

**ANNEXURE IX**  
**Consolidated Accreditors' Report**

Section 1: GENERAL	Information
1.1 Name and Address of the institution:	College of Natural Resources (CNR), RUB Lobesa, Punakha
1.2 Year of establishment:	- The College was established in 1992 as NRTI - MOA. - College of Natural Resources (CNR) in 2004 as constituent member of RUB - Autonomous function as part of system change in RUB, 2011
1.3 Current academic activities at the institution (Number):	
• Faculties /Schools:	1 Faculty
• Departments/Centres:	4 Departments ( Ag, AS, FO, SD) 2 Research Centres
• Programmes/Courses offered:	8 programmes Short courses= 30 of three month
• Permanent faculty members:	48(2018)- (13 female, 35 male)
• Administration and support staff	54 Admin ( 24 female, 30 male)
• Students:	665 in 2018( 342 male, 323 female) International student 10 (5 Naropa exchange, 5 male, 5 female) Teacher student ratio = 1:13.6
• Campus area	Area of CNR is 104.66 acres.
1.4 Three major features in the institutional Context (As perceived by the accreditors):	<ul style="list-style-type: none"> <li>• Visible research culture in place with strong faculty-student engagement</li> <li>• Programmes offered with high relevance to field needs</li> <li>• Well-equipped facilities with required space (with upcoming expansion), equipment, library and laboratories</li> </ul>
1.5 Date of visit:	19- 22, March 2018

1.6 Composition of the accreditors which undertook the on-site visit:	3 (Three)
Chairperson	Dr. Jagar Dorji
BAC Coordinator/QAAD officials	NB Raika Rinchen Thongdrel
Other member	1. Dr. D.B. Rai 2. Kesang Tshomo

<b>Section 2: CRITERION WISE Analysis</b>	<b>Observations (Strengths and/or Weaknesses on Key-Aspects)</b> <i>(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 )</i>
<b>2.1 Curricular elements</b>	
2.1.1 Curriculum design and development	<ul style="list-style-type: none"> <li>• Curriculum design aligned to field needs</li> <li>• Rigorous procedures followed to ensure quality programme</li> <li>• Curriculum includes theories, principles and strong practical component</li> <li>• Short courses designed to address market needs</li> </ul>
2.1.2 Academic Flexibility	<ul style="list-style-type: none"> <li>• Nested programmes provide option to exit with Diploma</li> <li>• Lateral entry into degree programmes allow past diploma graduates to pursue higher education</li> <li>• MSc NRM is research based with off campus provision</li> </ul>
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> <li>• Feedback from students every semester, employers and</li> <li>• Feedback from external examiners</li> <li>• Need assessment conducted prior to programme design</li> </ul>
2.1.4 Curriculum update	<ul style="list-style-type: none"> <li>• Periodic reviews and revisions are requirements as per the Wheel of Academic Law- followed</li> <li>• One BSc programme reviewed recently, plan to review a master programmes</li> </ul>

2.1.5 Catering to diverse needs	<ul style="list-style-type: none"> <li>• Bridging programmes- tutorials offered to slow learners</li> <li>• Awareness on basic requirements, and services and facilities provided</li> <li>• Facilities for differently-abled persons not in place</li> </ul>
2.1.6 Teaching-learning process	<ul style="list-style-type: none"> <li>• Faculties trained in university teaching</li> <li>• Student centric learning -Group work, tutorials, seminars, debates, VLE to promote independent learning,</li> <li>• Teaching resource support provided by college adequately</li> <li>• Teaching learning in class needs frequent monitoring</li> </ul>
2.1.7 Faculty recruitment	<ul style="list-style-type: none"> <li>• Transparent recruitment process in place</li> <li>• Any direct recruitment in the past when single candidate?</li> <li>• Provision to attract and retain good faculties in place</li> <li>• Lack of qualified and experienced candidates for academic faculty recruitment</li> </ul>
2.1.8 Faculty quality	<ul style="list-style-type: none"> <li>• 4 faculty members received national order of merit.</li> <li>• Research and publication is mandatory as faculty members</li> <li>• Professional development supported continuously additional trainings- top up fund provided</li> <li>• 18% of faculty with PhD</li> </ul>
2.1.9 Evaluation process and reforms	<ul style="list-style-type: none"> <li>• Evaluation process and requirement stressed during initial orientation period</li> <li>• Questions are moderated in conformity to required standard and rubrics</li> <li>• Grievances redress process instituted</li> <li>• Evaluation and reform system needs improvement according to the latest External Examiner's report ( 2017)</li> </ul>








<b>2.2 Research, Innovative practices and Institutional linkages</b>	
2.2.1 Promotion of Research	<ul style="list-style-type: none"> <li>• Two research centres established, CRDS and CECS</li> <li>• In-house workshops on research and statistics for new faculty and students provided by CRDS provides</li> <li>• Students involvement in research is mandatory guided by a teacher</li> <li>• Current budget available for research is not sufficient.</li> </ul>
2.2.2 Research and publication output	<ul style="list-style-type: none"> <li>• Regular publication, Bhutan Journal of Natural Researches and Development, for staff and students,</li> <li>• National and international journals, Published 32 articles and 12 book chapters, H- index- 13 citations</li> <li>• 2 high level National and international awards received by the college for research</li> </ul>
2.2.3 Consultancy	<ul style="list-style-type: none"> <li>• College undertakes consultancy when available in line with Zhibtshol, 2014,</li> <li>• 6 consultancies undertaken, college management committee identifies the relevant expertise for the task</li> <li>• The DRIL establishes linkages connection for national and international linkages.</li> </ul>
2.2.4 Extension activities	<ul style="list-style-type: none"> <li>• Student and community interaction embedded in the curriculum guided by teacher, as block week, internship, attachment, field visits,</li> <li>• Provided capacity building services to nearby schools , institutions and community</li> <li>• Open to feedback from stakeholders,</li> </ul>
2.2.5 Collaborations & institutional linkages	<ul style="list-style-type: none"> <li>• Strong collaboration in place with relevant institutions within and outside the country</li> <li>• Several LOI/ LOA, MOUs signed</li> <li>• Sector Advisory Committee chaired by the secretary of MOAF</li> </ul>

2.2.6 Innovative practices	<ul style="list-style-type: none"> <li>• Organic farm- learning tool initiated</li> <li>• Entrepreneurship course offered to public</li> <li>• Student as Village change agent initiated</li> </ul>
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### 2.3 Governance, Leadership and Management

2.3.1 Institutional vision & leadership	<ul style="list-style-type: none"> <li>• Day to day management and HRD managed by President, Academic, student and others are delegated through Deans and Committees.</li> <li>• Development of college plans designed and executed through consultation</li> <li>• Feedback from students, lecturers , and VLE used</li> </ul>
2.3.2 Organizational arrangements	<ul style="list-style-type: none"> <li>• Management through decentralized process</li> <li>• Review workshops conducted, annual calendar produced</li> <li>• Participation of staff and student representatives in planning and management</li> </ul>
2.3.3 Strategy development and deployment	<ul style="list-style-type: none"> <li>• Strategic college development plans available</li> <li>• College management Committee, Heads of Department, Deans and other committees involved</li> <li>• Annual and midterm workshops conducted for planning and review</li> </ul>
2.3.4 Human resource management	<ul style="list-style-type: none"> <li>• Top priority given to HR recruitment and HR development</li> <li>• Staff required to attend workshops and conferences</li> <li>• Career and professional development encouraged with funding support</li> <li>• Attractive packages for teaching staff</li> </ul>
2.3.5 Financial management and resource mobilization	<ul style="list-style-type: none"> <li>• Available budget allocation is managed through CMC</li> <li>• No internal audit unit in the college</li> <li>• Major source of institutional funds, tuitions, workshops and conferences, trainings, rental, consultancies services and projects, farm revenue</li> </ul>

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<b>2.4 Infrastructure and Learning resources</b>	
2.4.1 Physical Facilities	<ul style="list-style-type: none"> <li>• Adequate physical facilities: academic and residential, games and sports, Library, ICT&amp; VLEetc.</li> <li>• Laboratories equipped with state of the art equipment(Microbiology, Dendrochronology, Food Science lab.)</li> <li>• Lack of health care unitand provision for physically challenged person</li> </ul>
2.4.2 Maintenance of infrastructure	<ul style="list-style-type: none"> <li>• Budget allocation to different areas of need</li> <li>• Laboratory Advisory Committee oversees technical needs</li> <li>• A maintenance unit in place; but need to ensure regular inspections</li> </ul>
2.4.3 Library as a Learning Resource	<ul style="list-style-type: none"> <li>• Library development committee –DAA,HODs, meets twice a semester to discuss procurement and management</li> <li>• Library open during holidays, open extra hours during exams.</li> <li>• Facilities in library underutilized</li> </ul>
2.4.4 ICT Infrastructure	<ul style="list-style-type: none"> <li>• Adequate ICT infrastructures: Computers, Laptop, printers, projectors etc.</li> <li>• Plans to increaseinternet speed with change of service provider</li> <li>• Facilities in computer labs underutilized</li> </ul>
2.4.5 Other facilities	<ul style="list-style-type: none"> <li>• Farms and nursery for research and demonstration and teaching (+ organic farm)</li> <li>• Well-furnishedguest house</li> </ul>

<b>2.5 Student services</b>	
2.5.1 Admission process and student profile	<ul style="list-style-type: none"> <li>• Admission of students centrally coordinated, Masters admission done by college</li> <li>• Admission process reviewed regularly</li> <li>• Database on student profile could be strengthened</li> </ul>

2.5.2 Student progression	<ul style="list-style-type: none"> <li>• Student results show good progression over years</li> <li>• BSc. SD, MSc.DP and MSc. NRM have declined in employment</li> <li>• Collaboration with Ironwood Institute, Australia for employment opportunities</li> <li>• Diversification of programmes in agriculture sector required to cater to changing needs of the job market</li> </ul>
2.5.3 Student support	<ul style="list-style-type: none"> <li>• Annual student hand book contains comprehensive information and is circulated to all</li> <li>• Development of research and statistics skills incorporated in all programmes</li> <li>• Lack of separate cell to address grievances,counseling, health care, gender issues, discrimination and social support.</li> <li>• Guest lecturers, welfare scheme, for raising awareness</li> </ul>
2.5.4 Student activities	<ul style="list-style-type: none"> <li>• Games, sports, literary, cultural clubs promoted regularly</li> <li>• Participation in community development and social programmes</li> <li>• Councilors and class representatives elected to work with management team</li> </ul>
2.5.5 Stakeholder relationships	<ul style="list-style-type: none"> <li>• Engagement with MOAF , EDP,</li> <li>• MOUs, LOAs,LOIs</li> <li>• Training contractswith industry</li> <li>• Student internship with potential employers supported</li> </ul>
2.5.6 Credit transfer system	<ul style="list-style-type: none"> <li>• None</li> </ul>
2.5.7 Employability	<ul style="list-style-type: none"> <li>• Mainly MOAF,</li> <li>• Dual exit is an alternative option</li> <li>• Job market study for future employment required</li> </ul>
2.5.8 Performance	<ul style="list-style-type: none"> <li>• Top performers are awarded certificates from the Office of the Gyalpoi Zimpon</li> </ul>
2.5.9 Alumni services	<ul style="list-style-type: none"> <li>• Google e-mail group of alumni available with 364 registered members</li> <li>• College website, electronic publications, Spectrum</li> <li>• Negligible alumni participation, services could be enhanced</li> </ul>

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<b>2.6 Internal quality assurance and Enhancement system</b>	
2.6.1 Internal quality assurance system	<ul style="list-style-type: none"> <li>• Academic Quality and Standards Committee in place to oversee academic programmes in lieu of IQAC</li> <li>• Academic auditing through four pathways: students feedback, EE report, annual programme monitoring report and AQSC report</li> </ul>
2.6.2 Institutional effectiveness	<ul style="list-style-type: none"> <li>• Core team to study the market: CAC, AQSC, DAA, HoD, PL</li> <li>• Performance Management System (PMS) report</li> <li>• Available budget effectively utilized, no audit memo</li> </ul>
<b>Section 3: OVERALL ANALYSIS</b>	<b>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)</b>
3.1 Institutional Strengths	<ul style="list-style-type: none"> <li>• Adequate infrastructure facilities and faculty members</li> <li>• Curriculum designed internally based on market demand</li> <li>• Research and publication strong with Student engagement</li> <li>• Continuous professional development</li> <li>• Staff and student welfare system</li> </ul>
3.2 Institutional areas for improvement	<ul style="list-style-type: none"> <li>• Alumni services could be strengthened</li> <li>• Student database and profile</li> <li>• Dedicated unit to address health care , counseling, grievance , harassment and psycho-social issues</li> </ul>
3.3 Institutional Opportunities	<ul style="list-style-type: none"> <li>• Diversify faculty and students with international experts/ students</li> <li>• Day scholar students to expand numbers and improve local community engagement for hospitality</li> <li>• Agribusiness programme to cater to secondary and tertiary industry in agriculture for future employment</li> <li>• CNR has scope for broadening the employment area to address the changing needs of the nation</li> <li>• Explore special product development for patenting and branding</li> </ul>



3.4 Institutional Challenges	<ul style="list-style-type: none"> <li>• Sustaining the rigour and passion at the college, high capita cost.</li> <li>• Employment opportunity for graduates beyond MOAF</li> <li>• Matching graduates to job market with broader skills</li> <li>• Fund generation to meet research expenditures</li> <li>• Limited opportunities in the local community for accommodation</li> </ul>
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<p><b>Section 4: Recommendations for Quality Enhancement of the Institution</b></p>
<ol style="list-style-type: none"> <li>1. Closer analysis of teaching and learning processes to identify gaps and improve the student progression</li> <li>2. Explore possibilities of increasing funds like endowments, per capita student cost for technical courses from the government, attract government research grants.</li> <li>3. Diversify programs for relevance to changing sector need, private sector, farm management, landscape management, agribusiness and marketing- back to farm skills.</li> <li>4. Explore special product development for patenting and branding.</li> <li>5. Establish a student support unit to address personal and psycho-social issues of students.</li> <li>6. Incorporate facilities and services to cater to differently-abled persons in campus.</li> <li>7. Develop and strengthen alumni association for further enhancing the institutional profile.</li> <li>8. Establish IQA unit to ensure overall college development (six standards).</li> </ol>

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

  
 PRESIDENT  
 College of Natural Resources  
 Royal University of Bhutan  
 Lobesa - Thimphu

Signature of the Head of the Institution  
 Seal of the Institution

















**Signature of the Accreditors:**

Name	Designation	Signature with date
Dr. Jagar Dorji	Chairperson	
Dr. D.B. Rai	Member	
Kesang Tshomo	Member	
NB Raika	BAC Coordinator/QAAD Official	
Rinchen Thongdrel	BAC Coordinator/QAAD Official	