ANNEXURE IX

Format for Accreditors' Report

Section 1: GENERAL	Information
1.1 Name and Address of the institution:	Royal Thimphu College
1.2 Year of establishment:	July 17, 2009
1.3 Current academic activities at the institution (Number):	8
• Faculties /Schools:	
• Departments/Centres:	7
• Programmes/Courses offered:	7
• Permanent faculty members:	73 (8-part time, 65 regular)
• Students:	1139 (858 regular, 267 CE, 14 International students)
Male	544 (47.76%)
Female	595 (52.23%)
1.4 Three major features in the institutional Context (As perceived by the accreditors):	• Dynamic leadership with clear vision, mission and goals and proper line of communication, monitoring and reporting mechanism, • Qualified and competent faculty, administrative staff and good infrastructures that ensures rigorous academic and non-academic activities, • Exchange programmes with renowned academic institutions.
1.5 Date of visit:	June 1-4 2016
1.6 Composition of the accreditors which undertook the on-site visit:	
Chairperson	Name: Singye Namgyel (PhD)
Other member	Name: 1. Mrs Bimla Rai 2. Mr Tashi Chonjur
BAC Coordinator/QAAD officials	Name: 1. Mrs Sangye Choden 2. Mr Tshewang Dorji

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	• Based on need analysis and feedback (Eg BCA, Environment Management, Development Economics), • Involvement of experts and stakeholders and supported by research findings, • GNH-inspired curriculum (culture, spiritual practices, GNH discussion, guest speakers, etc).
2.1.2 Academic Flexibility	• Offers diverse choices to the students, • Flexibility to opt for areas of their interest (BBA, BCOM can choose Marketing, Finance, HRM, ED, BCA, choice of organization to do semester-long project, year-long research project, etc), • Students are allowed to move from one programme to another within the first week of the semester. However, one week is too short to decide options.
2.1.3 Feedback on Curriculum	• Collect student feedback to review and redesign curriculum, • Feedbacks are collected from academic peers (experts, stakeholders, external examiners, industry, • Feedback collected from employers to appropriate the relevancy of curricula elements.
2.1.4 Curriculum update	• Takes cognizant of recent trends and socio-economic needs, • Regular updates and reviews carried out through extensive feedback.
2.1.5 Catering to diverse needs	• Caters to diverse needs of the society (Humanities, Science, Business, Technology), • Caters to needs of learners with diverse needs: bridge course, winter school, international students, etc, • Does not have facilities and policy to accommodate students with disabilities (Eg physically challenged, visually impaired).
2.1.6 Teaching-learning process	• Diverse teaching methodologies including the use of ICT enables teaching-learning process (debates, quizzes, VLE, LCD, Internet), • Facilitates learner-centred education (presentations, cooperative learning, research based, capstone projects, CA), • A comprehensive assessment process for faculty, • Award for Excellence in Active Student Learning, • Mechanisms for Continuous PD for faculty, • Encourages and recognizes innovative teaching.
2.1.7 Faculty recruitment	• Policies to support recruit high quality faculty, • Recruits qualified, competent and experienced faculty (15% of faculty with PhDs, minimum of Masters), • Proper and standard recruitment criteria and procedures in place.

2.1.8 Faculty quality	• Qualified and competent faculty evidenced by higher degrees and research and publications in their names 15% PhDs and 18 books, 70 journals, 42 book chapter, etc), • Mechanism to recruit qualified and quality faculty in place, • A good cross-fertilization of faculty to provide programme of international standard, • Opportunities for academic and professional growth such as CDP, recognition of teaching abilities, award.
2.1.9 Evaluation process and reforms	• Systematic evaluation policy and practices in place (mid-semester, end-semester, emphasis on skill development), • Monitoring and reporting of teaching system in place, • Teams and committees in place that assures effective evaluation process, • System to check plagiarism in place, • Examination cell- oversees, organises, conducts and also to ensure proper implementation of good evaluation and assessment system.

2.2 Research, Innovative practices and Institutional linkages

2.2.1 Promotion of Research	• Research promotion culture and system in place (hosts national and international conferences, research committee, etc), • College mobilizes research grants externally, • A number of modules have research components, • Policy on internal research funding mechanism is not seen.
2.2.2 Research and publication output	• Faculty's publications: 18 books, 42 book chapters, 70 journal articles and several contributions to newspapers, • Faculty and students participate in research meets, conferences, seminars and present papers, • A strong culture of sharing of research findings, • Students participate in research and related activities including preparation of Business Models and won some prestigious awards (Mekong Challenge, Bhutan Ecological Society Journal, Health Fair, etc), • Efforts made to engage local faculty in research initiated but there is room for improvement, • Policy brief as an output of research works not seen.
2.2.3 Consultancy	• Policy and support system in place to engage in consultancy (revenue sharing policy, time out, etc), • Enabling and facilitating roles to engage in consultancy are played by the College Business Development Office [BDO] Department of External Relations and Development), • Engaged in a number of consultancy works, • Established training and professional service centre.

2.2.4 Extension activities	• Facilitated tailor-made courses on Professional Communications for the SAARC Dev Fund Secretariat, GIS Workshop for NLC staff, BBS, DHI, etc, • Panel discussion: Community Health, Earth Hour, public cultural and religious events, sponsored talks, • Participates in regular, annual and occasional events such as PICSA, Cleaning Campaign, Fun Runs, training young Bhutanese Parliamentarians.
2.2.5 Collaborations & institutional linkages	• Established collaborations and partnerships with internal and external institutions for students and faculty exchange programme (Eg. Wheaton College, USA; Quest University, Canada; SEISA University, Japan; HWZ, Switzerland; KGUMS, ILCS, RUB,). • Collaborations with NGOs and CSOs: YDF, Tarayana Foundation, Loden Foundation, BNF, RENEW, • Collaborations with international agencies (WIPO, FAO, UNEP, WHO, UNDP, Helvetas, AMDISA), • Collaborates with research organizations and industries (MOU with Kororo Research Centre, Kyoto Uni, University of California, Yale Centre for Emotional Intelligence, RUB for its *Knowledge Now, QED*), • Co-organises national and international conferences (Eg. Leveraging Cultural Diversity; Interplay between Economics, Politics and Society for Inclusive Growth-2012).
2.2.6 Innovative practices	• Effective and comprehensive database, • Innovative structural designs, • Innovative programmes and services include Student Government, Winter School, BCA, English Studies, Development Economics, • Orientation to RTC culture and Bhutanese life styles to international students, • Student Office Bearers are well groomed, engaged and provided with financial incentives, • Explore ways to make teaching-learning more challenging for international students.

2.3 Governance, Leadership and Management	
2.3.1 Institutional vision & leadership	• Governance, leadership and management is constantly guided by vision, mission and goals of the institution, • Promote participation and transparency in governance and management, • Appoints adequate, competent and qualified staff for each of the governance and management wings (Eg. Executives: President, Registrar, Dean, Head of IQAC).

2.3.2 Organisational arrangements	• Various committees for academic and administrative functions (CMC, IQAC, CAC, Academic Affairs Department, Programme Management Committee, Research Committee), • Welfare schemes for faculty, staff and students in place (Eg flexible work timing, basic medical care), • Ensures optimum utilization of available resources, • Involves students and staff in collaborative governance (staff and student representatives in committees).
2.3.3 Strategy development and deployment	• Strategic plan is place, • Clear lines of communicating directives and guidelines (President, Director, Dean, Registrar, Programme Leaders, etc), • Targets set in the DPR seem to have met (Eg. infrastructures, students, faculty).
2.3.4 Human resource management	• HR Service Manual and Performance Management System in place, • Effective system for monitoring, evaluation and reward, • Staff and faculty training policy in place, • Post-retirement benefits including pension, gratuity.
2.3.5 Financial management and resource mobilization	• Financial management system in place, • Strategies to mobilize financial resources through endowment, consultancy, alumni, admission of international students, scholarships, • Documentation of financial statements and records of periodical auditing.

2.4 Infrastructure and Learning resources	
2.4.1 Physical Facilities	• Good and adequate physical facilities (library, IT rooms, LRC, adequate classrooms, break-up rooms), • Facilities for outdoor and indoor games and sports, • Constantly develops and expands facilities consistent with the increase in the number of students and programmes (internet speed with 17 Mbps, 3G tower, green houses, apiary, agricultural space, weather station, • Limited reading rooms in the library.
2.4.2 Maintenance of infrastructure	• Administration and Finance Department (AFD) oversees the maintenance and upkeep of the infrastructures and "Maintenance Division" is mandated to attend to day to day repair and maintenance activities, • A system, "RTC Maintenance Request Management" addresses maintenance requirements in a timely manner, • Essential spares are stocked in the campus to facilitate smooth operation of the college.

2.4.3 Library as a Learning Resource	• Library management system in place (LibraryWorld, OPAC, cataloguing, serials, circulation, fines management, patron records, inventory, etc), • Adequate and qualified librarian and staff (MLS librarian, two full time staff, 5-6 students), • Books, journals, e-journals and learning materials (8570 volumes and 4450 titles, 50,000journals, 110,000 e-books, access to database), • Nu 300,000 per annum allocated to purchase books and journals, • With 75 hours per week open assures optimum access to library.
2.4.4 ICT as learning resources	• Four computer labs with 150 computers, • College-wide access to wifi, • Use of software and tools for learning purposes including rtcCloud, RTC Classes, VLE, Urkund plagiarism, LCD projectors, • Technological and professional support services provided for hardware and software, • Home grown software and database.
2.4.5 Other facilities	• **Green and sustainable campus**: campus beautification, gardening, waste management, • **Essential facilities for campus community**: guest house, canteens, prayer hall, meditation centre, infirmary, book and convenient store, ATM, diesel generator, • **Recreational/games and sports facilities**: Eg. gym, one outdoor futsal court, one lawn tennis court.

2.5 Student services	
2.5.1 Admission process and student profile	• Admission procedure in place, • Clear dissemination of admission criteria and other details including fee structure, refund policy, and scholarship, • Maintains a systematic database of student profile and its use.
2.5.2 Student progression	• Progression criteria is based on the rules and regulations of RUB, • Progression is monitored and maintained effectively (causes of attrition of regular and CE students), • Database system in place to track low achievers and provide support service to ensure maximum progression.
2.5.3 Student support	• Necessary support services are provided to all students, • Provides academic and mentoring services such as faculty advisers, LRC, study skills, counseling, • Career Development Office (CDO) facilitates placement services including individual preparation skills, panel discussion, job market, CV writing, • Offer merit and need based scholarships such as partial, full, fee waiver, • Systematic internship programme is not clear.

2.5.4 Student activities	• Provides Nu 660,000 annually to Student Government to carry out student activities, • Variety of extracurricular activities are organized: cultural, social, spiritual, recreational, Club Fair, Student Leaders workshop, • Amongst other community services, carry out Health and Environment related activities.
2.5.5 Stakeholder relationships	• Interacts with a variety of stakeholders including RENEW, BAFRA, RIHS, MOHCA, BOC, • RTC Distinguished Speaker Series, • Blood donation drive, • Consultancy services, conferences and discussions that benefit immediate community and wider society.
2.5.6 Credit transfer system	• Academic credits of International students studying in RTC are recognized in their home institutions, • Efforts made to avail credit transfer.
2.5.7 Employability	• College recruits some of its own graduates, • Students are provided with labour market information, • Students are equipped with soft and life skills, • Tracer study of first and second cohorts English combinations programmes showed 80% and 55% respectively were employed.
2.5.8 Performance	• Performance of students is assessed through CA, semester examinations, • Access to database of attendance, grades and display of selection criteria for international exchange programme, • A good number of RTC graduates passed BCSE, • Group of Business Students won 2nd place in South Asian Business Model competition- the Mekong Challenge, • From 2009-2012 the highest pass % is 89.5 (2012), • Employers' satisfaction survey collected.
2.5.9 Alumni services	• Feedback collected from some alumni to find out the relevance of course (Environment Studies), • Virtual alumni link such as RTC alumni facebook page, alumni forum, website,

2.6 Internal quality assurance and Enhancement system

2.6.1 Internal quality assurance system	• Quality Assurance and Enhancement Committee (QAEC) is instituted in 2013 with a Senior Advisor as the Chair, • College Management Committee (CMC) that meets once in a week, • QAEC submits its reports and proposals to CMC, • QAEC and CMC have set of mandates.

2.6.2 Institutional effectiveness	• New courses such as Development Economics, English Studies, BCA, Environment Management designed based on feedback and needs, • Research works and publications, • Offers bridge courses, RCSC preparatory classes, winter school, • Assesses institutional effectiveness by using the generally accepted parameters that include (a) Graduation Rate, (b) College-Wide Tracer Studies, (c) Programme-Based Tracer Studies, and (d) Research output.

Section 3: OVERALL ANALYSIS	Observations (Please limit to five major ones for each and use telegraphic language. It is not necessary to denote all the five bullets for each)
3.1 Institutional Strengths	• Dynamic academic programmes, designed and developed with inputs from experts and stakeholders that focuses on the need of the market and society, • Institutional linkages with some of the renowned Colleges and Universities for various exchange programmes, • Qualified faculty and a good mix of locals and expatriates- assures academic excellence and international experiences, • Dynamic leadership with clear vision, mission and goals, • Adequate and superior quality infrastructures and learning resources, • Strong and comprehensive database that enables informed decision making, • Quality Assurance and Enhancement Committee (IQAEC) is established in 2013 with a Senior Advisor as the Chair and the committee has a set of responsibilities.
3.2 Institutional Weaknesses	• Policy and facilities to accommodate students with disability, • Internal research grant, • Systematic internship system, • Teaching learning for the international students.
3.3 Institutional Opportunities	• Diversification of course offerings including post graduate programmes, • Becoming one of the best tertiary education institutions in the region, • Research and publications leading to "Policy brief", • Possibility of upgrading to a University.
3.4 Institutional Challenges	• Attracting academically high achieving students, • Introducing credit transfer, • Getting approval for new programmes, • Reducing attrition rate, • Retention of faculty and staff, • Getting competent and experienced local faculty.

Section 4: Recommendations for Quality Enhancement of the Institution

The college is doing very well and has numerous strengths. It has opportunity to become one of the best tertiary education institutions in the region. The team however would like to suggest the following recommendations for the college to consider:

4.1 Consider committing certain amount for internal research grants to ensure continuous and regular research for faculty and student.

4.2 Consider instituting a systematic internship programme.

4.3 Consider diversification of course offerings including post graduate programmes.

4.4 Consider taking up with relevant agency for credit transfer system.

4.5 Explore ways to make teaching-learning for international students more challenging.

I agree with the observation of the accreditors as mentioned in this report.

Signature of the Head of the Institution
Seal of the Institution

Name and Signature of the Accreditation Team:

Name	Designation	Signature with date
Singye Namgyel (PhD)	Chairperson	4/6/2016
Mr Tashi Chonjur	Member	4/6/16
Mrs Bimla Rai	Member	4/6/2016

BAC Coordinator/QAAD Officials

Mrs Sangye Choden	Sr Programme Officer	4/6/2016
Mr Tshewang Dorji	Assistant Programme Officer	4/6/2016