



National Assessment and Accreditation Council

An Autonomous Institution of the University Grants Commission
Bangalore

CERTIFICATE OF ACCREDITATION

The Executive Committee of the

National Assessment and Accreditation Council

on the recommendation of the duly appointed

Peer Team, is pleased to declare the

Central Institute of Higher Tibetan Studies - Deemed University

Varanasi, Uttar Pradesh, as

Accredited¹

at the Five star level².

(among the Universities)



Date: January 19, 2001


Chairman

1. This certification is valid for a period of 5 years with effect from the assessment academic year 2000 - 2001.
2. An institutional score (%) in the range of 55-60 denotes one star, 60-65 two stars, 65-70 three stars, 70-75 four stars, and 75 and above five stars (upper limit exclusive).

**CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
SARNATH, VARANASI.**

**PEER TEAM REPORT
&
5 STARS ACCREDITATION**

RECEIVED FROM

NATIONAL ASSESSMENT

AND

ACCREDITATION COUNCIL



NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
(An Autonomous Institution of the University Grants Commission)

Dr. A. Gnanam
F.N.A., F.N.Atc.
CHAIRMAN

Registrar

R. Sankar
22/01/01

January 19, 2001

Ref. No. NAAC/A&A/outcome/2001/0450

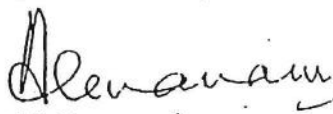
Prof. G.N. Santen
Acting Director
Central Institute of Higher Tibetan Studies
Sarnath, Varanasi-221 007.

Dear Prof. Santen

I am glad to inform you that the outcome of the Assessment and Accreditation exercise of your institution has been processed by the Executive Committee of NAAC and your institution has been *Accredited* for a period of five years with *Five Stars**. The certificate of accreditation with the grade will be sent to you shortly. I am sure the detailed draft report given to you already by the peer team will enable the institution to initiate further quality enhancement strategies.

With best wishes

Yours sincerely


(A. Gnanam)

*An institutional score(%) in the range of 55-60 denotes one star, 60-65 two stars, 65-70 three stars, 70-75 four stars, and 75 and above five stars (upper limit exclusive)

Draft Report of the Peer Team on Institutional Accreditation of Central Institute of
Higher Tibetan Studies

Section-A

Introduction

Central Institute of Higher Tibetan Studies (Deemed to be University) was established in the year 1967 with a view to educating the youth of Tibet and the students on the Indian border who had lost the opportunity of living in Tibet. This timely opportunity was created as a result of the discussions between His Holiness Dalai Lama and the then Prime Minister Jawaharlal Nehru.

Another important reason for establishing this university was to restore and reconstruct the ancient scriptures, which were lost in India but were preserved in Tibetan Literature. In pursuance of these objectives the Institute has created considerable infra-structural facilities and developed into a premier Institution within a short span of two decades and elevated to the status of Deemed -to-be-University in the year 1988 with the recognition of UGC.

The University has introduced several courses which are integrated in nature. The courses comprise of the Moola Shastras, the basic texts translated from the Indian Canon and Sampradaya Shastra the commentaries written by Tibetan Scholars. The courses are designed on the lines of modern disciplines with two compulsory subjects i.e. one is Tibetan and the other is Sanskrit; with Hindi or English as optional. In addition to the above, the students are given option to select one of the subjects from Social Sciences, which include ^{Asian} Ancient History, Archaeology and Culture, Political Science, Pali, Economics and optional Sanskrit. The students are admitted on the basis of entrance examination following the principle of reservation as per the guidelines issued by the Government of India.

The University requested the NAAC for accreditation and submitted the self-study report. In response to this request a peer team comprising of Prof. M. Malla Reddy (formerly Vice Chancellor Osmania University), Prof. V. Kutumba Sastry (Director, Rashtriya



Sanskrit Sansthan), Prof. S.R. Bhatt (Prof. of Philosophy, Delhi University) visited the Institute on 22nd and 23rd. They had extensive interactions to validate the self-study report and prepared the following report.

Section –B Criterion Wise Analysis

Criteria One: Curricular Aspects

The Institute has ninety faculty members on its rolls. The curriculum for Higher Tibetan Studies is designed in terms of nine departments and five units of research with an integrated approach from 9th class to Post Graduate studies. The peer team however restricted its accreditation to Under Graduate, Post Graduate, Ph.D. as per the mandate of NAAC. The Institute follows the pattern of semester end examination with internal evaluation to the tune of 50 percent in each paper. In all the semesters of U.G. program the composition of the subjects to be studied are as follows:

1. Compulsory Tibetan Literature *Language*
2. Compulsory Sanskrit Literature *Language*
3. Compulsory Hindi/English Literature *Language*

Two papers are devoted to the studies of Mool Shastra Texts. Under sixth and seventh papers students are given the option to choose subjects in Social Sciences. Under sixth paper which is called as “Ka Varga” five options of different Sampradayas are offered out of which the student will pick up any one Sampradaya as his option. Under seventh paper which is called as “Kha Varga” seven options, namely, Civics, Economics, Tibetan History, Asian History, Asian Philosophy, Pali and Sanskrit are given from which the student is obliged to pick up any one subject of his choice. The above pattern remains the same in all the three years of U.G. program.

On an overall analysis it is noted that three papers are devoted for learning the Modern Indian Languages including Tibetan. Three papers are devoted for the mastery of Tibetan Texts of translation of original Indian. Sanskrit Texts including study of one of the five sectarian texts. One paper is devoted for study of a modern subject. The medium of instruction is the concerned language with regard to the language papers and English with

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regard to the Modern subjects. However, for papers devoted to the study of the Buddhist Text of Tibetan translation, Tibetan language is the medium of instruction.

The P.G. course namely, the Acharya Course is completely devoted for the study of Tibetan texts of translation of original Indian Sanskrit Texts. Students at this level have four papers in the first year and seven papers in the second year. In the first year two papers are devoted to the studies of Mool Shastra, two papers are devoted to the study of one of the five Sampradayas and one paper is devoted to Viva – Voce. In the second year however, three papers are devoted to the study of Mool Shastra, one paper to study one of the five Sampradayas and three more papers are devoted for writing a term paper, giving Viva-Voce on term paper and a recitation.

Seen from the above, the courses are well designed, within the framework determined by the goals and the objectives of the Institution, which have been specifically mentioned in the self-study report.

No evidence is found that the Institution is reviewing and redesigning its courses periodically. It is noted during our visit that some required changes are made on the basis of recommendation of Board of Studies as and when required.

There is ample evidence of visits made by Academic Peers and employers and interactions made during such visits. In fact, there is a huge audio, and audio – video library well maintained. It may be observed that for movement both in U.G. and P.G. levels the courses are designed keeping in view the need for academic mobility of the students as a part of their progression.

All the auxiliary facilities such as Tl, Computers, typing, are extensively available for the students. In fact the Internet facility on the basis of Institute's own server is an important learning resource. The Board of Studies is constituted with external experts as its members however the curricular restructure is permitted within the framework of its basic structure. The curriculum by its nature is not career oriented but possibilities of

career development are well taken by promoting adequate generic abilities in the students. It is ascertained from the students that they appear for competitive examinations. A wide range of co-curricular activities are also available.

Teaching, Learning and Evaluation

The evaluation of the performance of an academic Institution centers round curriculum development, teaching-learning strategies, examination system, research output, consultancy and extension services and publications. For this, infra-structural support in terms of library, co-curricular activities, institutional management and other healthy practices are also to be taken into account. In all these respects the achievements of this Institute are commendable.

Teaching, learning and evaluation are the essential activities undertaken by an educational institution. This Institute has concentrated mainly on the teaching of the Buddhist thought with the objective of the preservation of the Tibetan culture and restoration of ancient Indian thought and culture preserved in Tibetan language but lost in original. This Institute caters to the needs of Indian students of border areas as well and provides them specialized teaching in Buddhist Philosophy. Besides teaching Buddhist thought it has also gradually started offering modern subjects to keep the students abreast with recent modern developments and social issues.

The curricula developed by the Institute are compatible with its goals and objectives. Each department has committee of experts, which periodically meets to review the courses. And there are external experts on the committee apart from the internal faculty members.

On the basis of interaction with the students it was found that they are keenly interested in their studies. They have clarity of thought and purpose of study. It seems that the teaching learning strategy has been quite effective in this Institute and the use of new technology through audio visual aids has made it more efficacious. For teaching and

library consultancy there is a very strong computer support. The Institute has a remarkable computer facility which it is adequate starting a separate department of Computer Science.

Students are admitted to different courses through special entrance test academic record and interview. Winter and summer courses are organized annually. Study tours are also conducted. The Institute organizes national and local seminars and workshops and this provides a good exposure to students.

The number of teaching days is 217, which is quite impressive. The percentage of classes taught by full time teachers are almost hundred percent. The students study the curricular subjects in the morning and after lunch they participate in co-curricular activities. In sports and physical education, they play football, basketball, volley-ball, cricket, badminton, table tennis, kho-kho etc are some of the major games organized in the Institute. In the instrumentation center help is given to students to acquire the skills in woodcraft, painting, micro-filming, photographing etc. The Institute also organizes cultural activities, essay writing competitions, speech competitions, debates etc. These provide an opportunity for the all round development of the personality of the students. There is student exchange programme as well which provides them good exposure.

The teachers of the Institute are very well qualified and they are actively engaged in research work. They possess at least one-step higher qualification than the mandatory minimum level. The recruitment of the faculty and career advancement schemes is strictly as per the UGC norms.

The teachers keep abreast with the library, attend conferences and join orientation and refresher courses as per their need and opportunity. Some of them have very good foreign exposure as the Institute has linkages with educational institution of America and Australia.

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So far as examination pattern is concerned it is in accordance with semester system adopted by the Institute. There is double evaluation – internal as well as external. The students seem to be satisfied with the pattern of teaching and examination however, there is a provision for revaluation and re-totaling of the assessment.

Research, Consultancy and Extension

Keeping in view the objectives of the institution, research forms a major activity and accordingly the necessary emphasis given has yielded rich results. The Institute has so far published 134 titles and around 50 books are reported to be in press at various levels. This is an achievement very rarely reached by very few institutions. The Institute has rightly identified specific areas of research and proposes to complete this mission with all its strength.

It is stated that around 4800 works in the form of translation from original Indian Sanskrit texts are available in Tibet, the date of origin of which is said to be between the 8th to 12th centuries AD. After 12th centuries almost all the original Indian Sanskrit text got destroyed on account of foreign invasion in India. Therefore, the Tibetan translations are alone up preserved to throw light on the knowledge of wisdom contained in these manuscripts.

The Institute has a mandate to retranslate these works from Tibetan to the original Sanskrit forms which it calls "Restoration". In this direction it has chosen 50 important texts in the first phase and has almost completed the task in a remarkable way. While specifically identified areas of research accelerates the momentum of research activities, the dedication and hard work of the researcher is commendable. By nature, restoration work is very challenging and a stupendous job.

The other major activity of the Institute is to translate the Tibetan Buddhist works into Hindi/English. These are independent books written by several Tibetan scholars in the Tibetan Buddhist tradition, which remains unbroken till today. The activities of the

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institution hence are historical which when completed will contribute to revival of knowledge and wisdom of several centuries for benefit of future generations. The Institute has very strong research and publication programme. Various types of researches are being undertaken to preserve Buddhist thought and culture. The senior students are given training in research and it is mandatory for admission to Ph.D. course that every student submits one research paper.

For operational reasons the research department has been divided into five units- the detail which have been mentioned earlier. The 3rd unit works on some rare books of Buddhist Tantras and publishes its result. It also publishes a research journal "Dhik" 30 volumes of this journal have already been published by this unit in addition to more than a dozen books.

The publication unit undertakes printing and publishing of books written by four unit as stated above and also the approved titles of individual scholars of the institution. It is worth noting that the faculty engaged in research despite several translations and restorations maintain a high quality and the publications of the Institute have been appreciated by national and international Buddhist Scholars. The research and library facilities are also used by foreign visiting scholars from Europe, South and South East Asian countries which explains the importance of the Institute's activities. National Institutes of research such as ICPR, ICCR also avail of the expertise of the institution.

The Department of research has Instituted consultancy cell which extends expert guidance to both Indian and foreign researchers. Several scholars from Australia visit the University on exchange programmes and interact with the faculty and students on this prestigious campus.

Thus the Institute is contributing to the promotion and sustenance of research culture and research output and offers benefits of consultancy to society. Six students have received research degrees during the last two years.

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Infrastructure and Learning Resources

The University extends over an area of 20 acres in prime area of Sarnath in the city of Varanasi. The Management has prepared a master – plan of the University indicating the existing building which include the main administrative building, library and two hostels, accommodation for health services, canteen, guest house, sports and physical education, computer facilities and extension of buildings. The University has ensured optimum use of its facilities for its various activities predominantly teaching and research. The maintenance of the buildings and other infrastructure is done through Government – grants and endowment funds. The overall ambience is one of serenity and the being a center of research and training in the areas of Sanskrit and Tibetan Languages the Institution has created an excellent library facility. The library has procured more than 56,000 books and subscribes to a number of journals – 69 nationals and 87 international. During the year 1999 –2000 the University has added around 4500 books worth more than 22 lacs, which is a substantial investment for strengthening the library.

The Institute ensures optimum use of its infra-structural facility by various means and methods. It has a reach collection of books, journals and periodicals in the library and reading room. It also has a provision for intra library exchange. Computerization of the library services has been a boon to the students. This apart audio video facility, Internet and OPAC facility and reprographic facility are abundantly available to students and the teachers. The number of books, journals, newspapers and periodicals is sufficiently high. Every year there is an increase in the titles and sufficient funds are made available for this purpose. The manuscript section of the library is quite rich and well maintained.

Despite the fact that the University is Non-Conventional created for the pursuit of ancient literature it is giving equal importance to modern technology especially in the area of Computers. For imparting computer knowledge both the students and the employees of the University the Institution has created an excellent Computer facility.

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The University offers compulsory general medical check-up for every student and has appointed a part-time medical officer and staff nurse who are available on the Campus. In addition to Allopathy, the Ayurvedic Dept. offers OPD services on a regular basis.

It is interesting to note that the University has giving adequate importance to physical education – cricket, football, basketball, kho-kho and table tennis are available on the campus. About 350 students avail residential facilities on the campus. Around 50 girls reside in the Prajapati Gautami girls hostel and 300 boys in the Padmasambhava boys hostel.

The hostel is an important dimension and plays a complementary role in intellectual pursuit for students coming from far and remote places like Nepal, Ladakh, and Himalayan border areas.

Student Support and Progression

The Institute takes sufficient care of its present and past students in terms of teaching, research, employment and personality development. The product of the Institute are well employed. Quite a good number of them are in foreign countries earning handsome salaries. The Institute has an alumni association and maintains an alumni profile.

All the present students are given financial assistance in the form of scholarship. To foreign students scholarship is given by ICCR. This enables students to be carefree so far as financial support is concerned so that they can, concentrate on their studies well.

Courses offered are conducive to progression to employment and further research. The Institute has acquired national and international good will which may help not only student support services but also enable it to generate financial resources. The infra-structural facilities and their optimal use help students in their progression. Access to national and international linkages also benefits them.

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Major research facilities developed and available in the campus are Internet, Library, Computer services, Reprography, CD ROM, Audio Visual, Micro-films etc. There is a research journal of the Institute in which research papers of students and faculty are published. In the organizational structure of the Institute there are sufficient provisions for promotion and sustenance of research culture and research output.

The Institute imparts value-based education and inculcates civic responsibility among the students through the education of Prajya, Sila and Samadhi. The entire education is based on ethics and morals. NSS camps, Blood donation camps, tree plantation drives, health awareness camps, sanitation drives participation in consumer council etc. are some of the multiple activities undertaken by the Institute for cultivation of civic sense among the students. This helps them to improve their overall personality development and team spirit.

Organisation and Management

The organization structure of the University consists of the Director, Registrar, Deputy Registrar, Assistant Registrar and Advisory Committees. The Institute is a registered body under the Societies Registration Act of 1860. The Society is the supreme body headed by a Chairman. The Society consists of 17 members with ^{Prof. G. C. Pandey} Secretary, Government of India, Ministry of Home Affairs as its Chairman and the Director of the Institute as an ex-officio member. The Government of India nominates 5 members from among eminent educationists who have made outstanding contribution in the allied fields. The composition of the Society is in tune with the laid down rules.

The University is governed by a Board of Governors which is like the executive Committee of a conventional University. The Director of the Institute is the Chairman and the rest of the members i.e. 10 are the nominees of various bodies like Human Resource Development, University Grants Commission, Foreign Ministry, Finance Ministry and representatives of teaching staff and His Holiness. The administrative structure also includes Academic Council which is responsible for various academic

activities and executive decisions. The director is the ex-officio Chairman who nominates 5 experts as members of the Council. All Acharyas, Heads and Deans of various faculties are normally the members of council. The council consists of 26 members including the Chairman. The term of office of each administrative and academic body is 3 years.

The governance of the Institution is supported by several other Committees like Planning and Monitoring Committees, Library Committees, Departmental Promotion Committee, House Allocation Committees, Publication Committees etc. The Board of Governors is an important administrative and academic body which is responsible for the overall management and organization of the Institute. It deals with many Institutional issues like violation of code of conduct, preparation of academic calendar, implementation of reservation policy, maintenance of confidential reports etc.

There is an internal audit mechanism in the University which ensures financial accountability of the Institutions. The University to a large extent is maintained by the grants from Government of India and it has no other source of income except a meager source of revenue in the form of tuition fee from the students. The peer team has noted a healthy democratic participations of the members of the staff in the decision making process and in all organizational activities.

Healthy Practices

As noted in the self study report the Institute of Higher Tibetan Studies is a Deemed to be a University with a difference. The entire Institution is devoted for the cause of restoring ancient Indian knowledge available in Tibetan literature. Therefore, the activities of the Institution center around this major objective. It needs no over emphasis ancient knowledge and wisdom was founded on many healthy practices encompassing Vinaya, sense of judgement and moral commitment to transform a student into a complete man "Sampurna Manav". The Knowledge was also based on very significant pedagogical techniques which do not believe for the Institution to have a separate mechanism for promoting healthy practices. This being the guiding principle of the Institution the self

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study report which is a culmination of extensive discussions in the community of experts in the Institution has deliberately remained silent on this aspect. Therefore, the major Institutions concerns ought to be the parameters for evaluation of the Institution which are different from the parameters laid down by NAAC. However, the peer team has noticed a pervasive sense of discipline among all the members of faculty, students and others associated with the Institutional programme. The study hours and the committed work for more than 217 days with highly structured daily time schedule is a very rare healthy trend. The peer team could see many such healthy practices integrated into the overall activities of the Institutions.

Section-C

Overall Analysis

The Central Institute of Higher Tibetan Studies came into existence in the year 1967 as a result of discussions between His Holiness Dalai Lama and the late Prime Minister Jawaharlal Nehru. This idea of starting a formal institution was conceived with the objective to preserve Tibetan Culture and Tradition, and to restore ancient Indian Science and literature preserved in Tibetan Language but lost in Indian literature. The Institute started its operations from November 1967 and it was recognized by UGC as Deemed-to-be-University in 1989. The University is offering integrated programmes starting from Purva Madhyama to Acharya. The curriculum in the University constitute a major part of Indological and Buddhist studies. It is interesting to note that the ancient monastic system of Shiksha is offered in this University with a modern curricular framework. Though courses offered cannot be classified into distinct disciplines branching of this knowledge into different units however helps in systematic study and research-a highly systemized efforts. The courses offered encompass Mool Shastras, Sampradaya Shastra which are integrated in nature.

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In Mool Shastras the course content include Abhisamaya Shastra, Madhyamata and; Abhidharma Shastra; Pramansa Shastra; and other allied Shastras. The courses are offered in a sequential form within the time-frame of 9 years as stated in the introductory remarks. Each course is designed with a combination of three subjects – Tibetan language and Sanskrit language as compulsory subjects; English or Hindi as optionals. Students also pursue a course in Social Sciences to acquaint themselves with contemporary social problems. Unlike in conventional Universities the method of learning in this University is based on memorization of certain texts, which was the common practice in all ancient systems of education in India. Viva – Voce and debate form a part of the examination system.

As the basic objective of the University lies in restoration of ancient knowledge the question of restructuring of curriculum and production of new knowledge leading to cognitive expansion does not arise. Cognitive expansions in the strict sense of the term in the case of this University is restricted to unearthing of ancient knowledge and study of contributions of ancient scholars which are available in Tibetan literature.

With the passage of time the Institute has grown into an important center of teaching and research in higher Tibetan studies and its achievements with reference to infra-structural growth, research output, general and specific contribution to the academic world are worth mentioning. Though it is not based on a proven model of a conventional University, the University has a physical campus, residential hostel facilities, regular teaching-learning class-room interactions

The statutory Bodies of the University is a Registered – Society – the supreme authority of the institutions; the Board of Governors; the Academic Council. The university has constituted special committees for planning and monitoring, finance, appointment and promotion of teachers; maintenance of discipline etc. The executive head of the institutions is the director who is responsible for overall administration and overseeing the activities of the University. There are 50 faculty members in the University who are

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specialists in different aspects of Tibetan and Sanskrit languages and more than 40 faculty positions are vacant.

The institution in conformity with its basic objective, is concentrating on research leading to restoration of best Indian texts. The major project under dictionary unit comprises of preparations of Tibetan-Sanskrit dictionary in which nearly one lakh seventy five thousand words is being prepared. The publication unit has contributed about 140 titles and 40 journals so far. About 30 texts have already been restored and 27 are under restoration. This contribution has brought laurels to the members of the faculty engaged in this work and they have received various kinds of awards and prizes for their contributions. The faculty is working on a very significant ongoing project i.e. the preparation of Dictionary-Tibetan Sanskrit language, and envisages to undertake the production of an encyclopedia for the benefit of scholars working in this area-yet another major project.

The research division is conceived in terms of 5 sub-units; translation unit, restoration unit, rare-buddhist text research project, dictionary unit and publication unit. The faculty members working in different units have already demonstrated their ability and competency in restoring the ancient wisdom.

The University by its very nature is can not take into account the manpower needs and national economic transformation. The subjects taught obviously have no connection to the immediate job market. Therefore in judging the relevance of the curriculam, the basic purpose of the institution and its commitment to the restoration of knowledge should be kept in mind. There is little scope for the pursuit of new areas of knowledge other than restoration and the study of ancient scriptures.

Recommendations:

1. The University has employed on permanent basis large faculty who have specialized in Tibetan or Sanskrit languages. In a University of this nature it is

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desirable to recruit a few outstanding scholars as core-faculty and the rest of the teachers under the scheme of visiting faculty or on tenure basis. Such a scheme of recruitment will enable the University not merely ensuring accountability, but also involving experts from different parts of the country enhancing the depth of expertise in the institution.

2. In some areas the quantum of syllabus pursued by students in each semester need to be increased. The peer members observed during their visit that the syllabus in Sanskrit language may be restructured in views of its vast cognitive dimensions, and its significance for the revival of our ancient wisdom, especially those aspects of Sanskrit knowledge which are not antithetical to the process of our modernization.
3. Modular approach in curriculum design will strengthen the pursuit of excellence in the institution. It will facilitate students to progress according to their own pace.
4. At PG level an additional Acharya Course may be started based on Sanskrit text of Buddhism. This will widen the range of studies and options to choose.
5. In view of growing financial crunch at all levels of study in the country it, is imperative that the Institute mobilizes its own resources. Therefore as a part of its strategic plan the University should create a corpus fund to sustain its future activities which the institution likes to pursue.
6. The institution should design staff development programmes in instructional technology not merely for the benefit of members of this institutions but also teachers working in similar institutions in the country. Such an exposure may

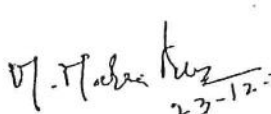
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enable them to adopt some of the latest techniques in teaching, evaluation and research without sacrificing the basic objectives of the institution.

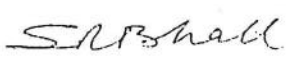
7. The University may examine the need for arranging extension lectures in Science and Technology, with a purpose to expose the students to the fundamentals of modern Science and Technology and to generate a comparative perspective of our ancient scholarship and modern discoveries. Mere exposure to emerging scientific and technological advancements need not result in an antithesis to institutional purpose and philosophy.
8. Emphasis should be laid on creative application of research findings to teaching. In this connection the institution should organize seminar and symposia to prepare new curricular areas.
9. Acquiring multiple skills by teachers for effective teaching and evaluation is an important feature of an academic institution. In addition to its commitment of Tibetan studies a teacher can extend wise counseling, guidance for all round development of student personality. Despite the fact such important measures are inherent in the very nature of the system and its tradition a conscious effort can help some students with special emotional and psychological problems.
10. The management is conscious of participative democracy in institutional organization; which is evident through the composition of statutory bodies, constituted with representation of teachers. This process of decentralization should reflect real democracy in the institution.
11. The faculty consists of eminent scholars who have made outstanding contributions to knowledge-through teaching and research on Tibetan Sanskrit

studies. Some of them are held in very high esteem in the academic community and their participation in the institution is imperative. It is necessary to create a second generation of scholar who can gradually shoulder the responsibilities of the formidable tasks undertaken by the institution.

12. The peer team is highly impressed by the academic leadership of the director, an erudite scholar, a dynamic institution builder and a visionary. We could perceive during our interactions with the director that he has already set the new goals for sustenance of the present programmes and for undertaking new programme in the years to come.


Prof. M. Malla Reddy
(Chairman)


Prof. V. Kutumba Sastry
(Member)


Prof. S.R. Bhatt
(Member)

Head of the Institution

