

# THE DHARMA GATE BUDDHIST COLLEGE



2024 Annual Budget Report

BUDAPEST, 2025



## 2024 ANNUAL BUDGET REPORT

### Summary Description of the Institution's Responsibilities and Activities in 2024

The College is a unique institution in Europe—an accredited and state-recognised Buddhist institution of higher education founded by its Maintainer in 1991 and operating for more than 30 years. It plays a leading role in presenting, promoting, and making the Buddhist tradition widely accessible in Hungary. The intentions and principles set out in the Mission Statement (1 February 1996) have stood the test of time over the past 30 years and remain valid to this day. When our College was founded in 1991, only a few dozen people in Hungary identified as Buddhists; today, approximately 90,000 Hungarian citizens do, and about 3,200 of them have studied with us.

The College represents all the major schools (Theravāda, Mahāyāna, Vajrayāna) and cultural traditions (Indian, Chinese, Tibetan, Japanese, Korean, Southeast Asian, and Western) of Buddhism, and strives to teach the Dharma transmitted by the Buddha in all its source languages (Pāli, Sanskrit, Chinese, Japanese, Tibetan), as well as through the teachings of the foremost contemporary Eastern and Western masters. This approach is also reflected in the College's educational structure and in the specialisations that distinguish our BA and MA in Buddhist Dharma programmes .

In our training, we place the primary emphasis on *the cultivation of moral values and abilities, the development of personality, the formation of social and communicative behavioural patterns, and the acquisition of professional methodologies for these developmental processes*. With a holistic pedagogical approach, we regard the study of the Buddhist teacher profession as a process in which the whole person is learning. The teacher's task is to educate the whole human being; accordingly, the evaluation of students' performance assesses not only partial results but the overall development of the individual's personality.

A fundamental guiding principle in the College's education is Buddhism's *respectful and open attitude—rooted in its well-known, long historical tradition—towards other religions, spiritual teachings, and life practices*. It is especially important to us that our students relate with understanding and empathy to the Christian culture and value system of their immediate environment, and that they integrate into the functioning of our society primarily through one of the shared core values of Buddhism and Christianity: helping those in need.

Since 2019, the institution has been undergoing continuous development in the fields of student-centred education, organisational operation, institutional management culture, and quality assurance. In response to the challenges brought about by various crises, significant progress has also been achieved in certain areas—such as digitalisation, the expansion of remote and distance-learning components, the launch of distance-learning programmes, new e-learning and website developments, and the creation of widely accessible online courses and events.

In 2022, a new building for the College was completed with funding from the Maintainer, the Dharma Gate Buddhist Church, significantly improving infrastructural conditions.

During the College's fourth accreditation cycle (2019/20), the Visiting Committee's report confirmed that the College's quality assurance processes and system comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). As a result of the institutional accreditation review, the Hungarian Accreditation Committee accredited the College by Resolution No. 2020/2/V/7. The institutional and the BA and MA programmes in Buddhist Dharma remain accredited until 31 December 2025.

In 2022, amendments were made to the College's operating licence: by Decision No. FNYF/272-4/2022, the Educational Authority registered the College's Mánfa campus, and by Decision No. FNYF/273-3/2022, it recorded the part-time (evening) BA programme launched there. By Decision No. FNYF/200-1/2023, it also incorporated the Hungarian- and English-language distance-learning programmes registered under Decision No. FNYF/1724-3/2022. The part-time programme started in 2022, and the Hungarian-language distance-learning programme in 2023.

In June 2017, the College won a strategically significant grant (EFOP 3.4.3-16-2016-00024 "Institutional Developments at The Dharma Gate Buddhist College"). The project enabled the transformation of the educational structure on a competence basis, improvement of training effectiveness, and reduction of dropout rates among disadvantaged students and those with limited abilities. The project was completed in September 2022.

In 2024, the College's financial management was hindered by delays in state funding, general economic difficulties, and inflation. The institution's financing was primarily realised through state base funding, available grant channels, and tuition fees from self-financed students.

The College is committed to environmentally conscious operation, a mindset that is cultivated by instructors, students, and non-teaching staff alike—both individually and collectively. Our

institution operates solar collectors; the green area surrounding the College's old main building, the reconstructed new building, and the Library is maintained jointly by the Church's community members and the students. They also take care to refill the bird feeders (the College is a "Bird-Friendly Institution").

Overall, 2024 was another successful year: student enrolment continued to grow, academic programmes expanded, and both the teaching staff and research activities further strengthened.

## **I.1. INFORMATION CONCERNING STUDENTS**

### **I.1.1. Admission**

Our relationship with students begins with the admission application, which takes place through our own admission procedure. As a church-maintained institution, the admission ranking is not based solely on secondary school graduation scores. At our College, the admission requirement concerns basic knowledge of Buddhism, which can be acquired in Buddhist communities operating in several cities across Hungary, in our admission preparatory course, or through specialist literature available in Hungarian.

According to the College's Deed of Foundation, the total student capacity is 700. Within this framework, the full-time programme in Budapest accommodates 150 students, the evening programme in Budapest 220, the correspondence (part-time) programme in Mánfa 100, and the distance-learning programme an additional 230 (130 in Budapest and 100 in Mánfa). The distance-learning quota was used by the College for the first time in 2023, when the new distance-learning programme was launched.

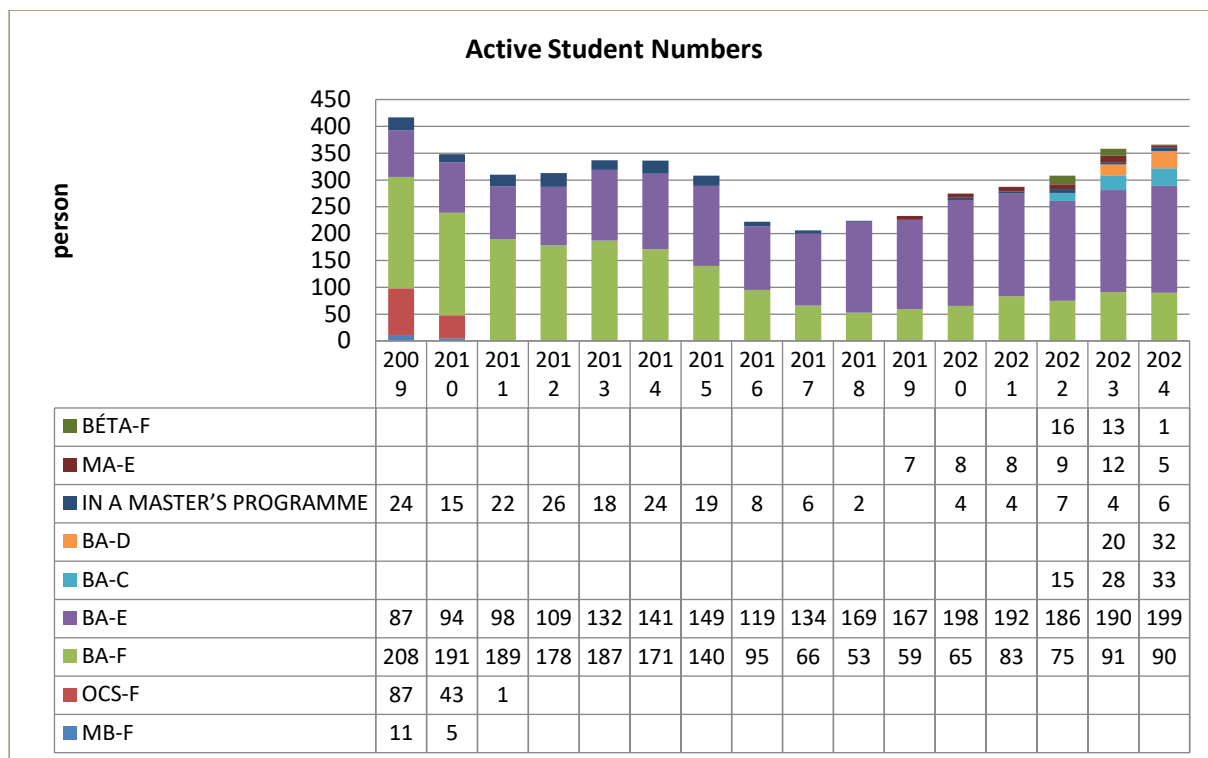
Although the economic and inflation situation naturally affected the College's operation in 2024, the number of applicants continued to grow, and the admission process itself was not negatively affected. The admission threshold in 2024 ranged between 300 and 360 points; 7 applicants were not admitted in the regular admission procedure, and 6 were excluded during the supplementary admission round. In total, 175 students were admitted in the 2024 admission cycle (44 to the full-time BA, 94 to the evening BA, 13 to the correspondence BA, 18 to the distance-learning BA, and 6 to the evening MA). Of these, 157 enrolled at the start of the academic year in September. In the past 10 years, 2024 saw the highest number of BA admissions, owing to the College's targeted marketing activities, the admission campaign, an increasingly student-responsive education system, the launch of the correspondence programme in 2022, and the start of the distance-learning programme in 2023.

### **I.1.2. Active Student Numbers**

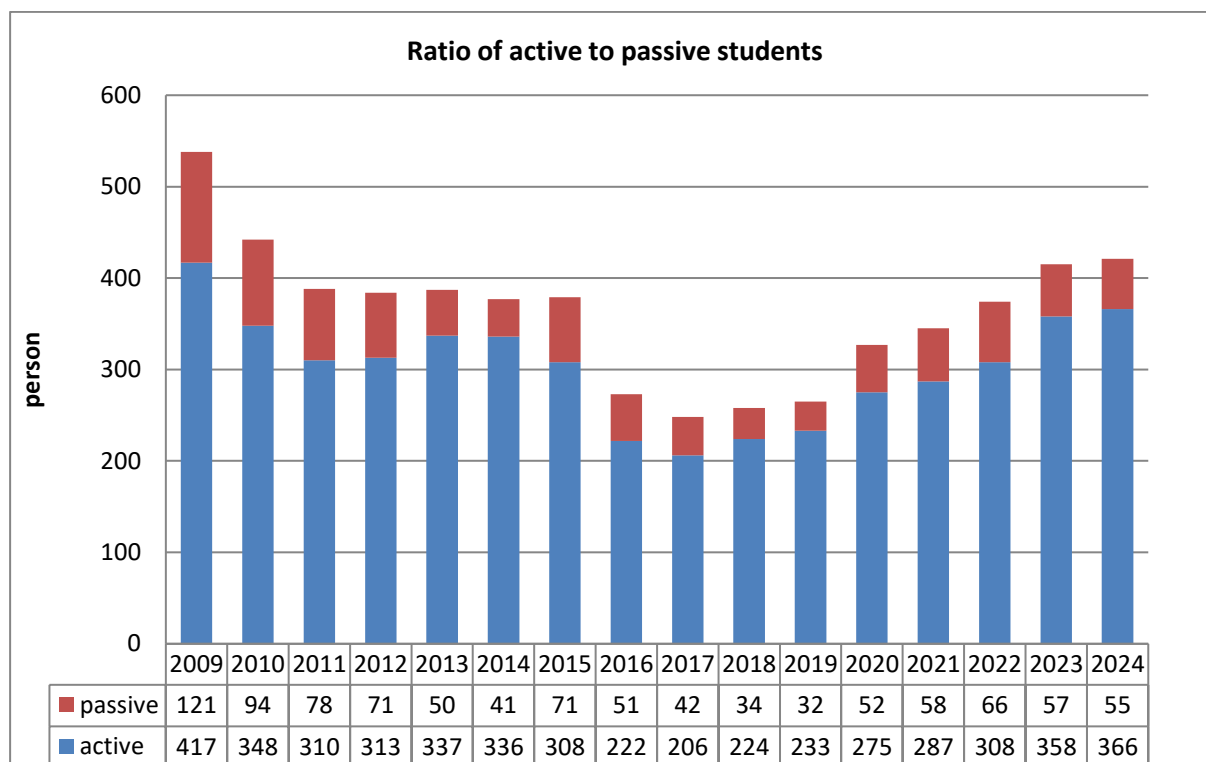
The number of BA students has been steadily increasing in recent years, reaching 366 in 2024. Our full-time classes are held on weekdays, while our evening courses take place every other weekend. The correspondence programme launched in 2022 in Mánfa is conducted online every week from Thursday to Sunday, complemented by four in-person weekends each semester. The distance-learning programme, launched in 2023, includes one in-person weekend per semester, with the remainder of the training delivered online through a distance-learning platform. With the evening programme running since 2000 and these new forms of study, we make our curriculum accessible to those who cannot attend full-time education due to employment.

The number of active students has been continuously increasing since 2017, growing by 77% over the past 8 years. The 2024 student headcount of more than 366 was last seen 15 years earlier, in 2009. This growth resulted from the combined impact of the correspondence BA and higher education vocational programmes launched in 2022, the distance-learning programme launched in 2023, the increase in both full-time and evening enrolments, and the decline in study suspensions.

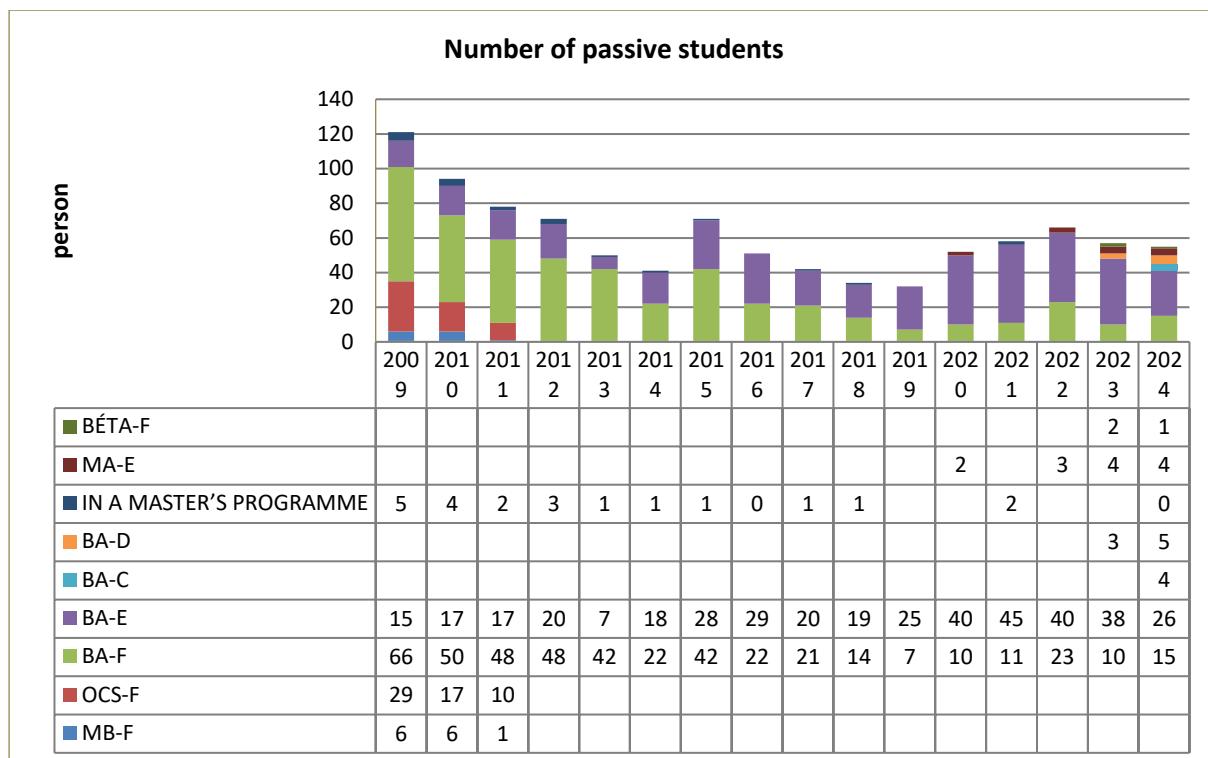
The stagnant number of MA students is due to the fact that, starting in 2024, the College alternates the launch of its study formats each year. Since 2019, our Master's programme has been open to graduates of other higher education institutions; however, we expect them to demonstrate the same level of knowledge as our own students do in their final oral examination at the end of the BA programme. Since the introduction of the new curriculum, students from other higher education institutions have been admitted every year.



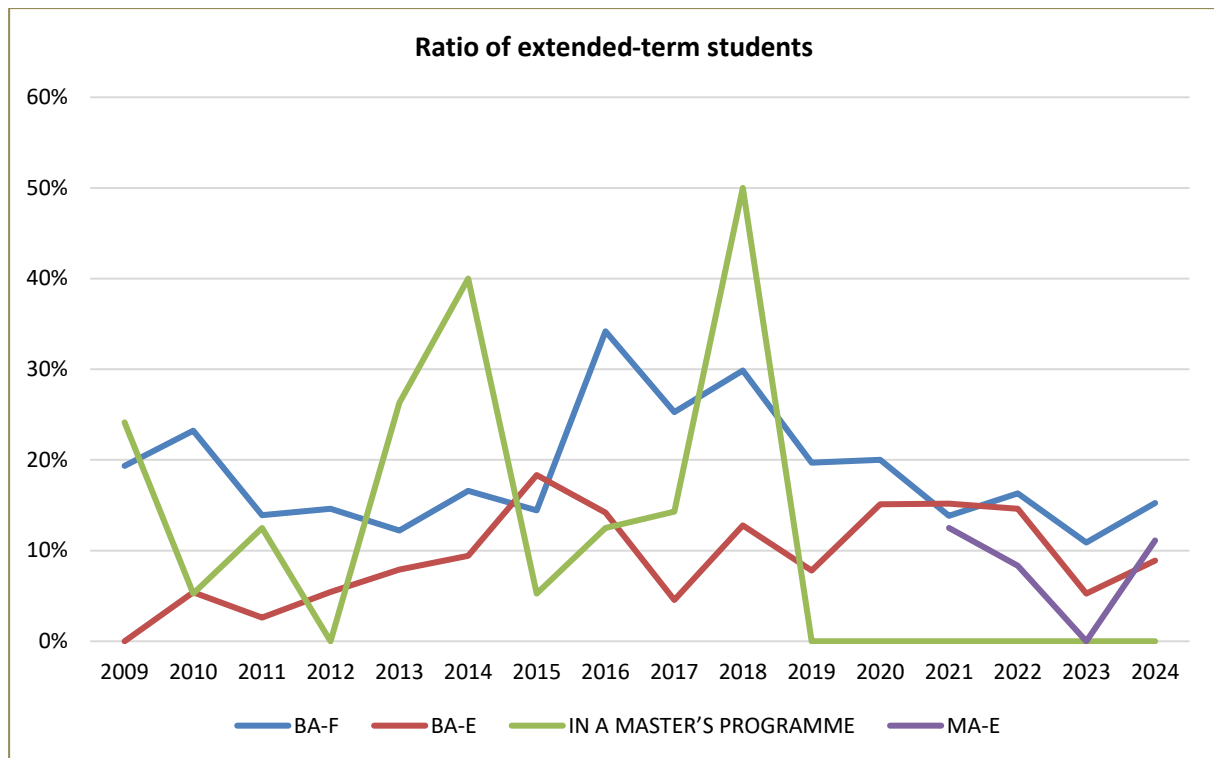
### I.1.2. Passive Students, Students Exceeding the Standard Period of Study, and Deregistered Students



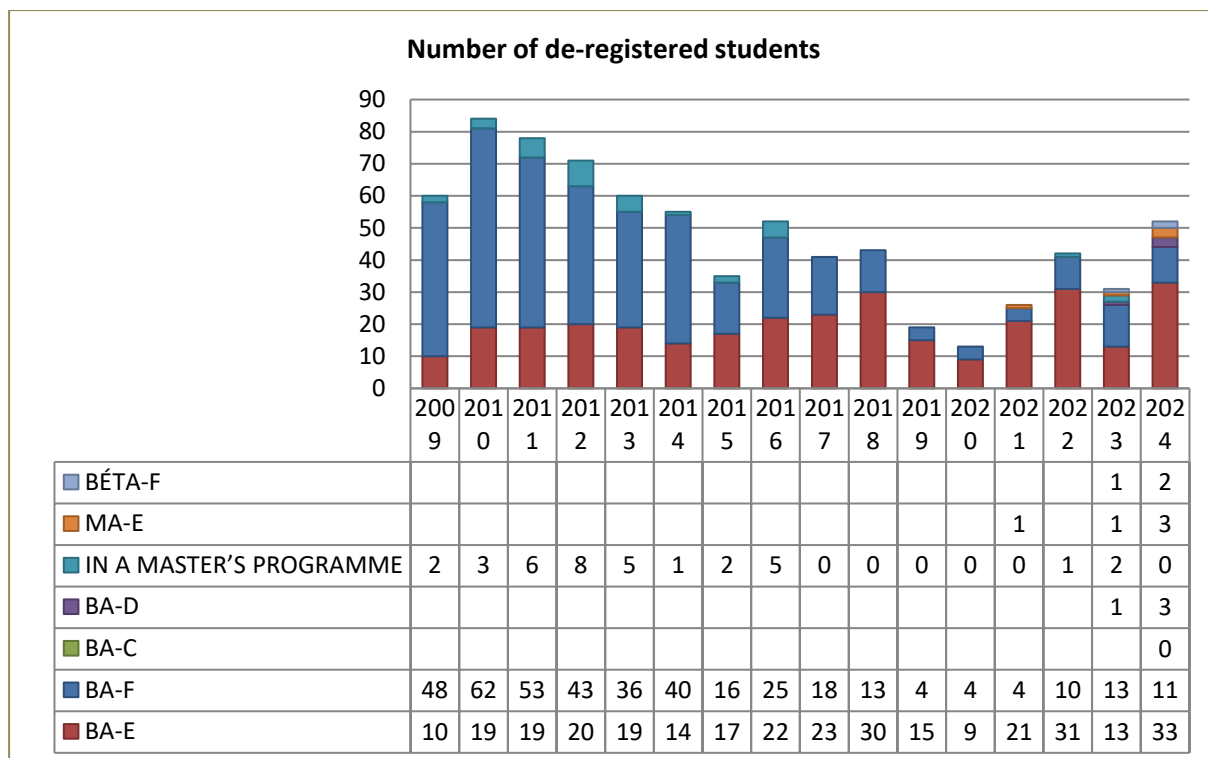
An analysis of the ratio between active and passive students shows that the proportion of passive students decreased in comparison with active students, reaching 15% in 2024, compared to 16–21% in previous years.



The decline in the number of students on passive status continued in 2024. Among them, 54% are self-financed students, for whom financial hardship caused by the economic situation is often the primary reason. To help students who intend to suspend their studies due to financial reasons, exceeding the standard study period, or the exhaustion of state-funded semesters, the College offers, by special permission of the Rector, the possibility of payment by instalments or a reduction in tuition fees in order to prevent passivation. Full-time students can cover their living and housing expenses only by working alongside their studies, as the available student support schemes—academic and social scholarships—are insufficient for this purpose. To assist them, the College schedules classes over 3 weekdays (Monday to Wednesday), following consultation with the students, allowing them greater flexibility during the rest of the week. As additional support, since September 2023, affordable accommodation has also been provided for students from outside Budapest in apartments offered by the Maintaining church.



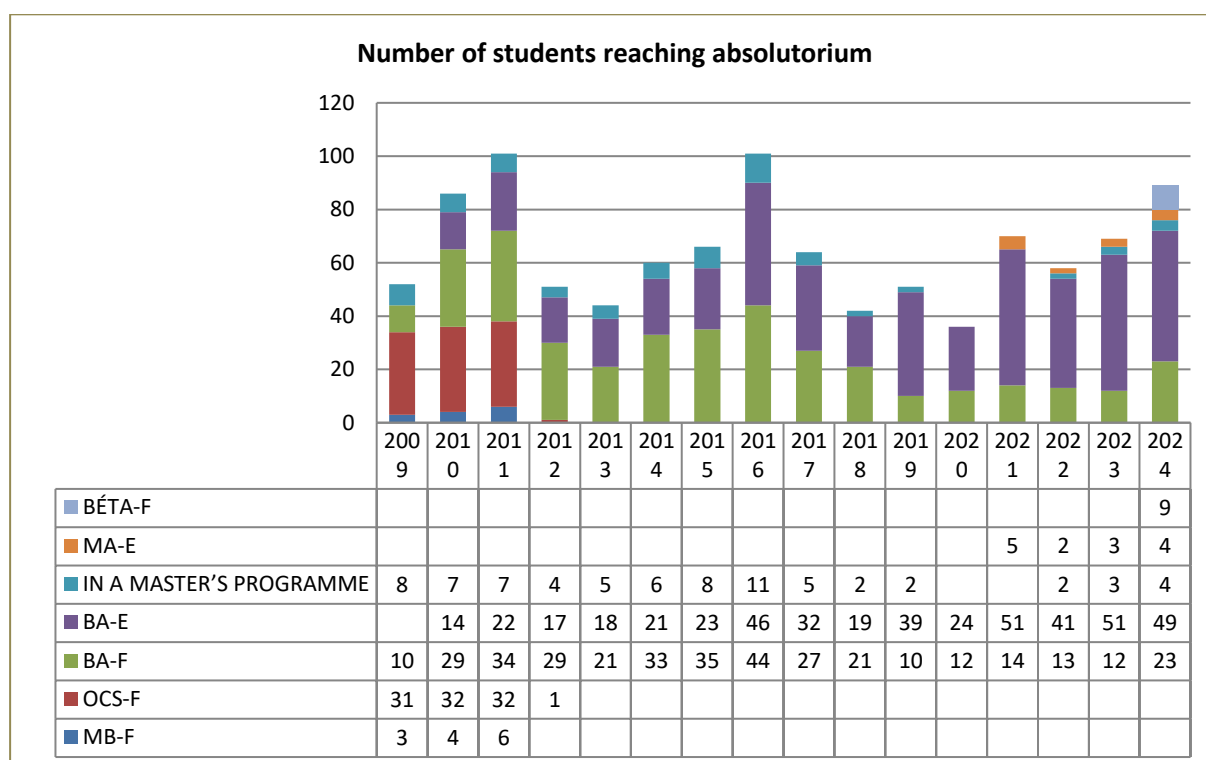
The proportion of students exceeding the standard period of study in the full-time and evening BA programmes increased by 4% compared with the previous year. In the part-time MA programme, the proportion rose to 11%, while in the full-time MA programme there are currently no such students. Personal discussions reveal that this is primarily due to a lack of free time resulting from employment undertaken during or after the training period, which delays the completion of previously unfulfilled subjects. The earlier COVID-19 pandemic and the current economic conditions have also made it more difficult for several students to complete their studies within the standard timeframe. Some have decided to take an additional year to return to in-person learning or to integrate their studies more deeply and complete their theses. Such cases are explored and addressed individually through personal consultation, and every effort is made to encourage students to complete their studies.



In 2024, following a decrease in 2023, the number of deregistered students rose again to 52, the highest in the past 7 years. Most of those who terminated their student status (typically in part-time programmes) cited changes in their financial situation as the main reason for their decision. The increase also reflects the overall growth in student numbers in recent years: with higher enrolment, a proportionally larger number of students discontinue their studies.

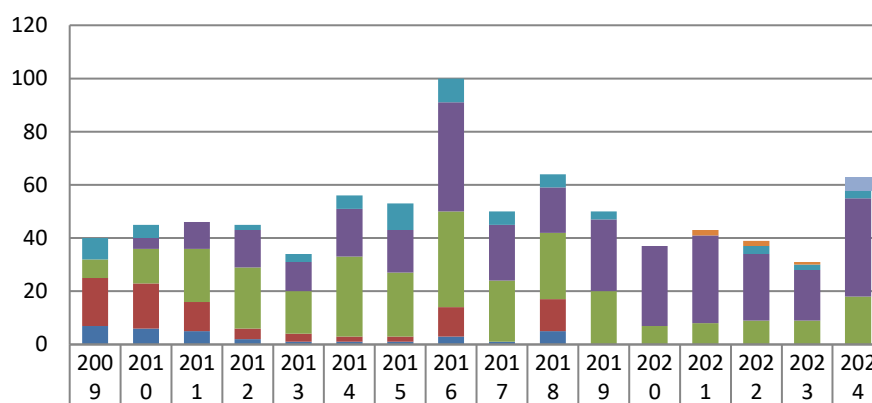
### **I.1.3. Students with Absolutorium, Students Passing the Final Examination, and Students Who Received Their Diplomas**

Several students, upon finishing their studies, obtain the absolutorium but postpone submitting their thesis and taking the final examination. In 2024, the number of students with absolutorium was 89, the second highest in the past 13 years (after 101 in 2016). The number of students passing the final examination and receiving their diplomas also rose significantly (63 students), marking the third highest figure in the past 16 years. Of the students with absolutorium in 2024, 50% took the final examination (45 students), while 18 students who passed the final examination had obtained their absolutorium in previous years. Among those with absolutorium in 2024, 19% were students exceeding the standard period of study (17 students), 7 of whom took the final examination.



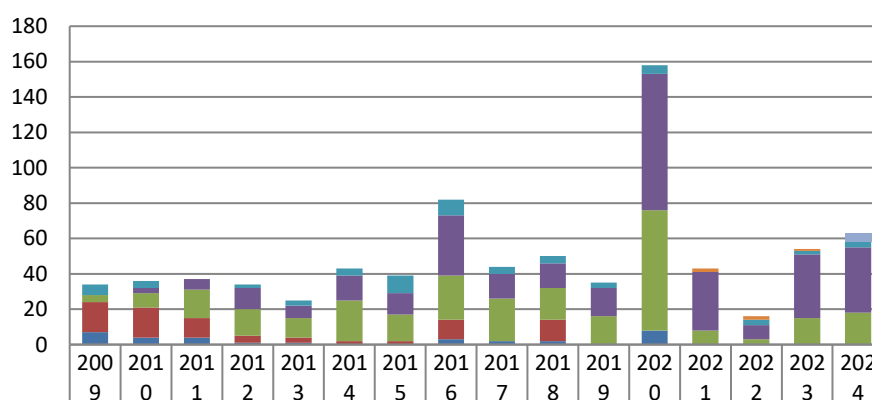
Since 2021, the number of students who received their diplomas has been identical to that of students passing the final examination. The figures for 2022 and 2023 must be combined, as the general abolition of the language examination requirement at the beginning of 2023 led to the issuance of diplomas that had been pending due to missing language certificates in 2022 (a total of 23 students were affected). From 2024 onward, the number of students passing the final examination once again matches the number of those who received their diplomas.

**Students who have taken the final examination**



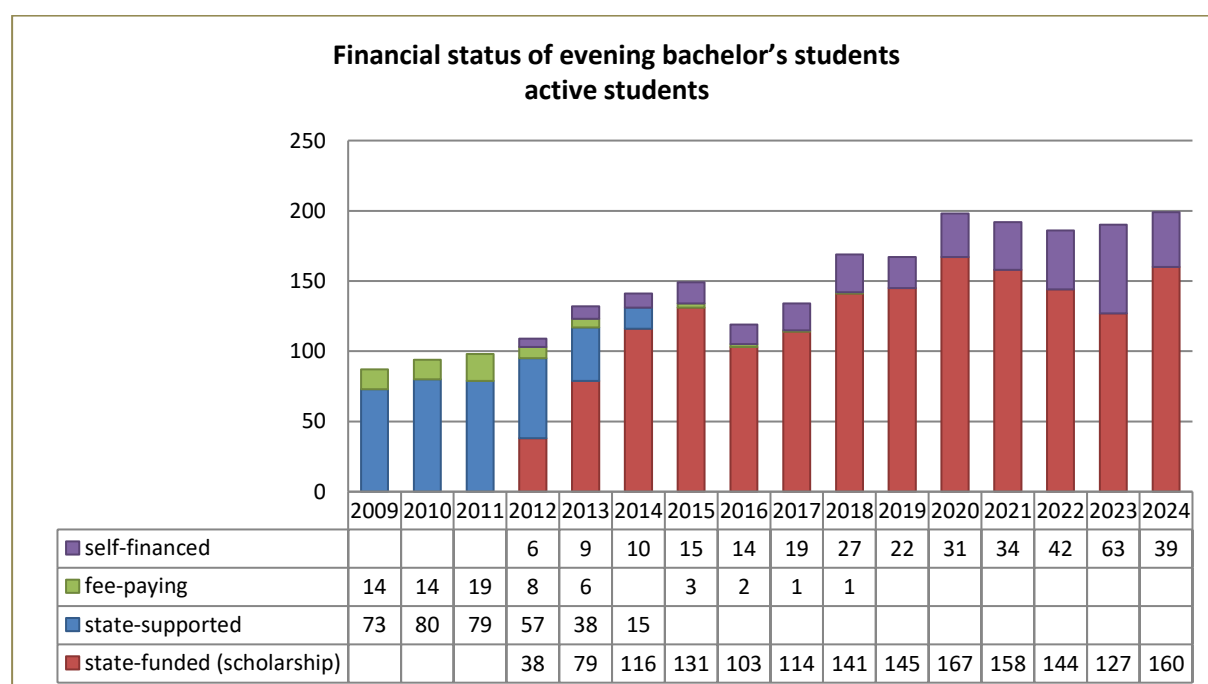
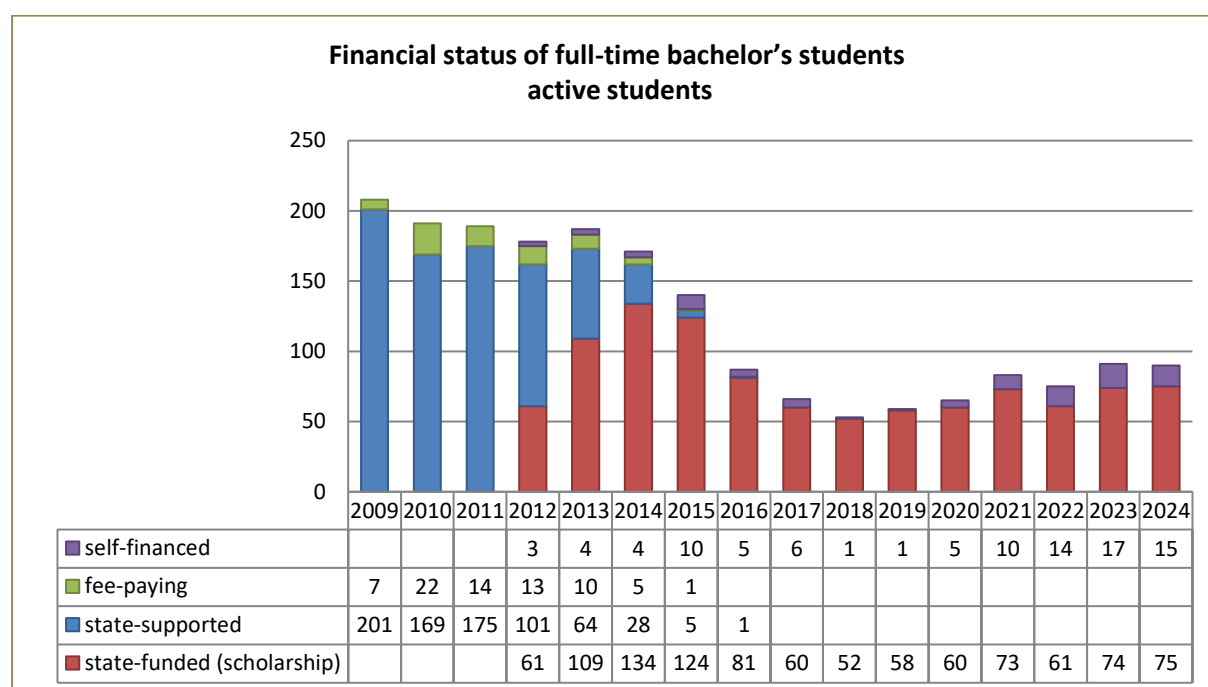
|                         |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
|-------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| BÉTA-F                  |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | 5  |
| MA-E                    |    |    |    |    |    |    |    |    |    |    |    |    | 2  | 2  | 1  |    |
| IN A MASTER'S PROGRAMME | 8  | 5  |    | 2  | 3  | 5  | 10 | 9  | 5  | 5  | 3  |    |    | 3  | 2  | 3  |
| BA-E                    |    | 4  | 10 | 14 | 11 | 18 | 16 | 41 | 21 | 17 | 27 | 30 | 33 | 25 | 19 | 37 |
| BA-F                    | 7  | 13 | 20 | 23 | 16 | 30 | 24 | 36 | 23 | 25 | 20 | 7  | 8  | 9  | 9  | 18 |
| OCS-F                   | 18 | 17 | 11 | 4  | 3  | 2  | 2  | 11 |    | 12 |    |    |    |    |    |    |
| MB-F                    | 7  | 6  | 5  | 2  | 1  | 1  | 1  | 3  | 1  | 5  |    |    |    |    |    |    |

**Graduated students**



|                         |    |    |    |    |    |    |    |    |    |    |    |    |    |   |    |    |
|-------------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|---|----|----|
| BÉTA-F                  |    |    |    |    |    |    |    |    |    |    |    |    |    |   |    | 5  |
| MA-E                    |    |    |    |    |    |    |    |    |    |    |    |    | 2  | 2 | 1  |    |
| IN A MASTER'S PROGRAMME | 6  | 4  |    | 2  | 3  | 4  | 10 | 9  | 4  | 4  | 3  | 5  |    | 3 | 2  | 3  |
| BA-E                    |    | 3  | 6  | 12 | 7  | 14 | 12 | 34 | 14 | 14 | 16 | 77 | 33 | 8 | 36 | 37 |
| BA-F                    | 4  | 8  | 16 | 15 | 11 | 23 | 15 | 25 | 24 | 18 | 16 | 68 | 8  | 3 | 15 | 18 |
| OCS-F                   | 17 | 17 | 11 | 4  | 3  | 2  | 2  | 11 |    | 12 |    |    |    |   |    |    |
| MB-F                    | 7  | 4  | 4  | 1  | 1  |    |    | 3  | 2  | 2  |    | 8  |    |   |    |    |

### I.1.4. Financial Status of Students



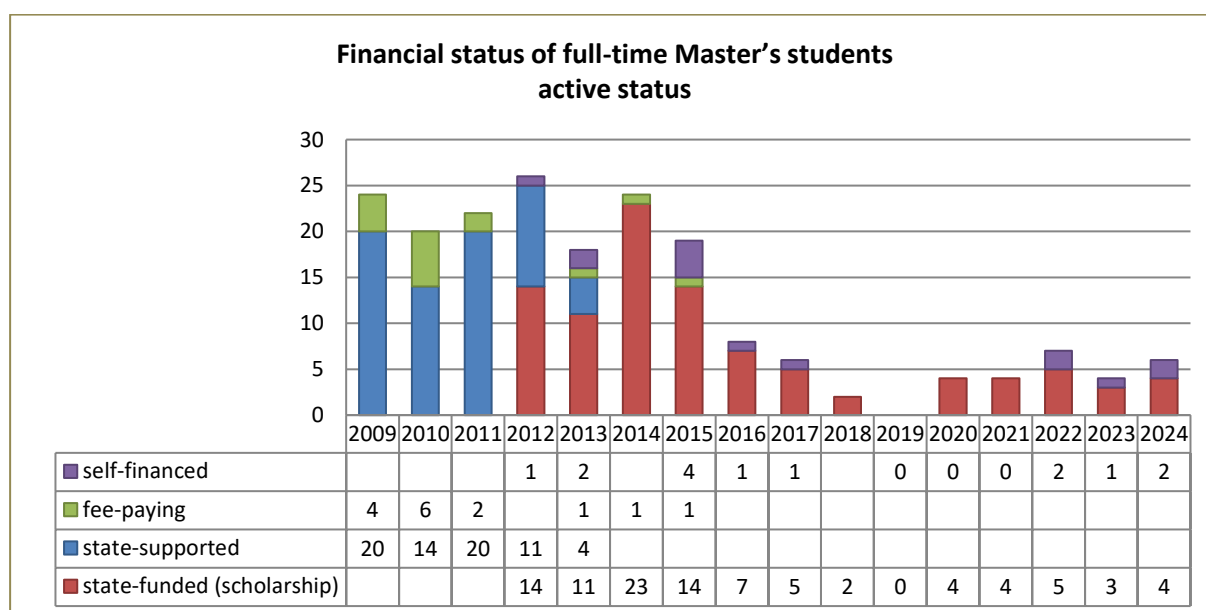
An analysis of the financial status of self-financed active students shows that in the full-time BA programme (BA-F) a slight decrease occurred (from 17 to 15 students), while in the evening BA programme (BA-E) the number dropped by 39% (from 63 to 39 students) compared to the previous year. In the evening programme, 100% of self-financed students have already used up their state-funded semesters. The proportion of self-financed evening students within the total number of evening students is 24% (down from 33% in 2023, which was an exceptional year).

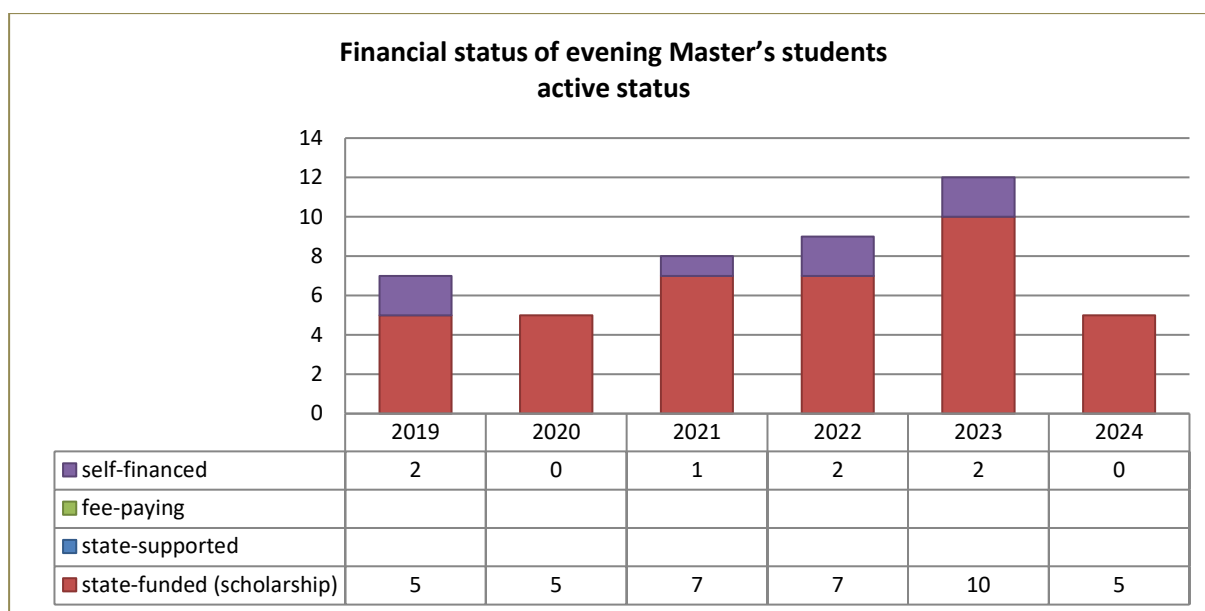
The 9% decrease in the share of self-financed evening students is due to a higher number of students entering the programme who still have state-funded semesters available. However, self-financed status remains typical among students who have exceeded the standard period of study or been reclassified after using up their state-funded semesters. It is also noticeable that the evening programme increasingly attracts students who already hold a degree, including some with doctoral qualifications.

The correspondence BA programme (BA-C) launched in 2022 with 15 students in its first year saw its cohort decrease to 9 by 2024; this programme is offered exclusively on a self-financed basis.

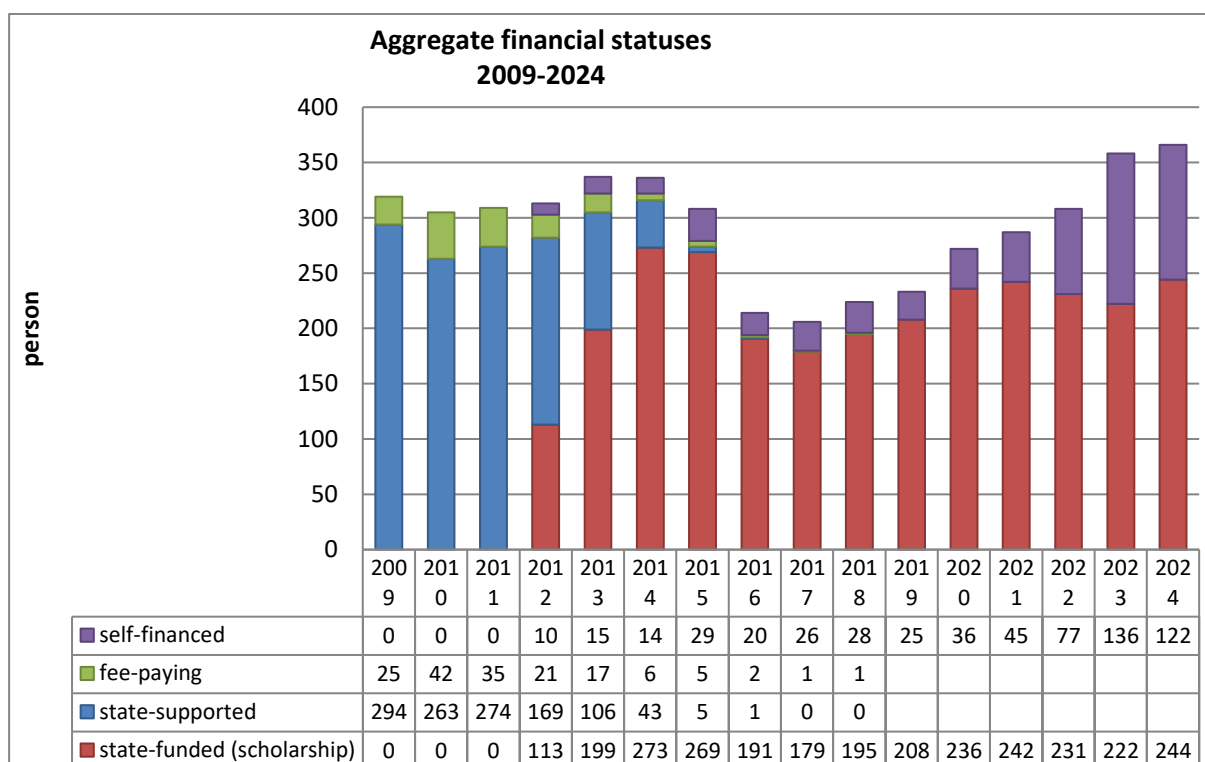
The distance-learning BA programme, launched in 2023—also exclusively on a self-financed basis—enrolled 23 students in its first year and 15 students in 2024.

Applicants' financial situation plays no role in the ranking process during admission. The entry requirements are the same for both state-funded and self-financed students; the admission threshold is not lower for the latter, meaning that financially better-off applicants do not enjoy any advantage, and their expected numbers cannot be planned in advance.





The number of MA students decreased in the evening programme (no intake in 2024, as the College switched in 2023 from parallel full-time and evening intakes to alternating annual intakes), while it rose slightly in the full-time programme (which was launched in 2024).



In summary, after a record year in 2023, the number of self-financed students fell slightly—by 8%—though it remains significantly higher than in previous years. Within the total student body, self-financed students account for 33% (compared to 11% in 2019, which still represents substantial growth). This is partly due to the launch of the correspondence and distance-

learning BA programmes, which are offered exclusively as self-financed programmes, but their proportion within the full-time and evening courses has also increased over the years. Meanwhile, the number of state-funded students has remained largely stable over the past 5 years, with the overall increase in student numbers driven primarily by the growth of the self-financed student population.

#### **I.1.5. Scientific Students' Association Activities, Talent Development, and Mentoring of Disadvantaged Students**

Participation in the National Scientific Students' Associations Conference (OTDK) is organised by a dedicated college body, the College Scientific Students' Association Council (FTDT). The [FTDT consists of](#) two instructors (chair and secretary) and one student delegated by the Student Representation. According to its operational framework, participation in the national event requires prior participation in the institutional conference (Scientific Students' Associations Conference – TDK), that is, the presentation of the prepared paper within an internal conference. The committee prepares the national conference, held biennially in spring, in two-year cycles. Each cycle begins with the publication of the call for applications at the start of the autumn semester, specifying the topics announced by the OTDK, the length and submission deadline of papers, and the date of the internal conference. The submitted papers are evaluated by the committee with the ad hoc involvement of colleagues familiar with the given topics, after which the presenters are invited. Following the internal presentation, the student continues to work with a supervising instructor in preparation for the national conference. All TDK-related documentation is managed by the secretary of the TDK committee. Information for [students](#) is available on the College website and on the notice board located near the entrance of the main building, by the office of educational administration.

Participation in both the institutional and national conferences is supported by a scholarship scheme established by the College in 2019. This scholarship provides financial assistance each year for up to 5 students to prepare and present their papers and to participate in the national event (a scholarship of HUF 50,000 per student).

In addition to the OTDK, students of the College regularly participate in other academic events, most notably the Scientific Students' Associations Conference of Partium Christian University and the annual “Near and Far” (renamed “Towards the East” from 2023) Oriental Studies Conference organised by the József Vekerdi Oriental Studies Workshop of the Eötvös József Collegium.

The table below presents participation and achievement statistics for our students. The data show that during the pandemic years of 2020–2022, student activity declined and several events were cancelled, but activity revived in 2023 and showed a slight increase in 2024.

| Year                                                                                                                      | 2019/2020            | 2020/2021       | 2021/2022   | 2022/2023                         | 2023/2024   |
|---------------------------------------------------------------------------------------------------------------------------|----------------------|-----------------|-------------|-----------------------------------|-------------|
| Scientific Students' Association Scholarship Holder                                                                       | 4                    | 5               | 1           | 4                                 | 5           |
| Participated in the Institutional Conference / Forum                                                                      | <b>TDK</b>           | <b>TDK</b>      | <b>TDK</b>  | <b>TDK</b>                        | <b>TDK</b>  |
|                                                                                                                           | 5                    | 7               | 1           | 4                                 | 5           |
| Participated in the National Scientific Students' Associations Conference (OTDK) or Another Professional / Academic Forum |                      | <b>OTDK 35.</b> |             | <b>OTDK 36.</b>                   |             |
|                                                                                                                           |                      | 7               |             | 5                                 |             |
|                                                                                                                           | <u><b>KsT X.</b></u> | <b>none</b>     | <b>none</b> | <u><b>Towards the East I.</b></u> | <b>none</b> |
|                                                                                                                           | 7                    |                 |             | 10                                |             |

In addition to the above, since 2017 the College has maintained a special institutional award, the Dharma Gate Fehér Judit Special Award, for recognising the best BA theses (total value: HUF 500,000 per academic year). In 2024, 6 students received awards:

First Prize (HUF 200,000): Zoltán Pálfi *Adalékok a szamjei vita történetiségéhez* (BA Evening Programme, Buddhist Meditation and Tibetan Language Specialisation; Supervisor: Dr. Rita Kuzder; Opponent: Dr. Zsuzsa Majer)

Second Prize (HUF 100,000): Dr. Sándor Tóth: *Helyes? Helytelen? Környezetetika?* ((BA Evening Programme, History of Religion and Philosophy Specialisation; Supervisor: Dr. Dénes Schreiner; Opponent: Gábor Karsai)

Third Prize (shared, HUF 50,000 each):

Elvira Gömböcz: *A hatodik pátriárka életútja mint szimbólum. „Mi az eredeti arcod?”* (BA Full-time Programme, History of Religion and Philosophy Specialisation; Supervisor: Lajos Komár; Opponent: Dr. László Kenéz)

Krisztina Kutiné Hanzi : *Részletek a Lalitavistara-sūtrából. A megvilágosodás utáni hetek* (BA Evening Programme, Pāli and Tibetan Language Specialisation; Supervisor: Dr. Tibor Körtvélyesi; Opponent: Dr. Zsuzsa Majer)

Patrik Pisont : *Mi végre filozófia? Egy esszé a megértésről.* (BA Full-time Programme, History of Religion and Philosophy Specialisation; Supervisor: Dr. György Balikó; Opponent: Dr. Dénes Schreiner)

Kornél Szabó : *A Van-kapu? - Meditációs formák idegi háttere, a neurális húzóhatás jelensége és a technológia használata az elmélyülés támogatásában* (BA Full-time Programme, Buddhist Meditation Specialisation; Supervisor: Dr. László Kenéz; Opponent: Dr. Orsolya Hoffmann)

### **I.1.6. Mentoring of Disadvantaged Students**

Chapter 2.1.4.11 of the Study and Examination Regulations (SER) allows the application of an individual study schedule both for talented students, student athletes, or students participating in mobility programs and for those whose circumstances hinder their academic progress. The institution also grants necessary allowances based on individual life situations through rectorial equity decisions. Flexible learning paths are also made possible in theoretical subjects through requests for examination-only courses. Concessions for students with disabilities [NHEA § 49 (8); NHEA Decree §§ 62–64] are decided by an ad hoc Special Committee, operating with the powers and procedures defined in Chapter 2.2.4 of the SER. The decisions are prepared and implemented by the institutional coordinator responsible for students with special needs and the Academic Affairs Office.

Under the EFOP Project (EFOP 3.4.3-16-2016-00024 “Institutional Developments at The Dharma Gate Buddhist College”), as Sub-project A.1, remedial courses were launched for first-year students from less developed regions or disadvantaged backgrounds. These courses assist integration into higher-education requirements, identify hidden learning difficulties and styles, develop individual learning plans, and strengthen reading and writing skills to enhance learning success. A related elective course titled Effective Learning was also introduced, open to all students but specifically recommended for those facing learning difficulties.

As part of the mentoring programme launched in 2017/18, a separate sub-programme began in autumn 2018 for disadvantaged students and those with partial learning disorders, focusing on developing appropriate life-management competences. Additionally, English language training

was started for these students, along with a special scholarship scheme designed to support them.

The student mentors selected for this activity participate in all mentor training sessions. In autumn 2024, 9 mentors enrolled in the programme. Their work is coordinated by a lead mentor. The mentoring programme provides support in the following areas:

### **Practical matters**

- Questions related to studying, enrolment, class attendance, or study methods.
- Using academic systems (e.g. Neptun, Tantár).
- Supporting the social integration of first-year students (Freshmen Camp, Freshmen Ball, Carnival).
- Using social media tools (Google Drive, Facebook, Zoom, Meet, PowerPoint) to support learning.

### **Questions related to the College, workplace, or private life**

- Exploring professional directions and opportunities.
- Career counselling and handling workplace challenges.
- Sharing techniques for maintaining work-life balance and managing stress.
- Requesting emotional support.

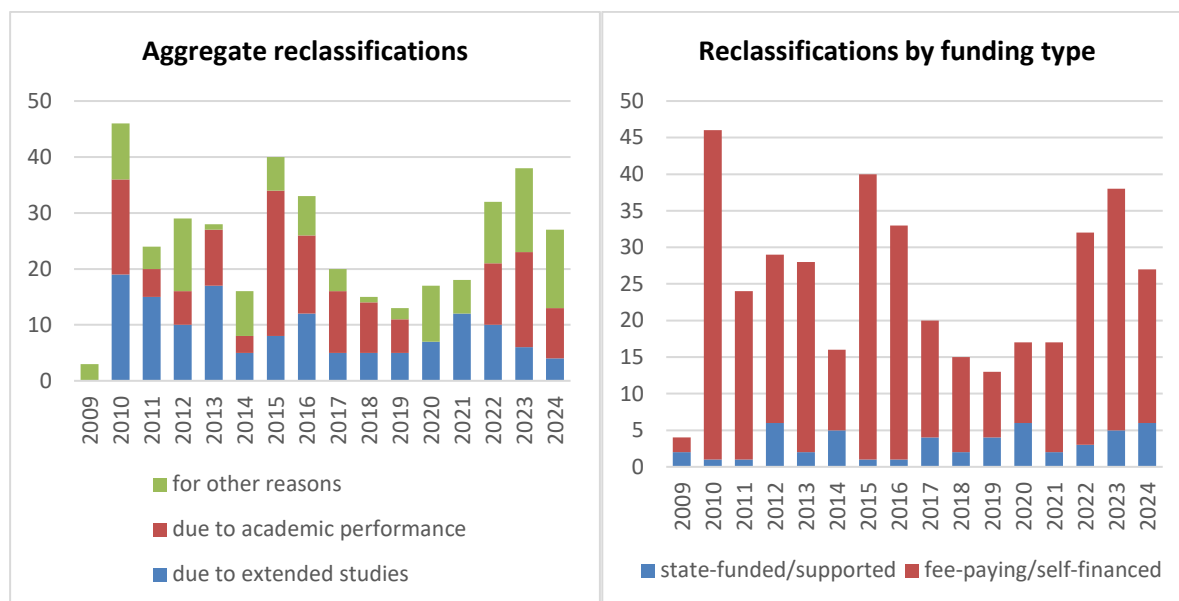
### **Developing self-confidence, awareness, self-advocacy, and motivation**

- Setting and achieving personal development goals.
- Applying self-knowledge exercises and techniques.
- Learning motivational methods and encouragement strategies.

Students may use the above-mentioned mentoring support throughout the entire course of their studies. The programme also provides study-skills counselling, life-management guidance, and remedial support for senior students. For students preparing for the final examination, the thesis supervisor designated by the Scientific Council [SER 2.1.5.2.12] not only provides guidance on thesis-related matters but also offers tutoring support during the writing process.

In 2021, the College successfully accredited the “Buddhist Lifestyle Advisor Assistant” short-cycle higher education programme based on the practical application of Buddhism, designed for young people who leave the BA programme but wish to obtain a professional qualification. The programme was launched in autumn 2022.

### I.1.7. Local Practice of Reclassification Between State-Funded and Self-Financed Students

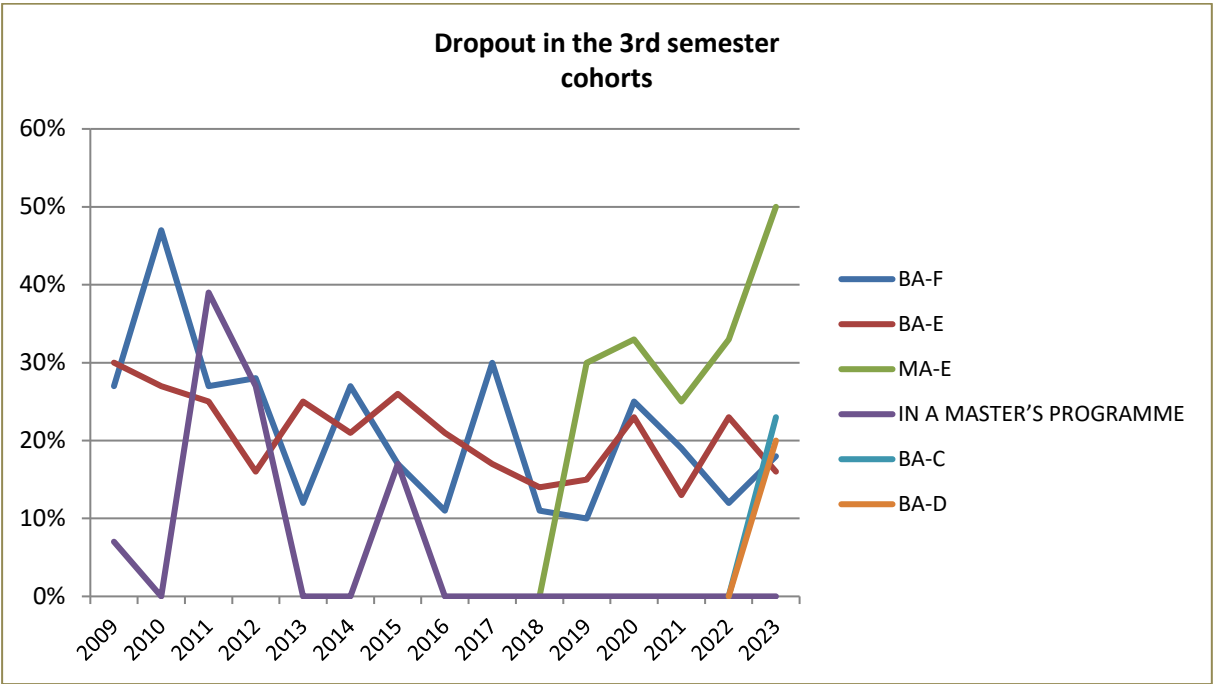


The Study and Examination Regulations (SER) and, to some extent, the Student Tuition and Benefits Regulations (STBR) provide the framework for assessing student performance, progress, and achievement. The SER stipulates the maximum number of course registrations, examinations, and retake exams, encouraging students to follow the recommended curriculum. The minimum number of credits required per semester also serves to monitor student progress; failure to meet this requirement results in reclassification.

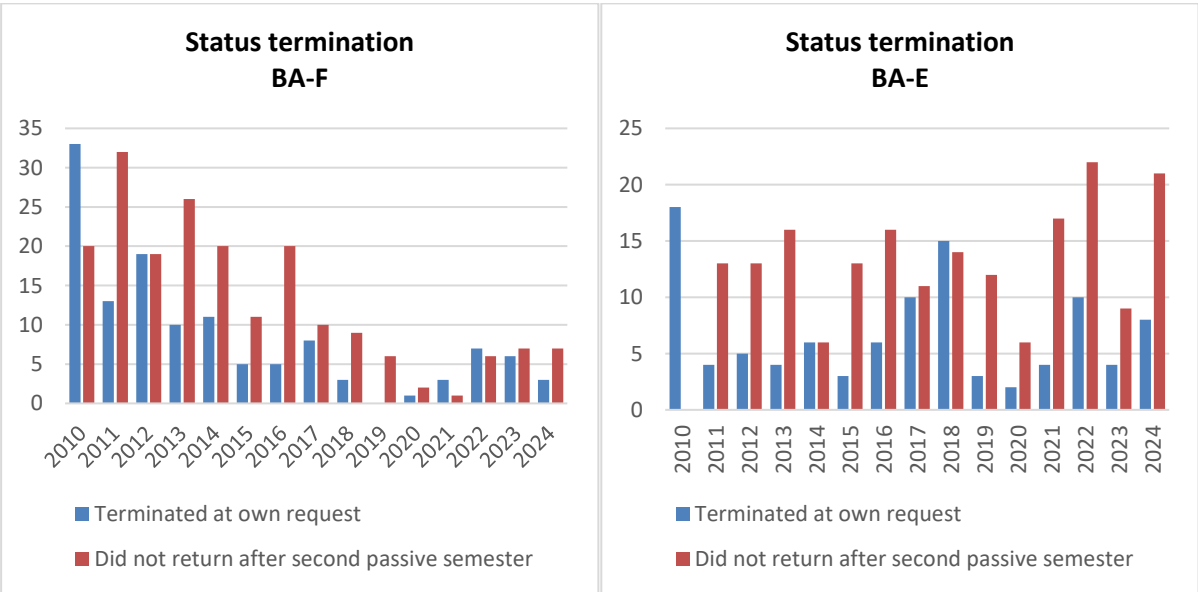
The exceptional data from 2020 — particularly the absence of reclassification due to academic performance — are explained by Act LVIII of 2020 on the Transitional Provisions related to the Termination of the State of Danger and on Epidemiological Preparedness — § 74 (4). is act stipulated that the spring semester of 2019/2020 should not be counted when applying the provisions of Act CCIV of 2011 on National Higher Education (§ 45 (1) and § 53 (4)). Accordingly, point 5. of Rector’s Instruction No. 6/2020 (06.18.) ordered that the spring semester of 2019/2020 should not be considered in calculating the continuous suspension of student status (passivation) [SER 2.1.3.6.4–2.1.3.6.6; 2.1.3.6.7 (a) and 2.1.3.11.7].

There was no reclassification due to academic performance in 2021. In 2022, however, the total number of reclassified students almost doubled, including cases previously not subject to reclassification. By 2024, this trend had reversed, and some students were reclassified into the state-funded category upon request. Other reclassifications mostly resulted from the exhaustion of state-funded semesters.

I.1.8. Presentation of Student Dropout Rates and Reduction Measures



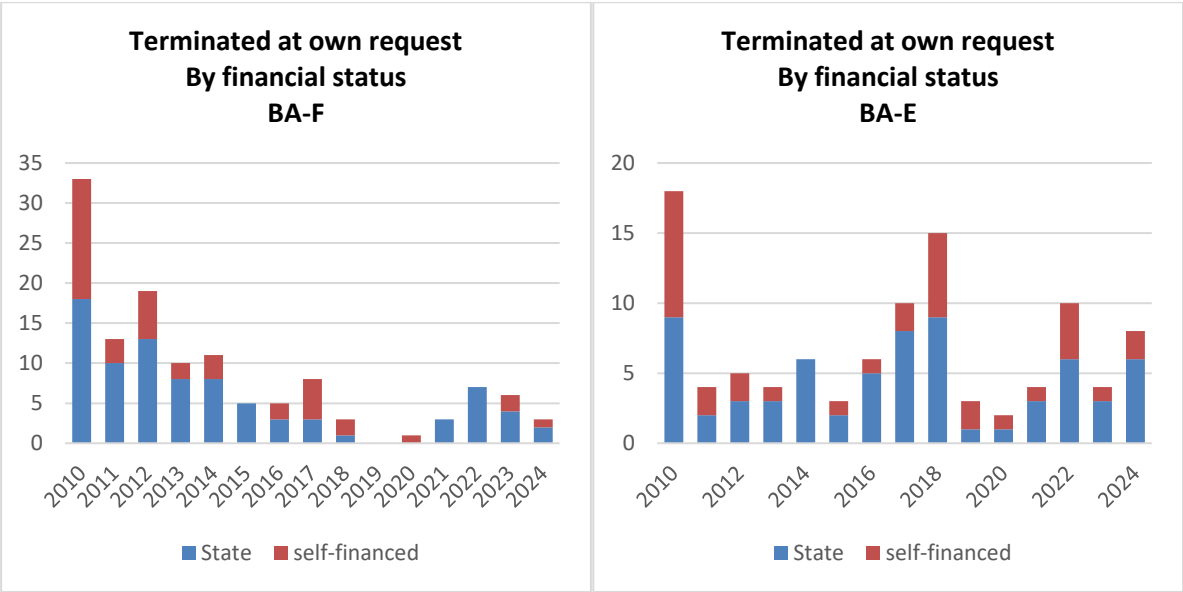
By autumn 2024, the proportion of students who passivated in their third semester had risen to 20% in the full-time BA programme, decreased to 16% in the evening programme, increased to 23% in the correspondence programme, and to 20% in distance learning. The dropout rate in the evening MA programme, which had been between 25% and 30% in previous years, rose to 50% in 2024 — a figure partly explained by the small cohort size. Alongside third-semester passivation, students whose enrolment was terminated at their own request or who failed to return after their second passive semester are also considered under this category.



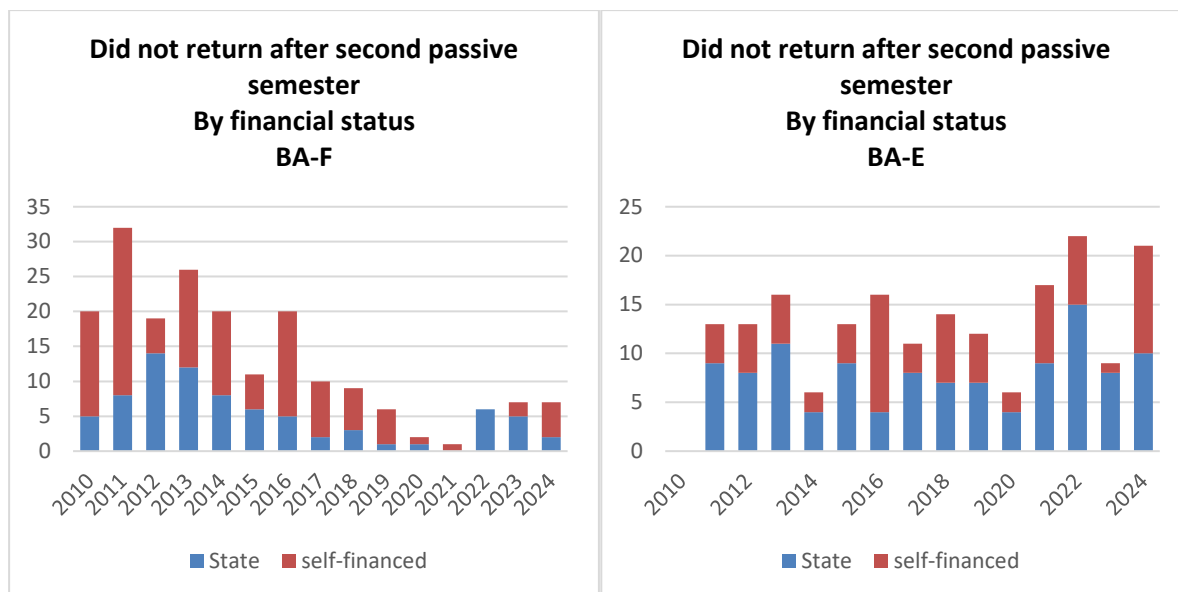
In recent years, the number of students not returning after the second passive semester has remained stable in full-time studies but fluctuated in the evening programme. The number of student statuses terminated at their own request has decreased in the full-time programme and fluctuated in the evening one.

In addition to the measures aimed at reducing dropout rates, it would be worth considering broader access to financial assistance, although our possibilities in this regard are very limited. Further research is also needed to explore the relationship between students’ financial circumstances and dropout rates.

In 2024, the majority of students withdrawn at their own request from the BA programme were state-funded — 66% in full-time and 75% in evening study formats.

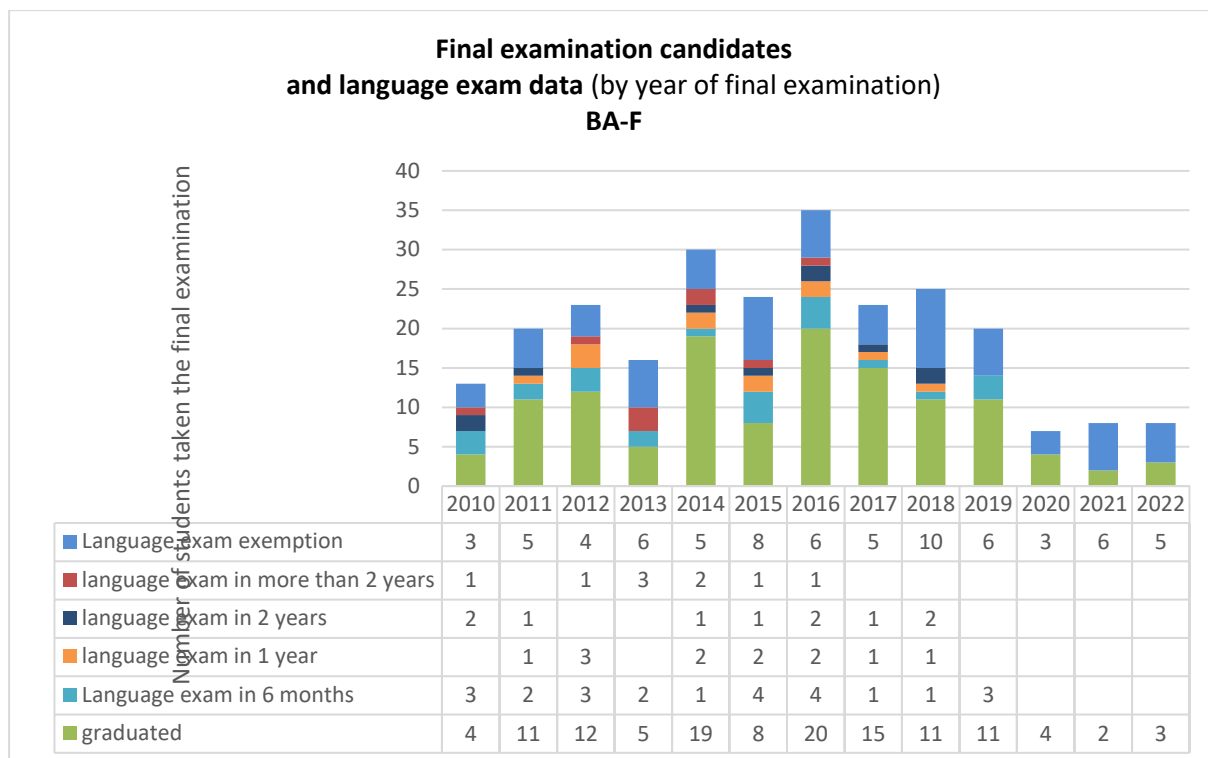


Data by study format show that among students not returning after their second passive semester, 71% of full-time and 52% of evening students were self-financed.



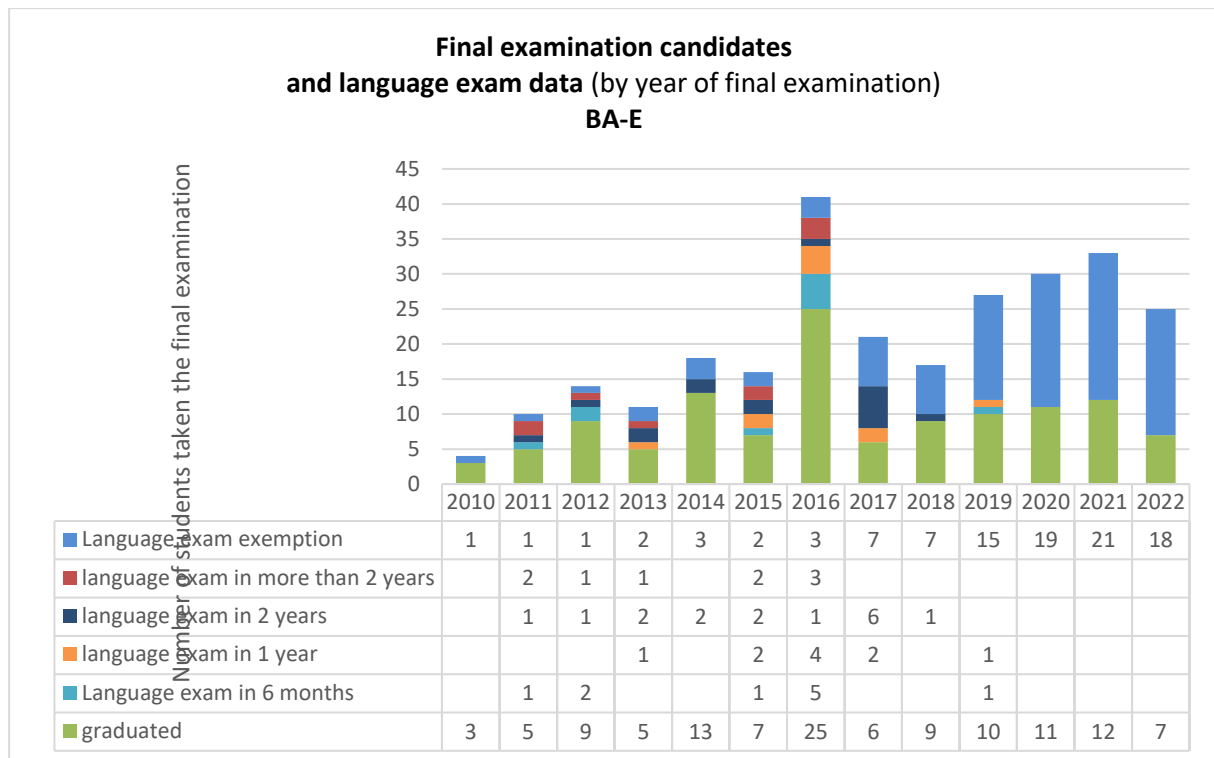
### I.1.9. Reducing the Number and Proportion of Graduates Who Have Not Met the Language Requirements for graduation

Government Decree 101/2020 (IV.10.) § 6 allowed more than 60 full-time students to receive their diplomas in 2021, as shown in the table corresponding to the year of the final examination. In 2021, 75% (6 students) of full-time graduates were able to obtain their diplomas thanks to the temporary exemption from the language examination requirement. For students completing their final exams in 2022, the exemption came into effect later, and they received their diplomas in January 2023.



In the evening programme, 72% of students who completed their final exams in 2022 could not receive their diplomas due to missing language certificates (they also obtained them in January 2023 after the exemption took effect). 28 percent (7 students) already held valid language certificates, a proportion slightly lower than in previous years.

Since the abolition of the language examination requirement, the number of students passing the final examination and those receiving diplomas has become identical, and this issue no longer poses a problem at our institution.



### I.1.10. Language Support

Students may attend the following English-language courses included in the recommended curriculum of the BA programme free of charge, through which they can acquire the specialised Buddhist English vocabulary:

- Theravada Buddhism 3. (Reading Suttas in English)
- Dharma Conversation 1. (Terminology)
- Dharma Conversation2. (Dharma speech)

In the MA programme, the following courses further develop English-language competence:

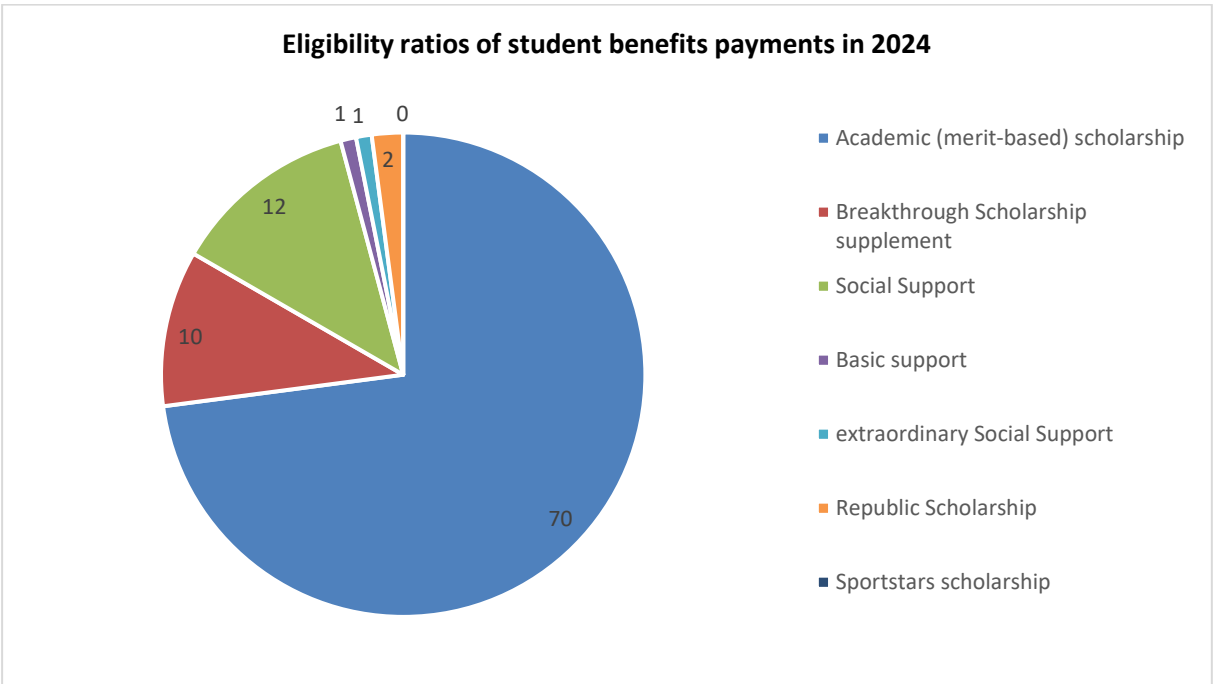
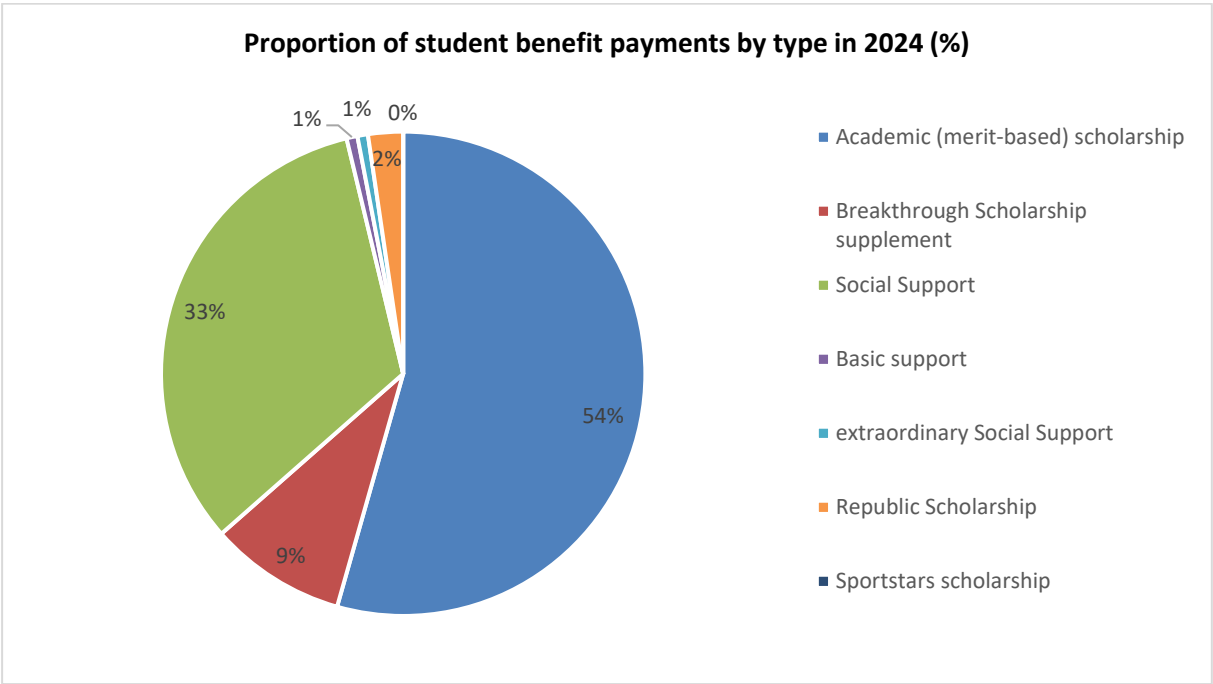
- Reading Texts in English 1. (Philosophy of Mind)
- Reading Texts in English 2. (Metaphysics)
- Reading Texts in English 3. (Yogachara)
- Reading Texts in English 4. (Epistemology)
- Dharma Conversation 1. (Dharma speech)
- Dharma Conversation2. (retreat)
- Dharma Conversation 3. (Dharma Debate)
- Dharma Conversation 4. (Conference Lecture)

In addition, the College provides further support to help students obtain the intermediate-level (B2) general complex language examination that—although no longer required as an output criterion in the BA programme—is still a mandatory entry requirement for the MA programme.

#### **I.1.11. Proportion of Students Receiving Various Scholarships and Grants (study, social, national, dormitory, book-, sports-, and culture-related scholarships, etc.)**

As a church-maintained institution, the College operates its own specific scholarship system. The study scholarship system serves to motivate students' academic performance. In addition to the general *study scholarship*, full-time students may also apply for *social support*. The *Breakthrough Scholarship* is available to full-time students who, despite difficult social circumstances, perform their academic duties at an outstanding level. *Bursa Hungarica scholarships* are also available to full-time students, although only a small number of students make use of this opportunity. In 2024, two students were awarded the *National Higher Education Scholarship*, serving alternately during the autumn semester of the new academic year (since only one student may hold the scholarship for a ten-month period). In addition to excellent academic results, the selection criteria also considered scientific engagement related to the Buddhist tradition, community involvement, and participation in Buddhist teachings and retreats.

Actual payments from 1 January 2024 to 31 December 2024:



In 2024, a total of 74 students received some form of financial support.

The College does not operate a dormitory; however, in 2023 we launched a housing support programme to provide accommodation for our students. Within the framework of this programme, two apartments provided by our Maintainer offer housing for a total of 8 full-time students in the immediate vicinity of the College. The number of participating accommodations will be expanded in the future according to demand.

### **I.1.12. Organisation of Career Orientation (from admission through student counselling and career guidance to graduate career tracking)**

As emphasised in the *Mission Statement*, the Buddhist perspective fosters an inclusive and supportive environment. Buddhist practice (meditation, yoga, Dharma talks) and especially the introductory Buddhist courses in the first year help new students integrate and place their career aspirations within realistic frameworks. Students at the College must be accompanied throughout their studies and later in the long-term practical application of what they have learned, as the Teaching raises essential questions of life. It is the institution's responsibility to provide the framework for this process — including student counselling and career guidance — by maintaining a mentoring system and supporting master-student relationships in a higher education context.

Since the 2017/18 academic year, the Student Representation (SR) has operated its own [mentoring programme](#). In connection with the EFOP Project, a special subprogramme was created within the mentoring system to support students with learning difficulties. The programme also provides study-skills counselling, life-management guidance, and remedial support for senior students. For students preparing for the final examination, the thesis supervisor designated by the Scientific Council [SER 2.1.5.2.12] not only provides guidance on thesis-related matters but also offers tutoring support during the writing process.

The religious education provided by the College places strong emphasis on helping students become responsible citizens who care for themselves and their environment. This aim is further supported by selective waste collection and a vegan café promoting environmentally conscious consumption (temporarily suspended during the pandemic and the building expansion).

During the admission procedure, applicants' commitment is assessed, and a student relationship is recommended only if the applicant can at least articulate their purpose in pursuing higher education studies. Students are rarely advised to discontinue their studies; instead, they are given time and opportunity to integrate their learning into their lives. From the second academic year, the College supports participation in studies at other higher education institutions and international study trips according to students' individual interests.

Based on agreements with student work agencies, in 2019 a student mentor assumed responsibility for forwarding job offers from these agencies to College students.

The Educational Authority has provided aggregated data on 408 students who completed all coursework at DGBC (absolutorium) between the 2015/16 and 2021/22 academic years (7 cohorts). Comparing the average income of full-time and part-time students, there is a significant disparity to the disadvantage of full-time students. Meanwhile, the average gross salary of part-time graduates is considered high, even compared to the annual national average income published by the Hungarian Central Statistical Office (KSH). In fact, full-time graduates' earnings are only about one-third lower than the national average, while part-time graduates' income stands out as exceptionally high.

|         | <b>part-time students' gross salary</b> | <b>full-time students' gross salary</b> | <b>difference</b> |
|---------|-----------------------------------------|-----------------------------------------|-------------------|
| 2015/16 | 820864                                  | 640930                                  | 179934            |
| 2016/17 | 567412                                  | 360883                                  | 206529            |
| 2017/18 | 600935                                  | 380067                                  | 220868            |
| 2018/19 | 631850                                  | 0                                       | not applicable    |
| 2019/20 | 674376                                  | 0                                       | not applicable    |
| 2020/21 | 648547                                  | 348791                                  | 299756            |
| 2021/22 | 517031                                  | 0                                       | not applicable    |

When comparing the gross average earnings of graduates (full-time and part-time) with the national average and those graduating from other religious education institutions, it becomes evident that the earnings of part-time students are above average, while those of full-time students are below. The average salary of graduates from other religious education institutions shows much more stable values, around HUF 500,000 gross in recent years.

From these data, it can be concluded that among bachelor's graduates, part-time students are significantly more successful in the labour market than full-time students or the national average. The reason for this is that they usually study at our institution as already established and economically stable, middle-aged or older employees seeking to acquire additional, marketable competences.

Another contributing factor is that a notable proportion of bachelor's graduates continue their higher education studies.

### **I.1.13. Presentation of Student Mobility**

The aim of student mobility is to enable students to gain educational, cultural, and linguistic experience — including professional and monastic experience closely connected to Buddhism — in another country. As a result, they acquire new skills and develop personally. The impact of their mobility is, similarly to that of teacher mobility, an inspiring force. Therefore, we intend to engage students who have participated in mobility as ambassadors during their studies. In addition, we rely on their active support in establishing research collaborations. Their further task is to motivate and encourage fellow students to participate in mobility programmes. Both the participants and the institutions benefit from the good relationships formed between teachers and students, as mentioned earlier.

Student mobility (within Europe: Erasmus+ KA131; outside Europe: Erasmus+ KA171; and the ICM 10% component of KA131) is organised by the International Office. Students also inspire each other through reports shared on social media about their travels, studies abroad, and retreats.

Students participating in international mobility programmes are granted an individual study schedule. Studies and internships completed abroad are recognised. We provide support to ensure that participation in mobility does not adversely affect their academic progress.

Our institution has cooperated for several years with the MA programme in Buddhist Studies at the Universität Hamburg within the framework of the IABU. Based on the Erasmus+ inter-institutional agreement concluded in 2016, Professor Dr Michael Zimmermann, head of the department, first taught one of our MA students within an Erasmus exchange in 2017. In the 2019/20 academic year, two further students participated in Erasmus+ study mobility in Hamburg until the end of February 2020. Student mobility in Hamburg was suspended due to the COVID-19 pandemic and resumed in the autumn semester of the 2023/24 academic year with one student. The quality of the programme is reflected by the fact that the student extended the mobility period and continued studying at the University of Hamburg in the spring semester with an Erasmus+ scholarship, earning high recognition and collecting 34 credits.

It is of particular importance for our institution that study mobility takes place at our Thai partner university, Mahachulalongkornrajavidyalaya University (MCU). Based on the experiences and reports from the 2022/23 academic year, new students applied for the programme in the autumn of 2023, and two of them studied at our partner institution in the spring semester of the 2023/24 academic year as zero-grant students.

As the result of much preparation and relationship-building, the first two-month traineeship was realised in the summer of 2024: one student completed a two-month retreat at the Kanshoji Zen Monastery in France. In addition to practising Zen Buddhism, they also performed daily voluntary work, supporting the life and operation of the monastery. During the traineeship, they participated in a workshop on sewing kesa ceremonial robes, the experience of which they were able to relate to the topic of their BA thesis.

This Erasmus+ traineeship mobility serves as an inspiration to our students; the participant's personal account generated further interest, and another student will go to the Kanshoji Zen Monastery in the summer of 2025.

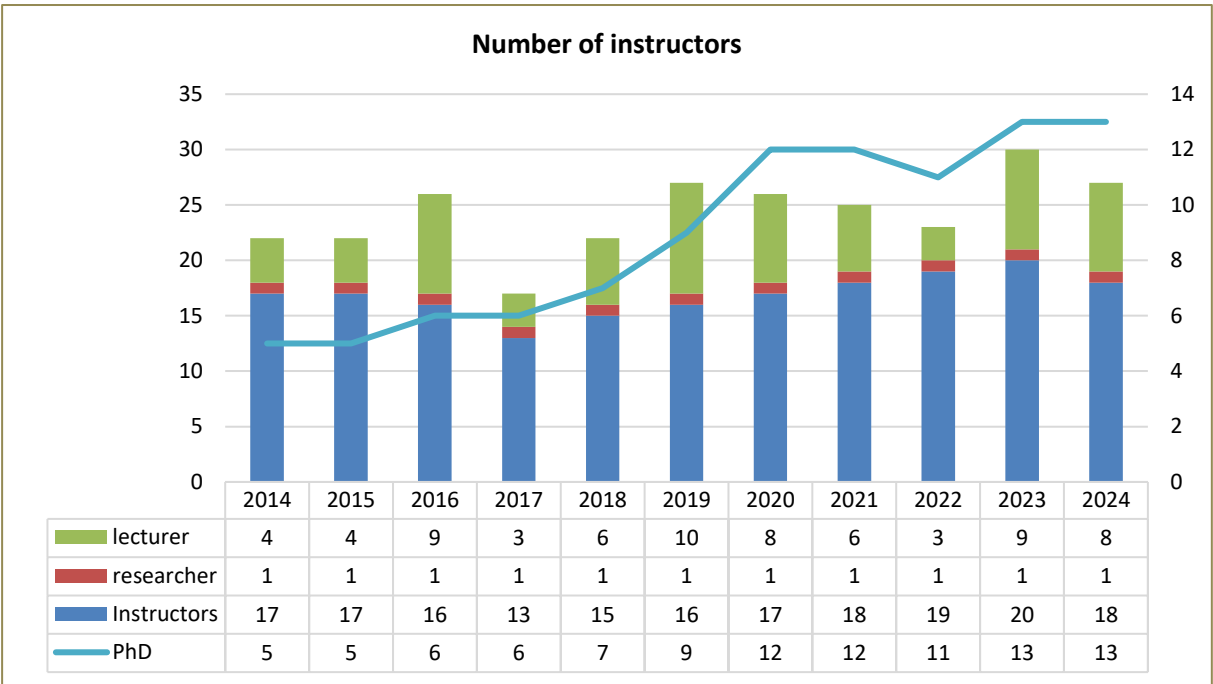
| <b>Student Mobility in the 2023/24 Academic Year</b> |                         |                                         |                               |
|------------------------------------------------------|-------------------------|-----------------------------------------|-------------------------------|
| <b>Autumn semester</b>                               | Angelika Menaker        | University of Hamburg                   | Erasmus+ study mobility       |
| <b>Spring semester</b>                               | Angelika Menaker        | University of Hamburg                   | Erasmus+ study mobility       |
| <b>Spring semester</b>                               | Dr Andrea Wéberné Csépe | MCU, Thailand                           | Erasmus+ study mobility       |
| <b>Spring semester</b>                               | Máté Metzger            | MCU, Thailand                           | Erasmus+ study mobility       |
| <b>2024.07.03-09.02</b>                              | Krisztina Tóth-Beda     | Kanshoji Zen Buddhist Monastery, France | Erasmus+ traineeship mobility |

## **I.2. USE AND ACCOUNTING OF STUDENT GRANTS AND BENEFITS (SEE SEPARATE ANNEX)**

II.1. INFORMATION RELATED TO EDUCATION

II.1.1. Number and Composition of Instructors and Staff  
(based on FIR data: academic degree, external lecturers, professional practitioners,  
foreign instructors, etc.)

The College continuously strives to meet both the accreditation requirements and the expectations set by its Maintainer. It prefers to employ instructors who have previously studied or graduated from one of the College’s programmes and supports them in pursuing doctoral studies. The trends in the composition of the teaching staff are illustrated in the figures below.



Each year, the College reviews the composition of its teaching staff in light of various criteria — such as requirements for the permanent teaching and research staff, composition requirements for core curriculum instructors at the BA and MA levels, and academic degree requirements — as well as from the perspective of implementing the current curriculum (course responsibility, course teaching). The results of this review — since they are primarily derived from employer-level measures — are included in the annual Rector’s Report and approved by the Senate.

By the end of 2024, the College employed 15 full-time (including one researcher) and 3 part-time instructors. Among them, 11 hold PhD degrees, 5 have completed all requirements for the degree (absolutorium), and 2 are retired honorary professors employed part-time.

These results demonstrate that the institution has made significant progress in recent years toward its goal of increasing the number of PhD-qualified instructors, supporting its own lecturers in obtaining doctoral degrees, and ensuring a sustainable pipeline of future instructors. The recruitment of new PhD-qualified instructors is primarily aligned with curricular requirements. All new and prospective colleagues belong to the experienced middle generation (aged 40–50), which allows the College to combine academic excellence with Buddhist life experience, while ensuring a smooth and high-level generational transition as senior colleagues retire.

### **II.1.2. Effectiveness of Doctoral Education**

Under Hungarian legislation, the College itself is not authorised to offer doctoral education. However, pursuant to Act LXV of 2018 on the Promulgation of the Agreement between Hungary and the Kingdom of Thailand concerning the operation in Hungary of Mahachulalongkornrajavidyalaya University (MCU) in cooperation with The Dharma Gate Buddhist College, the Hungarian Educational Authority has approved the operation of MCU's doctoral school in Hungary. The most recent DGBC students to complete all doctoral requirements (absolutorium) at the MCU doctoral school were Zoltán Cser and Gábor Karsai in 2020.

### **II.1.3. Characteristics of Instructor and Staff Mobility**

Instructor and administrative staff mobility is implemented through the Erasmus+ programme. Each year, we apply for KA131 intra-European mobility and KA171 international credit mobility. In the former, staff members usually participate in training mobility; in the latter, they travel to our Thai partner institution for teaching mobility. Visiting lecturers from our Thai partner university deliver intensive English-language block courses, which are recognised as either core or elective courses.

The impact of instructor mobility rests on three main pillars:

- a) it inspires students of the host institution to participate in mobility (individual mobility, intensive programmes, workshops, or summer universities);
- b) it fosters close relationships with lecturers at the host institution (curriculum development, joint multidisciplinary research projects, participation in international research networks);

- c) it promotes the instructor's language development, acquisition of new methods, and ability to teach courses in English at their home institution (encouraging international publication activity and professional development).

Since 2022, we have been able to resume mobility activities. Two mobilities were realised under project no. 2019-1-HU01-KA103-060094, six under project no. 2020-1-HU01-KA103-078491, and three under project no. 2021-1-HU01-KA131-HED-000011178. In 2023, two staff training mobilities were carried out within the framework of project no. 2022-1-HU01-KA131-HED-000065581. By 2024, ten instructor and staff mobilities were completed, supported by project no. 2023-1-HU01-KA131-HED-000139509.

Compared with previous years, interest in language training programmes has significantly declined, replaced by English-language professional training courses. These trainings support the professional development of colleagues as well as stress and burnout management and student motivation. The College's goal remains to continue providing such mobility opportunities for instructors and administrative staff.

| <b>Instructor and Staff Mobility in 2024</b> |                                                                                              |                                                 |                                     |
|----------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------|
| <b>2024.07.01-06</b>                         | Lajos Komár                                                                                  | Palermo                                         | ERASMUS+ Training Mobility          |
| <b>2024.07.08-13</b>                         | Melinda Földiné Irtl                                                                         | Valencia                                        | ERASMUS+ Training Mobility          |
| <b>2024.07.22-26</b>                         | Dr Orsolya Hoffmann,<br>Szilvia Baginé Kerber,<br>Melinda Molnár, Attila Zongor, Péter Győri | Vasile Goldiş<br>Western<br>University,<br>Arad | ERASMUS+ Staff Mobility             |
| <b>2024.10.11-13</b>                         | Melinda Molnár                                                                               | Wangdenling<br>, Slovakia                       | ERASMUS+ Staff Mobility             |
| <b>2024.10.28-11.02</b>                      | Melinda Földiné Irtl                                                                         | Athens                                          | ERASMUS+ Training Mobility          |
| <b>2024.11.04-08</b>                         | Orawan<br>Topathomwong (MCU)                                                                 | Budapest                                        | ERASMUS+ Incoming Staff Mobility    |
| <b>2024.11.04-08</b>                         | Pramaha Hansa<br>Dhammahas (MCU)                                                             | Budapest                                        | ERASMUS+ Incoming Teaching Mobility |
| <b>2024.11.24-12.01</b>                      | Rita Kuzder                                                                                  | Copenhagen                                      | ERASMUS+ Training Mobility          |

#### **II.1.4. Domestic and International Joint Programmes**

In 2010, Mahachulalongkornrajavidyalaya University (MCU) in Thailand recognised our College as its sole partner institution in Europe. In 2011, the Educational Authority authorised the operation of MCU in Hungary and the launch of its PhD programme, followed by the MA programme in 2013. In 2015, we successfully accredited the Thai MA programme running at the Hungarian campus. Under the agreement, our institution offers the MCU's English-language MA programme in cooperation with Thai professors and our own faculty members. The first MA cohort completed their studies in 2016. The programme was relaunched in spring 2022 with 8 students, of whom 6 attained the absolutorium in 2023 (including 2 who also received their diplomas). In spring 2023, the programme started again with 2 students.

We have also received authorisation to host the MCU doctoral programme in Hungary, which started in 2012 with 4 students, among whom the first, Norbert Németh, earned his doctoral degree in 2017. On 14 June 2018, the intergovernmental "Agreement between Hungary and the Kingdom of Thailand on the operation in Hungary of the Mahachulalongkornrajavidyalaya University in cooperation with The Dharma Gate Buddhist College" was signed [promulgated by Act LXV of 2018]. These programmes represent significant potential for the future: in 2019, 3 additional colleagues were sent to the MCU doctoral school, and alongside the Buddhist Studies programme, preparations are under way for new joint English-language MA and PhD programmes in the increasingly popular field of Mindfulness.

#### **II.1.5. Regulation and Practice of Credit Recognition for Prior Studies**

The College recognises the results of prior informal and non-formal studies both during studies [SER 2.1.4.6.9.3], in the admission procedure [ATR 6.2.3.5.1], and through preliminary credit transfer [SER 2.1.4.6.9.5]. The body responsible for credit recognition and transfer (Credit Transfer Committee) operates within the Student Affairs Committee (SAfC). Students may submit requests for credit recognition via the Neptun system or, if they do not yet have Neptun access (in cases of admission or transfer), on a paper form specifically designated for this purpose [SER 2.1.4.6.9.1]. In accordance with relevant legislation and the Study and Examination Regulations, the SAfC may recognise prior knowledge and work experience acquired through informal or non-formal learning as fulfilment of study requirements. Recognition of competences gained through non-formal (organised training) or informal (experiential) learning, as well as work experience, may take the form of:

- a) awarding credits for a competence (knowledge, performance, result, skill, or other

competence) within a given programme, or b) granting full exemption from a requirement. During the recognition process, the SAfC must verify the applicant's actual knowledge through an appropriate assessment procedure based on the submitted documentation [SER 2.1.4.6.9.3]. Due to the specific nature of religious education, recognising prior competences in Buddhist practices (meditation, yoga, qigong, breathing and movement exercises) presents a particular challenge. As the College's programmes include the practices of all three major Buddhist traditions (Theravāda, Mahāyāna, and Vajrayāna), and since the transmission of these competencies—though varying across traditions and schools within Buddhism's more than two-thousand-year-old heritage—is in every case precise and religiously defined, on 1 April 2019 the College Council established an ad hoc three-member institutional committee, named the Practical Expertise Committee, to provide support and opinion for the Student Affairs Committee (HÜB) in assessing requests related to meditation practice classes [SER 2.1.4.6.9.6]. The members of this committee are representatives of the three main traditions of the Maintainer Church, each of whom also participates in college education as a religious person: Antal Dobosy, Zen abbot; Pál Farkas, Theravāda community leader; and Zoltán Cser, ecclesiastical director.

#### **II.1.6. Calculation of Institutional Tuition Costs per Programme**

In compliance with the relevant legislation – Act CXCV of 2011 on Public Finances and Government Decree 368/2011 (XII.31.) on its implementation; Act CCIV of 2011 on National Higher Education; and Act CXCVI of 2011 on National Assets – the College has determined the per-student tuition cost using the simple division method. Based on the total state subsidy allocated for the programmes in the given year (HUF 246,679,810) and the number of active state-funded students enrolled (217), the annual tuition cost per student amounted to HUF 1,136,776.

#### **II.2. USE AND ACCOUNTING OF EDUCATIONAL SUPPORT (SEE SEPARATE ANNEX)**

### **III. RESEARCH ACTIVITY AND ITS UTILIZATION, ASSESSMENT OF THE INSTITUTION’S RESEARCH ACTIVITIES**

#### **III.1. Summary**

In line with the Mission Statement of the College, we do not consider any manifestation or school of Buddhist teaching superior to others and seek to provide opportunities for learning about all of them. Since we aim to realise the living Teaching in the circumstances of the present age, we cannot forgo the study of Western philosophical traditions and philosophy of religion. To study the origins of Buddhism, familiarity with pre-Buddhist sources is also necessary, and in the training of Buddhist teachers, we consider it important to integrate the findings of pedagogy and educational science into our curriculum.

#### **III.1.1. Research underpinning education and related research fields**

##### **THERAVĀDA, PĀLI AND SANSKRIT LANGUAGE**

In this field, teaching and research activities at the College are carried out by Ferenc Bodó (doctoral candidate, ELTE), Professor Emeritus b. h. c. Pál Farkas, Dr László Fórizs, Melinda Földiné Irtl (doctoral candidate), Dr Gergely Hidas (Indologist), Dr Tibor Körtvélyesi (Indologist), and László Takács.

##### **VAJRAYĀNA, TIBETAN LANGUAGE**

This field at the College is coordinated by Zoltán Cser (doctoral candidate, MCU), Dr Rita Kuzder (Tibetologist and ethnographer), Dr Norbert Németh, PhD (MCU, Buddhist Studies), and Dr Zsuzsanna Majer (Tibetologist). Other instructors in the field include Botond Szathmári and Dr Judit Béres (lecturer). The College maintains close professional cooperation with Dr Béla Kelényi and his colleagues at the Ferenc Hopp Museum of East Asian Art.

##### **MAHĀYĀNA, ZEN BUDDHISM**

This field is represented, among others, by Professor Emeritus b. h. c. Antal Dobosy, Dr László Kenéz, Church President László Mireisz (lecturer), Lajos Komár (doctoral candidate), and Dr Péter Győri, Director of Academic Affairs (lecturer in 2024).

##### **COMPARATIVE HISTORY OF RELIGION AND PHILOSOPHY**

This field is represented primarily by Dr György Balikó, Dr Attila Márton Farkas, Dr Balázs Kékesi (part-time), and Dr Dénes Schreiner, as well as by Dr László Fórizs, Botond Szathmári, Gábor Karsai, doctoral student László Bialkó (PTE), and Dr György Czétány (lecturer).

## **PEDAGOGY AND EDUCATIONAL SCIENCE**

In this area, two instructors of the College, Melinda Földiné Irtl and Lajos Komár—doctoral candidates at the Doctoral School of Education, Faculty of Education and Psychology, ELTE—stand out for their research focusing on the history of education, reform pedagogy, and life-reform movements.

Their research on the history of Buddhism and yoga in Hungary contributes to the development of DGBC's courses. Mapping historical, social, philosophical, and institutional processes may, in the long term, facilitate a deeper understanding of traditional Buddhist pedagogy and neo-Buddhist trends, training, and educational methods. Beyond this, such studies may also reveal new possibilities and directions for developing modern pedagogical approaches.

### **III.1.2. Summary of scientific and educational outreach activities in 2024:**

#### **BOOKS**

**Balikó Gy. – Schreiner D. – Szathmári B.** (edit.): *Ókori filozófia – Filozófiatörténeti szöveggyűjtemény kérdésekkel és feladatokkal*. DGBC Notes (currently being published).

**Balikó Gy. – Schreiner D. – Szathmári B.** (edit.): *Újkori filozófia – Filozófiatörténeti szöveggyűjtemény kérdésekkel és feladatokkal*. DGBC Notes (currently being published).

**Balikó Gy. – Schreiner D. – Szathmári B.** (edit.): *XIX-XX. századi filozófia – Filozófiatörténeti szöveggyűjtemény kérdésekkel és feladatokkal*. DGBC Notes (currently being published).

**Kuzder R.** (2024). *Klasszikus tibeti nyelvtankönyv*. A Tan Kapuja.

**Kuzder, R.** (2024). *Klasszikus tibeti feladatgyűjtemény*. A Tan Kapuja.

#### **TRANSLATIONS**

**Hidas G.** (supervising teacher, reviewer) (2024). Mahilámukha-dzsátaka.

<https://www.tkbh.hu/wp-content/uploads/2024/02/Leanyarcu-no.26.pdf>

**Hidas G.** (supervising teacher, reviewer) (2024). Phala-dzsátaka. <https://www.tkbh.hu/wp-content/uploads/2024/06/A-gyumolcs-Phala-jataka-No.54.pdf>

**Hidas G.** (supervising teacher, reviewer) (2024). Mahápingala-dzsátaka. <https://www.tkbh.hu/wp-content/uploads/2024/11/Mahapingala-kiraly-Mahapi%E1%B9%85gala-jataka-No.240.pdf>

**Hidas G.** and Szántó P. (2024). The Sutra of Mahasri. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh740>

**Hidas G.** and Szántó P. (2024). The Dharani Surupa. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh540>

**Hidas G.** and Szántó P. (2024). The Dharani Purifying All Karmic Obscurations. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh743>

**Hidas G.** and Szántó P. (2024). The Dharani Heap of Flowers. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh516>

**Hidas G.** and Szántó P. (2024). The Dharani of The Perfection of Wisdom in One Hundred Thousand Lines. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh576>

**Hidas G.** and Szántó P. (2024). The Dharani of The Perfection of Wisdom in Twenty-Five Thousand Lines. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh577>

**Hidas G.** and Szántó P. (2024). The Dharani of The Perfection of Wisdom in Eight Thousand Lines. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh578>

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**Hidas G.** and Szántó P. (2024). The Quintessence of the Stem Array. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh585>

**Hidas G.** and Szántó P. (2024). The Dhāraṇī to Uphold The King of Samādhis Sūtra. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh586>

**Hidas G.** and Szántó P. (2024). The Quintessence of the Great Peahen. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh587>

**Hidas G.** and Szántó P. (2024). The Dharani to Uphold the Noble Great Amulet. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh588>

**Hidas G.** and Szántó P. (2024). The Dharani-Mantra to Have the Entire Noble Sūtra of Descent into Laṅkā Read. 84.000, *Translating the Words of the Buddha*. <https://84000.co/translation/toh589>

## BOOK CHAPTERS, STUDIES, ARTICLES

**Hidas G.** (2024). Mikrohisztória Lalitpurból. Látogatás egy vajrācāryánál. *Keréknymok 16*: 177–188. A Tan Kapuja.

**Karsai G.** (2024). Buddhism in Hungary. In: J. Borup, M. Baumann and K. A. Jacobsen (eds.), *Handbook of Buddhism in Europe, Vol. 1.*, Brill (forthcoming, 29 manuscript pages.)

**Kékesi B.** (2024). Újabb kísérlet a megtestesültség szemléletének megértésére. In: Boros János (edit.), *A filozófia honfoglalása - Húsz éves a pécsi filozófia doktori iskola*, 88–108. Belvedere Meridionale.

**Majer Zs.** (2024). A „halott étele” és a „halott jószerencséje” – Két tibeti szertartásszöveg Mongóliából. *Keréknymok 16*: 3–17. A Tan Kapuja. (within the framework of the OTKA research project No. K 147237)

**Majer Zs.** (2024). Daily Chanting Ritual Texts (Tsogchen) and Their Usage in Monastic and Secular Buddhist Education: the Mongolian Example. *Mongolica*. Ulanbator: International Association for Mongolian Studies (forthcoming, 32 manuscript pages). (within the framework of the OTKA research project No. K 147237)

**Németh N.** (2024). Bevezető. In: M-H. Deroche és A. Yasuda, *Megismerés és testiség a dzogcsenben*, 5–15. Sursum Kiadó.

**Schreiner D.** (2024). A tudat alkonya. *Magyar Filozófiai Szemle*, 2024/1.

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**Szathmári, B.** (2024). A Kőrösi Csoma Sándor által ismertetett Kálacsakra rendszer egyik fontos elemének, a tibeti naptárnak a kibontása. In: Ferenczné Szőcs Éva – Gazda József (edit.), *Kőrösi Csoma Sándor – A magyar lét rejtelsei*, 86–95. Kőrösi Csoma Sándor Közművelődési Egyesület.

**Szathmári B.** (2024). *Hetényi-Heidelberg Ernő*. Az Orient Projekt Magyar–Ázsiai Kapcsolattörténeti Platform Évkönyve, 2. évfolyam.

**Cser Z.** (2024). A Teremtő, a Természetesség és a Természet – hármasságok a buddhizmusban. In: Nagypál Szabolcs (edit.), *Ég, Föld, Ember* (e-könyv).

### Teachings and Articles

**Dobosy A.** (2024). Egyensúly. *Zen tükrök*: 23, 1. [DOI 10.56328/ZenTukor.23.2024.01](https://doi.org/10.56328/ZenTukor.23.2024.01)

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**Dobosy A.** (2024). Hogyan tanítsunk, avagy a tanítás művészete. *Zen tükrök*: 23, 48–52. [DOI 10.56328/ZenTukor.23.2024.11](https://doi.org/10.56328/ZenTukor.23.2024.11)

**Karsai G.** (2024). Buddhizmus és társadalom – Thich Nhat Hanh tanításai. *Zen tükrök*: 23, 9–19. [DOI 10.56328/ZenTukor.23.2024.05](https://doi.org/10.56328/ZenTukor.23.2024.05)

**Karsai G.** (2024). Hogyan lázadjunk? *Zen tükrök*: 23, 26–28. [DOI 10.56328/ZenTukor.23.2024.08](https://doi.org/10.56328/ZenTukor.23.2024.08)

**Kenéz L.** (2024). Klímaválság-gülés. *Zen tükrök*: 23, 2–4. [DOI 10.56328/ZenTukor.23.2024.02](https://doi.org/10.56328/ZenTukor.23.2024.02)

**Mireisz L.** (2024). BuddhaFeszt fesztivál-megnyitó Dharma-beszéd. *Zen tükrök*: 23, 21–25. [DOI 10.56328/ZenTukor.23.2024.07](https://doi.org/10.56328/ZenTukor.23.2024.07)

### Conference Presentations

**Hidas G.** (11 July 2024) Egy 21. századi vajrācārya életrajz a Kathmandu-völgyből. *2024. évi magyar buddhológiai konferencia*, ELTE BTK Távol-Keleti Intézetének Buddhológia és Tibetisztika Tanszéke – Buddhizmus-kutatás Központ – Khyentse Foundation, Budapest.

**Hidas G.** (16 July 2024) Modern Lalitpur Microhistory: The Biography of a Buddhist Master from the Kathmandu Valley [guest lecture]. University of Haifa, Israel.

**Hidas G.** (28 October 2024) Curse & Counter-Curse: Buddhist Sanskrit Manuscripts: South Asia. Curse & Counter-Curse. *A Comparative Conference in Philology, Linguistics & Archaeology*, Universiteit Leiden, The Netherlands.

**Karsai G.** (6 June 2024) Human Rights, Responsibilities, and Nature – Buddhist Views and a Transmodernist Reinterpretation. *Buddhist Contributions to Human Rights: Concepts and Applications*, The Norwegian Centre for Human Rights, Faculty of Law, University of Oslo, Norway.

**Kékesi B.** (22 April 2024) Kant ismeretelméletének aktualitása a kortárs kognitív tudományban. *Kant 300: filozófia “emberi álláspontból”*, ELTE BTK Filozófia Intézet és PPKE BTK Filozófia Tanszék, Budapest.

**Kékesi B.** (3 October 2024) Jelentés, cselekvés, predikció. *Kép, hagyomány, társadalmi kommunikáció – Konferencia Nyíri Kristóf 80. születésnapja alkalmából*, PTE KPVK, Szekszárd.

**Körtvélyesi T.** (11 July 2024) Az „öt szkandha” jelentése a Benáreszi beszédben. *2024. évi magyar buddhológiai konferencia*, ELTE BTK Távol-Keleti Intézetének Buddhológia és Tibetisztika Tanszéke – Buddhizmus-kutatás Központ – Khyentse Foundation, Budapest.

**Kuzder R.** (21–22 October 2024). Changes of Didactical Methods in the Teaching of Classical Tibetan Language. *1<sup>st</sup> International Conference “Tibet and the Himalayas Past and Present”*, University of Warsaw, The Faculty of Oriental Studies, Poland.

**Majer Zs.** (26–28 August 2024) Daily Chanting Ritual Texts (Tsogchin) and Their Useage in Monastic and Secular Buddhist Education: the Mongolian Example [in English and Mongolian]. *International Conference for the “Study of Mongolian Buddhism”*, Department of Philosophy and Religious Studies, National University of Mongolia (NUM) – Gandan

Tegchenling Monastery, the Centre of Mongolian Buddhists – International Association for Mongol Studies (IAMS), Ulanbator, Mongolia. (within the framework of the OTKA research project No. K 147237)

**Majer Zs.** (17–19 October 2024). Daily Buddha: Śākyamuni Buddha in the Daily-Chanting Ritual Texts of Tibetan Buddhism. “*Diverse Lives: Narrative of Śākyamuni Buddha in Text and Image*” *Internatinal Conference*, Royal Museum of Mariemont – Ghent Centre for Buddhist Studies (GCBS), Ghent University, Musée Royal de Mariemont, Belgium. (within the framework of the OTKA research project No. K 147237)

**Majer Zs.** (21–22 October 2024). Bringing Tibet and the Himalayas to Mongolia Today: the Presence and Influence of Tibetan lamas, Tibetan Buddhist Organizations and Studies in Tibetan Monasteries. *1<sup>st</sup> International Conference “Tibet and the Himalayas Past and Present”*, University of Warsaw, The Faculty of Oriental Studies, Poland. (within the framework of the OTKA research project No. K 147237)

**Németh N.** (24 November 2024) Meditáció és a tudatosság ragyogó természete. *Pszinapszis – Budapest pszichológiai napok*, Budapest.

## Contributions

**Hidas G.** (chief edit.) (2024) *Keréknyomok: Társadalmi, orientalisztikai és buddhológiai folyóirat p. 16.* 200. <https://doi.org/10.56213/Kerekny.16.2024>

**Földiné Irtl M. and Komár L.** (3 October 2024) Távolsági nyomok az Életreform folyóirat 1932–38 között megjelenő számaiban. *A magyar Reformpedagógia- és Életreform-kutatók új eredményei.* Workshop és kutatási beszámoló az MTA SZAB Neveléstörténeti Munkabizottsága és a Magyarországi Reformpedagógiai Egyesület szervezésében, Szeged.

**Földiné Irtl M.** (26 October – 2 November 2024) ERASMUS training participation: „We are All Special: Inclusion and Support for Students with Special Needs In and Out of the Classroom.” Athens, Greece.

**Földiné Irtl M.** (8-13 July 2024) ERASMUS training participation : „Environmental Education: Learning and Acting for a Better Future.” Valencia, Spain.

Sógor Zs. (23 March 2024) Lehet-e egy nagyvállalat Übermensch? - Übernehmen, a nietzschei alapokon értelmezett felsőbbrendű vállalat [conference presentation co-discussant: **Karsai G.**]. Ütközéspontok XI., A Doktoranduszok Országos Szövetsége Filozófiatudományi Osztálya, PTE Kultúratudományi, Pedagógusképző és Vidékfejlesztési Kar, Szekszárd.

**Kuzder R.** (24 November – 2 December 2024) ERASMUS training participation: „ChatGPT and basic AI tools.”

Marosi Gy. (22 March 2024) Az elmére ható gyógyszerek alkalmazásának elmefilozófiai és etikai kérdései [conference presentation co-discussant: **Kékesi B.**]. Ütközéspontok XI., A Doktoranduszok Országos Szövetsége Filozófiatudományi Osztálya, PTE Kultúratudományi, Pedagógusképző és Vidékfejlesztési Kar, Szekszárd.

Sólyom V. (23 March 2024) Nevezhetjük-e személynek a mesterséges intelligenciát? [conference presentation co-discussant: **Kékesi B.**]. Ütközéspontok XI., A Doktoranduszok Országos Szövetsége Filozófiatudományi Osztálya, PTE Kultúratudományi, Pedagógusképző és Vidékfejlesztési Kar, Szekszárd.

**Kékesi B.** (22 March 2024) chairing the Applied Ethics section. Ütközéspontok XI., A Doktoranduszok Országos Szövetsége Filozófiatudományi Osztálya, PTE Kultúratudományi, Pedagógusképző és Vidékfejlesztési Kar, Szekszárd.

**Németh N.** (22 March 2024) chairing the East Asian Studies section. Ütközéspontok XI., A Doktoranduszok Országos Szövetsége Filozófiatudományi Osztálya, PTE Kultúratudományi, Pedagógusképző és Vidékfejlesztési Kar, Szekszárd.

Keller M. (22 March 2024) Presentation titled: Értekezés a chan buddhizmus szövegeiről – A tea, a meditáció és a megvilágosodás esete [conference presentation co-discussant: **Németh N.**]. Ütközéspontok XI., A Doktoranduszok Országos Szövetsége Filozófiatudományi Osztálya, PTE Kultúratudományi, Pedagógusképző és Vidékfejlesztési Kar, Szekszárd.

Földiné Irtl M. (18 April 2024) *Távol-Keleti hatások magyar életreform és reformpedagógiai vonatkozásai a 20. század első felében* [external opposition at a workshop debate in a doctoral degree acquisition process: **Németh N.**]. ELTE PPK Neveléstudományi Doktori Iskola.

## **Public Lectures, Discussions, Presentations, and Openings**

**Cser Z.** (8 July 2024) Naplemente meditáció [presentation on meditation and leading a practice session]. *Pszinapszis – Budapest pszichológiai napok*, Budapest.

**Cser Z.** (12 September 2024) 5 hasonlóság a buddhizmus és hinduizmus között [lecture]. Cser Zoltán YouTube channel. <https://www.youtube.com/watch?v=lmZkosGcXEQ&t=8s>

**Cser Z.** (18 September 2024) 5 különbség a buddhizmus és hinduizmus között [lecture]. Cser Zoltán YouTube channel. <https://www.youtube.com/watch?v=RK3zN0p92Mw&t=66s>

**Cser Z.** (guest) & Veiszer A. (host) (21 April 2024) Keleten a boldogság megőrzése, nálunk a felfedezése a cél [lecture]. Nagylátószög. <https://www.youtube.com/watch?v=7C2zy9SziB4>

**Cser Z.** (guest) & Hodász A. (host) (31 October 2024) “Nem az élet másik oldala a halál, hanem a születés” | Mi van a halál után? [discussion] Aeternum. <https://www.youtube.com/watch?v=IC1-EBmShyM>

**Cser Z.** (guest) & Levi Passed (host) (12 November 2024) The Egg [discussion]. *I. Turbina Kurzgesagt Talk*. Turbina. <https://www.youtube.com/watch?v=8Q0i4dQIvi4>

**Cser Z.** (guest) & Szűcs V. (host). Meditálj úgy, mint Harari! Cser Zoltán, Sipiczki Janka és a vipassana meditáció [discussion]. A TE PODCASTOD #24. <https://www.youtube.com/watch?v=6stEdzt6xpo>

**Cser Z.** (guest) & **Farkas A. M.** (host) (20 November 2024). Félnek-e a buddhisták a haláltól és tudnak-e szeretni? [discussion] „Nehezen vonszolja magát a sáska” A religious-themed programme at Inga Kultúrkávézó. <https://www.youtube.com/watch?v=-yO9FCAZfvA>

**Cser Z.** (20 December 2024) Hit, remény, öröm, szeretet a különböző vallásokban [round-table discussion]. Vallásközi Párbeszéd A Tan Kapuján. A Tan Kapuja Buddhista Főiskola. <https://www.youtube.com/watch?v=wOc3oWn613A>

**Dobosy A.**, Kiss L. (guests) & **Karsai G.** (host) (8 March 2024) *Külső és belső univerzumok* [round-table discussion]. Művészek A Tan Kapujában. A Tan Kapuja Buddhista Főiskola.

Pajor T. (guest) & **Farkas Attila M.** (host) (19 October 2024) Hol van Jézus? [Editing and Hosting „Nehezen vonszolja magát a sáska” A religious-themed programme at Inga Kultúrkávézó. <https://www.youtube.com/watch?v=A1VPuQsRBz4>

Hodász A. (guest) & **Farkas Attila M.** (host) (29 October 2024) Hisznek-e a papok Istenben? [Editing and Hosting „Nehezen vonszolja magát a sáska” A religious-themed programme at Inga Kultúrkávézó. <https://www.youtube.com/watch?v=rqtiKIP5br8>

Pajor T. (guest) & **Farkas Attila M.** (host) (18 November 2024) Hit vs Rock and roll [Editing and Hosting]. „Nehezen vonszolja magát a sáska” A religious-themed programme at Inga Kultúrkávézó. [https://www.youtube.com/watch?v=2uqTA\\_T8I4](https://www.youtube.com/watch?v=2uqTA_T8I4)

**Cser Z.** (guest) & **Farkas Attila M.** (host) (20 November 2024) Félnék-e a buddhisták a haláltól, és tudnak-e szeretni? [Editing and Hosting „Nehezen vonszolja magát a sáska” A religious-themed programme at Inga Kultúrkávézó. <https://www.youtube.com/watch?v=yO9FCAZfvA>

Kumara Kapila (guest) & **Farkas Attila M.** (host) (5 December 2024) Síva végtelen fallosza [Editing and Hosting]. „Nehezen vonszolja magát a sáska” A religious-themed programme at Inga Kultúrkávézó. <https://www.youtube.com/watch?v=uPrc8mOn5eE>

Kassai L. and Pajor T. (guests) & **Farkas Attila M.** (host) (21 December 2024) A sámán, a guru és a pásztor beszélgetése [Editing and Hosting]. „Nehezen vonszolja magát a sáska” A religious-themed programme at Inga Kultúrkávézó. <https://www.youtube.com/watch?v=y4pkslqCCSM>

**Földiné Irtl M.** (22 November 2024) Indiai kulturális hatások és az életreform mozgalmak Magyarországon [Lecture with Screening]. Hopp Ferenc Ázsiai Művészeti Múzeum, Thematic lecture series titled “Sutra” related to the exhibition titled: “Gandhāra,” Budapest.

**Hidas G.** (host) (29 November 2024) *Keréknymok 16.* [journal launch] Tematikus Hét A Tan Kapuján. A Tan Kapuja Buddhista Főiskola.

Gelencsér A., Zsolnai L., Köves A. (guests) & **Karsai G.** (host) (26 November 2024) *Fenntartható-e a fenntarthatóság?* [round-table discussion] Tematikus Hét A Tan Kapuján. A Tan Kapuja Buddhista Főiskola.

Szabó B. (guest) & **Karsai G.** (host) (9 December 2024) *Test és Tudat* [Book Launch] Hétfő Esték A Tan Kapuján. A Tan Kapuja Buddhista Főiskola.

**Kuzder R.** (guest) & **Karsai G.** (host) (16 December 2024) *Klasszikus tibeti nyelvtankönyv és Klasszikus tibeti szöveggyűjtemény* [Book Launch]. Hétfő Esték A Tan Kapuján. A Tan Kapuja Buddhista Főiskola.

**Németh N.** (2024) Tibeti buddhizmus [lecture]. *Útközben jóga és buddhista központ óvoda*. <https://www.youtube.com/watch?v=zAWqoZJrMzI&t=388s>

**Németh N.** (2024) Buddhista pszichológia [lecture]. *Útközben jóga és buddhista központ óvoda*. <https://www.youtube.com/watch?v=zAWqoZJrMzI&t=388s>

**Németh N.** (2024). A Buddha élete [lecture]. *Útközben jóga és buddhista központ óvoda*. <https://www.youtube.com/watch?v=oVXIDoBdVoQ>

**Németh N.** (2024) A megvilágosodás [lecture]. *Útközben jóga és buddhista központ óvoda*. <https://www.youtube.com/watch?v=D4izbNQIUXg&t=9s>

**Németh N.** (2024) Mindenütt öröm van [lecture]. *Pandita meditációs központ*. <https://www.youtube.com/watch?v=D4izbNQIUXg&t=9s>

**Szathmári B.** (7 November 2024) *A buddhista tantra titkai* [lecture]. Oroszlány, Művelődési Ház.

## **TV, Radio, and Online Interviews**

**Cser Z.** (guest) & Horváth M. Zs. (host) (29 March 2024. *Cser Zoltánnal az analógiákról, az analógiás gondolkodásról* [interview]. BuddhaFM.

<https://www.buddhafm.hu/musorajanlo/cser-zoltannal-az-analogiakrol-az-analogias-gondolkodasrol/>

**Cser Z.** (guest) & Horváth M. Zs. (host) (3 August 2024. *Dharmanap A Tan Kapuján augusztus 11-én – Beharangozó Cser Zoltánnal* [interview]. BuddhaFM.

<https://www.buddhafm.hu/musorajanlo/dharmanap-a-tan-kapujan-augusztus-11-en-beharangozo-cser-zoltannal/>

**Cser Z.** (guest) & Horváth M. Zs. (host) (3 August 2024) *Cser Zoltán az El Camino-i zarándokútrjáról mesél* [interview]. BuddhaFM. <https://www.buddhafm.hu/musorajanlo/cser-zoltan-az-el-camino-i-zarandokutjarol-mesel/>

**Cser Z.** (guest) & Horváth M. Zs. (host) (23 December 2024) *Megszületik a Fény* [discussion]. BuddhaFM. <https://www.buddhafm.hu/musorajanlo/megszuletik-a-feny-unnepi-beszelgetes-cser-zoltannal/>

**Dobosy A.** (guest) (July – October 2024) *Életút sorozat 1. rész – Gyermekkor* [interview]. BuddhaFM.

**Dobosy A.** (guest) (July – October 2024) *Életút sorozat 2. rész – Felnőttkor* [interview]. BuddhaFM.

**Dobosy A.** (guest) (July – October 2024) *Életút sorozat 3. rész – Felnőttkor* [interview]. BuddhaFM.

**Dobosy A.** (guest) (July – October 2024) *Életút sorozat 4. rész – Egyházalapítás* [interview]. BuddhaFM.

**Karsai G.** (2024) Mindenütt öröm van [discussion]. *Pandita meditációs központ.*

**Karsai G.** (guest) & Horváth M. Zs. (host) (December 2024) *Beszélgetés Karsai Gáborral A Tan Kapuja Buddhista Főiskola 2024-es évéről* [discussion]. BuddhaFM.

**Kuzder R.** (guest) (10 October 2024) *Klasszikus tibeti nyelvtankönyv és Klasszikus tibeti szöveggyűjtemény* [discussion]. BuddhaFM.

### **III.1.3. We had no external research commissions in 2024.**

### **III.1.4. Participation in International Research Projects**

Our cooperation continues with the CBT Research Group established by the International Association of Buddhist Universities (IABU), which aims to create a text collection of international significance entitled Common Buddhist Text (CBT), comprising inter-sectarian Buddhist texts. The project was successful; the volume was published in 2017, and its Hungarian translation is currently in progress.

### **III.1.5. Forms and Results of the Economic Utilisation of Intellectual Works**

The economic utilisation and results of the intellectual works of our instructors and researchers engaged in transmitting the Buddha's teaching—through their educational work, publications, and lecture notes—cannot be directly represented. Their impact on the economy manifests

indirectly, through individuals who, as a result of these teachings, perform their work responsibly, kindly, honestly, and devotedly, and support those in need. People who have understood the Buddhist teachings serve as examples through their way of life, and, following the principle of ahimsā (non-harming), they do no harm to themselves or to their environment.

#### **III.1.6. Scientific Degrees Awarded or Obtained**

By the end of 2024, one of our colleagues, Péter Győri, Director of Academic Affairs and Lecturer, obtained his doctoral degree.

### **IV. EVALUATION OF INSTITUTIONAL OPERATION AND OPERATIONAL ACTIVITIES**

#### **IV.1. Summary**

In 2024, the institution continued its development in the areas of student-centred education, organisational operations, institutional management culture, and quality assurance. Alongside the continuous growth in student numbers, we prepared the plan for expanding our educational portfolio and the concept of the so-called Buddhist Integrated Quality Management System.

The following activities took place in 2024:

##### **IV.1.1. Grant Activities**

The College did not submit any grant applications in 2024.

##### **IV.1.2. Library**

Over the years, the collection of our Library has grown to more than 25,000 volumes. The publication of college lecture notes and teaching materials has been particularly noteworthy. The specialised library's collection and the supportive attitude of its staff offer unique research opportunities. Since 2019, we have continuously expanded the College's publishing activity, and in 2024 several works were published under the imprint of The Dharma Gate Publishing House.

In 2024, we continued to maintain the **24-hour** lending system, the **six-hour response time to student inquiries**, individual consultations **via an online appointment system**, remote enrolment, DOI registration for our new publications, **subscription to EISZ databases**, continuous MTMT and REAL administration, **transcription and publication of book launch recordings available on the College's YouTube channel**, and **courier delivery**. We also

continued **digitising textbooks** listed in course syllabuses, protected **works**, and **theses**, as well as re-cataloguing books, cataloguing Hungarian journals, **and** organising smaller events and student exhibitions. Regular **(monthly) library updates** and newsletters were issued.

By the end of 2024, the Library gained a **new storage room** within the College building.

Additional activities included:

- Participation in the Dharmanap programme.
- **Involvement of students in practical training** and hosting external internship students.
- Continuous collection of specialised books available free of charge under the **National Széchényi Library’s Mikes Programme**.
- **Fulfilling colleagues’ acquisition** requests.
- **Organising, promoting, and editing discussions for the student podcast series**.
- **Participation in webinars and committee work** organised by the College of University Library Directors.
- Cooperation with the **Monguz Group**, provider of our integrated library system.
- Maintenance of the **library environment**.

#### **IV.1.3. IT**

We continue to develop the content of our new, clearer, and more up-to-date institutional website. In parallel, we have renewed the teaching materials available in the e-learning system. Institutional communication is conducted via the Neptun academic system.

We also continued developing our external server infrastructure: following the software environment upgrade, we replaced the entire hardware in 2024 to meet current technological and institutional needs.

A classroom was equipped for mobile projection using a tripod-mounted screen. The hybrid education setup, introduced in 2023, continues to operate successfully.

For the Mánfa campus, additional IT equipment (projector, projection screen) was procured.

The IT developments are in line with global advances in information and communication technology. Classrooms are equipped with projectors and computers, and some include hybrid

smartboard solutions. In addition to the library's computer facilities, students have access to 11 desktop computers and 6 student laptops in the computer room of the main building, all providing broadband internet access. Wireless network access and printing facilities are also available. 8 computers serve the lecturers in their offices, while 12 are used by administrative staff. Overall, these devices are modern and meet current needs.

Concrete IT operations included:

- Continuous development of the student-centred procedures and workflow **of the Academic Affairs Office**.
- Ongoing development and digitalisation of the **academic and study management systems**.
- Maintaining the **48-hour processing time for** student enquiries and requests related to studies.
- **Maintaining in-person, telephone, and email consultation** schedules.
- **Internal server and network development, external server replacement**.
- Operation of the institutional **directory service (Active Directory)**.
- Maintenance of **Neptun–AD synchronisation**.
- Content **development of the College website and** preparation of the English-language site.
- **Maintenance of the e-learning system** (“TANTÁR”) (development of the Moodle version and interface).
- Operation **of** fire safety and occupational safety training within the e-learning system.
- Conducting all institutional communication via the Neptun academic system.
- Operation **of the** online admission system.
- Continuous maintenance of distance learning **infrastructure**.
- **Integration of distance learning course materials** into the e-learning system.
- Development of an **institutional equipment** support system (upon request).
- **Maintenance of the** institutional Google Drive **for storing class materials (notes, audio, recordings, documents)**.
- **Creation of institutional Google accounts** for distance learning and correspondence students.

- Continuous development and optimisation **of the College’s IT system**, including equipment procurement.

#### **IV.1.4. Infrastructure**

Between 2020 and 2022, the Maintainer carried out a major reconstruction and multi-storey expansion of the “K” Building on Csengettyű utca. The building now houses the offices of The Dharma Gate Buddhist Church, the Buddha FM studio, as well as classrooms, practice rooms, new faculty offices, a kitchen, and a dining hall for The Dharma Gate Buddhist College.

In the main building on Börzsöny utca, regular maintenance work continued throughout 2024, and the energy-saving measures introduced in autumn 2022 remained in force.

Developments in 2024:

- Furnishing of **new offices in the newly built facility**.
- **Construction of an accessible** walkway between the two buildings.
- Expansion of the **camera surveillance system** in the new building (first and second floors and the cafeteria area).
- **Minor maintenance works**.

#### **IV.1.5. Developments**

- 2024. – September: launch of the **Buddhist Chaplaincy/Spiritual Care adult education** programme, organised jointly with the **European Buddhist Union (EBU)**, in English (30 participants from 10 different countries).

- **Preparation of the Buddhist Integrated Quality Management System** concept (implementation planned for 2025).
- Continued planning of the **Knowledge Repository**.
- Development of a new **publishing website and webshop**.

#### **IV.1.6. Cultural Activities**

Together with The Dharma Gate Buddhist Church, the maintainer of our College, we celebrated once again in 2024 the key festivals of the Buddhist calendar observed in Buddhist countries: the **Lunar New Year** in January–February, **Vesakh**, commemorating significant events in the life of the Buddha, in May, and the **Maitreya Festival**, honouring the Buddha of the Future, in December.

2024. On 7 November, Gábor Karsai, Rector of the College, organised and hosted the first **Christian–Buddhist interfaith dialogue** between **Hungary and the Kingdom of Thailand**, with the participation of *Tristan Azbej* (State Secretary for the Aid of Persecuted Christians at the Ministry of Foreign Affairs and Trade), *Márk Érszegi* (Chief Advisor on Religious and Diplomatic Affairs at the Ministry of Foreign Affairs and Trade), *H.E. Phrommes Bhaholpolbhayuhasena* (Ambassador Extraordinary and Plenipotentiary of the Kingdom of Thailand to Hungary), and the *Venerable Dr. Phra Medhivajrapundit* (Director of the International Buddhist Studies College at Mahachulalongkornrajavidyalaya University, Thailand).

Additional activities included:

- The new season (March–June 2024) of the College’s **cultural programme series** (Művészeink A Tan Kapujában).
- Continuation of the organisation of **online and in-person programmes developed since 2020** (community practices, discussion and lecture series, Hétfő Esték).
- Organisation of the **Dharmanap** event in cooperation with the Church in August (full house).
- Organisation of a new **community programme series** (so-called Thematic Week) for the College’s students (an intensive course with a foreign lecturer, discussions, presentations, round table, etc.).
- Launch of a new series titled **Vallásközi Párbeszéd A Tan Kapuján** in autumn 2024.
- Organisation, uploading, and communication of **continuously expanding YouTube content**.
- Continuation of **book publishing** in close cooperation between the Maintainer Church and the College.
- Promotion of the publisher’s publications and organisation of **book launches**.

#### **IV.1.7. Sport**

Education for health-conscious living is a complex programme at our institution. As part of this, the BA curriculum includes the compulsory subject Movement Practice 1–6 (titled Movement Meditation 1–6 in the 2020 curriculum), which provides students with regular opportunities for physical activity each semester. In the first academic year of the previous curriculum, students were introduced to the basics and health benefits of Indian yoga; in the

second year, to Chinese qigong practices; and in the third year, to the system of Tibetan yoga exercises. In the new curriculum—developed under the EFOP 3.4.3-2016-0024 project and launched in September 2020—the sequence was modified based on professional experience and faculty consensus: qigong is taught in the first two semesters, Indian yoga in the third and fourth, and Tibetan yoga in the final two semesters. Additionally, in the College building, weekly classes in various movement forms are organised by the Maintainer, including Vajra Dance, Kaita Joyful Dance, Butoh Movement Art, Yantra Yoga, Chi Kung & Tai Chi Flow, Integral Tai Chi, Soft Integral Taichi, Chen Taijiquan, Liang Shi Bagua Zhang, Harmonic Breathing Practice, and Japanese martial arts such as Iaido and Kenjutsu. In the MA programme, students—both full-time and evening—are provided with at least two hours of sport per week through elective courses. Afternoon movement classes are recognised as Praxis courses and credited accordingly: 30 hours of participation in Praxis 3 (Self-Development) is worth 1 credit, while 60 hours in Praxis 4 (Self-Development) grants 2 credits. These activities take place in the College’s practice rooms. Altogether, a wide range of sporting opportunities is available for students, lecturers, staff, and local residents alike.

#### **IV.1.8. Ensuring Equal Opportunities**

The College is usually informed of students’ learning difficulties, medical conditions, or partial learning disabilities during the admission process, enrolment, or study administration. Affected students receive special attention and are supported through various means, including the JAWS screen reader software, individual study schedules, personal consultations, and continuous learning support. In accordance with the Buddhist approach, we go beyond the legally mandated exemptions and accommodations, extending compassionate support to students with disabilities or disadvantaged backgrounds. Individual assistance is provided based on students’ specific requests by the Maintainer, the teaching staff, and mentors.

According to the experience of our institutional disability coordinator, it is not uncommon for students to be unable to provide official certification for their condition due to the lack of an expert assessment. Even in such cases, we provide maximum possible support, inform students about available evaluations, and recommend obtaining an official medical opinion to ensure full access to legally guaranteed accommodations. In most cases, enhanced learning support and flexible submission deadlines offered by instructors are sufficient for successful completion of studies. When necessary, students may be excused from attending classes, in which case they are supported through increased online contact and Moodle-based assignments. The

suspension of studies is only recommended as a last resort; instead, we aim to help students progress through alternative solutions.

Further training and awareness-raising for lecturers would be beneficial to help them recognise specific learning difficulties and adapt teaching and assessment methods that reduce disadvantages not addressed by current practices. One particularly valuable example of good practice is the work of one of our instructors, who developed a unique meditation method for a student with multiple disabilities—now enrolled in a PhD programme at Corvinus University—enabling them to complete their courses successfully.

Between 2020 and 2022, a special course titled Sign Language Interpretation was organised by one of our active students, through which several participants learned how to assist and communicate with people with hearing impairments.

## **V. PRESENTATION OF OTHER ACTIVITIES AFFECTING FINANCIAL MANAGEMENT**

The College's financial management is primarily based on state funding, available grant schemes, and the tuition fees of self-financed students. In recent years, a steady moderate increase has been observed in the state higher-education normative funding, owing to the growing number of students.

The College's financial situation remained stable until early 2022; however, due to delays in the arrival of both normative and non-normative state support, it became more difficult in 2023 and 2024. The budget is essentially limited to covering operational and personnel expenses.

Our financial management continues to be characterised by continuous cost optimisation, efficiency, and cautious development. We can generate additional revenue by organising preparatory courses for admission and other training programmes. Progress has been achieved through the steady increase in student numbers, the growth in the proportion of self-financed students, and the ongoing expansion of our programme offerings. A significant improvement in infrastructure and capacity has been realised through the expansion of the Csengettyű utca building, carried out thanks to our maintaining Church.

Budapest, 13 March 2025

Gábor Karsai  
Rector