

ANNEXURE IX
Accreditors' Consolidated Report

Section I: GENERAL	Information
1.1 Name and Address of the institution:	Royal Institute of Management, Simtokha, Thimphu, Bhutan
1.2 Year of establishment:	1986. Autonomy in 1990, present campus: 14 th September 1996.
1.3 Current academic activities at the institution (Number):	
• Faculties /Schools:	
• Departments/Centres:	4
• Programs/Courses offered:	4 (MBA, PGDNL, PGDFM, PGDPA)
• Permanent faculty members:	30 (Male-21, Female 9)
Students:	2017-18 (MBA), 2018 others
Male	110 (PGDNL-27, PGDFM-17, PGDPA-21, MBA-45)
Female	78 (PGDNL-18, PGDFM-15, PGDPA-19, MBA-26)
1.4 Three major features in the institutional Context (As perceived by the accreditors):	<ul style="list-style-type: none"> • Has rigorous academic and curricula practices-teaching learning process and feedback system. • Has a strong stakeholder relationship and institutional linkages. • Has impressive infrastructure and resources for curricular and co-curricular activities to support teaching and learning. • Generates a sizeable amount of revenue from consultancies.
1.5 Date of visit:	April 2 – 5, 2018
1.6 Composition of the accreditors which undertook the on-site visit:	
Chairperson	Dr. Phup Rinchhen Dukpa, F.I. Consultancy Services, Thimphu
Other members	1. Mr. Pema Wangdi, REDCL, Thimphu 2. Mr. Dhan Raj Tamang, OAG, Thimphu
BAC Coordinator/ QAAD officials	1. Mr N.B Raika, QAAD, DAHE, MoE, Thimphu

Section 2: CRITERION WISE Analysis	Observations (Strengths and/or Weaknesses on Key-Aspects) <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>
2.1 Curricular elements	
2.1.1 Curriculum design and development	<ul style="list-style-type: none"> • The curriculum design, development and implementation are governed by the Academic Policy of the Institute in three sections: a) Governance, leadership and policy set, b) Student Policy set, and c) Curriculum Policy set uploaded in the institute website. • The curriculum is developed at the faculty level, endorsed at the Department level and approved by the Academic Committee. • For the Masters, they are approved by Australian Qualification Framework (AQF) of the University of Canberra (UC). • The teaching practices are improved through faculty capacity development programs at the institute and in-house training by international faculty members. • Students' feedbacks are taken at the end of every unit.
2.1.2 Academic Flexibility	<ul style="list-style-type: none"> • Offers full time courses such as Master of Business Administration (MBA), Post Graduate Diploma in Public Administration (PGDPA), Post Graduate Diploma in Financial Administration (PGDFM) and Post Graduate Diploma in National Law (PGDNL). Also offers short courses to meet the needs of different clients such as civil service, local government, corporate, private and Civil Society Organizations (CSOs). • Programs are government-sponsored and self-financed at all levels except no self-financing in PGDPA. • Allows credit waiver in MBA program in Australian Universities. • Offers additional short courses under Teaching Learning Unit (TLU) and Skill Based Units (SBUs). • There is no choice of elective units in the courses. There is restricted choice in the MBA.
2.1.3 Feedback on Curriculum	<ul style="list-style-type: none"> • Gets feedback from all relevant stakeholders. • Has full course review every third year. • Has system of collecting feedbacks from teachers, students and review them in the meetings. • Feedbacks collected are analyzed, presented to the concerned faculty and actions taken for improvement.
2.1.4 Curriculum update	<ul style="list-style-type: none"> • Curricula are revised based on the demand and changing needs of the markets.

	<ul style="list-style-type: none"> • External resource persons from relevant organizations share their practical experiences with the students. • Public is communicated through audio-visual media, seminars and workshops.
2.1.5 Catering to diverse needs	<ul style="list-style-type: none"> • Has the courses and facilities to cater to students with diverse needs such as physically challenged and indigenous groups. • Makes special efforts to support student with disability by giving alternatives to suit their needs. • Recognizes the importance of international conventions and national policies on inclusiveness through academic programs. • Sensitizes students on gender, environment and inclusion.
2.1.6 Teaching-learning process	<ul style="list-style-type: none"> • Student centric pedagogy (case study method) was introduced in collaboration with Asian Institute of Management (AIM). • All the classes have provisions for stationery, Liquid Crystal Display (LCD) projectors and computers. • Independent learning is encouraged through project works. • Design Thinking Project focuses on improving teaching learning strategies. • Faces no challenges in completing the courses on time.
2.1.7 Faculty recruitment	<ul style="list-style-type: none"> • Recruitment of regular faculty members is governed by Bhutan Civil Service Rules (BCSR). • Lateral transfers of suitable civil servants, employees on contract and volunteers from abroad also take place. • Recruits faculty meeting the Institute requirement only and highest degree is not necessarily considered. • Has no independence in the recruitment of faculty.
2.1.8 Faculty quality	<ul style="list-style-type: none"> • Out of 30 teaching staffs, eight are in Executive (EX) and Specialist (ES) levels, twenty in Professional (PI-5) level and two Support Staff (SS) level. • Uses international faculty as per the need of the courses. • Faculty members are provided with opportunities to attend national and international professional development programs. • Faculty members also take up consultancy work through institutional support. • Faculty evaluation by the students is done using a questionnaire which is analyzed at the Course Coordinator level and action taken at the Department level.
2.1.9 Evaluation process and reforms	<ul style="list-style-type: none"> • Informs students about the evaluation process through orientation by Program Assistants and the Course Coordinators which is

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	<p>highlighted in the Academic Policy.</p> <ul style="list-style-type: none"> • From 2018, the use of rubrics is encouraged for each item of assessment and the faculty members have been trained in this. • Assessment policy outlines the procedures of assessment. • There are three terms and three examinations at the end of every term. • They also have formative assessment which includes assignments, quizzes, presentations, class participation, panel discussions, group or individual project works and peer assessment and Summative assessment includes tests and term examinations.
<p>2.2 Research, Innovative practices and Institutional linkages</p>	
<p>2.2.1 Promotion of Research</p>	<ul style="list-style-type: none"> • The Department of Research and Consultancy (DRC) has been established since 1990s approved by Royal Civil Service Commission (RCSC) with Academic and Research Committee having all the Department heads as members. • Committee recommended the formation of research hubs and archiving of PGDPA research outputs. • Three research hubs were established (Entrepreneurship and Innovation, Corporate and Public Sector Governance and Strategic Policy Analysis) which are being operationalized at the moment. • The Institute has a Policy on Faculty Research and Consulting (PFR) under which faculty research is supported. • Faculty members are also engaged in 5 research projects with French and Australian Universities. • A research seminar was conducted in 2016. • Capacity building in research has been supported by Euro funding, Norwegian School of Economics, Universities of Oxford and Canberra and IIM Bangalore. • National and international researchers of eminence are invited to the Institute to share their research experiences with the faculty and students. • Though each faculty can avail a research grant of Nu 100,000 per year only 16% of the faculty have availed this opportunity.
<p>2.2.2 Research and publication output</p>	<ul style="list-style-type: none"> • Research on Mining and Human Resource Management (HRM) has contributed in improving the processes and reducing the danger of corruption. • The gender article published in International Journal highlighted Bhutanese issue to international forum. • Student research on public toilet, gym, library and municipal services alerted the relevant officials and organizations.

	<ul style="list-style-type: none"> • The faculty has not received any research awards from reputed professional bodies and agencies, nationally and internationally. • The research hubs are not operational. • Very few research papers by faculty are published in reputed International Journals.
2.2.3 Consultancy	<ul style="list-style-type: none"> • DRC coordinates consultancies. • The consultancy activities are carried out for Royal Monetary Authority (RMA), RCSC, CSOs, • The net revenue generated from the consultancy is shared equally between the Institute and the consultant. • From 2014-17, Institute generated a revenue of Nu 47 million. • There is no international consultancy carried out by the Institution.
2.2.4 Extension activities	<ul style="list-style-type: none"> • Has a club: Zhenphen Tshogpa which conducts activities such as: free tuition to school children, cleaning, blood donation, construction and rehabilitation of important sites, arrange talks, make kitchen gardens and raise funds for a differently able child in partnership with World Wild Life Fund (WWF), Tarayana, Gewog Office and Renewable Natural Resources-Research Centre (RNR-RC). • Organized National Kherig Dhendur in 2015 for students from different universities and colleges with support from Dzongkha Development Commission (DDC) and Bhutan Broadcasting Service (BBS). • Students also participated in Democracy Dialogue organized by Bhutan Centre for Media and Democracy (BCMD), Tarayana fair and film festival. • Developed good relationship with Thromdey, nearby Gewog, Jigme Dorji Wangchuck National Referral Hospital (JDWRH) and Tarayana. • The Institute has received no awards in extension activities
2.2.5 Collaborations & institutional linkages	<ul style="list-style-type: none"> • Has developed linkages with Institutes and Universities in Europe, Asia, Canada, Japan and Australia. • Has signed 11 Memorandum of Understanding (MoUs) between 2012 -17 with international institutes and organizations and 4 MoUs between 2014-17 with national institutes and organizations. • In the last four years, the institute organized two national level conferences. • MoU with UC resulted in starting MBA program, with University of Economics in Bratislava resulted in faculty exchange program and with Jaipuria Institute of Management has provisions for student exchange and research collaborations.




	<ul style="list-style-type: none"> • RIM is the focal Institute for Bhutan Korea information access centre along with other member countries. The centre is engaged in bridging the digital gap in the society. This is being done through providing free ICT training programs and free internet access. • Main Centre for IELTS (Platinum Members) • Pearson VUE authorised test centre.
2.2.6 Innovative practices	<ul style="list-style-type: none"> • Introduced Design Thinking which is an innovative problem solving approach for innovation in public and business sector. • The faculties are engaged in projects with government agencies to improve service delivery of the concerned agencies. • Has formed Personal Development Programme Committee to initiate programmes that will create positive impact to individual and institute at large such as yoga, physical exercise and group activities. • Has student centric teaching learning process. • Introduced Technology enabled learning approaches. • Professional day instituted in 2018 creates avenue for faculty members to share the innovations and creativity used in teaching.

2.3 Governance, Leadership and Management

2.3.1 Institutional vision & leadership	<ul style="list-style-type: none"> • Has well stated Institute Vision and Mission in line with the objectives of the Royal Charter and communicated to stakeholders through websites, newsletters, media, alumni and marketing. • Roles and responsibilities of various Offices and Committees are defined for operationalizing institute activities. • The Management Advisory Committee comprising of all the top management advises the Director General on all major aspects. • Implementation of plans and policies are monitored through participants' feedback at the end of the course, monthly activity report to Chairman, report at the bi-annual Board of Directors' meeting and annual performance review at the institute level. • Participative management is practiced through individual consultations with students and faculty, general meetings, department and board level discussions.
2.3.2 Organizational arrangements	<ul style="list-style-type: none"> • Academic planning is guided by respective policies and implemented by Program Assistants (PAs) and Course coordinators in Departments. • Administrative activities are looked after by the secretariat assisted by General Administration Unit. • Estate Management is responsible in maintaining the overall infrastructure of the institute and use of available resources.

	<ul style="list-style-type: none"> • System in place to use ICT, Library and sports facilities by the students. • Adequate policies in place to promote Research and Consultancy activities.
2.3.3 Strategy development and deployment	<ul style="list-style-type: none"> • Plans to delink from the RCSC. • Academic policy outlines quality assurance for governance, leadership and management. • 12th Five Year Plan (FYP) proposes Nu 190 million worth of institutional development plan based on the Road Map 2009 and OD exercise. • RIM Research Development Plan 2014-19 is in place. • Business Development Service Centre has been established. • Feedback is sought from staff through its various Committees and in general meetings. • Has institutional road map for fifteen years was crafted in 2009.
2.3.4 Human resource management	<ul style="list-style-type: none"> • Follows BCSR. • Faculty participates in Professional Development (PD) programmes outside the country when there are offers from external funding. • Non-teaching staff avail PD programmes only when there are opportunities and relevant courses. • Faculties are encouraged to participate as members in external bodies. • To retain staff, they are provided with housing facility, free Wi-Fi, computers, bus services for school, off campus pick and drop in services.
2.3.5 Financial management and resource mobilization	<ul style="list-style-type: none"> • Follows government financial rules and regulations. • Internal and external audit is conducted regularly last being in February 2017. • Expenditure never surpassed the income (budget) provided by the government in the last four year, thereby there was never an incidence of deficit financing requirement. • Has a huge accumulation of RIM funds. • Additional sources of funding are AUSAID, and Government of India (GoI).

2.4 Infrastructure and Learning resources	
2.4.1 Physical Facilities	<ul style="list-style-type: none"> • Has adequate facilities for curricular and co-curricular activities. • Library is automated, digitized and equipped with e-library, over 26000 books, subscribed journals, audio-visual materials, multidisciplinary data base and also is the member of DELNET a major library network in South Asia.

	<ul style="list-style-type: none"> • Basic facilities are available for health care of staff and students but most cases are referred to JDWNRH. • Has security measures in place and plans to install bio-metric, card key systems and CCTV cameras. • Has water sources for round the clock supplies.
2.4.2 Maintenance of infrastructure	<ul style="list-style-type: none"> • Does not receive adequate budget allocation for maintenance of infrastructure. • No back up for round the clock power supply. • Maintenance is guided by policy of Green Campus and sustainability but major renovation in some of the infrastructure is required.
2.4.3 Library as a Learning Resource	<ul style="list-style-type: none"> • While library facilities are available with adequate resources for teaching and learning, there are no recent publications of books and journals for reference by students and faculties. • Library resources are procured based on the recommendations from the faculty and students. • Uses Koha and DSpace a comprehensive electronic management system and has inter-library loan system. • Average walk in per day is 30, book ratio 143:1, log in to Open Public Access Catalog (OPAC) and e-resources 12 to 22, books weeded out in 2016 was 30 and one training conducted in 2016. • Scanning, printing, photocopying and inter-loan services are available.
2.4.4 ICT (Infrastructure) as Learning Resource	<ul style="list-style-type: none"> • Has 5 dedicated Information Communication Technology (ICT) enabled learning spaces, 374 computers, 719 licensed software, 18 wireless access points, luxurious student computer ratio of 2:1, 343 Local Area Network (LAN) nodes, 400 Wi-Fi nodes with 24 hour access through 50 Mbps Lease Line subscription. • Moodle has been upgraded to latest version. • Implementing paperless policy through extensive use of ICT. • Students are encouraged to use their mobile phones in the class to search information from Google to enrich their learning.
2.4.5 Other facilities	<ul style="list-style-type: none"> • Football ground is fully utilized based on the time table but requires maintenance. • Other sporting facilities like basketball, lawn tennis and volleyball are available. • The indoor game facilities like snooker, gym, table tennis, chess and carom board are available. • Archery ground is an additional facility available for students. • Has canteen and also executive hostels which are rented for guests.

2.5 Student services	
2.5.1 Admission process and student profile	<ul style="list-style-type: none"> • Admission to all courses in the Institute is based on merit. • Selection to Masters is done by UC and Post Graduate Diploma candidates are selected by RCSC. • Specific selection criteria are applied for candidates for admission into different programs. • Number of students admitted to various courses during last four years: 2014 (295), 2015 (304), 2016 (338) and 2017 (161).
2.5.2 Student progression	<ul style="list-style-type: none"> • The RGoB sponsored students have no problems with employment. • The overall pass percentage is close to 98%. • The Institute has no record of the employment status of the self-financing students in the job market.
2.5.3 Student support	<ul style="list-style-type: none"> • All the information materials are uploaded in the website. • Offers scholarship only in MBA • Has set up a Business Entrepreneurial unit under the Department of Finance and Business to facilitate entrepreneurial skills to graduates to take up business. • Student participation in extra and co-curricular activities is awarded scores for certificates, cash prizes and help in work placement. • Senior students give support and guidance to those students appearing the civil service common examinations. • Student grievances are addressed as per the Student Grievance Policy. • Has five hundred alumni registered. • Has Student Welfare Scheme in place.
2.5.4 Student activities	<ul style="list-style-type: none"> • Has a range of facilities to conduct sports activities both indoor and outdoor. • Conducts other activities such as cultural, literary, Yoga, meditation, social forestry, fund raising, cleaning and blood donation. • Participate in student governing body as counsellors and custodians elected through democratic process. • Student representatives are members of the Student Appeal Committee and Student Conduct Committee.
2.5.5 Stakeholder relationships	<ul style="list-style-type: none"> • Has joint venture activities with ACC, RCSC, MOF, ChippenRigpel Project, Switch Asia Program, UN-APCICT Academy, NIA, Korea, Mol, HR, British Council, Pearson VUE, CISCO Systems Inc, USA.

	<p>Chartered Institute of Purchasing and Supply, England.</p> <ul style="list-style-type: none"> • Has twinning arrangement, partnership and networking with other management institutions and universities such as: AIM, Philippines, Roskilde University, Denmark; National Institute of Financial Management (NIFM); Humber College, Canada, University of Canberra (UC); Australian National University and Bolton University, UK, Indian Institute of Management, Bangalore (IIMB); Civil Service College (CSC), Singapore; Management Development Institute of Singapore (MDIS); Asian Institute of Management (AIM), Thailand; and Management Development Institute (MDI), India; Singapore Institute of Management (SIM); Maastricht School of Management, Netherland; Australian Institute of Management (AIM); Chartered Institute of Purchasing & Supply, UK and Birla Institute of Management Technology.
2.5.6 Credit transfer system	<ul style="list-style-type: none"> • Has credit transfer system in the Master courses only. • UC, Australia allows 15 credit points of advance standing to the RIM PGD students wanting to enroll in Master Courses here at RIM • RIM and UC encourage student exchange and the credit transfer but number of students on exchange program is negligible.
2.5.7 Employability	<ul style="list-style-type: none"> • The government funded students are employed by RCSC. • Master students are either pre-employed or self-employed. • No records are available for the employment status of self-financing students.
2.5.8 Performance	<ul style="list-style-type: none"> • No external confirmation of student's performance. • No record of outstanding graduates for having awarded any prizes.
2.5.9 Alumni services	<ul style="list-style-type: none"> • Alumni Registration Application System is in place. • Invites alumni during the celebration of important occasions such as annual convocation, silver jubilee, etc. • Is developing online course feedback system for alumni. • Uses the social media like Facebook to keep the students and the institution connected. • Best Alumni Award was given in 2011 during Silver Jubilee Celebration.

2.6 Internal quality assurance and Enhancement system

2.6.1 Internal quality assurance system	<ul style="list-style-type: none"> • Quality Assurance Committee (QAC) was instituted in August 2017 which was previously handled by the Academic Committee. • The Chairman of QAC is external and Assistant Program Officer is the General Secretary.
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	<ul style="list-style-type: none"> • Academic quality is guided by academic policy, masters program follows Australian Quality Framework, human resource and finance are subject to standards in government rules and regulations. • The Academic Policy requires review of curriculum and program once every 3 years and this has been done mostly internally. • Quality assurance policies are communicated internally and externally through meetings and monthly reports to Board.
2.6.2 Institutional effectiveness	<ul style="list-style-type: none"> • Conducts wider consultation with stakeholders such as RCSC and Gross National Happiness Commission (GNHC) to identify expected outcomes. • The Annual Performance Agreement is evaluated by the government at the end of every financial year. • Annual Performance Target (APT) score is the indicator of organizational and individual performance. • Stakeholder inputs are used to improve the future programs. • Ongoing research based planning include Strategic Visioning (1996), OD Plan (2009), Management of HR Policies (2010) which demonstrate the commitment of the Institute to continuously improve. • Road Map of 2009 and recent OD exercise give directions and identify of the institute.

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	<ul style="list-style-type: none"> • Has a comprehensive Academic policy. • Takes cognizant of the educational, societal, political and developmental needs of the country while updating the curriculum and contents of both long and short term courses. • Has International Institutional linkages and stakeholders' collaborations. • Is offering MBA program at an international standard. • Has infrastructure for curricular and co-curricular activities.
3.2 Institutional Areas for Improvement (Weaknesses)	<ul style="list-style-type: none"> • Limited faculty with PhD degree, • Only three research publications in international reputed Journals • No evidences of inter-disciplinary research undertaken. • Only two PGDPA research paper has been published in journals, • Limited efforts by faculty in research publication at the international level.

3.3 Institutional Opportunities	<ul style="list-style-type: none"> • To be the premier management institute in the region, • To attract more foreign students, • To arrange in-campus recruitment of self financing students at the time of graduation. • To publish higher quality articles and research papers, • To reflect Teaching Learning Units (TLU) grades in transcripts.
3.4 Institutional Challenges	<ul style="list-style-type: none"> • Limited autonomy is impinging the growth of the Institution as the Premier Management Institution in the region. • HR is centrally managed by RCSC. • The budget is subject to the ceiling of the Ministry of Finance (MoF). • Recruitment and retention of qualified and experienced faculty. • No HR development budget from the MoF to build the capacity of the faculty.

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 Upgrade the qualification of the faculties through prioritisation of HR master plan.
- 4.2 Ensure the utilization of the existing infrastructure to the fullest possible capacity by organizing short-term training programs continuously and increasing the intake of regular students.
- 4.3 Institute an incentive system to attract industry experts to join as faculty and also come up with incentive measures to retain faculty and staff through RIM fund.
- 4.4 Promote publication of research papers in international journals with attractive incentives.
- 4.5 Encourage research topics including modules with contemporary issues.
- 4.6 Develop a master plan to acquire full autonomy.

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



Name and signature of the Head of the Institution
 Seal of the Institution
 Director General
 Royal Institute of Management
 Semtokha : Thimphu



Name and Signature of the Accreditation Team:

Name	Designation	Signature with date
Dr Phup Rinchhen Dukpa	Chairperson	
Mr. Pema Wangdi	Member	
Mr Dhan Raj Tamang	Member	

BAC Coordinator/QAAD Officials

1. Mr N.B Raika	Chief Program Officer	
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