Yearly Status Report - 2016-2017

Part A	
Data of the Institution	
1. Name of the Institution	**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**

2. Institutional Status

University	**Deemed**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**central**
Name of the IQAC co-ordinator/Director	**Dr. M.P.S. Chandel**
Phone no/Alternate Phone no.	**05422581737**
Mobile no.	**9305494696**
Registered Email	**cihtsiqac@gmail.com**
Alternate Email	**mps.chandel55@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://www.cihts.ac.in/webpage/index.aspx

4. Whether Academic Calendar prepared during the year

Yes

if yes,whether it is uploaded in the institutional website: Weblink :	https://www.cihts.ac.in/admin/upload/documents/Academic_Calendar/ac2016_2017.jpg

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**Five Star**	**76.67**	**2001**	**19-Jan-2001**	**18-Jan-2006**

6. Date of Establishment of IQAC

12-Jun-2010

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by	Date & Duration	Number of participants/ beneficiaries

IQAC		
No Data Entered/Not Applicable!!!		
[View File](#)		

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	2017 0	0
No Files Uploaded !!!				

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)

Recruitment of teaching and research staff

Changes in M.Phil Programme

Faculty and students training of Shilp Vidya

No Files Uploaded !!!

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	Achivements/Outcomes
Recruitment of teaching and research staff	Advertisement was made for the post of teaching and non teaching staff

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:	No
17. Does the Institution have Management Information System ?	No

<div align="center">

Part B

</div>

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
No Data Entered/Not Applicable !!!			
No file uploaded.			

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
No Data Entered/Not Applicable !!!				
View File				

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
No file uploaded.		

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
No Data Entered/Not Applicable !!!		

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
Nil	01/01/2016	0
No file uploaded.		

1.3.2 – Field Projects / Internships under taken during the year		
Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BSMS	Sowa Rigpa	17
No file uploaded.		

1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
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

Students: The feedback form the students is collected regularly through regular feedback system developed by the Institute based on criterions the NAAC Manual at the end of the semester. This feedback is analysed and the result obtained so far is discussed in the meeting with Vice-chancellor as well as the faculty members for address the shortcomings if any. • Alumni: Alumni Feedback is obtained during the Alumni meet. The Institute's alumni members are in varied fields in various 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 extent possible. • 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.

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	37	92	44
Shastri	Bhot Jyotish	7	0	0
BFA	Fine Arts	10	1	0
BSMS	Sowa Rigpa	12	11	8
No file uploaded.				

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	Number of fulltime teachers available in the institution	Number of teachers teaching both UG and PG courses

			teaching only UG courses	teaching only PG courses	
2016	138	58	85	0	20

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	Numberof smart classrooms	E-resources and techniques used
85	85	6	40	0	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 teacher. Apart from academic issues, their interpersonal and family issues are also addressed and if needed they are also referred to the Institute counsellor. The student-mentor ratio is almost 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
196	85	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	38	25	0	37

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
2016	Jampa Chophel	Assistant Professor	Tibet House, Delhi, Govt. Agency, Under MOC, Government of India
2016	D.D Chaturvedi	Associate Professor	Vikram Kalidas Puraskar, conferred by Haryana Governer, Kaptan Singh Solanki, Vikram University, Ujjian (M.P)
2016	D.D Chaturvedi	Associate Professor	Sanskrit Seva Samman, SSVV, Varanasi

2016	Ngawang Samten	Vice Chancellor	Vaishakh Samman

No file uploaded.

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	19/05/2017	12/07/2017
Acharya	PGP	Semester 2	19/05/2017	12/07/2017
Shastri	UGJ	Semester 2	19/05/2017	12/07/2017
BFA	UGF	Semester 2	19/05/2017	12/07/2017
MFA	PGF	Semester 2	19/05/2017	12/07/2017
BSMS	UGS	Semester 2	19/05/2017	12/07/2017
B.A.BEd	UGAE	Semester 2	19/05/2017	12/07/2017

No file uploaded.

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
30	231	13%

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	28	17	61%
PGP	Acharya	Buddhist Philosophy	25	22	88%
UGF	BFA	Fine Arts	1	1	100%
PGF	MFA	Fine Arts	1	1	100%
UGS	BSMS	Sowa Rigpa	3	2	67%

No file uploaded.

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)

Nil

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
National	Jampa Chophel	Tibet House, Delhi, Govt. Agency, Under MOC, Government of India	16/08/2016	Tibet House, Delhi
		No file uploaded.		

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
Nil	0	Nil
	No file uploaded.	

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	1825	Dalai Lama Trust	70	14
Major Projects	1095	Hangzou Buddhist Academy	2.5	0.83
Major Projects	730	Tibet House, Delhi, funded by the Ministry of Culture, govt. of India	2.4	1.2
		No file uploaded.		

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	01/01/2016
	No file uploaded.	

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	01/01/2016	Nil
		No file uploaded.		

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	01/01/2016

No file uploaded.

3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

Name of the Department	Number of PhD's Awarded
Nil	0

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)
National	Classical and Modern Language	7	0
National	Dictionary Department	2	0
National	Rare Buddhist Text and Research Department	10	0
National	Restoration	2	0
National	Fine Arts	1	0
National	Mool Shastra	1	0
National	Sanskrit	2	0
National	Social Science	3	0
National	Translation	1	0
National	Tibetan Language and literature	2	0

No file uploaded.

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
Translation	2
Bhot Jyotish	2
Moolshastra	8
Social Science	3
Sanskrit	8
Department of Rare Buddhist Texts Research	16
Fine Arts	3
Classical and Modern Language	18

No file uploaded.

3.4.4 – Patents published/awarded/applied during the year

Patent Details	Patent status	Patent Number	Date of Award
Nil	Filed	Nil	01/01/2016

No file uploaded.

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	2017	0	Nil	0

No file uploaded.

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
Nil	Nil	Nil	2017	0	0	Nil

No file uploaded.

3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	2	13	0	0
Presented papers	4	8	0	0
Resource persons	0	7	0	0

No file uploaded.

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)
Pema Gyalpo, Jampa Samten, Penpa Dorjee	Digitization of Manuscripts at Gaden Monastery, Mongolia	Government of India, Ministry of Culture, BTI section,D- Block, puratatva Bhawan, GPO Complex, INA NewDelhi-110023	0
Dr. Anirban Dash	Lingustics Consultancy	Muktabodha Indological Research Institute (MIRI)	0

No file uploaded.

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

Name of the	Title of the	Agency seeking /	Revenue generated	Number of trainees

Consultan(s) department	programme	training	(amount in rupees)	
Nil	Nil	Nil	0	0
No file uploaded.				

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
Cleanliness awareness drive in Navapura Village U.P	CIHTS, Varanasi	5	90
Marathon Race from University campus to Sarnath	CIHTS, Varanasi	3	85
Street Drama on Cleanliness "Swacchta Chakra at Haweliya Choraha	CIHTS, Varanasi	1	19
Marathon Race to Sarnath to increase awareness for Cleanliness	CIHTS, Varanasi	2	88
Cleanliness awareness drive in Navapura Village U.P	CIHTS, Varanasi	3	90
Marathon Race to Sarnath	CIHTS, Varanasi	4	105
Cleanliness Drive in residential premises and roads	CIHTS, Varanasi	4	85
Street Drama on Cleanliness "Le Le Jhadu Aa jaau"	CIHTS, Varanasi	2	21
No file uploaded.			

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
No file uploaded.			

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	Name of the activity	Number of teachers participated in such	Number of students participated in such

	agency			activites	activites

[View File](#)

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
Workshop	30	The Dalai Lama Foundation	21
International Cultural Exchange Program	25	Five Colleges USA	15
National Seminar on Shila, Samadhi and Prajna among 4 schools of Tibetan Buddhism	50	CIHTS, varanasi	3

No file uploaded.

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	01/01/2016	01/01/2016	Nil

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
Nil	01/01/2017	Nil	0

No file uploaded.

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
428	428

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
Classrooms with Wi-Fi OR LAN	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

No file uploaded.

4.2 – Library as a Learning Resource

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

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

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	8550	4460058	300	474103	8850	4934161
Reference Books	76955	40140527	2696	4266923	79651	44407450
Journals	55	437298	31	253073	86	690371

No file uploaded.

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	01/01/2016

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	100	1	1	1	1	15	12	1	0
Added	0	0	0	0	0	0	0	0	0
Total	100	1	1	1	1	15	12	1	0

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

1 MBPS/ GBPS

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	https://www.cihts.ac.in/Webpage/cmspage.aspx?catid=6&postid=75&BrCode=1

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 incurredon maintenance of physical facilites
68945538	14190440	103418308	41470263

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 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 various 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. A OPD dispensary and Hospital with doctor and nurse is available in the campus for first aid and hospitalization cases. There is Atisha Hall where plays and other cultural activities are performed. Both the Library and administration section 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, Badminton Court are few of the highlights Solar panels and garbage segregation in the hostel and residential are takes care of the environmental needs.

https://www.cihts.ac.in/Webpage/index.aspx

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
Financial Support from institution	**Government Scheme**	**143**	**1444500**
Financial Support from Other Sources			
a) National	**Nil**	**0**	**0**
b)International	**Nil**	**0**	**0**
No file uploaded.			

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 implemetation	Number of students enrolled	Agencies involved
No Data Entered/Not Applicable !!!			
View File			

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 passedin the comp. exam	Number of studentsp placed
2016	**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		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents 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	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to

higher education					
2017	7	M.Phil. (Buddhist Philosophy)	Buddhist Philosophy	CIHTS, Sarnath, Varanasi	Ph.D.
2017	2	M.F.A	Fine Arts	CIHTS, Sarnath, Varanasi	M.Phil. in Fine Arts
2017	6	Acharya (Buddhist Philosophy)	Buddhist Philosophy	CIHTS, Sarnath, Varanasi	M.Phil. in Buddhist Philosophy
2017	2	B.F.A.	Fine Arts	CIHTS, Sarnath, Varanasi	M.F.A.
2017	28	Shastri (Buddhist philosophy)	Buddhist philosophy	CIHTS, Sarnath, Varanasi	Acharya in Buddhist philosophy
No file uploaded.					

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
Any Other	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
Interclass dance competition	University	41
Losar cultural dance show	University	123
Independence day Cultural programme	University	153
CIHTS open talent show	University	25
Tibetan Republic Day Inter class cultural Competititon	University	74
Marathon Race	University	135
Prof. Lal Mani Joshi Tournamnet	University	105
International Day of Yoga	University	75
CUTS Premier League football tournament	University	120
No file uploaded.		

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

| 2017 | Nil | National | 0 | 0 | 0 | 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)

Student Welfare Association (SWA) 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 student's 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, HoD's, 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 tournament, basketball tournament, 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 insured 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 AACUTS having almost 250 Alumni, registered as permanent member of AACUTS. A meeting of the Alumni held on 5th November, 2014 in which the honorable Vice Chancellor, Prof. Geshe N. Samten addressed and announced the formation of the Alumni Association of CUTS. 1. Formal approval of the formation of Alumni Association of CUTS passed in BoG meeting held on 10th January, 2015. 2. The first executive committee meeting of AACUTS was held on 27th January, 2016. Item discussed in the meeting were accomplished. In 2014, the Felicitation Organizing Committee compiled and published a SOUVENIR which contents: Development of the CIHTS 1. Profile of Alumni serving in top raking post in Monastic Education. 2. Profile of Alumni in top raking post in Academy Culture. 3. Profile of Alumni in top raking post in Public Services. 4. Profile of Alumni in Buddhist Centers Around the Worlds. In 2017-2018, the executive members of AACUTS have attempted to upgrade the above profile of CIHTS. Profile Form were uploaded in alumnicuts67@gmail.com and requested to fill up the form sent to us with their latest photograph. Financial Contribution: The Alumni Association regularly contribute 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) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

0

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, Registrar, a representative from the non-teaching staff besides student's 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 an offline process.
Industry Interaction / Collaboration	The Institute has many 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 is prescribed by the 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-governace 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
2016	W.D Negi	Seminar on Practices of Compassion organised by WBCT, Henry Martyn Institute, Hyderabad	Seminar on Practices of Compassion organised by WBCT, Henry Martyn Institute, Hyderabad	14098
2016	Dr. Banarsi Lal	Workshop organized in Kinnaur, Lahul and Spiti, Himachal Pradesh on the theme of contribution of Himalayan Buddhist culture to the advancement of the nation	Workshop organized in Kinnaur, Lahul and Spiti, Himachal Pradesh on the theme of contribution of Himalayan Buddhist culture to the advancement of the nation	130425
2016	Dr. R.C. Negi	Workshop organized in Kinnaur, Lahul and Spiti, Himachal Pradesh on the theme of contribution of Himalayan Buddhist culture to the advancement of the nation	Workshop organized in Kinnaur, Lahul and Spiti, Himachal Pradesh on the theme of contribution of Himalayan Buddhist culture to the advancement of the nation	130425
No file uploaded.				

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	Title of the administrative training programme	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)

organised for teaching staff	organised for non-teaching staff				
2017	In- Design Training/W orkshop	In- Design Training/W orkshop	24/04/2017	28/04/2017	10	15

No file uploaded.

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
No Data Entered/Not Applicable !!!				

View File

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
38	47	91	70

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
10	11	7

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 each financial year the Institution undertakes internal audit of the institute accounts, which consists of various fund heads. The preparation of the internal audit of entrusted M/s. Bisen and Associates a reputed Chartered Accountant firm, has been completed. After the internal audit report is ready, it will be placed before the Governing Body (GB) meeting. After acceptance of the report in the GB meeting, the Directorate of Audit (Local Fund), Government of Uttar Pradesh, will be invited officially to audit the Institute accounts, which conducts the external audit. Audit for PMMMNMTT grants are done separately. All Audit Reports of the Institute are uploaded in the institutional 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
Prof. J.L Garfield	37905	Donation

No file uploaded.

6.4.3 – Total corpus fund generated

46798333

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		No	
Administrative	No		No	

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)

Nil

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

1. Initiatives taken for the recruitment of teaching Research staff. 2. Functioning of Centre for Teacher Education. 3. Construction of Sowa – Rigpa Bhawan. 4. Practical training of Sowa – Rigpa.

6.5.6 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	No
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
No Data Entered/Not Applicable !!!					
View File					

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
Nil	01/01/2016	01/01/2016	0	0

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
250 KW

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	0
Provision for lift	Yes	0

Ramp/Rails	Yes	0
Rest Rooms	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
No Data Entered/Not Applicable !!!							
View File							

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

Title	Date of publication	Follow up(max 100 words)
Nil	01/01/2016	Nil

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Yoga Day	21/06/2016	21/06/2016	106
Workshops During Hindi Rajbhasha Week	12/09/2016	17/09/2016	56
Symposium on the Importance of Human Values Ethics	26/12/2016	27/12/2016	65
National Seminar on Shila, Samadhi Prajna	25/03/2017	27/03/2017	85
No file uploaded.			

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

Sewage treatment plant
Plastic Free Campus
Tree Plantation Drive
Cleanliness Drive
Swachhatha Pakhwada Oath

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice – I - Sowa-Rigpa at CIHTS Objectives • To preserve the rich traditional knowledge and training of Sowa-Rigpa flourished through millennia. • To disseminate best standards maintaining tradition intact and supplementing through modern pedagogy. • To provide practical knowledge in handling patients medicine processing under experienced practitioners, further, exposing to best practices of other system of medicine. • To offer accessible and case-based treatment modalities through Sowa-Rigpa that the disease is rooted out from the source. • To shape students into a rationale human being in handling any

medical situation with the available resources. • To bring altruism and compassion into healthcare as a novel strategy in healing with human touch. The Context Sowa-Rigpa, being an important part of Tibetan studies, CIHTS established the Department in 1993. After obtaining recognition of Sowa-Rigpa from the Govt of India in 2011, with the initiatives of CIHTS, the entire system came under the Ministry of AYUSH. From 2017 guidelines of CCIM are followed strictly with regards to number of intake of students, number of teachers and other facilities. To mould the millennia old tradition into a new system is a transition period. Therefore, CIHTS is very cautious to maintain the rich knowledge system and practices while adopting the modern mechanism in a new framework. In the Sowa-Rigpa tradition, cultivation of compassion, altruism is regarded significant for better deliverance of service to patients without which the treatment would not be effective. Similarly, there are various trainings and practices like empowering the drugs, which is discussed among the modern medical scientists. Balancing modernity with tradition is important. The Practice As a traditional system, the initial learning takes place from adaptive learning through memorization of classical texts such as rGyud bZhi (Four Treatise) familiarizing with the glossary, nomenclature, concept- mapping by which self-reflection in and on one's action takes place regularly. Classics are highly sophisticated, systematically presented and easy to comprehend for learners eventually helping in clinical practice. In the next level, commentaries as references gives clear meaning into the world of health and wellness. By incorporating site survey, visitation, plant cultivation and preparing medicines, students are introduced to learn from patient, staffs and their environment. Training and experience gaining from doctors and clinical team also help them to learn systematically. Weekly class presentation extends ones' understanding and competencies of how to learn individually and in groups. Adopting research culture is considered one of the primary objects and thus students are given boost in written assignments and practicum to analyze unexplored formulations in small scale with their clinical aspects. Encouraging and initiating open discussion and project supported by administrative staffs and collaborating with the students of other disciplines have been constructive in their skill development. Sowa-Rigpa education has traditionally flourished initially through monastic institution and family lineage and patient receives best care from them. With the concept of teaching hospital from the modern paradigm and the recent establishment of 10-bed hospital with the 4 OPD Units and separate labs for pharmacy, pathology, anatomy and physiology are new to the traditional practitioners. These are pivotal in gaining clinical experiences with patients and documenting detailed health condition. Sowa-Rigpa field learning culture includes identification of crude medicines macroscopically and their processing into a safe medicine. Exploring into the natural habitat is given priority as the best standard practice for collection and harvesting. GPS based plant collection are new avenues in standardizing traditional medicine and efforts are made to introduce these into regular teaching-learning process. CME, conferences and faculty orientation program are encouraged to develop the knowledge of faculties which boost their teaching techniques and instilling best updated information to their students and its' application in their medical practice. Evidence of Success • OPD consultation number is more than 80-per day and more than 2000 patients from local community per year receiving various therapies without any advertisement. Quality of life for chronic patients has been relieved through Sowa-Rigpa Medication and therapies. • 70 of our graduates are still in their Sowa-Rigpa practice among which 23 are working in the campus, 30 have migrated abroad who are working in different healthcare sector. • Increase in the applications for UG program is an indication of its standard. • Pilot studies on management of Gastritis, Diabetes and hypertension have been very constructive in understanding and validating the efficacy of Sowa-Rigpa medicine. • Classical text translation from Sanskrit to Tibetan have been robust and welcoming by wider practitioners

of Sow-Rigpa. • First of its kind an antiviral study of Tibetan Medicines in USA has been very prolific in terms of its efficacy with no toxicity study on various Viral replicons. Best Practice – II- Centre for Teacher Education Objectives The objectives are as follows: • To develop robust pedagogical foundation amongst learners. • To prepare teachers with best teaching competencies and commitment. • To prepare teachers with self-confidence, scientific temper, caring and human values. • To awaken and develop the humane qualities of wisdom, loving, kindness and compassion, right view and conduct, and art of creativity and innovation. • To refine human perceptions and sensitivities to initiate independent and valid investigation into phenomenal and ethical spheres. • Integration of specialization in the respective disciplines, blended with moral values through mind education with a sound understanding of mental system and emotional intelligence. The Context CIHTS is committed to develop teacher educators in a holistic and integrated way by providing modern education with philosophy, logic and epistemology which are the traditions of ancient Nalanda Monastic University. CIHTS has started a four-year innovative integrated B.A.B.Ed. programme since 2014-15 and B.Ed. programme from 1999. The integrated four-year course has been designed in such a scholarly manner that the NCTE observed it as the best so far and was not only approved in the first go but also made it as the model course for others. Besides the regular subjects prescribed by NCTE, the curriculum has "Tibetan language and literature" as compulsory subject. This paper helps to develop the competence in Tibetan language and also preserve and carry the great cultural heritage of Tibetans people living in Himalayan region. Another compulsory paper "Fundamentals of Buddhist Logic, Psychology and Cognitive Sciences", which deal with the Tibetan methodology of Teaching-Learning, helps the learner to acquire the necessary skills to teach the subject through logic and concept mapping. The Practice In this programme, transaction of practical experiences does require theoretical transaction. Small class size aids in better transaction of practical experiences. The students study theories followed by demonstration of teaching skills under the micro teaching and simulation practices. School Internship Programme wherein the students will have to work in a broader spectrum of schools and community taking cognizance of various activities practiced in school and community development of the self, the child, community and school. School internship programme is divided in two part as Internship I and II. Internship - I is of four weeks and will be spread over with course work before the final school based teaching Practice. It includes school visit, classroom teaching observation, school based activities and community based programmes. This will also comprise of development of instructional designs in the form of lesson/unit plans with formats/structure provided by CTE. Internship - II is a school attachment programme of 16 weeks. In this school attachment programme, students will be entrusted with the responsibility of teaching 60 lessons i.e. 30 lessons in each of the two pedagogy subjects under the supervision of B. Ed. faculty and the school teachers to which they are attached. In addition to the teaching work, students will be assigned the following tasks: • Observation of teaching in the concerned subject by school teachers. • Test paper construction and conducting classroom tests. • Participation in organization of co-curricular activities. • Library and lab management in the school. • At least 2 psychological tests: conducting report writing • Interaction during Teacher- Parents meet. • Improvising teaching aids based on assessment of classroom needs. • Maintenance of school records. • School Based Action Research Projects • Evaluation lesson. During this 16 weeks' internship, 8 weeks' of school attachment is with Indian schools and 8weeks' in Tibetan schools spread across India. Apart from these experiential exposure, the compulsory paper in each semester i.e "Fundamentals of Buddhist Logic, Psychology and Cognitive Sciences", which deals with the Tibetan methodology of Teaching-Learning, the students acquire the logic and concept attainment through dialectics with traditional style of practice in

Tibetan culture on the regular basis in evening with other students of CIHTS. On the basis of feedback received from the various stake holder during attachment programme, CTE has adopted the practice to revise the curriculum based on feasibility, and practicability of the task. Evidence of Success The practice has ensured that the practical inputs are at a level of thoroughness necessary for them to make an impact on the personality and competence of student teachers. One finds a marked difference in the behavior and attitude of student teachers after internship.

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%202016-17.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

Buddhism and Tibetan Studies: The Legacy of Ancient Nalanda Tradition Nalanda Tradition reaches Tibet in entirety: The transmission of Buddhism from India to Tibet in 7th Century AD took place in an unprecedented manner that a huge literature, over five thousand treatises were translated along with transmission of knowledge and spiritual system from Nalanda, Vikramshila, Takshashila and others, the capital of knowledge in ancient India. The entire legacy was not only preserved, nurtured but advanced further in Tibet. Nalanda Tradition Back to India: After the Chinese occupation of Tibet in 1959, His Holiness the Dalai Lama, followed by many masters and thousands of Tibetans sought refuge in India in 1959. Right away, His Holiness re-established major traditional monastic Institutions in India so that the study and practice of Tibetan Buddhism and allied studies could go unimpeded. These monastic Institutions, where erudite Tibetan masters taught, became a source of attraction for scholars and students from around the world. Central Institute of Higher Tibetan Studies was established as a result of discussion between His Holiness the Dalai Lama and Pandit Jawaharlal Nehru with specific objectives to preserve the Tibetan knowledge system and culture, to restore the lost Sanskrit treatises from Tibetan sources and to provide educational opportunity to Tibetan and Himalaya students who lost the opportunity to go to Tibet for higher education and conduct researches on traditional subjects. Incorporation of the Nalanda Tradition into the Teaching Faculties is based on the objectives of preservation of Tibetan knowledge system. Accordingly, the academic programs of teaching and research at CIHTS are designed. CIHTS has not only incorporated modern subjects and languages but also has programs and projects incorporating other Indian philosophical schools of thought, Western philosophy and modern sciences. The five Teaching Faculties of CIHTS were established primarily based on the classical treatises of the masters of Nalanda, Vikramshila and others. The Departments of Mool Shastra and the Sampradhyayas Shastra focus on the treatises of Indian masters and Tibetan masters of different traditions covering a wide range of areas: philosophy, metaphysics, epistemology, logic, psychology, cognitive science, mind training and spiritual system, which itself is a huge domain. The Departments of Tibetan Fine Arts, Tibetan Jyotish and Tibetan medicine have substantial contents on ethics and Departments of social sciences, ancient and modern Languages also cover topics like universal responsibility, non-violence and altruism. The Teacher's education syllabus has incorporated contents on compassion, logic, epistemology, and regulation of emotions which are highly appreciated by the NCTE for making the course transformative for the first time in India. The Sowa-Rigpa Department with its rich unique tradition has units of teaching, hospital, pharmacy and research. The Department attracts patients from neighboring states and even from foreign countries for the treatment.

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

The future plan action of the Institute consists following points. 1. Institute will establish its own metric system in order to assess the quality and functioning of the Institute by the students, teachers, employees and alumni. All students should have enrolment number-through which the Institute can identify its students and their records. Some names of alumni and students along with their contact details shall be uploaded in the website to allow the NAAC to receive feedback. 2. Apart from the facilities and capability enhancement schemes, there should be a cell to help and look after the foreign students such as Foreign Students' Advisory Cell, where the foreign students can go and seek assistance for their enrolment, registration and other necessary things related to their study in the Institute. 3. The vision and mission of the Institute shall have to be reflective in the governance as well as in all the ventures of the Institute. In this regard the vision and mission statement should be displayed on plates at various focal corners of the Institute so that everyone, including visitors, could know the objectives of the Institute. There will be a clear and visitor-friendly direction map of the Institute nearby the main entrance, which can show the direction towards all the buildings, places, office, halls seminar rooms, drinking water, toilets etc. 4. The Institute will prepare a Policy for Promotion of Research, under which seed money should be provided to the faculties and research scholars to take up research in the areas of their interest and domain. 5. The Institute will promote the faculties to develop e-content of the special lectures and teachings on various courses. /topics by the faculties and scholars. It should also encourage faculty members to develop MOOC (Massive Open Online Courses), which will give them the opportunity of using ICT tools for teaching-learning purposes and also provide them global visibility. UGC has its own MOOC website, to which faculties of the Institute must be encouraged to apply for various programmes being provided in the Institute and also upload their own best lectures and teachings to develop the website. 6. The Institute will approach I.S.O. for quality management in governance and academic enhancement programmes. They will help the Institute in standardizing the managerial system for better performance, efficiency in coordination and delivery of duties. Further, six Sigma Certification can also be approached for improving the Institute's administration and performance. 7. Institute is planning to start P.G. course in Tibetan History and Tibetan Language and Literature. HoD of social sciences and HoD of Tibetan Language and Literature should be assigned the work to convene the BOS to prepare the syllabus and put up in the upcoming Academic Council. The committee also discussed about to start P.G. course in Pali and decided to start Diploma course in the subject.