



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

*An Autonomous Institution of the University Grants Commission*

# *Certificate of Accreditation*

*The Executive Committee of the  
National Assessment and Accreditation Council  
is pleased to declare*

*Central Institute of Higher Tibetan Studies  
(Deemed to be University u/s 3 of the USC Act, 1956)  
Mavaiya, Sarnath, Varanasi, Uttar Pradesh as  
Accredited*

*with CGPA of 3.10 on four point scale  
at A grade  
valid up to October 25, 2027*

*Date : October 26, 2022*



*(Signature)*  
Director

EC(SC)/128/2<sup>nd</sup> Cycle/UPUNGN10015



## राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

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# Quality Profile

Name of the Institution : Central Institute of Higher Tibetan Studies

Place : Mavaia, Sarnath, Varanasi, Uttar Pradesh

Criteria	Weightage (W <sub>i</sub> )	Criterion-wise Weighted Grade Point (Cr WGP)	Criterion-wise Grade Point Averages (Cr WGP <sub>i</sub> / W <sub>i</sub> )
I. Curricular Aspects	150	498	3.32
II. Teaching-Learning and Evaluation	200	687	3.44
III. Research, Innovations and Extension	250	642	2.57
IV. Infrastructure and Learning Resources	100	376	3.76
V. Student Support and Progression	100	255	2.55
VI. Governance, Leadership & Management	100	320	3.20
VII. Institutional Values and Best Practices	100	321	3.21
<b>Total</b>	$\sum_{i=1}^7 W_i = 1000$	$\sum_{i=1}^7 (Cr WGP)_i = 3099$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (Cr WGP)_i}{\sum_{i=1}^7 W_i} = \frac{3099}{1000} = \boxed{3.10}$$

Grade =

Date : October 26, 2022



S. C. Ojha  
Director

- This certification is valid for a period of Five years with effect from October 26, 2022
- An institutional CGPA on four point scale in the range of 3.51 - 4.00 denotes A<sup>++</sup> grade, 3.26 - 3.50 denotes A<sup>+</sup> grade, 3.01 - 3.25 denotes A grade, 2.76 - 3.00 denotes B<sup>++</sup> grade, 2.51 - 2.75 denotes B<sup>+</sup> grade, 2.01 - 2.50 denotes B grade, 1.51 - 2.00 denotes C grade
- Scores rounded off to the nearest integer



# राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

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**डॉ. वहीदुल हसन**

वरिष्ठ संचार एवं प्रकाशन अधिकारी

**Dr. Wahidul Hasan**

**Senior Communication cum Publication Officer**

NAAC/WH/Cert- 2<sup>nd</sup> Cycle /EC(128<sup>th</sup> SC)/UPUNGN10015/2022/ 20<sup>th</sup> December 2022

The Vice-Chancellor  
Central Institute of Higher Tibetan Studies  
Mavaiya, Sarnath,  
Varanasi - 221 007  
Uttar Pradesh

Dear Sir/Madam,

*Greetings from NAAC.*

As directed by the Director, NAAC, I am herewith enclosing the Certificate of Accreditation of your Institution. We wish the Institution all success in its efforts to become a lead Quality Institution of Higher Learning.

“Quality Assurance and sustenance is a continuous process. All Accredited Institutions are required to submit the Annual Quality Assurance Report (AQAR) to NAAC through online portal every year on or before 31<sup>st</sup> December”.

Kindly acknowledge the receipt of the certificate.

With warm regards,

Yours sincerely,

(Wahidul Hasan)

Encl.: a/a



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 2)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES**

**Varanasi  
Uttar pradesh  
221007**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I:GENERAL INFORMATION**

1.Name & Address of the institution:	CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES Varanasi Uttar pradesh 221007	
2.Year of Establishment	1968	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	5	
Departments/Centres:	13	
Programmes/Course offered:	20	
Permanent Faculty Members:	39	
Permanent Support Staff:	81	
Students:	256	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"><li>1. The transmission of ancient knowledge, wisdom of Nalanda, Vikramshila, Takshashila and others has been revived, nurtured and advanced in this University.</li><li>2. The ancient Indian tradition of interacting between various philosophical schools called “Shastrartha” with Western Philosophy has been introduced for understanding of knowledge.</li><li>3. Sowa-Rigpa, the ancient Tibetan System of Medicine, traditional Tibetan Arts, Fine Arts including Painting, Dye-making and Wood Craft has been revived and introduced at all levels.</li></ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 18-10-2022 To : 20-10-2022	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. DR. VIJAYAKUMAR C G	Vice Chancellor,Maharshi Panini Sanskrit Evam Vedic University
Member Co-ordinator:	DR. PROJIT KUMAR PALIT	Professor,Assam University Silchar
Member:	DR. PARLAPOTHULA HEMANTHA KUMAR	Professor,NATIONAL INSTITUTE OF AYURVEDA
Member:	DR. NEERJA DHANKAR	Professor,Central University of Haryana
Member:	DR. MELUKOTE K SRIDHAR	Dean,SVYASA YOGA UNIVERSITY
NAAC Co - ordinator:	Dr. Sujata Shanbhag	



knowledge and being taught in Sanskrit medium. Modern Sanskrit Literature is also included in the curriculum, Provide details.

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1.4 Feedback System

1.4.3 The feedback thus obtained is  
 QIM

- Discussed in the Statutory Bodies of the University like Academic Council/ Executive Council etc.
- Is used for restructuring the curriculum
- Discussed with Traditional scholars/ Peers

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Qualitative analysis of Criterion 1

Central Institute of Higher Tibetan Studies (CIHTS) academic programmes and curriculum are designed and implemented taking into consideration the guidelines given by the UGC and the National Education Policy (NEP 2020) of the Government of India and the emerging global needs, with universal ethics as their foundation. The design and development of the curriculum for all courses is a democratic process with all the faculties contributing to the thinking, introduction, innovation, revision of the syllabi. The culture of academic freedom, Choice Based Credit System (CBCS) and flexibility provides ample scope for introducing innovation and choices in the curriculum for achieving the institutional vision and mission and for attaining academic excellence. The syllabus is dynamic and is revamped periodically to keep pace with the rapid developments in various domains of knowledge, 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 and external subject experts the decisions taken are implemented through the Academic Council.

Nalanda, Ancient Indian University had adopted philosophy, epistemology, logic, mind training, psychology and cognitive studies through textual study and philosophical debates. This process helps students in understanding and comprehending the subtle concepts and skills. The same has been implemented in CIHTS with modern educational pedagogy and technical tools. The teaching faculty carry out their job through curricula which help to attain the programme outcomes (POs) implied by the programme specific criteria (PSC). The model curriculum and Credit structure as suggested by National Council for Teacher Education (NCTE) and UGC has been implemented.

The students having gone through these courses develop intellectual skills, become morally upright, spiritually

inspired and attain civic responsibilities. This would help for the transformation of students in facing the challenges of the society and the nation. This proactive process also helps students in developing research skills, critical analysis and synthesis. Frequent revisions in curriculum are in place especially during introduction of elective courses and revision in the outcomes of courses. However, changes in credit structure and over all revision in curriculum is taken up frequently with the approval from competent authority. Such academic exercise is in place through academic audit and feedback from stakeholders periodically for continuous improvement in curriculum, design and delivery.

Value added courses namely Tibetan History, Asian History and sculpture, traditional Tibetan Art and Wood Craft have been introduced which has helped students gaining skill, research leading to publications and patent. This process would help students in future employability.



Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	<p>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</p> <p>????????? ?????????????? ?????? ?????? ?????????????? ?????????, ???????????????????  ????????????????? ? ???? ???????????  ????????????????????  ?? (????????????????????????/ ?????????????????/ ?????????????/ ????????????????????????? ???????)  ?????????</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p>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.</p> <p>????????????? ??????, ?????? ??????, ?????????????? ?????? ?????????  ????????????????????????, ?????????????? ??????, ?????????????? ?????????? ? ??????  ????????????????????????? ?????????????????????????????????????? ? ??????????????????????????  ????????????????</p>
2.3.4 QIM	<p>University encourages the Grurukula method of teaching/ Pathashalas/ Traditional Oriental Learning System (TOLS)/ Gurukula/ Shastrapeethas</p> <p>????????????????? ?????????????????? ?????????/ ?????????/ ??????????????????????????????????????  ?????????????/ ?????????????????????????? ? ????????</p>
2.4	Teacher Profile and Quality
2.4.6 QIM	<p>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.</p> <p>????????????????? ?????????????????? ?????????????????? ??????? ?????????????????? ??????????????  ????????? ?????? ?????????? ?????? ?????????? ?????????????? ?????????????? ? ??????????????  ????????????????????</p>
2.4.7 QIM	<p>Qualified faculty are available for new programmes/ emerging areas of study (computational linguistics, Computational Sanskrit, Translation Studies, Comparative Philosophy, Comparative Aesthetics, Yogic Science, Yoga Darshan, Samskrit Journalism, Sanskrit manuscriptology, Management, Jurisprudence, Cultural tourism, Temple Culture and Administration, Vastushastra, Medicinal Astrology etc.)</p> <p>????????????????????????? ??????-????????????? (????????-?????????????, ?????????-????????????,  ?????????????????, ??????????????????, ?????????????? ??????????????????, ??????????????,  ????????????, ??????????????????????, ??????????????????????????????, ?????????????????????,  ????????????????, ?????????????????????, ?????????????????????? ?????????? ?, ?????????????????,  ????????????????????? ??????????????) ?????????? ?????????????? ?????????????? ??????????????</p>
2.4.8 QIM	<p>Specify the names of Shastra-Chudamani/ Emeritus/ Adjunct Faculty/ Fellows/ Visiting Professors/ Post Doctoral Fellows on the rolls of the University.</p>



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2.7	Student Satisfaction Survey

**Qualitative analysis of Criterion 2**

Teaching-learning process is an important parameter in the Outcome Based Education (OBE). The teaching fraternity in CIHTS are in good number and fully qualified to balance teaching and research. Around 65% faculty members have Ph.D. and one faculty member has Post Doctoral Degree from the USA. Teachers combine traditional Tibetan teaching methods such as “Shastratha” with the use of modern teaching tools. Here teaching is expected to be transformative leading to contemplation and realisation. In addition to Orientation and Refresher courses, teachers have been given opportunities to upgrade their knowledge and pedagogical skills by visiting other similar Institutes in India and abroad. Feedback is obtained from students to ensure that teaching is student-centric. Remedial classes have been organized for slow learners for enhancing their proficiency. ICT is used to ensure 24x7 learning environment.

The learning has been made student centric by providing opportunity to learners for performing on various online 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 and presentations in the classes. In-house organization of group discussion, speech, debate, extempore, poster making, collage making, art and craft etc. are organized on every Saturday. Debate sessions and shastratha for one and half hour is mandatory for every student for five days a week which is a unique tradition of Tibetan and Nalanda education system.

The University admits students through a transparent admission-cum-counselling process based on rankings in international level entrance examination. The CIHTS has complied with the reservation policy of both State and Central Governments.

Upanishadic method of spirit of enquiry and questioning by the students is encouraged in the class as well as in the outdoor activities.

Evaluation system is an important part of maintaining academic quality. CIHTS brought radical changes 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 of the subjects taught. Question papers have Multiple Choice Questions, very short answer type questions, short answer type questions as well as essay type questions which gives an opportunity to reflect, explain and show their writing skills. Students have been given clear instructions to follow word limit for the long answer type questions for time management. Besides, students are evaluated in every semester with continuous assessment system.

The written examination constitutes 70% marks, assignment and class presentation 10% each. Students, who attend classes above 85% can score 10% marks.

Examination process is fully automated facilitating timely declaration of results of various examinations. The mechanism for a transparent evaluation process is in place that includes the coding of answer sheets. Students performance and learning outcomes such as POs, PEOs, PSOs, Cos are clearly defined, mapped and assessed to identify educational and operational gaps to project an action plan for further integration in strategic

planning.

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	editorial policies and state whether it is listed in any international database. Provide the ISSN No.  ??? ?????????????? ?????????????? ?????????????? ? ??????????, ?????? ????????????????? ?????????????????, ?????????? ?????????????????, ?????????????????, ??? ? ??? ???? ??????? ?????????????????????????????????????? ?????????? ?? ??????????????? ??. ????. ????. ??? ??????? ??????
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighborhood community in terms of impact and sensitising students to social issues and holistic development during the last five years  ?????????????????? ?????????? ?????????????????? ??????????????????????????, ?????? ?????????????????? ? ?????????????????????????????? ?????????????? ?????????????????????? -
3.6.5 QIM	The University gives attention to make Sanskrit and Shastra learning popular in the surrounding areas by offering evening courses. Provide details  ?????????????????? ?????????????????????????????? ?????????????? ?????????????????? ?????????????????????????? ?????????????????????????????? ?????????????????? ??????????, ?????? ??????? ??????
3.6.6 QIM	Teachers participate in the live commentaries / lectures / discussion programmes on the print and electronic media. Provide details.  ?????????????????? ?????????????????????????????? ? ?????????????????????????????????????/ ?????????????????????????/ ?????????????????????????????? ?????????? ??????????
3.7	Collaboration
3.7.1 QIM	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.  ?????????????????????? ?????????????????? ?? ?????????????????? ?????????? ??????????, ??????, ?????????????????????????????? ?????????????? ?????????????????????????????? ?????????????????? ?????? ?????????? ?????????????????? ?????????????? ? ?????????????? ?????? ?????????? ?????????????????????????????????????? ?????????? ?????????????? ?????????????? ?????????????????????? ?????????????????? ?????????????????? ??????????
3.7.3 QIM	Provide details of the Joint publication Programme of the University in collaboration with other Universities/institutes and well established publishing firms  ?????????????????????? ?????????????????????????/ ?? ?? ?? ??????? ??????????????

**Qualitative analysis of Criterion 3**

CIHTS has a strong research department which carries different research programs and projects in 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 Sanskrit and Tibetan manuscripts going back to as old as eleventh century, compilation of multilingual dictionaries of various nature and composition of comprehensive history of Tibetan literature and creation of literary works are in place.

The Institute has provided seed money for research work to the teachers as well as to the students and for

organizing conferences/seminars/workshops. The Institute has financially supported faculty members for attending national and international conferences and presentation of papers. Institute has provided funds to the students for their literary work and translation of different books and literature from other languages.

Most of the teachers participate in important platforms of discussion on various academic issues of philosophy, epistemology, logic, linguistics, grammar, poetry, art, medicine, culture and have written shastric commentaries on important texts and have published them. Many of them are invited by institutions within India and abroad. 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, the Institute has provided exposure to communities and the world outside the campus, in nearby villages to widen their horizon of knowledge and experience of society and culture. Students are guided to participate in the life of society outside the campus and they very often visit the nearby villages to teach the children and provide stationaries, books etc. The students participated in the extension programs of the university organised at various places like towns and villages in Himachal Pradesh, Karnataka, Odisha, Chattisgarh and as well as River Ganga cleaning programme, Tsunami in Tamil Nadu. The CIHTS has adopted two villages around the campus for helping village children in studies, cleaning of the schools and gardens periodically.

Students are encouraged and orientated for research from the very beginning in their courses leading to becoming philosophical thinkers and scientists with good observational and experimental skills. Summer school programmes have been organized in Himalaya-Tibet Institutes. The Ministry of Culture, Govt. of India has requested CIHTS to organize Tibetan and Buddhist studies in various schools and monasteries in South India. The CIHTS has collaborated with Emory University, Five Colleges Consortium, Amherst, USA, John Templeton Foundation, USA, Institute of Mongolia, Youth Art and Culture Department, Govt. of Bihar for academic exchanges and research projects.

The strong forte of CIHTS is collection, compilation, editing and publishing of Sanskrit and Tibetan paper manuscripts from Tibet. Rahul Sankrityayana Tripitakacharya had gone to Tibet and collected 3000 manuscripts relating to Tibetan Buddhism which were in Sanskrit, Tibetan, Newari, Ranjana, Sharada and Gandhi scripts. The Research and Publication department has preserved such thousands of manuscripts in original and modern technical methods such as Microfilming and Digitalization. The Kangyur and Tengyur, Tibetan religious works, Sanskrit & Buddhist manuscripts, Tun-Huang manuscripts comprising of 16680 titles have been microfilmed. The Audio recording/DVDs/Video covers 57978 hours of these manuscripts. Currently, the Sanskrit Ayurvedic/Sowa-Rigpa texts are being translated. The Bihar Government and Ministry of Culture, GOI have provided grants for publication of such manuscripts.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	<p>The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.</p> <p>????????????????, ?????????, ????????????????????? ?????????????????????                  ????????????????? ?????????????????????</p>
4.1.2 QIM	<p>The institution has adequate facilities for</p> <ol style="list-style-type: none"> <li>1. Seminar/ Conference Hall with infrastructural facilities</li> <li>2. Auditorium for cultural activities</li> <li>3. Laboratory for Functional Sanskrit</li> <li>4. Yajnashala</li> <li>5. Observatory</li> <li>6. Language Laboratory</li> <li>7. Psychology Laboratory</li> <li>8. Meditation Centre</li> <li>9. Sports, games (indoor, outdoor, gymnasium, etc)</li> <li>10. Artifacts Museum Ancient Arts/ Objects' Museum</li> <li>11. Heritage Museum</li> <li>12. Manuscript Resource Centre (MRC)</li> <li>13. Manuscript Conservation Centre(MCC)</li> <li>14. Recording Studio/ e-P.G.Pathshala Facilities</li> <li>15. Yoga Training and or Therapy Centre with modern equipments</li> <li>16. Liasion with Bharat Vani Portal</li> <li>17. Sanskrit-Science/ Agama Exhibition Facilities</li> </ol> <p>???????????? ????????????????????? ????????????? ????????????????? ???????</p>



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

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**4.2 Library as a Learning Resource**

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Library is automated using Integrated Library Management System (ILMS)

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

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buildings.

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

Campus is totally safe and secure from all sides with 10 feet wall. It is well connected to the city through good roads.



### Qualitative analysis of Criterion 5

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

Students have organized conferences, seminars, workshops, philosophical debates, essay competitions with the guidance and financial support from the university. Students actively participated in exchange programs and collaborative programs with other Buddhist Institutes within and outside India.

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

Students have published their own books on various subjects. During the last five years about 30 books have been published. They also published 5 annual journals.

The Equal Opportunities Cell has catered 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. In the history of the Centre, no such case has been reported). Medical treatment in the university hospital is free for the students. As observed, there are no cases of any type of harassment in the campus. Students mentoring is a part of the university system to support the students in all aspects; academic, emotional and spiritual.

The GOI has provided scholarship to a number of students totaling around 50 lakhs. The students have organized International Conference on 21st Century Women's issue shaping the world (Jan, 2019), 12th National Tibetan College Students Conference and Creative Writing Workshops. The students also participated in Social Media Global Change online programme with Washington University, Seattle USA. As a part Cultural Exchange Programme, students and staff came from North Carolina University, USA to CIHTS. A teacher training programme for staff of Digital University, Ekson, South Korea. One seat has been reserved for students of Tasmania University, Australia. Six students of CIHTS participated in International Conference of Tibetan Studies in Paris. The students actively participated in Feed Back system. The Alumni of the CIHTS have met once a year who have spread across USA, Switzerland, Nepal, Canada and various parts of India. 200 alumni members from 12 countries participated in Golden Jubilee Celebrations of CIHTS in 2018. The alumni have established schools, Buddhist Societies in several countries like Nepal, USA and Europe. The Alumni Cell keeps contacts with the passed out students and seeks to build-up an actively engaged community. The passing-out percentage of students is extremely good.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	<b>Institutional Vision and Leadership</b>
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the University  ???????????????? ???? ????????????????????? ???? ????????????? ???? ????????? ???? ????????? ???? ????????? ???? ???? ?
6.1.2 QIM	The institution practices decentralization and participative management  ?????? ???? ??? ? ??????????
6.1.3 QIM	Sanskrit-Version of vision, mission statement of the university, the Act, Statute, MoA and Rules, Official notification/information, Regulations are available in institutional website.  ???????????????????? ???? ?????????????????????, ?????????????, ?????????????, ?????????????????????, ?????????????????????, ?????????????????????, ?????????????????????, ????????????????????? ????????????????????? ?
6.2	<b>Strategy Development and Deployment</b>
6.2.1 QIM	Perspective/Strategic plan and deployment documents are available in the institution  ???????????? ???? ?????????????????????/???????????????????????? ???? ????????????? ???? ????????? ???? ????????????????????? ???? ????????? ?
6.2.2 QIM	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.  ???????????? ???? ????????? ???? ????????????????????????????????? ???? ???? ?????????????, ?????????????????????, ?????????????????????, ?????????????, ?????????????, ?????????????????????, ??? ???? ?????????????
6.2.4 QIM	Effectiveness of various bodies/ cells/ committees is evident through minutes of meetings and implementation of their resolutions.  ???????????????????? ???? ?????????????????, ????????????? ???? ????????????????? ? ????????? ???? ????????? ???? ?????????????/ ?????????/ ????????? ???? ????????????? ????????????? ? ????????????????? ???? ???? ?
6.3	<b>Faculty Empowerment Strategies</b>
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff.  ???????? ???? ????????????? ???? ???
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff  ???????????? ???? ????????? ???? ???
6.4	<b>Financial Management and Resource Mobilization</b>
6.4.1 QIM	Institution conducts internal and external financial audits regularly  ???????? ???? ????????? ???? ???? ???? ? ???? ????????????????????????? ???? ?
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources  ???????????????????????? ???? ?????????????????????????????????, ???



The Balance Sheet of the University for the past 5 years has been audited without any objections by the certified auditors. The Audited Reports have been submitted to the Ministry of Culture, GOI within 9 months of auditing. the University has a well- established e-Governance system. Effective and participating decision-making process has been adopted for achieving the vision, mission and the goals of the Centre and also for building an effective organizational culture.



Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>Institution shows gender sensitivity in providing facilities such as:</p> <ol style="list-style-type: none"> <li>1. Safety and Security</li> <li>2. Counselling</li> <li>3. Common Room</li> </ol> <p>????? ?????????????????? ?????? ?????????????????? ??????????????</p> <ol style="list-style-type: none"> <li>1. ?????????? ??????? ?</li> <li>2. ????????</li> <li>3. ??????????????</li> </ol>
7.1.4 QIM	<p>Waste Management steps including:</p> <ol style="list-style-type: none"> <li>1. Solid waste management</li> <li>2. Liquid waste management</li> <li>3. E-waste management</li> </ol> <p>?????????????????????????????????????? ??</p> <ol style="list-style-type: none"> <li>1. ??????????????????????????????????</li> <li>2. ??????????????????????????????????</li> <li>3. ??????????????????????????????????</li> </ol>
7.1.5 QIM	<p>Rain water harvesting structures and utilization in the campus</p> <p>?????????????????????????????, ?????? ??????????????????</p>
7.1.6 QIM	<p>Green Practices</p> <ol style="list-style-type: none"> <li>1. Students, staff using             <ol style="list-style-type: none"> <li>a) Bicycles</li> <li>b) Public Transport</li> </ol> </li> </ol>

	<p>c) Pedestrian Friendly Roads</p> <p>2. Plastic free campus</p> <p>3. Paperless office</p> <p>4. Green landscaping with trees and plants</p> <p>????????????</p> <p>1. ??????, ?????, ????????????????????????????????????? -</p> <p>(?) ?????????????</p> <p>(?) ?????????????????</p> <p>(?) ?????????????????????</p> <p>2. ?????????????????????</p> <p>3. ?????????????????????</p> <p>4. ?????? ?????? ????</p>
7.1.17 QIM	<p>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.</p> <p>????? ??????-??</p> <p>??</p> <p>??</p>
7.1.18 QIM	<p>The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions</p> <p>????? ?????????? ??????-?????-??</p> <p>??</p>
7.2	Best Practices
7.2.1 QIM	<p>State at least two institutional best practices (as per NAAC format)</p> <p>???.?.?.?.????? ???</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust</p> <p>???????? ?????? ??????????, ?????????, ?????????????????????????????????</p> <p>??</p>

#### Qualitative analysis of Criterion 7

CIHTS has rich moral value system which is incorporated as the fundamental foundation in its curriculum, co-curricular and other activities and programs which can be seen in the regular life of the students and environment. Green practices are in existence through sustainable environment management by using Solar energy and LEDs providing energy to the campus. It has a number of best practices such as Researches in Buddhism & Tibetology grounded on the Nalanda tradition of ancient India, green sustainability project covering global ecological integrity, STP, Water recharging system, rain-water harvesting, decomposed pit, vermiculture, plastic free, smoke free, clean and green eco-friendly environment. The Centre has maintained a herbal garden, shady trees and rare Himalayan and Tibetan medicinal herbs.

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.

The Centre has introduced integrated B.A.-B.Ed. Teacher Education Programme. The students undergo 16 weeks school attachment programme in Indian Tibetan schools. CIHTS is committed to extend its responsibility to develop good students, proficient teachers and teacher educators with holistic and integrated personality 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. In this regard, the Centre has introduced the concept of Universal Ethics being imbibed by students and staff. The University has adopted two villages for community welfare. The important national and international days are celebrated and festivals and events are organized to convey the message of nationalism among the students.

**Section III: OVERALL ANALYSIS** based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

**Strength:**

- CIHTS has a campus comprising of several acres of lush green environment with ample space for departments, centers, sports and other recreational activities. CIHTS is a fully residential university.
- CIHTS is strategically located in Saranath which is very near to the great religious city of Varanasi. The Center is transparent in good governance, academics and administration with good infrastructure, modern high-tech seminar halls, auditorium laboratories and hostel accommodation.
- It has well-equipped learning resource centre with a large collection of books on Buddhism, Tibetan Buddhism, ancient medical texts, philosophy, humanities.
  
- Collaborations and exchange programs with many academic institutions within and out site India.
- The Shantarakshita 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 a modernised and digitalised library with automated system.
- The great legacy of Nalanda of ancient India is preserved here in entirety in Tibetan Tradition which has become the pivot of the education system at CIHTS.
- The only place in the world where restoration of the lost ancient Indian treatises of various disciplines is done in its original Sanskrit language and also Tibetan treatises are preserved and translated to other Indian languages and English with utmost care. Many researches on rare MSSs and translations are also conducted.
- CIHTS is having very strong Alumni Network around the Globe and some of them occupying coveted positions in various educational and Buddhist institutions and Tibetan research organization in India and abroad. The Alumni are supporting the deserving students financially, academically and for employment.
- The campus is Ragging free, plastic and cracker free which is a commendable feature.
- The majority of the faculty members are highly qualified and dedicated.
- Best waste management system followed by praise worthy rainwater harvesting and waste management system.
- A proctorial board to address and nullify the complaints and grievances.
- Value orientation and refinement of mind through meditation & yoga, integrating values of love, compassion, peace & non-violence with mainstream courses.
- Advanced Multimedia Centre with State-of-the-art technology.
- Mentoring system is available for students by faculty to motivate them to upgrade their skills.
- Financial viability and administrative sovereignty reinforce the continuous development of the institution.
- Community development is done through SWA (Student Welfare Association). 150 megawatts capacity solar plants are installed on the roofs of Boys hostel for producing green energy and surplus energy is exported to the GRID.
- Research Grants of 15 lakhs has been received from Bihar Government for Kangyur, Tangyur translation.
- Faculty members of the University have Incubation cell in place.
- Financial viability and administrative sovereignty reinforces the continuous development of the Centre.

The entire university is ICT enabled for smart learning.

**Weaknesses:**

- Traditional Degree Courses need value additions for employability.
- Research in elective subjects.
- Less intake of students at entry level.
- Staff promotion policy to be improved.

**Opportunities:**

- 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 and woodcraft 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
- The strong alumni base of the university can be involved to contribute to the institutions towards achieving excellence and to help in the journey of being listed as one of the best universities meant for Buddhism and Tibetan Buddhism.
- Start-up programme should be encouraged for the students to be more innovative.
- Faculty exchange programme with various top tier Institutes across the globe need to be explored.
- Explore the ways to offer dual degree programs.
- Establishment a dedicated Foreign Language Department (Japanese, Korean, Etc)
- Improve peer reviewed journal publication (Scopus, Web of Science, citation index, impact factor, h-index)

Offer cross-disciplinary courses to suit the societal needs.

**Challenges:**

- University needs to improve its reward policy to ensure the attraction of researchers and scholars.
- To create an exclusive foreign faculty panel and International Cell to teach across various domains.
- Blending appropriate MOOC courses with the current curriculum to add value.
- Keeping pace with global development in pedagogy and research.

#### **Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Latest textbooks and Journals published by NCERT and NCTE need to be procured and subscribed. Innovative teaching methods and teaching tools should be included in B.A and B.Ed. programmes.
- For evaluation purpose, two sets of question papers should be requested from the subject experts.
- CIHTS must try to appoint more permanent faculty members in the departments on priority basis.
- Faculty should develop MOOCS and contribute to other online platforms for the benefit of learners across India.
- Faculty members should apply for Research Projects to ICSSR, ICPR, ICHR, NHRC and others such autonomous organizations.
- CIHTS may have kitchen garden for using its organic vegetables for mess/hostel.
- Students with cultural diversity must be sent to ICCR cultural programmes in India and abroad. NSS, NCC, Red Cross Society of India, Girl Guides and Boy Scouts programmes may be started for the students in coming years.
- As number of journals related to Tibetan Buddhism is very less, CIHTS can start a National and International Peer Reviewed Journal.
- Currently, as the strength of girl students is less in courses, measures should be undertaken for enhancing the strength.
- An exclusive Tibetan Museum covering performing arts, architecture, culture and painting can be established.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. DR. VIJAYAKUMAR C G	Chairperson	
2	DR. PROJIT KUMAR PALIT	Member Co-ordinator	
3	DR. PARLAPOTHULA HEMANTHA KUMAR	Member	
4	DR. NEERJA DHANKAR	Member	
5	DR. MELUKOTE K SRIDHAR	Member	
6	Dr. Sujata Shanbhag	NAAC Co - ordinator	

Place

Date