



ASSESSORS'REPORT

College of Natural Resources, Lobesa, Punakha

9 May 2025

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Section A: General Information of the University

Name	Royal University of Bhutan
Establishment Year	2003. For details, please visit: https://www.rub.edu.bt/index.php/the-university/
Legal basis	Royal Charter and Statutes signed on 18 th April 2003 by His Majesty the Fourth Druk Gyalpo, Jigme Singye Wangchuck. For details please visit: https://www.rub.edu.bt/images/rub/staff/Rules-And-Regulations/RUB-GM.pdf
Official launch	Royal Charter signed on 18 April 2003, official launch on 2 nd June 2003
Number of Faculty and Affiliated Institutions	RUB has 9 constituent Colleges and 2 private affiliated Colleges
Vision	An internationally recognized university steeped in GNH values

Missions	• To provide programmes of study at tertiary education level, of relevance and good quality which will fulfill the needs of the country for an educated, skilled and humane population; • To promote and conduct research to contribute to the creation of knowledge of relevance to Bhutan • To provide training and professional services for the enhancement of knowledge, capacity building and community development.
Governance Structure	Page 2 of RUB Governance Manual has the broad Architecture of the University https://www.rub.edu.bt/wp-content/uploads/2022/06/Good-Governance-Manual.pdf
University Important Documents	• The Royal Charter of the RUB • Statutes of the RUB • Governance Manual • The Wheel of Academic Law • Strategic Plan • Student Service Management Policy and Guidelines • Annual Reports • Annual Statistics • Space Norms 2020 • RUBHRRR 2017
HR strength of the University	• Office of the Vice Chancellor: 36 • Administrative & Technical Staff: 411 • Academic Staff: 518 (including 46 on long-term studies) • Total HR strength: 966

University Strategic Core Areas	• Quality and relevance of programmes • Research, innovation and scholarship • GNH-inspired environment • Innovation and entrepreneurship • Life-long learning • Revenue streams
Future Plans	• Enhancement of quality and relevance of programmes • Research, innovation and scholarship • Promotion of GNH-inspired environment • Innovation and entrepreneurship • Life-long learning • Diversification of revenue streams

Section B: Assessors' Main Report

Part 1: General information

Part 1: General information	
1.1 Name and Address of the Institute	College of Natural Resources, Lobesa, Punakha
1.2 Year of establishment	2004
1.3 Current academic activities at the institution (Number)	
Faculties /Schools	
Departments/Centres	6 (Agriculture, Animal Science, Forestry, Sustainable Development, Environment

	and Climate Studies, Food Science and Technology)
Programme/Courses offered	10 (6 UG, 3 PG, 1 Doctoral)
Regular faculty members	Male: 39; Female: 14; Total: 53
Contract faculty members	Male: 01; Female: 0; Total: 01
Others (e.g. Adjunct)	Male: 03; Female: 02; Total: 05
Staff (Technical, administrative & support) Male: _____ Female: _____ Total: _____	Male: 33; Female: 23; Total: 56
Students	Male: 249 Female: 370; Total: 619
1.4 Three major features in the institutional context (As perceived by the assessors)	1. Strong research culture. 2. Laboratory facilities with opportunities to excel in niche areas. 3. Motivated and confident student leaders.
1.5 Date of visit	5 th to 9 th May 2025
1.6 Composition of the team of assessors:	
Chairperson	Name: Dr Phanchung

Other members	Name: 1. Phintsho Choeden 2. Dr Karen Mary Treloar 3. Dr Sangay Dema
HEQC officials	Name: 1. N.B. Raika

Part 2: Key aspect-wise analysis

Part 2: Key-Aspect-wise analysis	Observations (Strengths and/or Weaknesses on Key Aspects) Note: Please limit to three major ones for each; use telegraphic language; it is not necessary to have all three each time - write only relevant ones.
2.1 Governance, Leadership and Management	
2.1.1 Vision and Mission	1. Vision and mission align with RUB's goals and national aspirations. 2. Offers relevant and broad-based academic programmes, including research-based programmes and professional services aligned to its vision and mission.

2.1.2 Organizational Structure and Management	1. Organisational structure has a clear hierarchical delineation of responsibilities, SoPs and Terms of Responsibilities for key positions. 2. Staff and students are involved in relevant decision-making processes.
2.1.3 Accountability and Transparency	1. Has clear lines of reporting and accountability, including financial management, in line with RGoB and RUB's requirements. 2. Diverse resource mobilisation strategies (e.g. international student enrolment, research, consultancy services, conferences, workshops and training) are being implemented.
2.1.4 Leadership and Autonomy	1. Has qualified, competent and relevant leadership position holders. 2. Demonstrates the required effort for leadership grooming and succession planning. 3. Has limited autonomy in both management and academic matters, bound by the RGoB and RUB's systems.
2.1.5 Strategic Development, Planning, and Implementation	1. Has a comprehensive Strategic Plan (2018-2030). 2. Implementation of activities is in line with the Strategic Plan and 13th FYP. 3. There is monitoring and periodic review of the Annual Performance Agreement.

2.1.6 Data and Information Management	1. Has a reliable and accurate data and information management system 2. Has measures to ensure data accessibility, utilisation, and security and confidentiality.
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2.2 Academic System	
2.2.1 Programme Design, Development and Review	1. Has effective mechanisms for programme design, development, and review (e.g. five programme were reviewed in the last three years and has provision for minor review at the College level.
2.2.2 Academic Flexibility and Programme Diversification	1. Diversification of programmes, including a study abroad programme and elective options, offers a broad range of choices to students. 2. The 80% module similarity requirement as per WAL for credit transfer is rigid.
2.2.3 Academic Planning and Delivery	1. Academic planning is consistent with the systems in place. 2. Has regular student feedback on modules and programme monitoring by an external examiner to ensure the quality of the module/programme. 3. Teaching-learning approaches are student-centric. 4. Common/universal modules, internships/industrial attachments, exchange programmes, seminars, and national and

	international events are in place to enhance student performance and prepare them for the workplace.
2.2.4 Assessment Practices	1. Moderation of examination questions is carried out by staff and external examiners. 2. There is a system in place to track and monitor the progress of students for timely intervention.
2.3 Human Resources	
2.3.1 Human Resource Management System	1. HR attraction, recruitment and retention are carried out as per RUB HRRR 2017. 2. Has a structured induction process for new employees. 3. An adequate number of staff have relevant qualifications and experience.
2.3.2 Human Resource Developments	1. Has a transparent and forward-looking HRD masterplan under implementation. 2. HRD is implemented through the allocation of the RGoB-supported operational budget. 3. Opportunity for self-initiated HRD is also available for the staff.
2.4 Research, Publications, and Linkages	
2.4.1 Research Culture	1. A comprehensive research policy, including college-level Research Guidelines and SoPs, is implemented.

	2. A range of training and workshops is conducted for early and mid-career researchers. 3. Diverse research funding sources are explored, in addition to 2% of the operational budget dedicated to research.
2.4.2 Research and Publications	1. 50 papers have been authored/co-authored by faculty and students, published in national and international peer-reviewed Journals and books in the last three years. 2. The research database, both print and electronic, is maintained and accessible.
2.4.3 Consultancy and Professional Services	1. 16 consultancy and professional services have been provided over the last three years, generating over Nu. 14 million. 2. 19 community services were implemented over the last three years.
2.4.4 Collaborations and Linkages	1. International Students Handbook and International Student Policy have been developed and are being implemented. 2. 20 short international programmes have been developed, and about 50 international students have been enrolled annually for these programmes. 3. Establishing international collaboration and linkages through MoU/MoA/MoC is limited due to lengthy bureaucratic procedures.
2.5 Infrastructure and Learning Resources	

2.5.1 Physical Infrastructure	1. Has adequate academic facilities and teaching-learning resources, including diverse research facilities. 2. Has adequate accommodation and amenities for students and key personnel, including ECCD facilities. 3. Facilities for differently abled students and staff members are limited.
2.5.2 Academic Support Services	1. Has adopted a range of ICT-based interactive teaching-learning tools (e.g. Moodle, TURNITIN, SCORM). 2. Has an adequate library with a collection of more than 16,000 reading materials, with a seating capacity of 150 users. 3. Has diverse academic facilities (e.g. BioFab Lab, eDNA, Dendrochronology lab, Demonstration and teaching farm) for teaching/learning and research.
2.5.3 Safety and Maintenance of Physical Infrastructure	1. A disaster management plan is in place, with SoPs for different disaster response teams with assigned roles. 2. Some fire safety features, evacuation routes, and designated safe zones are in place. 3. Regular inspection of infrastructure for maintenance needs, and maintenance is scheduled at the end of the semester.

2.6 Student Services	
2.6.1 Admission Process and Student Record	1. Student admission policy, procedures, and criteria are well developed and followed. 2. Student records of admission are maintained.
2.6.2 Student Welfare, Engagement, and Support System	1. Student welfare, engagement and support services are in place (College welfare scheme, short-term training, Council for Education, Transformation and Advocacy (CETA) activities. 2. Lateral entry for lifelong learning is available.
2.6.3. Graduate Employability	1. Each programme has incorporated the required competencies of the relevant stakeholders to enhance graduate employability. 2. Tracer studies of the graduates in 2023/24 are conducted to study employment status. 3. 14 CNR graduates have excelled in the RCSC examinations in the last three years.
2.6.4 Alumni Engagement	1. Alumni engagement is limited to their invitation to important programmes and events of the college.

2.7 Internal Quality Assurance and Enhancement System	
2.7.1. Internal Quality Assurance System	1. Programme quality is assured through the programme Board of Examiners and the College Academic Committee. 2. The internal Quality Assurance system is in place. 3. The feedback from students/staff/ stakeholders is utilised for continuous improvement.
2.7.2. Innovative Practices	1. A range of innovative research practices is in place. 2. Has enhanced laboratory facilities (e.g. BioFab and Digital Fablab, eDNA lab) for innovative teaching and research.
2.7.3 Institutional Branding	1. Has regular college branding in place.

Part 3: Overall Analysis

Part 3: Overall analysis	Observations <i>Note: Please limit to five major ones for each; use telegraphic language; It is not necessary to have all five bullets under each.</i>
3.1 Strengths	1. Strong research culture and a range of programmes are in place. 2. Has a range of laboratory facilities with the opportunity to develop further in niche areas. 3. Has a high proportion of qualified and experienced faculty members. 4. National and international partnerships are being given priority.
3.2 Areas for improvement	1. Laboratory safety measures 2. Credit transfer flexibility 3. Inclusivity for differently-abled students and staff 4. Alumni engagement strategy 5. Branding and marketing of the academic programmes
3.3 Opportunities	1. Income generation, enhancement of the college's visibility, and value addition to the quality of teaching-learning processes through internationalisation of the programmes. 2. Become the NRM Think Tank for the country and an internationally

	recognised Centre of Excellence in the areas of NRM and research. 3. Generation of adequate funds for student/faculty research through enhanced national and international industrial and institutional linkages. 4. Diversification of elective subjects to develop specialisation in niche areas. 5. Be the preferred venue for hosting national and international conferences and seminars.
3.4 Challenges	1. Limited management and academic autonomy 2. Protocol requirements for institutional collaboration and linkages 3. Retention of academics 4. Resource mobilisation for capital investments 5. Maintenance of diverse infrastructure and facilities

Part 4: Recommendations – Standard-wise

Part 4: Recommendations (Standard-wise)

4.1 Governance, Leadership and Management:

1. Enhance leadership grooming and succession planning.
2. Develop a strategic plan to enhance college autonomy for efficiency and innovation.

4.2 Academic System

1. Strengthen engagement of stakeholders in programme design and development to improve graduate employability and student research pathways.
2. Review the requirement of 80% similarity in the module content for credit transfer.
3. Consider generative artificial intelligence and its impact on course design and assessment, beyond TURNITIN.

4.3 Human Resources

1. Continue the good practice of recruiting retired, qualified, experienced, and interested candidates in teaching and research services as adjunct, emeritus or visiting faculty.
2. Prioritise the allocation of a dedicated fund for HRD.

4.4 Research, publication and linkages

1. Continue to improve the visibility of the college through enhanced dissemination of the research outputs and expertise.
2. Explore mechanisms to improve the balance between research/ professional services, and teaching loads.

4.5 Infrastructure and learning resources

1. With diverse research facilities in place, develop strategies to address sustainability, in terms of maintenance, operational cost and technical capacity.
2. Strengthen safety features of the infrastructure and periodic communication to the students.

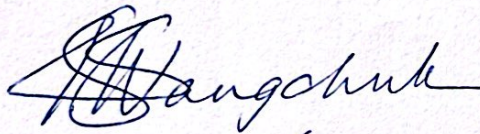
4.6 Student services

1. Strengthen innovations and technologies in academic programmes to enhance graduate employment.
2. Develop a strategy to engage and develop long-term relationships with the alumni.

4.7 Internal Quality Assurance and Enhancement System

1. Strengthen institutional branding

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



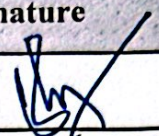
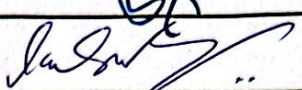
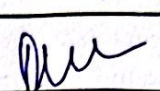
Name & Dated Signature of the Head of the institute

Seal of the Institute



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Name & Signature of the Assessors:

Name	Designation	Dated Signature
Dr Phanchung	Chairperson	
Phintsho Choeden	Member	
Dr Karen Mary Treloar	Member	Karen Treloar
Dr Sangay Dema	Member	

Name & Signature of HEQC officials

Name	Designation	Dated Signature
N.B. Raika	Specialist	NB Raika

9/5/2025

Annexure 7

7. Programme list for the Exit Meeting

Accreditation of College of Natural Resources Lobesa Bhutan

Date: 09 May 2025

Venue: College Convention Hall

Time	Programme
2:00 PM	Opening remarks and summary of the site visit by the Chairperson
2:10 PM	Presentation on findings and recommendations
2:25 PM	Chairperson to invite management team to share their views on the accreditation exercise
2:50 PM	Signing of the documents between Chairperson and President
2:55 PM	HEQC to share the post-accreditation process/activities
3:00 PM	Chairperson to thank the institution and conclude the meeting
3:05 PM	Photo Session

Annexure 6

6. Schedule of Site Visit

6.1. Programme for site visit to CNR, Date: 05 - 09 May 2025

Day	Activities	Remarks
Day 1 Monday*	1. Meeting with the management (60-90 mins) 2. Meeting with academic leaders (60-90 mins) 3. Meeting with non-academic staff (60-90 mins) 4. Meeting with student representatives (60-90 mins)	1. Brief presentation by college - vision, mission, good practices, challenges, way forward and if other relevant information, followed by discussion 2. Meeting with Academic Faculty: Brief presentation on the academic programmes and curricular activities 3. Meeting with non-academic staff: (1hour) - Brief presentation by Administrative Officer on Administrative Services and related activities of the college, good practices, issues, challenges, plans, etc. 4. Meeting with student representatives-brief highlights of roles and responsibilities, activities and any other relevant information 5. (Note: 30 minutes of presentation and 30-60 minutes for discussion)
Day 2 Tuesday	1. Classroom observation 2. Brief campus tour	1. Please provide timetable for the day 2. Please provide guide for the campus tour

Day 3 (Wednesday)	Validation of ISAR by the accreditation team	Note: We will inform if the team needs additional/supporting documents to be furnished
Day 4 (Thursday)	Meet relevant parties, if necessary	Note: We will inform if the team wants to meet any relevant person, if necessary
Day 5 (Friday)	Exit meeting (2 Hours)	The assessors will present preliminary findings to the management. (Note: The team will inform the time for the meeting)

6.2. Details for each day Programme

Day 1

Sl. No.	Time	Activities	Attendees
1	9:00-10:30 AM	Meeting with Management	President, Deans, Program leaders, Heads of Units/ Departments, etc.
2	11:00 AM – 12:30 PM	Meeting with faculty	All teaching faculty who can make it
3	1:30 - 3:00 PM	Meeting with support staff	Adm. Officer, Library, ICT, student record officer, other support staff.
4	3:30 - 5:00 PM	Meeting with Students	Student representatives e.g. Councillors, Coordinators, In-charges, Representatives

Day 2

Sl. No.	Time	Activities	Attendee
1	9:00 - 10:30 AM	Observation of Teaching	Four assessors walk into any classroom in action
2	11:00 AM - 1:00 PM	Brief campus tour (Facilities like library, labs, any other facilities the college might like to showcase)	Requires guide
3	2:00 - 5:00 PM	Assessors' 1 st meeting	

Day 3

Sl. No.	Time	Activities	Attendee
1	9:00 AM-5:00 PM	2 nd meeting of Assessors Meet relevant parties, if necessary Note: We will inform if the team needs to meet any relevant person	Focal person

Day 4

Sl. No.	Time	Activities	Attendee
1	9:00 AM-1:00 PM	3 rd meeting of Assessors - Meet relevant parties, if necessary (Note: We will inform if the team needs to meet any relevant person) Finalise grading.	Focal person

2	2:00–5:00 PM	The management team studies the draft Assessors Report for factual corrections and comments, if any	Focal person
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Day 5

Sl. No.	Time	Activities	Attendee
1	10:00 AM	Return the report with comments	Focal person
2	9:00 -10:00 AM	Incorporate comments and finalize Assessors' Report	
3	10:30 – 11:30 AM	Prepare for Exit Meeting	
4	2:00 PM -3:05 PM	Exit meeting: Assessors will present overall findings Photo session	President, Deans, Programme leaders, Faculty, relevant support Staff to attend
5	3.30 - 5:00 PM	Feedback on overall exercise Complete administrative tasks with HEQC	Assessors and HEQC