

ANNEXURE IX
Format for Accreditors' Report

Section 1: GENERAL	Information
1.1 Name and Address of the institution:	College of Language and Culture Studies
1.2 Year of establishment:	1961- Simtokha, Thimphu. 2011- Relocated to Taktse, Trongsa.
1.3 Current academic activities at the institution (Number):	
• Faculties /Schools:	1
• Departments/Centres:	3
• Programmes/Courses offered:	5 (1 Master, 3 Bachelors, 1 Diploma)
• Permanent faculty members:	58
• Students:	1230 (male 618, female 612)
• Area:	88.391 acres
1.4 Three major features in the institutional context (As perceived by the accreditors):	1. Good Infrastructure. 2. Good ambience. 3. Active student body.
1.5 Date of visit:	26 - 29 March 2018
1.6 Composition of the accreditors which undertook the on-site visit:	Dr. Jagar Dorji, private. Khenpo Karma Lhuendup, Secretary, Office of the Monastic Education Council, Trashichho Dzong, Thimphu. Mr. Namgay Thinley, Chief Program Officer, Dzongkha Development Commission, Thimphu
Chairperson	Dr. Jagar Dorji
BAC Coordinator/QAAD officials	Mr. NB Raika, Chief Program Officer, QAAD, DAHE, MoE Ms. Nima Lham, Assist. Program Officer, QAAD, DAHE, MoE
Other member	Nil

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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	<ul style="list-style-type: none"> ● Curriculum initiated and designed by the college based on need assessment. ● Information on programs of study communicated through various media available. ● Views of students, faculty, and alumni respected.
2.1.2 Academic Flexibility	<ul style="list-style-type: none"> ● Allows change in program upon fulfilment of criteria. ● Choice of electives in degree program. ● Students allowed to redo or repeat a module two times.
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> ● Feedback from student, peer, and alumni. ● Student feedback gathered using technology and other means. ● Various committees established to monitor progress.
2.1.4 Curriculum update	<ul style="list-style-type: none"> ● Changes in module incorporated by the college. ● Changes based on feedback.
2.1.5 Catering to diverse needs	<ul style="list-style-type: none"> ● Language competency test and remedial classes organized. ● Fifteen different programs offered for bridging and skills development.
2.1.6 Teaching-learning process	<ul style="list-style-type: none"> ● Adopted learning-centered approach. ● Technologies used to enhance teaching learning. ● Constant efforts for professional development. ● Classroom monitored using various methods.
2.1.7 Faculty recruitment	<ul style="list-style-type: none"> ● Standardized and transparent recruitment process. ● Qualified faculty recruited and further trained. ● Career ladder and attractive packages to retain faculty.
2.1.8 Faculty quality	<ul style="list-style-type: none"> ● Faculty with required qualification and background maintained. ● Continuous staff development as a system. ● Efforts to recruit native English faculty. ● <i>Undergraduate degree holders accepted as faculty.</i> ● <i>Limited opportunity for PhD in Dzongkha/Chokey.</i>
2.1.9 Evaluation process and reforms	<ul style="list-style-type: none"> ● Student's evaluation, assessment, and moderation system. ● Channels of communication in place to redress grievances. ● <i>Need to revisit application of Bloom's Taxonomy in question setting.</i>
2.2 Research, Innovative practices and Institutional linkages	
2.2.1 Promotion of Research	<ul style="list-style-type: none"> ● Centre for Buddhist Studies and Bhutanese and Himalayan Research Centre. ● Research culture visible by engaging faculty and student. ● Research with external and internal support and collaboration.
2.2.2 Research and publication output	<ul style="list-style-type: none"> ● Drametse Ngacham as UNESCO World Heritage Materpiece. ● Bhutan Cultural Atlas, Database of Performing Arts of Bhutan, and teaching resources. ● Faculty: 17 books and 12 monograph. Student: 33 books, 115 articles
2.2.3 Consultancy	<ul style="list-style-type: none"> ● <i>Scope for CLCS consultancy services limited.</i> ● Consultancy provided as and when required.
2.2.4 Extension activities	<ul style="list-style-type: none"> ● Community services – construction, scholarship, cleaning, agricultural, spiritual, survey, cultural programs provided. ● Lungta radio program for local community.
2.2.5 Collaborations & institutional linkages	<ul style="list-style-type: none"> ● Collaboration with national and international institutions. ● Acquisition of resources from external agencies to promote research. ● Resourcing for other organizations such as RIGSS, DDC, and Dzongkhags.
2.2.6 Innovative practices	<ul style="list-style-type: none"> ● Team evaluation. ● Optimum use of space and time.

	<ul style="list-style-type: none"> • Learning-centeredness. • Buddy Leaders. • ECCD centre.
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2.3 Governance, Leadership and Management	
2.3.1 Institutional vision & leadership	<ul style="list-style-type: none"> • Vision, mission and objectives communicated to faculty, students and stakeholders. • Delegation of responsibility and decision to committees. • Support staff and students represented in committee meetings.
2.3.2 Organisational arrangements	<ul style="list-style-type: none"> • Clear delineation of organizational responsibilities. • ESWS continued for academic staff. • College staff and student welfare scheme active.
2.3.3 Strategy development and deployment	<ul style="list-style-type: none"> • Quality improvement in teaching and learning, research and development. • Student feedback analyzed in relation to program, resources, and assessment.
2.3.4 Human resource management	<ul style="list-style-type: none"> • Due importance given to professional development. • Retention efforts – working environment, enhanced position, participation in seminar, research and publication. • HRD Masterplan upto 2030. • <i>Ex-country funding support appears to be ad hoc.</i>
2.3.5 Financial management and resource mobilization	<ul style="list-style-type: none"> • Internal and RAA auditing and no serious audit memo. • Fund mobilization from other sources pursued with success. • Presentation of financial status biannually to general meeting.

2.4 Infrastructure and Learning resources	
2.4.1 Physical Facilities	<ul style="list-style-type: none"> • New campus with necessary physical facilities. • Ambient academic and residential blocks due to separation.
2.4.2 Maintenance of infrastructure	<ul style="list-style-type: none"> • Policy of turn around time for maintenance defined. • ICT has trained staff for constant maintenance. • <i>Regular inspection of infrastructure.</i>
2.4.3 Library as a Learning Resource	<ul style="list-style-type: none"> • Library with amenities. • Library management system. • Online access for books and resources such as EBSCO and KOHA. • <i>Library book procurement issue.</i>
2.4.4 ICT Infrastructure	<ul style="list-style-type: none"> • Adequate ICT facilities. • Computer aided teaching-learning practice in place. • <i>Insufficient bandwidth.</i>
2.4.5 Other facilities	<ul style="list-style-type: none"> • Student resource centre, lungta radio station, and art and textile corner. • Health clinic, canteen, stationery shop, Drolma Lhakang, ATM, ECCD centre. • Playfield, courts, indoor games, archery ground.

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2.5 Student services.	
2.5.1 Admission process and student profile	<ul style="list-style-type: none"> ● Standard admission procedures. ● <i>Database on students and graduates.</i>
2.5.2 Student progression	<ul style="list-style-type: none"> ● Programs to enhance skills in place. ● High percentage of graduation. ● Negligible module repetition.
2.5.3 Student support	<ul style="list-style-type: none"> ● Scholarships for academic excellence. ● Student handbook giving vital information on college. ● Counselling services provided. ● Student welfare, 2 scholarships for the community, fee waiver, entrepreneurial skills. ● <i>Need to explore internship and campus recruitment.</i>
2.5.4 Student activities	<ul style="list-style-type: none"> ● Rigzhung initiators and Organizers. ● Co-curricular activities for holistic wellbeing. ● College student parliament.
2.5.5 Stakeholder relationships	<ul style="list-style-type: none"> ● Formal and informal interaction maintained with stakeholders.
2.5.6 Credit transfer system	<ul style="list-style-type: none"> ● Not applicable.
2.5.7 Employability	<ul style="list-style-type: none"> ● Provides training in job seeking and application. ● In last four years, about 81% of graduates employed.
2.5.8 Performance	<ul style="list-style-type: none"> ● Top performers in the BCSE recorded and maintained. ● <i>Incentives and awards for good performers and tracer studies need to be initiated.</i>
2.5.9 Alumni services	<ul style="list-style-type: none"> ● Program reviews, curriculum development, celebrations, guest lecture, seminar and conferences. ● Active Rigzhung Alumni Association and supported college in various endeavours. ● <i>Absence of student and alumni database.</i>

2.6 Internal quality assurance and Enhancement system	
2.6.1 Internal quality assurance system	<ul style="list-style-type: none"> ● CAC/QAC caters to program quality.
2.6.2 Institutional effectiveness	<ul style="list-style-type: none"> ● Programs offered at the CLCS are relevant. ● Delivery as per requirement. ● Experiential feedback from employers, graduates, and alumni not in place.

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)
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3.1 Institutional Strengths	<ul style="list-style-type: none"> • New infrastructure. • Research and publication. • Full strength of faculty. • Fully equipped facilities. • Bilingual competency.
3.2 Areas for improvement	<ul style="list-style-type: none"> • Student and alumni database. • Additional learning experiences for advanced learners. • Provision for physically challenged student and staff.
3.3 Institutional Opportunities	<ul style="list-style-type: none"> • Lead researcher in history, tangible and intangible culture. • Innovative ways of learning Dzongkha. • Translation and imparting modern subjects in Dzongkha. • Historical, anthropological, linguistic, and archaeological studies in the Himalayan region. • Internationalization of student and faculty population.
3.4 Institutional Challenges	<ul style="list-style-type: none"> • Dzongkha is not a preferred choice. • Faculty qualification upgradation. • Maintaining infrastructure. • Library book procurement. • Career path.

Section 4: RECOMMENDATIONS FOR QUALITY ENHANCEMENT OF THE INSTITUTION

1. Develop database for students and alumni.
2. Develop a masterplan for further research opportunities in terms of historical, anthropological, linguistic, and archaeological studies in the Himalayan region.
3. QAC/IQAU to ensure:
 - ✓ holistic quality assurance.
 - ✓ accreditation report follow up.
4. Explore innovative ways of easy learning and imparting modern subjects in Dzongkha.
5. Add provision for physically challenged students and staff to the existing structure.
6. Explore alternatives for library book procurement.

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





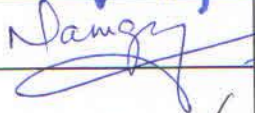
Signature of the Head of the Institution
Seal of the Institution

PRESIDENT
College of Language & Culture Studies
Royal University of Bhutan





Signature of the Accreditors:

Name	Designation	Signature with date
Dr. Jagan Doji	Chairperson	
KARMA UNWAP.	Member	
Nangay Tinley	Member	
N. B. Laha	BAC Coordinator/QAAD Official	