

Best Practice – I- 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 Unpublished MSSs, another treasure, is to be brought out with thorough research.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 This also includes researches on unpublished rare MSSs which are critically edited and creation of lexicons of various nature.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.

Evidence of Success

The research work of the University has been globally acclaimed with the increasing demand of its research publications worldwide. The restored works have special significance in the context of revival of ancient treatises of Nalanda and other seats of learnings. Multifaceted translations, meticulous works on MSSs, compilation of various kinds of dictionaries and works on Tibetan literature have become exemplars. Most of the works are cited and referred widely by the scholars of Buddhism and Tibetan studies around the world. The dictionary is widely used by the scholars and students of Mahayana studies around the world.

The following series including the research works by the research departments of the University have been published as on date with a marked evidence of success:

Sl. No.	Research Series	Titles Published
01.	Bibliotheca Indo-Tibetica Series	85
02.	The Dalai Lama Tibeto-Indological Series	37
03.	Samyak Vak Series	17
04.	Samyak Vak Special Series	10
05.	Lecture Series	04
06.	The Rare Buddhist text Series	36
07.	Avalokitesvara Series	07
08.	Miscellaneous Series	35
09.	Tibeto-Mongolian Series	01
10.	“Dhīh”: A Rare Buddhist Texts Research Journal	60 Volumes
11.	Kosh Series (Dictionary)	18 Volumes
12.	Neyartha-Nitartha Series	08
	Total	320

Problems Encountered and Resources Required

Lack of infrastructural and more manpower support required for such an important research work of national and international significance is the major obstacle faced by the university. The publications can be projected on international platforms for much wider distribution maintaining international standards, which is currently not possible with financial constraints.

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. Particularly, in the Tibetan school attachment programme, the student teachers have to stay in the school or near by the school with their own community, where they are attached, they are prepared to face hardships and difficulties in teaching and learning and learn to keep aside the personal comforts and pleasures.

The skills acquired through “Dialectic” reflects in their teaching practices, and appreciated by the mentor teachers in respective schools.

School based internship provides an opportunity for student teachers to interact with others in school. Thus, these experiences play a vital role in molding the professional competencies of untrained student teachers.

Problems Encountered and Resources Required

The teacher education programme including the teaching practices must be done on the basis of the clientele’s needs, contextual requirements, suitability of the activities, implementation plan and so on.

For the teaching practice activities, every engaged staff member should have the same understanding of it and the criteria for assessment should be transparent and available to all.

Content of “Dialectic” is available only in Tibetan language, and the students learn it in the same, hence some time they face difficulties to translate it in English. Authentic translation of respective text in English is going on.

The faculties face problems to negotiate with the school authorities to maximize the practical experience especially when the school practices and beliefs differ from the philosophy and beliefs of the Institute.