

DLIHE



TIMES

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The Dalai Lama Institute for Higher Education's Vision for Enlightened Education and Social Transformation

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Helena Loven Foundation Representative Visits DLIHE Campus

- Namgail Angdu

Bengaluru, Feb. 6: Mr. Jonas Loven of the Sweden-based Helena Loven Foundation visited the DLIHE campus on Thursday and interacted with faculty members, students and administrators, marking another chapter in the Foundation's long-standing association with the Institute.

Mr. Loven was received by the Institute authorities and taken on a guided tour of the campus. During the visit, officials showcased several projects supported by the Helena Loven Foundation, highlighting the Foundation's sustained role in strengthening educational and community initiatives at the Institute.

A formal felicitation programme was held at Tiger Hall at



Mr. Jonas Loven of the Helena Loven Foundation during his visit and felicitation at DLIHE on February 6.

noon to welcome the visiting representative. The event featured a brief cultural presentation organised by the

Dean of Student Welfare in coordination with the Student Council. Students presented performances reflecting

the rich cultural heritage and vibrant spirit of the campus community.

Speakers on the occasion acknowledged the enduring support of the Helena Loven Foundation and paid tribute to Helena Loven, described as a long-standing friend of the Tibetan community. Since the Institute's early years, the Foundation has extended significant assistance towards academic development and community welfare programmes.

The visit concluded with expressions of appreciation from both sides, reaffirming the continuing partnership between the Institute and the Helena Loven Foundation in promoting educational and social development.

DLIHE Celebrates Tibetan Losar 2153 with Cultural Fervour

- Tenzin Norzom

Bengaluru, Feb. 26: The Tibetan Losar marking the year 2153 – the Fire Horse Year was celebrated with great enthusiasm and cultural vibrancy at the Dalai Lama Institute for Higher Education (DLIHE), bringing together students, faculty members and staff in a colourful display of Tibetan heritage and community spirit.

The celebrations began with the traditional Guthuk gathering held at the college catering centre. Members of the campus community came together to share guthuk, the customary Tibetan noodle soup that is prepared on the eve of Losar.

A unique feature of the dish is the inclusion of symbolic dough balls known as bakril, each containing small items that humorously represent different personal traits or fortunes. As participants opened their bakril, the hall echoed with laughter and excitement as students and staff playfully interpreted the meanings behind the objects.

The ingredients and materials for the guthuk were generously offered by Geshe Lobsang Samten, whose contribution added a special significance to the occasion.

On the first day of Losar, the entire college community assembled in the prayer hall for special morn-



Students and staff of the Dalai Lama Institute for Higher Education participate in traditional prayers and cultural celebrations during Tibetan Losar 2153 – the Fire Horse Year – on the campus in Bengaluru.

ing prayers seeking blessings for the new year. The campus was filled with colour and festivity as students and staff arrived dressed in traditional Tibetan attire known as chupa. During the ceremony, participants offered white ceremonial scarves (khata), a traditional gesture symbolising re-

spect, goodwill and auspicious beginnings. Prayers and blessings of Tenzin Gyatso, the 14th Dalai Lama,

were invoked as part of the spiritual observances marking the new year.

Following the prayers, the community shared traditional festive delicacies including desil (sweet rice prepared with butter and raisins), khapsey (deep-fried pastries),

Tibetan butter tea and other rice-based beverages. The sharing of food added warmth and a sense of togetherness to the celebrations, reflecting the spirit of gratitude and renewal associated with Losar.

The celebrations continued on the third day with the Sangsol prayer ceremony, a traditional ritual performed to offer incense and prayers to invoke harmony, prosperity and protection for the coming year. This was followed by Gorshey, a traditional Tibetan circle dance in which students, faculty members and staff joined hands and danced together, celebrating the spirit of unity and cultural pride. The lively rhythms and collective participation created a joyful atmosphere across the campus.

Throughout the three days of festivities, special meals were prepared and shared within the campus community, reinforcing bonds of friendship and belonging among students and staff. The celebration of Losar at the Institute served not only as a festive occasion but also as a meaningful reaffirmation of Tibetan cultural identity, spirituality and collective harmony within the academic community.

Fo Guang University Students Visit DLIHE for Academic Exchange

- Lobsang Netan

Bengaluru, Feb. 7: A group of five students from Fo Guang University (FGU), Taiwan, accompanied by their professor Sonam Wangyal, visited the Dalai Lama Institute for Higher Education (DLIHE) in Bengaluru as part of an academic exposure programme aimed at understanding Buddhist higher education in India.

The visiting students, who belong to the College and Department of Buddhist Studies at Fo Guang University, spent time observing various academic programmes and interacting with faculty members and students at the Institute. The visit was designed to provide them with insights into the structure, curriculum and functioning of Buddhist studies and higher education within the Indian academic context.

During their time on campus, the group toured the facilities of the Institute and engaged in dis-



Students from Fo Guang University, Taiwan, along with Prof. Sonam Wangyal, during their academic visit to the Dalai Lama Institute for Higher Education in Bengaluru on February 7.

cussions on Buddhist philosophy, education and cultural traditions. The interaction offered a valuable opportunity for academic exchange, allowing both institutions to share

perspectives on Buddhist scholarship, research and teaching practices. As part of their wider study visit in India, the students also travelled to important Buddhist learning centres including Drepung Monastery and

Ganden Monastery, two of the most prominent monastic institutions in the Tibetan Buddhist tradition. The group was also honoured with an audience with Tenzin Gyatso, the 14th Dalai Lama, an experience that they described as deeply inspiring.

In addition to their academic visits, the students explored the historic site of Hampi in Karnataka, a UNESCO World Heritage Site known for its rich cultural and architectural heritage. The visit allowed them to gain broader insights into India's historical and cultural landscape.

The visit concluded on a positive note, strengthening the academic relationship between Fo Guang University and the Dalai Lama Institute for Higher Education. It also reflected the shared commitment of both institutions to promoting learning, cultural exchange and the preservation of Buddhist intellectual traditions.

Insightful Conversation Between Dr. Pasang and DSU Student

- Arjun

Bengaluru, Feb. 6: An engaging academic interaction took place at the Dalai Lama Institute for Higher Education (DLIHE) when a student from Dayananda Sagar University (DSU) had the opportunity to interview Dr. Tenzin Pasang, Principal of the Institute. The conversation offered valuable insights into education, scientific research and academic leadership, making it a meaningful learning experience for the student.

During the interaction held at the Institute library, Dr. Pasang reflected on his academic journey and the experiences that shaped his career. He spoke about his early education at the Tibetan Children's Village in Dharam-

shala, where his curiosity for learning first began to develop. With dedication and perseverance, he later pursued higher studies and went on to earn a PhD in Physics from the University of Mysore. His journey, he noted, highlights the importance of determination, intellectual curiosity and a strong commitment to academic excellence.

Dr. Pasang also emphasised the growing importance of research and interdisciplinary learning in contemporary education. He explained that students should not restrict themselves to a single discipline but instead explore the connections between science, humanities and social thought. According to him, scientific inquiry

plays a vital role in addressing real-world challenges and in contributing to the overall progress of society.

Speaking about his experiences as an academic leader, Dr. Pasang highlighted the unique approach followed at the Institute, where modern scientific education is complemented by contemplative practices such as meditation. He explained that the integration of science and mindfulness helps students develop not only intellectual capabilities but also emotional balance and ethical awareness.

He also discussed his involvement in international industrial research initiatives, which have given him broader exposure to innovation,

global collaboration and the practical application of scientific knowledge. Such experiences, he noted, have reinforced his belief in the importance of bridging academic research with real-world problem solving.

The interaction concluded with an exchange of ideas and reflections, leaving the visiting student with valuable perspectives on education, leadership and the evolving role of science in society. The conversation reflected the collaborative relationship between the Dalai Lama Institute for Higher Education and Dayananda Sagar University in promoting academic dialogue and shared learning.

The Importance of Media Literacy in the Digital Age

- Dr. Supriya

In today's rapidly evolving digital landscape, information travels faster than ever before. Social media platforms, online news portals and digital communication tools have transformed the way people access and share information. While this digital revolution has brought knowledge closer to people, it has also created challenges such as misinformation, fake news and manipulated content. In this context, media literacy has become an essential skill for individuals, particularly students and young citizens. Media literacy refers to the ability to access, analyse, evaluate and create media content responsibly. It empowers individuals to question the sources of information, understand the intention behind messages and distinguish between credible facts and misleading narratives. In an age where information can be easily altered or misrepresented, the ability to critically evaluate media content is vital for building an informed and responsible society. Educational institutions play a crucial role in promoting media literacy. By integrating media education into the curriculum, students can develop critical thinking skills and become responsible consumers and creators of information. This not only strengthens democratic values but also encourages ethical communication and social responsibility. Ultimately, media literacy is not just an academic skill but a life skill. It equips individuals with the knowledge and awareness needed to navigate the complex media environment of the digital age while promoting truth, accountability and informed public discourse.

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