

CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
(DEEMED TO BE UNIVERSITY)

CTE, CIHTS Students' Paper Presentation at International Conference, BHU

12–14 February 2026

Seminar Complex, Institute of Science, Banaras Hindu University (BHU), Varanasi

The students of the Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies, Sarnath, marked a significant academic milestone by participating in the prestigious International Conference titled “***RBLKI-PRET-2026: Reimagining Bhartiya Languages, Knowledge, and Interdisciplinarity – Philosophical Reflections and Educational Transformations under NEP-2020.***” The conference was organised from **12–14 February 2026** at the ***Seminar Complex, Institute of Science, Banaras Hindu University (BHU), Varanasi***. This international gathering brought together scholars, researchers, faculty members, and students from diverse institutions to deliberate upon the evolving contours of Bhartiya knowledge systems, linguistic plurality, and educational transformation envisioned under the National Education Policy 2020.

The participation of CTE students in such a distinguished academic forum reflects the growing research culture and intellectual engagement fostered at CIHTS. The conference theme resonated deeply with the institution's academic orientation, particularly its commitment to Indian Knowledge Systems (IKS), interdisciplinary inquiry, and culturally rooted pedagogy. The student presenters actively engaged with contemporary discourses on education, philosophy, multilingualism, and indigenous wisdom, aligning their research with the broader framework of NEP-2020.

Among the participating students, Lobzang Namkha (B.A. B.Ed. – 1st Year) presented a thoughtful paper titled “Indian Philosophy and Its Influence on Educational Thought,” wherein he examined the philosophical foundations of Indian education and their continued relevance in shaping holistic pedagogical models. Skalzang Angmo (B.A. B.Ed. – 3rd Year) presented on “The Role of Mother Tongue in Cognitive Development and Learning Outcomes,” highlighting the pedagogical importance of linguistic identity and its direct impact on comprehension, creativity, and critical

thinking among learners. Her presentation strongly aligned with NEP-2020's emphasis on multilingual education.

Sonam Angmo (B.A. B.Ed. – 3rd Year) delivered an insightful paper on “Reintegrating Indigenous Wisdom into Modern Education: A Study of NEP-2020,” where she critically analyzed how traditional Indian knowledge systems can be meaningfully incorporated into contemporary curricula. Tenzin Norsang (B.A. B.Ed. – 4th Year) explored historical academic linkages in his paper titled “Scholastic Lineages across Cultures: The Nālandā–Tibetan Buddhist Connection,” tracing the intellectual exchanges between ancient Indian universities and Tibetan scholastic traditions, thereby foregrounding the civilizational continuity of knowledge transmission.

Tenzing Chewang (B.A. B.Ed. – 2nd Year) presented “From Gurukul to Monastery: Indian Educational Traditions and Their Tibetan Continuum,” offering a comparative perspective on traditional systems of education and their philosophical underpinnings. Tenzing Tsomo (B.A. B.Ed. – 2nd Year) contributed with her research paper “Shared Intellectual Heritage: Indian–Tibetan Knowledge Systems and Contemporary Education under NEP-2020,” emphasizing cross-cultural epistemologies and their relevance in present educational reforms.

Tsering Phuntsok Lama (B.A. B.Ed. – 1st Year) presented “Building Mind, Body and Character: Holistic Education in NEP-2020,” where he discussed the integrated development of learners as envisioned in the policy framework. Yeshe Dolma Khampa (B.A. B.Ed. – 4th Year) addressed contemporary classroom realities through her paper “Multilingualism in Indian Classrooms: Opportunities and Challenges under NEP-2020,” offering practical insights into implementation challenges and pedagogical strategies in linguistically diverse settings.

Each presentation reflected rigorous preparation, clarity of thought, and a deep engagement with both classical Indian intellectual traditions and modern educational reforms. The students confidently presented their arguments before an international audience, responded to scholarly queries, and participated in meaningful academic discussions. Their contributions not only demonstrated individual academic growth but also represented the collective scholarly ethos of CIHTS.

The participation was led and meticulously mentored by *Dr. Dipti Agrawal*, Assistant Professor of English, CTE, CIHTS, who guided the students in conceptualising, structuring, and refining their

research papers. Her mentorship ensured that the presentations maintained academic rigor, theoretical grounding, and contextual relevance to the conference theme. The students were also accompanied by Mr Abhijeet Gupta, Assistant Professor of Political Science, CIHTS, whose presence and support further strengthened the institutional representation at the conference.

The conference provided an invaluable platform for students to interact with eminent academicians, exchange ideas, and gain exposure to interdisciplinary research methodologies. Engaging with scholars from diverse backgrounds enabled the students to broaden their intellectual horizons and situate their work within larger national and global conversations on education, language, and knowledge systems.



























This academic engagement stands as a proud moment for the Centre for Teacher Education, CIHTS. It reflects the institution's ongoing commitment to nurturing research aptitude among future educators and promoting critical engagement with India's intellectual heritage. The confident participation of the students at an international forum such as BHU not only underscores their scholarly potential but also reinforces CIHTS's dedication to academic excellence, interdisciplinary dialogue, and culturally rooted educational transformation.

The event will remain a memorable milestone in the academic journey of the participating students, inspiring them to continue their research pursuits with greater dedication and intellectual curiosity.

(This report is prepared by Dr Dipti Agrawal, Assistant professor of English, CTE, CIHTS)

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