



YEARLY STATUS REPORT - 2022- **2023**

Part A	
Data of the Institution	
1.Name of the Institution	CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
<ul style="list-style-type: none">Name of the Head of the institution	Prof. Geshe Ngawang Samten
<ul style="list-style-type: none">Designation	Vice Chancellor
<ul style="list-style-type: none">Does the institution function from its own campus?	Yes
<ul style="list-style-type: none">Phone no./Alternate phone no.	05422585242
<ul style="list-style-type: none">Mobile no	9839303558
<ul style="list-style-type: none">Registered e-mail	cihtsvaranasi@gmail.com
<ul style="list-style-type: none">Alternate e-mail address	vcoffice@cihts.ac.in
<ul style="list-style-type: none">City/Town	Varanasi

• State/UT	Uttar Pradesh				
• Pin Code	221007				
2. Institutional status					
• University	Deemed				
• Type of Institution	Co-education				
• Location	Urban				
• Name of the IQAC Co-ordinator/Director	Dr. Anirban Dash				
• Phone no./Alternate phone no	05422581737				
• Mobile	7769934157				
• IQAC e-mail address	iqac@cihts.ac.in				
• Alternate Email address	vcoffice@cihts.ac.in				
3. Website address (Web link of the AQAR (Previous Academic Year))	https://cihts.ac.in/wp-content/uploads/2024/10/AQAR-2021-22.pdf				
4. Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://cihts.ac.in/academic-calender/				
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to

Cycle 2	Five Star	76.67	2001	19/01/2001	18/01/2006
6.Date of Establishment of IQAC			15/04/2010		
7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.					
Institution/ Department/Faculty		Scheme	Funding agency	Year of award with duration	Amount
Nil		Nil	Nil	2023 0	0
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 			View File		
9.No. of IQAC meetings held during the year			1		
<ul style="list-style-type: none"> The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) 			Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 			View File		
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?			No		
<ul style="list-style-type: none"> If yes, mention the amount 					

11. Significant contributions made by IQAC during the current year (maximum five bullets)

2022-23 Organizing various orientation programmes 2022-23 Arrangement of training programmes for upcoming NAAC PTV 2022-23 Organizing online events 2022-23 Facilitating student Induction programmes and updation of syllabus.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Conducting the blended mode examination	Enabling teachers to share feedbacks for effective performance of students

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?

No

15. Whether institutional data submitted to AISHE

Year	Date of Submission
2023	19/03/2024

16. Multidisciplinary / interdisciplinary

Integration of Traditional and Modern Subjects: The curriculum at CIHTS integrates ancient Shastric texts with modern subjects, promoting a multidisciplinary approach. This includes subjects like philosophy, epistemology, logic, mind training, psychology, and cognitive studies, which are taught alongside modern disciplines such as languages, fine arts, astronomy,

and the Tibetan medical system, Sowa-Rigpa. Students are free to choose from plethora of options like Pali, Sanskrit, Tibetan, English, Hindi, History, Economics, Political Science etc. Blended Teaching-Learning Approach: CIHTS employs a blended teaching-learning approach, combining traditional methods with modern technology. This includes the use of smart classes and ICT tools to enhance learning outcomes across different subjects, facilitating an interdisciplinary learning environment. Cross-Cutting Issues in Curriculum: The curriculum is designed to address cross-cutting issues such as gender, environment, sustainability, human values, and professional ethics. These are integrated into the programs across various departments, promoting an interdisciplinary perspective in addressing complex global challenges. Collaborative Learning Environment: The university benefits from collaborations with scholars and experts from various disciplines, including philosophy, computer sciences, medicine, language, and arts. This exposure to diverse fields enriches the learning experience and encourages interdisciplinary thinking among students and teachers.

17. Academic bank of credits (ABC):

The Academic Bank of Credit (ABC) initiative at the Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, Varanasi, aligns with India's National Education Policy (NEP) 2020, which aims to enhance flexibility and multidisciplinary learning in higher education. The ABC functions as a digital repository that stores and tracks students' academic credits, allowing them to accumulate credits from different institutions and transfer them as needed for degree completion. This system facilitates lifelong learning and enables students to pursue a more personalized and modular approach to their education. At CIHTS, ABC initiative supports the integration of traditional Tibetan studies with modern academic disciplines, offering students the opportunity to combine courses in Buddhist philosophy, Tibetan medicine, arts, and languages with contemporary subjects. By adopting this credit-based system, CIHTS promotes mobility and inter-institutional collaboration, encouraging students to explore diverse academic interests without being restricted to a single institution's curriculum. The ABC framework also provides greater recognition to non-

conventional and interdisciplinary learning, which is integral to the CIHTS mission of blending Tibetan cultural heritage with modern educational practices. Overall, the ABC initiative fosters a more inclusive and student-centered learning environment, empowering students to tailor their education according to their career aspirations and personal growth goals.

18.Skill development:

CIHTS adopts a holistic educational approach, blending traditional and contemporary methods to foster skill development. The institution prioritises the cultivation of competencies and abilities crucial for students' professional and personal advancement. Its curriculum encompasses Fine arts, B.A.BEd, BEd, Sowa-Rigpa Medical Science, Wood craft and paintings, among others. The programme outcomes underscore the significance of effective communication. Students are instructed in articulating ideas lucidly and utilising social media to positively influence society, which is vital for professional success. Learners acquire both specialised and interdisciplinary knowledge, enhancing their capacity to operate across various fields and adapt to diverse professional environments. Through summer programmes and community engagement, students gain hands-on experience in teaching and public speaking. This practical exposure aids in managing diverse audiences and developing organisational skills. The dialectic methods employed in the programme are reflected in teaching practices, garnering appreciation from mentor teachers. This recognition indicates successful application of acquired skills in real-world scenarios. In essence, CIHTS provides a comprehensive framework for skill development, equipping students to effectively meet the demands of various professional domains.

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The Central Institute of Higher Tibetan Studies (CIHTS) effectively integrates the Indian knowledge system into its curriculum, blending traditional and contemporary educational practices. Nalanda Tradition: CIHTS incorporates the Nalanda tradition into its teaching, which is pivotal for preserving the Tibetan knowledge

system. This integration includes modern subjects and languages, alongside Indian philosophical schools, Western philosophy, and modern sciences, creating a holistic educational environment. Blended Approach: The institute employs a blended transactional approach, combining traditional Indo-Tibetan knowledge with contemporary educational frameworks. This method guides the content and transaction of knowledge, ensuring that students gain competencies in both traditional and modern pedagogies. Course Design: Courses are designed to include foundational Tibetan- Buddhist logic, psychology, and cognitive science, enriching the educational structure and methodology. This approach ensures that students receive a comprehensive education that respects traditional knowledge while embracing modern scientific insights. Shastrarth and Analytical Skills: CIHTS incorporates shastrarth (debate) in various subjects, including philosophy, medicine, and fine arts, to deepen students' analytical skills. This practice reflects the rich tradition of classical learning and enhances critical thinking abilities. Through these methods, CIHTS successfully integrates Indian knowledge systems, fostering an educational environment that respects tradition while embracing modernity.

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-based education (OBE) at the Central Institute of Higher Tibetan Studies (CIHTS) is designed to enhance student learning by focusing on achieving specific outcomes. This approach integrates both traditional and modern educational practices to benefit students significantly. The programme outcomes, course outcomes and programme specific outcomes are integrated, reviewed and developed on stakeholder's feedback. Educational Approach: CIHTS implements both traditional and modern education systems, emphasizing outcome-based education. This approach ensures that students benefit from innovative teaching, learning, and evaluation processes. Program Outcomes: The university's program outcomes aim to mold graduates with specific attributes, ensuring that they are well-prepared for their future careers and personal development. Assessment Methods: Student learning outcomes are assessed through a combination of internal

assessments, including assignments, co-curricular activities, presentations, field trips, and project work. This comprehensive evaluation helps in understanding students' comprehension and application skills . **Data-Driven Analysis:** The university conducts an analytical study of semester examinations, using both external and internal marks to assess student learning outcomes. Faculty members collect data from the examination department to evaluate and improve student performance. **Continuous Improvement:** By identifying weak and bright students, CIHTS continuously improves student performance through its innovative teaching and learning processes.

21.Distance education/online education:

The Central Institute of Higher Tibetan Studies (CIHTS) is actively incorporating distance education and online learning, particularly through Massive Open Online Courses (MOOCs), to expand its educational reach. **MOOC Integration:** CIHTS recognizes MOOCs as a valuable platform for delivering standardized teaching-learning experiences. This approach is particularly beneficial for parts of the course papers in Teacher Education Programs (TEPs) . **Content Development:** Efforts are underway to create MOOC content, especially in response to requests from institutions unable to send students to the CIHTS campus. This initiative aims to make education more accessible to a broader audience. **Workshops and Training:** The CTE department at CIHTS organized a national workshop on MOOCs in September 2019. This workshop aimed to enhance understanding of the MOOC system and develop content creation skills among educators. **Future Plans:** CIHTS plans to gradually design choice-based credits for add-on courses, primarily based on MOOCs. This strategy reflects a commitment to progressive educational development and flexibility in learning options . Through these initiatives, CIHTS is leveraging online education to provide flexible and accessible learning opportunities, aligning with modern educational trends.

Extended Profile

1.Programme

1.1		12
Number of programmes offered during the year:		
File Description	Documents	
Data Template	View File	
1.2		18
Number of departments offering academic programmes		
2.Student		
2.1		290
Number of students during the year		
File Description	Documents	
Data Template	View File	
2.2		99
Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.3		121
Number of students appeared in the University examination during the year		
File Description	Documents	
Data Template	View File	
2.4		16
Number of revaluation applications during the year		
3.Academic		
3.1		29
Number of courses in all Programmes during the year		

File Description	Documents
Data Template	View File
3.2	69
Number of full time teachers during the year	
File Description	Documents
Data Template	View File
3.3	63
Number of sanctioned posts during the year	
File Description	Documents
Data Template	View File
4. Institution	
4.1	118
Number of eligible applications received for admissions to all the Programmes during the year	
File Description	Documents
Data Template	View File
4.2	0
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	
File Description	Documents
Data Template	No File Uploaded
4.3	49
Total number of classrooms and seminar halls	
4.4	310
Total number of computers in the campus for academic purpose	

4.5 Total expenditure excluding salary during the year (INR in lakhs)	1940.19
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Part B
CURRICULAR ASPECTS
1.1 - Curriculum Design and Development
1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University
<p>The Program Outcomes of our university consists in moulding graduates having the following attributes.</p> <p>Ancient Shastric texts with tradition of Nalanda are adopted for</p> <p>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.</p> <ol style="list-style-type: none"> 1. Intellectually Competent 2. Morally Upright 3. Socially Committed 4. Spiritually Inspired 5. Civically Responsible <p>Our Program Specific Outcomes are evidences for the above attributes in our graduates in the form of the following skills</p> <ol style="list-style-type: none"> 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

File Description	Documents
Upload relevant supporting document	View File

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

29

File Description	Documents
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Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

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 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; from understanding of basic concepts of gender to application of feminist research methodology; gender and its intersectionality with the social phenomenon.

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; waste management; environment sustainability, rural development etc.

The university's vision mentions human values, social commitment and ethics, intellectual competence, moral uprightness, social commitment, spiritual orientation service to society. 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.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

130

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

52

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus - semester wise / is received from Students Teachers Employers Alumni

- Any 1 of the above

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows

- Feedback collected, analysed and action has been taken

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

129

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

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

The programme manifests varied aspects including apprising of students with rules and regulations of the University, allocating hostel accommodations, and issuing Identity Card, Library Card etc.

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 university offers short term intensive courses, remedial classes and add-on courses with the mainstream courses. Supplementary classes are conducted on regular basis in which respective subject teachers plan classes beyond the regular teaching hours.

Learning needs of advanced learners are identified through programmes including group discussion, research projects, assignments, internal assessments, seminars and workshops. The teachers provide them a list of advanced reference books which are available in the university library. Advanced learners are sponsored to participate in national and international conferences and also by engaging them in higher academic activities like research and editing work of the Student's Journal published by the University.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	Nil

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
290	69

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

Learning is made student-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. Cooperative learning initiatives by the teachers include seminar mode presentations by forming 4-5 groups of the students 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, an important component of Buddhist Philosophy, is applied to many other studies of logic and epistemology through:

Participative learning through projects, assignments, field trips, educational excursion and co-operative learning.

In-house group discussion, speech debate, extempore, poster making, collage making and art and craft etc.

The university has introduced a unique feature of organizing class lectures by subject experts.

Initiatives are taken 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 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.

File Description	Documents
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

The Institute utilizes Information and Communications Technology enabled teaching in addition to the traditional classroom education. Constant efforts are taken by the institute to make available e- learning environment related infrastructural facilities in the classroom.

The faculty members are using tools such as PPT, Video clips, Audio- based exercises, online sources, to allow the students to access advanced knowledge and practical learning.

Classrooms of the institute are fully furnished and most of the faculty uses interactive methods for teaching.

Throughout the year, teachers attempt to engage the students in classrooms in which obligatory subjects like, Mool Shastra, Sanskrit, Sampardaya Shastra, Sowa Rigpa are taught. In this regard, Smart classes have been provided in the various buildings for the teaching of Mool Shastra, English and Pali language respectively, which helps faculties immensely in providing online resources for effective teaching and learning.

Moreover, most faculties employ ICT in various capacities to enhance learning experience of students according to the subject requirements. They are also equipped by digital library, online search engines and websites to prepare effective presentations.

Faculties prepare online quiz for students after the completion of each unit with the help of Google Forms.

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

69

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

32

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D’Lit. during the year

32

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

492

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

15

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

15

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

5

File Description	Documents
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

Over the years, CIHTS has taken initiatives to bring a radical change in the evaluation system such as changing the paper setting pattern, introducing written assignments and presentations to every subject. It has encouraged our students to write formal articles,

poems, and translate from other languages into Tibetan vice-versa. As a result, many journals are published by students every year.

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.

File Description	Documents
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual	D. Only result processing
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File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

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:

Intellectual Development:

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. Critical Thinking- Ability to evaluate and apply a systematic critical assessment.

Personal Development:

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.

Time Management- Ability to use time more effectively by planning work and activities well.

Professional, Social and Ethical Development:

Global Citizenship- Encouraging a capacity to thrive in a globalized society, economy and cultures and appreciate global perspectives.

Job Skills- Develop soft skills that an employer looks for and as listed in Personal Development.

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	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

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 from Administration, Faculty, Alumni, student, external experts, etc. give feedback on various activities of the Institute.

Based on their feedback 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.

The institute has constituted The Board of Deans and Heads to evaluate the attainment of 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

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

99

File Description	Documents
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Upload the data template	View File
Upload relevant supporting document	No File Uploaded

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

[Nil](#)

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Tibetan Buddhist tradition which is primarily legacy of ancient Nalanda monastic university maintains a profoundly rich system of knowledge pertaining to wide range of disciplines. We have clear vision and mission for our research. There are five domains of our research to cover:

1. Researches in the fields of traditional Buddhist and Tibetan knowledge systems.
2. Researches of textual studies.
3. Researches in Tibetan medical system:
4. Researches in the fields of other disciplines such as social science, language, arts and like are undertaken.
5. Interdisciplinary researches particularly, with neuroscience, cognitive science, which have become prominent areas of research should be explored

Strategic Directions

1. Constitution of Research Coordination Council, Boards of Studies in Research, Research Advisory Committee, and Doctoral Committee.

2. Establishment of Special Interest Group (SIG) to promote interdisciplinary and translational research.

3. Creation of University Research Fund that supports students registered for Ph.D. program with fellowship and young faculty with start-up grant.

4. Organize seminars, workshops, and training programs for young faculty for submission of projects and publications in peer reviewed journals.

5. Recognize faculty and students who have distinguished themselves in research by incentivizing their efforts in the form of awards, grants and recognitions.

Establish chairs and fellowships that can help nurture research in various departments.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.1.5 - Institution has the following facilities to support research
Central Instrumentation Centre
Animal House/Green House
Museum
Media laboratory/Studios
Business Lab
Research/Statistical Databases
Moot court
Theatre
Art Gallery

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

The student placement cell maintains the data of all the students placed in different parts of the world and disseminate the appropriate and timely information about the job vacancies meant for the students of CIHTS. The Incubation cell also runs a couple of skill development programmes in the areas of Fine Arts and Sowa-Rigpa. The cell keeps on organizing various training, skill development and awareness programmes for the students. In the span of its establishment of two years, the cell has provided a platform for the students to develop a realistic understanding of the industry and requirements of the job market.

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. With rising interest in Mahayana Buddhism, 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. More than 200 titles were either restored, translated, critically edited and published.

File Description	Documents
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

0

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research

B. Any 3 of the above

and the implementation of which is ensured through the following	
<ol style="list-style-type: none"> 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee 	

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	E. None of the above
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File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

2

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year**3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year**

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

E. None of the above

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
Nil	Nil

File Description	Documents
Any additional information	No File Uploaded
Bibliometrics of the publications during the year	No File Uploaded

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science - h-Index of the University

Scopus	Web of Science
Nil	Nil

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	No File Uploaded
Any additional information	No File Uploaded

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

Consultancy is the provision of services to external organizations based primarily on skills and expertise of staff members. This can be by offering specialist opinion, by advising on technical, academic issues or by solving problems.

Staff Members, Departments, Faculties and Administrative Staff Members may agree to provide Institute Supported Consultancy services only with the written recommendation of the designated authority and in accordance with the terms and conditions approved in writing by the Vice-Chancellor.

The Designated Authority may only recommend consultancy if the Consultancy can be undertaken without detriment

to the Staff Member's academic, research or administrative duties, and if the Consultancy will not adversely affect the workload of other Staff Members.

Since the basic objective of the Institute is to preserve the Tibetan Cultural Heritage and knowledge system to prepare the good human being embodied with knowledge, the Institute does not charge any consultancy fee for its expertise knowledge. However, travel expenditure along with fooding and lodging etc. are required to be provided to our experts.

The responsibility for the implementation of this Policy shall lie with the Vice Chancellor who may delegate that responsibility to another person within the framework of the Institute's Act, Rules and by laws.

File Description	Documents
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

1550000

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

IMPACT OF CIHTS

Effectively understanding the educational, cultural, and social impacts can help an Institute's administrators make wise decisions for the constructive future of their organization. Educational impact is the effect various higher education initiatives have on a

variety of factors, including retention, academic performance, technology implementation, and career readiness.

ACADEMIC IMPACT: LEARNING AND DEVELOPMENT

Imparting Institutional Values – CIHTS is exclusively meant to cater the Tibetan diaspora as well as the Indian Himalayan region students. The Institute works incessantly to restore ancient Indian Sciences and literature preserved in Tibetan Language but lost in original as well as offer an alternate educational facility to students of Tibetan Community and Indian border areas.

SOCIAL IMPACT OF CIHTS: TRANSFORMING LIVES

Humanitarian Drives – CIHTS has various drives like cleanliness, bicycle rallies, tree plantations, legal awareness camps, etc. The students at the Institute take responsibility to organize monthly educational camps in various areas of Kinnaur, Himachal Pradesh and other Himalayan regions.

CULTURAL IMPACT: PRESERVATION OF HERITAGE

Students and Performing Arts – the Student Association of Performing Arts seeks to use the performing arts as a way to raise awareness about Tibetan culture. Students perform cultural and regional group dances for the benefit of the younger generation.

File Description	Documents
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

1

File Description	Documents
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Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

350

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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.

Classrooms-

Kamalsheel Bhawan

There are Twenty-Six class rooms at 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.

Sambhot Bhavan

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 laboratories in Pathology, Physiology, Anatomy, Chemistry Herbarium and Pharmacy. There are three Therapy units in the Research and Development Wing.

Laboratories: - 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 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.

File Description	Documents
Upload relevant supporting document	View File

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

Auditorium for Cultural Activities

Atisha Hall (multi-purpose hall/auditorium) has sitting capacity of 700 where plays and other cultural activities are performed.

Students get a chance to display their talents in various capacities covering traditional, modern and contemporary dance, skits, and 'Shastrartha' related exercises. The auditorium allows the entire community of the institute to participate in functions associated with national and international events.

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, in both the Girls and Boys Hostels etc.

Keeping in view the fitness aspects of the whole community of the institute, well equipped multi-gymnasiums are set up in the institute. An eco-friendly environment is of prime importance in the Institute. Sports and Games is an internal part of the Institute and coaches are available for the students.

File Description	Documents
Upload relevant supporting document	View File

4.1.3 - Availability of general campus facilities and overall ambience

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 Prajapati Gotami Building. The institution has R&D department under Sowa-Rigpa (Traditional Tibetan Medicinal System) which facilitates Saptakarma and acupuncture method of treatment. available therapies are Venesection, Fire Cupping, Air Cupping, Moxa Treatment, Tsug Treatment, Heat Compression Treatment, Sitz Steam, Purgatiba Therapy, Nasal Therapy, Enema, Acupuncture, Rubbing Therapy, Gold Acupuncture, Horney Therapy, Niruha Therapy and Emasis Therapy

Counselling Center:

The institute has a well-equipped Psychology laboratory, providing 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.

Women Centre:

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

File Description	Documents
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Upload relevant supporting document

[View File](#)

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

1837.09

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

Name of ILMS - SLIM 21

Nature of Automation - FULLY AUTOMATED Version - 3.7.0.22189 (Any CPU)

Year of Automation - 1998

Shantarakshita library utilizes Network based SLIM Library software to offer user services. For major activities of the library the SLIM

21 library software are used:

Acquisition: The complete acquisition procedure from duplication check to generating purchase order is 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 based on Anglo- American Cataloguing Rules.

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.

The Open Public Access Catalogue:At present this catalogue contains approx. 200000 records including bibliographical entries, analytical entries, 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/>

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e - journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

8372910.00

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

97

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

47

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

Internet Services – BSNL provided 1 GBPS Fibre connectivity to institute with nearest NKN (National Knowledge Network) node under NMEICT (National Mission of Education through Information and communication Technology) supported mainly through the MHRD, New Delhi.

Computer – Institute has 300 Desktop PCs including Windows & Mac which are installed in computer classes and various academic / admin unit of Institute.

Smart Classroom – Institute has several smart Class Rooms, with the help of this students / teachers perform various tasks such as-

- Design to share audio, video, data, document
- Interactive delivery of presentations and messages
- Capture, recording and streaming of audio, video and presentation over IP network
- 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 Videoconferencing –

Institute has 2 Video-conferencing Systems. Video-conferencing saves face-to-face meetings.

Occasionally, video conference meetings are conducted with officers of Ministries of Central Government, New Delhi.

UPS - Institute has 8 Online UPS for power backup.

File Description	Documents
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
290	69

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

- ≥ 1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

B. Any 3 of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

1837.09

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The infrastructure is regularly maintained to ensure that they are of maximum benefit to the students as well as teaching and nonteaching staff.

Various committees like Library, Sports, Website Development, Gardening, Canteen, etc. for the proper maintenance and upkeep the physical facilities.

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.

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.

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.

File Description	Documents
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

286

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution
Soft skills
Language and communication skills
Life skills (Yoga, physical fitness, health and hygiene)
Awareness of trends in technology

C. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases
Implementation of guidelines of

• All of the above

<p>statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees</p>	
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File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

5.2.2 - Total number of placement of outgoing students during the year

25

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

40

File Description	Documents
Upload the data template	View File

Upload relevant supporting document	No File Uploaded
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5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter - university/state/national/international events (award for a team event should be counted as one) during the year

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The Student Welfare Association is an elected body of students with the President, Vice-President, Secretary, Treasurer, and Assistant Treasurer. Remaining members have portfolios like Medical In-charge, Sports In-charge, Culture Secretary.

The SWA organizes activities:

1. Freshman student orientation camp
2. Winter camps for senior students
3. Seminar, Workshops and Talks

They organize yearly educational tour for senior students visiting places related to Buddhism.

Institute's active International student cell is headed by a faculty member along with the president of student council and two foreign students as members.

IQAC consists a member from amongst the students to participate in formulation and execution of policies for quality improvement in academic and administrative level.

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

male member for unbiased representation.

Anti-ragging committee consists the students as members from each level of students i.e. U.G. to Research, for dealing with ragging related issues.

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

File Description	Documents
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

10

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

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 other support services during the year

Activities:

1. NAAC Peer Team Visit CIHTS from 18-20 October 2022.

Prof. Jampa Samten, the senior alumni at CIHTS took responsibility for the PPT

presentation of the alumni assessment year from 2015-2022.

The executive members assisted in the sanitation and other preparation at the

Alumni Office (Vidya Kuti) for the visit of the peer team.

As per the verbal order of the VC office, the twenty CIHTS alumni from various

places have been invited to the interaction program with the peer team by the

AACIHTS.

2. Three-day programs at CIHTS from 04-06 November 2022.

05 November 2022

a A short puja program in the presence of Prof. Samdhong Rinpoche at Atisha

hall was conducted from 9.00 am to 11.30 am.

6 November 2022

a. The opening ceremony of the 2nd International seminar of CIHTS Alumni on Himalayan Buddhist studies

was conducted at Atisha Hall from 09.00 am to

11.30 am. During the inauguration ceremony, the chief guest Prof. Samdhong

Rinpoche released the seminar book (collected articles of alumni of CIHTS

presented for the seminar).

File Description	Documents
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs)

E. <1Lakhs

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

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:

Ø 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.

Ø To continue education and research of das-vidyas i.e. the ten traditional fields of studies which are primarily the legacy of Nalanda, Odantapuri, Vikramshila and others of ancient India.

Ø 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. 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.

Publication of Institute's research work maintaining the International standard.

File Description	Documents
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

Participative management is promoted with the democratic pattern of functioning by the University. All stakeholders participate in periodical meetings and open sessions wherein opinions and suggestions are taken and for which due importance is given in the agenda of the body meetings of the University.

Teaching matters are brought in the academic council for discussion and guidance with respect to the curriculum, pedagogy and many other important aspects of teaching.

The Vice-Chancellor, regularly meets with all the faculty members to address general issues and issues related to the individual departments. The Vice-Chancellor meets with every 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.

Student organizations like Student Welfare Association, Mess Management Committee, Medical Cell, Foreign Students' Committee, Sports Committee, Student Association of Performing Arts and cultural cell 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 programs are discussed in detail.

File Description	Documents
Upload relevant supporting document	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

On the instruction of H.H. The Dalai Lama in the year 2007, CIHTS took the initiative to get Sowa-Rigpa Tibetan medical system recognized in India by approaching AYUSH, Ministry of Health, Government of India.

AYUSH constituted a committee and CIHTS took a primary role in the whole process in which several meetings, workshops, and visits at different places were undertaken after which a comprehensive report was prepared and submitted to AYUSH in 2008. The V.C being the chairperson of the committee made a presentation in front of the Parliament Standing Committee on 28th July 2010.

Sowa-Rigpa course was started from the Academic Session 1993-94. Prior to establishment of Sowa-Rigpa here in Sarnath, the needy ones had to go far way to Himalayan regions, Dharamshala (H.P) and other places in order to seek treatment. Therefore, taking into account all these facts and accordingly to provide training and education in order to produce qualified doctors of traditional medicines, the Institute submitted its proposal, duly approved by the F.C. and Board, for development of the Faculty of Sowa-Rigpa with Building, Equipment and Man-power with estimated cost of Rs. 91.22 crore.

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

File Description	Documents
Upload relevant supporting document	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Society is the nucleus of Central Institute of Higher Tibetan Studies. 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. 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.

Among the various bodies, 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 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.

File Description	Documents
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

C. Any 2 of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

Performance appraisal of teaching staff:

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. 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 with instruction to fill the information required. The IQAC evaluates the scoring and submit it to the competent body/authority, as per UGC rules.

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 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.

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. Free medical treatment and reimbursement.
4. Residential facility to teaching and non-teaching staff in the campus.
5. HTC and LTC are provided under prevailing rules

Wi-Fi is available in entire campus including staff colony.

File Description	Documents
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

5

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

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. 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.

The institute's policy to generate revenue through following:

Sales of Medicines produced in Sowa Rigpa Pharmacy department. Sales of books published by the institute

Rents from Guest house accommodation Charges received from library services. Admission fee from foreign students Interest on corpus fund

Funding from alumni donors

Optimum utilization of funds is ensured through: -

Adequate funds are allocated for Orientation Programmes, Seminars, Conferences, Workshops, Inter-disciplinary activities, training programmes etc.

Budget is utilized to meet day to day administrative expenses and maintenance of fixed assets.

Enhancement of library facilities needs to augment learning practices.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

2370.74

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	No File Uploaded

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

0

File Description	Documents
Upload the data template	No File Uploaded
Upload relevant supporting document	No File Uploaded

6.4.4 - Institution conducts internal and external financial audits regularly

In order to receive proper suggestion on accounting matter as well as ensuring proper checking of the handling of accounts etc., 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.

As per rules of the Institute, 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. 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 are submitted to the MOC, Govt. of India within 9 months of the closure of the accounting year. The audits are conducted in any month between June to August.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

On the recommendation of the IQAC, the University plans out an annual teaching plan, learning and evaluation schedules as per the university calendar. An orientation programme is organized just after the commencement of the academic session.

In usual classrooms, participative learning is encouraged by organizing open sessions, group activities, traditional debate (Shastrartha).

The university takes initiatives in using e-learning resources as a part of its blended teaching-learning plans including smartclasses.

The teacher-mentoring system has been started with attachment of 5 students per teacher.

The University organizes term-end meeting under the chairmanship of the Hon'ble Vice-Chancellor in which issues pertaining to the curriculum output, teaching-learning methods, examination reforms, content/knowledge management, evaluation system etc. are discussed.

In evaluation and examination reforms, the university has already inducted Choice Based Credit System (CBCS) into its evaluation process. The university has developed its credit policy based on the CBCS guidelines as mandated by UGC. External examination (summative assessment) contributes 70% of the total marks and remaining 30% is allocated to attendance, assignment activities, class presentation, projects and other allied work as assigned by the faculty.

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken

D. Any 2 of the above

Conferences, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and students Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

NAAC Peer Team Visit 2022

Having cleared the SSR successfully, CIHTS qualified for the NAAC Peer Team Visit for its second cycle. The Institute had already bagged five star rating during the first cycle. The IQAC of CIHTS played the host for the NAAC peer team which visited the campus on a three day visit from 18th to 20th Oct. 2022. The assessor's team consisted of the renowned scholars in the field of Sanskrit, Tibetology, Buddhism, Education, and Ayurveda. The Chairperson of the team was Prof. Vijaykumar C G, Vice Chancellor, Professor of Sanskrit, Maharishi Panini Sanskrit Evam Vaidic Vishwavidyalaya Ujjain, Madhya Pradesh. The Member Coordinator was Prof. Projit Kumar Palit, Professor, Buddhism Studies, Department of History Assam University, Silchar. The other renowned members were Prof. Melukote K Sridhar, Professor, SVYASA Yoga University, Prof. Neerja Dhankar, Former Professor Education, Central University of Haryana, and Prof. P Hemantha Kumar, HOD & Professor Ayurveda, National Institute of Ayurveda, Jaipur, Rajasthan.

File Description	Documents
Upload relevant supporting document	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

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 Sexual 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 a facility of two hostels for the girls, with 24x7 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 executes counselling sessions for girls and boys addressing such issues. Student council also considers participation of girls for better response towards the problems of girl students. Girls actively participate in the annual tournaments and cultural activities.

File Description	Documents
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	Sexual Harassment Cell conducts various gender sensitization awareness programmes through which students, faculty members and non-teaching staff are sensitized on gender related issues

<p>Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information</p>	<p><u>There are separate common rooms available for girls in Kamalsheel Bhavan as well as in Sambhot Bhavan. There is a facility of two hostels for the girls, with 24x7 security. The rules and regulation are strictly adhered about the entering time of the girls in the night.</u></p>
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<p>7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power-efficient equipment</p>	<p>B. Any 3 of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Solid Waste Management: - The Institute has installed the Vermin-compost procedure for the solid waste management. Vermicomposting is the product of the process using various species of worms, usually red wigglers, white worms, and other earthworms, to create a mixture of decomposing vegetable or food waste, bedding materials and vermicast.

The organic fertilizer acquired from the vermin compost pit is utilized to maintain the greeneries of the various lawns, perennial plants and seasonal flowers.

Liquid Waste Management: -Sewage Treatment Plant was installed in 2012 for waste management. The system for waste water treatment is for treating complete waste generated from Toilets, Kitchen & Floor cleaning etc, based on fluidized media reactor technology (FMR) of

capacity 150 cu-meter per day in MS FRP coated including other ancillary. The system requirement to meet the parameters for reusing the treated water for gardening and use the treated water from STP for irrigation of the existing sports field and other landscape area.

E-Waste Management: -Electronic waste or discarded electrical or electronic devices scrap components such as CPU, Monitor, Photo copier, Printer, Electrical item etc. are timely auctioned against the condemnation report submitted by the computer cell of the Institute.

File Description	Documents
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above
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File Description	Documents
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows: <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of bicycles/ Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastic 5. Landscaping 	A. Any 4 or All of the above
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File Description	Documents
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Upload relevant supporting document	View File
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7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

<p>7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:</p> <ol style="list-style-type: none"> 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities 	<p>C. Any 2 of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

<p>7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.</p>	<p>B. Any 3 of the above</p>
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File Description	Documents
Upload relevant supporting document	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

All Inclusive LIFE ON CAMPUS

Student life at CIHTS is very vibrant and fulfilling. A very safe and lush green campus, CIHTS is truly a heaven for the students coming from Himalayan region well-versed in languages like Tibetan, English, Hindi, Pali and Sanskrit. The campus also has an energetic fraternity of international community of the students coming from countries like Nepal, Bhutan, Myanmar, Russia, Thailand, Vietnam and many other Buddhist countries. The representation of student bodies like SWA, MMC, SAPA etc ensures a happening student life which is full of student activities either- cultural or academic in nature.

The campus witnesses various indigenous festivals like Losar, Shoton, Saga Dawa etc. throughout the year.

The students' representation is amply reflected in various student bodies elected by themselves, like Students Welfare Association (SWA), Mess Management Committee (MMC), Students' Association of Performing Arts (SAPA), Voluntary Community for Social Service (VCSS), and the Nirvana Group, Tibetan Buddhist Youth Association, and Tibetan Women's Association.

Anticipating the New Education Policy 2020, the Institute has a unique support system for the newly admitted students as peer learning or buddy system where the seniors mentor the juniors. Every year, the students also go on educational tours and excursions.

File Description	Documents
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

CIHTS, apart from imparting professional education, takes pride in inculcating a feeling of oneness among the student community through various practices and

programs. Faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt practices that promote the "Unity in Diversity" of our motherland.

With respect to the sensitization of students and employees of the institution regarding constitutional obligations, various programmes and events are held.

Understanding the value of Gandhiji's philosophical terrain, on the Closing Ceremony of 150th Birth Anniversary of Mahatma Gandhiji, Central Institute of Higher Tibetan Studies, Sarnath, Varanasi organized various programs to pay tribute to the Father of the Nation from 1 to 5 October 2020.

In order to make the institute corruption-free, the honourable Registrar addressed the gathering during the 'National Vigilance Week' and promoted the slogan of 'Vigilant India, Prosperous India' from 28th October - 2nd Nov. 2020

Expressing the solidarity with the government initiative of advocating the core values of the Constitution of India, the institute teaching and non-teaching staff members gathered in the library to celebrate the National Constitution Day on 26th November 2020.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

Any 2 of the above

File Description

Documents

Upload relevant supporting document

[View File](#)

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

The Institute firmly believes in commemorating and celebrating events and festivals. It is an integral part of learning and building a strong cultural belief in the student community and staff. CIHTS takes pride in exerting tremendous effort in celebrating various national and international days, events and festivals throughout the year.

In academic year 2022-23, we celebrated important days like, International Yoga Day, International Women's Day, National Constitution Day, Gandhi Jayanti, Sadbhavana Diwas, Republic Day, Independence Day etc.

The University organized essay writing and elocution competitions on the occasion of 150th Birth Anniversary celebrations of Mahatma Gandhi. "Swachh Bharath - Swasth Bharat" a "Clean India Campaign" was organized in the campus as part of national drive on Gandhi Jayanti.

Our institution celebrates these events with great enthusiasm to commemorate the ideology of nationalism and respectfully observe constitutional values as well as to pay tribute to our great National Leaders. All the Faculty, Staff and Students of the institution come together under one umbrella to celebrate these occasions and spread the message of Unity, Peace, and Happiness throughout.

File Description

Documents

Upload relevant supporting document

[View File](#)

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

- **Title:** Green Sustainability Initiative
- **Objective:** The primary objective of the Green Sustainability Initiative at CIHTS is to promote environmentally friendly practices within the campus, aiming to create a sustainable and eco-

friendly environment for students, faculty, and staff.

- **Context:** CIHTS is situated on a 28-acre campus, which provides ample space for implementing green practices. The institute is committed to reducing its environmental footprint and fostering a culture of sustainability among its community members .
- **Implementation:** The initiative includes several key actions, such as maintaining a plastic-free campus, promoting the use of bicycles, and ensuring pedestrian-friendly roads.
- **Success:** The success of this initiative is evident in the campus's transformation into a green and sustainable environment. The reduction in plastic usage and the promotion of cycling have contributed to a healthier and more eco-friendly campus atmosphere .
- **Challenges:** One of the challenges faced in implementing this initiative is ensuring consistent participation and commitment from all campus members.
- **Resources:** The initiative leverages the natural resources available on campus, such as the extensive green landscaping and pedestrian pathways. Additionally, the institute invests in digital infrastructure to support the transition to a paperless office .

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

CIHTS emerged from the critical struggle of the Tibetan diaspora like the proverbial phoenix from the ashes. We took an onerous task of to preserve, translate, disseminate and revive Nalanda's rich tradition of various religious, philosophical and intellectual discourses and disciplines, which had for over a millennium been preserved in the Buddhist monastic institutions of Tibet. Besides its striving for excellence and constant academic rigour, student life at CIHTS is a vibrant mix of the colours and the cultural heritage of Tibet and India.

Historically, students from the Himalayan region would travel to Tibet for monastic education and with changes in the political landscape of Tibet; the traditional opportunity for learning was lost. To provide a viable alternative and preserve and propagate the Nalanda Tradition, conserve the Tibetan knowledge system, while incorporating contemporary research, teaching and learning practices, the academic programs at CIHTS were designed.

With a keen eye on the glorious wisdom of the Indian philosophical thought embodied by the Nalanda, Vikramshila, Odantapuri Mahaviharas and, a visionary understanding of the contemporary knowledge trends of Western philosophy and modern sciences, five Teaching Faculties of were established at CIHTS.

7.3.2 - Plan of action for the next academic year

Future Projects

1. Cittāvaraṇavishodhana-nāma-prakarāṇa (Toh.1804) by Acharya Āryadeva, चित्तविशुद्धिप्रकरण, आचार्य आर्यदेव: Restoration into Sanskrit, translation into Hindi with critical edition
2. Prātimokṣasūtra of Three Schools (Toh.2), तीननिकायकेप्रतिमोक्षसूत्र: Restoration into Sanskrit, translation into Hindi with critical edition
3. Samayabhedavyohacakra (Toh.4138), समयभेदव्यूहचक्र-आचार्य वसुमित्र: Restoration into Sanskrit, translation into Hindi with critical edition
4. Nikayabhedavibhangavyakhya (Toh.4139), निकायभेदविभङ्गव्याख्या, आचार्यभव्य: Restoration into Sanskrit, translation into Hindi with critical edition
5. Samayabhedoparacanacakre nikāyabhedopadeśanasamgraha-nāma (Toh.4140) by Acharya Vinitadeva, समयभेदोपरचनचक्र-निकायभेदोपदेशशासनसंग्रह, आचार्यविनीतदेव: Restoration into Sanskrit, translation into Hindi with critical edition
6. Ye Dharmas-tika (Toh.4149) by Acharya Nityavajra, ये धर्माष-टीका, आचार्य नित्यवज्र: Restoration into Sanskrit, translation into Hindi with critical edition

7. Buddhānusmṛtivr̥tti (Toh.3982) by Acharya Asanga, (बुद्धानुस्मृति, आचार्य असंगः) Restoration into Sanskrit, translation into Hindi with critical edition
8. Dharmānusmṛtivr̥tti (Toh.3983) by Acharya Asanga, धर्मानुस्मृति, आचार्य असंगः Restoration into Sanskrit, translation into Hindi with critical edition
9. Saṅghānusmṛtivyākhyā (Toh.3984) by Acharya Asanga, संघानुस्मृति, आचार्य असंगः Restoration into Sanskrit, translation into Hindi with critical edition
10. Āṭānāṭīya-sūtra (Toh.33) आटानाटीयसूत्र, Restoration into Sanskrit, translation into Hindi with critical edition
11. Mahāsāmaya-sūtra (Toh.34), महासमयसूत्र, Restoration into Sanskrit, translation into Hindi with critical edition
12. Maitrī-sūtra (Toh.35) मैत्रीसूत्र, Restoration into Sanskrit, translation into Hindi with critical edition