



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES

MAVAIYA, SARNATH, VARANASI

221007

www.cihts.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

CIHTS lies at Sarnath surrounded by Buddhist temples and stupas. The 27 acres campus is located only a few minutes from Deer Park, the place where Buddha gave his first dharma sermon. The institute is a bastion of Tibetan knowledge heritage that is taught with modern subjects. The faculties work to support the academic life of the Institute, to nurture the students in their journey of learning, and to create a harmonious and supportive environment for study. The grounds are home to numerous species of trees native to the region. Medicinal plants are also planted along the walkways to make it easily accessible. Students take full advantage of the many quiet study spaces both inside and out.

The Institute infrastructure includes administrative offices and two academic buildings with classrooms and offices for teachers. There is a central library, two guesthouses, and five conference facilities. There are two boys' and two girls' hostels and two for graduate and research students. CIHTS has a Department of Tibetan traditional medical system, which has ten bedded hospital, six OPDs and a Tibetan therapy centre. There are Sports and Recreation facilities on the campus with sizeable fields and dedicated facilities for football, basketball, and badminton.

The Shantarakshita Library houses a robust collection of books, xylograph, microfiches, microfilms, and digitalised document on Buddhism, Tibetan Studies and branches of Indian philosophy as well as on history and culture. There are Five Academic Faculties run by deans, professors, associate professors and assistant professors of around 80 members.

Over the years the Institute has published hundreds of important works through its own Publication Department, many of them restored and translated from Tibetan sources. The Research Departments are involved in the ground breaking work of restoring lost ancient treatises into Sanskrit from Tibetan. The Centre for Tibetan Literature is producing works on literary theory and comprehensive history of Tibetan Literature.

Through such work, the Institute has established itself as a premier institution for Buddhist and Tibetan studies which is internationally well known for its teaching and research and the important contribution it makes to global scholarship.

Vision

To ensure traditional education to Tibetan Refugee students and students of Indian Himalayan region and others who lost the opportunity of studying in Tibet for advanced studies in Buddhism and Tibetan Studies, which is the intact legacy of ancient Nalanda, Vikramshila, Takshashila etc., the greatest learning centres in ancient India. To preserve this tradition through educating the youth in the traditional studies with all round development and with good footing on the modern studies. Various researches are important component for the preservation and advancement of this tradition.

Mission

- To preserve Tibetan Culture and Tradition rooted to ancient Indian knowledge system
- To restore ancient Indian Sciences and literature preserved in Tibetan Language but lost in the original.
- To offer an alternate educational facility to students of Tibetan Community and Indian boarder areas who formerly availed the opportunity of receiving higher education in Tibet.
- To accomplish teaching and scope of research in traditional subjects in the framework of the modern university system of education with the provision for award of degree in Tibetan studies.
- To impart education in modern disciplines along with education of Buddhist studies for the inculcation of moral values with the view of developing an integrated personality

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Lush green environment with serene and conducive teaching-learning conditions.
- Value orientation and refinement of mind through meditation & yoga, integrating values of love, peace & non-violence with mainstream courses.
- The great legacy of Nalanda of ancient India which is preserved and lived with in entirety in Tibetan Tradition is the pivot of the education system at CIHTS.
- The only place in the world where restoration of the lost Indian treatises of various disciplines into its original Sanskrit language is conducted with great care. Many researches on rare MSSs and translation others are also conducted.
- Collaborations and exchange programs with many academic institutions within and out site India
- The Shantarakshit Library of CIHTS is the richest library in India in terms of the collection of Buddhist, Tibetan and Himalayan studies, in the form of physical books, xylographs, micro-fitch, micro-films, audio, audio-visual and digital collections. It is modernised and digitalised library with automated system.
- Qualified and dedicated staff.
- Implementation of CBCS policy.
- Computer & Science Laboratories with latest equipment.
- Advanced Multimedia Centre.
- Playground with amenities for outdoor and indoor games.
- Ragging, plastic and cracker free campus.
- Quality driven IQAC team to monitor and control quality concerns.

Institutional Weakness

- Traditional Degree Courses need value additions for employability.
- Research in elective subjects.
- Less intake of students at entry level.

Institutional Opportunity

- Sowa-Rigpa is now a medical system recognised by the Govt of India with CIHTS's initiatives. It has great potentiality of treading many of the chronic diseases with its rich theory and practice. Hence substantial expansion of this department will open great opportunities in research and treatments.

- Expansion of the Tibetan Traditional Fine Arts will bring many opportunities in preservation and innovation in various aspects of this field.
- Establishment of a National Centre for Universal Ethics at CIHTS, as per the resolution of the annual meet of the Vice Chancellors organised by AIU on 21, March 2018, would be of immense benefit to the teachers and students across the country.
- Major project of translation of the entire teachings of the Buddha and the works of Indian and Tibetan masters on varieties of disciplines into Hindi.
- Off Campus Branches of CIHTS to provide opportunities to monastics institutions and other lay institutions for obtaining higher education at the level of Bachelor, Master and Ph.D. in Tibetan Studies.

Institutional Challenge

To get approval of the plan proposal for the expansion of the institute is a great challenge which is being pursued for the last several years.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institute academic programmes and the curriculum are designed and implemented taking cognizance of the educational policies of the Government of India and the global needs, with the universal ethics as their foundation. The design and development of the curriculum is a democratic process with all the faculties contributing to the introduction, innovation, and revision of the syllabi. The culture of academic freedom and flexibility provides immense scope for introducing innovations in the curriculum to achieve the institutional vision and mission of striving for academic excellence. The syllabus is dynamic and is constantly revamped to keep pace with the rapid developments in various fields of study, and to meet the demands of academia and society. After elaborate discussions on the content and organization of the syllabus in the respective Boards of Studies, the decisions taken are implemented through the Faculty and Academic Council.

Teaching-learning and Evaluation

The faculties in CIHTS balance teaching and research. Teachers combine traditional teaching methods with use of modern teaching aids. Here teaching is expected to be transformative leading to contemplation and realisation. In addition to Orientation and Refresher courses, teachers can avail themselves of the facilities provided to upgrade their knowledge and pedagogical skills. Feedback is obtained from students to ensure that teaching is student-centric. Remedial classes are organized for the needy students. ICT is used to ensure 24x7 learning environment.

The learning is made student centric by providing opportunity to learners to perform on various platforms. In regular classrooms, participative learning is encouraged by organizing open sessions, group activities and discussions. Cooperative learning initiatives by the teachers include seminar mode, presentations in the classes. In-house organization of group discussion, speech, debate, extempore, poster making, collage making and art and craft etc. are organized on every Saturday. Debate sessions for one and half hour is mandatory for every

student for five days a week which is a unique tradition of Tibetan education system.

Evaluation system is an important part of maintaining academic quality. CIHTS brought radical change in the evaluation system about ten years back. Question papers are comprehensive covering all the sections of the syllabus demanding information, analysis and reflection from students to assess their depth of understanding. Besides, Students are evaluated through continuous assessment system.

The written examination constitutes 70% marks, assignment and class presentation 10% each. Attendance above 85% can score 10% according to the number of days.

Research, Innovations and Extension

CIHTS has a strong research department which carries different research programs and projects on various areas: Restoration into Sanskrit of lost treatises of Indian masters from Tibetan language, multifaceted translation of important works of different areas, research and critical editing of rare manuscripts going back to as old as eleventh century, compilation of dictionaries of various nature and composition of comprehensive history of Tibetan literature and creation of literary works.

The Institute provides seed money for research work to the teachers as well as to the students. Institute provides funds to the students for the literary work and translation of different books and literature from other languages.

Most of the teachers participate important platforms of discussion on various academic issues of philosophy, epistemology, logic, linguistics, grammar, poetry, art, medicine, culture and so on and have written shastric commentaries on important texts. Many of them are invited by institutions within and outside. Some of them are engaged in giving commentarial teachings through electronic media reaching audience across India and other countries.

In addition to the class room education, provision of exposure to communities and the world outside the campus is necessary for students to widen their horizon of knowledge and experience of society and culture. Our students are guided to participate the life of society outside the campus and they very often visit to the nearby villages to teach to the children and provide stationaries, books etc. They regularly participate extension programs of the university organised in various places like towns and villages in Himachal Pradesh, Karnataka, Odisha, Chattisgarh and others.

Infrastructure and Learning Resources

The University has been constantly upgrading the infrastructure to keep pace with increasing demand and additional requirements with modern education scenario. The Institute has invested substantially over the last many years to improve the classroom and laboratory infrastructure with ICT facilities. There are several ICT equipped common conference halls and departments have their own well-equipped seminar halls.

The Shantarakshita Library of the institute was fully automated its operations since 1998. The SLIM library software was developed with Multilanguage approach. The Santrakshita Library has the richest collection in India of Buddhist, Tibetan and Himalayan studies. It has a collection of rare books and manuscripts on palm leaves and papers going back to as early as 11th Century preserved in microfilm and microfiche. The library has rich collection of audio and audio visual recordings of important teachings, talks and conference

proceedings running in more than 40K hours and online resources for teaching, learning, and research. There are departmental libraries of Research Departments, Medical Department and the Teacher Education Centre.

CIHTS has a health care centre with both traditional Tibetan medicine and Modern medicine with a ten-bedded hospital, five ODPs, a therapy centre and two dispensaries.

IT Facilities in Central Institute of Higher Tibetan Studies are as follows.

- Internet Services
- Computers
- Smart Class Rooms
- Language Lab
- UPS – Institute has 8 Online UPS for 24x7 power backup.

The Multimedia Section of the library deals with all the Media documentation, digital documents and digitization of different rare Buddhist Sanskrit and Tibetan manuscripts.

Student Support and Progression

CIHTS has always been a student-centric institution. Student mentoring and support have been a primary focus of the Institute and the residential nature of the Institute has made it a reality. Every group of 5-7 students are provided mentors to guide their academic and personal lives. There are various hostels for both boys and girls which provide various facilities of internet, printing their assignment writings, academic and recreational programs.

Students organise conferences, seminars, workshops, debate, essay competitions with the guidance and financial support from the university. Students actively participate the exchange programs and collaborative programs with other universities within and outside India.

There is Student Welfare Association and Mess Management Committee, elected bodies of the students, which look after various activities of the students like educational tours, seminars, tournaments and mess management.

Students publish books of different nature produced by students. In the last five years about 30 books have been published. They also publish 6-8 annual journals.

The Equal Opportunities Cell caters to the welfare of SC/ST students. Other support services include redressal of Students Grievances. Girl students can address their grievances to the Women Grievance Cell (which also addresses sexual harassment cases). Medical treatment in the university hospital is free for students.

Governance, Leadership and Management

The Vice-Chancellor is the Head of the institution. He is assisted by a hierarchy of administrative and academic officers. The Society, Board of Governors and the Academic Council are the statutory bodies except society.

The Boards of Studies, the Board of Deans and Heads are the other bodies where all important academic decisions are made which are approved in the Academic Council and then the approval is accorded at the BoG. This process ensures democratic system at all levels with a culture of participatory management of both the top-down and bottom-up approaches.

Teaching staff participate national and international conferences with grant of financial support and/or duty leave from the institute. Administrative trainings and programs are regularly organised for the nonteaching staff. There is a long list of welfare measures for all the staff like, medical facilities, loan of different nature, HTC and LTC and many others.

The Institute has an Internal Quality Assurance Cell (IQAC) that plays a proactive role in reviewing the current status and evolves programmes, policies and suggestions to improve quality in teaching and research. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of the institution. It motivates the faculty to strive for quality improvement. IQAC encourages regular interaction among the Heads of the Departments and the Faculties to pave way for internal quality analysis and suitable ameliorative measures in place.

Institutional Values and Best Practices

In CIHTS value system is incorporated as the fundamental foundation in its curriculum and other activities and programs which can be seen in the life of the students and environment. It has a number of best practices other than given below like teaching methodology, evaluation system and many others.

Best Practice – I Researches in Buddhism & Tibetology grounded on the Nalanda tradition of ancient India

An enormous amount of ancient Indian Sanskrit literature of Buddhism and many other disciplines got lost in the course of time. This great treasure of knowledge mandates rigorous research endeavors so that the texts could be restored into Sanskrit from Tibetan language and translated into modern languages. It is one of the prime objectives of the research work undertaken by CIHTS, which is reflected in the prime objectives of the institute:

Best Practice – II Green Sustainability Project

The green sustainability components were marked right from the inception of the Institute which subsequently made its place of serenity with greenery not only in terms of shady trees and beautiful gardens, but also the Institution is sensitive towards environment and has installed rainwater recharging, and many other mechanisms such as solid waste management, liquid waste management and E-waste management etc.

Best Practice – III Sowa Rigpa: Tibetan Medical System

The Sowa-Rigpa is among the oldest and best-documented medical traditions in the world with rich theories and practices. For more than three millennia it has been widely practiced throughout Central Asia and the Himalayan regions. In Indian Himalayan region, Sowa-Rigpa is part of their culture for centuries. CIHTS is taking a lead in its development and advancement in academic and researches.

BEST Practice – IV Center for Teacher Education

CIHTS is committed to extend its responsibility to develop teachers and teacher educators in a holistic and integrated development by providing modern education along with philosophy of educating the mind with logic, emotion regulation and epistemology which are traditions of Nalanda of ancient India. CIHTS has four-year innovative integrated B.A.B.Ed. and B.Ed courses which are appreciated by the NCTE for being innovative and creative with their contents.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
Address	Mavaiya, Sarnath, Varanasi
City	Varanasi
State	Uttar pradesh
Pin	221007
Website	www.cihts.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Geshe Ngawang Samten	0542-2586337	9839303558	-	cihtsvaranasi@gmail.com
Registrar	Himanshu Pandey	0542-2582387	9452235001	-	registraroffice.cuts@gmail.com

Nature of University	
Nature of University	Deemed University

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	01-01-1968
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Mavaiya , Sarnath, Varanasi	Urban	28	70336.55	Fifteen		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes						
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>NCTE</td> <td>107344_5470_4_1600498427.pdf</td> </tr> <tr> <td>CCIM</td> <td>107344_5470_10_1599901303.pdf</td> </tr> </tbody> </table>	SRA program	Document	NCTE	107344_5470_4_1600498427.pdf	CCIM	107344_5470_10_1599901303.pdf	
SRA program	Document						
NCTE	107344_5470_4_1600498427.pdf						
CCIM	107344_5470_10_1599901303.pdf						

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	7				8				48			
Recruited	2	0	0	2	5	0	0	5	30	2	0	32
Yet to Recruit	5				3				16			
On Contract	0	0	0	0	0	0	0	0	36	5	0	41

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				128
Recruited	72	3	0	75
Yet to Recruit				53
On Contract	25	12	0	37

Technical Staff				
	Male	Female	Others	Total
Sanctioned				8
Recruited	6	0	0	6
Yet to Recruit				2
On Contract	2	0	0	2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	3	0	0	29	2	0	35
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	2	0	0	1	0	0	4

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	21	2	0	23
M.Phil.	0	0	0	0	0	0	7	0	0	7
PG	0	0	0	0	0	0	17	1	0	18

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	1	0	0	1
Visiting Professor	7	0	0	7

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Research	Dr. Ambedkar Chair	Government of India

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	92	0	26	118
	Female	0	61	0	13	74
	Others	0	0	0	0	0
PG	Male	0	30	0	7	37
	Female	0	11	0	3	14
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	3	0	0	3
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	0	9	0	0	9
	Female	0	1	0	0	1
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	Yes
Total Number of Integrated Programme	1

Integrated Programme	From the State where university is located	From other States of India	NRI students	Foreign Students	Total
Male	0	16	0	0	16
Female	0	10	0	0	10
Others	0	0	0	0	0

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Details of Programmes conducted on Indian Knowledge Systems

Sl.No	Programmes	No of Programmes
1	Number of Shastra Adhyapana Prashikshana Programmes conducted in last five years	0
2	Number of Shastra Vakyaartha Prashikshana Programmes conducted in last five years	2
3	Number of Sanskrit Drama Training Programmes conducted in last five years	0
4	Number of Manuscriptology Training Programmes conducted in last five years	4
5	Number of Sanskrit Drama Festivals held in last five years	0
6	Number of Sanskrit Poetry Writing Training Programmes held in last five years	2
7	Number of Sanskrit Sambhashana Shibirams held in last five years	8
8	Number of Teachers Training Programs	16
9	Number of Translations Training Programs	3

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	Five Star	76.7	Peer team Report 2001.pdf

Extended Profile

1 Program

1.1

Number of Programmes offered year-wise for last five years

????????????????? ?????????????? ?????????????? ??????????????

2019-20	2018-19	2017-18	2016-17	2015-16
12	10	11	9	7

2 Students

2.1

Number of students year-wise during the last five years

????????????????? ?????????????? ?????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
256	279	267	248	264

2.2

Number of outgoing / final year students year-wise during the last five years

????????????????? ?????????????? ?????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
57	107	85	60	102

2.3

Number of students appeared in the University examination year-wise during the last five years

?????????????????, ?????????????????? ?????????? ?????????????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
222	246	257	231	252

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

??

2019-20	2018-19	2017-18	2016-17	2015-16
79	74	73	71	69

3.2

Number of sanctioned posts year-wise during the last five years

??

2019-20	2018-19	2017-18	2016-17	2015-16
79	79	79	79	79

4 Institution

4.1

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

??

2019-20	2018-19	2017-18	2016-17	2015-16
1578.1	1939.6	1685.04	951.28	1089.14

4. Quality Indicator Framework(QIF)

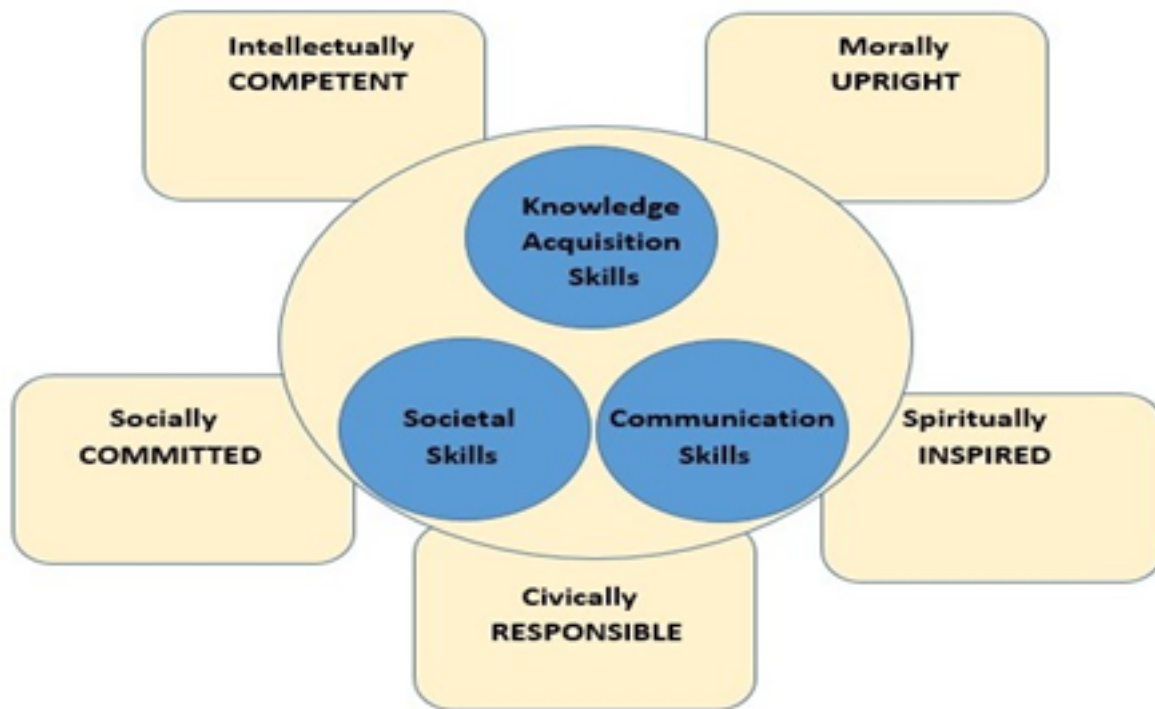
Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1 Curricula developed/ rare shastric texts adopted have relevance to the local/ national/ regional/ global developmental needs with learning objectives including programme outcomes, programme specific outcomes and course outcomes of all the programmes offered by the University. ?????? ??????????/ ?????????? ?????????? ?????????????????????, ?????????-????????-????????-????????- ?????????? ?????????? ????????????????????? ?????????????? ?????????? ?? ?????????????????????? ??????????, ?????????????????????? ?????????????????????? ?????????? ?????????? ??????????

Response:

The **Program Outcomes** of our university consists in moulding graduates having the following attributes.



Ancient Shastric texts with tradition of Nalanda are adopted for subjects: Philosophy, Epistemology, logic, mind training, psychology cognitive studies in the philosophy streams. Such Shastric timeless texts are adopted in the departments of languages, fine arts, astronomy and Sowa-Rigpa, the Tibetan medical system. All of these curricula aim to develop following competences, skills and qualities among the students with application of combined pedagogy of traditional and modern methodologies.

1. Intellectually Competent

Our graduates will

- have the core knowledge base in their academic field

- have the ability to generate innovative and relevant knowledge through inquiry, critical reflection and synthesis
- be committed to excellence in their core academic field
- have a lifelong thirst for knowledge

2. Morally Upright

Our graduates will

- manifest a personal conviction that justice and peace are the foundations of societal living
- have trained their conscience to distinguish right from wrong by answering the question, “Does it contribute to justice and peace?”
- be led by the voice of their conscience and always do what is right

3. Socially Committed

Our graduates will

- be socially conscious, sensitive and active persons, who are committed and accountable agents of social good
- manifest genuine concern for human values and ecological conditions
- be committed to social justice and the dignity of all sections of society, especially the underprivileged

4. Spiritually Inspired

Our graduates will

- have learned to live Buddhism-oriented lives
- take personal responsibility for their choices and actions
- be led by personal and professional standards of ethics with a commitment to integrity and honesty

5. Civically Responsible

Our graduates will

- be responsible members of social and professional communities
- promote democratic values and peaceful living in a multi-faceted society, with courage of conviction

Our **Program Specific Outcomes** are evidences for the above attributes in our graduates in the form of the following skills

1. Knowledge Acquisition Skills

Ability to learn individually and collaboratively through a process of

- Research

- Critical reflection
- Synthesis

Societal Skills

Commitment and accountability for social transformation in civil society and be able to:

- Contribute to social justice
- Be concerned for environmental sustainability
- Enunciate and abide by standards of ethics

Communication Skills

Competence to

- communicate effectively and professionally to a range of audiences.
- articulate ideas clearly and effectively
- use the social media to influence the society

File Description	Document
Provide link for additional information (???????????????????? ??????????)	View Document

1.1.2 Percentage of programme where syllabus revision was carried out during the last five years
 ?????????????????? ?????????? ???

Response: 8.45

1.1.2.1 How many Programmes were revised out of total number of Programmes offered year-wise during the last five years ?????????????????? ?????????????? ??? ?????????????? ?????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	2	0	2

1.1.2.2 Number of all Programmes offered by the institution year-wise during the last five years
 ?????????????????? ?????????????? ??? ?????????????? ?????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
15	15	15	13	13

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of Programme syllabus revision in last 5 years (Data Template)	View Document

1.1.3 Average percentage of courses having focus on indepth-shastric learning/ creative writing/ employability/ entrepreneurship/ skill development/ Interdisciplinary/ Indigenous Knowledge base with modern application during the last five years ?????????????????? ??????????????????/ ??????????????????/ ??????????????????/ ??????????????????-?????????????/ ??????????????/ ??????????????????/ ?????????????????? ? ?????????????? ?????????????????? ?????????????????? ?????????? ?????????????? ?????????

Response: 51.65

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years ?????????????????? ??????????????/ ??????????????????-?????????????/ ?????????????? ? ?????????????????? ?????????????????? ?????????????????? ?????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
30	30	30	30	30

1.1.3.2 Number of courses in all Programmes year-wise during the last five years ?????????????????? ?????????? ?????????????????? ?????????????????????????????? ?????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
63	63	63	52	52

File Description	Document
Programme/ Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Details of courses having focus on employability/ entrepreneurship/ Indigenous knowledge (Data Template)	View Document

1.1.4 All Syllabi related to Sanskrit/Shashtra subjects are available through Sanskrit medium. ?????? ?????????????????????? ?????????????????????? ? ?????????????? ?????????????????????? ??????????????????

Response:

From Shastri to Vidyavaridhi, most of the papers are in Tibetan medium except the languages like, Hindi, English, Sanskrit and Pali and some of the kha varg subjects like, Political science, Economics, Asian History and Sanskrit

In Shastri there are following papers:

1. Compulsory Tibetan Language
2. Compulsory Sanskrit Language
3. Compulsory Hindi or English
4. Moolshastra (paper-1) Tibetan Medium
5. Moolshastra (paper-2) Tibetan Medium
6. Optional Kha varg subjects (Nyingma, Kargyud, Sakya, Gelug, Bon) Tibetan Medium
7. Optional Kha varg subjects (Political science, Economics, Asian History, Tibetan History (Tibetan Medium), Pali or Sanskrit)
8. Oral test (second semester) Tibetan Medium

In Acharya there are following papers and all are taught in Tibetan Medium except languages such as Hindi, English and Sanskrit:

1. Moolshastra (paper-1)
2. Moolshastra (paper-2)
3. Optional subjects (Nyingma, Kargyud, Sakya, Gelug, Bon) as third and fourth papers
4. Hindi/English/Sanskrit
5. Oral test (Tibetan Medium)

In BSRMS there are six papers in each semester and the oral test is conducted in second semester of each year. All the papers (subjects) are in Tibetan medium.

In Bhot Jyotish all the papers (subjects) are in Tibetan medium except one paper of Sanskrit Jyotish in each semester. The oral test is conducted in second semester of each year. All the papers (subjects) are in Tibetan medium.

In the Shastri and Acharya in Fine Arts there are following papers:

1. Compulsory Tibetan
2. Compulsory English
3. History of Arts (Thangka Painting) English and Tibetan Medium
4. Theory and Philosophy of Arts (Thangka Painting and Wood Craft) Tibetan Medium
5. Aesthetics (Thangka Painting and Wood Craft) English and Tibetan Medium
6. Practical

In B.A.B. Ed. there are six subjects in each semester but only one out of them i.e. the subject of Tibetan language, is available in Tibetan medium.

File Description	Document
Provide UG and PG Syllabus prepared in Sanskrit	View Document
Provide link of the University website	View Document

1.2 Academic Flexibility

1.2.1 Whether the University has designed and offered any Innovative Courses/ Courses in emerging area/ Sanskrit based courses including scientific and technical literature leading to both traditional and modern degrees (e.g. Shastri, B.Sc. etc) with combination of yoga/ Ancient and Modern Mathematics/ Economics/ Management/ Law/ Computer Science/ Theoretical Ayurveda/ Krishi-parashara/ Vrikshayurveda etc. If yes give details. ?????????? ?????????? ?????????? ?????????????? ?????????? ?????????????????? ?????????????? (??????????-????????????-????????????????????? ??????????/ ??????.??-????????? ?? ?????????????????? ??????????????????/ ??????????????????????/ ??????????????????????/ ??????????????????????/ ??????????????????????/ ??????????????????????/ ??????????????????????/ ??????????????????????/ ??????????????????????/ ??????????????????????) ??????????????????????

Response:

1. Innovative Nature of Teacher Education Programmes:

All the designed TEPs of CTE are in alignment with meeting the unique objectives of CIHTS. The emphasis is upon nurturing universal ethics and human values that support it, thus rendering quality education grounded in ethics, experience, logical analysis and holistic internalisation of knowledge rather than mere knowing.

Innovation was aimed at blending the pristine traditional Indo-Tibetan knowledge bases- rooted in the Nalanda philosophies - with the contemporary knowledge base. Blended transactional approach is integrated within the TEP frameworks such that it guides the content and transaction of knowledge, practicum and research, as well as the self-development components.

1.1 Innovative B.A. B.Ed Integrated Programme:

This innovative design programme lends distinct advantages to the graduating professional by attaining competencies in knowledge and skills related with teaching and pedagogy.

The content areas of education such as ethical and environmental education have been updated among other course papers with greater emphasis placed on experiential learning through innovative 'action research' based teaching components.

The knowledge and practicum components of 'Foundational Tibetan-Buddhist logic, Buddhist system of mind, psychology, Buddhist cognitive science and mind training have been framed as a course for enriching the blended structure and methodology.

1.2 B.Ed. Programme:

teaching-learning transactions of certain parts of the course - papers of TEPs.

Also, CTE plans to gradually design choice-based credits for add-on courses in the near future that are primarily based on MOOC. Gradual progressive steps are planned for achieving these goals.

At present, as there are requests from other institutions which cannot send their students to our campus, efforts are being made to create MOOC contents. The CTE department of our institution had also organized a national workshop on MOOC's on 23rd and 24th September 2019 for the better understanding of the MOOC system and content creation skills. The course contents are being developed and resource persons have been identified.

There are some teachers of the institute who conduct video classes and conferences with foreign students. There are the teachers of the institute who are conducting classes on different meeting apps like, zoom, hangout etc. The teachers and students have WhatsApp group where they interact with each other on relevant issues.

File Description	Document
Upload any additional information(?????????? ???????)	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross cutting issues as reflected in Sanskrit literature relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics and traditional system of shastric learning into the Curriculum. ?????? ?????????????????? ?????????????????? ?
????????????????? ??????????????????-?????????-????????-????????????????-
?????????????-??
?????????????

Response:

The diverse programmes offered in the five faculties of the university viz. Faculty of Hetu and Adhyatam Vidya, Faculty of Sowa Rigpa and Bhot Jyotish. Faculty of Shilpa Vidya, Faculty of Sabdh Vidya and Faculty of Adhunik Vidya have incorporated the cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics in the curriculum.

On Gender: From the most fundamental concept of Gender to feminist philosophy and feminist thoughts; from understanding of basic concepts of gender to application of feminist research methodology; gender and its intersectionality with the social phenomenon. These elements are incorporated at varying levels in the different disciplines.

On Environment and Sustainability: The multi dimension of environment and sustainability as a cross cutting issue is carefully placed. Various themes that are focused on are: green technology in engineering

and life sciences; environmental laws; pollution; low cost housing; natural resource management; waste management; environment sustainability, rural development etc.

The university's vision explicitly mentions human values, social commitment and ethics, intellectual competence, moral uprightness, social commitment, spiritual orientation service to society. These elements are inculcated in the value system of the university community, learners on one hand and staff and faculty on the other side. The human values that are integrated into the curriculum are: justice, dignity of life, peace, harmony, acceptance and respect for diversity in religion, ethnicity, culture and gender, discipline and hard work, honesty and integrity of life, commitment to society, especially the less privileged, etc. Development of perspective of equality, patience, compassion, loving kindness are the core contents of the Buddhist philosophical subjects taught here.

Thus, the curriculum including the pedagogy is designed integrating these cross cutting issues pertaining to gender, environment and sustainability; and human values and professional ethics in varying degree in all the departments across the different schools.

For the SWA students almost the entire programme deals with human values, social commitment, peace and justice.

1.3.2 Number of value-added courses imparting transferable and life skills offered during the last five years. ?????????????? ?????????????? ?????????????????????? ?????????????????????? ?????????????????????? ?????????????????????? ??????????????????????

Response: 2

1.3.2.1 How many new value-added courses are added within the last 5 years ?????????????????? ??? ?????????????????-???????????????? ??????????????

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	1	0	0

File Description	Document
List of value added courses (Data Template) combined with 1.3.3 ?????????????????????????????? ????? ?????????????????????????????? ?????????????????????????????? 1.3.3 ?????????? ??????????	View Document
Brochure or any other document relating to value added courses ?????????? ?????????????????????????????? ?????????? ?? ?????????????????? ?? ??????????	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2. 1.3.2 ?????????? ??????????

Response:

Unlike the other modern University, CIHTS was established with prime objective of preservation and propagation of traditional Tibetan knowledge system. The courses of modern subjects, particularly the Tibetan History & Culture course offered in CIHTS are designed within the framework of Tibetan knowledge system with the purpose of complimenting the main course. Modern subject courses also impart many topics relating to the development of human ethical and social moral values and preparing students as a good human being aware of the current socio-economical and political responsibilities towards the society.

Mool Shastra (Indian Buddhist Philosophy) & Sampradaya Shastra (Tibetan Buddhist Philosophy) are two basic main courses taught in CIHTS from graduate level to the master level (Acharya classes). These courses stresses on developing human ethical and moral values in respect to oneself as well as society and preserve and promote ancient human values and knowledge system. Buddhism and the Buddhist Philosophy is the essential basis of traditional Tibetan knowledge system and culture.

Out of the three language courses, Sanskrit and Tibetan are compulsory to Shastri (graduate level) students. The medium of teaching and the Buddhist literature prescribed for the study of above mentioned two basic courses are in Tibetan language. Thus, these language courses are designed to supplement and support the better understanding of the main course.

The courses of modern subjects such as Tibetan History, Asian History, Political Science and Economics offered by the Social Science department are optional courses and students can opt any one of the four courses. With exception of Tibetan History, these courses are offered to Shastri (graduate level) with a syllabus that intersects with and reinforces above mentioned traditional subjects. These courses are offered in English and Hindi medium.

Tibetan History course is offered from the graduate level to the Acharya (M.A) level. This course is designed to enhance the wide-ranging study of traditional Tibetan knowledge system and culture, that is, Tibetan Buddhist Philosophy course. The Shastri level courses are designed to acquaint with wide-range of Buddhist Classical literature translated from Sanskrit and other Indic languages, from Chinese and other Central Asian languages into Tibetan during the period from 7th to 13th century CE, together-with the Cultural and political History of Tibet.

The Masters level course covers both the cultural and political history of Tibet and its neighboring Asian countries. The course emphasizes to preparing students for research scholarship, with instruction on research methodologies and a wide variety of source materials including inscriptions, numismatics, archaeological findings, epigraphs, scripture and painting.

To summarize, it can be stated that, the courses on the modern subjects, particularly the Tibetan History & Culture is an extension of the main course. These courses along with the traditional main courses on Buddhist Philosophy enhances the ability and skills of students and helps them to get employment or serve their community better and also make them capable of upholding the traditional Tibetan knowledge system and culture.

the meetings of the statutory bodies.

Objectives of Students' Feedback

- Student feedback on 12 dimensions of the University has five main objectives:
- To provide students with the opportunity to comment on the quality of their learning experiences as required in preparation for and as part of review processes for quality assessment.
- To assess the success of academic provision in relation to the expectations of students.
- To provide feedback to teaching and administrative officials in order to improve delivery and/or content of the teaching and other allied services.
- To assess the level of satisfaction of students on the twelve parameters as used in the Feedback Form.
- To plan out the further course of action for continual improvement in the Quality Dimensions of various segments of the University.

Process

Students' feedback forms are served to the students in their class in presence of the IQAC officials and the respective subject teacher. The Feedback instructions are read out and clarified to the students. They are asked to respond anonymously on the 12 Dimensions of the Questionnaire to ferret out their free and fair responses. This process is followed once in a year from January to March. The student feedback exercises are entirely confidential and anonymous.

Focus of the Student's Feedback Form

The Student Feedback Form focuses on the following key dimensions of the University:

- A. Curriculum
- B. Teaching Learning Environment & Process
- C. Examination, Evaluation & Results
- D. Discussion & Interaction with Faculty
- E. Administrative Support & Services
- F. Library Resources
- G. ICT & Computer lab
- H. Hostel Facilities
- I. Recreational Activities
- J. Co-Curricular Activities
- K. Sports & Games Facilities

L. Medical & Health Care

The results of the above dimensions and the conclusion derived so far is discussed with the Honorable Vice Chancellor for further progression of the teaching-learning system/methods of the institute.

The conclusions arrived at is based on the percentage of satisfaction of students' pertaining to the 12 Dimension as laid out earlier. The University Strength is revealed in the dimensions with the score of 70% and above showing remarkable status of the University in respect of the level of satisfaction of students based in the years 2016-17, 2017-18, 2018-19.

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years
 ?????? ?????? ?????? ?????????? ?????????? ?????????????????? ?????????????? ??????????
 ?????????? ?????????????? ???????

Response: 19.12

2.1.1.1 Number of students from other states and Countries, year-wise during the last five years ??????
 ?????? ??????? ?????????? ?????????? ?????????????????? ?????????????? ?????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
46	54	49	53	49

File Description

Document

Institutional data as per Data
 Template(????????????????????)

[View Document](#)

**2.1.2 Demand Ratio (Average of last five years) ?????????????? ????????? (????????? ??????????
 ?????????? ??????????????)**

Response: 140.41

2.1.2.1 Number of eligible applications received for admissions to all the Programmes year-wise during the
 last five years ?????????????????? ?????????????????? ?????????????????? ?????????????????????? ??????????????????
 ?????????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
176	170	149	139	171

2.1.2.2 Number of seats available year-wise during the last five years. ??????? ?????????????? ??????????????
 ?????????????? ?????????????? ???????????

2019-20	2018-19	2017-18	2016-17	2015-16
161	125	113	85	106

File Description	Document
Institutional data as per Data Template(????????????????????)	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the last five years ?????? ?????? ???????, ?????????????????????, ????????????????????? (?????????????????, ??????????????????, ????-?????????????, ??????????????, ?????????) ?????????????? ??????????????????, ?????????????????? ?????????????????? ?????????????? ?????????????? ??????????????

Response: 10.94

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years ??????? ?????? ??????? ?????????????? ????????????????????????? ?????????????????????? ??????????? ???????????

2019-20	2018-19	2017-18	2016-17	2015-16
3	5	4	4	5

2.1.3.2 Number of seats earmarked for reserved category as per GOI/State Govt. rule year-wise during the last five years ?????????????????? ?????????????? ??? ?????????????? ?????????????????? ????????????????????????? ?????????????????????? ?????????????????????? ?????????????????????? ?????????????????????? ??????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
43	43	36	36	36

File Description	Document
Institutional data as per Data Template(????????????????????)	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programmes (including spoken Sanskrit shibirams/ camps/ workshops/ summer schools etc.) for advanced learners and slow learners ?????????? ?????????????????? ?????? ?????? ?????????????????? ???????????, ?????????????????????????? ?????????????????????? ? ???? ?????????????? ?????????????????????????? (????????????????????????????????????/ ??????????????????????/ ?????????????????/ ?????????????????????????????????????? ?????????) ??????????

Response:

The induction cum Orientation programme is organized every year in the first week of the academic session to apprise of the students with the nature of the courses and objective of the University.

The week long programme manifests the varied aspects including apprising of the students with the rules and regulations of the University, allocating hostel accommodations, and issuing Identity Card, Library Card and Printed Curriculum for the session to the students of the respective classes.

On the very first day, an induction meet is organized in the Atisha Hall of the University wherein all the faculty members and University officials are introduced to the student. Students also introduce themselves in the intro-session.

The Hon'ble Vice-Chancellor graces occasion with a key note address to the fresher's welcoming them to this pious citadel of learning. At times, the external experts are also invited to grace the occasion.

A special desk is arranged for addressing the fresher's issues and suggestions which are sought from them a feedback mechanism for improvement in the subsequent years.

The examination body segregates the admitted students on the basis of their traditional lineage so as fulfil their differential requirements. While meeting such differential requirements, the university identifies their needs and the same is duly addressed by augmenting short term intensive courses by respective faculties after joining the university.

The university offers remedial classes and add on courses with the mainstream courses. The remedial and supplementary classes are conducted on regular basis in which respective subject teachers plan out such classes beyond the regular teaching hours.

Beside the above, the University also offers spoken English and Tibetan Language course through Multimedia Section. There are also short term courses in Hindi, English, Sanskrit, Philosophy and Science which cater of the academic needs of the interested students. All these programmes are open to students of all the departments and faculties.

The university is privileged to take admission of a majority of students from the economical disadvantaged section from the remotest of the remote places.

To ensure optimum academic growth of such students, remedial and supplementary classes are organized regularly along with the mainstream classes.

The university identifies the learning needs of advanced learners through various in-house programmes including group discussion, research projects, assignments, internal assessments, seminars and workshops. The teachers take note of such advanced learners and provide them a list of advanced reference books which are available in the university library of fulfil the needs at par with their advancement in the respective subject.

The University respond to such advanced learners by sponsoring them to participate in national and international conferences and also by engaging them in higher academic activates like research and editing work of the Student's Journal published by the University.

2.2.2 Student - Full time teacher ratio

Response: 3.24

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and learning through dialogue mode and use of hermeneutics in the teaching of knowledge texts and Kavyas, problem solving methodologies are used for enhancing learning experiences.

Response:

The learning is made students centric by providing opportunity to learners to perform on various platforms. In usual classrooms, participative learning is encouraged by organizing open sessions, group activities and group discussions so that all the students participate in the process of learning. Cooperative learning initiatives by the teachers include seminar mode presentations by forming 4-5 group of the student's in the respective classes. Debate, power-point presentation and inquiry training model of teaching etc. are also used to promote students-centric learning.

Hermeneutical study is an important component of Buddhist Philosophical study. It is applied to many other studies of logic and epistemology. This approach enriches the students to enhance their skills in delineating and commending the treatises.

The following participatory learning activities are adopted by the faculty for holistic development of learners.

- 1.Participative learning through projects, assignments, field trips, educational excursion and co-operative learning.
- 2.In-house organization of group discussion, speech debate, extempore, poster making, collage making and art and craft etc. are organized on every Saturday.

The university has introduced a unique feature of organizing class lectures by subject experts in every class. In this regard, the university endeavors to invite subject experts of eminence to deliver lectures in national and international conference and seminars organized by the University. Also, lectures on topics based on the curriculum contents are organized for the better knowledge, comprehension and application of the course contents. Experts and academicians are invited to deliver lectures so that the students acquire the wider and global perspectives of the respective subjects.

The university takes initiatives in using e-learning resources as a part of its blended learning plans. The IQAC has already made it obligatory for subject teachers to make use of e-learning resources. In this respect, smart classes have also been started from the session 2013-14 as pilot measure to encourage blended-learning. Apart from these computers added teaching-learning, use of web based resources are

also utilized formally by the students and faculty members.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 56.96

2.3.2.1 Number of teachers using ICT

Response: 45

File Description	Document
Upload List of teachers (using ICT for teaching) based on Data Template	View Document
Upload any additional information	View Document

2.3.3 Ratio of mentor to students for academic and stress related issues (preceding academic year data)

Response: 7.53

2.3.3.1 Number of mentors

Response: 34

2.3.4 University encourages the Grurukula method of teaching/ Pathashalas/ Traditional Oriental Learning System (TOLS)/ Gurukula/ Shastrapeethas

Response:

Yes, the Institute follows the traditional methods of Gurukul in imparting knowledge of the traditional subjects such as Buddhist philosophy, Tibetan studies and classical languages. This is because the very purpose of establishing this Institute is to preserve ancient Indo-Tibetan Buddhist Philosophical studies and Tibetan Studies. For hundreds of year after the traditional Buddhist Institutions such as Nalanda, Vikramshila and Odantapuri disappeared from India, it was Tibet where the ancient Indian tradition of Buddhist philosophical learning was preserved through uninterrupted lineages of different Buddhist schools and Monasteries. However, after the Chinese invasion of Tibet and the arrival of His Holiness the

Dalai Lama along with many of his followers into exile in India, there was an urgent need of an Institution where the learning of Indo-Tibetan Buddhist philosophical studies and Tibetan studies could be carried out without interruption.

Because of this unique purpose behind the founding of the Institute, the method of imparting knowledge of the traditional subjects such as Mool-shastra, Sampradaya-shastra, Tibetan and Sanskrit languages and literature, Tibetan fine arts, Tibetan medicine and astrology is based on traditional gurukul or pathshala system. For example, in the Buddhist philosophical classes the teacher teaches an entire text going through it line by line with analytical approach providing deep insight of the text, it is not based on lectures on just a set of topics. Also in terms of texts, along with the root texts in verses, their prose commentaries are studied, while in Mool Shastra classes, most of the commentarial texts that are studied are written by the masters of the Nalanda University of ancient India known as the six-ornaments and 17 Panditas like Acharya Nagarjuna, Asanga and so forth; in Sampradaya Shastra classes, commentarial texts written by prominent Tibetan Buddhist masters of the Tibetan Buddhist schools are studied. In addition to Buddhist studies, Bon, the indigenous religion of Tibet is also studied here in a traditional manner.

In terms of classroom seating, the teacher sits on a traditional seat, not on a chair and the student's sit cross-legged on the floor, not on benches. Moreover, the Buddhist philosophical classes have additional sessions of debating or shastrarth on the texts the class is studying. These debate sessions are held among the students divided into teams under the supervision of the teachers. Apart from that, as per our academic calendar, Mahashastrarth on Madhyamaka, Pramana and Abhidharma are held in a grand manner in the auditorium of the Institute.

In terms of assessment and graduation, we follow both traditional and modern systems. The traditional method of oral test of text memorization or kanthas-vak is very much a part of the examination along with modern system of writing papers, doing presentations, written test and grading system. Even the name of the degrees or level of graduating title is based on traditional titles such as Shastri for graduate level. Acharya for post-graduate level and Vidya Varidhi for Ph.D.

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years
 ?????????? ????? ?????????????? ????? ?????? ??????? ?????????????? ?????????????? ??????????????
 ???????????

Response: 92.66

File Description	Document
Institutional data as per Data Template(????????????????????)	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years ?????? ??????
 ???????, ?????????????? (?????.??) ?????????????? ???
 ??????????????

Response: 67.68

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years ??????????????, ?????????????? (?????.??) ?????????????? ?????????????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
56	51	48	48	45

File Description

Document

List of number of full time teachers with PhD and number of full time teachers for 5 years (Data Template) ????? ?????? ???????
 ?????????????????? ?????????????????????? ???
 ?????????????????????????????? ????

[View Document](#)

2.4.3 Average teaching experience of full time teachers in number of years

????????????????????????????? ?????????????????????? ?????????????????? ????????????

Response: 10.91

2.4.3.1 Total experience of full-time teachers ?????????????????????????????? ??????????????????????
 ??????????????????

Response: 862

File Description

Document

List of Teachers including their PAN, designation, dept and experience details (Data Template)
 ??????????????-????-?????-????????? ??????????????
 ??????????????

[View Document](#)

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government recognised bodies during the last five years

????????????????????? ??????-????????-?????????????????????????????, ??????-?????????????????????????????
 ?????????? ?????????????? ?????????????????????????????? ?????????????? ??????????????

Response: 1.39

2.4.4.1 Number of full time teachers receiving awards from state/ national/ international level from Government recognised bodies year-wise during the last five years ?????????????????? ?????-????????-
 ??????????????????????????, ?????-????????????????????????????? ?????????? ??????????????
 ?????????????????????????????? ??????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	2	3	0

File Description	Document
Institutional data: as per Data Template ???????????????????????? (????????????????????)	View Document
e-copies of award letters (scanned or soft copy) ???????????????????????? ?????????? ????????????????????????	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years ?????????????????? ?????????????? ?????? ?????????????????? ???????????????
????????????????????????????????? ?????????????? ??????????????

Response: 58.99

2.4.5.1 Number of full time teachers from other states year-wise during the last five years -
????????????????????????? ?????????????????????? ?????????????????? ?????????????????????????????????? ?????????????????????? -

2019-20	2018-19	2017-18	2016-17	2015-16
53	50	44	43	43

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained (Data Template) ?????????????????? ????????????????? ????????????????????????????????? ?????? ?????????? ????????????? ??? ??? ?????????????????? ?????????????? (????????????????????????????)	View Document

2.4.6 University has devised a mechanism to enable the young faculty to learn shastras under learned Gurus. Specify the names of Gurus from whom the teachers/ faculty members have studied Shastras/ Veda Shakhas. ?????????????????? ?????????????????? ?????????????????? ?????????? ?????????????????????????
????????????????????? ?????????? ?????????? ?????????? ?????????? ?????????????????? ?????????????????? ?????????????????? ??
????????????????? ?????????????????????????

Response:

Traditional Scholars

combination of traditional subjects and modern subjects. On the one hand we have the traditional courses like, Shastri and Acharya in Buddhist Philosophy, on the other hand we have innovative course like BA B.Ed.

The following is a list of permanent qualified faculties with additional degrees in their respective traditional and modern fields:

S.No.	Name	Designation	Grade	Job Profile	Academic Qualification
1	Prof. N. Samten	Professor	A	Vice Chancellor	GESHE
2	Dr. Lobsang Tenzin	Professor	A	Teaching	MENRABPA
3	Dr. D.R. Singh	Professor	A	Teaching	Ph.D.
4	Dr. M.P.S. Chandel	Professor	A	Teaching	Ph.D.
5	Dr. W.D. Negi	Professor	A	Teaching	Ph.D.
6	Dr. U.C. Singh	Professor	A	Teaching	Ph.D.
7	Dr. Jampa Samten	Professor	A	Teaching	Ph.D.
8	Dr. D.D. Chaturvedi	Professor	A	Teaching	Ph.D.
9	Shri Tashi Tsering (J)	Associate Professor	A	Teaching	TSIPA KACHUPA
10	Dr. Dorjee Damdul	Associate Professor	A	Teaching	Ph.D.
11	Dr. Kaushalesh Singh	Associate Professor	A	Teaching	Ph.D.
12	Dr. Tashi Tsering (S)	Associate Professor	A	Teaching	Ph.D.
13	Ven. Gorik Tenzin Chogdan	Associate Professor	A	Teaching	GESHE
14	Ven . Lobsang Yarphel	Associate Professor	A	Teaching	GESHE
15	Ven. Lobsang Gyaltzen	Associate Professor	A	Teaching	GESHE
16	Dr. Tashi Tsering (T)	Associate Professor	A	Teaching	Ph.D.
17	Dr. Tashi Samphel	Associate Professor	A	Teaching	Ph.D.
18	Ven. Dakpa Senge	Associate Professor	A	Teaching	LOPPON KACHUPA
19	Dr. Anirban Dash	Associate Professor	A	Teaching	Ph.D.
20	Ven. G.L.L. Wangchuk	Reader	A	Teaching	Geshe
21	Dr. Ramesh Chandra Negi	Assistant Professor (Sr.Scale/ Stage-2)	A	Teaching	Ph.D.
22	Ven. Dudjom Namgyal	Assistant Professor (Sr.Scale/ Stage-2)	A	Teaching	JUD-DE

23	Dr. Amit Mishra	Assistant Professor (Sr. Scale/ Stage-2)	A	Teaching	Ph.D.
24	Ven. Lhakpa Tsering	Assistant Professor	A	Teaching	Ph.D.
25	Ven. Lobsang Tsultrim	Assistant Professor	A	Teaching	GESHE LHARAMPA
26	Ven. C.G.S. Phuntsok Nyima	Assistant Professor	A	Teaching	GESHE
27	Shri Jampa Chopel	Assistant Professor	A	Teaching	Ph.D.
28	Dr. Urgyen	Assistant Professor	A	Teaching	Ph.D.
29	Ven. Tenzing Norbu	Assistant Professor	A	Teaching	NAGARAMPA
30	Mr. Jigme	Assistant Professor	A	Teaching	MASTER-THANKA PAINTING
31	Ven. Ngawang Tenphel	Assistant Professor	A	Teaching	Ph.D.
32	Ven. Sanga Tenzin	Assistant Professor	A	Teaching	KHENPO
33	Ven. Youngdrug Gelek	Assistant Professor	A	Teaching	GESHE
34	Ven. Lobsang Wangdrak	Assistant Professor	A	Teaching	LHARAMPA
35	Ven. Kharpo (Khenpo)	Assistant Professor	A	Teaching	KHENPO
36	Dr. Suchita Sharma	Assistant Professor	A	Teaching	Ph.D.
37	Dr. Anurag Tripathi	Assistant Professor	A	Teaching	Ph.D.
38	Dr. Prashant Kumar Maurya	Assistant Professor	A	Teaching	Ph.D.
39	Dr. Jyoti Singh	Assistant Professor	A	Teaching	Ph.D.
40	Dr. Animesh Prakash	Assistant Professor	A	Teaching	Ph.D.
41	Dr. Tashi Dawa	Assistant Professor	A	Teaching	Ph.D.
42	Dr. Mahesh Sharma	Assistant Professor	A	Teaching	Ph.D.

File Description	Document
Upload any additional information ?????????? ?????? ??????????????	View Document

2.4.8 Specify the names of Shastra-Chudamani/ Emeritus/ Adjunct Faculty/ Fellows/ Visiting Professors/ Post Doctoral Fellows on the rolls of the University. ?????????????????? ?? ?????????????? ?????????????????????????????????????, ?????????????????????????????????????, ?????????????????????????????, ?????????????????????????????, ?????????????????????????????, ??? ????????? ? ??????? ??????????

Response:

Sr. No.	Name	Designation
1.	Prof. Ram Harsh Singh	Adjunct Professor
2.	Prof. Jay Garfield	Visiting Professor
3.	Prof. Pradeep Gokhale	Visiting Professor
4.	Prof. S.S. Bahulkar	Visiting Professor
5.	Prof. B.R. Tripathi	Visiting Professor
6.	Geshe Yeshe Thabkya	Visiting Professor
7.	Prof. Kameshwar Nath Mishra	Visiting Professor
8.	Prof. R. P. Pandey	Visiting Professor
9.	Geshe Beri Jigme	Senior Research Fellow

2.4.9 Specify the systems adopted to recharge academically and rejuvenate teachers (e.g. learning with traditional Gurus, providing research grants, study leave, nomination to national/ international conferences/ seminars, in-service training, organizing national/ international conferences, vakyartha-Sadhas, Shastrtha-Sabha, Shastra-Pareeksha, Shastra-spardha/ Samskrita-Kavi-Samavaya (Sanskrit Poets' Meet) etc.) ?????????? ?????????????? ?????????????????? ?????????????? ?????????????? ?????????- ???- ?????????????????????? ?????? ??????????, ?????????????????????????????????, ?????????????????????????????, ?? ?????????????????????/ ?????????????????????????????, ?? ?????????????????????, ?????????????????????, ?????????????????????, ?????????????????????, ?????????????????????, ?????????????????-???????? ??????????????

Response:

The human beings possess the best ability to learn and acquire knowledge and wisdoms which is infinite. The following are the few practices adopted in the Institute to recharge and rejuvenate teachers academically.

- 1. Learning with the traditional Gurus:** During the period of summer vacation, most of the teachers of traditional subjects visit their monastic Institutions and continue to learn from their traditional Gurus. They also very often attend the teachings of great Tibetan masters such as His Holiness the Dalai Lama and other masters of their respective traditions.
- 2. Learning by teaching to the interested disciples:** During the summer vacation, many of our teachers visit monastic Institutions and Schools in Tibetan community as well as Indian Himalayan regions and teach Buddhist Philosophy, Tibetan language and literature and Tibetan & Himalayan Culture. Many of them also visit foreign countries to teach Buddhist Philosophy to the interested disciples. By this way, teachers not only impart knowledge to the disciples but also acquire knowledge from them on various issues.
- 3. Providing research grants:** CIHTS does not provide major research grants to the faculty members to carry out research projects. However, they are encouraged, advised and engaged to work on projects and research works of various nature. Most of the faculty members have produced admirable academic research works. However, some of our Faculty members are awarded U.G.C project. Prof. D.R. Singh was awarded as the Principal Investigator of U.G.C project "*Study of*

2019-20	2018-19	2017-18	2016-17	2015-16
25	15	14	26	17

File Description	Document
Institutional data as per Data Template(????????????????????)	View Document
Any additional information ?????????? ??????	View Document

2.5.3 Average percentage of applications for revaluation leading to change in marks
 ?????????????????? ?????????????? ?????????? ?????????? ?????????? ????, ??? ????
 ?????????? ??????

Response: 7.12

2.5.3.1 Number of applications for revaluation leading to change in marks year-wise during the last five years ?????????????????? ?????????????????? ?????????????? ?????????? ?????????? ?????????, ??? ????
 ?????????? ?????????? ??????

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	0	0

2.5.3.2 Number of revaluation applications year-wise during the last five years. ?????????????????? ?????????????????? ?????????????? ?????????? ??????????

2019-20	2018-19	2017-18	2016-17	2015-16
25	15	14	26	17

File Description	Document
Any additional information ?????????? ??????	View Document

2.5.4 Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system.
 ?????????????????????????????? ?????????????????? ?????????????????? ?????????? ?????????????????????? ?
 ?????????? ?????????? ??????????????

Response:

Evaluation system is an important part of maintaining academic quality. Seeing the prevalent examination system in India as inadequate, CIHTS took initiative to bring a radical change in the evaluation system nearly about ten years back. In the paper setting, there are multiple forms of questions in four units. The first unit contains question to be answered in two lines. The second unit contains five questions to be answered in eight lines. The third units contain five questions to be answered in two and half pages. In the fourth unit the students are required to write an analytical essay which is not less than seven pages. All the units, demand information, analysis and reflection from students to assess how deeply they have studied.

The written examination constitutes 70% marks and the assignment and class presentation carry 10% marks each. Those students who attend the class above 85% of the class attendance can score 10% marks if the attendance is 100% otherwise, they score according to the percentage of attendance. In order to yield best results, on regular basis Vice-Chancellor meets the teachers, department-wise, to look into the implementation of such reforms by taking into account the suggestions from the student's body.

It is observed that there has been explicit impact of the radical reformation and evaluation system by:

1. Changing the paper setting pattern.
2. Introducing written assignments to every subject in every semester and
3. Introducing presentation by students in the classrooms.

The introductions of written assignments have further deepened their understanding on the subject. This practice has brought maturity in their knowledge and has made them to prepare how to write a formal essay using the modern methodology of reference, bibliography etc. This practice has encouraged our students to write formal articles, poems, and translate from the other languages into Tibetan vice-versa. As a result, many journals are published by groups of the students every year. They also bring anthology on different subjects and many of the students have authored books during student's life.

The introduction of class presentation has brought confidence among our students and has developed skills in making presentations in formal forums. Our students very actively participate during the discussion of the conferences, seminar, workshops and talks held in the campus.

The impact of reformation in evaluation system is observed in many ways among the students like: 1. Fundamental change in the culture of study, 2. deeper understanding of the subject, through analytical approach and 3. Confidence in making presentations and many other impacts.

Our students have interaction regularly with students of various institutions within and outside India. We have a programme of regular interaction with the students of University of Washington, Seattle and University of North Carolina, U.S.

For its effective implementation the Vice chancellor of the institute take regular meeting with teachers and students to look into the implementation of such reforms by taking into account the suggestions from the student's body and The Board of Deans and Heads.

**2.5.5 Status of automation of Examination division along with approved Examination Manual-
 ??????????????????? ??????????????????? ?? ??????????????? ??? ?????????? -**

Response: D. Only result processing (? ??????????????????????)

File Description	Document
Any additional information ?????????? ??????	View Document
Annual reports of examination including the present status of automation (Data Template) ??????????? ?????????????????????????????? ?????? ?????????????? ?????????? ?????????? (?????????????????????)	View Document

**2.5.6 Use of Sanskrit as a medium for Question Paper setting and Answering in Examination.
 ??????????????????? ??? ?????????? ?????????????? ? ???**

Response:

From Shastri to Vidyavaridhi, most of the question papers are in Tibetan medium except the languages like, Hindi, English, Sanskrit and Pali and some of the Kha Varg subjects like, Political science, Economics, Asian History and Sanskrit)

In Shastri there are following papers:

1. Compulsory Tibetan Language-Tibetan Medium
2. Compulsory Sanskrit Language
3. Compulsory Hindi or English
4. Moolshastra (paper-1) Tibetan Medium
5. Moolshastra (paper-2) Tibetan Medium
6. Optional Ka varg subjects (Nyingma, Kargyud, Sakya, Gelug, Bon) Tibetan Medium
7. Optional Kha varg subjects (Political science, Economics, Asian History, Tibetan History (Tibetan Medium), Pali or Sanskrit)
8. Oral test (second semester) Tibetan Medium

In Acharya there are following question papers and all are in Tibetan Medium except languages such as Hindi, English and Sanskrit

1. Moolshastra (paper-1)

2. Moolshastra (paper-2)
3. Optional subjects (Nyingma, Kargyud, Sakya, Gelug, Bon) as third and fourth papers
4. Hindi/English/Sanskrit
5. Oral test (Tibetan Medium)

In BSRMS there are six papers in each semester and the oral test used to conduct in second semester of each year. All the question papers of concern subjects are in Tibetan medium.

In Bhot Jyotish all the question papers (subjects) are in Tibetan medium except one question paper of Sanskrit Jyotish in each semester. The oral test is also in Tibetan medium used to conduct in second semester of each year.

In the Shastri and Acharya in Fine Arts there are following papers:

1. Compulsory Tibetan subject having Tibetan Medium of Question Paper
2. Compulsory English, English and Tibetan Medium of Question Paper
3. History of Arts (Thangka Painting) English and Tibetan Medium of Question Paper
4. Theory and Philosophy of Arts (Thangka Painting and Wood Craft) Tibetan Medium of Question Paper
5. Aesthetics (Thangka Painting and Wood Craft) English and Tibetan Medium Question Paper
6. Practical

In B.A.B. Ed. there are six subjects in each semester, all are having question paper in English medium but only one out of them i.e. the question paper of subject of Tibetan language, is available in Tibetan medium.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme outcomes, Programme specific outcomes and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students. ?????????????? ?????????????? ?????????? ?????????????????? ??????????, ?????????????????? ?????????????????????, ?????????????????? ?????????? ? ????????????????????? ??????????????????, ?????????????????? ?, ?????????????? ?????????????? ? ???? ??????????????????

Response:

The Institute is committed to being at the forefront of providing the best tertiary education and acting as a catalyst in shaping a bright and sustainable future for the nation and the world. There are a set of competencies, skills and abilities that the students develop, along with disciplinary and inter-disciplinary

knowledge that they procure through their educational programmes. The graduate attributes can be classified under the following domains:

- Intellectual Development
- Personal Development
- Professional, Social and Ethical Development

Intellectual Development comprises of the following components:

- In depth Domain Knowledge- Understanding of how domain knowledge is created, advanced and renewed.
- Interdisciplinary Perspective- Commitment to intellectual openness and developing understanding beyond subject domains.
- Competence for Research and Innovation- Ability to initiate, design, conduct, report and supervise independent and original research leading for providing innovative solutions for societal impact.
- Analytical Competence- Ability to identify and analyse problems.
- Critical Thinking- Ability to evaluate and apply a systematic critical assessment.
- Problem Solving Competence- Ability to solve complex issues and problems.
- Decision Making- Ability to make sound judgment after considering all facets.
- Information Technology Skills- Ability to use software and hardware of an information technology device including specialized software and devices.
- Ability to Work Independently-Learn to manage work on their own and have solo competence as a decision maker.
- Capacity for Creativity – Ability for originality and creativity

Personal Development comprises of the following components:

- Inter-personal Skills- Cluster of personality traits used to communicate more effectively in professional and personal lives.
- Communication Competence- Cultivating ability to communicate knowledge effectively.
- Emotional Intelligence- Ability to understand and manage emotions for success at work and socially.
- Team Work- Cultivate skills to work in teams and be a team leader.
- Collaboration Skills- Ability to work collaboratively and enhance group initiatives.
- Time Management- Ability to use time more effectively by planning work and activities well.
- Leadership Skills- Demonstrate leadership within discipline and within workplace.
- Lifelong Learning- Developing interest to continue to enlarge knowledge understanding and skills.

Professional, Social and Ethical Development comprises of the following components:

- Global Citizenship- Encouraging a capacity to thrive in a globalized society, economy and cultures and appreciate global perspectives.
- Entrepreneurial skills- Develop skills like resilience, focus, managing people, self-reliance.
- Job Skills- Develop soft skills that an employer looks for and as listed in Personal Development.
- Appreciation of Diversity and Inclusion – Understanding and respecting diversity and encourage inclusion initiatives.
- Cross Cultural Understanding- Develop the ability to respect diverse cultural perspectives and apply knowledge in culturally appropriate manner.

- Demonstration of Integrity, Honesty, Responsibility and Ethical Behaviour- Understanding the need for ethical conduct, knowledge ethics and ethical standards
- Commitment to Community, Society Engagement and National Development- Appreciate local, societal and national issues and contexts related to research and practice
- Environmental Awareness- Understanding natural systems and the effect of humans on them. Programme Specific Outcomes and Course Outcomes are listed on the website.

File Description	Document
Provide the URL ?????????????? ????????????	View Document

2.6.2 Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution ?????? ?????????? ??????????????????????, ?????????????????????????????????, ?????????????????????????????? ?????????????? ? ?????????????? ??????? ???????

Response:

We took a time period of last five years for assessment and evaluation. We have considered a real time data for analyzing the attainment of Course Outcomes. It is evident that the actual attainment of the Course Outcomes is meeting the planned expectations. The direct and indirect tools used for the assessment and their weightages can be suitably selected as per the requirement of the Institute.

The institute is executing the traditional education as well as the modern education as an outcome based education. In this process students **are** significantly benefitted with the new teaching learning and evaluation process. Finally attained the course outcomes to program outcomes and improved the performance of student based on the identification of weak and bright students. Here is chance of improvement in the student performance under the innovative teaching learning process of institution.

The top management has a clear vision to ensure that all our courses remain socially and morally relevant over time. The specific initiatives/measures taken up by the institution are noted below.

- **Attainment of Social relevance**

The Institute strives to uphold its mission in molding students into disciplined citizens with intellectual, emotional and spiritual balance. Courses having social relevance are offered either as part of the programme curriculum or as enrichment courses/value-added programmes.

- **Evaluation of attainment by institution**

The IQAC of C.I.H.T.S. has been established to develop a mechanism to build and ensure a culture of quality in the Institute.

- The IQAC members who are from various sectors such as Administration, Faculty, Alumni, student, external experts give their feedback on the various activities of the Institute.
- Based on the feedback of the IQAC members further line of action for the upcoming academic year

is drawn to ensure improvement and development in the existing system.

- The relevance of the programmes offered by the university is ensured by periodically updating the course content and design courses through respective boards of studies in all programmes and their approval by the academic council of the Institute.

The institute has constituted The Board of Deans and Heads to evaluate the Attainment of Programme outcomes, Programme specific outcomes and course outcomes on 5-point scale on the basis of the semester end result of the students. The 5-point scale is as following.

Marks (in %)	Grade
< 35%	E
35% - <45%	D
45% - < 60%	C
60% - <75%	B
More than 75%	A

2.6.3 Average pass percentage of students

Response: 98.18

2.6.3.1 Total number of final year students who passed the university examinations

Response: 54

2.6.3.2 Total number of final year students who appeared for the examinations

Response: 55

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document

2.6.4 The Institution has mechanism to evaluate the performance of students through the vakyartha/shastrartha-Sabhas, Shalaka-Pareeksha, Shastra-Pareeksha (Oral), Shastra-spardha, Writing Sanskrit-Slokas/ Padya/ Poetry etc.

Response:

Shastrarth Examination- Philosophical debate/dialecticism/reasoning is the most appropriate method of teaching and learning in ancient classical Indian education system. The method of philosophical debate/reasoning is characterized by establishing one's thesis by going against the opponent's viewpoint/perspective while reaching at the synthetical resolution. Every synthesis appears to be a new thesis and the process indefinitely goes on till the point of attaining philosophical truth. Buddha Says-

Tapa cchedacca nikasat suvarnamiva panditaih ?

Parikhsya bhiksavo grahyam madvaco na tu gauravat ??

Oh Bikshus and scholars,

Just as gold smith cuts, rubs and burns gold,

Examine my teachings thoroughly,

But do not accept them out of reverence to me.

Buddha also emphasized the importance of philosophical reasoning, brooding and musing over in various sermons and teachings. Consequently, all the Buddhist scholars also foregrounded the notion of debate/reasoning/*yukti* in the tenets of Buddhism. Hence, the importance of such tradition of philosophical debate and learning of *Hetuvidya* is indispensable among all the ancient Indian epistemological traditions.

Debate is the right investigative technique used in Tibetan education to sharpen analytical faculties of the mind and convey philosophical concepts, consequently it is essential to master the technique. The continuous practice of reasoning/debate/shastrarth not only facilitates the learning but also sharpens the mind. Keeping in mind the rich tradition of ancient classical learning and teaching, Central Institute of Higher Tibetan Studies has incorporated/included *shastrarth* not only in the philosophy classes but also in other subjects such as medicine, fine arts, Tibetan language and literature, Teacher's training courses in order to deepen the students analytical approach.

During the formative assessment of *shastrarth* the students are judged/marked on the basis of their sound knowledge and understanding of the field; relevance, certainty and formulation of their arguments; competency to foreground their argument to establish the point of view among other qualities of epistemological reasoning by the examiners.

Oral Examination –

Learning/remembering/memorizing the slokas by heart is the very characteristic of ancient Indian culture of learning and teaching. The Nalanda tradition of memorizing the slokas of Tripitaka and other treatises is very unique and worth mentioning. To memorize the important slokas from study material is very important and plays a pivotal role in teaching-learning tradition. It is easy for the students to find the contextual relevance of any sloka, excerpt or text, once they memorize the content. Given to the psychological importance to the art and craft of memorization, the Central Institute of Higher Tibetan

Studies has made it mandatory to include oral examination in its curriculum.

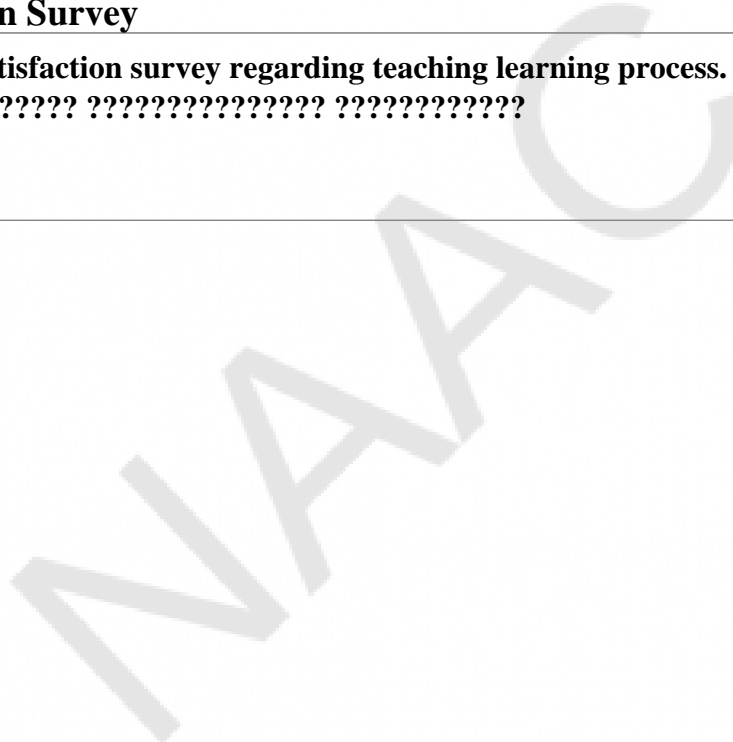
There is vacana pariksha of every student. Every Saturday, students have to make presentation on a topic which is then evaluated based on the content, organization, articulation and language.

Writing shlokas and poetry is an important part of the course of Tibetan poetry and literature. Students regularly write poems which are published in various student journals and some of them even publish their poem collections.

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process. ??????-???????
????????????????? ?????????? ?????????????????? ??????????????

Response: 3.21



Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1 The institution has a well defined policy for promotion of research and Research Committee to monitor and address issues related to research and the same is uploaded on the institutional website. (Yes /No) ?????????? ?????????????? ?????????????? ?????????????????????? ?????? ??????? ?????????????????? ?????????????? ?????????????, ?????????????????? ?????????????? ?????????????????????? ?????????? ?????????????? ?????????????? ?????????????? (?? /?)

Response: Yes

File Description	Document
Minutes of the the Research Committee/ Academic Council/ Governing Council/ Syndicate/ Board of Management related to research promotion policy adoption	View Document
Institutional data in prescribed format	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money for in-depth Shastric training/ inter-disciplinary training to its teachers for research during the last five years ?????????????????????? ??????? ?????????????????? ?????????????????????? ?????????????????????? ?????????????????????? ? ?????????? ???????

Response: 0.1

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs) ?????????? ?????????????????????? ?????????????????????? ?????????????????????? ?????????? ?????????? ?????????????????????? (????????)?

2019-20	2018-19	2017-18	2016-17	2015-16
0.5	0	0	0	0

File Description	Document
Minutes of the relevant bodies of the University (???????????????????? ??????????????) ????????????????)	View Document
List of teachers receiving grant and details of grant received (Data Template) (?????????????????????? ?? ??????? ?????????????? ????????????? ?????? (????????????????????))	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (???????????????????? ????????????????? ???????????????? ?????????? ?????????????? ???????????????????? ??????? ?????????????? ?????????????? ??)	View Document

3.1.3 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and any other research fellowships in the University enrolled during the last five years. ?????????????????? ?????????????????? ?????????????????? ??????????????????(JRF) ?????????????????????????????? (SRF) ?????????????????????????????? (PDF) ?????????????????????????????? ?????????? ? ?????????????????? ??????????-

Response: 8

3.1.3.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years ?????????????????? ?????????????????? ?????????????????? ??????????????????(JRF) ?????????????????????????????? (SRF) ?????????????????????????????? (PDF) ?????????????????????????????? ?????????? ? ?????????????????? ??????????-

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	2	0	0

File Description	Document
List of research fellows and their fellowship details (Data Template) (????????????????? ????, ????????????????????????????? (????????????????????))	View Document
Any additional information(????????????? ????????)	View Document

3.1.4 University has the following facilities 1. Central Instrumentation Centre/ Language Laboratory ComputerLab/ ICT Lab 2. Museum 3. Studios/ Recording Studio for Audio-Video/ e-P.G.Pathashala Facilities 4. Research/ Statistical Databases 5. Manuscript Resource Centre (MRC) 6. Manuscript Conservation Centre(MCC) 7. Yoga Training Centre 8. Yoga Therapy Centre with modern

equipments 9. Observatory/ Yajnasala 10. Psychology Laboratory ?????????????? ??????????????
 ?????????????? ??????- 1. ?????????????? ??????????????????/ ??????????????????/ ?????????????????????/ ??????-????????????? -????????????????????? 2. ?????????????????????????????? 3. ??????-????????- ?????????????????????? ?????????????????????? ?????????????????????? ?????.?? ?????????????? ?? ?????????????? 4. ??????????????????/ ?????????????? ?????????????????? 5. ?????????????????????????????????? 6. ?????????????????????????????????????? 7. ?????????????????????????????? 8. ?????????????????????????? ???- ?????????????????????? 9. ??????????/ ?????????? 10. ??????????????????????????????

Response: A. Any six facilities exist (? . ?????????????????? ?????????? ?????????????????? ??????)

File Description	Document
Upload the list of facilities provided by the university and their year of establishment (Data Template)(????????????????? ?????????? ?????????????? ????, ?????????????? ?????????? (?????????????????????))	View Document
Paste link of videos and geotagged photographs (????????????????????? ?????????????????????? ??????????)	View Document

3.1.5 Percentage of departments with UGC-SAP, CAS, funding from DST/ ICSSR/ ICPR, Shastra-chudamani Scheme, Ashtadashi Scheme and other similar recognitions by government agency ?? ?? (SAP) ?? ???.???.??., ???.???.???.???., ???.???.???.???. ?????????????? ?????????????? ??????????????????, ?? ?? ?? ??

Response: 14.29

3.1.5.1 Number of departments with UGC-SAP, CAS, funding from DST/ ICSSR/ ICPR, Shastra-chudamani Scheme, Ashtadashi Scheme and other similar recognitions by government agency ?? ?? ?? ???.???.??., ???.???.???.???., ???.???.???.???. ?????????????? ?????????????? ?????????????????? ?? ?? ??

Response: 1

3.1.5.2 Number of departments offering academic programme ?????????????????????????????? ?????????????????????????? ??????????????

Response: 7

preparation soon to be released. This department has already produced study material for lexicography and concordance of Tibetan and Sanskrit texts. It has also produced Dharmasangraha in Tibetan, Sanskrit and English languages. The center for Tibetan literature has written a comprehensive history of Tibetan literature running into four volumes, currently in draft stage. The center has produced other materials on literature and poetry.

3.2 Resource Mobilization for Research

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, other allied organizations, national/international bodies, endowments, chairs in the institution during the last five years (INR in Lakhs) ???? ?????? ???? ?????? ?????? ?????? ???? ?????? ???? ?????? ???? ?????? ???? ?????? ?????? ?????? ???? ? (?????)

Response: 0

3.2.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, other allied organizations, national/international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs) - ?????? ?????? ?????? ?????? ?????? ???? ? (?????)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
List of project and grant detail ??????, ?????? (?????)	View Document
e-copies of the grant award letters for research projects sponsored by non-government (?????)	View Document

3.2.2 Grants for research projects sponsored by the government sources like UGC, Rashtriya Sanskrit Sansthan, IGNCA, NMM, Sanskrit Academies, ICPR, DST, ICHR etc. during the last five years (INR in Lakhs) ???? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ?????? ? (?????)

Response: 3.25

3.2.2.1 Total Grants for research projects sponsored by the government sources year-wise during the last five years (INR in Lakhs) ?????????????? ?????????????? ?????????????? ?????????????? ?????????????? ?????????????? ?????????????? (???????)

2019-20	2018-19	2017-18	2016-17	2015-16
0.25	0.6	00	2.4	00

File Description	Document
List of project and grant details (Data Template)(????????????, ?????????????? (????????????????))	View Document
e-copies of the grant award letters for research projects sponsored by government(???????????????? ?????????????? ?????????????? ?????????????? ?????????????? ??????????????)	View Document

3.2.3 Number of research projects per teacher funded by government and non-government agencies during the last five years ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ??????????????????

Response: 0.12

3.2.3.1 Number of research projects funded by government and non-government agencies year-wise during the last five years ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
02	04	00	03	00

The institute provide opportunity to its faculty members for research by funding the minor research project in their respective fields and interdisciplinary fields. The faculty members have to submit project proposals in their interested area to acquire the fund. The project proposal carries concerned and required information with a detailed write up so that the screening committee may examine and recommend accordingly.

The institute provided seed money of Rs. 25000/- to the following teachers for their research projects.

Name of the faculty member	Project Title	Year
Prof. Jampa Samten	“The Critical study of the four versions sBa bzhed”	2019
Prof. Lobsang Tenzin	rGyud-bZhi-Four Tantras	2019

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco-system for innovations including Incubation centre/ Research Labs/ Manuscript repositories/ subject based networks/ teaching learning centers (TLC)/ MOOCS studio/ NRC and other initiatives for creation and transfer of knowledge ?????????????????? ???
 ?????????????? ??????? ??? ?????????? ?????????? ?????????? ?????????????????? ?
 ??????????????????????????????????????/ ??????????????????????????/ ?????????????????????????????? ???
 ?????? ??????? ???????????????

Response:

The institute has created an ecosystem for innovation and creation to transfer the knowledge through restoration, translation, bringing forward the rare Buddhist texts and by compiling references on different subject of studies in the form of dictionaries. The creation of such incubation was first started in 1981 in the form of restoration unit in research department. When intrust in the Mahayana Buddhism began to rise world-wide, literature related to it was limited to classical languages like Tibetan and Chinese. As a result, three more departments were established viz. Translation, Rare Buddhist Text Research and Dictionary. Due to the effort of scholars of these departments, many texts of ancient Indian science and literature preserved in Tibetan language were restored into original Sanskrit, which were lost in its land of birth and translated them into modern languages. More than 200 titles were either restored, translated, critically edited and published. Many ancient Indian literatures hidden in ancient scripts such as Newari, Bhujimol, old Bangla, and Maithili were transcribed into Devanagari to disseminate the knowledge to the present world. Simultaneously, the institute undertook a grand Dictionary project, in which there was a provision for the creation of two kinds of lexicons – **general and specialized**.

The Shantrakshita Library of the Institute has a rich repository of Tibetan and Sanskrit Manuscripts collected from various sources from all over the world. They are preserved in microfilm, microfiche and digital form. We also send our Multimedia and Library staff to remote places to digitize the manuscripts in the age old manastries at those places.

Microform collection in Manuscript Repository are as follows:-

Microform Collection		
Discription	Vols.	Titles
Kagyur Tangyur	724	7957
Tibetan Religious Works	5099	27903
Sanskrit Buddhist Manuscript		2220
Journals (Asiatic Society and other)	1028	
Reports on Archacological Survey of India (Buddhist Sector)	245	
Catalogues on Sanskrit Manuscripts		31
Tun-Huang Manuscripts		559
Audio-Visual Aids		
Description	Titles	Hours
Audio recording	1961	11766
CD/DVD/VCD/CDROM/ACD/MP4/MP3	2220	16580
Video (VHS)	544	1632
Orient Foundation	1138	28000

3.3.2 Number of awards won by institution/teachers for innovation during the last five years
 ?????? ?????? ?????? ?????? ?????????? ??????????? ?????????????/ ?????????????/ ?????????? ??????????

Response: 2

3.3.2.1 Total number of awards for innovation won by institution/teachers year-wise during the last five years
 ?????? ?????? ?????? ??????/ ?????????? ?????????????? ?????????????? ??????????????/ ?????????? ?????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	1	0	0

File Description	Document
List of innovation and award details (Data Template)(??????????????, ????????????????? (????????????????))	View Document
e- copies of award letters (????????????????? ??????????????????)	View Document

3.3.3 Number of mentoring provided to other newly established Institutes during the last five years
 ?????????????????? ?????????? ?????????? ?????? ?????????????? ?????????? ?????????? ?????????????? ?????????? -

Response: 7

3.3.3.1 Total number of mentoring provided to other newly established Institutes year-wise during the last five years. ?????????????? ?????????? ?????????? ?????? ?????????????? ?????????? ?????????? ?????????? ?????????? ?????????? –

2019-20	2018-19	2017-18	2016-17	2015-16
2	1	2	1	1

File Description	Document
Upload letter from the University (mentor) /Mentee for the academic /infrastructure etc.(?????? ?????????? ??????????)	View Document
Institutional data as per Data Template(????????????????????)	View Document

3.4 Research Publications and Awards

3.4.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research (Yes /No) ?????????????????? ?????????? ?????????? ?????????? ?????????? ?????????? ?????????? ?????????? ?????????? (??????/???????)

Response: Yes

File Description	Document
Institutional data as per Data Template (????????????????????)	View Document
URL to be provided by the Institution (????????? ?????????? ??????????)	View Document

3.4.2 The institution provides incentives to teachers who receive state, national and international recognition/ awards (Yes /No) ?? ?????????? ??????????????????/ ??????????????????/ ?????????????????? ??????????/ ?????????????? ??????????????????, ?????????? ?????? ?????????????????? (?????????????????/ ? ??????????????????)

Response: No

File Description	Document
List of Awardees and Award details (Data Template)(?????????????? ????) ???????????????????? (????????????????????)	View Document
e- copies of the letters of awards(???????????????????? ?????????????????????)	View Document

3.4.3 Number of Patents acquired/Creative writing / or critical Shastric writing composed in Sanskrit / copyright generated / hitherto unknown manuscripts brought to light through publication and awarded by State and National bodies during the last five years ?????????????????? ?????????????? ?????????????????????/ ?????????????????????/ ???? ?????????????? ???????
??/ ?????????????????????????????/ ?????????????????????????????/
??/ ?????????????????????????????/ ?????????????????????????????/
????????????????????????????? ?????????? ???? ?????????????????????????????? ?????????????????????????????????
??????????

Response: 30

3.4.3.1 Total number of the above awards - year-wise during the last five years ?????????????????? ????????????????????? ?????????????? ?????????? -

2019-20	2018-19	2017-18	2016-17	2015-16
6	6	8	3	7

File Description	Document
List of the year of the publications of the patents etc.(????????????????????? ????????????????????? ??????)	View Document
Institutional data as per Data Template (????????????????????)	View Document

3.4.4 Number of Ph.D.s awarded per teacher during the last five years ?????????????????? ?????????????? ?????????????? ?? ?????????????????????? ???????????

Response: 0.16

3.4.4.1 How many Ph.D's are awarded year-wise during the last 5 years - ?????????????????? ??????? ?????????? ?????????????????????????????? ?????????????? (?????????????????) -

2019-20	2018-19	2017-18	2016-17	2015-16
1	4	0	0	3

literature, culture etc.

Publication of the first issue-

On the commencement of the scheme, it was decided that this journal would be bi-annual i.e. two issues in a year will be published on the occasion of Buddha Purnima and Kartik Purnima. Accordingly, the first issue of 'Dhah' was published in May, 1986. Every year thereafter, this journal continued to be published on the occasion of Buddha Purnima and Kartik Purnima uninterrupted. Due to increasing departmental activities and more work on the basic Tantra texts, it was decided to publish it as an annual journal after 2011. Thus till now its 59 issues have been published uninterruptedly.

Editor and Editor's Board-

The journal covers the works on the Rare Buddhist manuscripts and philosophy, hermeneutics and various other areas. The director/V.C and the head of the R.B.T.R.D and other scholars constitutes the editorial board.

Many of the articles in this journal are contributed by R.B.T.R.D members. One of the main subjects of this research journal is the study and research of Buddhism as well as other philosophical schools such as Shaiva-Shakta tantric traditions' and their comparative research and studies. Research articles are also accepted for publication from eminent scholars of the country and abroad on Buddhist Tantra and other related subjects. At the end of the journal, articles are summarized in English and Tibetan as well as English essays in Hindi so that other language-speaking scholars can also become familiar with its subjects.

Exchange with research journals of India and abroad and UGC and ISSN -

1. Presently, it is exchanged with 13 major research journals nationally and internationally. This journal has become very popular among the circle of Buddhist scholars at international level.
2. To be included in peer-reviewed journals approved by University Grants Commission. The proposal has been sent.
3. ISSN-2395-1524 of the journal.

3.5 Consultancy

3.5.1 Institution has a policy on consultancy including revenue sharing between the institution and the individual (Yes /No) ?????????????????? ?????? ?????????????? ?????????????? ?????? ?????????????? ?????????????? ?????????????? (??? / ??)

Response: Yes

File Description	Document
Upload soft copy of the Consultancy Policy (??)	View Document
Upload minutes of the Governing Council/ Syndicate/Board of Management related to consultancy policy(???????????????????? ?? ????????????????)	View Document
Institutional data as per Data Template(????????????????????)	View Document
Paste URL of the consultancy policy document (??)	View Document

3.5.2 Revenue generated from consultancy during the last five years (INR in Lakhs)
 ???

Response: 15.5

3.5.2.1 Total amount generated from consultancy year-wise during the last five years (INR in lakhs)
 ???

2019-20	2018-19	2017-18	2016-17	2015-16
15.5	0	0	0	0

File Description	Document
List of consultants and revenue generated by them (Data Template)(???????????????????????? ???????????????????????????????????? (????????????????????????????????))	View Document
Audited statements of accounts indicating the revenue generated through consultancy (???????????????????????????????????? ????????????????????????????????)	View Document

3.6 Extension Activities

3.6.1 Extension activities in the neighborhood community in terms of impact and sensitising students to social issues and holistic development during the last five years ???
 ???
 ???
 ???

Response:

In addition to the education provided in the class within the campus, there is necessity for the students to be provided exposure to communities and the world outside the campus, which can widen the horizon of their knowledge and experience of society and culture. Our students are guided to participate the life of society outside the campus in many ways.

During summer vacation out students who wish to participate are sent to various Himalayan Buddhist and Tibetan communities to bring awareness in culture, ethical values, philosophy, language etc. Classes are regularly conducted for children in the schools during the entire month of June. Workshops, Seminars, Talks are conducted for the general public. These activities have dual benefits. The local people and children of the respective places are benefited by our summer school programs. We received appreciations and request to continue such program on regular basis. Our students are benefited a lot with such exposures to teach and give talk to people which make them to prepare and face audiences of different kinds and managing such programs successfully.

Our different group of students who have been receiving leadership trainings have been organizing camps in the nearby villages and slums to bring awareness in sanitation, child education and improvement of livelihood. Every Sunday, students go to their places to teach the children and interact with the elders. The university administration to organize the camps and to meet the expenditures such as sanitation items and stationery etc.

These groups of students along with volunteer group of students, occasionally, go to the river Ganges to clean the river bank and provides clothes to the needy ones during the winter time.

In the year 2004, our students along with the staff participated in the relief works on the occasion of natural disaster of Tsunami in Chennai. They took the responsibility of restoring a village by rebuilding their hurts and provided utilities. Also, they restored schools and provided stationaries to children and started teaching them. They visited the Tsunami affected area for three times and stayed longer. They also participated during the flood in Supaul, North Bihar. Recently, a group of ten students with the teachers went to flood affected areas of Kerala disaster and provided the needy items to the villagers collecting cash donations and clothes from teachers, staff and students.

Through such activities students learn and understand of the community life and problems. They also learn various social aspects including culture and environment of the society. The students, one they participate in these programs, become motivated to engage with the society and contribute to solving their problems and bring happiness and prosperity. During the COVID-19 pandemic crisis students participated in the distribution of rations in the villages.

3.6.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years ?????????????????? ????
??????????/??/?????????????

Response: 4

3.6.2.1 Total number of awards and recognition received for extension activities from Government/

Response:

Our institute helps other institute for learning Tibetan language and literature in many ways. For example; many monks studying in monastic universities in South India, Nepal and Bhutan come here to study Tibetan literature and also Sanskrit through Tibetan language. They are allowed to attend classes when there's space and are given extra classes, the number of students attending it has been increasing ever since. These students have to find their living and food accommodation by themselves but the extra classes and classes are provided without any fee. About twenty students from Central institute for Buddhist studies, Ladakh visit our institute every year during their winter vacation. As it is an official exchange between two institute, they are enrolled in different classes as per their standards with food and living facilities accommodated by the institute. Similarly students from Namgyal Institute of Tibetology , Sikkim, Chakpori Institute of Sowa-Rigpa and others are allowed to attend classes and programs during winter times. The Ministry of Culture has repeatedly requested CIHTS to help the other institutions of higher studies under the Ministry of Culture to help them in all areas to upgrade their standards. Hence CIHTS has been providing help by allowing students to study at Sarnath campus and sent our faculty and staff to bring innovation in exam and library systems and office works.

As per the requests made by The Dalai Lama college, Bangalore and other institutions our professors have been giving teachings, lectures and talks during summer vacation.

Senior students are selected and sent to various schools in India and Nepal during summer vacation for teaching. Their travel expenses are borne by our institute and lodging and food by the respective schools.

Our department's teachers teach by using online platforms through WeChat groups with thousands of listening members. These programmes have become popular even outside India.

3.6.6 Teachers participate in the live commentaries / lectures / discussion programmes on the print and electronic media. Provide details. ?????????????? ????????????????????? ?
????????????????????????????????/ ?????????????????????/ ????????????????????? ?????? ?????????????
??????, ????????? ????????

Response:

Many of the teachers participate in important discussion groups organized on various academic issues of philosophy, epistemology, logic, linguistics, grammar, poetry, art, culture and so on. Many of them are invited by institutions within and outside India as resource person to teach, lead discussions and give talks.

Many of them give live commentaries in important institutions with literary and thematic elucidations for days together. Many of them have written commentaries on important texts belonging to various areas like philosophy, logic, epistemology, grammar, poetry etc. some of them are engaged in giving commentaries through electronic media reaching audience across India and other countries.

The following are some of the programmes:-

1. Title of the Programme/activity – The “Art of self-management” by Geshe Ngawang Samten on All India Radio.

Name of the agency invited with contact details	– All India Radio, Varanasi Mo. No. – 8429182988.
Financial support provided	– NA
Duration	– 15 Minutes, 01.09.2018.
2. Title of the Programme/activity Radio.	– Inse Miliye - Geshe Ngawang Samten on All India Radio.
Name of the agency invited with contact details	– All India Radio, Varanasi Mo. No. – 8429182988.
Financial support provided	– NA
Duration	– 30 minutes, 07.05.2019.
3. Title of the Programme/activity India Radio.	– Inse Miliye - Geshe Ngawang Samten on All India Radio.
Name of the agency invited with contact details	– All India Radio, Varanasi Mo. No. – 8429182988.
Financial support provided	– NA
Duration	– 30 minutes, 21.05.2019.
4. Title of the Programme/activity Prof. Penpa Dorjee All India Radio.	– A Dialogue on message of Gautam Buddha by Prof. Penpa Dorjee All India Radio.
Name of the agency invited with contact details	– All India Radio, Varanasi Mo. No. – 8429182988.
Financial support provided	– NA
Duration	– 30 minutes.
5. Title of the Programme/activity Ankhian Dekhi” by Prof. Ram Sudhar Singh, Dainik Jagran.	– “Banaras ki galiyon me kagad lekhi, kuch Ankhian Dekhi” by Prof. Ram Sudhar Singh, Dainik Jagran.
Name of the agency invited with contact details	– Dainik Jagran, www.jagran.com
Financial support provided	– NA
Duration	– 22.03.2020

6. Title of the Programme/activity – “???????? ???? ??? ?????? ?? ???
 ??????- ?? ??? ?????? ?? YouTube.

Name of the agency invited with contact details – YouTube, <https://youtu.be/0O2B7Ruv5cQ>

Financial support provided – NA

Duration – 15 minutes, 14.05.2020

Also the university has its own YouTube channel https://www.youtube.com/channel/UCi0cpD7fQtDZ_DLzUDT7mzg and Facebook page <https://www.facebook.com/CentralInstituteofHigherTibetanStudies/> where the university uploads the videos of all the university activities, conferences, seminars, symposium etc.

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number	0	0	0	4	2

3.7 Collaboration

3.7.1 University’s collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations? The nature of the skill development Programmes introduced for students initiated by the University in collaboration with professional bodies. ??????????????
 ?????????????? ?? ???
 ?????????????? ??? ?
 ?????????????? ?????? ?????????? ???
 ???

Response:

CIHTS has collaboration with many academic institutions around the world. Under the exchange and collaboration program we have exchange of scholars and students. We also have collaboration on research project undertaken jointly in various areas.

There is a visible impact of these collaborations. The scholars and experts of these institution of various disciplines like philosophy, computer sciences, medicine, language, arts and other areas come here to teach in various departments which otherwise would be quite expensive to invite the scholars from abroad. This has a strong impact on our students and teachers who bring new ideas and practices and latest development in their respective fields.

In exchange we also send our scholars from philosophy, medicine, logic, language and arts to their

institutions which significantly impact in their academic works.

We provide an opportunity to research students and scholars of those institutions to attend our classes and work with our scholars and regularly conduct special courses for groups of visiting students on Buddhist Philosophy, Tibetan culture, arts and medicine and others. In return they provide seats for our students in their college and universities. Which otherwise cost 40-45 thousand dollars per year. Our students get admitted on merit base without fees for both boarding and tuitions. After every two years they provide one seat for a student from CIHTS. This is a substantial benefit for our students.

The following are some of the collaborative works carried by CIHTS:

Title of the collaborative activity	Name of the collaborating agency with contact details	Source of financial support	Year of collaboration	Duration	Nature of the activity
Anticancer and Antiviral potential of Tibetan Medicine	Emory University School of Medicine, 1760 Haygood drive, Atlanta, Georgia 30322	Laboratory of Biochemical Pharmacology, Emory University, Atlanta, USA	2011	5 Years	Research
Death & Self	Prof. Jay L. Garfield and Prof. Shaun Nicholas, USA E-mail: jgarfield@smith.edu	John and Tempelton Foundation "Immortality Project", University of California.	2014	2 Years	Research
Digitization of manuscripts	Patna Museum, Bihar Dr. Jay Prakash Singh, Additional Director, Patna Museum, Bihar	Patna Museum, Bihar.	2014	16 days	Research
Translation of Tibetan Manuscripts brought from Tibet by Maha Pandit Rahul Sanskritayan into Hindi	Youth Art and Culture Department, Bihar	Youth Art and Culture Department, Gov. of Bihar.	2019	Ongoing	Research

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house(????????, ??????????????, ?????????????? ? ?????????????? ?????????????????????? ??????????????????)	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years (Data Template) (????????????????? ??????????- ?????????????????????????????????????? ??????????, ??????????????????, ?????????????????????? ? ?????????? ?????????? ?????????? ?????????? ?????????? ?????????? ?????????? (??))	View Document

3.7.3 Provide details of the Joint publication Programme of the University in collaboration with other Universities/institutes and well established publishing firms ?????????????????? ??????????????????/ ?????????????????????????????????????? ? ? ?????????????????????????????????????? ?????? ??????????????

Response:

Je-Rinpoche and Taktsang Project

Introduction

Je-Rinpoche (14th Century) and Taktsang (15th Century) project was started three years ago financed by Australian Research Council (ARC). Both of the Tibetan scholar’s debate was that whether there is authenticity of conventional truth in Prasanghika Madhyamika or not. The debate goes on from centuries between the Gelug and Sakya scholars in Tibetan Buddhism.

Facilitator

Though the to and fro travel expense for the project has been granted by the ARC but CIHTS arranges Institute guest house rooms, wifi, photo copying etc. free of costs every years during the entire period of project working days.

Participants

Prof. John Powers of Deakin University, Australia, takes main responsibility dealing with ARC. Other Professors are: Prof. Jay L. Garfield from Smith College, Prof. Douglas, Temple University, Prof. Cabezon and Mr. Jed Forman from University of California, Santa Barbara, USA., Prof. Sonam Thakchoe from Tasmania University, Australia, Dr. Thomas Doctor from Denmark, Ven. Ryan from Canada, Prof. Yeshe

Yabkay and Dr. Tashi Tsering from CIHTS.

Publication

The future course of publication is that there would be two volumes of publications consisting of study volume and translation volume.

1. In the study volume, in order to access for English speaking scholars, all the important arguments and counter arguments between the two traditional school's views will be translated in English commencing from Takstang Lotsawa's eighteen contradictions to Tsongkhapa, Jamyang Shespa, Phurbu Chog, Panchen Lobsang Choekyi Gyaltsen, Gorampa, Prof. Yeshe Thabkhey to Prof. Tashi Tsering.
2. In the translation volume, the articles written by the project participants related with the project in English excluding Prof. Yeshe Thabkhey and Tashi Tsering will be translated in Tibetan language.

Publication in collaboration with the Institute for Mongolian, Buddhist and Tibetan Studies of the Siberian Branch of the RAS, Buryatia, Russia

Publication Department of CIHTS, the library and research staff are involved in the Publication of the Manuscripts and the Manuscripts are prepared by the source of the institute. Three volumes of the catalogues are at the final state of sending to the press and the fourth volume is under preparation.

Publication of the Buddhist Manuscripts in collaboration with Patna, Museum, Bihar Government.

Copies of many Buddhist Manuscripts brought by Mahapandit Rahul Sankrityayan from Tibet which are lying in Bihar Museum are being critically edited with thorough research by scholars of CIHTS after the execution of MoU in the year 2018. The manuscripts will be published from the publication department which will be of immense benefit to the researchers and scholars.

Publication of the translation of Kangyur, Tangyur and Sungbum

The Bihar government has approached the CIHTS for the execution of translation project of Kangyur, the Buddha's teachings, Tangyur, the works of Indian masters and Sungbum, the works of Tibetan masters into Hindi. An MoU was executed in 2019 and the Bihar government has released the first installment of the project money of Rs. 15 lakhs.

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc. ?????????????????, ?????????, ??????????????????
 ?????????????????????? ?????????????????? ??????????????????????

Response:

Classrooms-

Kamalsheel Bhawan

There are Twenty-Six numbers of class rooms at the Kamalsheel Bhawan in which obligatory subjects like, Mool Shastra, Sanskrit, Sampardaya Shastra Sowa Rigpa are taught and there are also classrooms for optional subjects like Economics, Asian History, Tibetan History, Pali, English, Hindi, fine arts in the said buildings. Two smart classes have been provided in the said building for the teaching of Mool Shastra, English and Pali language respectively.

Sambhot Bhavan

In the Sambhot Bhawan there are ten classrooms in which subject like Mool Shastra, Sanskrit, English, Tibetan language, Sowa Rigpa, Tibetan history, Fine Arts and classes of B.A. B.Ed. are held. There is also one smart class in this building.

All our classes are ICT enabled.

Prajapati Gautami Building:

There are 5 classrooms of Sowa-Rigpa department on the first floor.

The department has the following labs in different buildings:

Pathology lab in the Sambhot Bhavan

Physiology lab in the Research and Development Wing

Anatomy lab in the Research and Development Wing

Chemistry lab in the Research and Development Wing

Herbarium lab in the Research and Development Wing

3 Therapy units in the Research and Development Wing

Pharmacy lab in Pharmacy building

Laboratories: -

There are two laboratories for, B.A, B.Ed. and Sowa Rigpa at Sambhot Bhawan and Research and Development wing at the research hostel respectively. The said laboratories are well equipped with facilities mandatorily required for conventional laboratories.

Computers facilities with internet have been provided in the rooms of all the teacher’s cabin at the Sambhot Bhawan. Teachers have been facilitated with such facilities to upgrade the teaching methodology and research works etc., in their respective field. Computer center has two computer classrooms with separate sufficient space for internet users in the library.

Fine Art Lab

Institute has well equipped fine art lab. The Institute’s Fine Art laboratory provides a productive working environment for the students of Fine Arts, where the students are encouraged to explore the unique qualities of Visual Art.

Sowa-Rigpa Lab

The Sowa-Rigpa dept. of the institute has a well-equipped laboratory. The Institute’s Sowa-Rigpa laboratory provides a productive working environment for the students of Sowa-Rigpa, where the students are encouraged to explore the practical knowledge of medical sciences through researches.

Medical Centre

The Sowa-Rigpa dept. run a dispensary for on campus students and employees as well as out-patients. A dispensary with OPD and Hospital with doctors and nurses are available in the campus for first aid and hospitalization cases.

4.1.2 The institution has adequate facilities for 1. Seminar/ Conference Hall with infrastructural facilities 2. Auditorium for cultural activities 3. Laboratory for Functional Sanskrit 4. Yajnasala 5. Observatory 6. Language Laboratory 7. Psychology Laboratory 8. Meditation Centre 9. Sports, games (indoor, outdoor, gymnasium, etc) 10. Artifacts Museum Ancient Arts/ Objects’ Museum 11. Heritage Museum 12. Manuscript Resource Centre (MRC) 13. Manuscript Conservation Centre(MCC) 14. Recording Studio/ e-P.G.Pathshala Facilities 15. Yoga Training and or Therapy Centre with modern equipments 16. Liasion with Bharat Vani Portal 17. Sanskrit-Science/ Agama Exhibition Facilities ?????????? ?????????????????? ?????????? ?????????????? ?????? 1. ?????????????????? ?????????????????? 2. ?????????????????????????????????????? ??? ?????????? 3. ?? 4. ?????????? 5. ?????????? 6. ?????????????????????? 7. ??????????????- ?????????????? 8. ?????????????????? 9. ?????????????????? (?????????????-????????????- ??????????????????) 10. ?????????????????????? (?????????????????/ ?????????? ??????????????) 11. ?????????????????????????????????????? 12. ?????????????????????????????????? (???.???.??.) 13. ?????????????????????????????????????? (???.???.??.) 14. ??????????????????????/ ?-???.??-????????????????????? 15. ??????????????????????????/ ?????????????????????? ?????????????????????????????? 16. ?????????????????????? ?????????? ?????????? 17. ??????????????????????-?????????????????????????????????

Response:

Seminar/Conference Hall with Infrastructural Facilities

In the Institute there are well equipped seminar hall and committee rooms as following.

1. ICT enabled seminar hall at Shantrakshita Library.
2. One ICT enabled committee room in Kamalsheel Bhavan
3. Two ICT enabled and well equipped seminar halls at Sambhot Bhavan.

Auditorium for Cultural Activities

There is a Atisha Hall (multi-purpose hall/auditorium) with the sitting capacity of 700 where plays and other cultural activities are performed.

Psychology Laboratory

There is a well-equipped Psychology Laboratory in the Sambhot Bhavan.

Sports, Games (indoor, outdoor, gymnasium, etc.)

There are well support facilities viz. – One Badminton Court, Baseball, Volleyball, Two Basketball Court and Football ground and the hostels has facilities of indoor games like table tennis, carom and gymnasium also. 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.

Manuscript Resource Centre (MRC)

The Central Institute of Buddhist Studies was established in 1967 to develop a comprehensive knowledge of Buddhism, which includes the study of ancient shastras, culture, philosophy and history, and languages such as Hindi, Sanskrit, English, Tibetan and Pali. The Institute was also set up to translate Buddhist manuscripts into Sanskrit, Hindi, English and other Indian languages, to collect, preserve and publish rare manuscripts and to facilitate research on Buddhism. It works as a nodal resource centre for Buddhism in India. The MRC at the Central Institute of Higher Tibetan Studies has been working since its inception. It is primarily focused on the survey and documentation of Buddhist (mostly Tibetan) collections of manuscripts in the area. The MRC has done active work in the difficult terrains of Himalayan Region, with Buddhist monasteries, which are the storehouses of manuscripts. With its team of scholars, the MRC has documented and prepared 415096 electronic data of Tibetan and Buddhist manuscripts in 26 different collections.

Manuscript Conservation Centre (MCC)

The manuscripts are usually on hand made paper with beautiful calligraphy in black, gold and silver. To conserve these manuscripts an MCC was established at CIHTS. A conservation laboratory with basic infrastructure and equipment was set up by the Institution for conservation. It has already given curative conservation treatment to several manuscripts.

File Description	Document
Videos and photographs (geotagged) ???????????????????? ???????/??????????????	View Document

4.1.3 The institution has adequate facilities like health centre, bank, ATM, post office, theatre, women centre, counseling centre and cultural activities centre etc. ?????????? ???????????????, ??????????, ?????????????????????, ?????????, ??????????, ?????????????????, ?????????????????? ????????????????????? ?????????? ?????????????????? ??????????????

Response:

Health Center:

The institute has well equipped health center, which provide 6 OPD's: 1. OPD (General Medicine) 2. OPD (Pediatric and Gynecology) 3. OPD (Emergency) 4. OPD (Flu & Corona Virus) along with medical dispensaries for both traditional and modern medicine and pathology lab. The traditional Tibetan medicines are prepared in the pharmacy of the Sowa Rigpa department based on the traditional Pharmacopoeia. There is 10 bed hospital available in the **Prajapati Gotami Building**. The institution has R&D department under Sowa-Rigpa (Traditional Tibetan Medicinal System) which facilitates Saptakarma and acupuncture method of treatment. Some of the therapies available are 1. Venesection 2. Fire Cupping 3. Air Cupping 4. Moxa Treatment 5. Tsug Treatment 6. Heat Compression Treatment 7. Full Body Steam 8. Sitz Steam 9. Face Steam 10. Purgatiba Therapy 11. Nasal Therapy 12. Enema 13. Full Body Massage 14. Acupuncture 15. Rubbing Therapy 16. Gold Acupuncture 17. Hormey Therapy 18. Niruha Therapy 19. Emasis Therapy

Bank, ATM:

The institute does not have any bank in the campus, but the institute has its account in the Union Bank of India, Paigamberpur branch, which is in the range of 2 km. from the campus. The Banks have opened two ATMs just near the Staff Quarter gate and one ATM at the main gate.

Counselling Center:

The institute has a well-equipped Psychology laboratory, which provide counseling to the students and other members of the institutions. The student mentorship program provides holistic facilities to students in all respect: Career, Health, Studies and others. The respective teachers refer to other teacher when students require guidance and information of other specific areas. This has proven to be helpful to students in many ways. Many teachers are consulted by students even after they have left the university.

Cultural activities center and Theatre:

There is a cultural center in the institute called Atisha Hall which functions as a Multi-purpose hall for various cultural activities. In the Atisha Hall, regularly cultural shows, drama and plays are staged. Not only the drama and plays of our students and staff are staged but theatrical shows of other originations and professional institutions are also performed.

Women Centre:

There are various activities conducted in the women’s hostel. They organize talks and other programs related to women

4.1.4 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS (Learning Management System), etc. (preceeding academic year data) ??????????????????f- ?????????????????? ?????????????????? ??????????????????, ?????????????????? ? ?????????? (????????????????? ??????????)

Response: 26.19

4.1.4.1 Number of classrooms and seminar halls with ICT facilities ??????????????????, ?????????????????? ? ??????????

Response: 11

4.1.4.2 Total number of classrooms and seminar halls ?????????? ?????????????????? ?????????

Response: 42

File Description

Document

Number of classrooms and seminar halls with ICT enabled facilities (Data Template) •
 ??????????????????
 ??????????????-????????????????????
 ?? ?????????????????, ?????????????????
 ? ?????? (????????????????)

[View Document](#)

4.1.5 Average percentage of expenditure, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs) ?????? ?????? ?????? ?????? ?? ?????????????????????? ?????? ?????? ?????????????? ?????????? (???????)

Response: 20

4.1.5.1 Expenditure for infrastructure augmentation, excluding salary year-wise during the last five years (INR in lakhs) ?????? ?????? ?????? ?????? ?? ?????????????????????? ??? ?????? ?????????????????? (???????)

2019-20	2018-19	2017-18	2016-17	2015-16
125.29	726.94	329	120.54	243.90

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years	View Document
Upload audited utilization statements ??????????- ?????????????????	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS) ?????????? ?????????? ?????????????????? ???? ??????????????????-????????????????? ???????????

Response:

Name of ILMS -	SLIM 21
Nature of Automation -	FULLY AUTOMATED
Version -	3.7.0.22189 (Any CPU)
Year of Automation –	1998

The Shantarakshita Library of the institute is fully automated since 1998. In 1997 multilingual library software was selected to handle the data of Tibetan, Devanagari and Roman scripts and notations of Colon Classification 6th edition. M/s Algorithms Consultatant accepted the task, and with the joint efforts of the Institute, C-DAC Pune and Algorithms developed a sorting order of the Tibetan language and incorporated in the SLIM library software. With the joint efforts of the library professionals of Shantarakshita Library and computer professionals of the Algorithms, the SLIM library software was made able to accommodate and sort the data as per AACR-2 and Colon Classification Scheme. Initially the Novel Net (DOS LAN) version of the SLIM was installed in the library and in 2004, it was upgraded to MS-Windows version.

All the sections of Shantarakshita library are fully using the Network based SLIM Library software to perform their routine jobs and also to offer the user services. For major activities of the library the SLIM 21 library software are used as follows:

- 1.Acquisition:** The complete acquisition procedure from duplication check to generating purchase order are done on SLIM.
- 2.Cataloguing:** The multilingual cataloguing including the creation of analytical entry of the Journals and Traditional Tibetan collection is done with the cataloguing module of the SLIM21. The cataloguing system in SLIM21 is hundred percent based on Anglo-American Cataloguing Rules. There are several authorities file pertaining to author, place of publication, key word and class number to maintain the cataloguing system more effective and time saving. The analytical entry could be done easily in this software and it is one of the main requirements for Tibetan collections and Journals. The most importantly, this software is compatible with different scripts like Roman, Devanagari and Tibetan, which gives the freedom to create multi-lingual catalogue on one platform. It is an indispensable factor for special library like ours. This software is Machine

Readable Catalogue, therefore data sharing with any other organization or with any Union Catalogue could be done easily. The library has contributed the MARC Bibliographical Records in the union databases INFLIBNET and NVLI. Library also contributed to the Universal Digital Library project at IIT-Allahabad and Sanskriti project of the Ministry of Culture.

3. **Serial control:** The serial control system and circulation are totally based on SLIM.
4. **Circulation:** Membership registration, generation of membership cards, issue, return and reservation of documents, auto generated reminder to return the documents and issue of NO-Dues Certificate are smoothly done with the circulation module of the SLIM21.
5. **The Open Public Access Catalogue:** Multilingual and multiformat OPAC of the library is accessible to all through the website of the Institute. At present this catalogue contains approx. 200000 records which includes the bibliographical entries, analytical entries and articles index of printed books, academic journals, xylographs, microfiches, microfilms, audio-visual documents, etc. in English, Hindi, Sanskrit and Tibetan Languages. <http://14.139.236.147/w27/>

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment ?????????????????????? ?????????????????????, ?????????????????????, ?????????????????????, ?????????????????????, ????????????????????? ? ???????????

Response:

The Santrakshita Library of CIHTS can proudly say that it has the richest collection in India of Buddhist and Tibetan Himalayan studies. It has a collection of rare books and manuscripts on palm leaves and papers going back to as early as 11th Century preserved in microfilm and microfiche collected from every possible resources of national and international organizations. It has an entire collection of Kangyur, the Buddha’s teachings running into more than 1500 titles and Tanygur, the works of Indian masters translated into Tibetan language over 3500 titles. The xylographic manuscripts of 17th century brought from Tibet was donated by H.H The Dalai Lama to this library at the very beginning of its establishment.

The library has been reaching out to remote places where rare Tibetan manuscripts are lying as old as 12th - 13th century A.D. The Library has copies of such rare manuscripts brought from Tibet and enshrined in ancient villages of Chandragiri, Odisha which is known as Lithang Kangyur. Later the whole set of manuscripts of Buddha’s teachings in Tibetan language lying in Tawang Monastery was also copied. In the recent past many of the remotely placed monasteries in Sanskar, Leh, Ladakh and similar monasteries in Himachal Pradesh were digitized by the team of the staff of library. These manuscripts must have value of retaining the early versions of the sutra which can reveal many facts about the translation and editing process. Many of these issues could be good subject of research.

The list of the monasteries is covered below: -

Manuscript	Preserved at	No. of copies & Format	Year of Digitization	No. of Vol.	No. of pages	Print Type	Paper Type	Pe

Self Study Report of CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES

Gondhala Proto-Kagyur	Gondhala Village, Lahoul, H.P.	Digital	2015	48	26707	Hand-written	Tibetan Handmade Paper	13 Ce
Other rare Manuscript	Gondhala Village, Lahoul, H.P.	Digital	2015	5	2163	Hand-written	Tibetan Handmade Paper	13 Ce
Phugtal Handwritten Kagyur	Phugtal Monastery, Zangskar, Ladakh	Digital	2016	41	28110	Hand-written	Tibetan Handmade Paper	14 Ce
Other Rare Manuscript	Phugtal Monastery, Zangskar, Ladakh	Digital	2016	8	4512	Hand-written	Tibetan Handmade Paper	14 Ce
Narthang Kagyur	Phugtal Monastery, Zangskar, Ladakh	Digital	2016	102	94389	Block Print	Tibetan Handmade Paper	18 Ce
Domang	Youkar Village, Zangskar, Ladakh	Digital	2016	1	906	Hand-written	Tibetan Handmade Paper	
Dobum	Kumik Village, Zangskar, Ladakh	Digital	2016	1	854	Hand-written	Tibetan Handmade Paper	
Phagpa Deshin Shegpa dun gi ngon monlam	Saboo Village, Leh, Ladakh	Digital	2016	1	240	Golden Ink Hand Written	Handmade Paper	
Gyetongpa and Tashipai tsog	Saboo Village, Leh, Ladakh	Digital	2016	2	697	Hand-written	Handmade Paper	
Dege Tengyur	Central Library, BHU, Varanasi	Digital	2018	213	64286	Block Print	Tibetan Handmade Paper	18 Ce
Dege Kagyur	Matho Monastery, Leh, Ladakh	Digital	2018	103	66050	Block Print	Tibetan Handmade Paper	18 Ce
Tabo Proto-	Tabo Monastery,	Digital	2018	61	73557	Hand-	Tibetan	9th

2019-20	2018-19	2017-18	2016-17	2015-16
41.76	39.27	30.11	51.50	44.96

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years (Data Template) ?????????? ?????????? ? ??????? ?????????????????? ?????????? ?????? ?????????? (????????????????????)	View Document
Audited statements of accounts ???????????????????	View Document

4.2.5 Availability of remote access to e-resources of the library (Yes /No) ???????????????
 ?????????????????????? ?????????????????? ?????? ?? ? (??????/????????)

Response: Yes

File Description	Document
Details of remote access to e-resources of the library (Data Template) ??????????????? ?????????????????????? ?????? ??????????? ?????????? (????????????????????)	View Document

4.2.6 Percentage per day usage of library by teachers and students (preceeding academic year data)
 ?????????? ?????????? ?????????? ?????????????????????? ?????????? (????????????????????? ??????????)

Response: 16.42

4.2.6.1 Number of teachers and students using library per day over last one year ??????? ??????????
 ?????????????????????? ?????????? ?????????????????? ?????????????? ??????????

Response: 55

File Description	Document
Details of library usage by teachers and students • ?????????? ?????????? ?????????? ?????????????????????? ??????????	View Document
Any additional information ?????????????? ???????	View Document

4.2.7 E-content is developed by teachers : 1. For e-PG-Pathashala 2. For CEC (Under Graduate) 3. For SWAYAM 4. For other MOOCs platform 5. For NPTEL/ NMEICT/ any other Government initiative 6. For institutional LMS 7. E-books Uploaded on Website ?????????? ??????????

- Multimedia lecterns for presenter for easy lecture delivery
- Sound reinforcement (audio system) for clarity of speech
- **Language Lab** – Institute has developed a language lab in year 2017. Digital language labs became a reality almost a decade back riding on the crest of the Information Technology wave that swept the globe transforming everything we did into “silicon chips,” “kilo bytes” and software solution. Language lab consists of language learning software that provides all the features required by teachers for language teaching-learning process using various activities such as pronunciation practice, video presentation, audio broadcasting, quiz and exercise. Language laboratory can be called as a teacher-controlled system connected to a number of student consoles, containing a student’s system and a headset with a microphone. The purpose of a digital language lab is to engage students for an active participation in language learning activities and to give more practice than traditional classroom environment.
- **Videoconferencing** – Institute has 2 nos. of Videoconferencing System. Video conferencing saves face-to-face meetings. Since most communication is non-verbal, video conferencing allows for better communication compared to audio calls. Use video conferencing to improve communications, relationships, and productivity by helping people meet face-to-face over distance. Video conferencing are conducted at various levels. Occasionally, video conference meetings are conducted with officers of Ministries of Central Government, New Delhi. Scholarly meetings are held through video conference. Students of CIHTS conduct discussions with students of universities of USA. All the conferences, workshops and seminars are webcast.
- **UPS** – Institute has 8 Online UPS for power backup.

4.3.2 Student - Computer ratio (preceding academic year data) ?????-????????????????????
 (???????????????????? ??????????)

Response: 3.46

4.3.2.1 Total number of computers in the campus for academic purpose ??????????????????
 ????????????????????? ????????????????? ????????????????? ??????????

Response: 74

File Description	Document
Student – computer ratio ?????????? ??????	View Document
Geotagged photo	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Leased line) ??????????
 ?????????? ????????????????? (????????????????????????????) ?????????????????????- (?????????????????????????)

Response: A. ?1 GBPS (? ?1 ??????????)

File Description	Document
Details of available bandwidth of internet connection in the Institution • ?????????? ????????? ?????????? (????????????????????) ????????????????????	View Document

4.3.4 Media centre, Recording facility, Lecture Capturing System (LCS), Facilities for e-content development, and uploading the corpus (database) of sanskrit texts on the website

????????????????????, ?????????????????, ????????????????????? (????-??-??),
??

Response:

Our Library is well equipped with the latest ICT equipments and the softwares to create and edit digital documents. It does the work of Audio and Visual recordings of academic deliberations within and outside of Institute as well as digitization of rare Buddhist text and manuscripts to ensure their preservation.

The Multimedia Section of the library deals with all the Media documentation, digital documents and digitization of different rare Buddhist and Sanskrit documents.

So far, the library has digitized Buddhist/Sanskrit/Tibetan manuscripts from different places and added to its collection as below:

S. No.	Tibetan/Buddhist Mss. and Literature in the collection	No. of Pages/Vols.	Period	Mss. Form	Remarks
1.	Gondhala	28870	13-14 Century	Hand written	H.P.
1.	Phuktal	127011	14-18 century	Hand written	Zanskar,
1.	Youkar	906		Hand written	Zanskar
1.	Kumik Village	854		Hand written	Zanskar
1.	Saboo Village	240		Hand written	Leh,
1.	Central Library, BHU	64286		Block Print	Varanasi
1.	Matho Monastery	66050	18 Century	Block Print	Leh,
1.	Tabo Monastery	73557	9/10 Century	Hand Written	H.P.
1.	Narhang Kangyur-Tangyur	315 Vols.		Block Print	75.5. GB
1.	ConeTangyur	6600 pp.		Micro Form	22 Vols.
1.	TunHuang Mss.	5417 pp.		Micro Form	86 Boxes
1.	Buddhist Sanskrit Mss.	2220 Titles		Micro Form	

NAAC

Tibetan and Sanskrit Mss. in Micro Form

S. No	Title	No. of Titles/Vols.	Form	Remarks
1.	Journal of-Asiatic Society	1082	Microfiche	
1.	Catalogues of Sanskrit Manuscripts in library collections in India	31	-do-	
1.	Buddhist Sanskrit Mss.	2224	Microfilm	Digitized
1.	Reports, Archaeological Survey of India (Selective)	245	Microfiche	
1.	TunHuang Mss.	559	Microfilm	Digitizing
6.	Dissertation on Tibetology	33	Microfilm	
7.	Lhasa Kagyur	844	Microfiche	101 Vols.
8.	Narthang Kagyur	844	-do-	100 Vols.
9.	Lithang Kagyur	937	Microfilm	108 Vols.
10.	Tawang Golden Kagyur	937	-do-	120 Vols
11.	Cone Tangyur	3723	Microfiche	209 Vols.
12.	Yab-sras gsum sung bum	263	-do-	42 Vols.
13.	C.C. Gama Chang Collection	132	-do-	132 Vols.
14.	PL 480 Collection of Tibetan Religious work in the Library of Congress (Set I-X)	26916	-do-	4486 Vols.

We have a huge collection of audio and visual recordings of teachings on important Tibetan and Buddhist texts running into over 30 thousand hours and rich collection of talks, lectures, proceedings of seminars and conferences running into over 25 thousand hours.

Audio- Visual Collection

S. No	Audio-Visual	Titles	GB
1.	Visual MP.4	2220	975 GB (16580 Hrs)
2.	Audio (MP3)	3099	2339 GB (39766 Hrs)

Facilities

Media center is well equipped with 3 Workstation, 2 Mac pro, 5 PC for editing of Video Audio and other digital documents. The section also manages the live webcasting of the Institute events on social media sites such as YouTube and Facebook.

Facilities for e-documentation: The section actively engages in digitization, editing and saving rare Buddhist text and manuscripts to new technologies to ensure their future preservation within the campus and as well as outside of the campus.

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility, LCS ??????????????????, ?????????????????, ????????????????????? (??-??-??) ??????-???????????????????? (????????????????)	View Document
Links of photographs ??????????????	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years ???????????
 ??????? ??? ?????????????????? ?????????????????????????????????? ? ??????????? ??????? ??????????
 ???????????-

Response: 47.75

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) ?????????????????? ???????
 ??? ?????????????????? ?????????????????????????????????? ? ??????????? ??? ?????????????????? (??????
 ??????????)

2019-20	2018-19	2017-18	2016-17	2015-16
604.29	604.78	976.91	556.61	575.16

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities (Data Templates) • ?????-???????????????????? ?????????? ?????????? ?????????, ??? ????	View Document

4.4.2 Established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc., exists.
 ??????????-?????????-????????-????????-????????-????????-????????-????????-
 ????????????????????? ????????????????????? ? ????????????????????? ?????????
 ????????????????????? ?????????

Response:

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities viz. - laboratory, library, sports complex, computers, classrooms etc. The institute has well established 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 the 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 the maintenance of the campus.

There are various committees like Library, Sports, Website Development, Gardening, Canteen, etc. for the proper maintenance and upkeep the physical facilities. The various committees meet regularly to monitor the optimum use of infrastructure which is accessible to the students and staff of the Institute. Suitable budget is allocated every year for the maintenance of various facilities.

There are well maintained classrooms, most of the lectures take place in classrooms with projector, microphones 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 lectures are given. The institute has a Multimedia Section and Computer Section as well and there are technical assistants to ensure proper upkeep of the various ICT enabled classrooms including computer center.

The Computer Lab has been set up which is 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 dispensary with OPD and Hospital with doctor and nurse are available in the campus for first aid and hospitalization cases.

There is Atisha Hall (multi-purpose hall/auditorium) 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. The 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 are 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 premises are taken care for the environmental needs.

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships/ freeships provided by the Government/ UGC/ Rashtriya Samskrit Sansthan/ any other body during the last five years.

????????????????? ???????????????/ ??..? ??????/ ?????????????????????????????????????/ ?????????????????? ?????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ??????????????????

Response: 61.1

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????????? ?????????????????????? ?????????????????????? ??????????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
169	188	167	143	137

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Details of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years. ??????????????????

????????????????????????????????????? ?????????? ?????????????????? ??????????????????-??? ?????????????????? ?????????????? ?????????????????? ??????????????????

Response: 16.04

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years ?????????????????? ?????????????????????? ?????????????????????? ??????????????????-??? ?????????????????? ?????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
20	35	41	53	61

Inter College Debate Competition is organized annually by the Tibetan Buddhist Youth Association, group of students in CIHTS, Varanasi. For this the association invites students from Banaras Hindu University, Centre for Teacher Education and students from all the Departments of CIHTS.

Debate and Essay Competition in Sanskrit is organized by the Department of Classical and Modern Language, for two levels of students, seniors and juniors. Large numbers of students take part in this initiative in order to improve their Sanskrit speaking and writing skill.

Essay Competition in Tibetan, Hindi and English is conducted regularly. They are conducted by the respective departments and various student bodies as well. Such competitions help the students to improve their language, subject and writing skill.

“International Conference on the 21st Century Women’s Issues Shaping the World” was organized by the World Organization of Students & Youth on 11 and 12 January 2019 at Bhubaneswar, Odisha. In that conference, 13 students from CIHTS, Varanasi took active participation in academic as well as other cultural events.

Coaching in Creative Writing for week-long or more is often organized by the Students’ Welfare Association. Last year Ven Geshe Beri Jigmey Wangyal, taught creative writing skill in Tibetan Language to about 80 students in the month of September 2018.

Twelfth National Tibetan College Students’ Conference was organised from 4-8 March 2018 by the 12th TCTC organizer from CHITS, Varanasi. Conference was attended by participants from 18 different places from all over India with about 70 participants.

L. M Joshi Memorial Tournament: This inter-university football tournament is organized annually by SWA for the development of students’ physical and mental fitness. Tournament is being played between ten teams including staff and united team. The finals take place on the Independence Day of India.

Inter-class Basketball Tournament is organized by Students’ Welfare Association annually from 15th January to 26th January in commemoration of Indian Republic Day.

Students’ Research Paper Presentation is regularly organized by SWA. This is done to train students in writing research papers. This is also done at two different levels i.e. senior and junior.

The students are provided forums for publishing their writings in different forms, poetry, creative writing, translations, original research papers on specific issues. The institute has five to six magazines in which they publish the above writing. There are many students who have published over 30 books of various nature in the last 4 years.

Tibetan Cultural Competition is a regular activity of Students’ Association of Performing Arts. Tibetan cultural dance competition on 2nd September in commemoration of Tibetan Democracy Day. Every class participate in this cultural event with enthusiasm.

Students’ Debate Sessions

Institute holds evening debate session amongst students from PM 1st to Acharya 2nd from 4:00 PM to 5:30 PM on the library lawn. During the debate the performances are made in different ways. Individual one to

one debate, small group to group, interclass debate and congregational debate. This practice is extremely beneficial to sharpen the mind and quick process of mind.

File Description	Document
Any additional information (?????????? ??????)	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years
 ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????

Response: 8.14

5.2.1.1 Number of outgoing students placed year-wise during the last five years ??????????????????
 ?????????????????? ?????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
1	6	5	10	11

File Description	Document
Upload any additional information (???????????? ??????)	View Document
Self attested list of students placed (???????????????????? ?????????? ?????? ?????????????? ????)	View Document
Details of student placement during the last five years (???????????????????? ????????????????????? ?????????? ??????????)	View Document

**5.2.2 Percentage of student progression to higher education (previous graduating batch) (preceeding academic year data) ?????????????????? ?????? ?????????????? ?????????? ?????????? (??????????
 ?????????????? ??????????) (???)**

Response: 64.91

5.2.2.1 Number of outgoing students progressing to higher education ?????????????????? ??????
 ?????????????? ?????????? ??????????

Response: 37

File Description	Document
Upload supporting data for student/alumni (????????/???????????????????? ????????????????)	View Document
Details of student progression to higher education (???????????????? ???? ???? ???? ???? ???? ????????)	View Document

5.2.3 Average percentage of students qualifying in state/ national/ international level examinations during the last five years. (eg: NET/ SLET/ TOEFL/ Civil Services/ State government examinations)
 ????????????????? ????/????????/???????????????????????????????????? ???? ???? ???? ???? ???? ????
 ????????????? ???? ???? (???.???-????-????-????????-????????????????????)

Response: 0

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/TOEFL/ Civil services/State government examinations) year-wise during the last five years
 ????????????????? ????/????????/????????????????-???????? ???? ???? ???? ???? ????
 ????????????????? (??-??-??-??-??-??-????-????????-????????????????)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GRE/TOEFL/ Civil Services/State government examinations) year-wise during the last five years
 ????????????????? ????/????????/????????????????-???????? ???? ???? ???? ????
 ????????????????? (??-??-??-??-??-??-????-????????-????????????????)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (???????????????? ????/ ???? ???? ????????????-???????? ???? ???? ???????????????? ???? ???? ???? ????)	View Document

5.2.4 Details of the programme for the exchange/participation of students at national/international level for academic and cultural activities with other institutions. ?????????????????????? ?????? ?????? ?? ?? ??????????-????????????????????? ?????????????????????? ?????? ?????????? ?????????? ?????????????? ?????????????? ??????????

Response:

Academic Exchange Program

1. **Five colleges consortium, Amherst, USA** academic Exchange Program was first initiated in the year 1993. This was initiated with the vision that this practice will benefit both institutions with exchange of Students and Faculties and collaborative researches. In this program, exchange of both students and teachers takes place. Some research projects are also undertaken on various themes and topics. This exercise has proven to be impactful in both academic and cultural spheres.
2. **Social Media and Global Change Program** is initiated with the University of Washington, Seattle, USA. This was a special program between the two Institutions as the students from both sides learn mutually through video conferencing. During the initial time the topic was ‘Social Media and Global Change Program’ later the topics kept changing exploring different areas. This was found to be very beneficial at both ends.
3. **Exchange Program with University of North Carolina** is also an academic program similar with previous one existing with University of North Carolina, Asheville, USA. Occasionally the students and faculty visit CIHTS
4. **Exchange Program with Digital University, Eksan, South Korea** -The Institute has an Academic Program with South Korean Digital University. The students from Korea are in teachers training course and their numbers vary between twenty-one to forty-one. They stay at the Institute guest house for one week and mainly learn Buddhism, Tibetan Medicine and Indian Yoga. Prof. Suen from Korea lead the group every year.
5. **Exchange Program with University of Tasmania, Australia** - The Institution signed an MoU with University of Tasmania under which exchange of students and scholars takes place. Also one Master’s seat and one Ph.D. seat is reserved in University of Tasmania for our students.

Courses covered for the visiting students

Since the visiting students are from different fields the course is designed with diverse nature on the request of the visiting students and faculty. Buddhist Philosophy is a major topic covered which provides exposure to the nature of life, science of mind. Buddhist psychology and epistemology are also covered as a part of textual study. Hermeneutics is also covered to understand the complex nature of philosophical studies. Along with that lectures on Tibetan culture, History as well as arts and medicine are also covered. Practical training of meditation is part of the course which is held every morning in the meditation hall.

Our students regularly participate in seminars, workshops and conferences organized by other institutions and organizations. Many of our senior students particularly the students doing M.Phil and Ph.D. have participated in national and international conferences. In last July, six of them have participated the International conference of Tibetan studies held at Paris which is held every third year in a part of the World. Some of their presentations were highly appreciated by senior scholars.

5.3 Student Participation and Activities

5.3.1 Number of awards/ medals for outstanding performance in sports/ cultural activities at State/ national/ international level (award for a team event should be counted as one) during the last five years. ?????????????????? ??????-??????-?????????????-????????? ??????-????????????????????? ?????????????-????????? ?????????? ?????????????????????? ?????????????/????????? ?????????? (????? ?????????? ?????????????????????? ????????)

Response: 0

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/ national/ international level (award for a team event should be counted as one) year-wise during the last five years ?????????????????? ??????-??????-?????????????-????????? ??????-????????????????????? ?????????????????????????????? ?????????????????????????? ?????????? ?????????????????/????????? ?????????????????? (????? ?????????? ?????????????????????? ????????)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Details of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five year	View Document

5.3.2 Presence of an active Student council/ Chatra-parishat/ Chatra-mandal and representation of students on academic and administrative bodies/committees of the institution. ?????????? ?????????????????????????????? ?????????? ?????????????????? ??? ?????????? ?????????????? ??????????????

Response:

Student Welfare Association (SWA)

Sports Committee

International Students Cell

Medical Cell

IQAC

Sexual Harassment Cell

Anti-raging committee

Mess Management Committee

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.

They also organize sports events like football tournament, basketball tournament, Futsal league, badminton, track and field and other cultural events.

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.

This institute has a very effective decentralized system, as the participation of the students has been insured in the different committees of the institution.

As mentioned above **Sport committee** witnesses an active participation of students, who play an active role in sports related activities.

The institute has an active International student cell for tackling the issues relating to them. The cell is headed by a faculty member along with the president of student council and two foreign students as members of it.

In the Medical cell there is the participation of students to help with the health-related issues by arranging the required medicines and other related items and insure the necessary arrangement in such causalities. The Medical cell which is part of the SWA has been managing the dispensary of modern medicine with modern doctor and nurse. From the beginning of 2019 session this Medical cell has been merged with Sowa Rigpa department which will be supervised by HoD of Sowa Rigpa.

Internal Quality Assessment Cell (IQAC) also consist a member from amongst the students to participate in formulation and execution of the policies and agenda, leading to quality improvement in academic and administrative level.

In the **Sexual harassment cell**, there is the provision of the members from students i.e. female member as

well as the male member for an unbiased representation and judgement.

Anti-ragging committee also consist the students as members from each level of students i.e. from U.G. to Research, for dealing with the ragging related issues. But it's good to say that there are no ragging related issues occurred in the history of our institution. Rather the senior students provide orientation courses and organize camps to introduce freshers to various courses.

There is an active **Mess Management Committee**, which is working for all the arrangements of food for the students. The best part of **MMC** is that, it is fully executed by the students.

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year. ?????????? ??????? ?????????? ??????-????????????????????? / ?????????? ?????????? ??????????

Response: 4.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years ?????????????????? ?????????? ??????-????????????????????? / ?????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	5	7	3

File Description	Document
Report of the event (for ex. Sanskrit Pratibha Samaroha, Koumudi Mohotsava etc.) (????????????? ?????????????? (?????????????????????????, ????????????????? ?????????))	View Document
Number of sports and cultural activities / competitions organised per year (???????????? ????????? ????????????? ????????-????????????????????????? / ????????????? ?????????)	View Document

5.3.4 The university involves and encourages its students to publish materials like catalogues, wall magazines, university magazine, and other materials. List the major publications/ materials brought out by the students during the last four academic sessions. ?????????????????? ?????????????????, ?????????????????????, ?????????????????????????????????????? ?????????????????????? ? ?????????? ?????????? ?????????????????? ?????????????????????? ?? ?? ?????????? ?????????????????????? ?????????????????????????????????????? / ?????????????? ? ???? ??????????

Response:

Students of CIHTS have written or translated various works and published in the last four years. The topics of the works vary; ranging from Buddhism to Tibetan Literature, to Tibetan history, poetry, education, science, culture, arts etc. These works are written and collected by individual student as well as by students' committees.

Institute's administration encourages students in publishing magazines, books, and other project through funding their project. In the last four years around 20 individual students have published the book they wrote or translated. And around 8 students' committees have published 15 magazines and books. The published books were distributed to various libraries and schools and received great praise.

List of the books written/translated by individual students

Book	Writer/ Translator	Year	Category
A Youth of Spleen	Bande Khar	2016	Poetry
Travel	Myuksar	2016	Poetry
	Jeo Chidak	2016	Poetry
Songs for Dawa			
	Penpa Tsering	2016	Journal
Introduction of Buddhist Religious Sites in Sarnath			
	Wangchen Dorjee	2017	Poetry
A Reflection in the Evening (1st Edition)			
	Wangchen Dorjee	2017	Poetry
A Reflection in the Evening (2nd Edition)			
	Rigzin Lhundup	2017	Translation
Practice of Truth and Non-Violence			
	Wangchen Dorjee	2017	Translation
On Education			
Rosy Mirror of Soul	Mading da	2017	Poetry
	Tenzin Tenkyong	2018	Translation

I am Malala			
Blood of Universe	Jamyang Dhondup	2018	Articles
	Passing Tsering	2018	Poetry
Poems of Monpa Child			
Paint of Pen	Tseje Kyab	2018	Poetry
Love which crossed the Ocean of Clouds	Chime Dolkar	2018	Translation
	Gawa Jethuk	2019	Poetry
Jale Marpo			
	Jampa Lhundup	2019	Articles
Food of Education			
	Jamyang Dhondup	2019	Buddhism
Questions and Answers on Buddhism			
	Thukje Tsomo	2019	Poetry
Secrets of Sister			
	Nyima Tsering	2019	Independent Book
The Religious World and Fate of Women			
	Dekhang Tashi	2019	Independent Book
The World of Science			
	Amae Bhu Tenzin Tsering	2019	Independent Book
Culture of Tsang: A collection of research Articles			
The Tear of Regret	Amae Bhuchung	2019	Poetry

List of books published by students' committees

Book	Publisher	Year	Category
Article on Golden Jubilee	45th Students' Welfare Association	2017	Book
Articles on Three Association of Ex-	Association of Ex-	2017	Book

Commitments of Dalai Lama	students of Tibetan Home Mussoorie		
	Tibetan Youth Buddhist Association	2017	Book
The Lamp for Dharma			
	Riglab Editorial Board	2018	Book
Dungdra (4th Edition)			

List of journals published by students' committees

Book	Publisher	Year	Category
Voice of Unity	2016 UM 1ST CLASS	2016	Journal
Yonten (7th Edition)	Association of Ladakh Students	2016	Journal
Lamp of Himalaya (1st Edition)	Himachal Buddhist Students' Association	2016	Journal
Riglab (24th Edition)	Riglab Editorial Board	2016	Journal
Yonten (8th Edition)	Association of Ladakh Students	2017	Journal
Lamp of Himalaya (2nd Edition)	Himachal Buddhist Students' Association	2017	Journal
Mirror of Society (7th Edition)	Volunteers Committee	2017	Journal
Riglab (25th Edition)	Riglab Editorial Board	2017	Journal
Mirror of Society (8th Edition)	Voluntary Community of Social Service	2018	Journal
Riglab (26th Edition)	Riglab Editorial Board	2018	Journal

Riglab (27th Edition)	Riglab Board	Editorial	2019	Journal
File Description		Document		
Data Provide the list of Published Materials (????????????????????/???????????? ? ??? ? ??????)		View Document		

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years
 ?????????????????? (????????? ?????? ??????? ?) ?????????????????? ?????????????????? ???????
 ?????????? ?????????? ?????????????? ?????????? ?????????? ??????????

Response:

The Alumni/ ex-students of the CIHTS felicitated Prof. Samdhong Rinpoche on his 75th Birthday on 5th November, 2014. Over 100 Alumni from various regions of India and abroad attended the felicitation Ceremony. The Felicitating Organizing Committee compiled and published a SOUVENIR. A special meeting of the Alumni was 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 Alumni Association was passed in BOG meeting held on 10th January, 2015.
2. The first executive committee meeting was held on 27th January, 2016.

In 2017-2018, the executive members of AACUTS have upgraded the above profile of CIHTS.

Following are some names of Chapter/ Contact persons

Name of Chapter/ Contact person

1. New York, New Jersey, America

1. Nima Dhondup Email address: nrabkhang@gmail.com

1. California, USA

1. Tashi Dhondup Ph. 41-55428660

1. Switzerland

1. Jamdo Jampa Tsering jampatsering@hotmail.com Ph. +41765184668

1. Nepal

1. Serkey Sharpa Ph. 9843651807

1. Canada

1. Losang Khenrab lkhenrab@hotmail.com

1. Ladakh

1. Ngawang Yeshe ngariinstitute@gmail.com ph.09419975294

1. Bylakuppe, South India

1. Geshe Rinchen Tsering ph.9880016347

2. Mundgod, South India

1. Norbu Nima, Principal, Sambhota Tibetan School

1. Dharamsala, Kangra.H.P.

1. Sangye Tendar, LTWA Ph.9816169458

1. Tawang, Arunchal Pradesh

1. Thupten Tsering 9402458933

Over 200 Alumni from 12 countries attended the Golden Jubilee Celebration of CIHTS held on 1st January, 2018.

Gratitude Symbols offered by Alumni to:

1. Government and the People of India for their continuous support for the promotion and preservation of the Buddhist, Tibetan and Himalayan Studies.
2. HH Dalai Lama for his blessings and continuous guidance to CIHTS.
3. Professor Samdhong Rinpoche, Ex-Director of CIHTS for his kind guidance and his contribution toward the development of the Institute.
4. Madam Dr. Kapila Vatsayayan for her kind guidance and her contribution.
5. All the retired Teachers of CIHTS for their kind guidance and their contribution.

Financial Contribution:

The Alumni Association contributed the financial expenses for gratitude symbols offered to No. 1-5 (Souvenir) on behalf of students & Alumni of CIHTS, which amounts to Rs.7,38,268/-Lakh.

Observations:

1. The Alumni appreciated the infrastructure development and express the sense of gratitude to GOI.
2. The Alumni also appreciated the work of initiating Tibetan Language & Literature and Tibetan History & Culture Course in Acharya level.
3. They also appreciated the project of sending our senior students during the summer vacation to teach Tibetan language & Buddhist values in various schools in Tibetan and Indian Himalayan communities.

4.239 Alumni registered as permanent member of AACUTS and is Rs.3355963.76/- was received from the CIHTS Alumni.

Bank Detail:

Bank’s Name: UBI, Paigamberpur, Varanasi.

Account Name : AACUTS

Future Plan:

Attempting to compile a comprehensive “Directory of CIHTS Alumni in Academic & Public Services” and “catalogue of Books and Research papers” authored by CIHTS Alumni.

The committee also organized Alumni Conference in November, 2019 and felicitated Prof. Samdhong Rinpoche on his 80th Birthday.

5.4.2 Alumni contribution during the last five years (Amount in Rupees) ?????????????????? ?????????????????? ?????????? ??????????- (???????????)

Response: A. ? 1.00 Lakhs (? ? 1.00 ??????)

File Description	Document
Alumni association audited statements (???????????????????? ?????????????????????)	View Document

5.4.3 Number of Alumni Association/ Chapters meetings held during the last five years. ?????????????????? ????????????????????? ?????????? ?????????-

Response: 2

5.4.3.1 Number of Alumni Association/ Chapters meetings held year-wise during the last five years ?????????????????? ????????????????????? ?????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

File Description	Document
Report of the event (????????????? ????????????)	View Document
Number of Alumni Association / Chapters meetings conducted during the last five years (????????????????? ?????????????????????? ?????????? ????????)	View Document



Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University ?????????????????? ?????????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ?????????????????? ??????????????????

Response:

Central Institute of Higher Tibetan Studies (CIHTS), has following vision and mission as envisioned by the dialogue between HH the Dalai Lama and the then Prime Minister of India Pt. Jawaharlal Nehru.

Vision:

- To ensure education to Tibetan Refugee students and students of Indian Himalayan region who have lost the opportunity in Tibet for advanced studies in Buddhism and Tibetan Studies.
- To continue education and research of das-vidyas i.e. the ten traditional fields of studies (The panch mahavidyas, the five major fields of studies and panch Laghu Vidyas, the five minor fields of studies), which are primarily the legacy of Nalanda, Odantapuri, Vikramshila and others of ancient India.
- Following the tradition, interaction and research work with the modern disciplines of science and other fields are to be pursued.

Mission:

1. Preserving Tibetan Culture and Tradition
2. Restoring of ancient Indian Sciences and literature preserved in Tibetan Language but lost in the original.
3. Offering an alternate educational facility to students of Tibetan Community and Indian border areas.
4. Accomplishing teaching and scope of research in traditional subjects in the framework of the modern university system of education with the provision for award of degree in Tibetan studies.
5. To impart education in modern disciplines along with education of Buddhist studies for the inculcation of moral values.

Objectives:

1. Imparting quality education and award of degrees
2. Research in various fields of traditional subjects as well as research in collaboration with modern disciplines.
3. Publication of the Institute's research work maintaining the International standard.

teacher of the individual departments to discuss on wide range of issues like research works of the faculty members, pedagogical issues and programs and projects of individual departments and to issues related to be addressed for specific student or group of students. The faculty and departments themselves meet to discuss on issues of their departments.

The Vice-Chancellor also meet the general students on regular basis to address and guide them on academic issues and personality development and others. He also meets the students of individual classes separately to discuss with students on various subjects, academic, health, moral development and general intellectual topics which the students need to know.

We also have student organizations like Student Welfare Association, Mess Management Committee, Medical Cell, Foreign Students' Committee, Sports Committee, Student Association of Performing Arts and cultural cell. They regularly meet and bring their suggestions to the university administration to meet their necessary requirement.

Regarding the research works, the various departments of the research section meet on regular basis and the projects and the programs are discussed in detail. They occasionally sit with the Vice-Chancellor to address their issues and also for planning and execution of programs and projects of research in different fields.

6.1.3 Sanskrit-Version of vision, mission statement of the university, the Act, Statute, MoA and Rules, Official notification/information, Regulations are available in institutional website.

???????????????? ???? ?????????????????, ?????????????????, ?????????????????, ?????????????????????????????????????, ?????????????????????????????????????, ?????????????????????????????????????, ?????????????????????????????????????

Response:

The notification and correspondence which are particularly related to Tibetan subjects are made in Tibetan Language.

The Tibetan version of MoA and rules and regulations are available in hard copy as well as soft copy on the institution website.

Many of the matters exclusively in Tibetan are provided in Tibetan language in the administrative process. Many of such cases like the conferences, workshops and seminars which are exclusively in Tibetan language are given in Tibetan language starting from correspondence, notices and the proceedings of such events. After the conferences the articles are published in Tibetan language.

Tibetan version of vision and mission statement are also uploaded on the institutional website.

found appropriate construction agency. Thus the F.C. approved the name of M/s. NBCC as executing agency with direction for negotiation of service charges. Further, the recommendation of the F.C. was also approved in the Board of Governors meeting held on September 3,2018. Finally, the Institute executed an Agreement with M/s. NBCC for execution of the work of Sowa-Rigpa Bhawan.

Recently, the Ministry has released 20% of the total cost of 1st phase work i.e. Rs. 10.00 crore and accordingly work order has been issued in favor of M/s. NBCC, completing required formalities.

The construction work is in full swing and expected to complete very soon.

6.2.2 Organizational structure of the University including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism. ?????????? ?????????? ?? ???
????????????????????, ?????????????????????, ????????????????????? ??????????, ??????????????, ??????????????,
?????????????, ?????????????????????, ??

Response:

Society is the nucleus of the organization known as Central Institute of Higher Tibetan Studies, Sarnath, Varanasi. The Ministry of Culture, Government of India is the sponsoring body of the Society. The Chairperson of the Society is nominated by the Government of India. All the lease, properties, documents and title deeds relating to the movable and immovable properties of the society are in the name of the Society. The Chancellor is appointed by the Society and when present he presides over the Convocation of the Institute, but he is not the Chief Executive Officer. Power is conferred upon the Chancellor to nominate persons to represent the various interests for the furtherance of the aims and objectives of the Institute.

Among the various bodies/authorities, the **Board of Governors** is the principal executive authority of the Institute responsible for the general superintendence, direction, control and management of the property and funds as well as other funds placed at the disposal of the Institute for specific object. The Board of Governors has the power to accept/ or not to accept the recommendations of other bodies/authorities like **Finance Committee, Academic Council, Planning and Monitoring Board, Board of Studies, Selection Committee** etc. The Vice-Chancellor is the Chairman of the Board of Governors as well as he is chief academic and executive officer of the Institute and is responsible for the proper administration of the Institute. It is his duty to ensure that the provisions of MOA and Rules & Bye Laws of the Institute are duly observed.

The Registrar of the Institute is the custodian of records, the funds of the Institute and such other property of the Institute as the Board may commit to his charge. He represents the Institute in suits or proceeding by or against the Institute, sign powers of attorney, verify pleadings or depute his representative for the purpose. He is responsible for preparation of annual estimates and statement of accounts for their presentation to Finance Committee, the Board and the Society also to keep the minutes of all the authorities of the Institute and of all committees appointed by any of the authorities of the Institute.

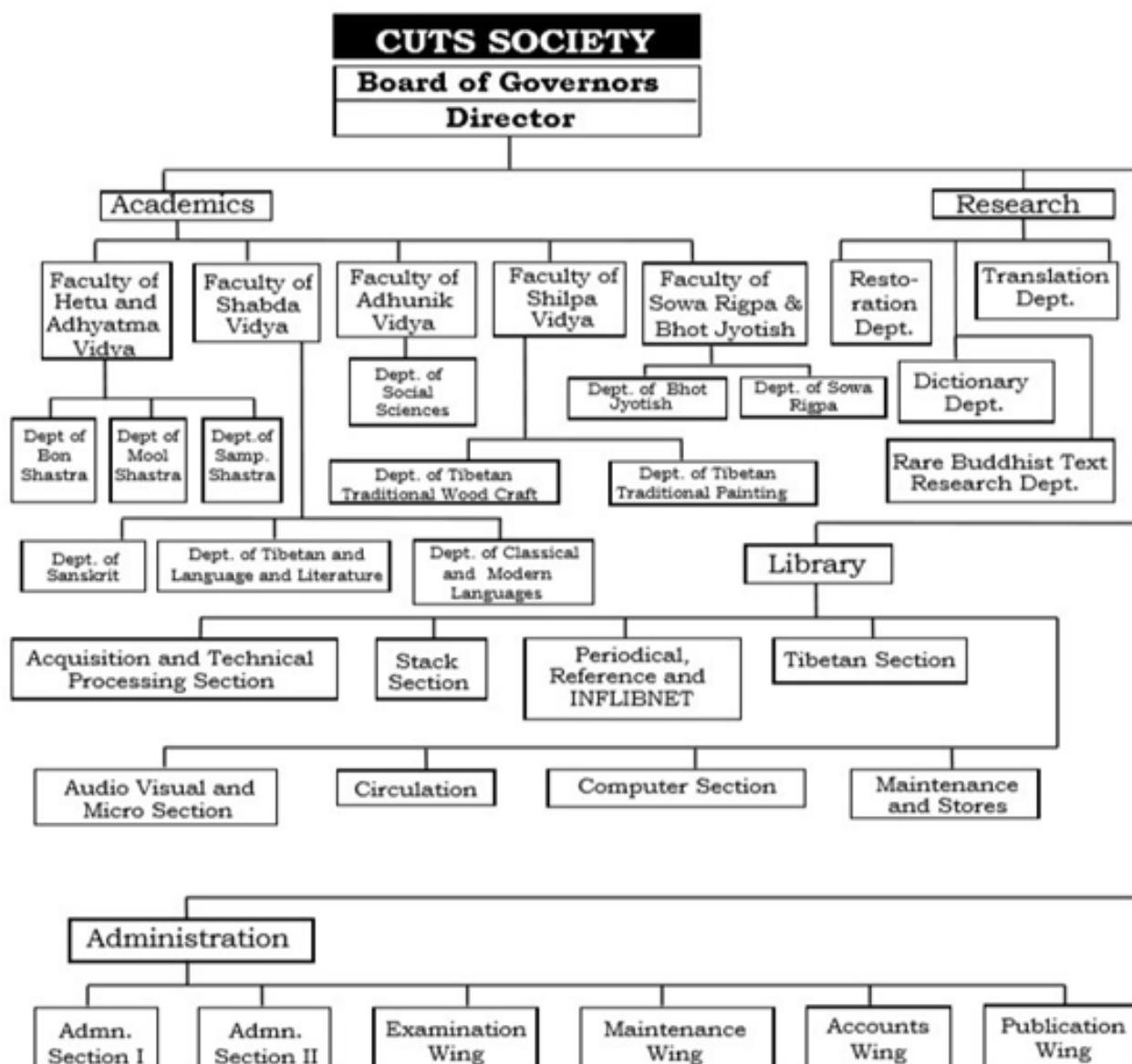
The Academic, Research, Library and Administration related activities of the Institute are carried out through various faculties and departments. The Institute has its own Rules and Bye laws governing the services of all categories of posts and where-so-ever the Institute Rule is silent, the Government of

India/UGC rules are followed.

To run the functions relating Academic, Research, Library and Administration, recruitment of required men power is made under the prescribed recruitment rules of the institute/UGC/GOI on the recommendation of the Selection Committee duly approved by the Board.

Promotions in different categories of employees are done in the light of the Institute/UGC/ GOI rules.

For maintaining sound congenial working atmosphere among the staff, time to time grievances are invited and redressed by the Grievance Redressal Committee seeking approval of the Board of Governors on the same.



Vice Chancellor					
REGISTRAR					
Administration Section I	Administration Section II	Examination Wing	Maintenance Wing	Accounts Wing	Publication Wing
<ul style="list-style-type: none"> • Handling & record keeping of all service matters related to all teaching and research staff. • Conferences, Workshops & Seminars • Supervision of Purchase and Procurement service through P&P wing • Correspondence with the UGC • Academic & Research Projects/Proposal Schemes • Correspondence with other Academic Bodies/Regulators • Secretarial support for matters relating to Academics and Research • Other administrative functions 	<ul style="list-style-type: none"> • Handling & record keeping of all service matters related to all non-teaching staff • Personnel policies • Casual labourers • Temporary/ Adhoc engagement for all categories • Service contracts • Legal matters • Correspondence with MOC • Staff canteen • Staff welfare • Security • Transport • Standard forms of ad printing thereof • Miscellaneous administrative matters 	<ul style="list-style-type: none"> • Documentation for conduct of exam • Appointment of Examiners/ moderators • Tabulation • Question papers • Result • Issue of certificates and marksheets • Any other matter related to Examination Wing 	<ul style="list-style-type: none"> • Maintenance and sanitation of campus • Electricity and water • Guest House allotment • Civil and electricity maintenance • Horticulture • Central stores and inventory • Annual Maintenance contracts • Other matters relating general maintenance of University 	<ul style="list-style-type: none"> • Budgeting • Auditing • Payment of salaries & wages • Payments of bill and all other financial matters. 	<ul style="list-style-type: none"> • Publication of Research work on Tibetan Buddhism in accordance with the objectives of the University • Proof reading of proposed Publication • Sale of Publication

6.2.3 Implementation of e-governance in areas of operation 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination
 ?????????????????????? ?????????????????? ?????????? 1. ?????, ?????????? 2. ?????????? 3. ??????, ?????????? 4. ?????????? ?????????, ?????????????? ? 5. ??????????

Response: C. Any 3 of the above (? . ?????????????? ??? ????)

File Description	Document
Screen shots of user interfaces(????????????? ?????????????????? ??????????????)	View Document
Details of implementation of e-governance in areas of operation Planning and Development, Administration etc (Data Template)(????????????????????? ?????????????????????? ?????????????????????? (?????????????????????))	View Document

6.2.4 Effectiveness of various bodies/ cells/ committees is evident through minutes of meetings and implementation of their resolutions. ?????????????? ??????????????, ???????????

????????????????? ? ??????? ???? ?????????? ??????????????/ ???????/ ?????? ?????????????
 ?????????????? ? ?????????????? ?????? ?????

Response:

Recruitment rules are updated from time to time as per the decision of BOG and the norms of UGC and GOI. As per requirement the Recruitment Cell is constituted to take appropriate action to recruit the employees on the vacant positions of various departments/wings/sections of the Institute. The Cell, so constituted, by the competent authority make arrangements to advertise the vacant posts on all India basis with the approval of the authority concerned. Applications received are screened as per the predefined and duly approved screening criteria by the respective Screening Committees. The institute follows the recruitment rules of the Institute, UGC, GOI guidelines and/or prevailing practices of other reputed Universities to formulate the screening criteria to shortlist the eligible candidates for direct interview on the advertised posts of Teaching, Research, Library and Administration. Wherever the No-Interview-Policy have to be followed, the screening of the application forms is done on the basis of required minimum qualification and/or experience and age etc. The screening committees recommend the names of the eligible candidates to be called for interview and/or written test. As per rules, Selection Committees are constituted including SC/ST member and a nominee of the Chancellor as observer of the Selection Committee's activities. The Selection Committees meet and submit its recommendations in sealed envelopes. All the sealed envelopes of selection committee recommendations are presented and discussed in the meeting of Board of Governors for consideration and decision. The Registrar opens the sealed envelopes one by one and apprise the Board about the recommendation of the Selection Committee, so constituted, for considering the recommendations of new recruitment as-well-as eligible cases under CAS in the light of the Rules. The approval of the Board in each case is mentioned in the Minutes and the Minutes of the said Board are forwarded to the concerned section for its implementation.

CIHTS is following method of demo cum interview for the selection on teaching positions especially Assistant Professors and Associate Professors. In this method the candidates are informed to come prepared with the 15-30 minutes' presentation on any topic of their choice of concerned subject. During interview the candidate asked to make presentation in front of a group of students and the experts before they appear for the interview. Average duration of personal interview is about 20-30 minutes. The grading of candidates in predefined format have been done individually by all the experts and after completion of the interview of all candidates, based on the individual grading of the members, the selection committee unanimously selects the best among appeared candidates and accordingly make the recommendations.

In case of vacancies to be filled under No-Interview-Policy as per requirement, committee of external subject experts have been constituted to conduct skill test, to prepare question papers and evaluate answers. The question paper of the test is prepared/finalized on the day of written test and just after it, the copies are evaluated by the same committee of the experts sitting in a chamber.

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff. ????????

????????????? ?????????????????????????????? ?????????????????????? ????????????????

Response:

The University has the following effective welfare schemes for teaching and non-teaching staff:

1. Central Government Health Scheme (CGHS) as applicable to central government employees.
2. All leave entitlements as applicable to the Central Government employees.
3. Being a residential University, the University makes available many types of sports and games facilities to its teaching and non-teaching staff.
4. The University Guest House and open lawns are given to the staff members for organizing marriage ceremony and other social functions hosted by the staff members on a nominal rent.
5. Free medical treatment to all the staff members in the University clinic.
6. Residential facility to teaching and non-teaching staff in the campus. Almost all the regular teaching and non-teaching staff members have been benefitted by such welfare schemes.
7. Medical reimbursement to the staff and family.
8. HTC and LTC are provided to all the staff members under prevailing rules
9. Children Education Allowance up to two children only is provided to all eligible staff members.
10. Liveries are provided annually to MTS staff
11. House Building Advance is provided on demand by the staff
12. Festival advance is provided.
13. Loan facility for purchase of vehicle on demand.
14. Facilities of Guest Houses are given on subsidized rate
15. Arrangement of part-time doctor of modern medicine in the Institute's premises is made.
16. The entire facilities of Sowa-Rigpa department of 6 OPD's, therapy unit and other treatments are accessible for every member of the university.
17. Staff vehicle is available for the staff members at the time of medical needs as well as at any emergent need.
18. For the Children of the staff, play grounds are made available within the colony premises.
19. Generator facilities are also kept available on demand to ensure continuous supply of electricity in the Guest Houses on the occasions of functions etc. in absence of electricity supply.
20. To maintain hygienic atmosphere in the staff colony premises, plantations are done. Further, to keep the colony premises neat and clean, a full time staff is appointed for its maintenance.
21. 24 hours supply of water and electricity in the colony are managed.
22. Wi-Fi is available in entire campus including staff colony.
23. Library facility for both: teaching and non-teaching staff is made available in the Institute's Library.
24. Vehicle parking facility within the Institute's premises.
25. Loan facility is given to the staff member for purchase of P.C. etc.
26. Yog Sibir is arranged in order to educate staff members with the benefit of Yoga.
27. Facility for computer training is made for the staff members.
28. Mails of staff members are got collected from the post office and made available to the concerned staff at work place within the Institute premises.
29. Time to time arrangement for entertainments are made for the staff members.

6.3.2 Average percentage of teachers provided with financial support to attend conferences /

workshops and towards membership fee of professional bodies during the last five years
 ?????????????? ?????????????/????????????? ???????????, ?????????????????????
 ?????????????????????????????? ?????????????????? ?????????????????? ?????????????? ??????????????

Response: 2.13

6.3.2.1 Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies year-wise during the last five years ??????????????????
 ??????????????/ ?????????????? ?????????????, ?????????????????????? ??????????????????????????????
 ?????????????????? ?????????????????? ?????????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
4	1	1	1	1

File Description	Document
Upload any additional information(???????????? ???????)	View Document
Details of teachers provided with financial support to attend conferences, workshops etc. during the last five years (Data Template)(???????????????? ????????????????/????????????????? ?????????????, ????????????????????????, ????????????????????????????? ????????????????????? ??????????????)	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the university for teaching and non teaching staff during the last five years. ??????????????????
 ?????????????? ?????????????????????, ?????????????????????????????? ?????????????????????????????????
 ?????????????????????? ?????????????????? ??????????????????

Response: 8.6

6.3.3.1 Total number of professional development / administrative training Programmes organized by the Institution for teaching and non teaching staff year-wise during the last five years ??????????????????
 ?????????????? ?????????????????????, ?????????????????????????????? ?????????????????????????????????
 ?????????????????????? ?????????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
10	7	9	8	9

For performance appraisal of teaching staff, self –assessment, API scores are proposed for:

- a) Teaching related activities,
- b) Domain Knowledge;
- c) Participation in examination and evaluation;
- d) Contribution to innovative teaching, new courses etc.

The minimum API score required by teachers from this category is 75. The self-assessment score is based on objectively, verifiable criteria wherever possible and is finalized by the screening/selection committee. Further, based on the teacher's self-assessment, category II of API scores are proposed for co-curricular and extension activities, and professional development-related contributions. The minimum API required by teachers for eligibility for promotion is 15. Accordingly, the report is obtained from each teaching staff in the light of the UGC Regulations 2010. For this purpose, proforma relating ANNUAL SELF-ASSESSMENT FOR THE PERFORMANCE BASED APPRAISAL SYSTEM (PBAS) form is issued in favour of each teaching staff with instruction to fill the information required in the proforma and arrange to get it received to the Internal Quality Assurance Cell (IQAC) through the head of the concerned department. The IQAC evaluates the scoring and submit it to the competent body/authority, as per UGC rule at the time of its requirement.

Performance Appraisal of non-teaching staff:

The Performance Appraisal in case of non-teaching staff is done annually. The Institute has its ACR forms. The blank forms are issued for the concerned year in respect of the staff members of concerned section/department /wings. The concerned staff member is served with a blank form giving direction to complete the self-appraisal part of the ACR form and submit it to the head/in-charge of the Section/department /Wing. The head/in-charge of the Section/department /Wing is treated as Reporting Officer and accordingly the ACR of the staff is written first by the Reporting Officer and then it is sent to the Reviewing Officer in the case matter. No such ACR is considered complete unless it is filled in by two distinct levels of Reporting and Reviewing. Normally the Reporting Officer is at least one grade higher than the person reported upon and the reviewing officer is one grade higher than the reporting officer. The recording of rating of performance/conduct of the person reported upon, by the reporting officer is done on one of the following terms, as far as possible:

i) Outstanding, ii) Very good, iii) Good, 4) Satisfactory or Average, 5) Poor. (The rating of 4 and 5 are treated as adverse for communication to person reported upon) wherever the rating is recorded as "Outstanding" or "Poor" the same is substantiated by details about ingredients of performance/conduct.

The assessment by the Reporting Officer can be modified, if considered necessary by the Reviewing Officer after recording reasons for change. Since the substance of an unfavourable report /adverse entries, are to be communicated to the staff member by the administration, the reviewing officer are requested to write down such remarks very specifically. At last the ACR is sent to the Accepting authority"

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly ?????? ?????????? ?????? ?????? ? ?????????????????????? ??????

Response:

In order to receive proper suggestion on accounting matter as well as ensuring proper checking of the handling of accounts etc., the internal Audit is conducted during each financial year. Presently, M/s. Bisen and Associates, Chartered Accountant have been engaged to conduct Internal Audit of the Institute. M/s. Bisen and Associates conduct the audit with thorough examination of: (i) The Internal Control and procedures followed to execute different transactions, (ii) Review of the document relating financial transactions, (iii) The manner in which the financial information are recorded.

Further, as per rules of the Institute, the accounts of the Institute (Duly audited by the Internal Auditor) are kept opened for examination by the Comptroller and Auditor General of the Govt. of India. Accordingly, the accounts of income and expenditure as well as annual financial statements are audited by the Comptroller and Auditor General of India through the Accountant General, Uttar Pradesh and the statements of accounts, so audited, are submitted to the MOC, Govt. of India within 9 months of the closure of the accounting year. The audit is conducted on yearly basis. Initially, the draft statements of accounts for the concerned financial year is prepared and put up in the meeting of the finance committee and thereafter along with the recommendation of the finance committee, the said statement of accounts are put up in the meeting of the Board of Governors. After obtaining the recommendation and approval of the finance committee. and Board of Governors respectively, the final statement of accounts is sent to the A.G., U.P., Allahabad. On obtaining the final statement of accounts, the AG., UP, Allahabad sends a team of auditors to perform audit of the Institute’s accounts etc. The audits are conducted in any month between June to August.

While going through the statements of accounts as well as records etc., if any irregularity is noticed by the audit team, the same is forwarded to the concerned dealing hands(s) in order to seek comments and justify the position. In some cases, the comments of the audit are noted for compliance and in the next year, the compliance is shown to visiting audit team while in some cases, the paras raised by the audit is settled on the spot observing the Institute’s reply in the matter.

- 2016-17 In our opinion and to be best of our information and according to the explanation given to us, the said financial statements read

together with the Accounting Policies and Notes on Accounts, and subject to the significant matters stated above and other matters mentioned in the Annexure to this Audit Report give a true and fair view in conformity with accounting principles generally accepted in

India.

- 2017-18 -----do-----

- 2018-19 -----do-----

- 2019-20 -----do-----

6.4.2 Funds/ Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III) (INR in Lakhs) ????????????????
 ??????????????????????, ??????????????, ????????????? ??????????? ?????????? ?????????? ??
 (??? ????????????? ? ??????????????) (???????? ??????????????)

Response: 8.06

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropers year-wise during the last five years (INR in Lakhs) ?????????????????? ??????????????????????????????????, ??????????????, ?????????????? ?????????????? ?????????????? ?????????????? ?????????????? (???????? ??????????????)

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	1.49	5.43	1.14

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years (Data Template)	View Document
Annual statements of accounts(????????????????? ????????????????????? ??????????????)	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources
 ?????????????????????? ??????????????????????????????????, ?????????????????????????????????????? ?????????????? ??????????????

Response:

The CIHTS mobilizes its fund received mainly from Ministry of Culture (MoC), GOI under Heads: (i) 31 GIA General, (ii) 35 GIA for Capital Creation, (iii) 36 GIA Salaries and (iv) 96-31 General. Besides, it also received funds from MHRD, Govt. of India for project work under PMMMNMTT from time to time for a particular project. Accordingly, the Institute received funds for financial year 2018-19 and 2019-20 under heads stated above from MoC and for project work from MHRD. The expenditure against funds received from MoC are done as per MoU executed between CIHTS and MoC, Govt. of India on yearly basis and the expenditures against fund received from MHRD are also done on the project work for which, it is sanctioned. Annual Budget of the Institute is prepared and is put before the Finance Committee meeting for consideration and recommendation to the Board of Governors for approval. After obtaining approval of the board, the Budget is submitted to the MoC for consideration and approval. The budget approved and allocated under each head for particular year is communicated by the MoC with direction to reflect all items to be covered for execution during concerned year under each head and accordingly MoU is executed between the CIHTS and MoC for proper utilization of the funds received under particular heads(s).

Resource mobilization is also carried out by following means:

1. Though, the Institute mainly depends on the grants of the Government, yet the institute has framed

mode, discussion and interaction on the contents as stipulated in the curriculum. However, the university makes an optimum use of blended teaching-learning as the classrooms are arranged accordingly for organizing both traditional as well as technology oriented teaching-learning.

In technology mode of teaching-learning, power-point presentation is used by both faculty and students in group based seminars organized in the classrooms. Smart classes have already been added as pilot measure for computer assisted teaching-learning in selected subjects. Modern subjects or elective subjects as per the curriculum make use of technology mode or blended teaching-learning. With its wi-fi and sophisticated computer and multimedia department, the university as such ensures learning outcomes through ICT and technologies including internet and various other tools of technology used on computers. In nutshell, the university has evolved its own teaching-learning and assessment strategies based on its subjects of study and curriculum. The following constitute the assessment strategies of the university to facilitate attainment of learning outcomes.

1. Semester system for all the courses.
2. Adoption of CBCS in assessments.
3. Assignment and project work including co-operative learning programmes.
4. 70:30 ratios of theoretical and practical (internal assessment) examination.
5. Emphasized self-learning strategy for internal assessments.
6. Introduction of new pattern of question papers which demand information, analysis and reflections.
7. Programmed contents for assessment with unit wise bifurcation of course contents in all the subjects of study.
8. Compulsory Semester Assignments in all the classes in all subjects.
9. Student's Presentation Sessions in classrooms on Saturdays.
10. Debate session of an hour and half for four days in a week is compulsory for students of every department.

The university assesses student's learning outcomes by making an analytical study of semester examination including external and internal marks attained by the students. Faculty members of the respective subjects collect the data from the examination department for analysing the same in order to assess the student's learning outcomes. The learning outcomes in comprehension and application terms are also analysed and assessed on the basis of internal assessments including student's performance in assignments, co-curricular activities, presentations in classrooms, field trips and project works etc.

The reviewing of the teaching learning and assessment is a regular activity of the institute done at various levels.

6.5.3 Number of quality initiatives by IQAC for promoting quality culture per year ??????????
 ???
 ??????????????????????????????????????

Response: 16

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years
 ???
 ???

Institute has facilitated well equipped new hostels for post-graduation and research students. Extension of the girl's hostel is also an improvement in the same row. In context of basic facilities for the students as well as employees who are residing in the campus, institute has installed 33KVA power station to avoid the interruption in the power supply in the campus. Water harvesting system and sewage treatment plant are also an important initiative which has taken place in the institute towards environment conservation which have been applauded in the newspapers and suggested to be followed by other institutions.

In area of academics the institution has made certain improvements to achieve its objectives.

On the one hand this Institute has started new programmes as a traditional university, like, Post-Graduation in Tibetan Language and literature, Tibetan History and culture, to explore and enrich the students with the new aspects about their language, art and culture. On the other hand, this institute has taken initiative to start innovative courses like B.Ed and B.A. B.Ed. Our institute is one of those institutes who has started it first. NCTE has regarded the courses designed by this institute as an exemplary at the national level which was approved in the very first go. These courses enrich the students about the traditional knowledge, like their language, literature and culture, in addition to the latest modern elements incorporated in the courses.

This institute has opened an arena to its students to explore the other institute outside the country. In this context the institute has signed some MoUs with the leading foreign institutions from Washington, California and Deccan college, Australia under the academic exchange programmes.

Infrastructurally, the institute has provided facilities of smart classes with latest technology to various departments.

With grants from Ministry of Culture, a building with multistory is under construction for the Sowa-Rigpa department with capacity for teaching, hospital and research blocks.

An independent 4 story building is about to be completed for the School of Education which can accommodate its classrooms laboratories, conference rooms, teachers' offices, library and others.

In recognition of the institute's contribution, the Government of India awarded **Vaishakh Prashasti Patra** to the institution in 2018 for being the best Buddhist academic Institute in India applauding its contribution to education and literature.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion Programmes organized by the institution during the last five years. ?????????????? ?????? ?????????????????? ?????????? ?????????????????? ?????????????????? ??????????

Response: 1

7.1.1.1 Number of gender equity promotion Programmes organized by the institution year-wise during the last five years ?????????????????? ??????? ?????????????????? ?????????? ?????????????????? ?????????????????? ??????????????????

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

File Description	Document
Report of the event ?????????????? ??????????????	View Document
List of gender equity promotion Programmes organized by the institution (Data Template) ??????? ?????????????????? ?????????????? ?????????????????? ?????????????????? ?????? (????????????????????)	View Document

7.1.2 Institution shows gender sensitivity in providing facilities such as: 1. Safety and Security 2. Counselling 3. Common Room ?????? ?????????????????????????? ?????? ?????????????????????????? ?????????????????????? 1. ?????????????? ?????????? ? 2. ?????????? 3. ??????????????????

Response:

For the sensitization of gender, Gender audit is conducted to the extent of analyzing the number of male and female students, teaching and non-teaching staff. The university is committed to zero gender discrimination in the campus.

In the history of this institution, there has never been any incidence of harassment of any kind whatsoever. However, according to government rules for preventive measures the women harassment cell conducts various awareness programmes through which students, faculty members and non-teaching staff are sensitized on gender related issues.

There are separate common rooms available for girls in Kamalsheel Bhavan as well as in Sambhot Bhavan. There is very good facility of two hostels for the girls, with 24*7 security. The rules and regulation are strictly adhered about the entering time of the girls in the night. Also, there are separate washrooms for girls in all the buildings which include the academic, library and administration building. Sexual

Harassment cell also execute counselling sessions for the girls and boys addressing such issues. against their issues. Student council also consider the participation of girls for better response towards the problems of girl students. Girls actively participate in the annual tournaments and cultural activities.

The Institute follows safety measures for their students. There are 75 CCTV cameras installed at different places of the Institute. There is a compound wall all around the campus which height is almost 12 feet. Fire extinguisher and fire hose are available in all the buildings of the institute. There is separate hostel for girls and boys and each hostel has their own warden, who are responsible for the overall discipline in the hostel and mess and they are also responsible for the maintenance of hostel premises including mess and common room. Besides, to maintain the security of the campus, there are 24x7 hours security guards hired from a registered security agency.

7.1.3 Alternate Energy initiatives such as: Percentage of power requirement of the university met by the renewable energy sources (preceding academic year data) ?????????? ?????? ?????????? ???- ?????????????????? ?????????????????? ?????????????????? ?????????????????????? ?????????????????????? ?????????? ??????????- (????????????????????? ??????????)

Response: 15

7.1.3.1 Annual power requirement met by renewable energy sources (in KWH) ?????????? ?????????????????????? ?????????????????????? ?????????????????????? ??????????

Response: 0.15

7.1.3.2 Annual power requirement of the institution (in KWH) ?????????? ?????????????????????? ??????????

Response: 1

File Description	Document
Upload details of power requirement of the university met by renewable energy sources (Data Template) ?????????????????? ?????????????????? ?????????????????? ?????????????????????? ?????????? ?????????? (?????????????????????)	View Document
Upload any additional information ??????????????????	View Document

7.1.4 Waste Management steps including: 1. Solid waste management 2. Liquid waste management 3. E-waste management ?????????????????????????????????????? ??? 1. ?????????????????????????????????????? 2. ?????????????????????????????????????? 3. ??

Response:

Response:

The Objectives

As an integral part of the University's quality sustenance and management, the green sustainability components were marked right from the inception of the University which has subsequently made it a place of serenity with greenery not only in terms of shady trees and gardens but also the University has shown its concern about the increasing global degradation and depletion of resources having direct or indirect consequences. Thus the University has focused its initiatives on the following key objectives of this project:

- 1.To improve the quality, efficiency and effectiveness of environment and other ancillary logistics used by the university.
- 2.To encourage and improve the existing environmental factors including the flora and treatment for the biodegradable wastes; water re-charging systems and renewable energy in the University.
- 3.To sustain the campus ecology that is connected in many ways to the wider social ecosystem by protecting the natural environment of the University.

The Green Sustainability project in CIHTS is promoted and implemented in the following major environmental risk areas:

- 1.Sewage Treatment Plant
- 2.Rain Water Harvesting
- 3.Botanical Assessment
- 4.Medicinal Plant Garden
- 5.De-compost Pit
- 6.Waste Management
- 7.Energy conservation
- 8.CFC and Co2 Emission
- 9.Re-cycling of water
- 10.Hazardous Waste management
- 11.Stop Use of polythene bags, plastic bottles and glasses
- 12.Cracker free campus.

As for the above points it is clear that our institute is very sensitive towards green practices. Our institute is also aware about the use of bicycle in campus and also make an effort for the same. This institute has a campus of 28 acres so there is no need of public transportation as such but the institute has pedestrian friendly roads. As per above points it is clear that our campus is a plastic free campus and has a green land scraping with trees and plants. And we are also working towards a paperless office.

During summertime, the temperature inside the campus is 3 degrees less than the outside due to its green environment.

7.1.7 Average percentage of expenditure on green initiatives and waste management excluding salary component during the last five years. ?????????????????? ??????? ??? ??????????????????, ?????????????????????? ? ??????? ?????????? ?????????????????? ???????????-

Response: 0.7

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years (INR in lakhs) ?????????????? ??????? ??? ??????????????, ?????????????????????? ? ?????? ??? ?????????????? (??????)

2019-20	2018-19	2017-18	2016-17	2015-16
24.51	6.89	5.64	8.73	3.71

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years (Data Template) ?????????????? ??????????????, ?????????????????????? ? ?????? ?????? ?????????? (????????????????????)	View Document
Any additional information ?????????? ??????	View Document

7.1.8 Differently abled (Divyangjan) Friendliness Resources available in the institution 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) ?????????? ?????????????????? (?????????????????) ?????????????????? ?????????? 1. ?????????????????? 2. ?????????????????? 3. ??????????????/ ?????????????????? 4. ???/????????? 5. ????????????????????????????? 6. ?????????????? ?????????? 7. ?????????????????????????????? ?????????????????? ?????????? ?????????? (????????? ??????????)

Response: A. 5 and more of the above (? . ?????????????? ????, ??????????? ?)

File Description	Document
Upload resources available in the institution for Divyangjan (Data Template) ?????????? ?????????????? (?????????????) ??????????????-????????????? ?????????????? ?????????? (?????????????????)	View Document
Link to photos and videos of facilities for divyangjan ?????????????????? (?????????????????) ?????????????????? ?????????? ?????????????????? ? ?????? ??????	View Document

7.1.9 Number of specific initiatives to address locational advantages and disadvantages during the last five years ?????????????????? ?????????????? ?????????????? ?????????????????? ? ?????? ?????? ?????????????????? ?????????????? ??????????

Response: 10

7.1.9.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years ?????????????? ?????????? ?????????? ?????????????? ? ??? ????? ?????????????? ?????????? ?????????????? -

2019-20	2018-19	2017-18	2016-17	2015-16
3	3	3	1	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages (Data Template) ?????????? ?????????? ?????????????? ? ??? ????? ?????????????? ?????????? ?????????? (?????????????????)	View Document

7.1.10 Number of initiatives taken to engage with and contribute to local community during the last five years (Not mentioned elsewhere) ?????????????????? ?????????????????? ?????????????????????, ????????? ????????? ? ?????????????????? ????????????? ?????????? (????????? ??????????????????)

Response: 13

7.1.10.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years ?????????????????? ?????????????????? ?????????????????????, ????????? ????????? ? ?????????????????? ????????????? ?????????? -

2019-20	2018-19	2017-18	2016-17	2015-16
03	02	03	3	02

File Description	Document
Details of initiatives taken to engage with local community during the last five years (Data Template) ?????????????????? ?????????????????? ?????????????????????? ????????????? ?????????? ? ?????????? ?????????????? ?????????? (?????????????????)	View Document

7.1.11 Existence code of Conduct Handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff (Yes/No) ??????-?????-????????-???????????????????? ????????????????????? ??-????????????????????,

????????? ??????????, ?????????????????? ? ?????????? ???????-?????????????????
 ??????? ??????? (????/?????)

Response: Yes

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics ?????????? ??????????, ?????????????????? ? ?????????? ?????????????????? ?????????? ??????????	View Document
Upload any additional information ?????????? ??????	View Document

**7.1.12 Display of core values in the institution and on its website (Yes/No) ?????????, ?????????
 ????????? ?????????????????? ?????????? (????/?????)**

Response: Yes

File Description	Document
Provide URL of website that displays core values ?????????? ?????? ??? ?????????????????? ??????? ????????	View Document

**7.1.13 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations (Yes/No) ?????????????????? ?????????????????? ??????????????, ??????????,
 ?????????????????????, ?????????? ?? ?????? ?????????? ??????????????
 ?????? ?????????????????????????????????? ?????? ?????????????????? (?? / ?)**

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols (Data Template) ?????????????????? ?????????????????? ??????????????, ??????????, ?????????????????????, ?????????? ?????????????????????????????????? ?????? ?????????? ????????????	View Document

7.1.14 Does the institution offer a course on Human Values and professional ethics on the basis of Vedic and Sanskrit literature. (Yes/No) ?????? ?????????????????? ?????????????????????? ??????

??????????????, ??????????? ?????????????????? ?????? ?????????????????? (?????, ???????????, ??????, ??????, ?????????) ??????????????????, ?????????????????, ?????????????????, ?????????????????, ?????????-????????, ?????????????????????? ? ????????????? ?????????????? ?????????????? ??????????????

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	2	1	1

File Description	Document
University code of conduct for teachers?????????? ???? ?????????????????? ???????????	View Document
University code of conduct for students ?????????? ???? ?????????????????? ???????????	View Document
List of activities conducted for promotion of universal value (Data Template) ?????????????????? ?????????? ??????????? ???????????	View Document

7.1.17 Institution conducts Value based Moral Education Programmes based upon Ancient Indian Texts like Bhagavadgeeta, Ramayana etc, and organizes national festivals and birth / death anniversaries of the great Indian personalities. ?????? ??????-????????????????????? ?????????????????????? ?????????? ?????????????????????? ?????????? ? ??????????????????????, ?????????????? ?????????? ?????????????????????? ?????????? ??????????/????????????? ? ??????????????

Response:

The ancient Indian texts are full of moral teachings. In CIHTS the Buddha’s teachings and the text of the great masters of Nalanda, Takshashila and great masters of Tibet are taught at great length. These texts primarily teach the philosophy of dependent organization and cultivation of compassion and loving kindness so that the students can bring transformation through the inculcation of these values. Not only these texts are taught but also special programs are organized to emphasize the contents like compassion, loving kindness, patience and also meditation courses are conducted.

There are many great personalities in every civilization, culture, academic and spiritual tradition, who have made significant contributions to their developments, which have made immense impact on Society. In this area, India is one of the most revered nation in the world, which has benefitted the entire world through its wisdom, civilization and culture not only in the ancient Indian tradition but also in modern fields of knowledge.

Therefore, it is not only relevant but also important to introduce the great personalities to the students so that they can learn from their lives and follow their footsteps. In this regard, the Institute regularly organizes national festivals and birth/death anniversary of great Indian personalities as well as of other

nationalities-who have made significant contributions to the preservation and dissemination of Indian wisdom and knowledge system. Such occasions are observed in several forms such as Special Festival, Functions, Workshops, Seminars, Conferences, Talks, Exhibitions etc. During such events the thoughts, lives and messages of the respective great personalities are highlighted as theme of the events. Relevant scholars and speakers are invited, who are specialized in their respective field. To mention a few of such great personalities are Buddha, Mahatma Gandhi, H.H. the Dalai lama etc. organizations of such events are not only informative one but it also leaves great impact on the lives of students, teaching and non-teaching staff.

The important national festivals are also observed highlighting their importance and contributions made by the great personalities and the people who have contributed to materialize such events such as Independence Day and Republic day etc. Such national occasions are observed associated with other programmes like games & sports, cultural programmes etc.

The following is the list of programs conducted by the institute to celebrate national festivals and birth/death anniversaries of the great Indian personalities:

Year	Title of programme/Activity	Duration (from-to)
2015-16	Workshops During Hindi Rajbhasha Week	10/9/2015 to 15/9/2015
2016-17	Workshops During Hindi Rajbhasha Week	12/9/2016 to 17/9/2016
2016-17	Yoga Day	One day 21/6/2017
2017-18	Sadbhavana Divas	One Day 18/8/2017
2017-18	Yoga Day	One day 21/6/2018
2017-18	Workshops During Hindi Rajbhasha Week	18/9/2017 to 23/9/2017
2018-19	Workshop: "Jallianwala Massacre" Topic- Bagh	One day 6/3/2019
2018-19	Yoga Day	One day 21/6/2019
2018-19	Meditation for Mental Peace and Happiness	One day 5/1/2019
2018-19	Swachhta Pakhwada on the Occasion of World Heritage Day	16/4/2019 to 30/4/2019
2018-19	Workshops During Hindi Rajbhasha Week	4/9/2018 to 11/9/2018
2018-19	Exhibition of Books on Gandhiji	3/10/2018 to 15/10/2018

7.1.18 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions ?????? ?????????? ??????-????????-????????????????? ?????? ? ?????????????????? ?????????????????? ?????????????????? ??????????????

Response:

The Institute is completely financed by the Government of India, Ministry of Culture, New Delhi. To run the whole year activities, yearly budget is prepared. However, to have continuous watch on the expenses, internal audit is carried out by engaging company of C.A (presently M/s. Bisen and Associates). Further, on expiry of the concerned financial year, the statements of accounts are prepared and put up again in the F.C. meeting for approval. Thereafter, it is put up before the BOG meeting for final approval. The statement of accounts, so approved, is sent to A.G., U.P. Allahabad and soon after, a team of auditors visit the Institute to conduct audit of the concerned financial year. The report of the audit is sent to the Ministry of Culture for lying down on the table of the Parliament.

On way to run the academic activities, initially the advertisement for admission of students are done, observing reservation policy of the Govt., in news-paper and Institute's Web-site inviting application for admissions. Applications, so received, against the advertisement are scrutinized and eligible candidates are called for appearing in an entrance exam. The exam is conducted within the institute's premises under strict supervision. Soon after this course-wise merit lists are prepared taking into account the reservation policy too. The admission committee properly observes it and then recommends the name of the students for admission.

The various courses of studies are designed keeping in view the educational need emanating from the objective laid down for the Institute. Any change in course is carried out on the suggestion received at the level of students & faculties and other stake holders. Suggestions received in respect of courses are discussed in the Board of Studies meeting. The recommendations of the Board of Studies are put up in the meeting of the Academic Council. The recommendations of the Academic Council are put up in the Board of Governors meeting for final approval to bring the changes in the respective course.

The Ministry of Culture, Government of India is the sponsoring body of the Institute (Society). Society's Functions towards fulfilment of its aims and objectives set behind its establishment are managed through various bodies/authorities. Among the various bodies and authorities, the Board of Governors is the principal executive authority of the Institute responsible for the general superintendence, direction and control of the affairs of the Institute. The Board of Governors has the power to accept/ or not to accept the recommendation of other bodies/authorities like F.C., Academic Council etc. The Vice-Chancellor is the Chairman of the Board of Governors as well as he is chief academic and executive officer of the Institute. It is his duty to ensure that the provisions of MOA and Rules & Bye Laws of the Institute are duly observed. For controlling the different activities of the departments concerned hierarchical staffing pattern are maintained and their duties are guided through prescribed service rules of the institute/UGC/Govt. of India.

7.2 Best Practices

7.2.1 State at least two institutional best practices (as per NAAC format) ???.?.???.???????

????????????????? ?????????? ?????????? ?????????????????? ??????????????????

Response:

Best Practice – I- Green Sustainability Project

Objectives

As an integral part of the University's quality sustenance and management, the green sustainability components were marked right from the inception of the University which has subsequently made it a place of serenity with greenery not only in terms of shady trees and gardens but also the University has shown its concern about the increasing global degradation and depletion of natural resources. The main objective of this project is to protect the global ecological integrity with its green movement which has now been assimilated by the students, faculty and other stakeholders attached to the University.

The Context

The Green Sustainability Project in CIHTS has been implemented in context of the environmental sustainability involving all stakeholders of the University with their participation in environmental management which contributes immensely to their academic and psycho-social development individually as well as contributing to protect the environment in the global context. The project provides students with a richer experience through intervention of nature and its components which are considered as the core objectives of education.

Focused on the dynamic connection between humans and the natural world, the Green sustainability Project has been realized in context of helping all stakeholders to create a better relationship with the ecosystem. It also generates a strong sense of place and awareness of the surroundings that allow all the stakeholders to become enlightened to institute's sustainable philosophy. This project enhances the campus atmosphere towards our long term goal of sustainability for generations to come.

The Practice

The project of **Sewage Treatment Plant (STP)** at CIHTS was taken up with an objective to improve the environment and public health. The treated water is used for irrigation and other purposes which reduce the withdrawal of underground water and consumption of electricity.

This project has been prepared and acted upon by the empaneled Architect & Consultant, Government of India with the cost around Rs. 42.33 Lacs.

The Water Recharging System Project under the rain-water recharging mission of CIHTS was taken up with the purpose to uplift the ground water level by compensating the water being withdrawn through tube-wells. Thus, it fulfils the nation's objectives of sustainable water uses. Keeping in mind the Government mandate i.e for more than 2000 sq. mt. campus area, Water Recharging System must be provided, an integrated water recharging system has been developed. To our great satisfaction, the level of the ground water has arisen significantly.

The Botanical Assessment was undertaken to procure the data of various plants and trees in context of their present status and further requirements for their sustenance and maintenance. Comprehensive assessments

of perennial plants, winter seasonal flowering plants and summer seasonal flowering plants were undertaken.

Furthermore, action was also taken to immediately remove and replace 152 nos. of hazardous plants mostly of Dumb cane/ Dieffenbachia varieties.

CIHTS also runs a medicinal herbal farm located in Tawang, Arunachal Pradesh. The farm sits on five and a half acres at an elevation of 4,200 meters. Many rare and endangered species of plants of the Himalayas are under threat from improper harvesting practices and development. In this way, Tibetan medical practitioners are playing an important role in plant conservation. The plants are carefully cultivated and harvested by the project staff ensuring quality and sustainability. In the future, there is the hope that the development of herbal crops can contribute to the socio-economic welfare of the regional communities.

The De-Compost Pit has been initiated in the campus with the attached plan of **Vermin Culture** in progress. The vermin culture has been initiated with the following objectives:

- Utilization of vermin culture for minimizing environmental pollution and to provide good organic fertilizer to our plants.
- Earthworms are capable of accumulating toxic and reduce mainly metal agrochemicals. Moreover, the presence of earthworm indicates soil fertility
- Dried earthworms are used as medicine for the treatment of wound, piles, chronic boils, sore throat, jaundice etc.
- Earthworms prevent soil erosion. Thus, increasing its water holding capacity.

Evidence of Success

The success of the Green Sustainability project in the campus is evident mainly through all the praise it receives from its visitors. The institution is visited by people from all over the world. All the visitors praise the greenery and cleanliness of the campus. Another success is that the temperature inside the campus is always 2-3 degrees less than outside. Also, because of the greenery, a wide variety of birds can be found inside the campus, which is a clear indicator of a healthy atmosphere. The institution has received many awards and accolades for its floral plants. Recently the institute received the Swachh Survekshan award three times in a row for its cleanliness and greenery. The water recharging system has led to significant increase in the ground water level. It also facilitates the maximum usage of rain water which would otherwise go to waste. Also, the quality and fertility of the soil has greatly improved because of the water recharging system.

Problems Encountered and Resources Required

The main problem the institute faces in the Green Sustainability project is to find skilled workers with the proper knowledge for which the Institute has to make lots of efforts in hiring professional persons and to keep them without regular budgetary source. A botanical assessment was needed to assess and collect the information of all the plants and trees in the institution. It was found that 152 nos. of hazardous plants mostly of Dumb cane / Dieffenbachia varieties were also present inside the premises. These were removed and discarded with proper care. All these plants were replaced by floral and other useful plants.

The Botanical assessment undertaken was funded from the institute's internal resources. The project cost of the Sewage Treatment Plant of Rs. 42.33 lakh was paid from the institute's budgeted funds. Also the

medicinal herbal farm in Tawang, Arunachal Pradesh was initially sponsored by National Medical Plant Board of New Delhi is now completely funded by the institute.

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 8 weeks' 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.

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust ??????? ?????? ????????????, ???????????, ?????????????????? ????? ?????? ?????????? ?????????????????? ?????? ?????? ?????????? ?????????? ?????????? ?

Response:

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.

Five Research Departments dedicated to the works of Nalanda tradition are engaged in various nature of researches related to the preservation and dissemination of the Tibetan studies rooted to Nalanda tradition: (1) Restoration, (2) Translation, (3) Rare Buddhist Text Research, 4) Dictionary, and 5) Centre for Tibetan Literature. These departments are committed to research works on restoration of the lost original Sanskrit treatises from Tibetan into Sanskrit; translation of Tibetan treatises into Hindi, Sanskrit and English; critical editing of rare manuscripts of Buddhist texts; compilation of general and technical dictionaries; research and study of Tibetan literature. The works from these departments are applauded all over the world owing to the unique nature of the researches and significant contribution.

Publication of the works of the Research Departments, teaching departments and scholar from outside are brought out by the Publication Department. So far 320 books are published under 12 different series.

Some selected activities besides regular teaching and research:

Revival of the Ancient Indian tradition of interaction between various philosophical schools was initiated with the intention to restart the rich practice in the modern context organizing dialogues and seminars with the scholars of Sankhya, Vedanta, Mimansaka, Vaisheshika, Nyayayika, Jain and Buddhism as well as Western philosophy and modern sciences.

National and International Conferences, Seminars, and workshops are regularly organized inviting eminent scholars from around the world, occasionally, in collaboration with prestigious international universities. The high standard maintained here at CIHTS has become an identity of its academic

deliberation.

Exchange programs of CIHTS with many universities of Indian and foreign countries are not confined to exchange of students and scholars but also research projects of different nature. The visiting students find these programs life changing. Some of the programs have been going on for 30 years.

Collaboration Programs include two major and ambitious collaboration programs with Bihar Government i.e. (1) Translation of the entire teachings of Buddha and the works of the Indian and Tibetan masters—running over 20 thousand titles--into Hindi from Tibetan language. (2) Critical editing of Sanskrit MMSs lying in Patna museum, brought from Tibet by Pt. Rahul Sankrityayana. There are also other collaborative research projects with other prestigious universities around the world.

Guidance and help provided to state govts and institutions to establish Buddhist institutions, develop courses, projects and programs includes Madhya Pradesh, Sikkim and Bihar government and various institutions. No fee is charged for such services rendered on their request.

Education in Nalanda Tradition: Embodiment of the Values and their Manifestation into Behavior and Action-the Priority and thrust:

In the tradition of Tibetan Buddhism, education is pursued with rigorous study based on analytical approach coupled with comprehensive contemplation followed by transformative process of meditation i.e. *Shravana, Chintana and Bhavana*. This process of education yields deeper intellectual understanding and morally sound personality that makes the students responsible members of society. The impact of our education can be seen in the lives and personalities of the students. We regard this as a great success as commended by many visiting scholars, eminent persons, specially the Vice Chancellors who attended the 2018 AIU annual meeting formally applauded the students of CIHTS for their distinct behavior, competency and intelligence. They participate in social works of different nature regularly and particularly during natural calamities at various parts of the country.

5. CONCLUSION

Additional Information :

Some important events during the last decade

- In 2008, the Department of Tibetan Traditional Fine Arts was established.
- Centre for Tibetan Literature was established in 2009.
- In January 2009, His Holiness Dalai Lama inaugurated a grand international conference on “Buddhism and Science”.
- In 2009 two of the scholars were honoured with the prestigious awards of PAMASHRI: Prof. Geshe Ngawang Samten and Prof. Ram Shankar Tripathi for their contribution to the fields of education and literature.
- The construction of a three-floor new academic building, Sambhot Bhavan, was completed in 2011.
- In January 2012, the “International Conference on Translation of Kagyur and Tangyur”.
- In January 2012 an international conference on the “Vinay, the Monastic Discipline”.
- With the initiatives of CIHTS, the Govt of India gave recognition of Sowa-Rigpa in 2011 after the bill was passed in both houses of parliament.
- Social Media Global Change Course was launched in 2014 with Washington University, Seattle.
- In 2016 the Govt of India honoured Prof Geshe Ngawang Samten with *Vaishakh Prashasti* for his lifelong contribution to preservation and dissemination of philosophy, culture and arts and to the creation of institutions and promotion of scholarship.
- In 2017-18, the master courses of Tibetan language and Literature and Tibetan History and Culture were launched.
- In 2018 CIHTS signed an MOU with Patna Museum and in 2019 CIHTS signed an MOU with the Bihar Govt.
- On the eve of the 50th anniversary Golden Jubilee, a two-day International Conference was organized on 30-31st December 2017 by CIHTS.
- 92nd Annual General Meet of Association of Indian Universities was hosted by CIHTS from 19th – 21st March, 2018 at its campus.
- On 30th of May 2018 the Govt of India honoured CIHTS for its contribution to preservation, dissemination, of philosophy, culture and art of India.

As the Institute continues to evolve, to expand the breadth of its activities, and to embrace modern technologies and pedagogical innovation, it continues to remain true to its purpose as originally conceived by His Holiness Dalai Lama and visionary Indian and Tibetan leaders.

Concluding Remarks :

The CIHTS is a unique institute established with a great vision for the preservation of the great wisdom tradition of ancient Nalanda of India which is preserved and advanced further in Tibet since 7th century AD. This tradition is a treasure of knowledge pertaining to wide range of disciplines. It is unavoidably relevant to the today’s world of science where the reality of mind and material is being explored. The profound theoretical account of the complex system of mind and emotions and the techniques of regulation and transformation in practice have become a treasure and resource for the scientists of neuro-science, psychology, clinical science as well as cognitive science. On the other hand, the philosophy of Nagarjuna attracts great minds of quantum

physics. These factors are making great contribution to various fields of science and to education, health, governance and, social life.

CIHTS imparts education in this tradition incorporating many other subjects of modern disciplines and languages. The concept of education in this tradition is to understand and realise reality of the material and the mental world. These are not only covered in the philosophy streams, but are also incorporated in other streams with highlights on system of mind, regulation of emotions, cognitive science, logic and epistemology of Buddhist tradition.

The objectives and vision of the institute are materialised primarily through teaching and research. The very purpose to teaching is not only to provide information but to bring transformation within students through realisation of realities and inculcation of values.

With this basic principle, CIHTS carry out the teaching and research work. It has started many programs and projects like interaction among the traditional Indian philosophical schools and interaction with Western philosophers and modern scientists. This makes a deep impact on the disciplines and paves ways for systemic advancement. Researches in collaboration with foreign institutions is a part of the exercise.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.1.3	<p>Average percentage of courses having focus on indepth-shastric learning/ creative writing/ employability/ entrepreneurship/ skill development/ Interdisciplinary/ Indigenous Knowledge base with modern application during the last five years</p> <p>????????????????? ??????????????????/ ??????????????????/ ?????????????/? ?????????????????-?????????????/ ?????????????/? ??????????????????/ ????????????????????? ? ????????????????? ????????????????? ????????????????? ?????????? ????????????? ??????</p> <p>1.1.3.1. Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years ?????????????????? ??????????????/ ??????????????????-????????????/? ????????????? ? ????????????????? ????????????????? ????????????????? ??????????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>63</td> <td>63</td> <td>52</td> <td>52</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>30</td> <td>30</td> <td>30</td> <td>30</td> </tr> </tbody> </table> <p>1.1.3.2. Number of courses in all Programmes year-wise during the last five years ?????????????????? ?????????? ?????????????????? ?????????????????????????????????? ??????????????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	63	63	63	52	52	2019-20	2018-19	2017-18	2016-17	2015-16	30	30	30	30	30	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																											
63	63	63	52	52																											
2019-20	2018-19	2017-18	2016-17	2015-16																											
30	30	30	30	30																											
2019-20	2018-19	2017-18	2016-17	2015-16																											
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2.</p> <p>1.3.2 ?????????? ?????????? ?????????????????? ?????????????????? ? ?????????????? ?????????????????? ?????????????? ??????????????</p> <p>1.3.3.1. Number of students enrolled in value-added courses imparting transferable and life skills offered year-wise during the last five years ?????????????????? ?????????????????? ?????????????????????????? ?????????????????????? ??????????????????-????????????????????? ?????????????????? ??????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>0</td> <td>27</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>0</td> <td>11</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	18	0	27	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	18	0	11	0	0										
2019-20	2018-19	2017-18	2016-17	2015-16																											
18	0	27	0	0																											
2019-20	2018-19	2017-18	2016-17	2015-16																											
18	0	11	0	0																											

Remark : Number of students who completed value-added courses imparting transferable and life skills offered year-wise during the last five years

1.3.4 Percentage of students undertaking field projects/ internships/ training programmes/ summer assignments etc. (Preceding academic year data)

??
 ???

1.3.4.1. Number of students undertaking field project or internships ?????????????????????????????????
 ???

Answer before DVV Verification : 174
 Answer after DVV Verification: 57

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification. Only students undertaking field projects/ internships/ training programmes during 2019-20 are considered.

2.1.1 Average percentage of students from other States and Countries during the last five years

??
 ???

2.1.1.1. Number of students from other states and Countries, year-wise during the last five years
 ???
 ???

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
256	250	222	209	211

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
46	54	49	53	49

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification. As per the HEI statement all the students admitted are from the other states and other countries. The HEI has input total number of students on its rolls. As per the data provided with the SSR only Fresh admissions are considered.

2.1.2 Demand Ratio (Average of last five years)

??

2.1.2.1. Number of eligible applications received for admissions to all the Programmes year-wise

during the last five years ?????????????? ?????????????? ?????????????? ??????????????????
 ?????????????? ?????????????? ??????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
150	142	120	110	144

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
176	170	149	139	171

2.1.2.2. Number of seats available year-wise during the last five years. ??????? ???????????
 ??????????? ??????????? ??????????? ???????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
141	104	91	72	91

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
161	125	113	85	106

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification.

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

?????-?????????-?????????(?.???.???)-????????-?????-?????(?.?.?)-?????????? ??
 ?????-?????????-???????????? (?.?.???) ?????????????????????? ?????????????
 ???????????

2.3.2.1. Number of teachers using ICT ?????-?????????-???????????? (?.?.???)
 ????????????? ????????????? ????????

Answer before DVV Verification : 87
 Answer after DVV Verification: 45

2.3.3 Ratio of mentor to students for academic and stress related issues (preceding academic year data)

????????????????????, ????????????? ? ????????????? ?????????????? ?????????????????
 (???????????????? ??????????)

2.3.3.1. Number of mentors ?????????????? ??????????

Answer before DVV Verification : 29
 Answer after DVV Verification: 34

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification.

2.4.2

Average percentage of full time teachers with Ph.D. during the last five years

????? ?????? ???????, ?????????????? (?????) ?????????????? ?????????????????????????
 ?????????? ????????????

2.4.2.1. Number of full time teachers with Ph.D. year-wise during the last five years
 ?????????????????, ?????????????? (?????) ?????????????? ?????????????????????????
 ??????????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
58	53	48	48	45

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
56	51	48	48	45

2.4.3

Average teaching experience of full time teachers in number of years

??

2.4.3.1. Total experience of full-time teachers ???
 ??????????????????

Answer before DVV Verification : 818
 Answer after DVV Verification: 862

2.4.4

Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government recognised bodies during the last five years

??
 ?????????? ?????????????? ???

2.4.4.1. Number of full time teachers receiving awards from state/ national/ international level from Government recognised bodies year-wise during the last five years ?????????????????? ??????-
 ?????????-??
 ???

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	3	4	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	3	3	4	0

????????????????, ????????? ????????????? ????????? ????????????????????? ?????????????/ ?????????
 ?? ????????? ????????????? ????????????? ?????????????

2.5.2.1. Number of complaints/ grievances about evaluation year-wise during the last five years.
 ?????????????????, ????????? ????????????? ????????? ????????????????????? ?????????????/ ?????????
 ?? ????????? ????????????? ????????????? ?????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
25	15	14	26	17

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
25	15	14	26	17

2.5.3 Average percentage of applications for revaluation leading to change in marks

???????????????????? ????????????????? ????????????? ????????????? ????????????????? ?????, ??? ?????????
 ????????????? ???????

2.5.3.1. Number of applications for revaluation leading to change in marks year-wise during the
 last five years ????????????????????? ????????????????????? ????????????????? ????????????? ?????????
 ?????????, ??? ????????????? ????????????? ???????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	2	0	0

2.5.3.2. Number of revaluation applications year-wise during the last five years.
 ????????????????????? ????????????????????????? ????????????????? ????????????? ??????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

2.6.3 Average pass percentage of students

???????????????? ????????????????????????????????? ?????????????

2.6.3.1. Total number of final year students who passed the university examinations
 ????????????????????????? ????????????? ??? ????????????? ??????????

Answer before DVV Verification : 91

Answer after DVV Verification: 54

2.6.3.2. Total number of final year students who appeared for the examinations
 ???

Answer before DVV Verification : 91
 Answer after DVV Verification: 55

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification.

3.2.1 Grants for research projects sponsored by the non-government sources such as industry, corporate houses, other allied organizations, national/international bodies, endowments, chairs in the institution during the last five years (INR in Lakhs)

??-
 ???
 ???

3.2.1.1. Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, other allied organizations, national/international bodies, endowments, Chairs in the institution year-wise during the last five years (INR in Lakhs) - ??????????
 ???
 ???
 ???
 ???

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	2	1	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

3.2.2 Grants for research projects sponsored by the government sources like UGC, Rashtriya Sanskrit Sansthan, IGNSA, NMM, Sanskrit Academies, ICPR, DST, ICHR etc. during the last five years (INR in Lakhs)

??-
 ???-
 ???
 ???

3.2.2.1. Total Grants for research projects sponsored by the government sources year-wise during the last five years (INR in Lakhs) ???
 ???

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

?????? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ???? ????
 ????????? (?????)

4.1.5.1. Expenditure for infrastructure augmentation, excluding salary year-wise during the last five years (INR in lakhs) ?????? ?????? ?????? ?????? ??? ?????????????????????? ?????? ?????? ??????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
994.76	1581.30	699.52	365.28	396.67

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
125.29	726.94	329	120.54	243.90

4.2.3 Does the Institution/ Library have the following:

1. Back Volumes of Rare Sanskrit Journals/Indological Journals/ Journals Related to Sanskrit Studies like Indian Historical Quarterly (IHQ)/ Annals of Bhandarkar Oriental Research Institute (ABORI)/ Brahmagyidya/Sarasvati-sushama etc
2. Sanskrit magazines and Sanskrit Periodicals
3. e-journals
4. e-books
5. e-dictionaries of Sanskrit
6. Sanskrit Databases
7. Bharatavani Portal
8. CD's/DVD's/other e-materials for the study of Vedas
9. Electronic Display Board
10. Internet/ Wifi Facility
11. Search Facility
12. Reprographic facility

???????? ???? ???? ???? ?

1. ?????????????????/ ???/

?? - ?????????????????????????????/

2. ???

3. ?????????????????????

4. ?????????????????????

5. ?????????????????????????

6. ?????????????????????????

7. ?????????????????????

8. ???

9. ?????????????????????????

10. ???

11. ?????????????????????????

12. ?????????????????????

Answer before DVV Verification : A. Any 4 of the above (? ???? ?????????????????????) ?????????? ??????????)

Answer After DVV Verification: A. Any 4 of the above (? ???? ?????????????????????) ?????????? ??????????)

4.3.2

Student - Computer ratio (preceding academic year data)

?????-???????????????????? (???????????????????? ??????????)

4.3.2.1. Total number of computers in the campus for academic purpose ???

Answer before DVV Verification : 216
Answer after DVV Verification: 74

Remark : The HEI was requested to provide Self attested, Scan copies of the stock register of the serviceable computers. As per the HEI statement in the response dilaog box the HEI maintains a total number of 74 computers on its campus for academic purpose.

4.4.1

Average expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

??

4.4.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) ?????????????? ?????? ???? ?????????????????? ?????????????????????????????? ? ?????????? ????? ?????????????? (?????? ??????????)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
604.29	604.78	976.91	556.61	575.16

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
604.29	604.78	976.91	556.61	575.16

5.1.3

Number of capability enhancement and development schemes

1. Guidance for competitive examinations
2. Career counselling
3. Softskill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and Meditation
8. Personal counselling
9. Training for deciphering ancient manuscripts
10. Training on Composing Sanskrit Creative poetry and Dramaturgy
11. Shastra Vakyartha Training
12. Proof Reading for Devanagari Texts
13. Spoken Sanskrit Classes
14. Foreign Language Study and Training
15. Training on Vedic Recitation with correct Intonation
16. Training on Karma-Kanda

17. Fine Arts, Performing Arts and Theatre

??

1. ???
2. ?????????????????????
3. ?????????????????????
4. ???
5. ?????????????????????
6. ?????????????????????
7. ?????????????????
8. ?????????????????????
9. ?????????-????????????-????????????????
10. ?????????-????????????????????
11. ?????????????/????????????-????????????
12. ?????????-????????????????????????????
13. ?????????????????????????????????
14. ?????????????????????
15. ?????????????????????????????
16. ?????????????????????
17. ?????????????????????????????

Answer before DVV Verification : A. 10 or more of the above (? ?????????????????????)

Answer After DVV Verification: A. 10 or more of the above (? ?????????????????????????????)

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year.

??

?????????

5.3.3.1. Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years ?????????????? ?????????? ??????-????????????????????/ ?????????? ??????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
8	4	6	10	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	2	5	7	3

6.2.3 Implementation of e-governance in areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

??

1. ?????, ?????????
2. ?????????
3. ?????, ?????
4. ?????????????????, ????????????? ?
5. ?????

Answer before DVV Verification : B. Any 4 of the above (? ?????????????????????????????????????)
 Answer After DVV Verification: C. Any 3 of the above (? ?????????????????????????????????????)

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

??

??

6.3.2.1. Number of teachers provided with financial support to attend conferences/ workshops and towards membership fee of professional bodies year-wise during the last five years
??
??

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
6	2	2	3	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
4	1	1	1	1

6.3.3 Average number of professional development / administrative training Programmes organized by the university for teaching and non teaching staff during the last five years.

??
??

6.3.3.1. Total number of professional development / administrative training Programmes organized by the Institution for teaching and non teaching staff year-wise during the last five years
??
??

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	7	9	8	12

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	7	9	8	9

6.3.4 Average percentage of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the last five years

??-
??
??

6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year-wise during the last five years ???-

????????????????????-????????????????????-
 ???
 ?????????????????????

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
87	46	4	18	13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
30	27	2	2	2

6.5.3 Number of quality initiatives by IQAC for promoting quality culture per year

??
 ?????????????????????

6.5.3.1. Number of quality initiatives by IQAC for promoting quality year-wise for the last five years ??? (?. ?? . ??.)

??

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	6	5	3	2

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	6	5	3	2

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC);
2. Timely submission of Annual Quality Assurance Report (AQAR) to NAAC
3. Academic Administrative Audit (AAA) and initiation of follow up action
4. Participation in NIRF
5. UGC Recognition for any other Academic Excellence or any other quality audit recognized by state, national agencies.

?? -

2019-20	2018-19	2017-18	2016-17	2015-16
1	3	2	1	1

Remark : As per the HEI statement in the response dialog box and the data provided with the Metric during clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of Programmes offered year-wise for last five years ?????????????? ?????????????? ?????????????? ??????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>15</td> <td>15</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>10</td> <td>11</td> <td>9</td> <td>7</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	15	15	15	13	13	2019-20	2018-19	2017-18	2016-17	2015-16	12	10	11	9	7
2019-20	2018-19	2017-18	2016-17	2015-16																	
15	15	15	13	13																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
12	10	11	9	7																	
2.1	<p>Number of students year-wise during the last five years ?????????????? ?????????????? ?????????? ??????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>256</td> <td>250</td> <td>222</td> <td>209</td> <td>211</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>256</td> <td>279</td> <td>267</td> <td>248</td> <td>264</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	256	250	222	209	211	2019-20	2018-19	2017-18	2016-17	2015-16	256	279	267	248	264
2019-20	2018-19	2017-18	2016-17	2015-16																	
256	250	222	209	211																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
256	279	267	248	264																	
2.2	<p>Number of outgoing / final year students year-wise during the last five years ?????????????? ?????????????? ??????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>104</td> <td>88</td> <td>58</td> <td>69</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>107</td> <td>85</td> <td>60</td> <td>102</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	95	104	88	58	69	2019-20	2018-19	2017-18	2016-17	2015-16	57	107	85	60	102
2019-20	2018-19	2017-18	2016-17	2015-16																	
95	104	88	58	69																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
57	107	85	60	102																	

2.3	<p>Number of students appeared in the University examination year-wise during the last five years ????????????????, ??????????????? ?????????? ??????????????????? ????????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>222</td> <td>236</td> <td>254</td> <td>230</td> <td>257</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>222</td> <td>246</td> <td>257</td> <td>231</td> <td>252</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	222	236	254	230	257	2019-20	2018-19	2017-18	2016-17	2015-16	222	246	257	231	252
2019-20	2018-19	2017-18	2016-17	2015-16																	
222	236	254	230	257																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
222	246	257	231	252																	
3.1	<p>Number of full time teachers year-wise during the last five years ?????????????????????? ??????????????????? ?????????????????? ??????????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>87</td> <td>93</td> <td>83</td> <td>85</td> <td>89</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>74</td> <td>73</td> <td>71</td> <td>69</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	87	93	83	85	89	2019-20	2018-19	2017-18	2016-17	2015-16	79	74	73	71	69
2019-20	2018-19	2017-18	2016-17	2015-16																	
87	93	83	85	89																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
79	74	73	71	69																	
3.2	<p>Number of sanctioned posts year-wise during the last five years ??????????????????? ?????????????????? ??????? ???????????????????</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>63</td> <td>63</td> <td>63</td> <td>63</td> <td>63</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>79</td> <td>79</td> <td>79</td> <td>79</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	63	63	63	63	63	2019-20	2018-19	2017-18	2016-17	2015-16	79	79	79	79	79
2019-20	2018-19	2017-18	2016-17	2015-16																	
63	63	63	63	63																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
79	79	79	79	79																	
4.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) ??????????????????? ?????????? ??? ?????????? ?????????? ?????? (???????)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1657.25</td> <td>2558.57</td> <td>1685.04</td> <td>951.28</td> <td>1089.14</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1657.25	2558.57	1685.04	951.28	1089.14	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																	
1657.25	2558.57	1685.04	951.28	1089.14																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

1578.1	1939.6	1685.04	951.28	1089.14
--------	--------	---------	--------	---------

NAAC