Yearly Status Report - 2017-2018

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	**Prof. Deo Raj Singh**
Phone no/Alternate Phone no.	**05422581737**
Mobile no.	**9889977733**
Registered Email	**cihtsiqac@gmail.com**
Alternate Email	**drajsingh1207@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

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/academic_calendar_2017_2018.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

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!!!		
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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
No Data Entered/Not Applicable!!!				
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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)

Establish metric system and allot enrollment number to all students

Constitution of foreign students advisory cell

To display the institution vision and leadership

To frame the policy for promotion of research

To start P.G. courses in Tibetan History, Tibetan language and literature and Pali language

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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	Achivements/Outcomes
Establish metric system and allot enrollment number to all students	Enrollment number were allotted to all the students
To frame the policy for promotion of research	The policy was framed
To start P.G. courses in Tibetan History, Tibetan language and literature and Pali language	Started P.G courses in Tibetan History and Tibetan Language and literature
No Files Uploaded !!!	

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

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
BEd	UGE	Education	19/05/2017
B.A.BEd	UGAE	Education	19/05/2017
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 !!!				
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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
Acharya	Tibetan History	19/05/2017
Acharya	Tibetan Language	19/05/2017
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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
Acharya	Tibetan Language	19/05/2017
Acharya	Tibetan History	19/05/2017

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 Pali	01/07/2017	27
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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
BSMS	Sowa Rigpa	14
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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

BSMS	Sowa Rigpa	12	16	14
BFA	Fine Arts	10	5	5
Shastri	Bhot Jyotish	7	0	0
Shastri	Buddhist Philosophy	37	86	30

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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
2017	165	53	83	0	23

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
83	83	6	40	0	10

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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 almost1:6 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
221	83	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	35	28	0	34

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

2017	Dr. D.D Chaturvedi	Associate Professor	Vidvadsamalankaranam, Divyanandapuri Nirvana Mahotsava, Govind math Varanasi
2017	Ngawang Samten	Vice Chancellor	Higher Education Leadership Award
2017	Dr. Baburam Tripathi	Professor	Sahitya Shikhar Honors conferred by Dr. Vishvanath Prasad Kirtibodh Sansthan Varanasi

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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
BEd	UGE	Semester 2	19/05/2018	05/07/2018
B.A.BEd	UGAE	Semester 2	19/05/2018	05/07/2018
BSMS	UGS	Semester 2	19/05/2018	05/07/2018
MFA	PGF	Semester 2	19/05/2018	05/07/2018
BFA	UGF	Semester 2	19/05/2018	05/07/2018
Acharya	PGH	Semester 2	19/05/2018	05/07/2018
Acharya	PGL	Semester 2	19/05/2018	05/07/2018
Acharya	PGP	Semester 2	19/05/2018	05/07/2018
Shastri	UGP	Semester 2	19/05/2018	05/07/2018

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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
21	257	8%

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

PGF	MFA	Fine Arts	2	2	100%
PGP	Acharya	Buddhist Philosophy	24	23	96%
UGP	Shastri	Buddhist Philosophy	39	33	85%
UGAE	B.A.BEd	Education	16	16	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)

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Nil

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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
National	Nil	Nil	01/01/2017	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
Ms. Emily Kelly	270	London School of Hygiene and Tropical Medicine, UK
Ms. Lakshmi Kambampati	270	Butler Country Community college, Andover, Kansas, USA

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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	730	Tibet House, Delhi, funded by the Ministry of Culture, govt. of India.	2.4	1.2
Major Projects	1825	Dalai Lama Trust	70	14
Major Projects	1095	Hangzou Buddhist Academy	2.5	0.83

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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	01/01/2017

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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	01/01/2017	Nil

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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	01/01/2017

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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
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	4	0
National	Dictionary Department	1	0
National	Rare Buddhist Text and Research Department	12	0
National	Restoration	1	0
National	Fine Arts	1	0
National	Mool Shastra	2	0
National	Sanskrit	6	0
National	Social Science	4	0
National	Translation	2	0
National	Tibetan Language and literature	2	0

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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
Dictionary	1

Tibetan language and Literature	1
Bhot Jyotish	1
Moolshastra	15
Social Science	1
Sanskrit	5
Department of Rare Buddhist Texts Research	8
Sowa Rigpa	4
Classical and Modern Language	4
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3.4.4 – Patents published/awarded/applied during the year

Patent Details	Patent status	Patent Number	Date of Award
Nil	Filed	0	01/01/2017
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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	2018	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
Nil	Nil	Nil	2018	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
Attended/Seminars/Workshops	12	8	0	0
Presented papers	5	8	0	0
Resource persons	4	2	0	0
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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)
Prof. Geshe Ngawang	Conducting Buddhist	Bihar Urban	0

| Samten | Course/Studies at Buddha Smriti Park, Patna, Bihar | Infrastructure Development Corporation Ltd. Second Floor, Kadhya Bhavan,Daroga Prasad Rai Path, Poad No. 2, R. Block Patna- 800001 Phone: 0612-2506 109/ 213/ 208 | |
| Dr. Anirban Dash | Lingustics Consultancy | Muktabodha Indological Research Institute (MIRI) | 0 |

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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
Street Drama on Cleanliness Swaccchata ke Badhte Kadam	CIHTS, Varanasi	1	24
Marathon Race from University campus to Sarnath	CIHTS, Varanasi	3	70
Awareness Rally to Promote tourism on the occassion of world tourism day	CIHTS, Varanasi	4	80

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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 activites	Number of students participated in such activites
No Data Entered/Not Applicable !!!				
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
26th Academic Exchange Program	20	Five Colleges	21
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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	01/01/2017	01/01/2017	Nil
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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
Patna Museum, Patna, Bihar	25/05/2018	1. Digitization of the Sanskrit Manuscripts and DegeTengyur preserved in Patna Museum. 2. Publication of the unpublished Sanskrit Manuscripts preserved in the collection of Mahap anditaRahulsankrity ayan. 3. The exchange of publications	12
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

400	400

4.1.2 – Details of augmentation in infrastructure facilities during the year	

Facilities	Existing or Newly Added
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added
Video Centre	Existing
Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
Classrooms with LCD facilities	Existing
Seminar Halls	Existing
Laboratories	Existing
Campus Area	Existing
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	8850	4934161	142	226375	8992	5160536
Reference Books	79651	44407450	1280	2037376	80931	46444826
Journals	86	690371	30	323490	116	1013861
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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	01/01/2017
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	50	0	0	0	0	0	0	0	0

Total	150	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
41000223	13258495	61500335	84432864

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	167	1706400
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 implemetation	Number of students enrolled	Agencies involved
No Data Entered/Not Applicable !!!			
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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
2017	Nil	0	0	0	0
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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
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2018	12	Shastri (Buddhist Philosophy)	Buddhist Philosophy	CIHTS, Sarnath, Varanasi	Acharya in Buddhist Philosophy
2018	12	Shastri (Buddhist Philosophy)	Buddhist Philosophy	CIHTS, Sarnath, Varanasi	Acharya in Tibetan Language
2018	4	Shastri (Buddhist Philosophy)	Buddhist Philosophy	CIHTS, Sarnath, Varanasi	Acharya in Tibetan History
2018	1	B.F.A.	Fine Arts	CIHTS, Sarnath, Varanasi	M.F.A.
2018	1	M.Phil. (Buddhist Philosophy)	Buddhist Philosophy	CIHTS, Sarnath, Varanasi	Ph.D.

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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

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

Activity	Level	Number of Participants
International Day of Yoga	University	100
Prof. Lal Mani Joshi Football Tournamnet	University	110
Cultural Show Competition	University	105
Talent Show Competititon	University	113
Losar cultural dance show	University	80

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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

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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) :

3355963.76

5.4.4 – Meetings/activities organized by Alumni Association :

Congregation of CIHTS Alumni on the occasion of Golden Jubilee Calibration of CIHTS.

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 so 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
2017	Dr. Banarsi Lal	??????? ?? ?????? ??? ???????? ????? ???????? ?? ?????? ???? ?? ???????, ????? ??? ??????, ?????? ?????? ??? ?????? ?????????	??????? ?? ?????? ??? ???????? ????? ???????? ?? ?????? ???? ?? ???????, ????? ??? ??????, ?????? ?????? ??? ?????? ?????????	177490
2017	Dr. R. C. Negi	??????? ?? ?????? ??? ???????? ????? ???????? ?? ?????? ???? ?? ???????, ????? ??? ??????, ?????? ?????? ??? ?????? ?????????	??????? ?? ?????? ??? ???????? ????? ???????? ?? ?????? ???? ?? ???????, ????? ??? ??????, ?????? ?????? ??? ?????? ?????????	177490

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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)
2017	Project Based Learning	Project Based Learning	08/12/2017	09/12/2017	10	12

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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
Refresher Course in	1	06/09/2017	26/09/2017	20

Global Studies at ASC, Jamia Millia Islamia University, Delhi				
Project- Based Learning	2	08/12/2017	09/12/2017	2
Intensive Language Program	1	01/04/2018	15/06/2018	76

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

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
35	35	96	61

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
Dharamshala Fund	114000	Donation

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6.4.3 – Total corpus fund generated

53001666

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)
Shri R. K. Mishra participated One day seminar on Digital Licencing : Smart Future for Smart Library

6.5.5 – Post Accreditation initiative(s) (mention at least three)
1. Initiative to establish metric system by the Institute. 2. Display the institutional vision and leadership. 3. Initiative to frame the policy for promotion of research and Facilities. 4. Initiative to start P.G. Courses in Tibetan History and Tibetan language and Literature.

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	01/01/2017	01/01/2017	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
250Kw

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	**01/01/2017**	**Nil**

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Sadbhavana Divas	**18/08/2017**	**18/08/2017**	**50**
Yoga Day	**21/06/2018**	**21/06/2018**	**111**
Workshops During Hindi Rajbhasha Week	**18/09/2017**	**23/09/2017**	**25**
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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
Swachhata 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- Research Work in CIHTS: A Milestone in Buddhology Tibetology Objectives An enormous amount of Ancient Indian literature of Buddhism and other various disciplines were translated into Tibetan from Sanskrit. But unfortunately, most of the original Sanskrit texts lost in course of time. This great treasure of knowledge mandates rigorous research endeavors to restore them into Sanskrit from Tibetan versions and make them available into other languages like Hindi and English.

Unpublished MSSs, another treasure, is to be brought out with thorough research. Creation of dictionaries of general and technical natures are part of the exercise. The research works in CIHTS is carried out as envisaged in the objectives of the University which makes a deep impact on revival of ancient Nalanda tradition and on modern system of knowledge and society. The Context The great tradition of the knowledge and wisdom of ancient Nalanda, Vikramshila and Tkshashila went to Tibet with huge amount of literatures translated along with the teaching transmission and practices. This legacy is one of the world's greatest treasure but preserved only in Tibetan as most of the original Sanskrit texts lost in course of time, particularly during the Chinese invasion. Hence, it was envisioned to restore the lost treatises of Buddhist philosophy, epistemology, logic, metaphysics, psychology, science of mind, medicine, arts and many others into Sanskrit from Tibetan sources and translate them into modern languages for general people. This also includes researches on unpublished rare MSSs which are critically edited and creation of lexicons of various nature. This knowledge system is still extremely relevant today as it reveals the realities of mind and matter comprehensively at a very high level. The legacy of Nalanda is very significant for India and for the rest of world as it has the potentials to benefit the entire humanity. The Practice The University undertakes research works with high level of scholarship in Indology, Buddhology, Tibetology, Sanskrit and various other languages with expertise in ancient Indian scripts in the case of research on MMSs applying modern research methodology. The practices of the five research departments: Restoration Department This department Restores the important lost works of the great ancient Indian masters like Nagarjuna, Aryadeva etc. of Nalanda and others. The restoration work is a tedious work which needs expertise in at least two languages, command on the subject and scripts. It is done with meticulous efforts to regain the originality of the text of the author with thorough research on his other works, in terms of vocabulary, style etc. So far around 90 works have been restored. This is the only place in the world, where such works are done. Translation Department The Translation Department is also an important constituent of the Research Departments which engages itself in the translation of works of canonical texts of both ancient Indian and Tibetan masters thus making them available to wide range of readers from scholars to students and from practitioners to public. The translation and the restoration works are accomplished with thorough study and research on the text, content, author and related materials providing a complete information. Rare Buddhist Texts Research Department (RBTRD) A major portion of the ancient Buddhist texts in Sanskrit had been lost in India but some portion of this lost treasure still exist in Nepal and Tibet. The Rare Buddhist Texts Research Department conducts research on the hitherto unpublished Buddhist Tantric manuscripts written in various scripts and prepares critical editions of the Sanskrit texts along with their Tibetan translations with a thorough study and research. Dictionary Department When Mahayana Buddhism and Tibetan studies, began to gain popularity around the world, there was no comprehensive dictionary of Tibetan to Sanskrit. Hence CIHTS along its project of restoration of the lost Sanskrit treatises, launched the project of comprehensive dictionary of Tibetan to Sanskrit which took more than a decade to complete. Finally, sixteen hefty volumes come out in 2005. Many technical dictionaries are being compiled and are about to be published. Center for Tibetan Literature Tibet has a huge corpus or literature covering a wide range of areas. The Center established in 2009 is the first of its kind devoted to studies and researches exclusively on Tibetan literature. Its first priority is to write a comprehensive history of Tibetan literature. The draft in four bulky volumes are brought before the scholars for comments. It has been producing other important literary works.

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

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

8.Future Plans of Actions for Next Academic Year

The future plan action of the Institute consists following points. 1. Institute is devoted towards to strengthen the gender equity and environmental sustainability measures taken by the Institute. The go-green efforts of the Institute should be rightfully placed in the respective metrics. The facilities for the differently abled persons and initiatives taken to contribute to local

community, like Sowa-Rigpa treatments, student's initiative under MIT leadership programme to help slum dwellers- particularly, the children, providing them clothes and stationeries etc. should also be given importance. 2. It is planned to allot identical code numbers each subject/programme. CBCS system should be fully adopted as per the guidelines of the UGC. 3. Implementation of Lyngdoh Committee Report for the Students Body of Representatives, elected by the general students, i.e. Students' Welfare Association. 4. Institute is planning that the Examination Procedures and Process shall be automated with integration of IT. Necessary arrangements for the same be made at the earliest. 5. The Institute will resolved that a new IQAC committee be constituted as per the guidelines of NAAC.