEACHING- LEARNING AND EVALUATION

#### 2.1 – Student Enrolment and Profile

### 2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
Shastri	Buddhist Philosophy	47	105	28
Shastri	Bhot Jyotish	7	2	1
BFA	Fine Arts	10	6	6
BSMS	Sowa Rigpa	12	20	12
BEd	Education	25	57	23
B.A.BEd	Education	25	12	6

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## 2.2 – Catering to Student Diversity

### 2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	173	48	82	0	32

## 2.3 – Teaching - Learning Process

### 2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
82	82	6	40	5	10

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

### 2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

All the students are mentored in each academic year on regular basis by their respective allotted teachers. Apart from academic issues, their interpersonal and family matters are also addressed and if needed they are also referred to the Institute counsellor. The student-mentor ratio is about 1:6 in the Institute. In this whole process, there is confidential clause about data and information collected from students. The faculty members maintain close rapport with the students (especially the students from the major course) and assist them in various aspects pertaining to their career and personal issues.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
248	82	1:3

## 2.4 – Teacher Profile and Quality

### 2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
63	42	21	0	39

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year )

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nil	Nil	Nil	Nil
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## 2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
Shastri	UGP	Semester 2	01/10/2020	14/10/2020
Acharya	PGP	Semester 2	01/10/2020	14/10/2020
Acharya	PGH	Semester 2	01/10/2020	14/10/2020
Acharya	PGL	Semester 2	01/10/2020	14/10/2020
BFA	UGF	Semester 2	01/10/2020	14/10/2020
BSMS	UGS	Semester 2	01/10/2020	14/10/2020
B.A.BEd	UGAE	Semester 2	01/10/2020	14/10/2020
BEd	UGE	Semester 2	01/10/2020	14/10/2020
<a href="#">View File</a>				

2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
0	221	Nil

## 2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<https://www.cihts.ac.in/webpage/cmspage.aspx?catid=119&postid=232&BrCode=1>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
UGP	Shastri	Buddhist Philosophy	25	24	96
PGP	Acharya	Buddhist Philosophy	11	10	91
PGH	Acharya	Tibetan History	3	3	100

PGL	Acharya	Tibetan Language	10	10	100
UGF	BFA	Fine Arts	2	2	100
UGS	BSMS	Sowa-Rigpa	2	2	100
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## 2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

<a href="#">Nil</a>
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## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 – Promotion of Research and Facilities

3.1.1 – Teachers awarded National/International fellowship for advanced studies/ research during the year

Type	Name of the teacher awarded the fellowship	Name of the award	Date of award	Awarding agency
Nil	Nil	Nil	Nil	Nil
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3.1.2 – Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other fellows in the Institution enrolled during the year

Name of Research fellowship	Duration of the fellowship	Funding Agency
Adam Carter Liddle U.S.A	365	United States-India Educational Foundation
Patrick Lambelet USA	365	United States-India Educational Foundation
Tashi Dhondup	270	SOAS University, London
Jamyang Dhakpa	270	SOAS University, London
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### 3.2 – Resource Mobilization for Research

3.2.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	1095	Kala sanskriti evam yuva vibhag, Bihar sarkar	15.5	15.5
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### 3.3 – Innovation Ecosystem

3.3.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Nil	Nil	Nil
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### 3.3.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Nil	Nil	Nil	Nil	NA
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### 3.3.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
Nil	Nil	Nil	Nil	Nil	Nil
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## 3.4 – Research Publications and Awards

### 3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
Social Science	1
Sanskrit	1

### 3.4.2 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
No Data Entered/Not Applicable !!!			
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### 3.4.3 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
No Data Entered/Not Applicable !!!	
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### 3.4.4 – Patents published/awarded/applied during the year

Patent Details	Patent status	Patent Number	Date of Award
Nil	Nil	0	Nil
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### 3.4.5 – Bibliometrics of the publications during the last academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Nil	Nil	Nil	Nil	0	Nil	0
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### 3.4.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
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Nil	Nil	Nil	Nil	0	0	Nil
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### 3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
<b>No Data Entered/Not Applicable !!!</b>				
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### 3.5 – Consultancy

#### 3.5.1 – Revenue generated from Consultancy during the year

Name of the Consultan(s) department	Name of consultancy project	Consulting/Sponsoring Agency	Revenue generated (amount in rupees)
Restoration Department	Translation of Tibetan Manuscripts brought from Tibet by Maha Pandit Rahul Sanskritayan into Hindi	Youth Art and Culture Department, Gov. of Bihar	1550000
Dr. Anirban Dash	Lingustics Consultancy	Muktabodha Indological Research Institute (MIRI)	0
Prof. Geshe Ngawang Samten	Academic Advisor	Buddhist University under the Namgyal Institute of Tibetology	0
<a href="#">View File</a>			

#### 3.5.2 – Revenue generated from Corporate Training by the institution during the year

Name of the Consultan(s) department	Title of the programme	Agency seeking / training	Revenue generated (amount in rupees)	Number of trainees
Nil	Nil	Nil	0	0
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### 3.6 – Extension Activities

#### 3.6.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Nukkad Natak on Gandhi Sankalp Yatra	Local Community	4	60
Plastic free India	SWA	12	54
One Month Summer Teaching Project	CIHTS	6	40
<a href="#">View File</a>			

3.6.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	Nil	Nil	0
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3.6.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
No Data Entered/Not Applicable !!!				
<a href="#">View File</a>				

**3.7 – Collaborations**

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Academic Exchange program	26	Five Colleges USA and Deakin University Australia	21
Workshop on Relevance of Baudh Dharm and Himalayan Culture	290	Himachal Baudh Student Union, CIHTS	9
<a href="#">View File</a>			

3.7.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Nil	Nil	Nil	Nil	Nil	0
No file uploaded.					

3.7.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
University of Otani, Kyoto, Japan	18/12/2019	Academic – A group of 23 persons along with Prof. Yasushi Kigoshi, President of Otani University visited CIHTS to enrich	23

		their knowledge related to Buddhist Philosophy.	
Five College Consortium, Amherst, USA	19/11/2019	28th Exchange Programme from 29th Dec. 2019 to 21st January, 2020 followed by examination on 21st January consisting of 50 points.	8
School of International Training (SIT), USA	27/01/2020	10 days Exchange programme with SIT Study Abroad (American Students)	30
School of Oriental and African Studies, University of London	27/03/2018	Academic - Project on Lexicography in Motion: A History of the Tibetan Verb commenced from 1st March, 2018 to 21st December, 2019.	2
<a href="#">View File</a>			

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
434	596

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Seminar halls with ICT facilities	Existing
Video Centre	Existing
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Classrooms with Wi-Fi OR LAN	Newly Added

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### 4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS	Nature of automation (fully)	Version	Year of automation
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software	or patially)		
SLIM-21	Fully	3.7.0.22189	1998

#### 4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	1625	0	74	0	1699	0
Reference Books	117408	59848543	3681	3152080	121089	63000623
Journals	148	0	28	0	176	0
e-Books	189	0	135	0	324	0
e-Journals	1	0	0	0	1	0
Digital Database	4	0	0	0	4	0
CD & Video	27000	0	0	0	27000	0

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
Nil	Nil	Nil	Nil

No file uploaded.

#### 4.3 – IT Infrastructure

##### 4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	250	1	1	1	1	15	12	1	0
Added	42	1	0	0	0	0	0	0	0
Total	292	2	1	1	1	15	12	1	0

##### 4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

1 MBPS/ GBPS
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##### 4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
Multimedia Section	<a href="https://www.cihts.ac.in/Webpage/cmspage.aspx?catid=6&amp;postid=75&amp;BrCode=1">https://www.cihts.ac.in/Webpage/cmspage.aspx?catid=6&amp;postid=75&amp;BrCode=1</a>

#### 4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
155	15170047	404	21273725

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. The institute has a maintenance wing that oversees the maintenance of buildings, classrooms and laboratories. The maintenance wing is headed by the Registrar who in turn monitors the work of the Supervisor at the next level. The infrastructure pertaining to physical, academic and support facilities in institute are regularly maintained to ensure that they are of maximum benefit to the students as well as teaching and nonteaching staff. Staff members are deputed to ensure maintenance of the campus. There are various committees like Library, Sports, Website Development, Gardening, Canteen, etc. to ensure proper maintenance and upkeep. Suitable budget is allocated every year for the maintenance of various facilities. The committees meet regularly to monitor the optimum use of infrastructure which is accessible to the students and staff of the Institute. Most of the lectures take place in classrooms with projector, microphone and speakers. This is to ensure usage of new audio-visual pedagogical techniques during the teaching process. Along with this we have open classrooms where lecture is given. The institute has a Multimedia Section and Computer Section and there are technical assistants to ensure proper upkeep of the various ICT enabled classrooms including computer centre. The Computer Lab has been set up to be used by various departments. Students make extensive use of the facility for reading and research. The campus also offers facilities such as Canteen, Common Room and Gymnasium. An OPD dispensary and Hospital with doctor and nurse is available in the campus for first aid and hospitalization cases. There is an auditorium known as Atisha Hall where plays and other cultural activities are performed. Both the Library and administration sections of the institute have undergone computerization. The library is fully digitized and is open even after class hours. It has computer terminals with internet facility and large reading spaces. A regular update on new additions is provided by the library. A library committee works regularly to oversee the functioning of the library and various other committees coordinate with each other to enable the students to get maximum exposure and participation and also to avail all the facilities provided by the Institute. An eco-friendly environment is of prime importance in the Institute. Sports and Games is an internal part of the Institute and coaches are available for the students - Table Tennis, Baseball, Volleyball, and Badminton Court are few of the highlights. Solar panels and garbage segregation in the hostel and residential area takes care of the environmental needs.

<https://www.cihts.ac.in/admin/upload/documents/Policy%20for%20Maintenance%20Infrastructure%204.4.2.pdf>

#### CRITERION V – STUDENT SUPPORT AND PROGRESSION

##### 5.1 – Student Support

5.1.1 – Scholarships and Financial Support

Name/Title of the scheme	Number of students	Amount in Rupees
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Financial Support from institution	Government Scheme	248	4698000
Financial Support from Other Sources			
a) National	Nil	0	0
b) International	Nil	0	0
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5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
No Data Entered/Not Applicable !!!			
<a href="#">View File</a>			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
Nil	Nil	0	0	0	0
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
0	0	0

## 5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Nil	0	0	Nil	0	0
No file uploaded.					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2020	4	Acharya (Buddhist Philosophy)	Moolshastra	CIHTS, Sarnath, Varanasi	M.Phil (Buddhist Philosophy)
2020	4	Acharya (Tibetan)	Tibetan Language	CIHTS, Sarnath,	M.Phil (Tibetan)

		Language & Literature)		Varanasi	Language & Literature)
2020	1	Acharya (Tibetan History & Culture)	Social Science	CIHTS, Sarnath, Varanasi	M.Phil (Tibetan History & Culture)
2020	1	M.Phil (Buddhist Philosophy)	Moolshastra	CIHTS, Sarnath, Varanasi	Ph.D.
2020	2	M.Phil	Social Science	CIHTS, Sarnath, Varanasi	Ph.D.
2020	12	Shastri (Buddhist Philosophy)	Moolshastra	CIHTS, Sarnath, Varanasi	Acharya (Buddhist Philosophy)
2020	10	Shastri (Buddhist Philosophy)	Moolshastra	CIHTS, Sarnath, Varanasi	Acharya (Tibetan Language & Literature)
2020	3	Shastri (Buddhist Philosophy)	Moolshastra	CIHTS, Sarnath, Varanasi	Acharya (Tibetan History & Culture)
<a href="#">View File</a>					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
Nil	0
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Prof. Lal Mani Joshi Football Tournament	University	156
Marathon	University	100
International Day of Yoga	University	50
CIHTS Premier League	University	96
Football Tournament celebrating Nobel Peace Prize to H.H. the Dalai Lama	University	48
Sports Day on Tibetan Republic Day	University	210
Inter Class Basketball Tournament	University	108
Tibetan Losar	University	16
Cultural Show Competition	University	45



Open Talent Show	University	30
<a href="#">View File</a>		

### 5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
Nil	Nil	Nil	Nil	Nil	Nil	Nil
No file uploaded.						

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The Student Welfare Association (SWA), which is an elected body of the students with the President, Vice-President, Secretary, Treasurer, and Assistant Treasurer looking after general areas. Remaining members have portfolios like Medical In-charge, Sports In-charge, Culture Secretary. The SWA organizes various activities, the following are some of the events which are regularly conducted: 1. Freshman student orientation camp in the beginning of session. 2. Winter camps for senior students on selected topics 3. Seminar, Workshops and Talks. All these programs contribute to students' knowledge and skills. They organize the yearly educational tour for senior students visiting different places related to Buddhism. Students actively participate in discussions with teachers, HoDs, Deans and the Vice Chancellor with respect to syllabus design, programs and other academic activities as well as administrative matters. They also organize sports events like football and basketball tournaments, Futsal league, badminton, track and field and other cultural events. This institute has a very effective decentralized system, as the participation of the students has been ensured in the different committees of the institution.

### 5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

The CIHTS has an active Alumni Association named AACIHTS having almost 250 Alumni, registered as permanent members. In a meeting of the Alumni, held on 5th November, 2014, the honorable Vice Chancellor, Prof. Geshe N. Samten addressed and announced the formation of the Alumni Association of CIHTS. 1. Formal approval of the formation of Alumni Association was passed in BOG meeting held on 10th January, 2015. 2. The first executive committee meeting of AACIHTS was held on 27th January, 2016. Items discussed in the meeting were accomplished. In 2014, the Felicitation Organizing Committee compiled and published a SOUVENIR with various contents: Development of the CIHTS 1. Profile of Alumni serving in top ranking posts in Monastic Education. 2. Profile of Alumni in top ranking posts in Academy Culture. 3. Profile of Alumni in top ranking posts in Public Services. 4. Profile of Alumni in Buddhist Centers around the World. In 2017-2018, the executive members of AACIHTS have attempted to upgrade the above mentioned profiles of CIHTS. Profile forms were uploaded to alumnicuts67@gmail.com and requested to fill up the form with latest photographs. Financial Contribution: The Alumni Association regularly contributes the financial support to CIHTS on behalf of Alumni of CIHTS.

5.4.2 – No. of registered Alumni:

316

5.4.3 – Alumni contribution during the year (in Rupees) :

1337677.35

5.4.4 – Meetings/activities organized by Alumni Association :

2

## CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Each department functions as an autonomous unit with each department head / faculty coordinator given the freedom to arrange activities and administer the department whilst keeping the Institute's vision in mind. It is in this context that seminars, conferences and workshops are successfully organised. IQAC meetings are conducted once during an academic year. The Honorable Vice Chancellor is the Chairman of IQAC Cell. There is a senior member of the faculty staff who is appointed as the coordinator who initiates discussions and arranges various programmes for the Institute academic staff. Other members include some senior faculty staff members, senior administrative staff like the Registrar, a representative from the non-teaching staff besides students' representatives both current and alumni.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

### 6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Admission of Students	Admission of students is conducted via written entrance exam.
Industry Interaction / Collaboration	The Institute has numerous collaborations with other Institutions
Human Resource Management	(a) Staff members were encouraged to attend/participate in seminars/conferences and also publish papers. (b) They were also encouraged to work on minor/major research projects.
Library, ICT and Physical Infrastructure / Instrumentation	(a) Library: the SLIM Suite software for the library was updated. (b) Multimedia Section (c) Computer Lab
Research and Development	(a) The Institute has a separate Section of research consisting four sections as The Rare Buddhist Texts Research Department, Dictionary Department, Translation Department and Restoration Department.
Teaching and Learning	(a) Most of the staff members have adopted the use of ICT tools like, PowerPoint presentations and guest lectures as teaching methodologies. (b) They also use educational videos and

	apps.
Curriculum Development	(a) The curriculum, prescribed by Institute is rich. The Institute initiate and promote the dept. to conduct BoS regularly to revise the syllabus according to need. (b) The Institute also encourages individual departments to host workshops on revised syllabi.

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	Implemented in 2012
Administration	Implemented in 2012

**6.3 – Faculty Empowerment Strategies**

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

6.3.2 – Number of professional development / administrative training programmes organized by the University for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
<b>No Data Entered/Not Applicable !!!</b>						
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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
<b>No Data Entered/Not Applicable !!!</b>				
<a href="#">View File</a>				

6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
39	38	114	80

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
17	16	10

#### 6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

At the end of every financial year the Institution undertakes an internal audit of the institutional accounts, which consists of various funds and transactions. The preparation of the internal audit, entrusted to M/s. Bisen and Associates, a reputed Chartered Accountant firm, is prepared as a comprehensive audit report, which is then tabled before the Governing Body in an annual meeting in the presence of all constituent members. After a thorough review of the report by the GB meeting, the Directorate of Audit (Local Fund), Government of Uttar Pradesh, is invited to review and audit the Institute accounts, which constitutes the external audit. Audit for PMMMNMTT grants are done separately. All Audit Reports of the Institute are uploaded in the institute website.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nil	0	Nil
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6.4.3 – Total corpus fund generated

97970419

#### 6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	No	Nil	No	Nil
Administrative	No	Nil	No	Nil

6.5.2 – What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? (if applicable)

Nil

6.5.3 – Activities and support from the Parent – Teacher Association (at least three)

Nil

6.5.4 – Development programmes for support staff (at least three)

1. Subsidized housing 2. On demand facility for amenities 3. Emergency Transportation Facility

6.5.5 – Post Accreditation initiative(s) (mention at least three)

1. Formation of Women cell 2. Formation of Anti-ragging cell 3. Sensitivity for Green Campus

6.5.6 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal

Yes

b)Participation in NIRF	No
c)ISO certification	No
d)NBA or any other quality audit	No

6.5.7 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
<b>No Data Entered/Not Applicable !!!</b>					
<a href="#">View File</a>					

**CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES**

**7.1 – Institutional Values and Social Responsibilities**

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Special lecture on women empowerment and gender equality	07/03/2020	07/03/2020	45	5

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
1. Nukkad Natak on Plastic free India 2. A small energy requirement (250KW) of the institute taken care by solar System

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	Yes	2
Ramp/Rails	Yes	4
Rest Rooms	Yes	2
Scribes for examination	Yes	0

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
<b>No Data Entered/Not Applicable !!!</b>							
<a href="#">View File</a>							

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Student code and conduct Handbook	08/08/1975	Introduced first in 1975, the Institute publishes an instructional manual for students, known specifically as the 'Student Code Conduct Handbook'. The central aim for utilizing such a document is to instruct young minds, who would become enduring part of our education system, the significance of vital Dos and Donts, and to facilitate a bridge between students and the wardens. This would initiate in burgeoning minds essential sense of institutional uniformity, and discipline towards the institution. The handbook inspires the daily practice of moral values and ethics and works as a constant reminder towards developing a balanced generation of learners.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
<b>No Data Entered/Not Applicable !!!</b>			
<a href="#">View File</a>			

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

<p>1. Sewage Treatment Plant 2. Plastic Free Campus 3. Tree Plantation Drive 4. Cleanliness Drive 5. Swachata Pakhwada Week 6. Rain Harvesting System 7. Green Landscaping with Trees and Plants 8. Solar Power Plant</p>
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**7.2 – Best Practices**

7.2.1 – Describe at least two institutional best practices

<p>Best Practice 1- 'Faculty Induction Programme', conducted by Centre for Teacher Education. In an ethically and intellectually demanding profession like Teaching, new educators require rigorous preparation and opportunities to ensure professional development along with academic support. To prepare faculties with best teaching competencies, a Faculty Induction Programme for 30 days was organised from 30th January to 28th February 2019 at CTE, CIHTS. This induction programme was attended by 42 participants from different universities and colleges from all over India. FIP was fully residential and inaugurated on 30th January 2019. In the Inaugural function Chief Guest Prof. B. K. Tripathi, Director, IUCTE-BHU has described the role and importance of Faculty Induction Programme. Prof. R.P.Shukla , Dean, Faculty of Education, BHU was invited as</p>
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Guest of Honour, he appreciated this new Faculty Induction Programme under the PMMMNMTT scheme of MHRD. SoE Coordinator and Director, CTE, Mr. Tsering Dhondup has welcomed the guests and participants and expressed his best wishes for the success of FIP. FIP curriculum and guidelines was provided by MHRD for effective implementation of the programme. In accordance to the provided guidelines, five modules of the core courses were needed to be delivered and completed within one-month duration for 90 hours. FIP of CTE took 125 hours of the course delivery and out of which two days were dedicated for local educational excursions. The participants visited to Bharat Kala Bhavan, BHU, Faculty of Education, Kamachcha, BHU and Vasanta College for Women, Varanasi.

The five Core Modules were: 1. Module 1 - Role and responsibilities of a faculty/ academics in higher education 2. Module 2- University structure and functioning 3. Module 4- Pedagogic Techniques teaching and Learning Methods 4.

Module 8- ICT: effective use of the technology for teaching, Learning and evaluation 5. Module 11- Academic leadership Each module was intensively dealt and discussed by the concerned resource person. 36 different resource persons were involved, each with their own field of expertise, which not only generated debates in between the discussions but at the end of the program we received constructive and positive feedbacks from the participants. Valedictory function was organised on 28th February 2019. Prof. Geshe N. Semten, the Hon'ble Vice Chancellor, CIHTS was invited as Chief Guest and he emphasised the participants to become a humane teacher and uphold the traditional ethical values in their daily life and respective institutions. He also blessed each participant with the programme memento, certificate and Tibetan's traditional khatak (scarf) to mark the completion one-month FIP successfully. Prof. Anjali Bajpai, Faculty of Education, BHU was invited as Guest of Honour at the valedictory ceremony. She highlighted the importance of this programme and appreciated the curriculum of the programme, in which too much importance was given to teaching methodologies and teaching skills. Dr. Jay Prakash Singh has given the vote of thanks to all concerned. The one month Faculty Induction Programme was coordinated by Dr. Jay Prakash Singh, Dr. Jampa Thupten and Shri Thinlay Wangchuk, CTE, CIHTS. [https://www.cihts.ac.in/admin/upload/documents/event\\_activities/4\\_30.01.201920FACULTY20INDUCTION20PROGRAMME20\(FIP\).pdf](https://www.cihts.ac.in/admin/upload/documents/event_activities/4_30.01.201920FACULTY20INDUCTION20PROGRAMME20(FIP).pdf)

Best Practice 2 - Blended Mode Examination Instructional best practice recommendations were followed in the session for the use of blended learning from the perspective of a students' centred approach. Instructors using blended learning incorporated these best practices into their course design and lectures. From teaching to evaluation, it was witnessed that the implementation of these practices affected student performance and initiated an atmosphere of active learning. Neither the teaching nor the mode and method of examination remained the same since the outbreak of COVID-19, the global pandemic. Across the globe, Universities and Research Institutes of higher education have adopted various ways for teaching and assessment. Following the guidelines issued by UGC and the Government of India, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi successfully conducted the examination in a blended mode. Since the morbid pandemic hindered the teaching routine, the faculty members of CIHTS immediately adapted to the 'new normal.' They conducted online classes from March 30th to June 30th, 2020. Different online platforms like Google Classroom, Edmodo etc. were used for learning and teaching. Substituting the loss caused to the students, the Institute took the unprecedented decision of reducing the question papers up to 30 percent for the final year students. The time limit for examination was also reduced by 1 hour proportionately. All the students, excluding the final year, opted for online examination via different online platforms like Google Classroom, Edmodo, Google Meet, etc. Whereas the students of the final semester of the last year in the Institute opted for offline examination on the campus. The examination was held following all the guidelines laid down by the Ministry of Education, Government of India. Students coming from home were kept in isolation in the Institute guesthouses

for almost one month. All the students were kept under Sowa-Rigpa department of the Institute for medical observation and were regularly reviewed by the honourable Vice-Chancellor of the Institute. Before the commencement of the examination, separate large and airy halls were earmarked maintaining ample distance among the examinees. Two separate examination halls were arranged for the students who came from outside and a larger hall for those who had stayed on campus throughout the lockdown for the final exams. The regular sanitization of the fixture, furniture and building was conducted during the examination.

The automatic contactless hand sanitizer dispensers were installed at the entrance of every hall and the body temperature of all was regularly monitored.

All the examinees had prompt access to the hygienic washrooms and separate drinking water facilities near the examination halls. Wearing of masks and maintenance of proper individual distancing was strictly followed not only by the examinees but also by the invigilators and the staff. The Vice-Chancellor of the Institute Professor Geshe Ngawang Samten supervised and ensured the proper implementation of all the COVID-19 related guidelines by paying a regular visit to the examination halls. On completion of exams, he congratulated the teachers and employees of the concerned departments for successful conduction of examination during the tough times. The assessment of the answer sheets was also conducted diligently, keeping in view all the regulations of the time of the pandemic. Moreover, a new evaluation structure was issued by the Institute, given to the precarious situation. The students were asked to submit fresh assignments ranging from 1000 to 1800 words carrying 20 percent of the weightage. The equal amount of weightage was also given to the viva-voce, which was also conducted in a blended manner. Both the current semester assignments and class presentation carried 10 percent of the weightage each, whereas 40 percent of the emphasis was given to the marks obtained in previous odd semester. A six-month grace period was granted to the research scholars who were to submit their theses by 30th June 2020, but failed to do so because of the pandemic. The blended mode was chosen for conducting the iconic kanthasth examination of the institute. [https://www.cihts.ac.in/admin/upload/documents/event\\_activities/Final20examination20write20up.pdf](https://www.cihts.ac.in/admin/upload/documents/event_activities/Final20examination20write20up.pdf)

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://www.cihts.ac.in/admin/upload/documents/Best%20Practices%202019-20.pdf>

### 7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

CIHTS emerged from the critical struggle of the Tibetan diaspora like the proverbial phoenix from the ashes. We took an onerous task of to preserve, translate, disseminate and revive Nalanda's rich tradition of various religious, philosophical and intellectual discourses and disciplines, which had for over a millennium been preserved in the Buddhist monastic institutions of Tibet. Besides its striving for excellence and constant academic rigour, student life at CIHTS is a vibrant mix of the colours and the cultural heritage of Tibet and India. Historically, students from the Himalayan region would travel to Tibet for monastic education and with changes in the political landscape of Tibet the traditional opportunity for learning was lost. To provide a viable alternative and preserve and propagate the Nalanda Tradition, conserve the Tibetan knowledge system, while incorporating contemporary research, teaching and learning practices, the academic programs at CIHTS were designed. With a keen eye on the glorious wisdom of the Indian philosophical thought embodied by the Nalanda, Vikramshila, Odantapuri Mahaviharas and, a visionary understanding of the contemporary knowledge trends of Western philosophy and modern sciences, five Teaching Faculties of were established at



CIHTS. The Departments of Mool Shastra and the Sampradaya Shastra focus on the treatises of Indian and Tibetan masters of different traditions covering a wide range of areas: philosophy, metaphysics, epistemology, logic, ethics, dialectics, psychology, cognitive sciences, and mind training. Moreover, the Departments of Tibetan Fine Arts, Tibetan medicine and Astrology have rich cultural content on aesthetics and social ethics. The Departments of Social Sciences, Classical and Modern Languages cover topics like universal responsibility, social equality, non-violence, altruism, linguistics, literary theory and criticism, society and liberal arts. The Teacher training syllabi have incorporated contents on compassion, ethics, reason, mind training, and regulation of emotions which are highly appreciated by the NCTE for making the course uniquely transformative and innovative in India. The Sowa-Rigpa Department with its distinct tradition of healing and ayurvedic legacy has units for diagnosis and treatment, practice and training, with dedicated hospital, pharmacy and research facilities. The Department attracts patients from neighbouring states and foreign countries for consultancy and treatment. The Five Research Departments dedicated to the work of restoring and rejuvenating Nalanda tradition are engaged in work related to the preservation of ancient Tibetan and Sanskrit manuscripts and the dissemination of Tibetan scholarship. Its primary activities are centred around (1) Restoration, (2) Translation, (3) Rare Buddhist Texts Research, 4) Dictionary compilation, and 5) Tibetan Literature Studies.

Provide the weblink of the institution

<https://www.cihts.ac.in/admin/upload/documents/Institutional%20Distinctiveness1.pdf>

### **8.Future Plans of Actions for Next Academic Year**

Immediate plan: 1. We are experiencing the first wave of the COVID-19 as an extremely serious pandemic at the national and global level, although it has not badly hit our campus. We should be prepared for the coming years by (a) converting a guest house to hospital with the required facilities, (b) providing medicines of both Allopathic and Tibetan systems to all members of the institute and (c) providing nutritious foods for students to develop a sound immune system. 2. If the COVID-19 situation continues, the two villages adopted by the Institute and other villages in this area where many poor people live should be provided rations as we did in the first wave. 3. We have experienced the impact of the COVID-19 pandemic on education system. Online classes have been going on however, to make the online classes more effective we should maintain our regular practice of classroom presentation on Saturdays and submission of assignments of each subject. 4. The examination also should be made challenging by having face to face virtual interaction with teachers and submission of two assignments for every subject. 5. Dr. Dorjee Damdul to work on his book series Vol. VII VIII to be published next year. 6. Prof. Lobsang Tenzin Dr. Dawa Sherpa to complete his Charak translation into Tibetan. Volume VI, VII, VIII IX. Long term plan: 1. To begin Master of Education (M.Ed.) programme in the coming years. Commencement of Masters Programme in the field of Education will open new avenues for the students of Tibetan community, Himalayan region and others as it will equip them with the basics of research that will further lead them towards Educational Research culminating the programme to Doctor of Philosophy (PhD in Education). 2. To provide more smart classrooms for all the Departments. 3. To approach AYUSH Ministry, Govt of India, for the consideration of Tibetan language in NEET Exam for the Sowa Rigpa program, since the medium of the entire course is Tibetan language. 4. With the grants received from the Ministry of HRD, Govt of India, the building for the Center for Teachers Education is to be constructed. 5. As per the MOU executed between CIHTS and Bihar Govt for the project of translating teachings of the Buddha, works of Indian and Tibetan masters, the treatises to be translated and the translator scholars are to be identified in order to start the

work as soon as possible so that ten titles could be translated yearly. 6. Dr. A. K. Rai of Sowa Rigpa Dept. plans to do a comparative study on Management of Depression. 7. Dr. A. K. Rai of Sowa Rigpa plans to see the Effect of Sowa-Rigpa Medicine in Disease and Disorder. 8. To render Sowa-Rigpa health services and improve the health of local people through Sowa-Rigpa. 9. To study and further promote effectiveness of Sowa-Rigpa medicines on Gynecological Pediatric disease through mother-child healthcare in remote areas.