ANNEXURE IX
Accreditors' Final Report

Section 1: GENERAL	Information
1.1 Name and Address of the institution:	Paro College of Education
1.2 Year of establishment:	4th November, 1975
1.3 Current academic activities at the institution (Number):	9
• Faculties /Schools:	
• Departments/Centres:	6
• Programmes/Courses offered:	9
• Permanent faculty members:	70
Students:	1520 (inclusive of DE and Part Time students), 1389 government scholarship, 131 self-financed)
Male	
Female	
1.4 Three major features in the institutional Context (As perceived by the accreditors):	• Physical infrastructure, • Rigorous academic and curricula practices-teaching learning process and feedback system, • Research publications is significant, • Qualified faculty.
1.5 Date of visit:	May 22-25, 2017
1.6 Composition of the accreditors which undertook the on-site visit:	
Chairperson	Dr Singye Namgyel
Other members	1. Dr Phup Rinchhen 2. Mr Tashi Chonjur
BAC Coordinator/ QAAD officials	1. Mrs Sangye Choden 2. Mr Tshewang Dorji 3. Mr Rinchen Thongdrel

Section 2: **CRITERION WISE** **Analysis**	**Observations (Strengths and/or Weaknesses on Key-Aspects** *(Please limit to three major ones for each and use telegraphic language (It is not necessary to indicate all the three bullets each time; write only the relevant ones)*

2.1 Curricular elements

2.1.1 Curriculum design and development	• Well stated college Vision (Lead in GNH-inspired Education) and , four Mission Statements communicated through website, • Curriculum planning and implementation process are clear, coherent with logical line of monitoring and reporting system, • Continues to contribute to RUB, REC, MOE, in developing curriculum and capacity building, • Follows RUB Regulations for design and development, • Introduced new programmes (ECCD) and switched Three-Year B.Ed to Four-Year B.Ed programme, • For effective implementation of the curriculum all faculty members prepare their semester plans, DAA and Programme leaders monitor and there is a review at the end of each semester, • Focuses on B.Ed (Pry) and Dzongkha curriculum changes.
2.1.2 Academic Flexibility	• Offers ni • ne programmes of which five are Full-Time and four Part-Time, • Provides the students with the option to study under self-finance scheme for those who could not get full government scholarship, • Provides skill based programs and activities such as Universal Human Values, • Has academic flexibility in terms of reassessment and repeating modules, • Has module flexibility in In-Service programmes, • Has no flexibility for Pre-Service candidates to change the module.
2.1.3 Feedback on Curriculum	• Obtains feedback on curriculum from External Examiners, market survey, stakeholders, students, and TEB (MoE), • Tutors write critical self appraisal of the modules and programmes, • Conducts tracer studies to get feedback on the relevancy of curriculum, • Has a system of collecting feedback from mentor- teachers, programme Committee, CAC, CMT, planning and review meetings, • Feedback collected are analysed, presented to the concerned faculty, and actions taken for improvement, • Has a proper mechanism in place to provide feedback to university.
2.1.4 Curriculum update	• Is informed by feedback from students and stakeholders (MOE), • Critical self appraisal report of the modules

	• Programme revisions and updates are based on the trends and developments of the country such as phasing out B.Ed (S), M.Ed Leadership.
2.1.5 Catering to diverse needs	• Admitted students with visual impairment, physical impairment, hearing impairment and mild-moderate learning difficulties, • Makes special efforts to support students with disability by giving alternatives to suit their needs, • Recognizes the importance of international conventions and national policies on inclusiveness and attempts to implement in the college through academic programmes, • Efforts made to support and sensitize issues on gender and special need students however, there is no written policy, • Provides academic and personal counselling to students at risk of failing or dropping out, • The needs of advanced learners not addressed.
2.1.6 Teaching-learning process	• A weeklong semester plan-faculty prepares their teaching learning materials and posts to share-folder, • Convenes regular meeting among members of CAC, Programme Leaders, Evaluation and Examination Unit Head (Controller of Examinations), Dean of Academic Affairs to address the issue of Teaching-learning process, • Makes the teaching learning student-centric, • Uses ICT to foster effective teaching learning such as Moodle, VLE, Spoodle, We-Chat, e-groups and You-Tube, • Instituted Saturday as PD day for faculty to discuss topics on teaching learning and research, • Knowledge and skills on advanced trends in mentoring and team teaching is not noticeable.
2.1.7 Faculty recruitment	• Follows RUB-HRRR, 2017, 60% aggregate in Bachelors and 55% in Masters, • Faculty enjoys 15% University Allowance, and a flexibility of pursuing higher degrees and double degrees.
2.1.8 Faculty quality	• A number of faculty is in ES2-3 (25), P1 (34) positions indicating rich experiences, seniority and higher qualifications, • 10 faculty members have PhDs and 3 will complete soon, • Regular in-house PD programmes are conducted to improve knowledge and skills of the faculty, • Invited eminent personnel from within the country and abroad and gave talks on curriculum, research publications, • Provided research grants (AURG and CARG),and opportunities to participate in seminars, conferences both in-country and outside, • Three faculty received National Awards of Merit in Excellence in Teaching and Learning during 2012 and 2013.

2.1.9 Evaluation process and reforms	• Informs the evaluation process at various fora and stages- orientation, modules tutors, PD programmes, monthly student leaders' meeting and CAC meetings, • Uses Formative Assessment and Summative Assessment as per the module guidelines, but no FA specific tools mentioned, • Sets and uses standardized semester-end examination papers: 20% selected-response items, and 80% constructed items, • Students appeal to Appeal Committee on academic issues.

2.2 Research, Innovative practices and Institutional linkages

2.2.1 Promotion of Research	• Has a College Research Committee (CRC) and Centre for Educational Research and Development (CERD) with TOR and mandates, • Annually allocates 2% of its current budget for research activities, and block grant, however, research grant for students is not seen, • Applies and gets external research grants including AURG- Annual University Research Grant, UNICEF, UTS, Erasmus+ Project, • Senior faculty grooms other faculty in research skills through in-house training and couching in developing proposals and tools, • Has identified some 28 priority research areas including curriculum, teacher attitude, teaching pedagogy, impact study, social issues, • Invited research experts from USA, UK, Australia to give talks and interact with faculty and students.
2.2.2 Research and publication output	• 27 college faculty have published research articles (79), 9 faculty wrote book chapters (24) and 4 faculty wrote books (4) and 6 faculty contributed 8 articles in seminar proceedings, • 24 research articles were published in international journals, • Has published two journals- Rabsel (biannual) and JEAR (annually) and faculty, students and others contribute articles, • One of the faculty members received *Cum Laude* from UNE for an outstanding PhD Thesis.
2.2.3 Consultancy	• Collaborates with MOE, MOLHR and provide training on teaching learning pedagogy, • Streamlined the research and academic related consultancy between DRIL and DAA, • Carried out five consultancy works in the last four years, • Follows RUB's Zhip Tshoel as guidelines for research and consultancy.
2.2.4 Extension activities	• Organizes some sort of social service activities including cleaning campaign, blood donation, volunteer services, • Facilitates students and faculty participation in the regional and international conferences, • Collaborates with the immediate community and participates in the

	local and national events, • Partners with CSOs and Dzongkhag, • Not many extension activities seen. • More scope to involve in community services.
2.2.5 Collaborations & institutional linkages	• Has linkages with some schools in Bhutan through CAR- Collaborative Action Research, • Has linkages with Institutions such as Phoenix Academy, UNE, UTS, Birmingham, and Erasmus Project, • Hosted national and international seminars, • Linkages within the country include REC, UNFPA, UNICEF, MOE, • More collaborations and interactions with other industries on research activities may be explored.
2.2.6 Innovative practices	• Has extensive use of ICT in teaching learning and library management, • Organization of games and sport activities, • Institution of Journal of Education Action Research (JEAR), • Carries out in-house ICT Hardware maintenance.

2.3 Governance, Leadership and Management

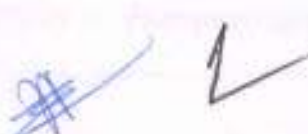|	
2.3.1 Institutional vision & leadership	• Has vision, mission and core values in place, • President represents college in RUB forum for all college affairs, • The ODAA, CAC and CMT are mainly responsible for providing support to academic matters in the college, • Has defined roles and responsibilities for the leaders, • Participative management system seems to be in place.
2.3.2 Organizational arrangements	• Has Organizational Structure in this order- CMT, Office of Deans, Committees, Programmes with decision makers and Office holders- President, DAA, DRIL, DSA, Leaders, • Work plans and teaching plans in place, • Has instituted a staff and student Welfare Schemes (SWS), • Facilitates optimum utilization of available resources, however, user policy is not in place.
2.3.3 Strategy development and deployment	• Has aligned its quality policy in line with the national policy of GNH, Constitution of the Kingdom and goals of Teacher Education, • Has plans to introduce new programmes including PhD depending on the needs of the market and phase out programmes that become redundant, • Quality improvement strategies in teaching-learning, research, community engagements, human resources management are in place, • Feedback on programme effectiveness is in place, however, a systematic feedback mechanism for all aspects the institution is not seen.

2.3.4 Human resource management	• Offers in-house and ex-country PD programmes, • Non-teaching staff avail PD programmes only when there are opportunities, however, there is a scope for a more structured HR plan, • Follows RUB-HRRR, 2017 for performance appraisal of the staff, • Provides laptops to faculty and grade jump to retain eminent faculty.
2.3.5 Financial management and resource mobilization	• Follows RUB's Financial Rules and Regulations, • RAA audited in September 2016, • The CFC acts as the link between the college and RAA and RUB reporting on the efficient use financial resources, • Major sources of revenue is government scholarships and fees from self-financing students, • Additional revenues generated from hiring out of facilities and consultancy services, • Internal Auditing system is not in place.

2.4 Infrastructure and Learning resources	
2.4.1 Physical Facilities	• Has facilities for Curricular & Co-curricular and Extra-curricular activities, • Aligns the physical facilities development with its vision "to create a positive learning environment for the teacher education....", • Common facilities include counselling room, cafeteria, grocery, stationery, reading room, etc, • Carried out need assessment for special needs students, to make inclusive academic ambience and plans to put in place- mobility devices, ramps, big size doors, corridors, convenient rest rooms, audio workroom/lab., • Hostel accommodation in the campus is inadequate. • User policy on infrastructure and their usage is not seen.
2.4.2 Maintenance of infrastructure	• Maintenance unit, headed by Estate Manager oversees the infrastructural upkeep, • Has allocation of budget for Operation and Maintenance of Infrastructure, • Has institutional mechanism for maintenance, • Voltage stabilizers and tabular batteries are installed for safety during fluctuations, • Has regulated water supply.
2.4.3 Library as a Learning Resource	• CAC is an advisory committee of the library which also has student representatives, • Library uses KOHA, a comprehensive electronic management system, has 3M security system, provides sessions on APA referencing style to students and faculty, • Has allocated library budget each year.

	• Has subscription to Asia Pacific Journal of Teacher Education and Educational Action Research, • Has links and access to online databases- DOAJ, HINARI, AGORA, OARE, ARDI, also under Taylor & Francis Online. • Formal system to collect feedback on services is not seen.
2.4.4 ICT (Infrastructure) as Learning Resource	• Has desktop computers, laptops, copiers, printers and other ICT resources, • Has provided internet facilities in all hostels, academic buildings, guest houses, however, connectivity seems not reliable, • Have further plans to improve ICT facilities. • Uses VLE.
2.4.5 Other facilities	• Include gymnasium, pitch for futsal, guest house, canteen, art lab, green room, grocery shop, book shop, lecture theatre, Student Support Centre (SSC).

2.5 Student services	
2.5.1 Admission process and student profile	• Provides orientation on student admission and processes at the school level, • RUB's admission process is followed and is advertised through mainstream media, • General admission criteria and process prescribed by RUB is followed, • Physical proficiency test carried out for Diploma in Physical Education and Sports Coaching, • Maintains student profile, • Admission policy on students with special needs is not clear.
2.5.2 Student progression	• Students are provided with chances to re-appear examinations, • Provides academic counselling and remedial classes, • In-Service group has low completion rate, • Result analysis could be made comprehensive.
2.5.3 Student support	• 70% of the students receive full government scholarship and some students get support from BOC, Gyalpoi Zimpon Office and private individuals, • Provides remedial advice to prepare for RCSC Exams, and constant reminder of the selection and intakes, including IELTS, TOEFL, • Student grievances are addressed on case by case basis; however policy to redress the issues may be improved. • Has Student Welfare Scheme, • For at risk students there are chances to repeat the course, special classes, changing the course for special needs students and counselling, • There is no institutional scholarship as yet for students.

2.5.4 Student activities	• Organizes and conducts games & sports, literary activities, cultural activities, cleaning, SUPW, • Students represent in bigger forum-RUSFoB, RUB Council, CAC, • Participation in club activities and extra-curricular activities, • Publications. • Financial support to co-curricular activities needs further consideration.
2.5.5 Stakeholder relationships	• Works closely with MOE, MOH, UNICEF, UNFPA, BCMD, MoIC, Open Society Foundation, MoLHR, BOC, • Partnerships are for research, programme development, faculty and student exchange, • Collaborates with Tarayana Club, Clean Bhutan, Media Literacy for youth and community services, • Social responsibility services also include free research workshops to school teachers, volunteer labour contributions, blood donations.
2.5.6 Credit transfer system	• Has some arrangement of Credit transfer system with Naropa University.
2.5.7 Employability	• Circulates circular/ information received from MOE/RCSC regarding employment of students, • Issues reference letters to students, • Tracer study on employment is not seen. • Explore employment of graduates in other industries.
2.5.8 Performance	• In 2016 students were regional winners in football, basketball, and volleyball and finalists at the national level, • Contributed in social services.
2.5.9 Alumni services	• Alumni Association is not yet formally established, • Some alumni are invited during celebrations- Foundation Day, Teacher's Day, Sports Day, • Alumni are appointed as adjunct lecturers and mentors during Teaching Practice.

2.6 Internal quality assurance and Enhancement system	
2.6.1 Internal quality assurance system	• Internal Quality Assurance system includes Annual Monitoring and Report Writing of a programme, Critical Self-Appraisal, Programme Board of Examiners, External Examiners, • Has a system of moderation of question papers, • The academic auditing or quality assurance chain follows- lecturers and students, programme leaders, DAA, CAC, • Internal Quality Assurance is aligned with F3 and D3 of WAL, • Communicates its quality assurance policy and mechanisms through VLE and college website. • IQAC and integrated framework for quality assurance not in place.

2.6.2 Institutional effectiveness	• Conducts wider consultations with stakeholders such as MoE and UNICEF to identify expected outcomes, • Needs analysis survey and in-house discussions for programmes, • Assessed through performance of students and external feedback, • Reports of Critical Self Appraisal of the programmes,

Section 3: OVERALL ANALYSIS	Observations (Please limit to five major ones for each and telegraphic language. It is not necessary to denote all the five bullets for each)
3.1 Institutional Strengths	• Research culture- promotion, publications, • International Institutional linkages and stakeholders' collaborations, • Curricula practices- system of collecting feedback, teaching learning process, • Infrastructures for games and sports, • Good infrastructure for learning, • Location of the institution, • Qualified faculty and support staff.
3.2 Institutional Areas for Improvement	• Documentation of records, • Written Policies on Resources and Services, • Regular and objective tracer studies, • Performance analysis of students leading to interventions, • Student support services.
3.3 Institutional Opportunities	• Institution of Internal Quality Assurance Cell (IQAC), • Scope for industrial linkages for employment, • Admission of international students and credit transfer system, • Policy and SOP for disaster management, • More inter-disciplinary research, • Strengthen student support services.
3.4 Institutional Challenges	• Guaranteeing quality graduates- shift, quantity to quality, • Accommodating all students and staff in college residences, • Attracting academically high achievers into teaching, • Maintenance of infrastructure, • Financial sustainability, • Coping with "Change". • Government Regulations inhibits establishment of formal linkages and organization of International Seminars and Conferences.

Section 4: Recommendations for Quality Enhancement of the Institution

The team of accreditors would like to suggest the following recommendations for the college to consider:

4.1. Institution of Internal Quality Assurance Cell (IQAC)
Although the college has numerous committees and mechanisms in place, they mostly cater to academic matters. Therefore the team recommends the college to consider institution of IQAC, independent of all other committees to ensure overall institutional quality and effectiveness.

4.2 Development of policies and guidelines
The college has good services both instituted as well as on ad hoc basis. In the absence of written user polices these services can be unsustainable and may become legally questionable. Therefore, the team recommends for the development of policies on: (a) admission and provision of facilities and support services to students with disabilities, special needs, orientations; (b) ICT and Library Resources, (c) Resources, and (d) Disaster Management.

4.3 Enhance Student Support Services
The students are satisfied with teaching-learning activities, games and sport and initiatives taken by the management. The recurrent problem surrounds around the inadequate accommodations in the campus and quality of food in the common mess. Therefore, the team recommends the college to consider appropriate interventions to address the issues.

4.4 Strengthen Coordination
In the scheme of grappling with numerous activities a proper coordination between and among teams and individuals may get compromised. Therefore, the team recommends coordination to be strengthened.

4.5 Professional Development for Administrative and Support staff
The college has taken initiatives to provide PD to non-teaching staff. However, the opportunities for them seem to be minimal. The team therefore recommends the college to consider developing a HR Master Plan to motivate them.

4.6 Institution of Credit Transfer System
Although some foreign students study in the college and earn credits, there does not seem to exist the system in its complete sense. The Credit Transfer System is expected to have win-win benefits, to the college and partnering institutions abroad. Therefore, the team recommends the college to institute a Credit Transfer System.

4.7 Institution of a Task Force

In addition to 4.1-4.6 above, the team recommends to Institute a Task Force to review "Institutional Areas for Improvement" and "Institutional Opportunities" and develop short and long term implementation strategies, where relevant.
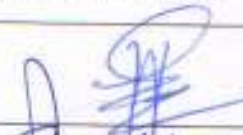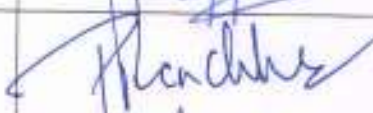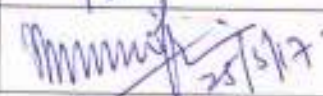
I agree with the observation of the accreditors as mentioned in this report.

PRESIDENT
Paro College of Education
Royal University of Bhutan

Name and signature of the Head of the Institution
Seal of the Institution

Name and Signature of the Accreditation Team:

Name	Designation	Signature with date
Dr Singye Namgyel	Chairperson	
Dr Phup Rinchhen	Member	
Mr Tashi Chonjur	Member	25/5/17

BAC Coordinator/QAAD Officials

1. Mrs Sangye Choden	Dy. Chief Program Officer	
2. Mr Tshewang Dorji	Assistant Program Officer	
3. Mr Rinchen Thongdrel	Assistant Program Officer	