

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

<b>Section 1: GENERAL</b>	<b>Information</b>
1.1 Name and Address of the institution:	<b>Faculty of Traditional Medicine, KGUMSB, Thimphu.</b>
1.2 Year of establishment:	<b>1971 Indigenous Training Center at Dechencholing</b> <b>2014: Faculty of KGUMSB</b>
1.3 Current academic activities at the institution (Number)	<b>2 regular courses, 1 on need base, 1 short course (for 3 months)</b>
• Faculties/Schools:	<b>1 (one)</b>
• Departments/Centers:	<b>N. A.</b>
• Programmes/Courses offered:	<b>5 (1 Bachelors Programme, 2 Diploma Programme and 2 Short Courses)</b>
• Permanent faculty members:	<b>11 (8 male and 3 female)</b>
• Students:	<b>83 (Degree – 37, Diplomas – 46, including five self-financed students) (Male - 50 and female – 33)</b>
• Administrative and support staff	<b>16 (8 male, 8 female)</b>
• Campus area	<b>241119 sq.ft. (5.535 acres)</b>
1.4. Major features in the institutional Context (As perceived by the accreditors):	<ol style="list-style-type: none"> <li>1. Adequate physical infrastructure.</li> <li>2. Comfortable staff-student ratio and good academic progress.</li> <li>3. Long history of establishment and experiences.</li> <li>4. Qualified academic staffs</li> <li>5. Smallness of the institute</li> </ol>
1.5 Date of visit:	<b>5 to 8 June, 2017</b>

1.6 Composition of the accreditors which undertook the on-site visit:	3 (three)
Chairperson	Jagar Dorji
BAC Coordinator/QAAD officials	Sangye Choden Rinchen Thongdrel
Other members	Nima Sangay Drungtsho Ugyen Wangchuk

<b>Section 2: CRITERION WISE Analysis</b>	<b>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)</b>
<b>2.1 Curricular elements</b>	
2.1.1 Curriculum design and development	<ul style="list-style-type: none"> <li>• Curriculum designed by the institute based on needs of stake holders.</li> <li>• Faculty mainly responsible</li> <li>• Rigorous validation process by the university</li> </ul>
2.1.2 Academic Flexibility	<ul style="list-style-type: none"> <li>• Two short courses made available for national and international students</li> <li>• Choice for students in terms of elective and movement between programmes, unavailable.</li> <li>• Self-financed students accepted</li> </ul>
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> <li>• Feedback system on curriculum from students, peers and employers not institutionalized.</li> </ul>
2.1.4 Curriculum update	<ul style="list-style-type: none"> <li>• Redesigned into modular forms in line with university requirement.</li> <li>• 2<sup>nd</sup> edition of Drungtsho programme being implemented.</li> <li>• Review every five years as a system requirement.</li> <li>• Minor changes incorporated during implementation, communicated to the Institute Academic Committee and University Academic Board.</li> </ul>

2.1.5 Catering to diverse needs	<ul style="list-style-type: none"> <li>• Short course offered in massage and well-being to cater to tourism industry.</li> <li>• Consultations and remedial classes for slow learners carried out on need base.</li> <li>• Sensitization on gender issues given during orientation.</li> <li>• Specific provisions/policy for students with physical disability and advanced learner not in place.</li> </ul>
2.1.6 Teaching-learning process	<ul style="list-style-type: none"> <li>• Faculties prepare semester and lesson plans and also use VLE.</li> <li>• Students engaged in simulation, group work, presentation, collaborative learning, independent learning, assignments and practical.</li> <li>• Guest speakers are engaged sometimes.</li> <li>• System to recognize excellence in teaching not in place.</li> <li>• Feedback from students to evaluate teaching in place but consequent improvement not visible.</li> <li>• Field trips to identify herbs and work with community to promote sustainable harvesting.</li> </ul>
2.1.7 Faculty recruitment	<ul style="list-style-type: none"> <li>• Recruitment through open competition based on three years' clinical experience and bachelor's degree.</li> <li>• Requirement and criteria submitted to the University based on needs.</li> <li>• Some faculties without required clinical experience.</li> </ul>
2.1.8 Faculty quality	<ul style="list-style-type: none"> <li>• University conditions of service ensure quality of faculty and retention of competent ones.</li> <li>• Professional training, higher education qualification, presenting papers at international and national conferences are being facilitated.</li> <li>• Staff development stressed on long term courses, seminars and conferences</li> <li>• Five faculty members completed master's degree and 2 completed PGD in Higher Education (teaching)</li> <li>• In house staff development programme conducted twice a year.</li> <li>• Research and publications stressed as per Condition of Services.</li> </ul>



2.1.9 Evaluation process and reforms	<ul style="list-style-type: none"> <li>● Evaluation process stressed during orientation</li> <li>● Formative and summative assessments given appropriate weighting, and reassessment and appeal in place.</li> <li>● Analysis of examination results not done, and reforms in evaluation is not clear.</li> <li>● Examination committee functioning while university does scrutiny of questions.</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>● Research is part of the vision and has a comprehensive research guideline</li> <li>● Institute has research committee and represented in MECRIT by a focal person.</li> <li>● Research modules taught in the Drongtsho Programme and required to undertake research project.</li> <li>● Faculty given opportunity to avail research fund from MECRIT but no funding support for students' research.</li> <li>● Research conducted by staff and students separately, but still at infancy stage.</li> </ul>
2.2.2 Research and publication output	<ul style="list-style-type: none"> <li>● Few faculty members published researches in journals and presented in international and national conferences.</li> <li>● Faculty has obtained copyright on two research titles.</li> <li>● Database on researches need to be strengthened.</li> </ul>
2.2.3 Consultancy	<ul style="list-style-type: none"> <li>● Faculty encouraged to resource workshops and conferences.</li> <li>● MECRIT and CoS have policy provisions for consultancy, and the faculty could take advantage.</li> </ul>
2.2.4 Extension activities	<ul style="list-style-type: none"> <li>● Students help to build retreat houses for spiritual practitioners.</li> <li>● Perform rimdros for individual households on request.</li> <li>● Faculty provide free medical services to patients.</li> <li>● Participate in cleaning campaigns and health walks.</li> </ul>




	<ul style="list-style-type: none"> <li>• Create awareness on diverse herbs, sustainable harvesting and preserving medical flora. Communities also help to identify medicinal plants.</li> </ul>
2.2.5 Collaborations & institutional linkages	<ul style="list-style-type: none"> <li>• MOU on collaboration signed with MNUMS, Ulaanbaatar, Mongolia with KGUMSB and GAU, in Gujarat, India was signed with MoH.</li> <li>• Working closely with NTMH, Menjong Sorig Pharmaceuticals, and MoAF's Medicinal Aromatic Plants, Yoeselpang.</li> <li>• International conference on health organised in collaboration with the KGUMSB.</li> </ul>
2.2.6 Innovative practices	<ul style="list-style-type: none"> <li>• Establishment of herb garden in the campus.</li> <li>• Conceptual plan for Tanadug-gi-phodrang project initiated.</li> <li>• Developed short course for international learners.</li> <li>• Museum, display of medicinal plants samples in laboratory.</li> <li>• Meditation, religious discourses, Menla Chhoga and tshog offering.</li> </ul>

<b>2.3 Governance, Leadership and Management</b>	
2.3.1. Institutional vision & leadership	<ul style="list-style-type: none"> <li>• Vision and mission stated.</li> <li>• Roles and responsibilities of leadership delineated.</li> <li>• Senior staffs provide mentorship to the faculty members, assigns roles asap, advices.</li> </ul>
2.3.2 Organizational arrangements	<ul style="list-style-type: none"> <li>• Human Resource and Finance Committee functioning as overall management team.</li> <li>• All activities are planned before start of academic session.</li> <li>• Welfare for staff and students in place.</li> <li>• Two student councilors represent students in institute meetings and play leadership roles in other issues.</li> <li>• Various committees have been constituted with clear responsibilities.</li> </ul>
2.3.3 Strategy development and	<ul style="list-style-type: none"> <li>• All decisions made during HRFC meetings</li> <li>• Grievances are appealed to the HRFC and further appeal to the university.</li> </ul>

deployment	<ul style="list-style-type: none"> <li>• Strategic plan developed for 2013-2020, but not strictly implemented.</li> <li>• System of providing information to management and stake holders not in place.</li> </ul>
2.3.4 Human resource management	<ul style="list-style-type: none"> <li>• Follow KGUMSB's Condition of Services.</li> <li>• Staff encouraged to facilitate workshops and conferences.</li> <li>• PD programmes for support staffs negligible,</li> <li>• Small dedicated fund available for PD which is spread to other activities.</li> </ul>
2.3.5 Financial management and resource mobilization	<ul style="list-style-type: none"> <li>• Use Tally and PEMS system and follow existing Government rules.</li> <li>• RAA does external audit, Internal auditing not instituted</li> <li>• Source of funding: RGoB grants and tuition fees, rental of property.</li> <li>• Reserve fund maintained for developing a resource base</li> </ul>
<b>2.4 Infrastructure and Learning resources</b>	
2.4.1 Physical Facilities	<ul style="list-style-type: none"> <li>• Adequate space for academic, spiritual &amp; student residence available.</li> <li>• Apart from the lift, physical facilities not suitable for physically disabled.</li> <li>• Water supply a major constraint, water for toilets arranged separately</li> <li>• Limited sporting facilities</li> </ul>
2.4.2 Maintenance of infrastructure	<ul style="list-style-type: none"> <li>• Minimum annual maintenance fund available. Major renovation cost met from rental incomes.</li> <li>• Maintenance of herb garden in need of funding.</li> <li>• No maintenance plan developed.</li> </ul>
2.4.3 Library as a Learning Resource	<ul style="list-style-type: none"> <li>• KOHA system used for library management, under maintenance, limited library hours.</li> <li>• Electronic security and coding system for library being installed.</li> <li>• Adequate library space with 10 books per student. Space not optimally utilised.</li> <li>• Use of OPAC and HINARI in place.</li> <li>• Limited reference book for so-wa-rigpa.</li> </ul>
2.4.4 ICT Infrastructure	<ul style="list-style-type: none"> <li>• Adequate work stations and internet connections</li> </ul>

	<ul style="list-style-type: none"> <li>• LAN &amp; Wi-Fi facilities accessible to faculty and students, but connectivity unreliable.</li> <li>• VLE used for sharing and accessing learning materials.</li> <li>• Limited budget for maintenance &amp; other services.</li> </ul>
2.4.5 Other facilities	<ul style="list-style-type: none"> <li>• Student service center provides services at nominal cost</li> <li>• Hostel rooms also used as guest room for visiting faculties.</li> <li>• Lhakhang for sMen La regularly used.</li> </ul>

<b>2.5 Student services</b>	
2.5.1 Admission process and student profile	<ul style="list-style-type: none"> <li>• Admission criteria set by the faculty under university guidance.</li> <li>• Admission processed online based on merit ranking.</li> <li>• Current and pass out student profile maintained in hard and soft versions by Asst. Administrative Officer.</li> </ul>
2.5.2 Student progression	<ul style="list-style-type: none"> <li>• Continuous assessment, re-examination and repeating opportunity ensure 100 percent student progression.</li> <li>• Performance analysis of students in subjects not practiced.</li> <li>• No dropout cases.</li> </ul>
2.5.3 Student support	<ul style="list-style-type: none"> <li>• Student handbook with expectations published annually</li> <li>• Grievance handled by provosts and Deputy Dean (Student).</li> <li>• Counselling services provided on need base.</li> <li>• Student welfare scheme in place.</li> </ul>
2.5.4 Student activities	<ul style="list-style-type: none"> <li>• Cultural and literacy programmes organised</li> <li>• Students engage in extra-curricular activities such as religious discourses, games and sports, seminar, debate, Menla Chhoga, meditation, cleaning campaign, cultural and literary activities.</li> <li>• Students write articles for Menjong gSo-rig Journal.</li> </ul>
2.5.5. Stakeholder relationships	<ul style="list-style-type: none"> <li>• Administrative linkage with KGUMSB, MoH, DTMS.</li> <li>• Institute requires approval of the university in order to establish linkage with other institutes.</li> </ul>




2.5.6 Credit transfer system	<ul style="list-style-type: none"> <li>Formally, credit transfer does not exist.</li> </ul>
2.5.7. Employability	<ul style="list-style-type: none"> <li>All graduates are employed, but likely to become an issue.</li> <li>Tracer study not conducted on graduates</li> <li>Soft skills for employability in practice but not institutionalized.</li> </ul>
2.5.8. Performance	<ul style="list-style-type: none"> <li>Drungtsho graduates performing fairly in BCSE except in 2014.</li> <li>All diploma graduates passed BMHC and MoH recruitment examinations.</li> </ul>
2.5.9 Alumni services	<ul style="list-style-type: none"> <li>Alumni in field hospitals look after students during field visit</li> <li>Alumni association not established</li> </ul>

<b>2.6 Internal quality assurance and Enhancement system</b>	
2.6.1 Internal quality assurance system	<ul style="list-style-type: none"> <li>IQA Cell not established.</li> <li>QA Committee in place and works more or less as a working committee related to academic programmes.</li> <li>Minor adjustments in curriculum carried out at programme level.</li> </ul>
2.6.2 Institutional effectiveness	<ul style="list-style-type: none"> <li>All graduates working in field with no complaints, fulfilling the HR requirements.</li> <li>100 % progression and no incidences of dropouts</li> <li>Current and pass-out student feedback started from 2017.</li> </ul>
<b>Section 3: OVERALL ANALYSIS</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)
3.1 Institutional Strengths	<ul style="list-style-type: none"> <li>Curriculum internally designed and practical component emphasized.</li> <li>Adequate academic and student residential facilities available.</li> <li>Comfortable teacher-student ratio.</li> <li>Qualified Bhutanese faculty.</li> <li>Location provides easy access to expertise and facilities.</li> </ul>
3.2 Areas for improvement	<ul style="list-style-type: none"> <li>Research culture and external linkages at infancy stage</li> <li>Sporting facilities for holistic development of learners.</li> </ul>






	<ul style="list-style-type: none"> <li>● Stakeholder perception on graduates.</li> <li>● Documentation of records.</li> <li>● Analysis of student performances.</li> <li>● Absence of policies – inclusiveness, maintenance plan, use of facilities, disaster management, library.</li> <li>● Water supply</li> </ul>
3.3 Institutional Opportunities	<ul style="list-style-type: none"> <li>● Collaborative research and promotion of knowledge of herbal medicine and patenting of certain herbal plants and medicines.</li> <li>● Excellence in student performance in academic and research spheres.</li> <li>● Retraining of field staff to update on the new knowledge and skills in traditional medicine.</li> <li>● Collaboration with TCB, Hotels and Department of Forestry for diversification of programmes.</li> <li>● Adoption of State of the Art teaching approaches using electronic devices and student centered teaching, learning approaches.</li> <li>● Improving the ambience in the institute.</li> </ul>
3.4. Institutional Challenges	<ul style="list-style-type: none"> <li>● Lack of higher learning institutes offering post graduate courses in traditional medicines.</li> <li>● Saturation of employment opportunities in the country.</li> <li>● Financial sustainability due to small number of students.</li> <li>● Resolving audit issues related to residential facilities.</li> <li>● Getting adequate references for gSo-wa-rigpa.</li> </ul>




**Section 4: Recommendations for Quality Enhancement of the Institution**



1. Develop policy and guidelines on the use and maintenance of facilities - inclusiveness, maintenance plan, use of facilities, disaster management, library.
  2. Rigorous pursuit of promoting research culture.
  3. Establish IQA Cell as a priority.
  4. Ensure implementation of the strategic plan.
  5. Analysis of teaching and learning processes to identify gaps and institutionalize in-house PD programmes in order to achieve excellence.
  6. Institutionalize comprehensive feedback system and use information to enhance quality.
- In addition to the above, constitute a committee to review the report and draw relevant plans for implementation.

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

**Dean**  
 Signature of the Head of Institution  
 Faculty of Traditional Medicine  
 Thimphu, Bhutan



**Signature of the Accreditors:**

Name	Designation	Signature with date
Jagar Dorji	Chairperson	 8/6/2017
Nima Sangay	Member	 8/6/2017
Drungtsho Ugyen Wangchuk	Member	 8/6/17
Sangye Choden	BAC Coordinator/QAAD Official	 8/6/2017
Rinchen Thongdröl		