

Assessor's Report
Institutional Accreditation
2nd Cycle May 2025



Royal Institute of Management
Simtokha

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Assessors' Report

Part 1: General information	
1.1 Name and Address of the institute	Royal Institute of Management
1.2 Year of establishment	1986
1.3 Current academic activities at the institution (Number)	Undergraduate – 2, Post Graduate – 2, Other programmes- 5 Total - 09
Faculties /Schools	41/ 930
Departments/Centres	4/4
Programmes/Courses offered	9 more programmes introduced in last five years
Regular faculty members	Male:18 Female: 09 Total: 27
Contract faculty members	Male: 2 Female: 0 Total: 02
Others (e.g. Adjunct)	Male: 10 Female: 02 Total: 12
1. Staff (Technical, administrative & support)	Male: 25 Female: 27 Total: 52
Students	Male: 517 Female: 413 Total: 930

1.4 Three major features in the institutional context (As perceived by the assessors)	● Strategic Vision Clear strategic vision as, “a center of excellence in education, training and research services for management and public administration”. ● Prime Real Estate Infrastructure: Prime location in the capital city and has the potential to leverage on the meetings, events, and training both for national and international clients. ● Governance Credibility- Overall governance; Credible leadership, strong stakeholder (RGoB) and reliable funding resources. ● Captive Client (RCSC recruits) RIM has the captive client in RCSC recruits and HRD program that provides them a great opportunity to focus on excellence instead of worrying about sustainability. Challenges: 1. RIM’s strategic vision needs to be supported by missions and objectives that should leverage the above potential opportunities. 2. Governance should address minor gaps in autonomy of the Board when it comes to appointment of Board Directors, Conflict of Interest, feedback, whistle blowers, internal audit and risk management system. 3. Long-term road map and strategic document is required at the institutional level. 4. RIM, while providing vital courses for the Civil Service, is mainly skill based. Should have a long term plan of moving as the premier policy
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	institute similar to the KDI in South Korea, LKY in Singapore and HKS at Harvard University. ● Academic Rigor 1. Well established modules (1 MBA, 3 diplomas and 6 certificate and short courses) conducted both full time and intensive duration. 2. RIM's commitment to quality teaching, relevant curriculum and impactful research was assessed. It was learnt that there are broad ranges of programmes being offered. 3. However, its impact and employability level including tracer study was not carried out. Besides, research activities of the Institutes were not discussed and credited at national or international level in governance and management policy decisions. It was learnt that RIM has been initiating a lot of research activities and consulting activities, and the findings were incorporated for policy level by the clients. ● Stakeholder Engagement- Institute's industry connections, graduate employability and alumni success as indicators of real-world relevance was assessed. While the Institute strives to foster stakeholder's engagement, they need to improve in the following areas: (a) Branding at the international level (b) Engagement of stake-holder's in (including private sector and community) in curriculum designing and programme finalization.
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	Engage stakeholders in research, seminars and conferences for diversity
1.5 Date of visit	5 – 9 May 2025
1.6 Composition of the team of assessors: A dynamic team of experts were formed for the Institute’s Accreditation. The team was composed considering academic qualification and past professional experiences. A rigorous nomination and selection process was completed before deciding the assessor and institutions allotment. A conflict of interest and consensus of the Institute and Council was sought before appointment of the assessor. With the team, a Chair, Rapporteur and other members were identified with clearly defined responsibilities. The team underwent very rigorous training from 28 April to 2 May, 2025 in Paro and carried out site visits and assessment for RIM from 5 to 9 May, 2025.	
Chairperson	Name: Kinga Tshering
Other members	Name: 2. Dechen Choden 3. Sonam Phuntsho
HEQC officials	Name: 1. Ms. Tashi Lhamo, Chief Program Officer, BQPCA 2. Mr. Kuenzang Dorji, Sr. Program Officer, BQPCA

Part 2: Key-Aspect-wise analysis	Observations (Strengths and/or Weaknesses on Key Aspects) <i>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.</i>
2.1 Governance, Leadership and Management	
2.1.1 Vision and Mission	Strengths: Strategic Vision Clear strategic vision as “a center of excellence in education, training and research services for management and public administration”. Moreover, RIM has also revised the vision as “To be a regional center of excellence for transforming leadership in government and business”, to reflect the strategic direction towards national transformation of the civil service and the aspiration to lead the region in public leadership and business. A significant strength is the explicit and strong alignment of RIM’s vision (“center for excellence...”) and mission (“impart, improve, and improve professional knowledge and skills..”) with national goals such as nation building, gross national happiness, human resource development, decentralization and ethical leadership. Strong Royal Charter RIM also has a strong Royal Charter that gives them added legitimacy. The Charter authorizes RIM to raise funds and manage funds unlike other RUB Colleges.

	● Prime Real Estate Infrastructure: Prime location in the capital city and has the potential to leverage on the meetings, events, and training both for national and international clients. ● Governance Credibility- Overall governance; Credible leadership, strong stakeholder (RGoB) and reliable source of funding resources. ● Captive Client (RCSC recruits) RIM has the captive client in the RCSC recruits and HRD program that provides them a great opportunity to focus on excellence instead of worrying about sustainability. Areas of Improvement: The very strength of RIM can also be its weakness. With provisions enshrined in the Royal Charter, RIM may be hesitant to reform or change anything that might be in contravention of the Royal Charter. A directive may be sought on this issue from the Board and the Government. Having RCSC’s strong backing and Government alignment may also restrict certain freedom in strategic direction. For instance, during the reform process, RIM was at one time included in the social cluster where all its KPIs were developed. Later it was moved to the Governance cluster. This seriously limits and hampers RIM’s strategic direction which needs to be clear and predictable. RIM should work on independence in strategic directions irrespective of its affiliation. The Royal Charter in fact provides this opportunity. In addition, RIM provides limited scope for private sector and global relevance.
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	While high level strategy is limited by the overall structure of the Civil Service, RIM team could still develop implementation and operational strategies on the ground. The overall monitoring and evaluation of how the strategy is implemented is not clear. For instance, the 13FYP Project Document is very well written and comprehensive with its plans, programs and projects with target KPI and timeline however, there is no monitoring schedule or report at the operational level. Also there were high quality strategy documents prepared in 2009 and submitted to the Cabinet and a visioning exercise seems to have been recently carried out. How these documents are approved/implemented or reviewed could be incorporated as part of the Board level SOP. Besides, while leadership is directly appointed or nominated by RCSC, there is no succession planning within the management team.
2.1.2 Organizational Structure and Management	Strength: Well-structured and well-defined organizational hierarchy led by the Board of Directors, Directors, Head of the Centers and Sub-committees. Use of a dedicated advisory committee ensures oversight and focused attention on key institutional functions, promoting efficiency and accountability in decision making. Area of Improvement: RIM's Board does not have independent directors. Besides the private and corporate sector, expert engagements are limited at leadership and management level. A dedicated Quality Assurance Committee may be required to ensure that an institution consistently meets

	established standards and continuously improves its processes, performance, and outcomes. Currently it is all embedded within the respective Divisions and Units that sometimes leads to conflict of interests or chances of oversight.
2.1.3 Accountability and Transparency	Strength: High degree of accountability and transparency through clear line of reporting based on its defined hierarchy and Terms of Reference extending from Board of Directors down to Program Leaders and even their ground level support staff. BCSR and Max System are some of the recognized control mechanisms in place. Even assets, immovable and movable properties are maintained in the government assets module. Documentation is fairly transparent and comprehensive with detailed minutes of board meetings and other strategic papers. Evidence of actions taken including termination and disciplinary actions taken were shared indicating zero tolerances to violation of rules or code of conduct. Besides it indicated that the Institute enforces accountability by ensuring individuals are held responsible for misconduct or poor performance. It also promoted transparency by demonstrating that the institution upholds ethical standards and takes corrective measures openly and fairly. Areas of Improvement: There is scope of improvement in accountability and transparency. The policy decisions are mostly centralized and there is absence of an internal audit and risk management system.

	In addition, leadership feedback and whistle blowing systems can be instituted to identify areas for improvement and enhance institutional effectiveness through stakeholder input. Besides, a whistle blowing system can be an effective management tool to promote transparency and accountability by enabling the reporting of unethical or unlawful practices without fear of retaliation.
2.1.4 Leadership and Autonomy	Strength: There is strong legitimacy in the autonomy in management and academic matters granted by the Royal Charter. This allows the Institute to independently design and conduct programs, manage resources and engage in collaboration. Besides, there was evidence from the Board minutes that the RIM will be a self-sustaining autonomous institution in the future. Most recently, directives were received from the government and not to depend on the government budget. Areas of Improvement: The RIM's autonomy, while fully granted by the Royal Charter, is limited by the RCSC rules and MoF budgetary requirements. Even in academic programs, it is limited ultimately by the directives of the RCSC. Board Directors composed of government executives and Director too being the civil servant sometimes leads to conflict of interests. The Director (Institution's Head) is being overseen by a Board composed of government executives, including their own superiors in the public service hierarchy who are not independent.

2.1.5. Strategic Development, Planning, and Implementation	Strength: RIM utilizes a collaborative and decentralized approach for strategic development, involving centers in formulating objectives aligned with national FYP. The process involves multiple levels of review and approval, ensuring alignment with both institutional and national priorities. The strategic plan also captures academic, infrastructure, internationalization, research and financial sustainability. Areas of Improvement: While there is a structured process for developing and reviewing strategic plans however details on their implementation including its evaluation, monitoring and review is missing. For instance, the last strategic document was prepared in 2009 (for submission to the Cabinet) and there was no report for the last visioning exercises (claimed to have been carried out recently). There is no information about specific challenges encountered during the implementation of these strategies or of any noted weakness in the implementation process itself. Besides, plan of action, process of implementation and success score (KPI) has to be clearly mentioned. The 13th FYP framework is quite comprehensive with details on KPIs and most likely be part of the APA agreement for the institute. It is suggested that future monitoring and compliance reports should evaluate and assess implementation and achievement of the targets against these documents.
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2.1.6 Data and Information Management	Strength: RIM has a robust system for data and information management, featuring a centralized repository, multi-stage verification process for accuracy, involving Programme Assistant, Program Leaders, Registrar, and Director. Besides, data is maintained in both electronic and hard copy formats. Areas of Improvement: There are some gaps in data accessibility and data security systems. Moreover, data and information are mostly for information sharing and not for predictive analysis for future development of the institute or for increasing efficiency in its operational management. Dedicated media focal person (professional) instead of nominating just a faculty for the position. RIM uses a lot of the packages and platforms like STEEPV, ZEST and also for their asset register and real estate management. However, an improvement can be made on the accuracy and monitoring and also present the analytics through a proper dashboard. Being a public institution, a lot of these dashboard information also should be available in the public domain through the website linkages. For instance, there is an acute gap in utilization and management of the facilities like the halls, library and the sports ground. A facilities management system could be used for optimum utilization even for leasing/renting out to the public for more efficient use and additional revenue.
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2.2 Academic System

2.2.1 Programme Design, Development and Review

Strength:

RIM maintained a rigorous and systematic process for program design, development and review to ensure relevance and currency aligning with national priorities such as GNH, global competencies, and employment generation. RIM has the following established programmes:

1. FIT was designed in collaboration with RCSC, LG programs with DLG after conducting a Needs analysis, etc.
2. PGDFM and PGDPA replaced by FIT++ FS and FIT++AS, respectively, based on the client's (RCSC) needs. PGDNL discontinued considering the role of JSWLC.
3. Diploma Programs are for 18 months and 2 years for DFM and DIT respectively and PGDA for 10 months
4. DFM Year II (34 private candidates and no inservice and RCSC and corporate sponsored candidates). DFM Year I (27 private candidates of which one is inservice candidates) and DIT has 50 candidates (30 in Year I and 20 in year 2) who are private candidates and no inservice and RCSC and corporate sponsored candidates.

Areas of Improvement:

Even though RIM has a rigorous and systematic process for program design and development the choices of courses are limited and the enrollment data indicates disproportionate figures in the various programmes.

	For instance, the MBA programme with over 258 enrolled candidates is by far the most popular course that is purely driven by market forces and not just to meet RCSC's requirement. The FIT program has about 458 enrolled but they are only for 3 months. This points to the fact that RIM's long term strategic opportunity is in the higher degrees rather than their flagship PGD program that is for 18 months and has only 110 candidates It has been observed that there is limited stakeholder (private, corporate, international) engagement during the program development and implementation phase. Also there could be conflicting directions on program design given its heavy reliance on RCSC and the government. The existing programs are mainly on skills related to finance, accounting and IT and not on administrative or public policy. Besides, there is no quality assurance and independent technical committee engaging relevant stakeholders to validate. While the accreditation system fulfills part of this role, it is recommended that they have a dedicated quality assurance structure in place to ensure that the program meets defined standards and is evidence-based, and independently implemented. Besides, having an independent quality assurance system will be free from bias or undue influence, thus increasing its credibility, efficiency, and impact. There is also an opportunity of credit transfer with RUB colleges in the future to provide more academic flexibility.
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2.2.2 Academic Flexibility and Programme Diversification	Strength: RIM offers a diverse range of programs at different levels (Diploma, Postgraduate, and short programs) covering key areas of accounting, IT, finance, and management, catering to various needs including civil service, corporate, private sector and fresh university and class 12 graduates. Areas of Improvement: There are no elective options at present and this could be provided from courses to be taken at GCIT or CNR or Paro College of Education given their proximity to the institute. Options could also be provided for continuing education and repeat programs for those who could not complete their program due to medical reasons and other extreme exigencies. Academic flexibility and program diversification can be further fostered by providing elective options with the scope of specialization and opportunity of interdisciplinary beyond the core curriculum. While in person classes are the basic requirement, online options should also be given in this age of digital technology. An institute with a strong IT system can effectively deliver online programs, expanding access to learners regardless of location. This enhances flexibility, reduces operational costs, and increases outreach and enrollment potential.
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2.2.3 Academic Planning and Delivery	Strength: RIM has a structured and comprehensive approach to academic planning and delivery, including detailed modules allocation, learning plans (detailed work/lesson plans aligned with learning outcomes) aligned with the unit specification and the mandatory use of learning management system. Areas of Improvement: While the process describes various monitoring mechanisms RIM's academic program may be improved by regularly updating with evolving industry trends, technical advancement or market demand both from the RCSC and the private sector. There were instances when RIM got ambiguous directives on particular courses to be designed only to be shelved after a lot of effort had been put in. This may require that the academic planning and course introductions may require prior-approval before actually working on the details, hence indicating still a lack of standard or matured approach to course design and adoption. Besides, lack of independence and advisory board/quality assurance system for program design and development is exhibited. Therefore, it is recommended that RIM has a clear flow chart on how academic plannings are carried out including levels of approval. RIM can also include an industry expert advisory panel engaging corporate, private sector, and industrial leaders.
2.2.4 Assessment Practices	Strength: RIM has comprehensive policies and practices in place to ensure fairness, transparency and integrity in assessment.

	Different assessment modes such as continuous assessments, formative and summative modes are implemented aligning learning with the learning outcome. For much of the courses, the assessments are carried out promptly. Besides, an online assessment is beneficial because it enables flexible, scalable, and efficient evaluation with instant feedback and data-driven insights. Areas of Improvement: While there are assessment practices and modes mentioned, the frequency of assessment has to be clearly defined. Besides, a regular feedback system and monitoring system has to be implemented. An outcome of assessment in terms of improvement in learning outcome and data relating to outcome of assessment has to be documented for future reference. Turnaround Time (TAT) for assessment is essential in colleges to ensure timely feedback, which supports student learning, progress tracking, and academic planning without delays. It was learnt that the TAT at masters level is unreasonably long (more than three months), and this might hamper learning by delaying feedback, which disrupts students' ability to correct mistakes and improve in real time. In addition, they need to improve formative assessment to provide ongoing feedback that helps students identify learning gaps and improve continuously including personal conducts.
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2.3 Human Resources

2.3.1 Human Resource Management System

Strength:

RIM's policies are guided by the BCSR 2023 ensuring structured processes for recruitment, development and retention. Recruitment and selection follow transparent, merit-based procedures approved by the HRC. The Institute uses MAX for performance appraisal monitored regularly by supervisors. In most of the cases human resource management systems are guided by Bhutan Civil Service Rules and Regulation and the Institute's recruitment standards.

Areas of Improvement:

While there are policies and practices regarding recruitment, development and retention at a broader level, no specifics are mentioned for retention.

Besides, 360 degree feedback and leadership feedback can be instituted for growth and development. Besides Digital Performance Management System using software to track progress, document feedback and automate reminders.

RIM has strong policies again embedded in various forms but might be helpful to bring them out under the following policy or reporting framework:

1. HR master plan and staffing pattern plan
2. Training nomination and selection policy
3. To review the MAX and ZEST system.
4. HR autonomy for talent hunt and recruitment without having to strictly follow restrictive BCSR.

Besides, it was learnt that there are huge HR gaps in certain positions that are being temporarily filled showing there is lack of proper succession plan.

2.3.2 Human Resource Developments	Strength: RIM demonstrates a strong commitment to the continuous professional development of its faculty and staff through structured HRD activities and training including virtual certification. The plan aligns with the 13 FYP and focuses on critical areas. For instance, two of the RIM faculties are undergoing PhD program at University of Canberra under cost sharing modality. Operational staff acknowledged the training they availed in the customer services and service quality improvement in Thailand. The management meeting also spoke very enthusiastically on the design thinking training that seems to be now widely adopted across the institution after getting experts input and module rights from Singapore. ESP staff working in the restrooms and the gardens have been provided with the motivation to work with individual initiatives and authority. The conditions of the facilities were very clean and proven at this point. Areas of Improvement: While the HRD master plan is outlined and budget is allocated, the source provides limited detailed evidence or metrics on the overall impact of the plan's implementation on faculty and staff capacity building across the institution. Besides, impact assessment was not carried out. Training Need Assessment (TNA) might be carried out for rational professional development in some critical areas (Digital marketing).
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2.4 Research, Publications, and Linkages

2.4.1 Research Culture

Strength:

RIM has established a clear research policy and framework that mandates faculty integrate research into their work plans and proposals which are reviewed by a dedicated committee.

The institution supports research capacity development through various activities, including mentoring, workshops, conference participation, and collaborative projects. A robust incentive system is in place, offering credit hours for student supervision, weighted importance in performance evaluation (especially for the research track), and financial rewards for publications in peer-reviewed and other journals.

There are also financial incentives of a net revenue sharing system between the research team/individual and the Institute. This has fostered and motivated research culture. Evidence of many publications and journals were presented during the site visit. Some of the publications have also been cited over 1000 times even at the international level.

Areas of Improvement:

Although there is clear policy, structure, and incentives for research, it does not provide aggregate data on the level of participation in research activities across the entire faculty body, nor does it detail the total volume of trends in research output.

Besides, the research papers and findings need to be discussed more at the national and international level of policy and decision making. It was learnt that though the research findings were incorporated at agency level policy making, RIM was never acknowledged. Therefore, management can engage other agencies through formal communication, policy briefs, and stakeholder meetings to

	advocate for and seek acknowledgment of research findings implemented at the agency level. The media focal should be responsible in disseminating information with regard to many researches carried out by RIM with regular updates on the website, fb page and other social media outlets. Increase the incentive: Given the workload involved RIM has instituted two pathways, where research pathways are exempted from the usual academic workload in addition to the financial incentives. However, in addition to this, we need to provide other incentives in kinds where RIM can facilitate researchers to attend international seminars with funding from the organizers.
2.4.2 Research and Publications	Strength: RIM publishes the <i>Bhutan Journal of Management (BJOM)</i>, its own academic and scholarly journal, dedicated to disseminating public policy and management research relevant to the Bhutanese context. RIM boasts numerous publications at both the institutional and individual faculty levels and offers financial incentives to encourage faculty contributions to various journals. Additionally, research and publication policies are in place as part of the institute's annual work planning and performance evaluation framework. Area of Improvement: RIM to develop the various tiers of research levels with examples of the existing journals like Druk Journal, CBS and GNH journals and other regional journals.

2.4.3 Consultancy and Professional Services	Strength: Consultancy is a key and well-regulated function at RIM, governed by the Policy on Faculty Research and Consulting. This policy clearly defines the types of consultancy, procedures for engagement, and a revenue-sharing model in which a significant portion of the net profit (initially 70%) is directed to the RIM fund. The institute's active involvement in research and consultancy is evidenced by signed MoUs, project reports, and formal agreements with government and industry partners. Over the past three years, RIM has generated significant revenue through consultancy services, showcasing its success in mobilizing resources beyond state funding. Areas of Improvement: While financial success and scale of consulting activities are well documented, RIM may need to be conscious and balance the time between consultancy and academics so as not to lose their strategic focus. Develop Case Studies: Consultancy services provide a great opportunity for developing case studies that could be used in the classes. RIM should focus on developing more case study to enrich the teaching tools that can be further implemented at the workplace.
2.4.4 Collaborations and Linkages	Strength: RIM has established active Memoranda of Understanding (MoUs) with several national and international partners, including universities and professional bodies (e.g., University of Canberra, CPA Australia), which have resulted in tangible outcomes such as the development and delivery of joint academic programs (like the MBA), professional certifications, faculty development, and national capacity-building initiatives. Currently RIM has a formal institutional linkage with nine international agencies/institutes and three

	national agencies. National and international linkages have significantly contributed to RIM's growth by enabling joint initiatives, training programs, and collaborative research. These partnerships have offered professional development opportunities for faculty and staff through exposure, knowledge exchange, and capacity building. They have also facilitated income generation for both RIM and partner institutions, showcasing mutual value creation beyond reliance on state funding. The collaboration with UC has been exemplary and could be shared as best practice with other institutions. UC has in fact rated the collaboration as their best from amongst the other collaborations they have with countries like China and Vietnam. The arrangement started with four units of MBA taught by UC faculty initially which slowly progressed to being taught by RIM faculty and moderated by UC faculty and finally most units being taught by RIM faculty. This speaks volumes on the standards maintained for the MBA program since it has to meet the criteria of UC in Australia which in turn will be accredited by their Quality Assurance Authority. Area of Improvement: Though there are many MoUs signed at the international level, RIM can diversify on partnership and institutional linkages within the country. Strengthening institutional linkages and collaborations with the private and corporate sectors within the country can provide access to market expertise, funding, and innovative solutions. This partnership can also create opportunities for student internships, joint research, and consulting projects. Moreover, it helps institutions align their programs with industry needs and enhance employability.
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	Potential Collaboration in Bhutan: DHI and companies: Given their relevance, RIM should explore collaboration with DHI, DHI owned companies and the financial institutions in addition to the educational institutes and the Government bodies. Mentorship for Start Ups: RIM could also partner with the Startup eco system in Bhutan by working with the young entrepreneurs and matching them with the experienced mid-career MBA students through an active mentorship programme.
2.5 Infrastructure and Learning Resources	
2.5.1 Physical Infrastructure	Strength: RIM provides well-maintained and upgraded physical infrastructure to support learning and living, including modern academic facilities like state-of-the-art seminar rooms equipped for international teaching, a large multi-purpose hall, and a library with ample resources and connectivity. Accommodation is provided for almost 80% staff and faculty. The facilities are meticulously maintained by dedicated staff, ensuring a high standard of upkeep and operational efficiency. This effective management of resources has enhanced faculty productivity and the overall learning environment. It is also reported that RIM has 21 acres of campus not including the built up area. Therefore, the actual acreage could be much higher making it one of the most coveted institutions in terms of prime real estate location.

	Areas of Improvement: Real Estate Management System: With such a facility, RIM should have a robust Real Estate Management System that not only provides a comprehensive and accurate list of assets registration but also a stock of the movable properties. This system could also plan and schedule operation and maintenance of the huge facility and optimize its utilization -eg. Venue booking system on rental basis. Accessibility and Convenience: The Institute offers ample and high-quality facilities; however, the current academic block and other areas lack provisions for inclusive accessibility. Marketing and Awareness: RIM is leasing out the facilities. However, there is not enough awareness and marketing. Instituting an active marketing and promotion strategy could maximize this potential.
2.5.2 Academic Support Services	Strength: RIM offers a comprehensive suite of academic support services, including robust library resources with both physical and extensive digital collections, supported by modern ICT facilities and free Wi-Fi across campus. Team members observed some classes and found them very impressive. In addition to the strong contents, students are provided with a dedicated desktop with internet access while the teachers have options of using SMART TV board and traditional boards with markers.

	Areas of Improvement: While the library offers significant digital access, the physical library space is not as accommodating approximately 70 students. Classroom recommendation: The class lecture was highly effective, demonstrating the use of relevant pedagogy that engaged students well and facilitated learning. However, the classroom environment could be made more encouraging and supportive. Reducing any sense of intimidation would help foster greater student participation and confidence. Moreover, a three hour session with the same tutor is too long.
2.5. Safety and Maintenance of Physical Infrastructure	Strength: RIM has implemented a comprehensive disaster management plan overseen by a dedicated committee, including risk assessments, emergency communication systems, training for response teams and occupants, and maintenance of emergency supplies. Besides, some physical infrastructure has been renovated to provide high-quality training environments, equipped with all necessary modern facilities. These upgrades ensure that the institute can deliver effective learning experiences while also making the facilities suitable for external rentals. This dual purpose enhances both educational value and potential revenue generation. Areas of Improvement- Disaster Mock Drills: Disaster mock drills were not carried out as per the policy document due to lack of officials from the Disaster Management Department of the Government. RIM should have a risk assessment of such a decision because disaster impacts will be fatal if such drills are not carried out.

	Fire Hydrants and Extinguishers: Currently there is no SOP for fire hydrants and fire extinguishers which represents a significant gap in critical disaster resilience infrastructure. Regular maintenance and testing of high risk equipment: High risk equipment like electrical transformers, substations and machinery should be regularly inspected and calibrated with the estate office issuing and maintaining test and calibration certificates.
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2.6 Student Services	
2.6.1 Admission Process and Student Record	Strength: RIM's admission process is clearly defined as merit-based, transparent, and non-discriminatory, utilizing online applications and overseen by an Admission Committee whose decisions are endorsed by the Academic Committee. The institution provides accurate and timely information on admission criteria programs, fees, and refund policies through multiple official channels. Area of Improvement: In the context of RIM's strategic direction towards digital transformation, relying exclusively on physical storage for older records could be an area for improvement to enhance long-term accessibility, searchability, and integration with modern digital systems for comprehensive data analysis.
2.6.2 Student Welfare, Engagement, and Support System	Strength: RIM offers a wide range of student support services covering academic, personal and social aspects. There are diverse student engagement activities including cultural events, sports, community services, interest clubs, and so on.

	For instance, the mess is entirely managed by the student group through a pool fund. The management also pitches in certain amounts on special occasions. The dining hall is relatively clean and the food was quite good. Areas of Improvement: While there are numerous engagement activities and state funds are managed through institutes budget, it has no specific details or figures regarding the actual budget allocated for student engagement. Besides, funds allocated and frequency of such activities are not clearly planned and executed. To foster greater collaboration and teamwork, it is recommended to create cross-program initiatives that encourage interaction between MBA, PG, FIT, and Diploma students. Establishing mentorship programs promote a culture of engagement, skill development, and peer support across different academic levels.
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2.6.3. Graduate Employability	Strength: RIM demonstrates positive outcomes in graduate employability, reporting high or 100% employment rates for specific programs (DIT, DFM, MBA/FIT) based on the data from the recent cohorts. Areas of Improvement: RIM has captive clients in RCSC, therefore, the employment record is very high. While they indicate similar success rates in the private and corporate sector, there is mention of strategies to enhance employability, there is need of articulated frequency and database of tracer studies, employer feedback and alumni feedback system, campus recruitment and labour market information. Besides details of mechanisms, frequency or impact
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	of collecting and utilizing feedback from employers and alumni or conducting tracer studies is recommended.
2.6.4 Alumni Engagement	Strength: RIM recognizes the value of its alumni network and leverages it to maintain connections and promote its institutional brand. There are documented examples of alumni actively contributing to the development or facilitation of specific academic programs. Area of Improvement: RIM can institute a comprehensive or formal institutional strategy or program for broader alumni engagement. Details on specific regular activities, formal feedback channels for curriculum development, structured mentorship programs, or aggregated data on alumni participation rates are must. It is also recommended that the Institute actively engage alumni in program development and review processes to incorporate industry-relevant insights. Alumni, especially those in the corporate and private sectors, can contribute through inspirational talks, mentorship for diploma-level students, and by strengthening institutional linkages. Such involvement will enhance curriculum relevance, student motivation, and professional networking opportunities.
2.7 Internal Quality Assurance and Enhancement System	
2.7.1 Internal Quality Assurance System	Strength: The internal quality assurance system is well-integrated at both the committee and centre levels within the Institute. Each centre is led by a Head who is responsible for ensuring quality standards in program delivery, assessment, and faculty performance. Quality assurance mechanisms are embedded in routine planning, monitoring, and review processes. At the institutional level, the Board provides oversight and assures

	quality from a broader governance perspective. This multi-tiered approach ensures a consistent and comprehensive quality assurance framework across the Institute. Areas of Improvement: It is strongly recommended that the institute establish a standalone Quality Assurance Committee composed of independent and external members to strengthen objectivity and minimize potential conflicts of interest. This independent structure will enhance transparency, ensure impartial evaluation of institutional processes, and uphold the integrity of academic and administrative quality standards.
2.7.2 Innovative Practices	Strength: RIM actively fosters innovation through dedicated initiatives and physical spaces, notably the CoDesign Experience Space (CoDES) and UXD Lab, which promote Design Thinking, creativity, collaboration, and the use of technology. It was observed that incorporating <i>Learning by Design</i> and <i>Design Thinking</i> presents a forward-looking and innovative approach to program development, infrastructure planning, and shaping institutional culture. Areas of Improvement: Carry out a tracer study and impact assessment demonstrating how the culture of innovation, particularly Design Thinking and Learning by Design, is systematically integrated across the academic programs or teaching methodologies institution-wide.

2.7.3 Institutional Branding	Strength: RIM holds a strong brand identity as a premier center for training and research in management, business, and finance. Its programs are widely recognized for their relevance, quality, and alignment with national development needs. However, most are not aware that RIM has a clear and differentiated brand identity centered around its status as a premier management training institution, emphasizing its expertise and leadership in areas like Design Thinking, Learning by Design, Innovation (CoDES), and the integration of Gross National Happiness (GNH) values. Areas of Improvement: Brand was created through normal programmes however, an additional effort of branding can be implemented at the international level through student exchange programs, International student enrolment and alumni ambassador program.
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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. Premier National Institute for Management and Public Administration RIM delivers comprehensive training, research, and consulting services tailored for both in-service professionals and fresh graduates, enhancing their skills and career readiness. In-service training focuses on capacity building and leadership development, while programs for graduates bridge academic learning with practical application. Through research and consultancy, RIM has been supporting evidence-based decision-making, helping client

	organizations both government and private agencies to improve policies, systems, and performance outcomes 2. Governance and Strategic Alignment with National Priorities RIM has enjoyed autonomy since 1990 under a Royal Charter, managed by a Board of Directors. It aligns its strategies with national priorities such as GNH, HRD, and decentralization. The institute plays a vital role in promoting good governance and sustainable development. 3. Innovative and Relevant Academic Programs with Diverse Offerings RIM offers innovative and relevant academic programs that are well-aligned with national priorities and emerging workforce needs. The institute provides a diverse range of offerings, including postgraduate degrees, diplomas, and foundational programs in management, finance, and IT. These programs are regularly reviewed and updated to reflect current industry trends and global best practices. RIM also emphasizes practical learning through case studies, simulations, and fieldwork, which enhances the application of knowledge in real-world settings. The inclusion of public policy, leadership, and governance content further strengthens the programs’ relevance, especially for civil servants. Cross-cutting themes such as ethics, sustainability, and digital transformation are embedded across curricula. 4. Active Research and Consultancy Capabilities Driving Impact and Revenue Faculty conduct impactful research supported by grants, sabbaticals, and incentives. Findings guide national policies, while consultancy services generate significant revenue.
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	5. Comprehensive Infrastructure, Learning Resources, and Dedicated Student Support RIM provides modern learning spaces, digital resources, and wellness facilities. Students receive academic support, scholarships, and job-readiness training. RIM’s facilities are well-maintained, clean, and conducive to both learning and professional development. Classrooms are equipped with modern teaching aids and ICT infrastructure to support effective delivery. Accommodation, dining, and recreational spaces are regularly serviced, ensuring comfort. A dedicated maintenance team oversees the upkeep of the campus, allowing faculty and staff to focus on core academic functions. The well-preserved physical environment reflects the institute’s commitment to quality and operational excellence.
3.2 Areas for improvement	1. Governance and Management One key area of improvement required in RIM's governance and management is strengthening institutional autonomy and accountability mechanisms. Since RIM plays a central role in national capacity development, enhancing its decision-making independence, especially in academic, financial, and operational matters can improve responsiveness to emerging national and global trends. Simultaneously, implementing robust internal evaluation and performance tracking systems along with leadership feedback and whistle blowing system in place, would ensure transparency, efficiency, and alignment with national priorities. Most importantly, RIM faces a potential conflict of interest in governance and decision-making due to the composition of its Board and the Director, both of whom are government appointees and linked within the same administrative hierarchy. This structure may compromise independent oversight and reduce the effectiveness of accountability mechanisms. It is recommended that RIM restructure its governance to include independent, external members on the Board. This would promote objectivity, strengthen

checks and balances, and support more transparent decision-making. Clear separation between management and oversight roles is essential to uphold institutional integrity and autonomy

2. Upgrading Academic Infrastructure

RIM is improving its physical learning spaces, with plans to standardize all classrooms to state-of-the-art conditions by the next financial year. Upgrades include interactive boards and IT tools to support international expert facilitation. New furniture for classrooms, offices, and residences is also planned, addressing current deficiencies.

While RIM maintains high-quality infrastructure, some attention is needed to enhance inclusive facilities to better support individuals with disabilities. Accessibility features such as ramps, tactile signage, and adapted restrooms should be incorporated into future renovations. Additionally, disaster preparedness measures, including regular mock drills and emergency response plans, are currently lacking. Instituting a comprehensive disaster management policy would improve campus safety and resilience. Addressing these areas will strengthen RIM's commitment to inclusivity and risk readiness.

3. Strengthening Faculty and Staff Capacity and Diversification

RIM seeks to enhance faculty expertise through training and aims to recruit 30% international faculty. The HRD Master Plan includes long- and short-term training in areas like IT, leadership, public policy, and green accounting. The goal is to diversify and elevate the institution's academic capabilities. To enhance program quality, especially for in-service learners, RIM should strengthen its faculty and staff base by recruiting individuals with higher academic and professional qualifications. Leveraging industry experts from the corporate and private sectors can bring practical insights and enrich training delivery.

	Current restrictions of RCSC rules in offering competitive remuneration and incentives have hampered attracting and retaining top talent. Therefore, RIM needs to come up with the strategy of offering bonuses. 4. Expanding and Diversifying Academic Program RIM’s academic programs are currently limited. They need to explore in the following areas: (i). Masters in public administration (ii). Credit sharing with RUB and international colleges 5. Advancing Digital Transformation and Research Profile: RIM has adopted significant digital platforms including management systems such as MAX, BJOM, SCOPUS, DeLNET, CODES, ZEST, STEEPV. However, awareness and regular updates of the system are not in place. Students have also worked on many apps and projects which are not marketed. Policy documents for using AI and data-driven decision-making tools are not available. In research, a key area for development is to strengthen global research collaborations and improve the impact rating of the Bhutan Journal of Management (BJOM). Advancing a digital transformation in training and research will improve efficiency and accuracy for RIM with the primary mandate of training and research.
3.3 Opportunities	1. Leverage its Role as the Premier National Institute RIM holds the position of Bhutan’s top institute for management and public administration. Its mandate focuses on enhancing professional skills across public and private sectors. Historically, RIM has been central to civil service human resource development. This prominent role provides a strong platform for

	expanding academic and training offerings. Leveraging its unique status can help RIM further contribute to Bhutan’s national development goals. RIM should lead in the areas of HRD and public policy in the region through concrete government sponsored backing to take part in international associations. RIM should also take the lead in national civil service transformation through their focused research and long historical institutional knowledge for civil service. RIM should also provide strategic leadership courses so that duplication of agencies like RIGSS may not be necessary. 2. Diversification of Academic and Professional Programs As the primary institute for governance, public administration and business, RIM has a strong opportunity to diversify its training offerings by introducing programs in emerging fields such as digital transformation, sustainable finance, project management, cybersecurity, and leadership in innovation. This expansion will not only meet the evolving needs of the public and private sectors but also position RIM as a forward-thinking institution. Diversification can attract a wider audience, increase revenue streams, and enhance national capacity in critical and future-focused areas. 3. Enhance its Influence as a "Think Tank" and Research Hub RIM promotes a research culture aimed at informing public policy and governance practices. A long-term goal is to transform RIM into a leading think tank for public administration. Strengthening international research partnerships is a key strategic objective. Improving the impact factor of its journal will help raise its research profile. These steps will position RIM as a national authority on evidence-based policy and management reform. RIM can be the National Institutional Review Board by 2028.
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	RIM could come up with one case study a year. 4. Expand and Leverage Consultancy and Advisory Services RIM is already trusted for consultancy services across government and private sectors. Its faculty provide expert advice in various fields, contributing to institutional credibility. There is strong potential to expand and more actively market these services. Consultancy work not only supports governance improvements but also generates vital revenue. This dual benefit strengthens RIM's financial sustainability and practical impact nationwide.
3.4 Challenges	1. Cross Programme Team Building and Peer Learning Environment Building a strong learning community and fostering teamwork remains a challenge at RIM due to the varied timing and structure of its academic and training programs. The lack of overlapping schedules limits interaction among different student groups and between participants and faculty. 2. Infrastructure with Limited Inclusive Accessibility RIM faces challenges with limited inclusive accessibility, which impact the quality and equity of the learning environment. While some classrooms have been upgraded, many still lack modern, interactive learning tools, and inadequate classroom furniture and IT infrastructure continue to hinder the teaching-learning experience. Additionally, the main academic block and older buildings lack essential accessibility features such as ramps, making it difficult for students with disabilities to participate fully. This limits inclusive participation and poses a barrier to attracting international students and ensuring equitable education. Comprehensive infrastructure modernization and the incorporation of inclusive design are urgently

needed to meet international academic standards and support all learners

3. Faculty Shortages and Limited Diversity

RIM faces challenges in recruiting and retaining highly qualified faculty, especially international experts. Its goal of having 30% international faculty remains unmet due to competitive constraints and resource limitations. This affects the diversity of perspectives and global relevance in academic delivery.

4. Narrow Research Impact and Visibility

Despite fostering a research culture, RIM's research output has limited global reach and policy influence. The Bhutan Journal of Management (BJOM) has struggled with digital infrastructure issues and low impact ratings. Enhancing research visibility and international collaboration remains a pressing need.

5. Program Limitation and Curriculum Gaps

Though diverse, current academic offerings lack specialized, advanced programs in emerging fields. Curricula need continuous updating to reflect evolving global trends and technological advancements. Expanding offerings in areas like AI, sustainability, and strategic governance is necessary to stay relevant.

Part 4: Recommendations (Standard-wise)

Standard 1: Governance, Leadership, and Management

1. Address minor gaps in autonomy of the Board when it comes to appointment of Board Directors, Conflict of Interest, Feedback, Whistle blowers, internal audit and risk management system.
2. A long term road map and strategic document at the institution level is a must.
3. The process of approval, implementation, or review of past strategy documents is unclear and details on the implementation, evaluation, monitoring, and review of current plans are missing.
4. Working in independence in strategic directions irrespective of its affiliation and addressing the limited scope for private sector and global relevance in its overall structure is felt necessary.
5. Institute leadership feedback system to identify areas of improvement and enhance effectiveness.
6. Establish dedicated Quality Assurance Committee (instead of embedded within division) to ensure that Institution consistently meets standards and continuously improves processes.
7. Leverage the strong support of RCSC and government.

Standard 2: Academic System

1. Focus more on higher education programs with Masters in public policy and strategic studies in addition to MBA.
2. RIM should offer elective options for students, potentially through credit transfer opportunities with nearby RUB colleges like GCIT, CNR, or Paro College of Education, as current course choices are limited.
3. Introduce online program options in addition to in-person classes, utilizing RIM's IT infrastructure to expand access and potentially reduce costs.

4. Regularly update programs to align with evolving industry trends, technical advancements, and market demand from both RCSC and the private sector.
5. Develop a clear flow chart outlining academic planning processes, including levels of approval, to avoid ambiguity and wasted effort; include an advisory panel of industry experts in this process.
6. Improve assessment practices by defining the frequency of assessments, implementing regular feedback and monitoring systems, documenting outcome data, and reducing Turnaround Time (TAT) for assessment results, especially at the master's level. Additionally, improve formative assessments to provide continuous feedback.

Standard 3: Human Resources

1. Develop and implement specific retention policies through bonuses from the RIM fund to ensure long-term staff commitment and engagement.
2. Introduce 360-degree feedback and leadership feedback mechanisms for continuous growth and development, along with a Digital Performance Management System.
3. Clearly define HR policies and reporting frameworks, including an HR master plan, staffing pattern plan, training nomination and selection policy, and a plan to review the MAX and ZEST systems.
4. Work towards HR autonomy in talent acquisition and recruitment despite the restrictive BCSR, addressing current HR gaps and the lack of proper succession planning.
5. Conduct a Training Need Assessment (TNA) to guide professional development and assess the impact of the HRD master plan, providing detailed evidence of its effectiveness.
6. Recruit and retain highly qualified faculty, including international experts, by leveraging industry expertise and offering competitive incentives.

Standard 4: Research, Publications, and Linkages

1. RIM should be the National Institutional Review Board (IRB).
2. Systematically track and provide aggregate data on faculty participation in research activities, detailing the total volume and trends in research output.
3. Increase research visibility and impact by ensuring research papers and findings are discussed at national and international policy levels, with management engaging other agencies to advocate for and seek acknowledgment of research findings at the agency level. A media focal person should be responsible for disseminating research information.
4. Improve the accessibility of the Bhutan Journal of Management (BJOM) website and develop a comprehensive list or database of all research publications, particularly peer-reviewed journals from the past three years. Strengthen global research collaborations and work to improve the impact rating of BJOM.
5. Improve documentation of consultancy services by providing detailed outcomes or impact on client agencies, beyond just financial returns, and include client testimonials or project impact assessments as evidence.
6. Diversify and strengthen institutional linkages and collaborations, especially with the private and corporate sectors, to access real-world expertise, funding, and opportunities for student internships and joint projects. Explore collaborations with DHI, DHI companies, financial institutions, and the start-up ecosystem for mentorship programs.

Standard 5: Infrastructure and Learning Resources

1. Implement a robust Real Estate Management System to comprehensively register assets, track movable properties, schedule operations and maintenance, and optimize utilization—potentially including a venue booking system for rentals.
2. Enhance inclusive accessibility across the campus by adding ramps, tactile signage, and adapted restrooms in the academic block and older buildings to support individuals with disabilities.

3. Conduct regular disaster preparedness mock drills, in line with policy requirements, to ensure the safety and readiness of students, faculty, and staff.
4. Adopt standard operation procedure (SOP) for fire hydrant system. Complete the installation of the planned fire hydrant system and increase the number of fire extinguishers, particularly due to the presence of wooden structures.
5. Carry out routine maintenance and testing of high-risk equipment such as electrical transformers, substations, and machinery, with proper documentation of test and calibration certificates.

Standard 6: Student Services

1. Digitize past student records to improve long-term accessibility, searchability, and enable data analysis, moving beyond exclusive physical storage.
2. Clearly allocate and disclose specific budget figures for student engagement activities, ensuring the funds are well-planned and effectively utilized.
3. Develop cross-program initiatives that promote interaction among PG, FIT, and Diploma students, and establish structured mentorship programs led by senior students.
4. Systematize and document tracer studies, employer feedback, and alumni feedback processes, specifying their frequency and the impact on graduate employability.
5. Establish a formal institutional strategy for alumni engagement, detailing regular activities, feedback channels for curriculum development, structured mentorship programs, and aggregated data on alumni participation. Encourage alumni involvement in program development and reviews.

Standard 7: Internal Quality Assurance and Enhancement System

1. Provide clear, documented examples showing how internal quality assurance findings have directly led to specific improvements or changes in various areas of assessment.

2. Establish a standalone Quality Assurance Committee with independent and external members to enhance objectivity and reduce potential conflicts of interest.
3. Present comprehensive evidence of how innovation—particularly through Design Thinking and Learning by Design—is systematically embedded across academic programs and teaching practices.
4. Conduct an impact assessment with a documented track record of improvements in institutional innovation activities.
5. Strengthen international branding efforts through initiatives such as student exchange programs, enrolling international students, and creating an alumni ambassador program.

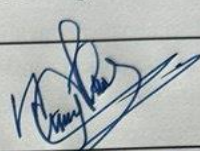
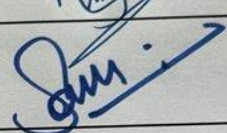
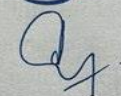
I agree with the observation of the assessors as mentioned in this report.


Name & Dated Signature of the Head of the institute

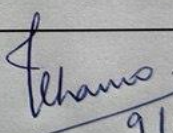
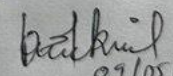
Seal of the institute



Name & Signature of the Assessors:

Name	Designation	Dated Signature
Mr. Kinga Tshering	Chairperson	
Mr. Sonam Phuntsho	Member	
Ms. Dechen Choden	Member	

Name & Signature of HEQC officials

Name	Designation	Dated Signature
Ms. Tashi Lhamo	Chief Program Officer	 9/5/25
Mr. Kuenzang Dorji	Sr. Program Officer	 09/05/25

Annexure

1. List of meetings conducted

Meetings with Institutional Assessors			
Management Meeting			
Sl. No.	Name	Designation	
1	Tshering Yangden	Director	
2	Namgay	Registrar	
3	Dr. Dorji Penjore	Head, Center for Research & Innovation	
4	Ugyen Lhendup	Head, Center for Leadership Development	
5	Chencho Dorji	Oftg. Head, Center for Academic Programs	
6	Kencho Wangmo	Planning Officer	
Faculty Meeting			
Sl. No.	Name	Designation	
1	Jit Tshering	Professor	
2	Indraman Chhetri	Associate Professor	
3	Karma P Loday	Associate Professor	
4	Dr. Dorji Penjore	Asst. Professor	
5	Namgay	Asst. Professor	
6	Ugyen Lhendup	Sr. Lecturer	
7	Dechen Eadon	Sr. Lecturer	
8	Kuenga yangki	Sr. Lecturer	
9	Palmo Thinlay	Sr. Lecturer	
10	Phurba	Sr. Lecturer	
11	Ugyen tshering	Sr. Lecturer	
12	Tashi Wangzin	Sr. Lecturer	
13	Mani Tshering	Sr. Lecturer	
14	Pema Dorji	Sr. Instructor	
15	Sangay Chopel	Associate Lecturer	
16	Dorji Pem	Associate Lecturer	
17	Sanjit Mohat	Asst. Lecturer	
18	Stany Menezes	Lecturer (International Faculty)	
19	Kuenga Norbu	Asst. Research Officer	
Staff Meeting			
Sl. No.	Name	Designation	
1	Kencho Wangmo	Planning Officer	
2	Tenzin Dorji	Sr. Adm Assistant	
3	Chhimi Wangmo	Sr. Adm Assistant	
4	Karma Yangzom	Sr. Program Assistant	
5	Karma Tshomo	Sr. Program Assistant	
6	Delma	Sr. Program Assistant	
7	Jangchub Dema	Program Assistant	
8	Yeshey	Sr. Adm Assistant	
9	Pema Thinley	Dy. Chief Estate Manager	
10	Ugyen Namgay	Asst. Architect	
11	Ugyen Sonam	Library Assistant	
12	Migma Sherpa	ICT Technical Associate	

13	Dawa Zangmo	Electrician	
14	Suk Raj	Carpenter	
15	Rajendra Rai	Plumber	
16	Kinley Dorji	Sr. Adm Assistant	
17	Karma	Adm. Assistant/Warden	

Student Meeting

Sl. No.	Name	Designation	
1	Kencho Wangdi	Councillor	
2	Radhica Rai	Councillor	
3	Indra Bhattarai	Hostel Representative	
4	Tshering lhamo	Hostel Representative	
5	Thinley Norbu	Culture Captain	
6	Hari bhakta pokhrel	Health Captain	
7	Bhima Devi	Health Captain	
8	Tshering Namgay	Literary	
9	Kinley Tshering	SUPW Coordinator	
10	Deki	SUPW Coordinator	
11	Karma sonam lhadon (games)	Games Coordinator	
12	Karma Dorji	Games Coordinator	

FIT Students

1	Rinchen Wangmo	Administraion Services	
2	Theltrim Choezin	Administraion Services	
3	Kelzang Dechen Wangmo	Administraion Services	
4	Tshering Choki	Administraion Services	
5	Sonam Palmo	Administraion Services	
6	Tshewang Choden	Administraion Services	
7	Tshering Dorji	Administraion Services	
8	Santa Man Rai	Administraion Services	
9	Kencho Wangmo	Administraion Services	



[Handwritten Signature]

Registrar
Royal Institute of Management
Semtokha : Thimphu

2. Classroom Observation Forms

Classroom Observation Form

Lecturer: _____ Madam Palmo_ Thinlay _____ Program & Year _____ 1st Year _____ ICT _____

Observer: _____ Kinga Tshering _____ Date and Time _____ 6th May 2025 _____

Use criteria that apply to the format of course observed.

Review Section	Description/Comments
1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	Que... LIFO and principle behind the que Data Structure :
2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)	Class started sharp at 9:30 am. Teacher seem to be well prepared. Walks around the class and checks on select individual students.
3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	Has a good rapport. High level of energy, enthusiasm and engagement. Encourages participation through questions. Goes onto to hands on demonstration asking students to do programming.
4. TEACHING METHODS (uses relevant teaching methods (andragogy, heutagogy), aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	Uses examples and engages students continuously through questions and cold calls.
5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	Presentation is also online in addition to the projection on the board. Uses clear and strong voice, good eye contact and calls on the students with questions.

3. Daily Report (5th May to 9th May, 2025)

Day	Activities	Time	Report
Day 1 5 th May, 2025	Meetings a. Management b. Faculty c. Operational staff d. Student representatives	9:00 – 11:00	The first round of meeting convened in the RIM Board room with the Management presenting on the queries sent by the Assessors' team from Paro, clarifying with evidence. The discussion centered on the question of autonomy and policies in place, and what RIM as a premier institute is doing to fulfill its goals at the national and international levels. The Management also updated the team on how they have a new vision and mission in place, discussing it at the faculty and staff level.
		11:00 – 1:00	
		2:00 – 3:30	The next meeting with the faculty gave the team a clearer picture of the academic, research and assessment practices through the presentation made. The Assessors' team then gave the faculty an exercise in groups to answer the queries shared with them regarding management, infrastructure, academics, student services, research, etc. The outcome of the exercise further gave a clearer picture of the academic system.
		3:30 – 5:00	
		5:00 – 5:40	Meeting the Operational staff after lunch gave a good insight to the functionalities of RIM. A similar exercise of discussions in groups

			was given to them. Team members joined the discussion and it was realized that registers and updates and mock drills were lacking. These were all noted by the Team. The last meeting for the day with the student representatives was refreshing. The students' feedback on their program was positive and were mostly happy. They, however, wished for more interaction with students from other programs. The Team was able to collect relatively good information on the first day. Debriefing at 5:00 p.m., after all the meetings and plan for the next day was laid. <i>(Note: 30 minutes of presentation and 30-60 minutes for discussion)</i>
Day 2 6 th May, 2025	1. Meeting with HODs (Faculty) 2. Classroom observation 3. Meeting with FIT graduates 4. Campus tour	9:30 – 10:30 10:30 – 11:00 1:00 – 2:00	As planned the previous day, the Team set out on different tasks. The Chairperson visited the DIT classroom for observation with the guidelines of BPQCA while Sonam Phuntsho continued checking evidence of policy documents and verifying and clarifying on queries from the previous day. Dechen Choden observed a class for DFM. RCSC was conducting an induction program for the FIT graduates (2024), who were going to various dzongkhags as HROs. The Team met them briefly over tea and got

		2:00 – 5:00	their feedback with regards to the FIT programs, faculty, program duration, student services, etc. The evidence gathered here will further enhance the Team’s report. The Team then met the HoDs to further clarify on the queries from the previous day asking questions on challenges and potential of RIM. The discussion was fruitful. The Team had lunch with the students in their dining hall. The food was sumptuous and the hall very clean. It was good to note that the students managed their own dining, with the management auditing and adding extra amounts on special occasions. The rest of the day was spent further meeting and talking to people randomly and looking around the campus. The Team debriefed and planned for the next day.
Day 3 7 th May, 2025	Report writing and discussion	9:00 – 12: 00 2:00 – 5:00	Since the institute was closed for Zhabdrung Kuchoe, the Team worked on the final report compilation. Since the ISAR was read and thoroughly discussed, evidence from the site put together and evaluation of all evidence complete,

			the Team put together the final grading for RIM. The Assessors' report was compiled and the Team visited it individually for addition and editing.
Day 4 8 th May, 2025	● Final report compilation and editing ● Handing over of document to RIM management	9:00 – 12:00 2:00 – 5:00	The Team met to finalize the report for handing over to the RIM management. After a thorough reading and editing of the report, with further discussion, the Team finally got the report ready and handed over to the RIM management. The Team started preparation for the exit meeting the next day.
Day 5 9 th May, 2025	● Receipt of feedback on Assessors' Report and finalization ● Exit meeting (2 Hours)	9:00 AM 2:00 PM	The RIM management returned the report with their comments. The Team sat together to go through their comments on various points. After a thorough discussion, the Team made a few changes and corrections taking their comments into account. The report was then handed back to the management for further verification. The RIM management team and the Assessors' team with the BPQCA officials met for the final discussion and signing of the Report. The Chairperson opened the meeting welcoming everyone.

			Sonam Phuntsho presented the Team’s findings on the Strengths, Areas of improvement, Opportunities and Challenges. A good round of discussion was done on the recommendations made by the Team of Assessors. All is well that ends well! Like the Team was well received, their observations and recommendations were also well received. The RIM management, the BPQCA officials and the Assessors’ Team all came to a consensus on the report submitted. The report was signed on a very optimistic note for RIM to become a regional center of excellence for transformation in government and business. Ms. Tashi Lhamo thanked all the participants for a very successful and comprehensive week. The day concluded with a lively photo and video session by Dasho Kinga Tshering.
● BPQCA Officials: Tashi Lhamo, Kuenzang ● Assessors’ Team: Dasho Kinga Tshering, Sonam Phuntsho, Dechen Choden			