



Royal University of Bhutan

ANNUAL REPORT

2021 - 2022

A photograph of graduates in blue gowns and caps, some raising their caps in celebration, standing outdoors. The scene is set against a backdrop of green foliage and a banner with the university's logo and name.

Royal University of Bhutan

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Abbreviations

BA	:	Bachelor of Arts
BE	:	Bachelor of Engineering
BSc	:	Bachelor of Science
BT FEC	:	Bhutan Trust Fund for Environmental Conservation
CDB	:	Construction Development Board
CDRI	:	Climate Development and Research Institute
CLCS	:	College of Language and Culture Studies
CNR	:	College of Natural Resources
CST	:	College of Science and Technology
EU	:	European Union
GCBS	:	Gedu College of Business Studies
GCIT	:	Gyalpozhing College of Information Technology
ICIMOD	:	International Centre for Integrated Mountain Development
IDRC	:	International Development Research Centre
IFS	:	International Foundation for Science
IIT	:	Indian Institutes of Technology
JNEC	:	Jigme Namgyel Engineering College
MA	:	Master of Arts
MEd	:	Master of Education
MoAF	:	Ministry of Agriculture and Forests
MoU	:	Memorandum of Understanding
MSc	:	Master of Science
NRC	:	Norbuling Rigter College
OVC	:	Office of the Vice Chancellor
PCE	:	Paro College of Education
PgCHE	:	Postgraduate Certificate in Higher Education
PgD	:	Postgraduate Diploma
PgDE	:	Postgraduate Diploma in Education
PhD	:	Doctor of Philosophy
RGOB	:	Royal Government of Bhutan
RTC	:	Royal Thimphu College
RUB	:	Royal University of Bhutan
SAARC	:	South Asian Association for Regional Cooperation
SANDEE	:	South Asian Network for Development and Environmental Economics
SC	:	Sherubtse College
SCE	:	Samtse College of Education
STEM	:	Science, Technology, Engineering and Mathematics
UNICEF	:	United Nations Childrens' Fund
USA	:	United States of America

1. Transformation of the University

1.1 Ongoing Transformation Initiatives

- 1.1.1 Two new programmes, viz. Bachelor of Computer Science and Bachelor of Digital Media and Development, have been launched at GCIT. These programmes are based on emerging technologies and students will be learning through projects and online certification courses. The College is being headed by an expatriate and many of the lecturers are from outside with industry experience. The programmes are going to be delivered to make the students life-ready and work-ready by the time they graduate;
- 1.1.2 The erstwhile Department of Research and External Relations, is merged with the Department of Academic Affairs. The new Department is named as the Department of Academics and Research and is headed by the Pro-Vice Chancellor, Academics and Research. OVC now has only three Departments viz. the Registry, Department of Planning and Resources and Department of Academics and Research;
- 1.1.3 The two Colleges of Education (PCE and SCE) are thoroughly engaged with Druk Gyalpo's Institute, Pangbisa to adopt Bhutan Baccalaureate curriculum and pedagogy in the education system as a major initiative in the Ministry of Education;
- 1.1.4 Discussions have been initiated with the National Institute of Education International, Singapore to carry out a comprehensive transformation of the two Colleges of Education in the long run. A project to develop the best practices in teacher education institutions that match with mainstream research practices in the science education literature is being finalised and will be rolled out soon;
- 1.1.5 As a major reform in the University, Sherubtse College is working on renewing its curricula and digitalizing core pedagogical operations. In order to produce future-ready graduates, three new programmes are being designed to be launched in 2023:
 - Bachelor of Data Science and Data Analytics
 - Bachelor of Digital Communications and Project Management
 - Bachelor of Economics and Political Science

These programmes will link the curriculum to skills and job opportunities. They will enhance digital fluency and competencies by integrating learning through technology. They will also include industry capstone projects to investigate critical problems, use informed data to bring about social changes and development;

- 1.1.6 At CST, an expatriate is already in place to drive the process of transformation at the College, beginning with restructuring of the existing programmes. It is proposed to make teaching-learning student-centred. The BE in Information Technology programme will be restructured as Bachelor of Software Engineering and the BE programmes in Electrical Engineering, Electronics and Communications Engineering, Instrumentation and Control Engineering as a common Electrical Engineering programme;
- 1.1.7 Recognizing a sound and sustainable funding mechanism as one of the key enabling factors in enhancing quality of education, the University has submitted a new funding mechanism for approval to the Government. The new funding mechanism captures the key drivers of quality and the corresponding funding required to implement the identified areas;

- 1.1.8 With the support of RGoB funding, RUB has proposed a Blended Learning System for the University with the aim to blend modes of learning and leverage technology for teaching-learning. Such a system will also help the University to immediately migrate to complete online teaching-learning in case of emergencies like the COVID-19 situation.

1.2 Strategies and Plans for Transformation

- 1.2.1 The University has already begun decreasing enrollment in Arts and Humanities that do not provide employment opportunities. Enrollment in STEM programmes will be increased;
- 1.2.2 To improve graduate competency, existing programmes will be reviewed to integrate values and 21st century skills such as collaboration, critical thinking, communication and learning to learn/unlearn. Existing heavy content-driven programmes are being reviewed;
- 1.2.3 The University will endeavour to bring about a shift from a mono-disciplinary system to a more choice-based programmes. Programmes will comprise 60% core modules and 40% electives with flexibility for students to take up modules of their choice. However, given the geographical distribution of the Colleges and limited resources, the University will need to leverage blended teaching-learning to provide more choice of electives;
- 1.2.4 Content specific technology and methodologies will be infused in relevant Arts and Humanities programmes so that graduates can leverage technology in their areas of specialization and be able to cope with the changing nature of work brought on by technological advances;
- 1.2.5 Cognizant that STEM graduates have more employment opportunities, the University will continue to review and increase enrollment in STEM programmes. Additionally, more government scholarships will be directed to STEM programmes, leaving more slots for self-financed students in Arts and Humanities programmes. This would encourage more students to pursue STEM subjects;
- 1.2.6 RUB will embrace technology to develop skills related to self-directed learning among students, promote lifelong learning and enhance effectiveness in teaching by instituting a blended learning system, providing online courses and developing and offering short online courses to the general public;
- 1.2.7 It has become a priority for the University to attract world-class faculty from developed countries to help us in bringing about a positive change in the system, to guide young lecturers to teach beyond the textbooks and innovate in their delivery. We need to learn how to inculcate academic rigour and relevance that are the hallmarks of reputed universities whilst grounding the students in our own value-system;
- 1.2.8 Existing human resource rules and regulations will be reviewed to ensure greater productivity and address complacency issues more effectively;
- 1.2.9 Research will continue to be promoted and strengthened to inform teaching and learning, and to respond to the needs of society for innovation, creative/alternative solutions and to inform decision-making. The University proposes the formation of a National Research Council (similar to National Research Foundation in Singapore) that

will set the overall direction, research roadmap for the country and regulate research activities with adequate dedicated funding from the government;

- 1.2.10 The University will continue to develop business incubation centres and explore the possibility of developing Fablabs to support innovation and generation of ideas in its Technology Colleges. These centres will be linked with national Fablabs and innovation hubs to work together. An institutional arrangement will be established to chart out the working modality. This will ensure that research and innovation initiatives of students, particularly in postgraduate programmes are relevant to national needs. A national funding system may be required from the government to support this initiative;
- 1.2.11 The University will continue to internationalize its campuses to enhance the quality of teaching and learning and to foster students' cross-cultural skills to prepare them for work in a changing, competitive and international workplace. To this end, the University will target to enroll international students amounting to 5% of the total students in the short term. At the same time the university will explore hiring international faculty from renowned universities, expand exchange programmes, develop joint academic programmes and conduct joint research.

2 Student Intake

In 2021, the University admitted 2393 students compared to 2825 in 2020. The total intake has decreased by 432 students. A further comparison between government and self-financed student shows that intake in self-financed students has decreased by 43% compared to 10% in Government scholarship. The tables below provide details of intake for each college in the last two years.

Table 1: Student Intake Comparison 2020 and 2021

College	Government Scholarship Intake			Self-finance Intake		
	2020	2021	Difference	2020	2021	Difference
CLCS	211	157	54	85	7	78
CNR	233	142	91	93	50	43
CST	221	235	-14	37	22	15
GCBS	330	303	27	172	141	31
GCIT	95	97	-2	0	3	-3
JNEC	264	214	50	34	3	31
PCE	251	319	-68	34	30	4
SCE	234	165	69	18	25	-7
SC	397	389	8	116	56	60
	2236	2021	215	589	337	252
			10% Decrease			43% Decrease

Table 2: Student Intake 2020

College	Govt. Scholarship			Self-financed			King's Scholarship / BOC / Madanjeet / Leadership			Grand Total Intake
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
CNR	49	93	142	24	26	50	3	7	10	202
CST	162	73	235	13	9	22				257
CLCS	44	113	157	2	5	7				164
GCIT	56	41	97	3	0	3		1	1	101
GCBS	180	123	303	65	76	141	1	10	11	455
JNEC	156	58	214	1	2	3				217
PCE	157	162	319	18	12	30		1	1	350

SCE	97	68	165	7	18	25				190
SC	182	207	389	25	31	56	9	3	12	457
Total	1083	938	2021	158	179	337	13	22	35	2393

3 Quality and Relevance of Programmes

Ensuring quality and relevant graduates is the primary focus of the University. To this end, the University, having put through the rigorous internal quality assurance process including in depth discussion with relevant agencies and studying the future development prospects of the country has launched a few new programmes. The University pays equal attention to phase out programmes that are no more relevant to the development prospects of the Country. Towards this end the University has discontinued some programmes. Following table provides the list of programmes launched and discontinued in the academic year:

Table 3: Programmes Launched & Discontinued

College	Programmes Lunched	Year launched	Programmed discontinued
CNR	1. PhD in Climate Studies 2. MSc in Conservation Biology	2022 2022	
CLCS	1. BA in Dzongkha and Culture Studies	2021	
GCIT	1. Bachelor of Computer Science (Block chain, Artificial Intelligence and Full Stack) 2. Bachelor of Science in Digital Media and Development	2022	1. Bachelor of Science in Computer Science 2. Bachelor of Science in Information technology
SC	1. BSc in Data Science 2. BSc in Statistics	2021	
SCE	1. PgCHE (Full Time)	2021	
YCC			1. MA in English

4 Research and External Linkages

4.1 Key Achievements in Research

Alongside teaching and learning, research is one of the core areas of the University. Since its inception, the University focused on developing and promoting research culture by building capacity and creating enabling conditions for academics to conduct research. Increasingly the University is contributing to the topical national issues such as climate change, agriculture, education, construction, entrepreneurship etc. Some of the notable achievements are:

- College of Natural Resources and Sherubtse College are identified as the leading partner research institutions to National Environment Commission on climate change adaptation;
- Gedu College of Business Studies works closely with the Ministry of Labour and Human Resources on development of entrepreneurship skills;
- College of Science and Technology and Jigme Namgyel Engineering College partners with the Construction Development Board of Bhutan in producing research-based evidence for development of the construction industry in the country. The academic staff of the Colleges are the chief editors and core members of the Construction Journal of Bhutan of CDB;
- The two Colleges of Education are key contributors to development of the national curriculum of various subjects for the Ministry of Education;
- The College of Language and Culture Studies actively collaborates with the Dzongkha Development Commission in promotion of the Dzongkha language.

4.2 Research Projects

RUB Colleges have also carried out research projects in partnership with international and national funding agencies. Some are highlighted below as a sample:

Table 4: Research Projects

Sl. No.	Project Title	Funding Agency Name/ Institution	College
1	Qualitative Research in Higher Education Teaching Approaches for sustainability and well-being in Bhutan	Erasmus+ Project Co-funded by European Union	CLCS
2	Cook stove	SANDEE ICIMOD	CNR
3	Determination of listeria monocytogenes in cheese	International Foundation for Science (IFS)	CNR
4	Is Bhutan ready for Organic Agriculture?	IFS	CNR
5	Organic farming	BTFEC	CNR
6	Disaster Resilience Building Construction Practices on Hilly Slopes of Bhutan-A research Compliance and Recommendation for National Adaptation	CDRI 2021	CST
7	Development of Hybrid Low-Cost Cold Storage by using Locally Available Building Materials in Bhutan	Asia-Pacific Network for Global Change Research CRRP 2021 Call	CST
8	Development of smart greenhouse (SGH) for temperate and alpine regions to enhance agriculture farming for future food sustainability.	Asia-Pacific Network for Global Change Research CRRP 2021 Call	CST
9	Electric Energizer	NPPC, MOAF	CST

10	Asia@Connect project: "Implementation of e-Learning and associated Capacity Building in identified schools in Bhutan"	Asia @ connect Project	CST
11	Accreditation and Training of Teacher Assistants in Bhutanese Schools	Erasmus+ Project Co-funded by European Union	PCE
12	A multi-country study on Educational Innovations for out of School Children (OOSC) and Children at Risk of Dropping out	International Development Research Centre and Global Partnership for Education	PCE
13	Enhancing Mental Health, Counseling and Wellbeing Support for University students in Bhutan	Erasmus + Project Co-funded by EU	PCE
14	Connected Learning for STEM(CLiX)	IDRC, Canada	SCE
15	Preparedness of Bhutanese Higher Education Institutions for Inclusive Education; An Exploratory study	UNICEF Bhutan	SCE
17	The impact of Gender and inclusive Pedagogies on Student Participation and Learning Achievement at Secondary School during the Pandemic and	IDRC, Canada	SCE
18	Social survey on understanding cryosphere related hazard and community resilience in Trongsa, Bhutan	University of Bristol	SC
19	Qualitative Research in Higher Education Teaching Approaches for sustainability and well-being in Bhutan.	ERASMUS	SC
20	Environmental Impact of Energy Access: A case of Firewood, Biogas, Electricity, and Liquefied Petroleum Gas (LPG)	SANDEE, ICIMOD	SC
21	Assessment of population, habitat, and threats <i>Cycas pectinate</i> , a vulnerable taxon in Bhutan	The Rufford Foundation	SC
22	A community education programme to curb direct pollution of amphibian breeding sites in eastern Bhutan with reference to threatened <i>A. Himalayans</i>	The Rufford Foundation	SC
23	Building Capacity to Improve Air Quality in South Asia: Reducing PM2.5 Through Low-Cost Sensor Network Driven Policy Decisions	Duke University	SC

4.3 External Linkages

Linkages with reputed international universities and institutions have greatly contributed to enhance the visibility, credibility, and quality teaching-learning, research quality and also capacity development of the University academics. It has also contributed to meaningful cultural immersion experience to students.

- The University has signed MoUs with South Asia Foundation, New Delhi and University of Oslo, Norway;
- A multi-partner institutional MoU was also signed at the national level between select Colleges of RUB, including the Royal Thimphu College, with the Department of Culture, Ministry of Home and Cultural Affairs, Royal Government of Bhutan;

- Four active MoUs of the RUB were also renewed after assessing the benefits of the network with RUB, and they are as follows:
 - Naropa University, USA
 - Kansai University, Japan
 - Maejo University, Thailand
 - IIT Roorkee, India

5 Human Resource Development

5.1 Professional Development

The Human Resource Division has implemented 29 long-term professional development programmes for the faculties of the Colleges in the FY 2021-2022. They are undergoing their studies in different Universities in 16 countries.

Implementation by Country of study

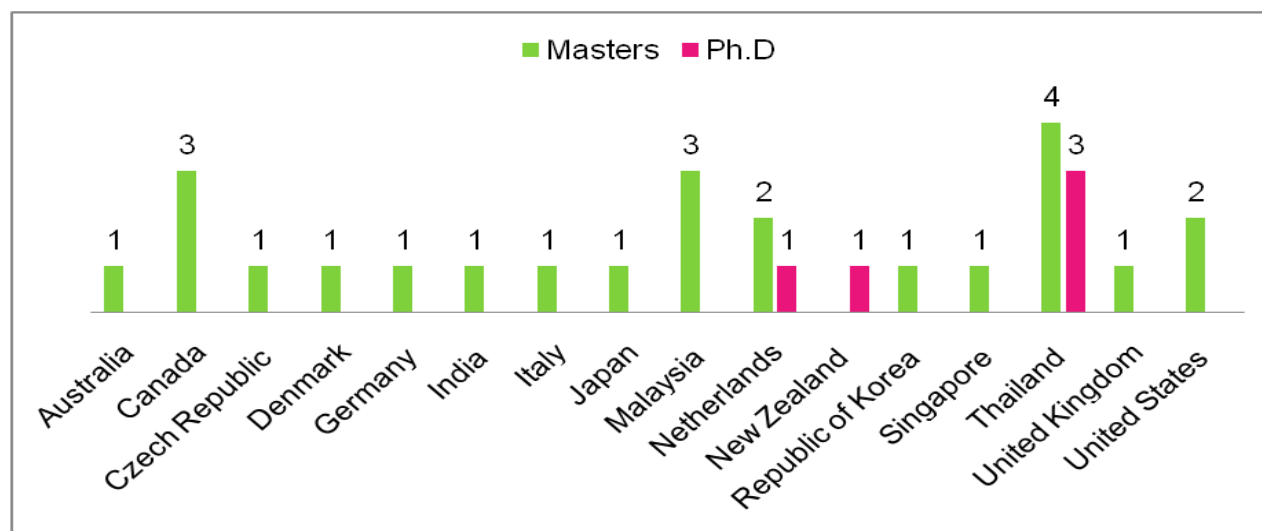


Table 5: Long Term Studies by level

Academic			Total
College	Masters	PhD	
CLCS	1	0	1
CNR	5	1	6
CST	7	0	7
JNEC	2	0	2
PCE	1	0	1
SC	6	3	9
SCE	2	1	3
Total	24	5	29

Implementation of long-term PD programmes has been largely supported through funding support from the Government and His Majesty's Scholarship at Naresuan University. In addition, the University has also received gracious support from the Government of India, Australia, Japan and Denmark. Funding was also extended by the other countries through cost sharing modality. A number of slots were implemented through open scholarships secured by staff such as merit/research scholarships from universities and scholarships offered by different countries.

Table 6: Long Term Studies Funding Sources

Source of Funding	Academics
Erasmus Mundus International Scholarship	1
RGoB Scholarship & Excellence Scholarship	1
HM's Scholarship	5
MEXT Scholarship	1
Nehru Wangchuck Scholarship	1
RGoB Scholarship	16
RGoB Scholarship & Prince of Songkla University	1
UNE IPRA Scholarship	1
University of Groningen and RGoB Scholarship	1
KoRAA	1
Grand Total	29

In the year, 20 academic staff have been conferred with Masters degree and 10 academic staff with PhD upon successful completion of their studies. There are 10 academic staff who have reported to the Colleges and are to receive their degrees soon, which will help to address enhancement of academic qualifications of our faculty.

Table 7: Long term Studies completion status of academic staff:

College/ OVC	Completed Studies			Reported to College but pending completion		
	Masters	PhD	Total	Masters	PhD	Total
CLCS	5	0	5	0	0	0
CNR	2	4	6	0	4	4
CST	2	1	3	3	0	3
GCBS	1	2	3	0	2	2
GCIT	0	0	0	0	0	0
JNEC	6	0	6	0	0	0
PCE	0	2	2	0	0	0
SCE	1	1	2	0	0	0
SC	3	0	3	1	0	1
Grand Total	20	10	30	4	6	10

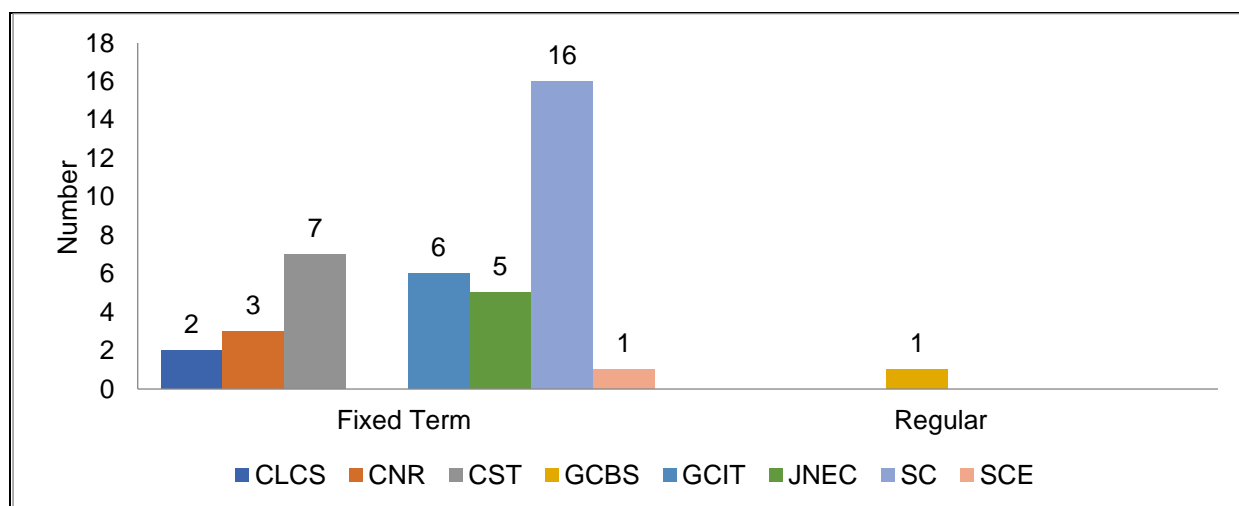
There are currently 55 academic staff and six administrative & technical staff on studies. 21 Academics undergoing PhD and 34 undergoing Masters programme. Six Administration & Technical staff are currently undergoing Bachelor's degree as detailed below:

Table 8: Staff on studies

College/ OVC	Academics			Admin & Technical		Grand Total
	Masters	PhD	Total	Bachelors	Total	
CLCS	1	0	1	1	1	2
CNR	5	4	9	1	1	10
CST	9	1	10	1	1	11
GCBS	1	3	4	1	1	5
GCIT	0	1	1	1	1	2
JNEC	6	0	6	1	1	7
PCE	2	2	4	0	0	4
SCE	3	4	7	0	0	7
SC	7	6	13	0	0	13
OVC	0	0	0	0	0	0
Grand Total	34	21	55	6	6	61

5.2 Human Resource Management

During the year, 41 new academic staff joined the University against various regular and fixed term positions in the Colleges, of which two were PhD, 12 with Master's Degree qualifications and the remaining 27 with Bachelor's degree qualifications.



5.3 Staff Strength

RUB has a total of 546 academic staff and 571 administrative & technical staff. Academic staff includes 34 expatriates and 64 Bhutanese working on fixed term appointments, and 448 regular academic staff. Of the 546 academic staff, 485 academic staff are on campus shouldering their normal duties while 61 academics are on study leave.

The data indicate 77 regular academic staff with Bachelor's degree qualification; at least 34 academic staff are yet to complete their Masters degree. Furthermore, it may be concluded that the current figure of regular academic staff with PhDs is likely to increase from 47 to 66 at least in the next 2-3 years.

Table 9: Staff Strength

COLLEGE / OVC	Academic Staff														TOTAL ACADEMICS	TOTAL ADMIN. STAFF	TOTAL STAFF	
	Academics - Regular (Bhutanese)					Academics - Fixed Term (Bhutanese)					Total Academics (Bhutanese)	Expatriates (Fixed Term)						Total Academics (Expats.)
	Diplo ma / Advance Diplo ma	Ba ch e l o r s	Ma s t e r s	Ph D	Tota l Aca dem ics (Reg ular)	Ad van ced Dip lom a	Bac h e l o r s	Ma s t e r s	Ph D	Total Academics (Fixed Term)		Bach e l o r s	Ma s t e r s	Ph D				
CLCS	0	5	37	1	43	0	3	1	0	4	47	0	1	0	1	48	56	104
CNR	0	11	26	14	51	0	6	1	1	8	59	0	0	0	0	59	61	120
CST	0	13	43	4	60	0	9	1	1	11	71	0	3	1	4	75	64	139
GCBS	0	4	41	0	45	0	2	2	0	4	49	0	4	4	8	57	68	125
GCIT	0	0	18	0	18	0	1	8	0	9	27	0	0	0	9	36	47	83
JNEC	4	9	35	0	48	0	3	4	0	7	55	0	0	0	0	55	65	120
PCE	0	11	38	13	62	0	2	0	0	2	64	0	2	1	3	67	52	119
SCE	0	2	30	11	43	0	0	0	0	0	0	0	0	0	0	43	43	86
SC	0	19	57	4	80	0	14	5	0	19	99	0	5	4	9	108	80	188
OVC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	35	35
Grand Total	4	77	323	47	450	0	39	22	2	64	514	0	15	10	34	548	571	1119

COLLEGE	Current Stock of Academic Staff (i.e. excluding those on studies)													TOTAL ACADEMICS
	Academics (Regular)					Academics - Fixed Term (Bhutanese)					Expatriates (Fixed Term)		Total Academics (Expats.)	
	Diplo ma/ Advan ce Diplo ma	Bach elors	Mas ters	PhD	Total Acade mics (Regul ar)	Advan ced Diplo ma	Bachel ors	Master s	PhD	Total Acade mics (Fixed Term)	Masters	PhD		
CLCS	0	1	37	1	39	3	0	1	0	4	1	0	1	44
CNR	0	7	16	14	37	0	5	1	1	7	0	0	0	44
CST	0	4	42	4	50	0	9	1	1	11	3	1	4	65
GCBS	0	4	36	0	40	0	2	2	0	4	4	4	8	52
GCIT	0	0	17	0	17	0	1	8	0	9	0	0	0	26
JNEC	4	2	35	0	41	0	3	4	0	7	0	0	0	48
PCE	0	9	35	13	57	0	2	0	0	2	2	1	3	62
SCE	0	0	24	11	35	0	0	0	0	0	0	0	0	35
SC	0	12	51	4	67	0	14	5	0	19	5	4	9	95
Grand Total	4	39	293	47	383	3	36	22	2	63	15	10	25	471

5 Finance

The consolidated financial report of the University for the FY 2021-2022 is presented below. The Financial Statements are based on IFRS / Bhutanese Accounting Standard for Small and Medium Sized Entities 2015.

5.1 Consolidated statement of Financial Position as of June 2022:

ASSETS		
Current Assets		
Cash and cash Equivalents	326,192,071	267,850,576
Inventory	12,677,200	10,745,009
Advance /Prepayment	133,027,828	136,597,758
Financial Assets	229,348,644	311,069,018
Other Current Assets	22,812,470	6,462,789
Total Current Assets	724,058,214	732,725,150
Non-Current Assets		
Property Plant & Equipment	4,892,125,268	4,691,203,036
Financial Assets	151,775,182	126,125,260
Other Non-Current Assets	303,084,781	286,223,027
Total Non-Current Assets	5,346,985,232	5,103,551,323
Total Assets	6,071,043,446	5,836,276,473
LIABILITIES		
Current Liabilities		
Deferred Grant Income	386,086,165	375,718,988
Security Deposit payable	24,506,624	10,102,610
Provision Employee Benefit & Obligation	26,118,854	10,495,104
Other Current liabilities	265,369,156	171,928,279
Total Current Liabilities	702,080,799	568,244,980
Non-Current Liabilities		
Deferred Grant Income	3,817,003,940	4,012,072,123
Provision for Employee Benefit & Obligation	12,436,229	9,214,226
Other Non-Current Liabilities	75,790,007	90,991,923
Total Non-Current Liabilities	3,905,230,176	4,112,278,272
Total Liabilities	4,607,310,975	4,680,523,252
EQUITY		
Retained Earnings	1,463,732,473	1,155,753,216
Total Equity	1,463,732,473	1,155,753,216
Total Liabilities and Equity	6,071,043,448	5,836,276,469

5.2 Consolidated statement of Income & Expenditure as on June 30, 2022

INCOME			
Tuition Fee	19.01	1,117,064,286	1,004,893,478
Government grants	19.02	475,263,655	519,830,715
Research grants	19.03	9,332,399	8,236,904
Consultancy Services	19.04	1,036,789	-
HRD Grant -Income	19.05	28,492,400	-
House Rent	19.06	38,575,775	34,552,087
Income from Outsourcing	19.07	189,392	1,562,336
Income from hiring out of facilities	19.08	304,000	315,700
Miscellaneous Income	19.09	3,801,937	3,947,355
Income from farm activities	19.10	1,807,947	-
Interest incomes	19.11	23,091,481	29,950,518
Other Income	19.12	60,416,255	36,566,087
Gain from Revaluation of asset	19.13	60,108,168	-
Total Income	19	1,819,484,483	1,639,855,181
EXPENDITURE			
Pay & Allowances	20.00	729,099,572	721,491,093
Operational Expenses	21.00	182,616,463	118,177,030
Teaching & Learning	22.00	24,325,727	24,623,979
Student Facilities & Services	23.00	183,881,495	206,475,773
Training Seminar & Workshops	24.00	31,771,637	1,957,202
Research & Development	25.00	26,137,104	18,959,964
Program Development	26.00	7,082,277	1,343,276
Depreciation	27.00	224,959,629	162,032,524
Project Expenses/Loss on disposal	28.00	69,304,889	9,631,784
Total Expenses		1,479,178,792	1,264,692,625
NET INCOME		340,305,692	375,162,556

6 Challenge and Issues

- 6.1 The selection of academics with master's degree qualification continues to be a challenge owing to the small pool and scarcity in some areas. Similarly, attracting competent in-service people with added industry experience is also a challenge. Rethinking on the possibility of raising the profile of academic positions and appropriate policy interventions are imperative to address these issues;
- 6.2 Retention of staff, particularly those who are in their prime age, is another significant area which requires careful scrutiny. While the reasons for early exit of staff may vary from person to person, study of their motivation and feedback would be relevant for the University to strive towards improving its human resources;
- 6.3 Staff redundancy due to transformation has become difficult to overcome. Therefore, a policy to face such issues has become crucial;
- 6.4 Recruitment of staff on fixed term is not received well while compared to the recruitment of staff on regular basis since it is viewed differently in terms of opportunities and financial remunerations. Consequently, it hampers the commitment and efficiency of those staff on a fixed term;
- 6.5 It has been evident that postgraduate programmes are crucial for the Country to create a pool of experts in specific subject areas, promotion of research, and development of academic culture. However, due to lack of policy to support postgraduate programmes, RUB has not been able to enroll students in its various postgraduate studies particularly for master's programmes. This will deter RUB from its goal of promoting lifelong learning in the Country. The development of a policy for committed scholarship funding for postgraduate programmes has become necessary;
- 6.6 Additionally, programmes offered on part-time mode have lost their popularity since it is not recognised by key agencies such as the Royal Civil Service Commission and Election Commission of Bhutan. Looking at the global trends in higher education and more so because of the pandemic, distance learning and online learning have appeared as viable modes of study for higher education. Therefore, an enabling policy environment must be created to enhance remote learning to help improve knowledge and skills of the working populace, who otherwise cannot afford the opportunity to take up higher education in traditional mode of learning;
- 6.7 In terms of research, it is important to recognise the University as a think tank for the Government. The establishment of the National Research Council as envisioned in the Tertiary Education Policy 2010 is crucial for the University to ensure policy as well as financial support from the Government to engage itself as a think tank. In the absence of the central body, it will still be difficult for the country to set research agenda, roadmap and ensure dedicated funding to support RUB in promoting research;
- 6.8 Internationalisation of the University is gaining momentum with the expressed need to produce globally competent graduates. A differential treatment to the University to encourage academic engagement with its global counterpart is necessary;
- 6.9 In keeping with the global trends, the University plans to adopt blended learning in a major way. It will require the University a substantial financial support to put in place all necessary ICT infrastructure, facilities and building capacity. The ICT capital budget which has never

featured in our budgeting proposal will now become a crucial component of our future budget planning.