ACCREDITORS' REPORT

Section 1: GENERAL	Information
1.1 Name and Address of the institution:	Samtse College of Education, Samtse, Bhutan
1.2 Year of establishment:	May 29, 1968
1.3 Current academic activities at the institution (Number):	11
• Faculties /Schools:	
• Departments/Centres:	6
• Programmes/Courses offered:	11 (4 Regular and 7 Part time)
• Permanent faculty members:	51
Students:	932 (Full time 728 Part time 204)
Male	426 (Full time 320 Part time 106)
Female	506 (Full time 408 Part time 98)
1.4 Three major features in the institutional Context (As perceived by the accreditors):	• Concerted efforts made for research and publications, • Diversification of programmes, • Academic rigor and a drive for learning, • Dynamic leadership in institutional improvement, • Major renovation works of the infrastructural facilities.
1.5 Date of visit:	May 15-18, 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 Chojur
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	• Curriculum planning and implementation processes are clear with monitoring and reporting system, • Professional, material, human, research support system in place for implementation of curricular plans, • Contributed to RUB, REC, MOE, RCSC, NCWC, UNICEF, UNFCMD, in developing curriculum and capacity building- social science subjects, Action Research.
2.1.2 Academic Flexibility	• Offers choices of programmes (Certificate, Diploma, Bachelors, Masters) and mode of study, • Provides the students with options to study under self-finance scheme, • Instituted KSA (Knowledge, Skills and Attitude) forum which provides students with opportunity to improve KSA and enhance future success.
2.1.3 Feedback on Curriculum	• Collects feedback on curriculum and used for course improvement, • Introduced seven new programmes in the last four years.
2.1.4 Curriculum update	• Curriculum revision is carefully structured taking cognizant of the secondary school education of the MOE, • PgDE and B.Ed programme review is currently underway, • Most of the PG Certificate and Diploma programmes are introduced recently, • Consults alumni, employers, students, tutors and practitioners/experts to introduce new programmes.
2.1.5 Catering to diverse needs	• Caters to students with visually and physically challenged by arranging separate tutorials and teaching TL and assessments, • Conducts general language proficiency tests for all students upon arrival at the college to enable them to cope up with university learning. • Engages students in joint research with faculty, • Ensures sensitivity on gender, inclusion through equal representation of men and women in leadership positions, however, policy on gender sensitivity not in place,
2.1.6 Teaching-learning process	• Clear chain of check and balance for planning, teaching, learning and evaluation schedule,

	• Reviewing of plans takes place in the Centres and the college wide endorsement is made in a bigger meeting before including in the College Annual Academic Calendar, • Moderation procedures followed includes moderation of semester exam question papers, answer scripts, regular monitoring, engagements of external examiners, • Teaching learning approaches include project-based, field-based, inquiry-based, activity-based, cooperative and collaborative methods, • Extensive use of VLE and related technological aids, • Organizes mind training retreat for staff and students, • Guidelines on student assessment in the modules do not provide specific assessment tools.
2.1.7 Faculty recruitment	• Follows RUB-HR rules and regulations, • Offers scholarship to faculty for higher studies and short terms trainings, • Visiting faculty invited from other institutions.
2.1.8 Faculty quality	• Minimum required qualification is set as per RUB-HRRR, • Offers opportunities for PD programmes through external exposures and weekly Professional Learning Series (PLS), • Facilitates faculty to engage in research and present papers, • Encourages faculty exchange program and publication of papers, • Recognition of faculty through national award in excellence in teaching learning.
2.1.9 Evaluation process and reforms	• General awareness of evaluation process and its reforms is made through handbook, orientation, Programme Leaders, Centre Heads, • Use of formative and summative assessments, • Has a process of student results preparation, validation, declaration, and rechecks as per WAL, • Assessment procedure has been standardized based on research findings, • Analysis of results reflects pass percentages.

2.2 Research, Innovative practices and Institutional linkages

2.2.1 Promotion of Research	• Six Centres (in lieu of Departments) promote research, • Lu-Rig promotes Music Education and Research in Bhutanese traditional music, • The CRC, headed by DRIL oversees overall research activities, • Enabling environment made through capacity building, reducing teaching

	hours, linkages, research modules, • Research platforms created are Biannual Faculty-Student Research Convention and Student Research Award in Science/ Maths, Social Science and Language, • Allocates 1% of its annual current budget as College Research Stimulus Fund (CRSF) but currently does not cater to students. • Culture of Research Grant writing seems to have increased.
2.2.2 Research and publication output	• Developed a "Policy Brief" on "Entrepreneurship Culture in the Schools and Colleges of Bhutan" (2016), • Publication of "Educational Innovation and Practice- A Biannual Journal, • Published peer reviewed papers in national journals, international journals, books and book chapters, • Faculty invited as an advisory board member in iCERi 2013 Seville, Spain, • The President recognized with *Cum Laude* for his outstanding Thesis from UNE, 2010.
2.2.3 Consultancy	• Follows RUB's Zhibtshoel for its overall policy guidelines for research and consultancy, • Provided consultancy services to the development of school curriculum for REC and MOE, and faculty serve as members to various Committees in other agencies, • Carried out six consultancy services in the last four years, • Scope to improve the engagement in consultancy works.
2.2.4 Extension activities	• Offers services to the community that include mass cleaning, awareness on waste management, fitness/wellness, counseling, mind training retreat, music entertainment through Lu-Rig, Music Education and Research Centre • Hosts spiritual activities such as Dewachen Tshogpa-Jampel Zhgindrup prayer, Krodekali club for Throema practitioners, • Faculty engages in professional and academic services with the schools.
2.2.5 Collaborations & institutional linkages	• Research centres have programme collaborations with other institutions. • Invited eminent scholars to give talks to students on various subjects, • Has linkage with agencies and institutions including Naropa University (USA) and Aalborg University (Denmark).
2.2.6 Innovative practices	• Introduced KSAs forum, Lu-Rig, Music Education and Research Centre, PLS, Biannual Faculty-Student Research Convention, College Research Journal, • Instituted Six Centres to gain better focus on disciplines and research mandates, • Other innovative practices include Green Project, blended-learning, Campus FM radio, digitization of library and use of multi-media in teaching and

	learning.

2.3 Governance, Leadership and Management

2.3.1 Institutional vision & leadership	• Well stated college vision, missions, core values, key aspirations, and enshrined in the strategic plan document , • Management grooms faculty and students to take up leadership positions, • Practices participative management by delegating the responsibilities
2.3.2 Organizational arrangements	• Clear Organizational Structure- President- Deans- Centre Heads- Programme Leaders- Subject Leaders- Section Heads in place, • Maintains coherence in planning and implementing academic and administrative activities, • Has structured welfare system for students and staff- during sick, death, celebrations, transfers.
2.3.3 Strategy development and deployment	• Has formally stated policy on quality improvement enshrined in SCE's Strategic Plan (2013-2020), • Focuses on having best human resources with effective teaching skills and research competence, and aspires to have more faculty with PhD degrees, • Has procedures to accommodates grievances and complaints both for faculty and students, • Collects feedback from students on teaching learning, • Collects feedback from external stakeholders for improvement of the programme of study.
2.3.4 Human resource management	• Provides short and long term training opportunities, • Professional development programmes based on needs, • Staff performance appraisal system in place, • Incentives and benefits are provided to retain eminent faculty,
2.3.5 Financial management and resource mobilization	• Budget planning and proposals are prepared by Centres and reviewed by Finance and CMC, • Financial management is subject to RAA auditing, but internal auditing mechanism is not in place, • Main source of funds for college recurrent expenses is the student fees, rentals, interest income, service fees, • Source of capital activities is from GOI and RGOB,

2.4 Infrastructure and Learning resources

2.4.1 Physical Facilities	• Development of physical facilities aligned with college strategic plan, • Has facilities for academic and curricular activities, including library with cc cameras, and games and sports, • Has hostels for men and women with centrally catered and self-catering options, • Staff residences accommodate 90% of staff, • Facilities do not have provisions to cater to students with different types of disabilities, • Quality control mechanism for infrastructures needs to be in place.
2.4.2 Maintenance of infrastructure	• Budget allocation for maintenance included Buildings, Furniture, Equipments, Computers and Vehicles, • The Estate Manager is mainly responsible for upkeep of the infrastructures including inspection, reporting and budgeting, • The end-users are also accountable-Student Councilors report to Resident Manager, and to Dean, SA, and to College Management, • Major renovation of physical facilities underway, • Landscaping of the campus needs to be considered.
2.4.3 Library as a Learning Resource	• Has Committee for Library Development Services as the main Advisory Body with TORs, • Has allocated budget for procurement of library books, journals, • Deploys ICT tools in library including both free online and subscribed e-resources, • System in place to maintain records of library usage, • Specialized services offered include Information deployment and notification, download, remote access, download audio-books for visually challenged students, • Library resources and services are accessible to users in week days, weekends and holidays.
2.4.4 ICT (Infrastructure) as Learning Resource	• Has adequate computer for students in the ICT labs, • Has comprehensive strategies and plans for deploying and upgrading IT Infrastructures and associated facilities, • Spends substantial amount of financial resource to purchase new computers and maintaining them, • Has plans to optimally use ICT to enhance teaching learning: VLE-Moodle, KOHA, self-instruction, digitalization of library books,

	• Provides Internet connectivity in all academic spaces, but reliability of connectivity seems to be an issue, • The internet connection in women's hostels is not available.
2.4.5 Other facilities	• Bookshop, Guest House, Fitness Centre, Printing, Cafeteria, Auditorium, Meditation Hall, Student Lounge, FM Radio Station, Recreational Spaces (Parks), Vehicles, Counseling Rooms, Health Centre, Art Centre, an office space for visiting faculty.

2.5 Student services	
2.5.1 Admission process and student profile	• Follows RUB's admission criteria and processes, • Admission Policy on special needs students not in place. • Comprehensive database of student profile not in place. • Has no mandate to review admission process.
2.5.2 Student progression	• Majority of the graduates, 2013-2016 have been employed, either full time or part time, • Semester end results for 2013-2016 students varies from 75-100% pass, • Provides academic counseling to help students progress to next higher level of learning, • Mentoring and Personal Counseling provided to students who are at risk of failure and drop out.
2.5.3 Student support	• Informs about the college vision, missions, core values, academic progression rules, ethics through the Student Handbook available online, • Awareness programme on bullying, ragging and sexual harassment is in place, • Student grievances redressal mechanism needs to be strengthened • Institutional support to economically backward and high achieving students not in place.
2.5.4 Student activities	• Organizes Games & Sports, Literary and Cultural activities, • Facilitates students' participation in the national level competitions, • Students' writing published in the college magazines and journals, • Election of Student Leaders, • Student representations in college management matters.
2.5.5 Stakeholder relationships	• Academic linkages and collaborations with Naropa University, Teton Science School, Aalborg University, UNFPA, • Limited formal affiliation with other institutions.
2.5.6 Credit transfer system	• Does not have Credit transfer system.
2.5.7 Employability	• Issues recommendation letters to deserving ones on request, • Inquires and connects interested graduates with institutions overseas for

	employment,
	• KSA forum is intended to supports students to prepare them for the real world of works.
2.5.8 Performance	• Academic merit certificates awarded from the Office of the Gyalpoi Zimpon,
	• Graduates constructed Mani Lakhor in the college campus,
	• Outstanding performance recognition needs to be recorded.
2.5.9 Alumni services	• Started Alumni Association in 2012,
	• Invited alumni to significant events to share their experiences,
	• Published papers written by alumni as token of recognition.

2.6 Internal quality assurance and Enhancement system (IQAES)	
2.6.1 Internal quality assurance system	• Academic quality assurance system is RUB's regulations enshrined in the WAL, 2015,
	• Current Internal Quality Assurance System involves Moderation Committee, Programme Board of Examiners, College Academic Committee, External Examiners,
	• The Administrative nature quality assurance system falls within the purview of Dean of Student Affairs, Administrative Services and College Management Committee,
	• Quality Assurance procedures discussed in PLS,
	• Scope for Internal Quality Assurance System to include all Institutional Aspects.
2.6.2 Institutional effectiveness	• Findings of the need assessment/market study of the programme,
	• Graduates selected in BCS Examinations,
	• Findings of the tracer studies of B.Ed, PgDE, PgDGC,
	• Planning and review meetings of the targets set, institutional mission, goal and outcomes.

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	• Strategic Plan in place,
	• Coherent governance and management structure, with clear vision and mission statement
	• Introduction of new programmes in the last four years,
	• The promotion of research culture,
	• Linkages with external agencies,
	• The faculty participation in professional and academic activities.
3.2 Institutional	• Policy and SOP for disaster management,

Areas for Improvement	• Policy to cater to special needs students, • Institution of regular and objective tracer studies, • Performance analysis of students • Campus landscaping.
3.3 Institutional Opportunities	• Institution of Internal Quality Assurance Cell/Unit (IQAC/U), • Professional Development Centre for teachers, • Scope for industrial linkages for employment, • Internationalization of programmes, • Institution of credit transfer system, • Strengthen Student Redressal System, • Different teaching-learning strategies to enhance creative and analytical skills in students learning.
3.4 Institutional Challenges	• Guaranteeing quality graduates- shift, quantity to quality, • Attracting academically high achievers into teaching, • Quality of construction and maintenance of infrastructure, • Geographical locations, • Job market limited to teaching.

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 institutional quality and effectiveness.

4.2 Institution of a Task Force:

Institute a Task Force to review "Areas for Improvement" and "Institutional Opportunities" and develop implementation strategies.

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

Dorji Thinley

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	

BAC Coordinator/QAAD Officials

1. Mrs Sangye Choden	Dy. Chief Program Officer	18/05/2017
2. Mr Tshewang Dorji	Assistant Program Officer	18.05.2017
3. Mr Rinchen Thongdrel	Assistant Program Officer	18/05/2017